

## 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)

Jan – Dec 2014

#### I. Details of the Institution

1.1 Name of the Institution

MGM INSTITUTE OF HEALTH SCIENCES  
[MGMIHS]  
(Deemed University u/s 3 of UGC Act, 1956)

1.2 Address Line 1

3<sup>rd</sup> floor, MGM Educational Campus

Address Line 2

Sector -1, Kamothe

City/Town

Navi Mumbai

State

Maharashtra

Pin Code

410 209

Institution e-mail address

mgmuniversity@mgmuhs.com; registrar@mgmuhs.com

Contact Nos.

022-27432471; 022-27432994  
9322880252

Name of the Head of the Institution:

Dr. S.N. Kadam

Tel. No. with STD Code:

022-27432471; 022-27432994

Mobile:

Name of the IQAC Co-ordinator:

Mobile:

IQAC e-mail address:

**1.3 NAAC Track ID** (For ex. MHCogn 18879)

**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)

**1.5 Website address:**

Web-link of the AQAR:

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 <sup>st</sup> Cycle	A	3.07	Dec 2013	5 years
2	2 <sup>nd</sup> Cycle				
3	3 <sup>rd</sup> Cycle				
4	4 <sup>th</sup> Cycle				

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

**1.8 AQAR for the year (for example 2013-14)**

Jan – Dec 2014

**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)**

- Not Applicable

**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

(e.g. 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)

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**1.11 Name of the Affiliating University (for the Colleges)**

Not Applicable

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

Autonomy by State/Central Govt. / University	<input type="text" value="√"/>		
University with Potential for Excellence	<input type="text"/>	UGC-CPE	<input type="text"/>
DST Star Scheme	<input type="text"/>	UGC-CE	<input type="text"/>
UGC-Special Assistance Programme	<input type="text"/>	DST-FIST	<input type="text"/>
UGC-Innovative PG programmes	<input type="text"/>	Any other ( <i>Specify</i> )	<input type="text"/>
UGC-COP Programmes	<input type="text"/>		

## **2. IQAC Composition and Activities**

<b>2.1 No. of Teachers</b>	<input type="text" value="03"/>
<b>2.2 No. of Administrative/Technical staff</b>	<input type="text" value="01"/>
<b>2.3 No. of students</b>	<input type="text" value="0 2"/>
<b>2.4 No. of Management representatives</b>	<input type="text" value="01"/>
<b>2.5 No. of Alumni</b>	<input type="text" value="02"/>
<b>2. 6 No. of any other stakeholder and community representatives</b>	<input type="text" value="0"/>
<b>2.7 No. of Employers/ Industrialists</b>	<input type="text" value="0"/>
<b>2.8 No. of other External Experts</b>	<input type="text" value="0"/>
<b>2.9 Total No. of members</b>	<input type="text" value="9"/>
<b>2.10 No. of IQAC meetings held</b>	<input type="text" value="05"/>

**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

- IQAC Sensitization Program
- International Convention On Challenges in Medical Education
- Managing stress in Health Care
- Training in basic Medical Education and Technology
- Reaching out to the community

**2.14 Significant Activities and contributions made by IQAC**

- Sensitization of all staff/ Holding regular meetings
- Creation of Centralized Database
- Preparations for hospital NABH accreditation, which is proceeding at an expected pace. IQAC is of the opinion that hospital is an essential part of health services maintenance of quality is of utmost importance. Aurangabad MC NABH is also proceeding according to schedule.
- NABL accreditation was obtained for Navi Mumbai Medical College Lab and Blood Bank on 26<sup>th</sup> April 2013 and for Aurangabad Medical College NABL is obtained for Lab.
- Establishing different cells for improving the quality of medical education, i.e. Attendance cell, MET cell, Mentoring programme
- Establishment of research cell for improved quality of research.
- Examination/Assessment Cell

## 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 \***

Sr no	Plan of Action	Achievements
1.	Sensitization of teaching staff for maintenance of quality	Required degree of sensitization has been achieved.
2.	The existing committees were activated and requested to hold regular meetings and submit their report to IQAC. (In process)	IQAC is in constant liaison and supervises the various committees. There are no incidences of ragging or sexual harassment and grievances are regularly addressed to.
3.	Suggestion to the Deans of constituent colleges of MGMIHS to strengthen Parent teacher association and take their feedback at institutional level.	In process, matter reported to the Dean.
4.	Motivating students to take up STS-ICMR projects	16 STS-ICMR project reports were approved in the year 2014 as compared to 6 in the year 2013.
5.	Integrating gender in medical education.	Training of Trainers (TOT) done by CEHAT NGO and 3 core faculties from Departments of Psychiatry, OBGY and PSM were trained. This core team would further sensitize medical students, PGs and faculty members.

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

**2.16 Whether the AQAR was placed in statutory body**      Yes  No

Management  Syndicate  Any other body

**Provide the details of the action taken:**

- 3 tier reporting system was implemented for reporting system for IQAC i.e. at department level, institute/college level, university level. IQAC at department level must submit quarterly report to the institute/college IQAC which in turn will compile and send the same to university IQAC.

## 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
PhD	32	-	32	32
PG	35	3	38	38
UG	8	-	8	8
PG Diploma	8	-	8	8
Advanced Diploma	-	-	-	-
Diploma	-	-	-	-
Certificate	-	-	-	-
Others: DM/MCh	5	-	5	5
<b>Total</b>	88	3	91	91

Interdisciplinary	88	3	91	91
Innovative	-	-	-	-

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

##### (ii) Pattern of programmes:

Pattern	Number of programmes
Semester	12
Trimester	-
Annual	76

**1.3 Feedback from stakeholders\*** Alumni  Parents  Employers  Students   
*(On all aspects)*

Mode of feedback : Online  Manual  Co-operating schools (for PEI)

*\*See Annexure for details- data analysis for year 2013 attached. Analysis for year 2014 in progress.*

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

**(Ref: BOM-37/2014 dated 29-07-2014)**

- New syllabus for BSc Anaesthesia, OT, Cardiac technologies from Academic year 2014-15
- New format of syllabus with credit system for MSc Anatomy, Physiology, Biochemistry, Pharmacology, Microbiology from Academic year 2015-16
- Use of Strip method (Uristicks) in First MBBS Biochemistry practicals
- New curriculum and exam pattern including log book for MD FMT
- FMT : Inclusion of role of doctors in correct implementation of following Acts
  - Criminal law Amendment Act 2013 No13 of 2013
  - Sexual harassment of Women at Workplace (Prevention Prohibition and Redressal) Act 2013 No 14 of 2013
- PG students allowed to continue animal experimentation with permission of CPCSEA (ethics committee).
- Residents and Lecturers from Paediatrics and OBGY Departments posted at Rural Health Centre by rotation.
- MBBS UG students posted in Anaesthesia Dept for 10 days from Academic year 2014-15
- Ophthalmology – Ocular emergencies given more emphasis in MBBS syllabus
- Medicine - revision of part of syllabus for MBBS approved by board of studies in Sept 2014

**(Ref: BOM-38/2014 dated 28-11-2014)**

- Lipid Profile included as LCD topic in the Biochemistry curriculum of 1<sup>st</sup> year MBBS course with effective from Academic Year 2015-16.
- Horizontal Integration programme for 1<sup>st</sup> year MBBS course with effective from Academic Year 2015-16 accepted.
- Six-monthly department level assessment for PG students to assess their attendance/performance/dissertation work etc. as per the norms of MGMIHS.
- Resolved to follow the existing MGMIHS guidelines, as per Course syllabus, for weightage to be given to attendance, while calculating internal assessment marks.
- Practical examination should be conducted for 25 marks and 15 marks for oral examination for all II<sup>nd</sup> MBBS subjects except FMT and this should be reflected in the University mark sheet proforma/format with immediate effect.
- Use of simulation techniques, as far as possible, for MD Pharmacology examination due to stringent rules and regulations given by CPCSEA.
- “Integrated Management of Neonatal & Childhood Illnesses (WHO program)” topic included in Theory as “Desirable to know” in the UG Paediatrics curriculum from batch entering Third year Part II MBBS in February, 2015.
- “Palliative Care” topic included in Theory as “Desirable to know” in the UG Paediatrics curriculum from batch entering Third year Part II MBBS in February, 2015.
- Resolved to include “Rational Antibiotic Policy” topic in Theory as “Desirable to Know” in the UG Paediatrics curriculum from batch entering Third year Part II MBBS in February 2015.
- “Paediatric Advanced Life Support” module included in Theory and Practical in the Paediatrics PG curriculum from academic year 2015-16.
- “Neonatal Advanced Life Support” module included in Theory and Practical in the Paediatrics PG curriculum from academic year 2015-16.



- “Palliative care” topic included in Theory in the Paediatrics PG curriculum from academic year 2015-16.
- “Rational Antibiotic Policy” topic included in Theory and Practical in the Paediatrics PG curriculum from academic year 2015-16.
- Changes in Psychiatry Syllabus for MBBS in "Part (c) Integration" which is to be effective from batch entering Third year Part II MBBS in February, 2015.
- Change in M.Ch. (Urology) curriculum which is to be effective from academic year 2015-16.

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

- MSc Clinical Embryology course started.
- Cytogenetic Lab established.
- Department of Immuno-Hematology and Blood Transfusion established at Kamothe. MD Transfusion Medicine course started.
- Department of Geriatric Medicine started
- An Advanced Sleep Medicine Laboratory established at Kamothe with collaboration of University of Pennsylvania (USA)
- Ambulatory BP Monitoring facility started at Dept of Cardiology, Kamothe.
- A state-of art Zebra fish laboratory for research purposes established in Central Research Lab, Kamothe for advanced research in Biotechnology.
- Department of Prosthetics and Orthotics started at Kamothe with permission of Rehabilitation Council of India. Academic courses commencing this year.
- Following additional facilities created at Aurangabad:
  - New Central Library of 25,000 sq.ft. with latest facilities established
  - 12-bedded Surgical ICU-2 established

## Criterion – II

### 2. Teaching, Learning and Evaluation

#### 2.1 Total No. of permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
721	165	106	111	339

#### 2.2 No. of permanent faculty with Ph.D.

17
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#### 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
12	0	7	0	4	0	33	0	56	0

#### 2.4 No. of Guest faculty, Visiting faculty and Temporary faculty

18	47	0
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#### 2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended	363	267	376
Presented papers	38	42	26
Resource Persons	42	30	82

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

- Integrated teaching between traditional subject areas using a problem based learning approach.
- Avoiding compartmentalization of disciplines so as to achieve both horizontal and vertical integration in different phases.
- Microteaching methodology adopted for PG Students.
- U.G students motivated successfully to take up short term research projects sponsored by Indian Council of Medical Research (ICMR) and Department of Science and Technology (DST).
- Encouragement given to UG students to participate in Quiz competitions, Debates and other co-curricular activities.
- Institute has established MEU to enhance teaching and assessment skills of teachers
- Introduction of evaluation process by incorporating Objectively Structured Practical Examination as part of formative and summative assessment in all courses.

- An effective learning environment is being planned in order to move out from physical class rooms to virtual class rooms where learning is 24x7.
- Dual degree programmes and Integrated PG-cum- Ph.D programmes introduced in some disciplines.
- Institute keeps reviewing existing policies and practices in research, consultancy services and extension activities periodically. Corrections in any area/areas, if deemed necessary, are carried out promptly.
- Some of the best practices developed in research are:
  1. Thesis Guide: The process of writing theses correctly and scientifically are described in detail in the Thesis Guide book. This book is distributed to all PG Students as a ready reckoner. It also reflects briefly on basics of statistics.
  2. Protocol Presentation: All PG Students have to present their research protocols to a designated Research Committee for approval.
  3. PPP (Public/ Private and Private/ Private Partnerships) model is implemented at the institutional level in order to promote research.
- Greater emphasis is placed on Evidence Based Research. Research Committee reviews the progress of research periodically.

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

240
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**2.8 Examination/ Evaluation Reforms initiated by the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions)**

To make the evaluation system more effective and transparent the University has introduced the following measures:

- The examination halls have been installed with CCTV cameras to monitor the examination process.
- Cell phones are not permitted inside examination halls. Jammers have been installed at some places.
- Still photographs of seated students in the examination halls are taken for records.
- Periodical evaluation of the PG Students at the constituent colleges is done by conducting yearly examinations in the Departments.
- Uptodate log-books are maintained by PG Students.
- Evaluation reforms are continuously monitored by Heads of the Institutes. New reforms are introduced if required.
- Coding of the answer books is done during the Central Assessment Procedure. Answer books are decoded only during tabulation of the marks at University Examination Section under the supervision of concerned authorities.
- 4 sets of question papers are obtained from senior teachers from within and outside University.
- Moderation of the Question papers is carried out by a senior teacher/convener for eliminating any ambiguity/mistakes in their contents, language, syllabus and orientation of the subject matter covered in the papers.
- External examiners for practical/clinical exams are selected from outside Maharashtra for PG Courses as per MCI guidelines.

- Constitution of a special Committee of Chairpersons of Board of Studies as its members, under chairmanship of Pro Vice Chancellor of the University (5A Committee) has been done to empanel internal/external examiners and paper setters.
- Continuous internal assessment of each Student in every semester is done by periodical tests, assignments, seminars, evaluation of practical and project/field work in an objective manner, in addition to written tests.
- Regular objective assessment in class room/ward/clinics/OPD etc of individual students. The defaulters in attendance, if due to exceptional circumstances, are given a chance to work during vacation or holidays to complete the shortfall in their attendance.
- Absolute transparency in the examination system, including internal assessment marking system, is maintained strictly.

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

BOS=99	AC=52	BOM=14
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**2.10 Average percentage of attendance of students:**

85.86%
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**2.11 Course/Programme wise distribution of pass percentage:**

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
First MBBS	313	0.63	-	-	-	75.07
Second MBBS	281	2.13	-	-	-	90.03
Third MBBS (Part-I)	197	0.50	-	-	-	83.24
Third MBBS (Part-II)	207	-	-	-	-	84.05
PhD	4	-	-	-	-	100
MD/MS Courses	107	-	-	-	-	83.17
Diploma Courses	15	-	-	-	-	86.67
First BSc	317	-	-	-	-	27
Second BSc	84	-	-	-	-	50
Third BSc	15	-	-	-	-	26.67
MSc 1 <sup>st</sup> Semester	36	-	-	-	-	67
MSc 2 <sup>nd</sup> Semester	23	-	-	-	-	91

MSc 3 <sup>rd</sup> Semester	19	-	-	-	-	89
MSc 4 <sup>th</sup> Semester	30	-	-	-	-	97
MSc 5 <sup>th</sup> Semester	4	-	-	-	-	100
MSc 6 <sup>th</sup> Semester	15	-	-	-	-	100

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

- IQAC supervises and monitors all aspects of teaching-learning processes being followed.
- It takes regular feedback from students and examiners. If any deficiencies are found, corrective measures are suggested for quality improvement. Implementation of the corrective measures taken is also monitored.
- It assesses quality of teaching by getting students' feedback
- It interacts with mentors with respect to slow learners and ensures that constant support is given to them.
- It monitors activities of MEU and supervises the process of induction of new teachers
- It monitors academic calendar and lacunae found if any, are pointed out for correction.
- It monitoring students attendance
- IQAC also looks into the functioning of the IT Dept, Audiovisual equipments and Lab equipments. Undue delay in repairing non-functioning equipment is brought to the notice of concerned authorities.
- IQAC carries out periodic review of all designated committees under the constituent colleges of MGMIHS

### 2.13 Initiatives undertaken towards faculty development

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	33
UGC – Faculty Improvement Programme	-
HRD programmes	55
Orientation programmes	54
Faculty exchange programme	126
Staff training conducted by the university	55
Staff training conducted by other institutions	425
Summer / Winter schools, Workshops, etc.	-
Others	-

## 2.14 Details of Administrative and Technical staff

Category	No of Permanent Employees	No of Vacant Positions	No of permanent positions filled during the Year	No of positions filled temporarily
Administrative Staff	118	0	2	2
Technical Staff	214	0	12	12

## Criterion – III

### 3. Research, Consultancy and Extension

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

- IQAC receives periodic reports from Research Secretariat regarding completed and ongoing research projects and keeps a tab on the same
- IQAC enquires into the reasons behind slow moving projects
- It helps in whatever way it can, in release of funds for the projects
- It oversees utilization of funds for various research projects
- It identifies departments which have less number of projects and publications and coaxes them for taking corrective measures
- It keeps a track on any difficulties faced by researchers and brings these to the notice of concerned authorities for speedy amelioration. (Examples: Lab equipment not working, inadequate funds, difficulties in getting clinical material, inter-personal and inter-departmental issues etc).
- It ensures that no projects proceed without approval of Institutional Ethical Committee.

#### 3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	1	9	2	8
Outlay (Rs.)	3,50,000	95,48,250	32,78,250	3,48,68,540

#### 3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	259	258	42	31
Outlay (Rs.)	40,15,000	40,75,000		

\*Rs. 25000 is adjusted for expenditure incurred by students for lab tests/imaging diagnostics used by tyem for preparation of theses

#### 3.4 Details on research publications

	International	National	Others
Peer Reviewed Journals	139	69	1
Non-Peer Reviewed Journals	0	0	7
e-Journals	4	7	0
Conference proceedings	1	0	3

#### 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**

Nature of the Project	Year	Name of the funding Agency	Total grant Sanctioned (in Rs)	Received (in Rs)
Major projects	2014	BRNS	47,54,000	29,48,750
	2012	BRNS	23,82,750	3,29,500
	2014	MGM Vashi	3,30,220	-
Interdisciplinary Projects	-	-	-	-
Industry sponsored	2014		4,00,000	2,00,000
Projects sponsored by the University/ College	2014	MGMIHS	31,00,000	31,00,000
Students research projects <i>(other than compulsory by the University)</i>	2014	STS-ICMR	7,50,000	3,50,000
Any other(Specify)	-	-	-	-

**3.7 No. of books published** i) With ISBN 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  Any Other (specify)

**3.10 Revenue generated through consultancy:**



### 3.11 No. of conferences organized by the Institution

Level	International	National	State	University	College
Number	03	03	15	04	24
Sponsoring agencies	MGMIHS, JNEC CIPLA	MGMIHS & State Chapter of concerned subject	MGMIHS & State Chapter of concerned subject	MGMIHS & State Chapter of concerned subject	Monthly hospital clinical meetings

0

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

175

### 3.13 No. of collaborations

International

6

National

23

Any other

5

### 3.14 No. of linkages created during this year

11

### 3.15 Total budget for research for current year:

From Funding agency

Rs. 32,78,250

From Management of University/College

Rs.10,84,31,226

Total:

Rs. 11,17,09,476

### 3.16 No. of patents received this year

Type of Patent		Number
National	Applied	1
	Granted	-
International	Applied	-
	Granted	-
Commercialised	Applied	-
	Granted	-

### 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
16	0	11	4	1	0	0

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

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

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

JRF  SRF  Project Fellows  Any other

**3.21 No. of students Participated in NSS events:**

University level  State level   
National level  International level

**3.22 No. of students participated in NCC events:**

University level  State level   
National level  International level

**3.23 No. of Awards won in NSS:**

University level  State level   
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

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

1. Rally jointly Organized by Dept. of Community Medicine and RTO Kalamboli to create awareness among people about increasing road traffic accidents and use of Helmets to prevent head injury was carried on “Road Safety Day” in the month of Jan 2014.
2. Women’s Day Celebration in March 2014: Activities were carried at field practice area of Urban Health Training Centre and Rural Health Centre for 3 days. Activities such as a) group discussion on gender discrimination. b) Health talks in community on nutrition in pregnancy and role of physiotherapy and exercise in back aches. c) Walkathon highlighting female feticide. d) Skit by MGM Nursing on domestic violence and gender discrimination etc. were carried out for the beneficiaries.
3. Dept. of Community Medicine, Dept. of Respiratory Medicine, DOT Centre (MGM Hospital Kamothe) and DTO- District Raigad jointly organized Seminar on eve of World TB Day in March 2014. Issues like MDR – TB, DOTS, DOTS plus were discussed. Role play was conducted by interns and Post Graduate students for beneficiaries.
4. Celebration of World Health Day was carried out by conducting IEC Activities at field practice areas of Asudgaon and Kalamboli in the Month of April 2014.
5. Breast Feeding week celebration was carried out at field practice areas of Asudgaon and Kalamboli. IEC Activities, Counseling and interactive session were conducted for the beneficiaries at field practice areas of Urban Health Training Centre and Rural Health Training Centre in the month of August 2014.
6. School Health Programme was conducted at Schools under Yusuf Meherally Centre, Tara, Tal- Panvel, Dist- Raigad (Aug 2014) and Mahatma Phule Arts, Science and Commerce College, Panvel, Raigad (Sept. 2014). A total of 900 School & College students were screened for medical and dental problem. Medical Treatment for minor ailments was given to the students. Students requiring referral services were referred to MGM Hospital, Kamothe, Navi Mumbai. Counseling was given to students by Social Workers and Doctors. Focus group discursion for girls on various health problems like menstruation was carried by Post Graduate students of Dept. of Community Medicine. Health Education Session on various topics like Anemia, addictions, Nutrition Advice,etc. was conducted for the students.
7. Dept. of Community medicine Organized seminar on Organ Transplantation in August 2014. It was attended by all faculty members and Post Graduate students of all colleges from Mumbai and Navi Mumbai.
8. Celebration of World Heart Day in September 2014: A walkathon was organized by Dept. of Community Medicine in collaboration with MGM Hospital, Vashi at Vashi. Students from 3<sup>rd</sup> sem & 7<sup>th</sup> sem, Post Graduate students, Interns and Faculties from various Departments participated in the rally to raise awareness for prevention of cardiovascular diseases.
9. Interns from Dept. of Community Medicine, screen donors during Blood Bank camp.
10. NRHM Camp was organized jointly by Dept. of Community Medicine and Maharashtra State Government at Rural Hospital, Kashele, Raigad, for tribal beneficiaries in the month of October 2014. Patients were screened for Medical, Surgical and Dental problems. Those requiring surgery were operated by faculties from Surgery, Anaesthesia and OBGY Dept. of MGM Hospital, Kamothe, Navi Mumbai. Sugeries were also carried out at MGM Hospital for camp patients free of cost.
11. Celebration of National Unity Day in memory of Birth Anniversary of Late Sardar Vallabhbai Patel was organized and conducted by Dept. of Community Medicine between 31/10/14-06/11/14. Various activities like Run for Unity, Health Exhibition

- ,camps, cancer screening were carried out. The schedule and the detailed report is attached as Annexure 6
12. Regular health check up camps at field practice area of Kalamboli and Asudgaon villages
  13. Regular visits to old age home at Bayti for screening and providing treatment to geriatric patients.
  14. Rajeev Gandhi Aarogya Jeevandayee Yojana-(RGJAY) camps were conducted at Tara in the month of Nov 2014.
  15. Multi-diagnostic camps conducted at Tara regularly on Wednesdays and Fridays.
  16. IEC Activities for students of Z.P. School, Kalamboli on “Swachh Bharat Abhiyan” in the month of November was carried out by faculties, PG Students and interns posted under Dept. of Community Medicine.
  17. HIV/AIDS awareness Day on 1<sup>st</sup> Dec 2014 was carried out at field practice area of our Rural Health Training centre, Tara. Role plays were conducted for beneficiaries of that area. IEC Activities, interactive sessions were also conducted for the beneficiaries.
  18. Psoriasis day, Vitiligo day and Gandhi Jayanti with poster presentation on “Gandhiji’s work on leprosy” were observed.

## 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	Navi Mumbai Land:28 acres Aurangabad Land:47.6 MGM College, Kamothe:17260 sq mt MGM Hospital Kamothe: 39139 sq mt MGM Hospital Kalamboli: 3970 sq mt Sanpada (Biomechanics Lab): 200sq.mt.	Nil	MGMIHS	Same as in column 1
Class rooms	13	Nil	MGMIHS	13
Laboratories	25	2	MGMIHS	27
Seminar Halls	52	Nil	MGMIHS	52
No. of important equipments purchased ( $\geq$ 1-0 lakh) during the year 2014	143	68	MGMIHS	211
Value of the equipments purchased during the year 2014 (Rs.)	-	9,38,03,122	MGMIHS	Rs 9,38,03,122 worth new equipment added to pre-existing one
Others – Demo halls	16	0	MGMIHS	16

#### 4.2 Computerization of administration and library

- Computerization of the University administration and linking it with the Institutions has been approved and is under process
- The computer facility is extended to all Faculties and Students for academic and co-curricular activities, community outreach, collaborative, administrative and financial evaluation activities.
- Each department/unit is provided with necessary number of computers and peripherals including printers, scanners etc. with current configuration.

- Biometric devices and software are used for recording of attendance and later passed onto Tally Software for calculation of payrolls
- HMS (Hospital management System) is used for patient admissions till discharge. Hospitals also have LIMS (Lab Information Management System) used for lab activities.
- A separate PACS system i.e. Picture Archiving and Communication System, is used for on-the-spot transmission of images from Radiology Dept to wards and consultants.
- Library has a dedicated LIB SYS software for Library management.
- Online journals and periodicals are available.
- Computer facilities are provided for supporting Common Entrance Test, admissions and maintaining students' information.
- Most of the departments are connected through LAN, WAN and Wi-Fi. IT department provides training to students and staff in use of computers.
- There are more than 610 terminals and 225 computer peripherals with servers.
- Laser delivery module as learning material, educational CDs and DVDs are made available.
- The University has installed high-end digital camera with video shooting facility, voice and picture mixing software and animation facilities at multimedia centre.
- 1 GB National Knowledge Network (NKN) Broadband line is installed and functional.
- Central Computer Centre provides excellent academic computing facilities to the faculties and Students.
- All Desktops are connected in wired LAN with \*P4 and above configurations.
- Computer interfaced LCD projectors are provided to the Faculty and Students for computer-aided teaching/learning and for presentations of research papers in conferences/symposia/ workshops.
- Online Journals, CDs and data bases are used by Teachers and Post graduate Students to enhance their knowledge.
- Various CD-ROMS are available to aid the preparation of teaching material.
- Computer aided presentation of lessons by CCE, A.P., and APSCHE are provided.

### 4.3 Library services:

	Existing (Till 2013)		Newly Added (Jan-Dec 2014)		Total	
	No.	Value (In Rs.)	No.	Value (In Rs.)	No.	Value (In Rs.)
<b>Textbooks</b>	18421	2,06,18,820	1443	13,66,221	19864	2,19,85,041
<b>Reference Books</b>	2428	39,41,278	466	13,43,430	2894	52,84,708
<b>e-Books</b>	192	15,000	605	Free	797	15,000
<b>Journals</b>	8848	16,99,89,407	358	1,32,99,697	9206	2,17,757,970
<b>e-Journals</b>	488	15,000	488	Free	976	15,000
<b>Digital Database</b>						
<i>Website of Central Medical Library</i>	1	Open Access	-	Open Access		Open Access
<i>MEDLINE Complete</i>	1	668000	-	-	1	668000
<i>CINAHL (Nursing)</i>	1	305000	-	-	1	305000
<i>Access Medicine (E-Books)</i>	-	-	1	575000	1	575000
<i>MUHS Digital Library</i>	1	15000	1	Open Access	1	Open Access
<i>WHOLIS</i>	1	Open Access	1	Open Access	1	Open Access
<i>Free Medical Journals</i>	1	Open Access	1	Open Access	1	Open Access
<i>HINARI</i>	1	Open Access	1	Open Access	1	Open Access
<i>PubMed</i>	1	Open Access	1	Open Access	1	Open Access
<i>Cochrane Library</i>	1	Open Access	1	Open Access	1	Open Access
<i>DOAJ: Directory of Open Access Journals</i>	1	Open Access	1	Open Access	1	Open Access
<i>DOCLINE</i>	1	Open Access	1	Open Access	1	Open Access
<i>Electronic Journals Library</i>	1	Open Access	1	Open Access	1	Open Access
<i>Wiley Online Library</i>	1	Open Access	1	Open Access	1	Open Access
<i>HINARI Research in Health</i>	1	Open Access	1	Open Access	1	Open Access
<i>Glossary of HIV/AIDS Related Terms</i>	1	Open Access	1	Open Access	1	Open Access
<i>Free Books for 4Doctors</i>	1	Open Access	1	Open Access	1	Open Access
<i>WHO Global catalogue</i>	04	71,700	04	66,320	08	1,38,020
<b>CD &amp; Video</b>	917	-	155	-	1072	-
<b>Others - Thesis</b>	393	-	115	-	508	-

### 4.4 Technology up-gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Depts	Others
Existing	572	75	262 [1GB NKN]	105	1	112	69	39
Added	213	50	3	0	0	4	8	0
Total	785	125	265 [1GB NKN]	105	1	116	77	39

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

- General training is provided on computer applications as per request of the specific Departments
- Internet browsers are upgraded as per availability and technology up gradation is done as per requirements

#### 4.6 Amount spent on maintenance:

i) ICT	Rs.47,42,026
ii) Campus Infrastructure and facilities	Rs.4,88,95,201
iii) Equipments	Rs.2,47,30,326
iv) Others	Rs.10,00,000
<b>Total :</b>	Rs. 7,93,67,533



## **Criterion – V**

### **5. Student Support and Progression**

#### **5.1 Contribution of IQAC in enhancing awareness about Student Support Services**

- Implementation of mentor system.
- Activation, supervision and monitoring of : -
  - Students advisory committee
  - Anti-ragging committee
  - Students Council
  - Cultural Committee
  - Sports Committee
  - Prevention of Women Harassment Committee
  - Grievance Redressal Committee
  - Alumni Association
  - Counselling Cell: The Counselling Cell takes care of career counselling, skill development etc. Motivational lectures, orientation programmes are arranged. Performance enhancement sessions for slow learners
- Motivating students for STS-ICMR Projects
- Support for overseas students - An Overseas Student Coordinator is appointed for helping overseas students and catering to their needs like hostel facilities, canteen facilities, medical care and English and local language teaching classes.
- Scholarships and free-ships - Fee concessions for deserving candidates are given. The students are provided with assistance for obtaining educational loans and scholarships from banks and various financial agencies.
- Support for physically challenged / differently-abled students and economically weaker sections
- Motivating students participating in various competitions/conferences in India and abroad
- Exposure of students to other institutions of higher learning, corporate & business houses, etc.
- Publication of student magazines
- Updated prospectus and handbooks are annually published and the detailed information is given in it. The information is put on the website of the university.

#### **5.2 Efforts made by the institution for tracking the progression**

- The mentors closely monitor the academic progress of the student one to one. They identify slow learners on the basis of their performance in internal assessment and take appropriate measures to help them in academics.
- They communicate with the parents of poor performers and arrange Parent-Student-Teacher meetings.
- Students carry out Indian Council of Medical Research sponsored short-term projects under the guidance of a faculty.
- Students' feedback is taken regularly.
- Term-end examinations and internal assessment help in tracking progress of students in academics.

- Attendance of students is monitored carefully. Absentees are identified. They are counselled adequately and if need be, their parents/guardians are informed. Their attendance is tracked constantly. They are helped in whatever way possible to make them attend classes.

**5.3 (a) Total Number of students:**

UG	PG	Ph D.	Others
1871	509	118	-

(b) No. of students outside the state:

(c) No. of international students:

Men :	No	%	Women :	No	%
	1258	49		1297	51

Last Year						This Year					
General	SC	ST	OB C	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
663	4	-	7	-	674	774	5	-	6	-	785

Demand ratio

Dropout %

**5.4 Details of student support mechanism for coaching for competitive examinations (if any):**

- Special orientation and guidance lectures are arranged for interns to prepare for entrance examinations for post graduate courses.
- The university/constituent colleges invite experts from higher learning institutions/corporate/business houses periodically to interact with students.

No. of students beneficiaries:

**5.5 No. of students qualified in these examinations:**

NET  SET/SLET  GATE  CAT   
IAS/IPS  State PSC  UPSC  Others

### 5.6 Details of student counselling:

- The Counselling Cell takes care of skill development and career guidance.
- Motivational lectures and orientation programmes are arranged for students.
- No. of students benefitted:

### 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
-	-	-	2

### 5.8 Details of gender sensitization programmes:

- Training of Trainers (TOT) done by CEHAT NGO and 3 core faculties from Departments of Psychiatry, OBGY and PSM trained in integrating gender sensitization in medical education. Core team of MGMIHS includes Dr Darpan Kaur (Psychiatry), Dr Anuja Thomas (OBGY) and Dr Rishikesh Wadke (PSM) – for integrating gender in medical education. This team will train more trainers for rendering services in gender sensitization.
- Gender audit is done annually wherein enrolment data is documented and analyzed. Gender Ratio statistics for students and teachers is collected from each college by the university.
- Female employees at the institution constitute 40% of total staff.
- 51% students are women.

### 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	410	Rs.1,81,22,000
Financial support from government	150	Rs.18,75,000
Financial support from other sources	-	-
Number of students who received International/ National recognitions	-	-

**5.11 Student organised / initiatives**

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

**5.12 No. of social initiatives undertaken by the students:**

**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:**

By the year 2020, MGM Institute of Health Sciences aims to be a top-ranking Centre of Excellence in Medical Education and Research. Students graduating from the Institute will have all the required skills to deliver quality health care to all sections of the society with compassion and benevolence, without prejudice or discrimination, at affordable cost. As a Research Centre, it shall focus on finding better, safer and cheaper ways of diagnosing, treating and preventing disease. In doing so, it will maintain highest ethical standard.

- **Mission :**

To improve quality of life, both at individual and community levels by imparting quality medical education to tomorrow's doctors and medical scientists and by advancing knowledge in all fields of health sciences through meaningful and ethical research.

#### **6.2 Does the Institution has a management Information System**

- Management Information System (MIS) is in place.
- HMS (Hospital management System) is used for patient admissions till discharge.
- Hospitals also have LIMS (Lab Information Management System) used for lab activities.
- A separate PACS system i.e. Picture Archiving and Communication System, is used for on-the-spot transmission of images from Radiology Dept to wards and consultants.
- Library has a dedicated LIB SYS software for Library management.

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

##### **6.3.1 Curriculum Development**

- Boards of Study for UG / PG and Super-speciality Courses meet regularly to review existing curricula in all disciplines. Based on feedbacks from stake holders (students, faculty), directions of statutory bodies (MCI, UGC) and suggestions of external experts in medical education, proposals about revising the syllabi and curricula are formulated. These are submitted to the Academic Council of the University for Approval. The latter forwards the approved proposals to Board of Management which orders their implementation.
- While formulating curriculum of a given subject, assigning appropriate weightages to various topics in terms of number of hours allocated, extent and depth of coverage, assessment patterns and allocation of marks to various sections of the subject, is carried out scrupulously.
- University conducts regular meetings of heads of departments and staff members to review and monitor activities and the progress of all departments.
- Research methodologies, Biostatistics and Computer assisted learning are made integral part of all curricula.

- All curricula are designed in a modular pattern with horizontal and vertical integration. *The New changes in curriculum as passed in Board of Management Meetings (Ref: BOM-37/2014 dated 29-07-2014 and BOM-38/2014 dated 28-11-2014) are as follows*
- New syllabus for BSc Anaesthesia, OT, Cardiac technologies from Academic year 2014-15
- New format of syllabus with credit system for MSc Medical Anatomy, Physiology, Biochemistry, Pharmacology, Microbiology from Academic year 2015-16
- Use of Strip method (Uristicks) in First MBBS Biochemistry practicals
- New curriculum and exam pattern including log book for MD FMT
- FMT : Inclusion of role of doctors in correct implementation of following Acts
  - Criminal law Amendment Act 2013 No13 of 2013
  - Sexual harassment of Women at Workplace (Prevention Prohibition and Redressal) Act 2013 No 14 of 2013
- Continuation of animal experiments with permission of CPCSEA (ethics committee) for PG courses only
- Posting of residents and lecturers from Paediatrics and OBGY Departments at Rural health Centre on rotational basis
- Posting of UG students in Anaesthesia for 10 days from Academic year 2014-15
- Ocular emergencies given greater emphasis in MBBS syllabus
- Revision of part of syllabus in Medicine for MBBS approved by board of studies in Sept 2014
- Lipid Profile included as LCD topic in the Biochemistry curriculum of I<sup>st</sup> year MBBS course with effective from Academic Year 2015-16.
- Horizontal Integration programme for I<sup>st</sup> year MBBS course with effective from Academic Year 2015-16 accepted.
- Six-monthly department level assessment for PG students to assess their attendance/performance/dissertation work etc. as per the norms of MGMIHS.
- Resolved to follow the existing MGMIHS guidelines, as per Course syllabus, for weightage to be given to attendance, while calculating internal assessment marks.
- Practical examination should be conducted for 25 marks and 15 marks for oral examination for all II<sup>nd</sup> MBBS subjects except FMT and this should be reflected in the University mark sheet proforma/format with immediate effect.
- Use of simulation techniques, as far as possible, for MD Pharmacology examination due to stringent rules and regulations given by CPCSEA.
- “Integrated Management of Neonatal & Childhood Illnesses (WHO program)” topic included in Theory as “Desirable to know” in the UG Paediatrics curriculum from batch entering Third year Part II MBBS in February, 2015.
- “Palliative Care” topic included in Theory as “Desirable to know” in the UG Paediatrics curriculum from batch entering Third year Part II MBBS in February, 2015.
- Resolved to include “Rational Antibiotic Policy” topic in Theory as “Desirable to Know” in the UG Paediatrics curriculum from batch entering Third year Part II MBBS in February 2015.
- “Paediatric Advanced Life Support” module included in Theory and Practical in the Paediatrics PG curriculum from academic year 2015-16.
- “Neonatal Advanced Life Support” module included in Theory and Practical in the Paediatrics PG curriculum from academic year 2015-16.
- “Palliative care” topic included in Theory in the Paediatrics PG curriculum from academic year 2015-16.

- “Rational Antibiotic Policy” topic included in Theory and Practical in the Paediatrics PG curriculum from academic year 2015-16.
- Changes in Psychiatry Syllabus for MBBS in "Part (c) Integration" which is to be effective from batch entering Third year Part II MBBS in February, 2015.
- Change in M.Ch. (Urology) curriculum which is to be effective from academic year 2015-16.

### **6.3.2 Teaching and Learning**

- All admissions are merit-based, through Common Entrance Tests (CET) held at multiple centres all over the country.
- Each course starts with an extensive orientation programme which includes teaching communication skills, social etiquettes and medical ethics.
- Academic Calendar of the entire course is made well in advance and handed over to students on admission.
- Teaching skills of faculty members are constantly updated. They undergo refresher courses periodically. Each constituent college has an MEU in place for this purpose. During last year, 55 teachers were trained by MEU. During selection of new faculty for employment, their academic and professional achievements are given due weightage.
- Teaching/Learning strategies include didactic and interactive lectures, group teaching, practicals, project work and clinical postings (in wards, OPD’s, OT’s and laboratories).
- Horizontal and vertical integration in teaching methodologies is being implemented in clinical subjects as far as possible for undergraduates.
- Poor performers and slow learners are identified in every class. Their personal problems, if any, are analysed and rectified. They are given extra coaching in special classes. All students have been assigned mentors, with whom they interact regularly.
- The University promotes and facilitates use of Information and Communication Technology in Teaching-Learning process by students as well as teachers in a big way.
- Evaluation of teachers by students is conducted through a structured feedback
- Undergraduate students are motivated to conduct research on simple topics so that they develop an inquisitive mind and aptitude in research from the very beginning of their career. Every year increasing number of MBBS students are being awarded MCI-approved research projects including funding.

### **6.3.3 Examination and Evaluation**

- Examination halls have been installed with CCTV cameras to monitor the examination process
- Still photographs of seated students are taken during the examination.
- Continuous internal assessment of all students, both UG and PG, along with periodic evaluation is being carried out. Tools used for internal assessment consist of monitoring of attendance, satisfactory completion of assignments within given timeframes, performance in seminars/ projects/ fieldwork, written tests and objective appraisal in classrooms/ wards/ bedside clinics/ OPD’s/ laboratories etc. Students are shown the assessments and their signatures taken. Poor performers are asked to work harder and given appropriate guidance.

- PG Students appear in yearly examinations conducted by their Departments. They maintain up-to-date logbooks which are scrutinized by their teachers, unit heads and HOD's.
- Deans monitor the evaluation data regularly and introduce reforms in the assessment processes from time to time as and when required.
- Four sets of question papers are obtained from external and internal paper-setters. These are subsequently moderated by senior teachers in the respective subjects to eliminate ambiguities in respect of their content, language, coverage, conformity to prescribed syllabus and avoidance of repetition of questions.
- Requests of students for re-totalling of marks are immediately attended to and re-totalling is carried out in presence of Dean. If a student wants to see his/her answer paper, the same is shown to him/her in presence of concerned subject convener and head of the institution. Photocopies of answer sheets are provided to students on demand.
- The Institute maintains utmost confidentiality in its all examination processes, namely setting up of question papers, selection of examiners, coding of answer sheets, Central Assessment Process (CAP) etc.
- All results are usually declared within 7 days of completion of examination.

#### **6.3.4 Research and Development**

- MGMIHS considers research an integral part of education in Health Sciences and has incorporated it prominently in its Vision and Mission statements. Accordingly it has set up state-of-art research facilities in all its Constituent Colleges. A special post of Pro Vice Chancellor (Research) has been created to facilitate and supervise all research activities in the university. It is currently held by an eminent scientist Dr Chander Puri.
- The University has set up state-of-art laboratories for advanced biomedical research. These are:
  - Proteomics Lab
  - Stem Cell Research Lab
  - Medical Nanotechnology and Molecular Biology Lab.
  - Biomechanics Lab, Navi Mumbai
  - MGM Central Research Lab, Navi Mumbai
  - Genetic Research Lab, Navi Mumbai
  - Sleep Lab, Navi Mumbai
  - Biotechnology Research Lab, Aurangabad
  - MGMIHS Omics Research Lab, Navi Mumbai
  - MGM Central Laboratory, Aurangabad.
- A Central Research Committee is in place in the University to monitor, co-ordinate and facilitate research activities in the constituent colleges. Well-defined research policies have been framed. Several projects in the Clinical, Paraclinical and Biomedical Sciences have been undertaken independently as well as in collaboration with external agencies of National and International repute like BARC, IIT-Delhi, IIT-Kanpur, BITS-Pilani (Goa), ICMR and DST-New Delhi, Haffkine Institute Mumbai, University of Pennsylvania for Sleep Studies, University of California, Royal College of Physicians Edinburg and Royal College of Physicians Ireland.
- MGMIHS provides seed money and other grants to faculty, UG, PG and PhD students for their research projects / dissertations / theses. Financial support is also provided for presenting and publishing papers in national and international conferences and journals.



Students are also encouraged and guided about how to get extramural funding from outside agencies for research.

- A quarterly journal “**MGM Journal of Medical Sciences**” (ISSN 2347-7946, eISSN 2347-7962) is being published by the university since last year.
  - Following is the summary of research activities conducted in the year 2014:
- a. Papers published and presented in National and International journals/conferences:

	International	National	Others
Peer Reviewed Journals	139	69	1
Non-Peer Reviewed Journals	0	0	7
e-Journals	4	7	0
Conference proceedings	1	0	3

b. Major Research projects:

- Completed : 1
- New projects started : 6
- Ongoing projects : 17

c. Conferences organized by the university/its constituent units:

- National: 3
- International: 3
- Others: 26

d. PhD programmes:

- Number of PhD degrees awarded in 2014: 9
- Number of new scholars admitted in 2014: 30
- Total number of PhD scholars : 118

### 6.3.5 Library, ICT and physical infrastructure / instrumentation

*LIBRARY:* Complete digitalization of the central library with internet and browsing facilities has been achieved in the year 2014. The following resources were added in the year 2014:

- 1.Textbooks: 1443
- 2.Reference Books: 466
- 3.E books: 605
- 4.Journals: 358
- 5.Digital database: 17
- 6.CD and Videos: 155
- 7.Theses: 115

*ICT:* The following resources were added to in the year 2014

- 1.Computers: 213
- 2.Computer labs: 50
- 3.Internet connections: 3
- 4.Office rooms: 4
- 5.Departments: 8

#### *PHYSICAL INFRASTRUCTURE:*

- Fully mechanized kitchen in Boys hostel was installed in the year 2014.
- NABH accreditation for blood bank was obtained in 2014 and NABL accreditation for Central Lab was obtained in 2013

#### *EQUIPMENTS & INSTRUMENTATIONS:*

- The University has adequate infrastructure at both its Campuses in Navi Mumbai and Aurangabad. Total area of land is 69.6 acres and 92869.85 sq mt of constructed area.
- Well equipped teaching hospitals with speciality and super-speciality services (800 bedded each at Navi Mumbai and Aurangabad).
- All new buildings being constructed conform to modern green architectural principles to make them energy-efficient, water-conserving, environment-friendly and safe.
- Purchase of mannequins for Life Skills Lab has been done. The development of the lab is in process
- During the year 2014 total amount of Rs. Rs. Rs. 7,93,67,533 was spent by MGMIHS on purchases/maintenance of infrastructure facilities, ICT and equipments.

### **6.3.6 Human Resource Management**

- Digitalization of HR department has been achieved at Aurangabad Campus. It is under process at Navi Mumbai campus.
- The MEU cell trained a total of 55 faculty members during the year 2014 for the basic course. 2 members were enrolled for the advanced course in Medical Education at Seth G.S Medical College and K.E.M Hospital (Regional Centre)
- The performance of faculty are assessed annually by self appraisal, peer evaluation and student feedback. The analysis of feedback helps in formulating policies for further enhancement and up-gradation of their skills and knowledge.
- 2 staff were trained in NABH for Rajiv Gandhi Jeevandayi Yogana (RGJAY)

### **6.3.7 Faculty and Staff recruitment**

- Complete transparency in faculty and staff recruitment as per rules and regulation of MGMIHS is being followed meticulously.
- Faculty vacancies are advertised in the newspapers and also notified on the university website. Applications are scrutinized and applicants are shortlisted. They are interviewed by selection committees chaired by respective deans. In case of Professors and above, committee is chaired by Vice Chancellor. Teaching experience and research publications are principal criteria in addition to academic qualifications for selection.
- Recruitment of non-teaching staff in the university, as and when vacancies occur, is also done after advertisement in papers and is purely merit-based.

### 6.3.8 Industry Interaction / Collaboration

- A total of 6 International, 23 National and 5 other collaborations were established during 2014. Also 11 new linkages were created during the same period.
- MGMIHS keeps looking out for chances to engage in Public-Private-Partnerships in order to be able to make greater contribution to socioeconomic development by way of education and research.
- Regular interaction with industry is maintained at all times.

### 6.3.9 Admission of Students

- The university designates a committee to monitor the whole admission process of the year and submits reports to BOM. Any suggestions put forth by the committee are deliberated upon in detail. If found actionable, these are ordered to be implemented.
- Feedback was obtained in 2014 from students and parents and used for further enhancing transparency, accountability and merit.
- The region-wise trend of applications was analyzed in the year 2014. Depending upon the quantum of applications from various regions and states, new CET centres were facilitated for convenience of students. This helped an all-India and cosmopolitan profile of our students.
- Complete transparency in admission of UG & PG courses as per rules and regulation of MGMIHS is maintained.

## 6.4 Welfare schemes for Teaching, Non-teaching staff and students

### Teaching/ Non-teaching staff :

- All teaching and non-teaching staff members are given welfare benefits in the form of contributory provident fund, gratuity, canteen facilities and free/subsidised health-care in MGM Hospitals and other benefits in accordance with State laws.
- Maternity leave is accorded to female employees as per regulations.
- Facility for spiritual development at Vipassana and Sahaja Yoga Centres is available.
- Creche facility for children of all employees is available.
- The constituent colleges of MGMIHS have a Sexual Harassment Committee to look after the complaints regarding sexual harassment at the work place.

### Students :

- Freeships and discounts are given to deserving students who are sons/daughters/wards of MGM employees and who get admission in its institutions.
- A total of 118 UG students, 21 PG students and 13 PhD students were given freeships and scholarships amounting to a total of Rs 1,05,03,000 for the year 2014.
- Sports complex
- Gymnasium
- The constituent colleges of MGMIHS have Committees like Student Welfare Cell, Students Council Advisory Committee, Anti-ragging Committee and Grievance Redressal Cell to look after the welfare of students.

### 6.5 Total corpus fund generated:

Rs.6,80,16,882
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**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/No	Agency	Yes/No	Authority
Academic	Yes	MCI & BAMU	Yes	By other constituent colleges of MGMIHS
Administrative	Yes	MCI	Yes	By other constituent colleges of MGMIHS

**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?**

- Continuous assessment system, with periodic evaluations.
- Constitution of a special Committee under chairmanship of the Pro-Vice Chancellor and chairpersons of Board of Studies as its members at the University level (5A Committee) to supervise and guide for empanelment of internal/external examiners, question paper setters and moderators at the Examination Section.

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

- MGM Medical Colleges at Navi Mumbai and Aurangabad, which are the two constituent colleges of this university, enjoy full autonomy in their roles as teaching institutions. University frames broad policies and rules and provides full financial support to the colleges. Deans and faculty members participate wholeheartedly in all decision-making processes

concerning academics, curricula, teaching-learning methodologies, evaluation system and research activities through various designated committees. Only after full consensus among the participants about a particular proposal is reached, approval of the Board of Management is accorded. Colleges implement the decisions in a fully autonomous manner. University only exercises a supervisory role thereafter. However admissions and examinations are fully the prerogative of the university due to obvious reasons.

- Both colleges and their respective hospitals have complete financial autonomy, which includes fixing pay scales of faculty and other staff, granting increments, buying new hospital/lab/imaging equipment, buying books and periodicals for libraries and managing day-to-day running expenses. In case additional funds are needed, university provides for that.
- A few Centers of Excellence were set up very successfully by both colleges, mostly by their own efforts. These are: Sleep Medicine Centre, Interventional Cardiology Center and CVTS Dept in Navi Mumbai; Advanced Laparoscopic Surgical Center and CVTS Dept at Aurangabad.
- Colleges have full say in development of infrastructural facilities and most of their recommendations are accepted and implemented, as far as possible. University makes required financial resources available. If all requirements can't be met at one time, university allots priorities to various works and carries them out in stages.
- Out of 13 members of the Board of Management, at least 5 members are from the constituent colleges (2 Deans and 3 faculty members). Their participation in decision-making of BoM makes governance more participatory and democratic. They represent the interests of their respective colleges forcefully.

### **6.11 Activities and support from the Alumni Association**

- The University helps the Alumni association to conduct Health camps and Career guidance lectures and in the donation of books, hearing aids, etc.
- Room of area 4.6\*4.8 sq.mt is allotted for the functioning of the Alumni Association at Navi Mumbai campus
- Process of registration of the Alumni Association with Charity Commissioner and opening of bank account with IDBI bank is in progress.
- Facebook page of the association will be created which will be a place for social interactions with other alumni

### **6.12 Activities and support from the Parent – Teacher Association**

- Regular parent teacher meetings are organized
- Feedbacks from parents analysed and corrective measures taken if required.
- Parent's involvement is encouraged in social and community activities of medical college & hospital

### **6.13 Development programmes for support staff**

- Support staff is motivated to take up part time academic courses to improve their employability and status. Such persons are provided financial support to pursue their academic study.
- For the support Staff various orientation programmes were undertaken to improve their administrative skills. Training in the financial aspects was arranged for the accounts Staff of the Institute.
- The Institute also support financially in the areas of research and academics.
- All non-teaching staff were extended welfare benefits or contributory provident fund, gratuity and other insurance scheme in accordance with law.
- The teaching and non-teaching staffs were given health care services in its hospitals free of cost.
- Free emergency medical care is provided and the staff were also extended health benefits at the MGM hospitals at subsidized costs.
- 3 Months maternity leave were given to female employees
- Facility for spiritual development at Vipassana and Sahaja yoga centres.
- Creche facility was improved in the year 2014.

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

- Tree plantation drive on various occasions. Five thousand trees planted during this year
- No-vehicle days encouraged
- Car-pooling is encouraged.
- Regular lectures taken on orientation and motivation to maintain eco-friendly campus
- Solar energy utilization is being actively promoted in the campuses. 50 solar street lights installed.
- Water harvesting system used.
- Sewage Treatment Plant is in placed and functions effectively
- Campuses declared as Polythene/ plastic bag/smoking free zones.
- E-waste is managed in accordance with the guidelines of the Central Pollution Control Board.
- Biomedical waste management according to rules and regulations.

## 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.

##### 1. Innovation in Education :

- Emphasis on integrated learning by using a problem-based approach in which clinical, preclinical and paraclinical disciplines are taught simultaneously to help in understanding a particular problem comprehensively.
- Compartmentalization of disciplines is being de-emphasized to achieve both horizontal and vertical integration in teaching-learning.
- Micro teaching is being used more often to enhance teaching skills.
- UG Students are encouraged to take up short term and simple projects approved by Indian Council of Medical Research (ICMR) and Department of Science and Technology (DST).
- Active participation of all students in Quiz competitions, Debates and other co-curricular activities is encouraged.
- MET/MEU's have been established at Constituent Colleges to update and enhance teaching and assessment skills of the teachers. Training workshops are held periodically for teachers.
- The Institute has introduced Objectively Structured Practical Examination (OSPE) as part of formative and summative assessment in all courses.
- Dual degree programmes have been introduced in some areas wherein a student can concurrently pursue studies in 2 related disciplines. At the end of the course he/she is eligible to be awarded 2 degrees after clearing both examinations. Some examples: MD Anatomy and MSc Clinical Embryology; MD Physiology and MSc Clinical Nutrition
- Integrated PG-PhD programmes have been introduced in certain disciplines.
- There were two live webcasts using the NKN of Dr Ved Prakash Mishra (Chancellor Krishan Institute of Medical Sciences Karad) and Pre-Independence day address by the President of India

##### 2. Innovation in Research:

- **Thesis Guide:** All PG students are given a “Thesis Guide” book as a ready-reckoner. It tells them how to write a thesis correctly and scientifically and helps them to understand basic statistical methodologies. Students have found this publication very useful.
- **Protocol Presentation:** All PG Students have to present their protocols to the Research Committee of the university. This committee approves their protocols if these are satisfactory. If not, the committee advises them how to improve the protocols. Approval of research protocols is mandatory before the students can proceed further.
- **Monitoring progress:** Research Committee meets periodically to review progress of research being undertaken by students. Students make brief presentations about the work they have done. Deficiencies found if any, are told to the researchers so that these can be

corrected in time.

- **Projects:**

- Development of micro-biosensor for rapid diagnosis of TB - a biosensor has been and prototype – a patent has been filed for this device based on nuclear hybridization reaction
- Nanoparticle hypothesis with respect to homeopathic medicines
- Development of prototype micro PCR for identification of MDR-TB
- Genotyping of rotavirus and nanovirus
- Dental implant University

- **Collaborations:**

- BigTech Pvt Ltd for development of machines for diagnosis of infectious Diseases and sponsored R&D projects
- International Society of Biomechanics, Cardiff University, IIT Mumbai – for Establishment of biomechanics Centre, installation of equipments and pilot start, collaborative research projects, design curriculum for Masters Degree in biomechanics, Commence course in Clinical Biomechanics, Clinical service to patients
- University of Pennsylvania for establishing MGMIHS Sleep Centre

### **3. Innovation in Governance:**

- Governance in MGMIHS has been participatory, inclusive and transparent and will continue to function on these principals with even greater zeal and vigour. Process of decision-making starts at the grass-root level. For example, suggestions for any change in a particular curriculum originate from the faculty members of that department. Adequate feedback from students is also taken. Once the Head of that department is convinced that the suggested change is required, he/she puts it up to the Board of Studies (BoS). BoS deliberates on it and if the suggestions are found to be appropriate, these are forwarded to the Academic Council for approval. Academic Council is a high powered committee of the university. It studies the proposals in detail. If found suitable, these are approved and forwarded to the Board of Management (BoM) for issuing orders to incorporate the changes and implement them forthwith, which BoM does in its next meeting. Unapproved proposals are returned back by Academic Council to BoS for reconsideration and review. BoS reviews the proposals, makes necessary amendments if required, in consultation with the faculty of that department and may resubmit these to BoS. This is how all important decisions in all spheres (curricula, teaching-learning, research, infrastructure-development etc) are made and implemented. BoM meets every quarter and even more often, if required.
- Greater interaction with reputed overseas universities and institutions has been an important innovative step that has been taken up by MGMIHS. A state-of art Sleep Medicine Centre was set up in collaboration with University of Pennsylvania (USA). An advanced Biomechanics Lab is being established with the collaboration of International Society of Biomechanics, Cardiff University, IIT Mumbai. A collaborative video seminar in various disciplines of medical sciences is webcast live from Royal College of Physicians Edinburgh (UK) every month for the benefit of our faculty and PG students.



MRCP part 2 examination of Royal College of Physicians, Ireland was conducted in our Navi Mumbai campus in January 2015 and will continue to be held hereafter.

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

- The UG students were motivated to take STS-ICMR projects. 16 STS-ICMR project reports were approved in the year 2014 as compared to 6 in the year 2013.
- Paperless communication has been achieved to a great extent. Hard copies are only for documentation purposes where necessary at all levels in the University and its constituent colleges.
- Integrating gender in medical education. Training of Trainers (TOT) done by CEHAT NGO and 3 core faculties from Departments of Psychiatry, OBGY and PSM were trained. This core team would further sensitize medical students, PGs and faculty members.

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

### **A) First Best Practice:**

#### **1. Title of the Practice : Multidisciplinary Integrated Teaching**

#### **2. Objectives of the Practice**

- To enhance the comprehensive understanding of the topic to the students.
- To develop a concept of proper treatment to patient as a whole.
- To give the benefit of advanced medical research knowledge and outcomes for patient care, particularly where no alternate approaches are available.

#### **3. The Context**

- The university plays an important role in integrated teaching to the medical students. Before integrated teaching the understanding topic was poor. The horizontal and vertical teaching is adopted by the university which resulted into more clear understanding of the subject with holistic approach towards the patient.

#### **4. The Practice**

- Multidisciplinary Integrated Teaching is a unique practice for understanding the subject thoroughly.
- This integration is done amongst the subject of same academic year for example: in the first year of MBBS the three subject teaching is done in coordination i.e. the topics taught in different subject are schedule in such a way that the corresponding topics are taught simultaneously.
- Examples of horizontal integration
  - Myocardial Infarction
  - Jaundice
  - Goitre

## 5. Evidence of Success

- The understanding about the subject became more clear so the result of the examination has increased from 15-20%
- The results of the clinical students and post graduate students have also increased which is proven by the annual results, feedback of teachers and students during teaching and learning process.

## 6. Problems Encountered and Resources Required

- As many faculties are involved in the process of integration, time management is difficult.
- Time table for integrated teaching is designed well in advance taking into consideration the time of all faculty members.
- Additional staff is needed to be recruited in order to avoid any lapses in schedule.

### **B) Second Best Practice :**

#### 1. Title of the practice: Collaboration with other National and Foreign Universities

#### 2. Objectives :

- To expose our students to international Universities.
- To have students from other Universities at our Institute

#### 3. The Context:

The world is a global village. Due to increased globalization it is important to keep up with current practices occurring globally. For this exchange of knowledge is very essential which is only possible through collaborations made with other foreign universities,

#### 4. The Practice:

This was achieved by:

- Starting of exchange programs with Universities in Europe where foreign students do an internship/observer-ship in Departments like Psychiatry and Medicine
- Setting up a Sleep laboratory in collaboration with the University of Pennsylvania, USA
- Web streaming programs from the Royal College of Physicians' Edinburgh, Scotland are held regularly to update the medical faculties with latest advancements in medical science
- The university has been designated as a centre for conducting the MRCP(Ireland) examination in General Medicine
- **Collaborations:**
  - a. BigTech Pvt Ltd for development of machines for diagnosis of infectious Diseases and sponsored R&D projects
  - b. International Society of Biomechanics, Cardiff University, IIT Mumbai – for Establishment of biomechanics Centre, installation of equipments and pilot start, collaborative research projects, design curriculum for Masters Degree in biomechanics, Commence course in Clinical Biomechanics, Clinical service to

patients

- c. University of Pennsylvania for establishing MGMIHS Sleep Centre
- d. TISS, Mumbai –for psychology students internship/observer-ship program in Psychiatry Department
- e. CEHAT – for training of trainers program in gender sensitization

#### **5. Evidence of Success**

- MRCP (Ireland) part 2 Examination in General Medicine was conducted in the month of January 2015.
- Collaborative video seminar in various disciplines of medical sciences is webcast live from Royal College of Physicians Edinburgh (UK) every month for the benefit of our faculty and PG students.
- In collaboration with the University of Pennsylvania, MGMIHS Sleep Centre was developed and being one of its kind in Navi Mumbai has benefited a number of patients with sleep disorders

#### **6. Problems encountered and Resources Required:**

- The major problem in this phase was to identify appropriate and willing Universities and to work together in setting up the various modules and infrastructure.
- Secondly, strengthening of infrastructure for the same
- Employing additional teaching faculty and creating new resource personnel

### **7.4 Contribution to environmental awareness / protection**

- MGMIHS conducts a green audit of its campus by MGM Agriculture College.
- Inspection and supervision of the campus and facilities is also done internally by the Head of Institution, site office in-charge and gardener (nurturing plants and greenery) on a regular basis.
- A Special Health Inspector (Ms. Vinita Sharma) has been appointed for the same
- Census of plants and trees in the campus is maintained.
- About 35% area is green in which the institution has planted about 50,000 trees in the Aurangabad campus in the heart of city. For these achievements the institution has received an award. At Navi Mumbai, one thirds of the land of the Institutions has green plantations. It is one of the best green campuses in Navi Mumbai.
- The university encourages faculty and students to use pooling of cars and vehicles to reduce emission of toxic gases.
- We follow the Biomedical waste regulation for laboratories and hospital.

#### **Initiatives taken by the university to make the campus eco-friendly:**

The Institute is committed for:

- Polythene/ plastic bag free zone.
- Tobacco and Alcohol Free Zone
- No Smoking zones

**Energy conservation and Use of renewable energy:**

- Solar heaters are installed for water heating for hospital, college, hostel use.
- Street lights are on solar energy.
- The buildings are constructed in such a way that ample natural light and ventilation is made available. This results into conservation of electricity.
- Special awareness programmes are carried out for the stakeholders to conserve energy.

**Following upgrades implemented to use energy efficient appliances**

- Tube lights 36/40 watts are preferred over 60 /100 watts electricity bulbs for artificial illumination
- Use of 3star /4 star rating low energy consumption equipments/machinery.
- Use of LCD/ LED (less energy consumption) monitors
- Unit settings for all Air Conditioners are usually kept at 22-24 degree Celsius.
- CFLs (compact fluorescent lights) energy-saving lights are also initiated

**Additionally Energy conservation Initiative :**

- Staff and students are inspired and encouraged to conserve energy: By placing Reminder/Placards (Switch off artificial lightening and unplug electrical and electronic devices) in various departments, lecture halls and corridors.
- Plantation of trees has been increased to sequester Carbon dioxide emitted in the atmosphere.

**Water harvesting :**

- Water harvesting is installed in every building of the campus.
- Sewage treatment plant is installed for treatment of waste water and this treated water is reused for gardening and plantation purpose at both the campus.

**Check dam construction :**

- Small pond is made available and its water is utilized for gardening purpose.

**Efforts for Carbon neutrality :**

- Burning of laboratory waste and other waste materials has been banned and biological waste is being sent out through contracting the same to an authorized biological waste disposal agency and the bio-degradable wastes are used for compost making and used for in house gardening purpose.
- Recycling of waste paper is promoted for regular administrative use.

**Plantation :**

- Plantation drives and periodical plantation to keep the campus green and to provide fresh oxygen.
- Eco-green environment : Availability of Garden, Lawn and Plant Nursery in the campus
- Census of plants and trees in campus is maintained
- Herbal and toxicological (different medicinal) plant garden has been developed

**Hazardous waste management:**

- Hospital waste management is in accordance to biomedical waste common treatment and disposal facility (CTDF) and periodically disposed with authorized agency (Bombay waste management and Municipal Corporation Aurangabad). The training guidelines are in place

**E-waste management:**

- It is managed in accordance with the guidelines of the Central Pollution Control Board.

**Any other (please specify)**

- University conducts various awareness programmes like Tree Plantation on occasion of Independence Day regarding environmental conscience.

**7.5 Whether environmental audit was conducted?** Yes  No

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

- Good existing infrastructure, getting even better from year to year.
- NABL accredited Laboratories.
- Highly skilled faculties of National/International standards.
- Very conducive environment for research in all fields of health sciences, supported by a state-of-art Central Research Laboratory.
- A healthy mix of students from diverse backgrounds (local, national and international).
- Both Medical College hospitals at Kamothe and Aurangabad are equipped to provide super-specialty care in all disciplines. Hospitals are getting ready for NABH accreditation.

**Weaknesses:**

- No significant weakness visualized in immediate future. Nevertheless higher extramural funding, if available, could be of great help to supplement our efforts in taking up major research projects.

**Opportunities:**

- Navi Mumbai campus is located at prime urban-cum -rural mix area, on the Mumbai-Pune National Express Highway. Its hospital is the largest tertiary care hospital in Raigad district of Maharashtra.
- Aurangabad campus is located in the centre of the city, making it easily accessible to residents of Aurangabad.
- Mumbai and Aurangabad being hubs of industries the MGMIHS has plenty of opportunities to have collaborations with the local industries and seek their support for research activities
- In view of our increase in brand visibility due to our collaborations with International Institutions (like Cardiff University and University of Pennsylvania), we are expecting greater number of similar collaborations in the coming years. We can thus look forward to mutually beneficial student and faculty exchange programmes.

- MGMIHS has the unique advantage of having in-campus support of other constituent colleges (like engineering and dental colleges) which can lead to innovations and research in Biomedical Sciences.

**Threats:**

- ‘Success breeds complacency and complacency breeds failure’. Complacency is a genuine threat that can afflict any organization. We at MGMIHS are alive to it and our governance systems are fully geared to deal with it.

**8. Plans of institution for next year**

- Establishment of full-fledged Clinical Skills lab and Simulation lab.
- NABH accreditation of MGM Navi Mumbai and Aurangabad Teaching Hospitals.
- Increase the capacity of existing facilities
- Increase collaborations and linkages with National and International Agencies and Institutions.
- Increase the number of courses/ programs in medical and allied health sciences.
- Introducing new super-specialties like DM Neurology and MCh Neurosurgery.
- Introduction of Competence Based Curriculum for the undergraduate medical students.

*Signature of the Coordinator, IQAC*

Sd./-

*Name*

Dr. S. K. Kaul  
Pro Vice Chancellor, MGMIHS

*Signature of the Chairperson, IQAC*

Sd./-

*Name*

Dr. S. N. Kadam  
Vice Chancellor, MGMIHS

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### Annexure I

**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

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### ANNEXURE FOR CRITERION 1.3 (JAN-DEC 2014)

**Questionnaire: 1**

**Summary (Anatomy)**

**Class: MBBS**

	<b>Average Score</b>	<b>Position on Scale</b>
Depth of the course content including project work if any?	3.43	Very Good
Extent of coverage of course	3.41	Very Good
Applicability / relevance to real life situation	3.45	Very Good
Learning Value	3.37	Very Good
Clarity and relevance of textual reading material	3.28	Very Good
Relevance of additional source material	3.28	Very Good

Extent of effort required by students	3.26	Very Good
Overall rating	3.45	Very Good

Total Respondents: 76

**Questionnaire: 1**

**Summary (Bio-technology)**

**Class: MBBS**

	<b>Average Score</b>	<b>Position on Scale</b>
Depth of the course content including project work if any?	3.50	Very Good
Extent of coverage of course	3.33	Very Good
Applicability / relevance to real life situation	3.33	Very Good
Learning Value	3.67	Very Good
Clarity and relevance of textual reading material	3.67	Very Good
Relevance of additional source material	2.67	Good
Extent of effort required by students	3.33	Very Good
Overall rating	3.50	Very Good

Total Respondents: 6

**Questionnaire: 1**

**Summary (Community Medicine)**

**Class: MBBS**

	<b>Average Score</b>	<b>Position on Scale</b>
Depth of the course content including project work if any?	3.34	Very Good
Extent of coverage of course	3.31	Very Good
Applicability / relevance to real life situation	3.26	Very Good
Learning Value	3.30	Very Good
Clarity and relevance of textual reading material	3.25	Very Good
Relevance of additional source material	2.97	Good
Extent of effort required by students	3.23	Very Good
Overall rating	3.31	Very Good

Total Respondents: 100

**Questionnaire: 1**

**Summary (FMT)**

**Class: MBBS**



	<b>Average Score</b>	<b>Position on Scale</b>
Depth of the course content including project work if any?	3.10	Very Good
Extent of coverage of course	3.04	Very Good
Applicability / relevance to real life situation	3.17	Very Good
Learning Value	3.23	Very Good
Clarity and relevance of textual reading material	3.13	Very Good
Relevance of additional source material	2.91	Good
Extent of effort required by students	3.10	Very Good
Overall rating	3.19	Very Good

Total Respondents: 69

**Questionnaire: 1**

**Summary (Ophthalmology)**

**Class: MBBS**

	<b>Average Score</b>	<b>Position on Scale</b>
Depth of the course content including project work if any?	3.42	Very Good
Extent of coverage of course	3.23	Very Good
Applicability / relevance to real life situation	3.31	Very Good
Learning Value	3.42	Very Good
Clarity and relevance of textual reading material	3.54	Very Good
Relevance of additional source material	3.31	Very Good
Extent of effort required by students	3.50	Very Good
Overall rating	3.58	Very Good

Total Respondents: 26

**Questionnaire: 1**

**Summary (Anaesthesiology)**

**Class: MBBS**

	<b>Average Score</b>	<b>Position on Scale</b>
Depth of the course content including project work if any?	3.10	Very Good
Extent of coverage of course	3.00	Very Good

Applicability / relevance to real life situation	3.20	Very Good
Learning Value	3.60	Very Good
Clarity and relevance of textual reading material	2.70	Good
Relevance of additional source material	2.50	Good
Extent of effort required by students	3.00	Very Good
Overall rating	2.90	Good

Total Respondents: 10

**Questionnaire: 1**

**Summary (Orthopaedics)**

**Class: MBBS**

	<b>Average Score</b>	<b>Position on Scale</b>
Depth of the course content including project work if any?	3.19	Very Good
Extent of coverage of course	3.11	Very Good
Applicability / relevance to real life situation	3.14	Very Good
Learning Value	3.23	Very Good
Clarity and relevance of textual reading material	3.20	Very Good
Relevance of additional source material	3.16	Very Good
Extent of effort required by students	3.14	Very Good
Overall rating	3.17	Very Good

Total Respondents: 100

**Questionnaire: 1**

**Summary (Surgery)**

**Class: MBBS**

	<b>Average Score</b>	<b>Position on Scale</b>
Depth of the course content including project work if any?	3.50	Very Good
Extent of coverage of course	3.09	Very Good
Applicability / relevance to real life situation	3.72	Very Good
Learning Value	3.19	Very Good
Clarity and relevance of textual reading material	3.33	Very Good
Relevance of additional source material	2.92	Good
Extent of effort required by students	3.26	Very Good
Overall rating	3.64	Very Good

Total Respondents: 100

**Questionnaire: 1****Summary (ENT)****Class: MBBS**

	<b>Average Score</b>	<b>Position on Scale</b>
Depth of the course content including project work if any?	3.40	Very Good
Extent of coverage of course	3.20	Very Good
Applicability / relevance to real life situation	3.20	Very Good
Learning Value	3.05	Very Good
Clarity and relevance of textual reading material	2.70	Good
Relevance of additional source material	2.96	Good
Extent of effort required by students	3.40	Very Good
Overall rating	2.83	Good

Total Respondents: 6

**Questionnaire: 1****Summary (Medicine)****Class: MBBS**

	<b>Average Score</b>	<b>Position on Scale</b>
Depth of the course content including project work if any?	3.62	Very Good
Extent of coverage of course	3.75	Very Good
Applicability / relevance to real life situation	3.49	Very Good
Learning Value	3.09	Very Good
Clarity and relevance of textual reading material	3.61	Very Good
Relevance of additional source material	3.29	Very Good
Extent of effort required by students	3.67	Very Good
Overall rating	3.40	Very Good

Total Respondents: 86

**Questionnaire: 1****Summary (Medicine)****Class: MBBS**

	<b>Average</b>	<b>Position on Scale</b>

	<b>Score</b>	
Depth of the course content including project work if any?	3.62	Very Good
Extent of coverage of course	3.75	Very Good
Applicability / relevance to real life situation	3.49	Very Good
Learning Value	3.09	Very Good
Clarity and relevance of textual reading material	3.61	Very Good
Relevance of additional source material	3.29	Very Good
Extent of effort required by students	3.67	Very Good
Overall rating	3.40	Very Good

Total Respondents: 86

### Questionnaire: 1

#### Summary (Pathology)

Class: MBBS

	<b>Average Score</b>	<b>Position on Scale</b>
Depth of the course content including project work if any?	3.51	Very Good
Extent of coverage of course	3.40	Very Good
Applicability / relevance to real life situation	3.10	Very Good
Learning Value	3.09	Very Good
Clarity and relevance of textual reading material	2.96	good
Relevance of additional source material	3.63	Very Good
Extent of effort required by students	3.54	Very Good
Overall rating	3.30	Very Good

Total Respondents: 50

### Questionnaire: 1

#### Summary (Respiratory Medicine)

Class: MBBS

	<b>Average Score</b>	<b>Position on Scale</b>
Depth of the course content including project work if any?	3.51	Very Good
Extent of coverage of course	3.40	Very Good
Applicability / relevance to real life situation	3.10	Very Good

Learning Value	3.09	Very Good
Clarity and relevance of textual reading material	2.96	good
Relevance of additional source material	3.63	Very Good
Extent of effort required by students	3.54	Very Good
Overall rating	3.30	Very Good

Total Respondents: 78

**Questionnaire: 1**

**Summary (Urology)**

**Class: MBBS**

	<b>Average Score</b>	<b>Position on Scale</b>
Depth of the course content including project work if any?	3.62	Very Good
Extent of coverage of course	3.39	Very Good
Applicability / relevance to real life situation	3.24	Very Good
Learning Value	3.51	Very Good
Clarity and relevance of textual reading material	3.40	Very Good
Relevance of additional source material	3.70.	Very Good
Extent of effort required by students	3.62	Very Good
Overall rating	3.25	Very Good

Total Respondents: 25

**Questionnaire: 1**

**Summary (Anatomy)**

**Class: MBBS**

	<b>Average Score</b>	<b>Position on Scale</b>
Depth of the course content including project work if any?	3.45	Very Good
Extent of coverage of course	3.67	Very Good
Applicability / relevance to real life situation	3.35	Very Good
Learning Value	3.26	Very Good
Clarity and relevance of textual reading material	3.61	Very Good
Relevance of additional source material	3.49	Very Good
Extent of effort required by students	3.54	Very Good
Overall rating	3.24	Very Good

Total Respondents: 23

**Questionnaire: 1****Summary (Psychiatry)****Class: MBBS**

	<b>Average Score</b>	<b>Position on Scale</b>
Depth of the course content including project work if any?	3.48	Very Good
Extent of coverage of course	3.56	Very Good
Applicability / relevance to real life situation	3.21	Very Good
Learning Value	3.26	Very Good
Clarity and relevance of textual reading material	3.71	Very Good
Relevance of additional source material	3.21	Very Good
Extent of effort required by students	3.60	Very Good
Overall rating	3.54	Very Good

Total Respondents: 151

**Questionnaire: 1****Summary (Physiology)****Class: MBBS**

	<b>Average Score</b>	<b>Position on Scale</b>
Depth of the course content including project work if any?	3.32	Very Good
Extent of coverage of course	3.15	Very Good
Applicability / relevance to real life situation	3.24	Very Good
Learning Value	3.54	Very Good
Clarity and relevance of textual reading material	3.31	Very Good
Relevance of additional source material	3.67	Very Good
Extent of effort required by students	3.12	Very Good
Overall rating	3.40	Very Good

Total Respondents: 129

**Questionnaire: 1****Summary (Microbiology)****Class: MBBS**

	<b>Average Score</b>	<b>Position on Scale</b>
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Depth of the course content including project work if any?	3.61	Very Good
Extent of coverage of course	3.54	Very Good
Applicability / relevance to real life situation	3.51	Very Good
Learning Value	3.01	Very Good
Clarity and relevance of textual reading material	3.57	Very Good
Relevance of additional source material	3.64	Very Good
Extent of effort required by students	3.29	Very Good
Overall rating	3.19	Very Good

Total Respondents: 99

### Report Questionnaire 2

Department	Teacher's Name	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9	Q.10
Biotechnology	Dr. D.S. Joshi	3.857	3.714	3.714	3.857	3.857	3.571	3.714	3.429	3.714	3.857
	Dr. Manasi Rathore	4.000	3.857	3.857	4.000	3.714	3.571	4.000	3.857	3.571	2.857
	Dr. Ajit Gangavane	3.857	3.857	3.429	3.857	3.286	3.571	3.571	3.143	3.429	3.571
FMT	Dr. Chaudhari	3.811	3.622	3.676	3.757	3.432	3.405	3.676	3.405	3.459	3.730
	Dr. Swati	3.071	2.821	2.964	2.815	2.893	2.750	3.071	2.857	3.000	3.000
	Dr. Seema	3.219	3.156	3.290	2.968	2.969	2.813	2.969	2.813	3.094	3.188
	Dr. Deepak	2.667	2.667	3.000	3.000	2.667	3.000	2.500	2.333	2.333	2.667
Ophthalmology	Dr. Saurabh	3.231	3.077	3.077	3.154	2.923	2.769	2.846	2.846	3.077	2.923
	Dr. Pallavi	3.955	3.955	3.955	3.955	3.864	3.818	3.909	3.727	3.909	3.955

	Dr. Shrikant Deshpande	3.26 3	3.10 5	3.10 5	3.05 3	2.89 5	3.00 0	3.26 3	2.94 7	3.00 0	3.26 3
	Dr. Varshav Gore	3.43 8	3.31 3	3.12 5	3.18 8	3.25 0	3.31 3	3.37 5	3.06 3	3.12 5	3.37 5
	Dr. Agashe	3.95 7	3.95 7	3.95 7	3.95 7	3.82 6	3.82 6	3.73 9	3.82 6	3.91 3	3.95 7
	Dr. Abidi	3.80 0	3.25 0	3.50 0	3.15 0	3.25 0	3.10 0	3.00 0	3.15 0	3.26 3	3.40 0
Anaesthesia	Dr. K. R. Shivshankar	3.20 0	3.00 0	3.20 0	3.25 0	3.00 0	3.20 0	3.20 0	3.40 0	3.00 0	3.20 0
	Dr. Kalyani Surkar	3.40 0	3.20 0	3.00 0	3.00 0	2.60 0	2.80 0	3.00 0	2.80 0	2.80 0	3.00 0
Orhopaedics	Dr. Manisha Tambekar	2.00 0	2.00 0	2.00 0	2.00 0	2.00 0	2.00 0	2.00 0	2.00 0	2.00 0	2.00 0
	Dr. Ashok	3.47 2	3.30 6	3.27 8	3.23 5	3.19 7	3.16 9	3.27 8	3.18 1	3.27 8	3.33 8
	Dr. Shailesh	3.42 1	3.42 1	3.21 1	3.15 8	3.26 3	3.26 3	3.21 1	3.15 8	3.36 8	3.31 6
	Dr. Praveen	2.86 4	2.69 6	2.45 5	2.59 1	2.81 0	2.90 9	2.63 6	2.78 3	2.78 3	2.91 3
	Dr. Alfin	3.26 3	3.26 3	3.36 8	3.36 8	3.31 6	3.26 3	3.33 3	3.21 1	3.10 5	3.42 1
	Dr. atul	3.06 7	3.08 9	2.93 3	3.11 1	3.11 1	3.11 4	2.95 5	2.81 8	3.08 9	3.11 1
	Dr. Srabjeet	3.38 5	3.29 9	3.21 2	3.13 4	3.18 5	3.16 9	3.15 4	3.13 6	3.14 7	3.28 4
	Dr. Rahul Kadam	3.06 7	2.73 3	2.66 7	2.71 4	2.86 7	2.78 6	2.92 3	2.71 4	2.80 0	2.86 7
	Dr. Jatin	3.57 1	3.42 9	3.64 3	3.57 1	3.71 4	3.57 1	3.57 1	3.35 7	3.42 9	3.50 0
	Dr. Dylan	3.66	3.26	3.53	3.40	3.42	3.35	3.40	3.20	3.46	3.50



		7	7	3	0	9	7	0	0	7	0
Pathology	Dr. D. B. Borkar	3.23 4	2.10 6	2.89 4	1.97 8	2.21 3	2.21 7	2.34 0	2.23 4	2.42 6	2.27 7
	Dr. Reeta Dhar	3.80 9	3.66 7	3.79 2	3.62 5	3.43 8	3.39 6	3.25 0	2.83 3	3.31 3	3.60 4
	Dr. Manisha Tambekar	3.34 8	3.06 7	3.13 3	2.86 7	2.82 6	2.71 7	2.95 7	2.63 0	2.93 5	3.02 2
	Dr. Ujwalla Maheshwari	3.23 4	2.85 1	3.02 2	2.67 4	2.78 7	2.47 8	2.48 9	2.44 7	2.58 7	2.85 1
	Dr. Shilpi Sahu	3.45 8	3.31 3	3.25 5	3.26 1	3.00 0	2.83 3	2.87 2	2.70 8	2.81 3	3.14 6
Bio-Chemistry	Dr. Prachi Shelgikar	3.66 7	3.66 7	3.66 7	3.66 7	3.66 7	3.66 7	3.66 7	3.66 7	3.66 7	4.00 0
	Dr. Kavita More	4.00 0	4.00 0	4.00 0	4.00 0	4.00 0	4.00 0	4.00 0	4.00 0	4.00 0	4.00 0
	Dr. Parineeta Samant	4.00 0	4.00 0	4.00 0	4.00 0	4.00 0	4.00 0	4.00 0	4.00 0	4.00 0	4.00 0
	Dr. Z.G. Badade	4.00 0	4.00 0	4.00 0	4.00 0	4.00 0	4.00 0	4.00 0	4.00 0	4.00 0	4.00 0
ENT	Dr. Suman Rao	4.00 0	4.00 0	4.00 0	4.00 0	3.80 0	3.60 0	4.00 0	3.60 0	3.60 0	3.80 0
	Dr. Kalpana Rajiv Kumar	4.00 0	3.60 0	3.80 0	3.80 0	3.60 0	3.60 0	4.00 0	3.60 0	3.60 0	3.80 0
	Dr. Vaishali Sangole	4.00 0	4.00 0	3.75 0	3.75 0	3.50 0	3.50 0	3.50 0	3.50 0	3.50 0	3.75 0
Community Medicine	Dr. Seema Anjanaya	3.00 5	3.08 9	3.42 5	3.11 1	3.13 3	3.11 4	2.95 5	3.44 5	3.08 9	3.11 1
	Dr. Rajesh Goel	3.00 3	3.29 9	1.97 8	3.13 4	3.02 2	3.16 9	3.15 4	3.13 6	3.14 7	3.28 4
	Mr. Pandurang	3.06	2.73	3.62	2.71	3.25	2.78	2.92	2.71	2.80	2.86

	Thatkar	7	3	5	4	5	6	3	4	0	7
Medicine	Dr. Banerjee	3.62 7	3.48 9	3.08 1	3.53 4	3.15 3	3.39 3	3.19 1	3.26 3	3.20 1	3.76 1
	Dr. A. K Deshpande	3.45 9	3.48 8	3.04 9	3.79 2	3.74 4	3.17 4	3.10 0	3.79 7	3.55 8	3.39 9
	Dr. Alka Deshpande	3.62 3	3.72 3	3.17 4	3.44 7	3.40 5	3.93 2	3.74 8	3.01 4	3.72 4	3.26 4
	Dr. Amrit K	3.67 1	3.78 4	3.25 2	3.31 1	3.25 9	3.34 4	3.54 9	3.61 9	3.43 1	3.27 9
	Dr. Akshay	3.02 0	3.03 1	3.61 0	3.22 2	3.35 8	3.15 4	3.16 3	3.91 2	3.30 0	3.59 6
	Dr. Babita	3.22 9	3.44 9	3.68 5	3.64 2	3.81 6	3.64 0	3.54 5	3.24 6	3.91 3	3.40 0
	Dr. Babi Mangesh	3.93 8	3.73 1	3.93 8	3.09 3	3.87 7	3.69 7	3.76 7	3.95 3	3.54 6	3.20 0
	Dr. Bhaimanges h	3.01 5	3.54 4	3.76 4	3.27 7	3.91 5	3.42 4	3.55 9	3.32 7	3.67 8	3.75 4
	Dr. Biswas	3.06 9	3.27 2	3.08 3	3.89 8	3.28 0	3.76 9	3.68 9	3.51 6	3.97 5	3.19 1
	Dr. Gautam	3.05 0	3.50 7	3.49 9	3.35 2	3.66 5	3.21 0	3.68 2	3.24 1	3.94 0	3.39 9
	Dr. J. Ghanekar	3.81 3	3.57 0	3.90 4	3.90 2	3.58 0	3.07 0	3.46 5	3.47 8	3.94 1	3.34 1
	Dr. Jagdish	3.91 6	3.62 3	3.75 4	3.08 5	3.59 0	4.00 0	3.57 9	3.54 7	3.43 8	3.81 6
	Dr. Mitesh	3.98 4	3.25 4	3.69 3	3.54 3	3.27 7	3.98 2	3.10 7	3.98 7	3.27 8	3.27 3
	Dr. Naeli Ket	3.18 1	3.29 4	3.69 6	3.82 0	3.75 9	3.07 0	3.15 7	3.97 2	3.01 1	3.48 1
Dr. Nikhil	3.89	3.32	3.18	3.10	3.78	3.99	3.01	3.08	3.25	3.73	

		5	2	6	5	1	3	0	6	7	0
	Dr. W. K. Patil	3.77 7	3.71 1	3.75 5	3.86 7	3.69 7	3.14 2	3.50 9	3.02 6	3.51 8	3.01 9
	Dr. Rai	3.90 5	3.48 0	3.45 4	3.60 6	2.89 9	3.10 5	3.88 7	3.53 2	3.27 3	3.50 8
	Dr. Regi	3.16 4	3.78 6	3.15 0	3.01 2	3.70 1	3.63 6	2.98 7	3.34 6	3.30 5	3.95 8
	Dr. Vandana	3.58 8	3.47 2	3.58 0	3.82 5	3.31 0	3.64 9	3.54 0	3.52 2	3.99 5	3.87 5
Respiratory Medicine	Dr. P. V. Potdar	3.73 8	3.43 0	3.04 9	3.03 8	3.56 1	3.69 8	3.29 4	3.01 3	3.08 6	3.57 4
	Dr. Mitali Nayak	3.54 7	3.58 7	3.83 2	3.22 5	3.87 7	3.55 4	3.95 7	3.83 6	3.61 1	3.06 6
	Dr. C. D. Kulkarni	3.35 1	3.98 4	3.69 7	3.29 2	3.35 8	3.11 1	3.22 7	3.14 2	3.45 2	3.19 6
Urology		3.96 7	3.97 8	3.54 8	3.65 4	3.54 6	3.24 8	3.64 5	3.54 8	3.56 9	3.65 7
Anatomy	Dr. A Mukharjee	3.89 5	3.98 8	3.72 0	3.55 7	3.36 1	3.83 5	3.17 5	3.30 8	3.87 1	3.12 3
	Dr. D.H. Pimple	3.39 6	3.76 6	3.02 1	3.80 2	3.92 9	3.48 5	3.31 1	3.38 2	3.62 9	3.93 9
	Dr. L:alita Chavan	3.40 3	3.14 3	3.07 3	3.75 6	3.99 3	3.97 8	3.19 4	3.00 5	3.54 4	3.50 0
	Dr. Nazmeen	3.00 8	3.40 5	3.52 9	3.94 2	3.93 7	3.88 2	3.79 4	3.86 0	3.97 4	3.64 5
	Dr. Geetha K N	3.63 5	3.49 4	3.67 1	2.80 0	2.95 0	3.77 6	3.39 8	3.31 7	3.86 9	3.47 0
	Dr. Haritha	3.10 8	3.88 6	3.62 9	3.84 6	3.92 2	3.91 1	3.08 9	3.35 0	3.88 2	3.25 6
	Dr. Charushila	3.82 7	3.84 9	3.28 9	3.85 4	3.39 0	3.35 6	3.69 2	3.12 8	3.85 4	3.57 5

	Dr. Mini Mol P.	3.45 2	3.54 0	3.30 2	3.04 7	3.74 7	3.40 0	3.02 3	3.16 4	3.32 8	3.87 7
	Mr. Kishor Patil	3.73 2	3.27 5	3.80 7	3.27 5	3.60 3	3.04 1	3.54 3	3.61 5	3.72 9	3.78 3
Psychiatry	Dr. Rakesh Ghildiyal	3.19 8	3.91 0	3.08 3	3.39 8	3.11 4	3.49 0	3.05 7	3.28 8	3.54 8	3.26 5
	Dr. Shaaunak Ajinkya	3.23 0	2.98 0	3.36 5	3.49 7	3.35 6	3.32 6	3.49 7	2.97 0	3.45 7	3.16 7
	Dr. Darpan Kaur	3.03 0	3.75 9	3.47 7	3.00 8	3.24 4	3.57 3	3.21 8	3.45 0	3.39 1	3.72 9
	Dr. Gurvinder Kalra	3.55 7	2.87 0	3.54 7	2.89 0	3.03 6	2.76 0	3.66 0	2.79 0	3.20 8	3.46 3
	Dr. Yogita Solanke	3.50 6	3.51 3	3.53 7	3.99 5	3.51 1	3.29 0	3.45 9	3.77 9	3.57 9	3.97 1
	Mrs. Pushpalata Debsikdar	3.62 6	3.09 0	2.98 0	3.88 7	3.73 0	3.19 6	3.49 0	3.98 9	3.47 2	3.35 7
	Mrs. Vaishali Shelar	3.27 1	3.79 2	3.06 2	3.59 1	3.66 8	3.52 4	3.46 4	2.99 0	3.28 0	2.94 0
Physiology	Dr. R. S. Inamdar	3.78 4	3.42 0	3.24 7	3.70 7	3.34 1	3.91 4	3.57 5	3.47 2	3.58 2	3.22 0
	Dr. Amita	3.04 2	3.03 6	3.24 9	3.62 9	3.46 6	3.80 0	3.73 6	3.84 9	3.37 4	3.92 2
	Dr. Ashita	3.57 4	3.85 0	3.29 6	2.69 0	3.02 0	3.69 5	3.42 7	3.89 1	3.77 5	3.38 2
	Dr. M. V. Math	3.77 0	3.85 3	3.10 7	3.52 5	3.57 1	3.54 1	3.60 3	3.77 7	3.14 9	3.23 1
	Dr. Manjiri D.	3.41 5	2.67 8	3.08 2	3.01 5	3.20 5	3.01 4	3.54 5	3.02 1	3.12 2	3.22 9

	Dr. Prajakta R.	3.58 1	3.00 0	3.83 9	3.96 1	3.99 6	2.48 9	3.76 4	3.00 9	3.41 7	3.15 8
	Dr. Rita K.	3.76 7	3.66 3	3.45 1	3.88 6	3.89 2	3.31 3	3.49 9	3.42 8	3.58 0	3.37 2
	Dr. S. M. Patel	3.86 1	3.16 7	3.72 0	3.10 4	3.27 5	3.05 0	3.39 9	2.87 9	3.99 3	3.63 6
	Dr. Sanhita	3.43 8	2.99 7	3.07 5	3.56 1	3.50 9	3.96 3	3.73 4	3.29 5	3.60 2	3.62 9
	Dr. Shanti V.	3.78 3	3.65 2	3.95 1	3.40 6	3.30 9	3.08 4	3.20 3	3.35 4	3.89 2	3.31 1
	Dr. Yashoda K.	3.64 2	3.31 8	3.64 9	3.77 1	3.34 7	3.85 9	3.59 1	2.98 7	3.36 2	3.04 0
Microbiology	Dr. Harpriya Kar	3.86 1	3.16 7	3.72 0	3.10 4	3.27 5	3.05 0	3.39 9	3.74 1	3.99 3	3.63 6
	Dr. Urhekar	3.43 8	3.31 9	3.07 5	3.56 1	3.50 9	3.96 3	3.73 4	3.29 5	3.60 2	3.62 9
	Dr. Anahita	3.78 3	3.65 2	3.95 1	3.40 6	3.30 9	3.08 4	3.20 3	3.35 4	3.89 2	3.31 1
	Dr. Kar	3.64 2	3.31 8	3.64 9	3.77 1	3.34 7	3.85 9	3.59 1	3.71 0	3.36 2	3.04 0
	Dr. Sameer	3.37 7	3.13 1	3.28 9	3.30 8	3.67 7	3.99 9	3.43 9	3.13 3	3.85 1	3.14 0
	Dr. Maya	3.41 8	3.44 0	3.84 1	3.95 9	3.06 1	3.61 2	3.33 3	3.50 5	3.08 7	3.82 6
	Dr. Dipashree	3.62 4	3.02 2	3.31 2	3.94 3	3.76 6	3.16 0	3.40 1	3.92 4	3.23 0	3.37 3
	Dr. Aasha Kore	3.27 7	3.01 5	3.91 4	3.39 1	3.59 1	3.31 1	3.41 8	3.73 0	3.55 7	3.24 9
	Dr. S. Samant	3.57 8	3.30 1	3.11 2	3.28 7	3.33 9	3.93 2	3.94 1	3.11 6	3.55 2	3.18 2
Pathalogy	Dr. D.	3.40	3.81	3.37	3.55	3.46	3.25	3.06	3.55	3.48	3.05

B.Borkar	4	7	8	9	9	5	9	5	0	1
Dr. Reeta Dhar	3.56 4	3.37 5	3.69 8	3.54 1	3.15 7	3.98 7	3.74 6	3.62 1	3.66 0	3.52 7
Dr. Maheshwari	3.87 3	3.16 9	3.76 6	3.19 6	3.42 9	3.93 1	3.57 3	3.21 1	3.50 1	3.82 4
Dr. Shilpi Sahu	3.38 7	3.43 6	3.77 1	3.15 8	3.60 5	3.42 6	3.62 2	3.27 2	3.42 9	3.29 5
Dr. Manisha Tambekar	3.14 5	3.63 5	3.94 6	3.83 9	3.31 3	3.39 2	3.55 1	3.88 4	3.47 6	3.91 8
Dr. Seema Gupta	3.13 8	3.30 7	3.36 3	3.01 2	3.32 7	3.69 8	3.06 3	3.58 3	3.87 7	3.30 9
Dr. Sangeeta Sharma	3.96 4	3.85 1	3.11 9	3.85 1	3.40 4	3.15 9	3.46 7	3.99 2	3.18 7	3.63 7
Dr. S. K. Barpanda	3.39 9	3.86 3	3.71 8	3.03 6	3.04 7	3.52 8	3.79 7	3.72 1	3.81 4	3.36 2

### Report Questionnaire 3

Department: *Biochemistry*

Questions	A	B	C	D
Question 1	70.59%	0.00%	27.94%	1.47%
Question 2	11.76%	73.53%	7.35%	10.29%
Question 3	10.29%	77.94%	14.71%	0.00%
Question 4	39.71%	55.88%	5.88%	0.00%
Question 5	17.65%	57.35%	22.06%	5.88%
Question 6	55.88%	45.59%	1.47%	0.00%
Question 7	26.47%	73.53%	0.00%	1.47%
Question 8	42.65%	42.65%	14.71%	1.47%
Question 9	36.76%	44.12%	4.41%	16.18%
Question 10	27.94%	51.47%	5.88%	2.94%
Question 11	75.00%	23.53%	1.47%	0.00%
Question 12	76.47%	13.24%	4.41%	8.82%
Question 13	60.29%	19.12%	1.47%	20.59%
Question 14	76.47%	2.94%	7.35%	11.76%
Question 15	44.12%	30.88%	16.18%	5.88%
Question 16	36.76%	38.24%	8.82%	19.12%
Question 17 (a)	94.12%	8.82%	0.00%	0.00%
Question 17 (b)	80.88%	11.76%	0.00%	0.00%

Department: *Anatomy*

Questions	A	B	C	D
Question 1	66.67%	0.00%	32.00%	1.33%
Question 2	29.33%	64.00%	5.33%	1.33%
Question 3	14.67%	56.00%	26.67%	2.67%
Question 4	45.33%	48.00%	6.67%	0.00%
Question 5	25.33%	64.00%	8.00%	2.67%
Question 6	50.67%	45.33%	1.33%	2.67%
Question 7	36.00%	60.00%	1.33%	2.67%
Question 8	53.33%	36.00%	6.67%	4.00%
Question 9	53.33%	37.33%	4.00%	5.33%

<b>Question 10</b>	42.67%	36.00%	16.00%	5.33%
<b>Question 11</b>	58.67%	38.67%	2.67%	0.00%
<b>Question 12</b>	64.00%	18.67%	10.67%	6.67%
<b>Question 13</b>	57.33%	29.33%	5.33%	8.00%
<b>Question 14</b>	73.33%	10.67%	12.00%	4.00%
<b>Question 15</b>	40.00%	34.67%	16.00%	9.33%
<b>Question 16</b>	46.67%	37.33%	8.00%	8.00%
<b>Question 17 (a)</b>	81.33%	16.00%	2.67%	0.00%
<b>Question 17 (b)</b>	89.23%	10.77%	0.00%	0.00%

<b>Department: <i>Biotechnology</i></b>				
<b>Questions</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Question 1</b>	80.00%	0.00%	20.00%	0.00%
<b>Question 2</b>	0.00%	100.00%	0.00%	0.00%
<b>Question 3</b>	0.00%	100.00%	0.00%	0.00%
<b>Question 4</b>	30.00%	40.00%	30.00%	0.00%
<b>Question 5</b>	10.00%	20.00%	40.00%	30.00%
<b>Question 6</b>	20.00%	80.00%	0.00%	0.00%
<b>Question 7</b>	60.00%	40.00%	0.00%	0.00%
<b>Question 8</b>	90.00%	10.00%	0.00%	0.00%
<b>Question 9</b>	90.00%	0.00%	0.00%	10.00%
<b>Question 10</b>	40.00%	50.00%	10.00%	0.00%
<b>Question 11</b>	80.00%	20.00%	0.00%	0.00%
<b>Question 12</b>	60.00%	0.00%	20.00%	20.00%
<b>Question 13</b>	80.00%	0.00%	0.00%	20.00%
<b>Question 14</b>	90.00%	0.00%	0.00%	10.00%
<b>Question 15</b>	50.00%	40.00%	10.00%	0.00%
<b>Question 16</b>	70.00%	10.00%	0.00%	20.00%
<b>Question 17 (a)</b>	100.00%	0.00%	0.00%	0.00%
<b>Question 17 (b)</b>	90.00%	10.00%	0.00%	0.00%

<b>Department: <i>Community Medicine</i></b>				
<b>Questions</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Question 1</b>	68.00%	0.00%	24.00%	8.00%
<b>Question 2</b>	16.00%	73.00%	2.00%	9.00%
<b>Question 3</b>	16.00%	73.00%	5.00%	6.00%
<b>Question 4</b>	45.00%	34.00%	17.00%	4.00%
<b>Question 5</b>	13.00%	56.00%	22.00%	9.00%
<b>Question 6</b>	38.00%	52.00%	4.00%	6.00%
<b>Question 7</b>	48.00%	48.00%	0.00%	4.00%
<b>Question 8</b>	47.00%	34.00%	14.00%	5.00%
<b>Question 9</b>	46.00%	39.00%	3.00%	12.00%



<b>Question 10</b>	34.00%	58.00%	4.00%	4.00%
<b>Question 11</b>	53.00%	43.00%	0.00%	4.00%
<b>Question 12</b>	61.00%	21.00%	2.00%	16.00%
<b>Question 13</b>	67.00%	17.00%	11.00%	5.00%
<b>Question 14</b>	60.00%	11.00%	15.00%	14.00%
<b>Question 15</b>	34.00%	33.00%	17.00%	16.00%
<b>Question 16</b>	45.00%	18.00%	23.00%	14.00%
<b>Question 17 (a)</b>	60.00%	39.00%	0.00%	1.00%
<b>Question 17 (b)</b>	79.71%	20.29%	0.00%	0.00%

<b>Department: <i>FMT</i></b>				
<b>Questions</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Question 1</b>	100.00%	0.00%	0.00%	0.00%
<b>Question 2</b>	70.00%	30.00%	0.00%	0.00%
<b>Question 3</b>	10.00%	90.00%	0.00%	0.00%
<b>Question 4</b>	90.00%	0.00%	0.00%	0.00%
<b>Question 5</b>	70.00%	30.00%	0.00%	0.00%
<b>Question 6</b>	100.00%	0.00%	0.00%	0.00%
<b>Question 7</b>	100.00%	0.00%	0.00%	0.00%
<b>Question 8</b>	100.00%	0.00%	0.00%	0.00%
<b>Question 9</b>	80.00%	0.00%	0.00%	20.00%
<b>Question 10</b>	80.00%	20.00%	0.00%	0.00%
<b>Question 11</b>	100.00%	0.00%	0.00%	0.00%
<b>Question 12</b>	100.00%	0.00%	0.00%	0.00%
<b>Question 13</b>	100.00%	0.00%	0.00%	0.00%
<b>Question 14</b>	100.00%	0.00%	0.00%	0.00%
<b>Question 15</b>	100.00%	10.00%	0.00%	0.00%
<b>Question 16</b>	100.00%	0.00%	0.00%	0.00%
<b>Question 17 (a)</b>	100.00%	0.00%	0.00%	0.00%
<b>Question 17 (b)</b>	100.00%	0.00%	0.00%	0.00%

<b>Department: <i>OBGY</i></b>				
<b>Questions</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Question 1</b>	83.33%	0.00%	16.67%	0.00%
<b>Question 2</b>	16.67%	83.33%	0.00%	0.00%
<b>Question 3</b>	0.00%	83.33%	16.67%	0.00%
<b>Question 4</b>	0.00%	83.33%	16.67%	0.00%
<b>Question 5</b>	0.00%	100.00%	0.00%	0.00%
<b>Question 6</b>	33.33%	66.67%	0.00%	0.00%
<b>Question 7</b>	0.00%	66.67%	0.00%	33.33%
<b>Question 8</b>	16.67%	33.33%	33.33%	16.67%
<b>Question 9</b>	50.00%	50.00%	0.00%	0.00%
<b>Question 10</b>	100.00%	0.00%	0.00%	0.00%

<b>Question 11</b>	0.00%	100.00%	0.00%	0.00%
<b>Question 12</b>	50.00%	0.00%	50.00%	0.00%
<b>Question 13</b>	50.00%	50.00%	0.00%	0.00%
<b>Question 14</b>	16.67%	0.00%	16.67%	66.67%
<b>Question 15</b>	0.00%	83.33%	0.00%	16.67%
<b>Question 16</b>	0.00%	50.00%	33.33%	16.67%
<b>Question 17 (a)</b>	0.00%	100.00%	0.00%	0.00%
<b>Question 17 (b)</b>	0	0	0	0

<b>Department: Paediatrics</b>				
Questions	A	B	C	D
<b>Question 1</b>	77.78%	11.11%	0.00%	11.11%
<b>Question 2</b>	22.22%	44.44%	22.22%	11.11%
<b>Question 3</b>	44.44%	44.44%	11.11%	0.00%
<b>Question 4</b>	22.22%	22.22%	33.33%	22.22%
<b>Question 5</b>	22.22%	44.44%	33.33%	0.00%
<b>Question 6</b>	22.22%	77.78%	0.00%	0.00%
<b>Question 7</b>	22.22%	66.67%	11.11%	0.00%
<b>Question 8</b>	44.44%	33.33%	0.00%	22.22%
<b>Question 9</b>	44.44%	44.44%	11.11%	0.00%
<b>Question 10</b>	55.56%	22.22%	11.11%	11.11%
<b>Question 11</b>	33.33%	44.44%	11.11%	0.00%
<b>Question 12</b>	66.67%	0.00%	11.11%	22.22%
<b>Question 13</b>	44.44%	44.44%	0.00%	11.11%
<b>Question 14</b>	44.44%	33.33%	0.00%	22.22%
<b>Question 15</b>	11.11%	11.11%	55.56%	22.22%
<b>Question 16</b>	22.22%	33.33%	33.33%	11.11%
<b>Question 17 (a)</b>	33.33%	66.67%	0.00%	0.00%
<b>Question 17 (b)</b>	22.22%	44.44%	0.00%	0.00%

<b>Department: Microbiology</b>				
Questions	A	B	C	D
<b>Question 1</b>	85.71%	0.00%	14.29%	0.00%
<b>Question 2</b>	0.00%	71.43%	14.29%	14.29%
<b>Question 3</b>	14.29%	71.43%	14.29%	0.00%
<b>Question 4</b>	57.14%	42.86%	0.00%	0.00%
<b>Question 5</b>	0.00%	100.00%	0.00%	0.00%
<b>Question 6</b>	57.14%	42.86%	0.00%	0.00%
<b>Question 7</b>	42.86%	57.14%	0.00%	0.00%
<b>Question 8</b>	71.43%	14.29%	14.29%	0.00%
<b>Question 9</b>	42.86%	14.29%	14.29%	28.57%
<b>Question 10</b>	28.57%	57.14%	0.00%	14.29%

<b>Question 11</b>	57.14%	42.86%	0.00%	0.00%
<b>Question 12</b>	85.71%	0.00%	0.00%	14.29%
<b>Question 13</b>	28.57%	14.29%	0.00%	57.14%
<b>Question 14</b>	57.14%	14.29%	14.29%	14.29%
<b>Question 15</b>	28.57%	57.14%	0.00%	14.29%
<b>Question 16</b>	42.86%	42.86%	0.00%	14.29%
<b>Question 17 (a)</b>	85.71%	14.29%	0.00%	0.00%
<b>Question 17 (b)</b>	100.00%	0.00%	0.00%	0.00%

<b>Department: <i>Physiology</i></b>				
Questions	A	B	C	D
<b>Question 1</b>	57.85%	3.31%	38.02%	0.83%
<b>Question 2</b>	21.49%	71.07%	5.79%	4.13%
<b>Question 3</b>	19.01%	71.07%	14.05%	0.00%
<b>Question 4</b>	38.02%	54.55%	9.92%	2.48%
<b>Question 5</b>	28.93%	59.50%	13.22%	1.65%
<b>Question 6</b>	53.72%	47.93%	1.65%	0.83%
<b>Question 7</b>	42.15%	59.50%	0.83%	0.83%
<b>Question 8</b>	31.40%	48.76%	13.22%	8.26%
<b>Question 9</b>	47.11%	41.32%	2.48%	12.40%
<b>Question 10</b>	31.40%	41.32%	10.74%	6.61%
<b>Question 11</b>	66.94%	30.58%	1.65%	2.48%
<b>Question 12</b>	60.33%	17.36%	10.74%	14.05%
<b>Question 13</b>	51.24%	28.93%	13.22%	9.09%
<b>Question 14</b>	67.77%	7.44%	14.05%	13.22%
<b>Question 15</b>	26.45%	47.11%	14.88%	13.22%
<b>Question 16</b>	43.80%	39.67%	10.74%	6.61%
<b>Question 17 (a)</b>	79.34%	19.83%	0.00%	0.00%
<b>Question 17 (b)</b>	72.73%	10.74%	0.00%	0.00%

<b>Department: <i>Psychiatry</i></b>				
Questions	A	B	C	D
<b>Question 1</b>	100.00%	0.00%	0.00%	0.00%
<b>Question 2</b>	2.01%	97.99%	0.00%	0.00%
<b>Question 3</b>	100.00%	0.00%	0.00%	0.00%
<b>Question 4</b>	100.00%	0.00%	0.00%	0.00%
<b>Question 5</b>	6.04%	93.96%	0.00%	0.00%
<b>Question 6</b>	100.00%	0.00%	0.00%	0.00%
<b>Question 7</b>	100.00%	0.00%	0.00%	0.00%
<b>Question 8</b>	99.33%	0.00%	0.00%	0.00%
<b>Question 9</b>	99.33%	0.00%	0.00%	0.00%
<b>Question 10</b>	99.33%	0.00%	0.00%	0.00%
<b>Question 11</b>	99.33%	0.00%	0.00%	0.00%

<b>Question 12</b>	99.33%	0.00%	0.00%	0.00%
<b>Question 13</b>	99.33%	0.00%	0.00%	0.00%
<b>Question 14</b>	99.33%	0.00%	0.00%	0.00%
<b>Question 15</b>	99.33%	0.00%	0.00%	0.00%
<b>Question 16</b>	99.33%	0.00%	0.00%	0.00%
<b>Question 17 (a)</b>	99.33%	0.00%	0.00%	0.00%
<b>Question 17 (b)</b>	99.33%	0.00%	0.00%	0.00%

<b>Department: <i>Biomedical</i></b>				
Questions	A	B	C	D
<b>Question 1</b>	93.18%	4.55%	2.27%	0.00%
<b>Question 2</b>	33.33%	62.22%	2.22%	2.22%
<b>Question 3</b>	46.67%	31.11%	6.67%	15.56%
<b>Question 4</b>	62.22%	24.44%	8.89%	4.44%
<b>Question 5</b>	48.89%	42.22%	6.67%	2.22%
<b>Question 6</b>	70.45%	27.27%	0.00%	2.27%
<b>Question 7</b>	55.56%	37.78%	4.44%	2.22%
<b>Question 8</b>	77.78%	15.56%	0.00%	6.67%
<b>Question 9</b>	64.44%	31.11%	2.22%	2.22%
<b>Question 10</b>	51.16%	41.86%	2.33%	4.65%
<b>Question 11</b>	73.33%	24.44%	2.22%	0.00%
<b>Question 12</b>	80.00%	8.89%	6.67%	4.44%
<b>Question 13</b>	75.00%	18.18%	4.55%	2.27%
<b>Question 14</b>	81.82%	13.64%	2.27%	2.27%
<b>Question 15</b>	59.09%	31.82%	0.00%	9.09%
<b>Question 16</b>	72.73%	22.73%	0.00%	4.55%
<b>Question 17 (a)</b>	88.89%	11.11%	0.00%	0.00%
<b>Question 17 (b)</b>	95.12%	4.88%	0.00%	0.00%

<b>Department: <i>Pathology</i></b>				
Questions	A	B	C	D
<b>Question 1</b>	47.37%	5.26%	36.84%	10.53%
<b>Question 2</b>	26.32%	68.42%	0.00%	5.26%
<b>Question 3</b>	15.79%	63.16%	15.79%	5.26%
<b>Question 4</b>	15.79%	26.32%	42.11%	15.79%
<b>Question 5</b>	15.79%	47.37%	26.32%	10.53%
<b>Question 6</b>	52.63%	42.11%	5.26%	0.00%
<b>Question 7</b>	31.58%	52.63%	5.26%	10.53%
<b>Question 8</b>	26.32%	36.84%	36.84%	0.00%
<b>Question 9</b>	15.79%	68.42%	5.26%	10.53%
<b>Question 10</b>	52.63%	10.53%	10.53%	10.53%
<b>Question 11</b>	36.84%	63.16%	0.00%	0.00%

<b>Question 12</b>	52.63%	21.05%	10.53%	15.79%
<b>Question 13</b>	63.16%	15.79%	15.79%	5.26%
<b>Question 14</b>	63.16%	21.05%	10.53%	5.26%
<b>Question 15</b>	36.84%	21.05%	5.26%	36.84%
<b>Question 16</b>	31.58%	15.79%	36.84%	15.79%
<b>Question 17 (a)</b>	57.89%	42.11%	0.00%	0.00%
<b>Question 17 (b)</b>	57.89%	5.26%	0.00%	0.00%

<b>Department:Respiratory</b>				
<b>Questions</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Question 1</b>	50.00%	0.00%	30.00%	20.00%
<b>Question 2</b>	40.00%	30.00%	10.00%	20.00%
<b>Question 3</b>	40.00%	30.00%	10.00%	20.00%
<b>Question 4</b>	40.00%	20.00%	10.00%	30.00%
<b>Question 5</b>	50.00%	30.00%	10.00%	10.00%
<b>Question 6</b>	50.00%	40.00%	10.00%	0.00%
<b>Question 7</b>	50.00%	30.00%	20.00%	0.00%
<b>Question 8</b>	40.00%	20.00%	40.00%	0.00%
<b>Question 9</b>	40.00%	20.00%	20.00%	20.00%
<b>Question 10</b>	40.00%	20.00%	20.00%	20.00%
<b>Question 11</b>	50.00%	40.00%	10.00%	0.00%
<b>Question 12</b>	40.00%	20.00%	30.00%	10.00%
<b>Question 13</b>	50.00%	20.00%	20.00%	10.00%
<b>Question 14</b>	50.00%	30.00%	20.00%	0.00%
<b>Question 15</b>	50.00%	10.00%	10.00%	30.00%
<b>Question 16</b>	40.00%	10.00%	50.00%	0.00%
<b>Question 17 (a)</b>	60.00%	40.00%	0.00%	0.00%
<b>Question 17 (b)</b>	40.00%	40.00%	0.00%	0.00%