



National Assessment and Accreditation Council (NAAC), Bengaluru  
**Manual of Health Sciences for Universities**

(Revised Accreditation Frame work - Applicable for all cycles and for Re-Assessment)  
**While preparing SSRs, Health Sciences Universities have to refer both  
manual and SOP for DVV**



The Director,  
**National Assessment and Accreditation Council  
(NAAC), Bengaluru**



NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC), BENGALURU

## **Manual of Health Sciences for Universities**

Changes done after 24/01/2019

- Final version of the Unified Manual of Health Sciences for Universities prepared by Expert Committee (CWG) on 24/01/2019
- Few changes made on 07/03/2019 (Essential Note and Profile)
- Corrections / changes done in the manual as per ICT and DVV requirements on 23/04/2019
- SOP for DVV process enclosed herewith
- SWOC analysis also inserted
- As decided in the CARE- Empowered Committee meeting at UGC held on 23/05/2019, INFLIBNET will do the entire authentication and provide the data to NAAC, NIRF and NBA. Accordingly changes are made in this Manual in 5 metrics namely 3.4.5 to 3.4.9 along with changes in Data Templates and Benchmarks as suggested by the Chairman, CWG on 24/05/2019.
- Few changes done after getting feedback from the DVV partners during Orientation cum training Programme organised during 18-19 July 2019.
- Changes done on 27/08/2019 in consultation with ICT unit and DVV unit of NAAC

## **Director's Note**

### **PREFACE**

It is heartening that National Assessment and Accreditation Council (NAAC) has come out with renewed spirit to fine tune its process of assessment and accreditation. In sync with the local, regional and global dynamics of the higher education sector, the process, tools and methodology also need to be dynamic. Since July 2017, the NAAC has unfolded the new methodology and unveiled new process and instruments of assessment and accreditation. The main focus of the revision process has been to enhance the redeeming features of the accreditation process and make them more robust, objective, transparent and scalable as well as make it ICT enabled. It is further heartening to note that the ICT enabled new process has cut down the duration of the accreditation process considerably.

As always, the NAAC had to cater to the dynamic demands of the sector including that of the Health Sciences Universities and Colleges for a renewed manual that would take care of the discipline specific requirements. With the previous Health Sciences Manual forming the backdrop, the NAAC had to depend on the feedback of the stakeholders, outcome of the Pilot Study, inputs from the Expert Group Meetings, and come out with a comprehensive manual for Health Sciences institutions. The expert group comprising eminent academicians from the University and Colleges, domain experts and the NAAC experts have evolved a manual that is technology enabled and all encompassing. The Higher Education Institutions (HEIs) have to take cognizance of the new methodology and the Manual for their efforts in seeking accreditation.

It is hoped that the Manuals of Health Sciences for Universities and Colleges will help the HEIs to prepare for the revised process of Assessment and Accreditation.

In an effort to enhance the accountability in the entire process, the institutions as well as other stakeholders are required to keep track of the latest developments profiled on the website of the NAAC from time to time.

The Core Working Group and Sectoral Working Groups consisting of experts from the Health Sciences domain and the contribution of the officials of NAAC in the development of the manual would no doubt go a long way in making the entire process of A&A more effective and efficient. The services of all the experts are gratefully acknowledged.

I deem it a privilege to acknowledge the immense contribution made by **Dr. Latha Pillai**, Senior Adviser, NAAC and also **Prof. H. K. Anantha Subba Rao**, Academic Consultant, NAAC in the development of the Manuals for the A&A process of institutions of Health Sciences.

**25<sup>th</sup> July, 2019**

**Bengaluru**

**Sd/-**  
**(Prof. S. C. Sharma)**  
**Director, NAAC**



# **Manual of Health Sciences for Universities**

(In the Revised Accreditation Frame work - Applicable for first as well as subsequent cycles and Re-Assessment)

## **CONTENTS**

### **SECTION A: Guidelines for Assessment and Accreditation (6 to 39)**

i.	<u>Introduction</u> <u>Vision and Mission</u> <u>Core Values</u>
ii.	<u>Assessment and Accreditation of Higher Education Institutions</u> <u>Revised Assessment and Accreditation (A&amp;A) Framework</u> <u>Focus of Assessment</u>
iii.	<u>Quality Indicator Framework (QIF) - Description</u>
iv.	Eligibility for Assessment and Accreditation by NAAC
v.	Essential note for the selection of Manual for A&A Page number – 25
vi.	Approaches / Policies adopted
vii.	Statistical Information about the Metrics -5 pages
viii.	<u>The Assessment Process</u> – 30
ix.	<u>Procedural Details</u>
x.	<u>Assessment Outcome</u> Calculation of Institutional CGPA
xi.	Mechanism for Institutional Appeals
xii.	<u>Re-Assessment</u>
xiii.	Subsequent Cycles of Accreditation
xiv.	Fee Structure and other Financial Implications
xv.	<u>Getting Ready for Submission of Self - Study Report (SSR)</u>
xvi.	Mandatory Disclosure on HEI's Website

### **SECTION B: Data Requirements for Self - Study Report (SSR) (Page No.40 to 148)**

1. Executive Summary
2. Profile of the University
3. Extended Profile of the University
4. Quality Indicator Framework (QIF)
5. Evaluative report of the Departments
6. Data Templates/Documents (Quantitative Metrics)

## **SECTION C: Appendices**

### **Annexures:**

1. IIQA online Application format for Health Sciences Universities (Applicable for all cycles and for Re-Assessment).
  2. Online Student Satisfaction Survey Questionnaire for Health Sciences Universities (Applicable for all cycles and for Re-Assessment).
  3. List of CWG / SWG members / External experts.
  4. List of meetings held at NAAC.
  5. List of Universities which participated in the Pilot Study.
  6. Standard Operating Procedure (SOP) for Data Verification and Validation (DVV) process (For HEI's and DVV partners)
- 
1. Appendix 1: Glossary and Notes
  2. Appendix 2: Abbreviations

## **SECTION A: GUIDELINES FOR ASSESSMENT AND ACCREDITATION OF HEALTH SCIENCES INSTITUTIONS**

*This Section presents the NAAC framework for Assessment and Accreditation based on the Core Values and Criteria for assessment and Key Indicators. Further, it details out the procedures for institutional preparation for filling the Self Study Report online, Peer Assessment and the final Outcome of Accreditation. The procedure for re-assessment, mechanism for institutional appeals and accreditation of subsequent cycles are also presented.*

## I. INTRODUCTION

India has one of the largest and diverse education systems in the world. Privatization, widespread expansion, increased autonomy and introduction of Programmes in new and emerging areas have improved access to higher education. At the same time, it has also led to widespread concern on the quality and relevance of the higher education. To address these concerns, the National Policy on Education (NPE, 1986) and the Programme of Action (PoA, 1992) spelt out strategic plans for the policies and advocated the establishment of an independent National Accreditation Agency. Consequently, the National Assessment and Accreditation Council (NAAC) was established in 1994 as an autonomous Institution of the University Grants Commission (UGC) with its Head Quarter in Bengaluru. The mandate of NAAC as reflected in its vision statement is in making quality assurance an integral part of the functioning of Higher Education Institutions (HEIs).

The NAAC functions through its General Council (GC) and Executive Committee (EC) comprising educational administrators, policy makers and senior academicians from a cross-section of Indian higher education system. The Chairperson of the UGC is the President of the GC of the NAAC and the Chairperson of the EC is an eminent academician nominated by the President of GC (NAAC). The Director is the academic and administrative head of NAAC and is the member-secretary of both the GC and the EC. In addition to the statutory bodies that steer its policies and core staff to support its activities, the NAAC is advised by the advisory and consultative committees constituted from time to time.

### Vision and Mission

#### The vision of NAAC is:

*To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives.*

The mission statements of the NAAC aim at translating the NAAC's vision into action plans and define NAAC's engagement and endeavor as given below:

- *To arrange for periodic assessment and accreditation of Institutions of Higher Education or units thereof, or specific academic programmes or projects;*
- *To stimulate the academic environment for promotion of quality in teaching-learning and research in Higher Education Institutions;*
- *To encourage self-evaluation, accountability, autonomy and innovations in Higher Education;*
- *To undertake quality-related research studies, consultancy and training programmes, and*
- *To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.*

Striving to achieve its goals as guided by its vision and mission statements, NAAC primarily focuses on assessment of the quality of Higher Education Institutions in the country. The NAAC methodology for Assessment and Accreditation is very much similar to that followed by Quality Assurance (QA) agencies across the world and consists of self-assessment by the Institution along with external peer assessment organized by NAAC.

## **Core Values**

Throughout the world, Higher Education Institutions (HEIs) function in a dynamic environment. The need to expand the system of higher education, the impact of technology on the educational delivery, the increasing private participation in higher education and the impact of globalization (including liberal cross-border and trans-national educational imperatives), have necessitated marked changes in the Indian higher education system. These changes and the consequent shift in values have been taken into cognizance by NAAC while formulating the core values. Accordingly, in order to ensure external and internal validity and credibility, the QA process of NAAC is grounded within a value framework which is suitable and appropriate to the National context.

The accreditation framework of NAAC is thus based on five core values detailed below.

### **(i) Contributing to National Development**

Most of the HEIs have a capacity to adapt to changes and at the same time, pursue the goals and objectives that they have set forth for themselves. Contributing to national development has always been an implicit goal of Indian HEIs. The role of HEIs is significant in human resource development and capacity building of individuals, to cater to the needs of the economy, society and the country as a whole, thereby, contributing to the development of the Nation. Serving the cause of social justice, ensuring equity and increasing access to higher education are a few ways by which HEIs can contribute to the national development. It is therefore appropriate that the Assessment and Accreditation (A&A) process of NAAC looks into the ways HEIs have been responding to and contributing towards National Development.

### **(ii) Fostering Global Competencies among Students**

The spiraling developments at the global level also warrant that the NAAC includes in its scope of assessment skill development of students, on par with their counterparts elsewhere in the world. With liberalization and globalization of economic activities, the need to develop skilled human resources of a high caliber is imperative. Consequently, the demand for internationally acceptable standards in higher education is evident. Therefore, the accreditation process of NAAC needs to examine the role of HEIs in preparing the students to achieve core competencies, to face the global challenges successfully. This requires that the HEIs be innovative, creative and entrepreneurial in their approach. Towards achieving this, HEIs may establish collaborations with industries, network with the neighborhood agencies/bodies and foster a closer relationship between the “world of competent-learning” and the “world of skilled work”.

### **(iii) Inculcating a Value System among Students**

Although skill development is crucial to the success of students in the job market, skills are of less value in the absence of appropriate value systems. The HEIs have to shoulder the responsibility of inculcating desirable value systems among students. In a country like India, with cultural pluralities and diversities, it is essential that students imbibe the appropriate values commensurate with social, cultural, economic and environmental realities, at the local, national

and universal levels. Whatever be the pluralities and diversities that exist in the country, there is a persisting concern for inculcating the core universal values like truth and righteousness apart from other values emphasized in the various policy documents of the country. The seeds of values such as cooperation and mutual understanding during the early stages of education have to be reiterated and re-emphasized at the higher education also through appropriate learning experiences and opportunities. The NAAC assessment therefore examines how these essential and desirable values are being inculcated in the students, by the HEIs.

**(iv) Promoting the Use of Technology**

Most of the significant developments that one can observe today can be attributed to the impact of Science and Technology. While the advantages of using modern tools and technological innovations in the day-to-day-life are well recognized, the corresponding changes in the use of new technologies, for teaching learning and governance of HEIs is an ongoing process. Technological advancement and innovations in educational transactions have to be undertaken by all HEIs, to make a visible impact on academic development as well as administration. At a time when our educational Institutions are expected to perform as good as their global partners, significant technological innovations have to be adopted. Traditional methods of delivering higher education have become less motivating to a large number of students. To keep pace with the developments in other spheres of human endeavor, HEIs have to enrich the learning experiences of their students by providing them with state-of-the-art educational technologies. The campus community must be adequately prepared to make use of Information and Communication Technology (ICT) optimally. Conscious effort is also needed to invest in hardware and to orient the faculty suitably.

In addition to using technology as a learning resource, managing the activities of the Institution in a technology-enabled way will ensure effective Institutional functioning. For example, documentation and data management in the HEIs are areas where the process of assessment by NAAC has made a significant impact. Moving towards electronic data management and having Institutional website to provide ready and relevant information to stakeholders are desirable steps in this direction. In other words, effective use of ICT in HEIs will be able to provide ICT literacy to the campus community, using ICT for resource sharing and networking, as well as adopting ICT-enabled administrative processes. Therefore, NAAC accreditation would look at how the HEIs have put in place their electronic data management systems and electronic resources and their access to internal and external stakeholders particularly the student community.

**(v) Quest for Excellence**

Contributing to nation-building and skills development of students, HEIs should demonstrate a drive to develop themselves into centers of excellence. Excellence in all that they will contribute to the overall development of the system of higher education of the country as a whole.

This ‘*Quest for Excellence*’ could start with the assessment or even earlier, by the establishment of the Steering Committee for the preparation of the Self - Study Report (SSR) of an Institution. Another step in this direction could be the identification of the strengths and weaknesses in the teaching and learning processes as carried out by the Institution.

The five core values as outlined above form the foundation for assessment of Institutions that volunteer for accreditation by NAAC. The HEIs may also add their own core values to these in conformity with the goals and mission.

## **II. ASSESSMENT AND ACCREDITATION OF HIGHER EDUCATION INSTITUTIONS**

The NAAC has been carrying out the process of quality assessment and accreditation of HEIs over the past two decades. Several HEIs have gone through this process and a sizeable number has also undergone subsequent cycles of accreditation. True to its commitment for promoting quality culture in HEIs in consonance with the overall developments in the field of education as well as the outside world, NAAC has strived to be sensitive to these and adequately reflect these in its processes. The A&A process of NAAC continue to be an exercise in partnership of NAAC with the HEI being assessed. As is known by now, the A&A process of NAAC is being revised and this revision attempts to enhance such a partnership. Over years the feedback procured from the HEIs, other stakeholders and the developments in the national scene – all have contributed for the revision process of NAAC.

### **Revised Assessment and Accreditation (A&A) Framework**

The Revised Assessment and Accreditation Framework is launched in July 2017. It represents an explicit Paradigm Shift making it ICT enabled, objective, transparent, scalable and robust. The Shift is:

- from qualitative peer judgement to data based quantitative indicator evaluation with increased objectivity and transparency
- towards extensive use of ICT confirming scalability and robustness
- in terms of simplification of the process resulting in drastic reduction in number of questions, size of the report, visit days, and so on
- introducing Pre-qualifier for peer team visit, as 25% of system generated score
- introducing *System Generated Scores* (SGS) with the combination of online evaluation (about 70%) and peer judgement (about 30%)
- in introducing the element of *third party validation* of data
- in providing appropriate differences in the metrics, weightages and benchmarks to universities and affiliated/constituent colleges
- in revising several metrics to bring in enhanced participation of students and alumni in the assessment process

## **Focus of Assessment**

The NAAC continues with its focus on quality culture of the Institution in terms of Quality Initiatives, Quality Sustenance and Quality Enhancement, as reflected in its vision, objectives, operations and the processes. Experience has reiterated that these can be ascertained either by on site observations and/or through the facts and figures about the various aspects of Institutional functioning. The Revised Manual places greater emphasis in the latter as reflective of internal Institutional processes.

In line with NAAC's conviction that quality concerns are Institutional, Quality Assessment (QA) can better be done through self-evaluation. The self-evaluation process and the subsequent preparation of the Self Study Report (SSR) to be submitted to NAAC involves the participation of all the stakeholders – management, faculty members, administrative staff, students, parents, employers, community and alumni. While the participation of internal stakeholders i.e. management, staff and students provide credibility and ownership to the activity and could lead to newer initiatives, interaction with the external stakeholders facilitate the development process of the Institution and their educational services. Overall, the QA is expected to serve as a catalyst for Institutional self-improvement, promote innovation and strengthen the urge to excel.

It is attempted to enlarge the digital coverage of the entire process of A&A. This, it is believed, will not only accelerate the process but also bring in greater objectivity into the process.

The possible differentiation required in respect of HEIs which are going for subsequent cycles of A&A, appropriate scope has been provided in the Process. This will allow the HEIs to appropriately represent the developments they have attempted after the previous A&A cycle.

## **III. QUALITY INDICATOR FRAMEWORK (QIF) - DESCRIPTION**

The criteria based assessment forms the backbone of A&A process of NAAC. The seven criteria represent the core functions and activities of a HEI. In the revised framework not only the academic and administrative aspects of Institutional functioning but also the emerging issues have been included. The seven Criteria that would serve as basis for assessment of HEIs are:

1. Curricular Aspects
2. Teaching-Learning and Evaluation
3. Research, Innovations and Extension
4. Infrastructure and Learning Resources
5. Student Support and Progression
6. Governance, Leadership and Management
7. Institutional Values and Best Practices

Under each Criterion a few Key Indicators are identified. These Key Indicators (KIs) are further delineated as Metrics which actually elicit responses from the HEIs. These seven criteria along with their KIs are given below explicating the aspects they represent.

## **Criterion I: - Curricular Aspects**

The Curricular Aspects are the mainstay of any educational Institution. However, the responsibilities of various HEIs in this regard vary depending on their administrative standing. That is, an Affiliated College is essentially a teaching unit which depends on a larger body namely university for legitimizing its academic and administrative processes. Its engagement with curricular aspects is mainly in their implementation while its participation in curriculum development, procedural detailing, assessment procedures as well as certification is peripheral and these are “givens”. Whereas a University has the mandate to visualize appropriate curricula for particular programmes, it has to revise/update them periodically to ensure that the outcomes of its programmes are defined by its bodies.

Criterion I pertains to the practices of an Institution in initiating a wide range of programme options and courses that are in tune with the emerging national and global trends and relevant to the local needs. Apart from issues of diversity and academic flexibility, aspects on career orientation, multi-skill development, feedback system and involvement of stakeholders in curriculum updating are also gauged.

The focus of Criterion I is captured in the following Key Indicators:

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### **KEY INDICATORS**

- 1.1\*(U) -Curriculum Design and Development
- 1.1\*(A) - Curriculum Planning and Implementation
- 1.2 Academic Flexibility
- 1.3 Curriculum Enrichment
- 1.4 Feedback System

\*(U) - applicable only for Universities

\*(A) - applicable only for the Affiliated/Constituent Colleges

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### **1.1 \*(U) Curriculum Design and Development**

One of the significant responsibilities of Universities is Curriculum Design and Development and thus is expected to have processes, systems and structures in place to shoulder this responsibility. Curriculum Design and Development is a complex process of developing appropriate need-based inputs in consultation with expert groups, based on the feedback from stakeholders. This results in the development of relevant programmes with flexibility to suit the professional and personal needs of the students and realization of core values. The Key Indicator (KI) also considers the good practices of the Institution in initiating a range of programme options and courses that are relevant to the local needs and in tune with the emerging national and global trends.

Curriculum evolved by the University comprises Programme Outcomes (POs), and Course Outcomes (COs), the substantive outlines of courses in every discipline (syllabus), organizational details of implementation as well as assessment of student performance and thereby attainment of POs and COs. The quality element is reflected in the efforts to revise, update and include emerging concerns etc., the University makes in this regard. The Curriculum designed by University may also focus on employability, entrepreneurship and skill development. The POs, COs could be uploaded on Institutional website.

### **1.1 \*(A) Curricular Planning and Implementation**

The Affiliating/Constituent Colleges have rather limited role in curriculum designing and development. They adopt the curriculum overview provided by the respective universities. Each college operationalizes the curriculum within the overall framework provided, in one's own way depending on its resource potential, Institutional goals and concern and so on. That is, each college visualizes the way the curriculum has to be carried out – activities, who, how, when etc. This process makes each Institution unique and reflects on the concern of the college for quality in the form of values emphasized, sensitivities focused on, etc.

### **1.2 Academic Flexibility**

Academic flexibility refers to the freedom in the use of the time-frame of the courses, horizontal mobility, inter-disciplinary options and others facilitated by curricular transactions. Supplementary enrichment programmes introduced as an initiative of the college, credit system and choice offered in the curriculum, in terms of programme, curricular transactions and time-frame options are also considered in this key indicator.

### **1.3 Curriculum Enrichment**

Holistic development of students is the main purpose of curriculum. While this is attempted through prescribing dynamic and updated curricular inputs, the HEI is expected to have provision for added courses and activities which may not be directly linked with one's discipline of study but contribute to sensitizing students to cross-cutting issues relevant to the current pressing concerns both nationally and internationally such as gender, environment and sustainability, human values and professional ethics, development of creative and divergent competencies. A progressive university would provide a wide range of such "value-added" courses for students to choose from according to their interests and inclinations.

### **1.4 Feedback System**

The process of revision and redesign of curricula is based on recent developments and feedback from the stakeholders. The feedback from all stakeholders in terms of its relevance and appropriateness in catering to the needs of the society, economy and environment helps in improving the inputs.

A HEI with the feedback system in place will have an active process of not only collecting feedback from all stakeholders, but also analyzing it and identifying and drawing pertinent pointers to enhance the learning effectiveness.

## **Criterion II: - Teaching Learning and Evaluation**

Criterion II pertains to the efforts of an Institution to serve students of different backgrounds and abilities, through effective teaching-learning experiences. Interactive instructional techniques that engage students in higher order '*thinking*' and investigation, through the use of interviews, focused group discussions, debates, projects, presentations, experiments, practicum, internship and application of ICT resources are important considerations. It also probes into the adequacy, competence as well as the continuous professional development of the faculty who handle the programmes of study. The efficiency of the techniques used to continuously evaluate the performance of teachers and students is also a major concern of this Criterion.

The focus of Criterion II is captured in the following Key Indicators:

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### **KEY INDICATORS**

- 2.1 Student Enrolment and Profile
  - 2.2 Catering to Student Diversity
  - 2.3 Teaching-Learning Process
  - 2.4 Teacher Profile and Quality
  - 2.5 Evaluation Process and Reforms
  - 2.6 Student Performance and Learning Outcomes
  - 2.7 Student Satisfaction Survey
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## **2.1 Student Enrolment and Profile**

The process of admitting students to the programmes is through a transparent, well-administered mechanism, complying with all the norms of the concerned regulatory/governing agencies including state and central governments. Apart from the compliance to the various regulations the Institution put forth its efforts in ensuring equity and wide access having representation of student community from different geographical areas and socio-economic, cultural and educational backgrounds. These will be reflected in the student profile.

## **2.2 Catering to Student Diversity**

The HEIs are expected to satisfy the needs of the students from diverse backgrounds including backward community as well as from different locales. They would make special efforts to bring in students from special categories, reach out to their special learning needs by initial assessment of their learning levels, in addition to understand possible variations over years and how and what is done to deal with such students. While in uni-gender Institutions explicit efforts are to be made to sensitise students about the other gender; and the like.

## **2.3 Teaching-Learning Process**

Diversity of learners in respect of their background, abilities and other personal attributes will influence the extent of their learning. The teaching-learning modalities of the Institution are rendered to be relevant for the learner group. The learner-centered education through appropriate methodologies such as participative learning, experiential learning and collaborative learning modes, facilitate effective learning. Teachers provide a variety of learning experiences, including individual and collaborative learning. Interactive and participatory approaches, if employed, create a feeling of responsibility in learners and makes learning a process of construction of knowledge. Of late, digital resources for learning have become available and this makes learning more individualised, creative and dynamic. Quality of learning provided in the Institution depends largely on teacher readiness to draw upon such recently available technology supports and also the initiative to develop such learning resources to enrich teaching-learning; on teacher's familiarity with Learning Management Systems (LMSs), other e-resources available and how to meaningfully incorporate them in one's scheme of teaching-learning.

## **2.4 Teacher Profile and Quality**

“Teacher quality” is a composite term to indicate the quality of teachers in terms of their qualification, teacher characteristics, adequacy of recruitment procedures, faculty availability, professional development and recognition of teaching abilities. Teachers take initiative to learn and keep abreast with the latest developments, to innovate, continuously seek improvement in their work and strive for individual and Institutional excellence.

## **2.5 Evaluation Process and Reforms**

This Key Indicator looks at issues related to assessment of teaching, learning and evaluative processes and reforms, to increase the efficiency and effectiveness of the system. One of the purposes of evaluation is to provide development-inducing feedback. The qualitative dimension of evaluation is in its use for enhancing the competence of students. Innovative evaluation process is to gauge the knowledge and skills acquired at various levels of the programmes.

These specifications are stated as POs and COs. The quality of assessment process in a HEI depends on how well the examination system actually tests the POs and COs, quality of questions, extent of transparency in the system, extent of development inducing feedback system, regularity in the conduct of examinations and declaration of results as well as the regulatory mechanisms for prompt action on possible errors.

## **2.6 Student Performance and Learning Outcomes**

The real test of the extent to which teaching learning has been effective in a HEI is reflected in the student performance in the examinations. Student performance is seen as the realization of learning outcomes which are specifications of what a student should be capable of doing on successful completion of a course and/or a programme.

## **2.7 Student Satisfaction Survey**

All the efforts of teachers and the Institution to make learning a meaningful process can be considered impactful only to the extent students perceive it to be meaningful. Their satisfaction level is decided by the kinds of experiences they undergo, the extent of the “comfort” feeling as well as intellectual stimulation the learning situations provide. Their feedback significantly showcases the actual quality of teaching learning process enabling identification of the strengths of teaching as well as the possible improvements. Student satisfaction, thus, is a direct indicator of the effectiveness of teaching learning in the Institution. It may be impractical to capture this aspect from every student; however, every HEI can resort to a sample survey on a formalized basis to capture this significant feature. This is the reason the revised assessment framework of NAAC adopts survey of student satisfaction.

## **Criterion III: - Research, Innovations and Extension**

This Criterion seeks information on the policies, practices and outcomes of the Institution, with reference to research, innovations and extension. It deals with the facilities provided and efforts made by the Institution to promote a ‘research culture’. The Institution has the responsibility to enable faculty to undertake research projects useful to the society. Serving the community through extension, which is a social responsibility and a core value to be demonstrated by Institutions, is also a major aspect of this Criterion.

The focus of Criterion III is captured in the following Key Indicators:

## **KEY INDICATORS**

- 3.1 \*Promotion of Research and Facilities
- 3.2 Resource Mobilization for Research
- 3.3 Innovation Ecosystem
- 3.4 Research Publications and Awards
- 3.5 \*Consultancy
- 3.6 Extension Activities
- 3.7 Collaboration

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\*Not Applicable to Affiliated Colleges

### **3.1 Promotion of Research and Facilities**

The promotion of research is a significant responsibility of the HEIs particularly for Universities without which a ‘research culture’ on campus cannot be realised. The HEIs have to be actively engaged in this through evolving appropriate policies and practices, making adequate resources available, encouraging active research involvement of teachers and scholars in research as well as recognizing any achievement of teachers through research. It also includes responsiveness and administrative supportiveness (procedural flexibility) in the Institution in utilizing the supports and resources available at the Government agencies and/or other agencies. Required infrastructure in terms of space and equipment and support facilities are made available on the campus for undertaking research. The Institution collaborates with other agencies, Institutions, research bodies for sharing research facilities and undertaking collaborative research.

### **3.2 Resource Mobilisation for Research**

The Institution provides support in terms of financial, academic and human resources required and timely administrative decisions to enable faculty to submit project proposals and approach funding agencies for mobilizing resources for research. The Institutional support to its faculty for submitting research projects and securing external funding through flexibility in administrative processes and infrastructure and academic support are crucial for any Institution to excel in research. The faculties are empowered to take up research activities utilizing the existing facilities. The Institution encourages its staff to engage in interdisciplinary and interdepartmental research activities and resource sharing.

### **3.3 Innovation Ecosystem**

The Institution has created an ecosystem for innovation including incubation centre and other initiatives for creation and transfer of knowledge. The Institution conducts workshop/seminars on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices. Awards for innovation won by Institution/teachers/research scholars/students, start-ups incubated on-campus are explicitly commended by the Institution.

### **3.4 Research Publications and Awards**

Exploration and reflection are crucial for any teacher to be effective in one's job. Quality research outcome is beneficial for the discipline, society, industry, region and the nation. Sharing of knowledge especially theoretical and practical findings of research through various media enhances quality of teaching and learning. Research acumen in an Institution is an evolving feature reflecting various research output with clear records such as - doctoral, post-doctoral, projects, inventions and discoveries, number of patents obtained and number of research publications.

### **3.5 Consultancy**

Activity organized or managed by the faculty for an external agency for which the expertise and the specific knowledge base of the faculty becomes the major input. The finances generated through consultancy are fairly utilized by the Institution. The faculty taking up consultancy is properly rewarded. University is a resource pool with several persons engaged in research at various levels. Consultancy shows the credibility of the university's research acumen in the outside world. While the university personnel extend their expertise to other agencies the university also generates some revenue along with the research faculty. For this it is necessary that the university has a formalized policy on consultancy with clear specification of revenue sharing between the teacher and the Institution. This may not be a formalized aspect of a college.

### **3.6 Extension Activities**

Learning activities have a visible element for developing sensitivities towards community issues, gender disparities, social inequity etc. and in inculcating values and commitment to society. Affiliation and interaction with groups or individuals who have an interest in the activities of the Institution and the ability to influence the actions, decisions, policies, practices or goals of the organization leads to mutual benefit to both the parties. The processes and strategies inherent in such activities relevantly sensitize students to the social issues and contexts. Sustainable practices of the Institution leading to superior performance results in successful outcomes in terms of generating knowledge useful for the learner as well as the community.

Extension also is the aspect of education which emphasizes community services. These are often integrated with curricula as extended opportunities, intended to help, serve, reflect and learn. The curriculum-extension interface has an educational value, especially in rural India.

### **3.7 Collaboration**

Through collaboration the HEIs can maintain a closer contact with the work field. It helps keep the academic activities in the HEI in a more realistic perspective and also expand the scope of learning experiences to students. Collaboration can be sought with academic Institutions or industry or other agencies of professional and social relevance. The range of activities could include training, student exchange, faculty exchange, research and resource sharing, among others. For making collaborative endeavor impactful it is necessary there is a formal agreement or understanding between the Institution and other HEIs or agencies for such activities.

## **Criterion IV: - Infrastructure and Learning Resources**

The adequacy and optimal use of the facilities available in an Institution are essential to maintain the quality of academic and other programmes on the campus. It also requires information on how every constituent of the Institution - students, teachers and staff - benefit from these facilities. Expansion of facilities to meet future development is included among other concerns.

The focus of Criterion IV is captured in the following Key Indicators:

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### **KEY INDICATORS**

- 4.1 Physical Facilities
  - 4.2 Clinical, Equipment and Laboratory Learning Resources
  - 4.3 Library as a Learning Resource
  - 4.4 IT Infrastructure
  - 4.5 Maintenance of Campus Infrastructure
- 

#### **4.1 Physical Facilities**

Adequate infrastructure facilities are keys for effective and efficient conduct of the educational programmes. The growth of infrastructure thus has to keep pace with the academic developments in the Institution. The other supportive facilities on the campus are developed to contribute to the effective ambience for curricular, extra- curricular and administrative activities. A provision of expenditure in the budget is made annually for maintenance and replenishment of physical facilities which will ensure their availability on a continual basis.

#### **4.2 Clinical, Equipment and Laboratory Learning Resources**

This Key Indicator elicits information on how the teaching hospital and the laboratories function and serve as learning resources. Information about patient friendly services, good clinical and laboratory practice guidelines and safety measures adopted are sought. Information on the availability of up-to-date diagnostic and therapeutic equipments to ensure quality of service and patient safety are also sought in this Key Indicator.

#### **4.3 Library as a Learning Resource**

The library holdings in terms of books, journals and other learning materials and technology-aided learning mechanisms which enable students to acquire information, knowledge and skills required for their study programmes. A recent development in the field due to availability of digital means, the functioning of the library has undergone a drastic change. Automation of library using the ILMS, use of e-journals and books, providing remote access to e-resources in the library have become a matter of necessity. Providing for these and such other developments as well as utilizing them well are important indicators of the quality of an academic Institution.

#### **4.4 IT Infrastructure**

The Institution adopts policies and strategies for adequate technology deployment and maintenance. The ICT facilities and other learning resources are adequately available in the Institution for academic and administrative purposes. The staff and students have access to technology and information retrieval on current and relevant issues. The Institution deploys and employs ICTs for a range of activities.

#### **4.5 Maintenance of Campus Infrastructure**

Having adequate infrastructure is not enough for effective Institutional functioning, but regular maintenance and periodic replenishment of infrastructure is essential. It is necessary that the Institution has sufficient resources allocated for regular upkeep of the infrastructure and there are effective mechanisms for the upkeep of the infrastructure facilities; and promote the optimum use of the same.

### **Criterion V: - Student Support and Progression**

The highlights of this Criterion V are the efforts of an Institution to provide necessary assistance to students, to enable them to acquire meaningful experiences for learning at the campus and to facilitate their holistic development and progression. It also looks into student performance and alumni profiles and the progression of students to higher education and gainful employment.

The focus of Criterion V is captured in the following Key Indicators:

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#### **KEY INDICATORS**

- 5.1 Student Support
  - 5.2 Student Progression
  - 5.3 Student Participation and Activities
  - 5.4 Alumni Engagement
- 

#### **5.1 Student Support**

Facilitating mechanisms like guidance cell, placement cell, grievance redressal cell and welfare measures to support students are deemed to be essential. Specially designed inputs are to be provided to the needy students with learning difficulties. Provision is made for bridge and value added courses in relevant areas. Institution has a well structured, organized guidance and counseling system in place. Students benefited through scholarships, freeships and other means should be identified by HEIs.

#### **5.2 Student Progression**

The Institution's concern for student progression to higher studies and/or to employment is a pertinent issue. Identify the reasons for poor attainment and plan and implement remedial measures. Sustainable good practices which effectively support the students facilitate optimal progression. The Institutional provisions facilitate vertical movement of students from one level of education to the next higher level or towards gainful employment. Student qualifying for state/national/international level exam or competition should be identified by HEIs.

### **5.3 Student Participation and Activities**

The Institution promotes inclusive practices for social justice and better stakeholder relationships. The Institution promotes value- based education for inculcating social responsibility and good citizenry amongst its student community. The Institution has the required infrastructure and promotes active participation of the students in social, cultural and leisure activities. Encouraging students' participation in activities facilitates developing various skills and competencies and foster holistic development.

### **5.4 Alumni Engagement**

The Alumni are a strong support to the Institution. An active Alumni Association can contribute to academic matters, student support as well as mobilization of resources – both financial and non financial. The Institution nurtures the alumni association/chapters to facilitate them to contribute significantly to the development of the Institution through financial and non-financial means.

## **Criterion VI: - Governance, Leadership and Management**

Effective functioning of an Institution can be gauged by the policies and practices it has evolved in the matter of planning human resources, recruitment, training, performance appraisal, financial management and the overall role of leadership.

The focus of Criterion VI is captured in the following Key Indicators:

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### **KEY INDICATOR**

- 6.1 Institutional Vision and Leadership
  - 6.2 Strategy Development and Deployment
  - 6.3 Faculty Empowerment Strategies
  - 6.4 Financial Management and Resource Mobilization
  - 6.5 Internal Quality Assurance System (IQAS)
- 

### **6.1 Institutional Vision and Leadership**

Effective leadership by setting values and participative decision- making process is key not only to achieve the vision, mission and goals of the Institution but also in building the organizational culture.

The formal and informal arrangements in the Institution to co-ordinate the academic and administrative planning and implementation reflects the Institution's efforts in achieving its vision.

## **6.2 Strategy Development and Deployment**

The leadership provides clear vision and mission to the Institution. The functions of the Institution and its academic and administrative units are governed by the principles of participation and transparency. Formulation of development objectives, directives and guidelines with specific plans for implementation by aligning the academic and administrative aspects improves the overall quality of the Institutional provisions.

## **6.3 Faculty Empowerment Strategies**

The process of planning human resources including recruitment, performance appraisal and planning professional development programmes and seeking appropriate feedback, analysis of responses and ensure that they form the basis for planning. Efforts are made to upgrade the professional competence of the staff. There are mechanisms evolved for regular performance appraisal of staff.

## **6.4 Financial Management and Resource Mobilization**

Budgeting and optimum utilization of finance as well as mobilization of resources are the issues considered under this Key Indicator. There are established procedures and processes for planning and allocation of financial resources. The Institution has developed strategies for mobilizing resources and ensures transparency in financial management of the Institution. The income and expenditure of the Institution are subjected to regular internal and external audit.

## **6.5 Internal Quality Assurance System (IQAS)**

The internal quality assurance systems of HEIs are Self-regulated responsibilities of the higher education Institutions aimed at continuous improvement of quality and achieving academic excellence. The Institution has mechanisms for academic and administrative auditing. It adopts quality management strategies in all academic and administrative aspects. The Institution has an IQAC and adopts a participatory approach in managing its provisions.

## **Criterion VII: - Institutional Values and Best Practices**

An educational Institution operates in the context of the larger education system in the country. In order to be relevant in changing national and global contexts an educational institution has to be responsive to the emerging challenges and pressing issues. It has a social responsibility to be proactive in the efforts towards development in the larger contexts. This role of the Institution is reflected in terms of the kinds of programmes, activities and preferences (values) that it incorporates within its regular functioning. The extent to which an Institution is impactful in this is a sure reflection of its quality.

Every Institution has a mandate to be responsive to at least a few pressing issues such as gender equity, environmental consciousness and sustainability, inclusiveness and professional ethics, but the way it addresses these and evolves practices will always be unique. Every Institution faces and resolves various kinds of internal pressures and situations while doing this. Some meaningful practices pertinent to such situations are evolved within the Institution and these help smooth functioning and also lead to

enhanced impact. Such practices which are evolved internally by the Institution leading to improvements in any one aspect of its functioning – academic, administrative or organizational, - are recognized as a “best practices”. Over a period of time, due to such unique ways of functioning each Institution develops distinct characteristic which becomes its recognizable attribute.

The focus of Criterion VII is captured in the following Key Indicators:

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### **KEY INDICATORS**

- 7.1 Institutional Values and Social Responsibilities
  - 7.2 Best Practices
  - 7.3 Institutional Distinctiveness
- 

#### **7.1 Institutional Values and Social Responsibilities**

The Institution organizes gender equity promotion programmes. The Institution displays sensitivity to issues like climate change and environmental issues. It adopts environment friendly practices and takes necessary actions such as – energy conservation, rain water harvesting, waste recycling (solid/liquid waste management, e-waste management), carbon neutral, green practices etc. The Institution facilitates the differently-abled (Divyangjan friendliness), effective dealing of location advantages and disadvantages (situatedness), explicit concern for human values and professional ethics etc. In other words, the concerns for social responsibilities as well as the values held by the Institution are explicit in its regular activities.

#### **7.2 Best Practices**

Any practice or practices that the Institution has internally evolved and used during the last few years leading to positive impact on the regular functioning of the Institution can be identified as “best practice/s”. These are not any activity prescribed by some authority. At some point in time the Institution evolves some innovation or a change in some aspect of functioning. This practice is relevant mainly within the Institution at a given point in time. It could be in respect of teaching learning, office practices, maintenance and up keep of things or dealing with human beings or money matters. But adopting that practice has resolved the difficulty or has brought in greater ease in working in that aspect. In brief, these ‘*best practices*’ are relevant within the Institutional context and may pertain to either academic or administrative or organizational aspects of Institutional functioning.

#### **7.3 Institutional Distinctiveness**

Every Institution would like to be recognized for certain of its attributes which make it ‘*distinct*’, or, one of its kinds. Such attributes characterize the Institution and are reflected in all its activities in focus and practice.

## **IV. ELIGIBILITY FOR ASSESSMENT AND ACCREDITATION BY NAAC**

Higher Education Institutions (HEIs), if they have a record of at least two batches of students graduated or been in existence for six years, whichever is earlier, are eligible to apply for the process of Assessment and Accreditation (A&A) of NAAC, and fulfil the other conditions or are covered by the other provisions, if any, mentioned below:

### **1. Universities (Central/State/Private/Deemed-to-be) and Institutions of National Importance**

- a. Provided the Institutions /Deemed –to-be Universities and their off-campus if any are approved by MHRD/UGC. NAAC will not consider the unapproved off-campus for A&A.
- b. Provided that these Institutions have regular students enrolled in to the full time teaching and Research programmes offered on campus.
- c. Provided further that the duly established campuses within the country, if any, shall be treated as part of the Universities / Institutions of National Importance for the A&A process.
- d. NAAC will not undertake the accreditation of off-shore campuses

### **2. Constituent Colleges/ Affiliated Colleges (affiliated to universities recognised by UGC as an affiliating University)**

- a) Provided the Colleges are affiliated to a University recognised by UGC for the purposes of affiliation. Constituent colleges of a Private and Deemed- to-be Universities are considered as the constituent units of the University and thus will not be considered for A&A independently. Such constituent colleges need to come along with the University
- b) Provided the Colleges/Institutions not Affiliated to a University are offering programmes recognized by Statutory Professional Regulatory Councils and have been recognised by Association of Indian Universities(AIU) or other such Government agencies concerned, as equivalent to a degree programme of a University

### **3. Accredited HEIs applying for Re-assessment or Subsequent Cycles (Cycle 2, Cycle 3, Cycle 4....) of Accreditation**

- a) Institutions, which would like to make an improvement in the accredited status, may apply for **Re-assessment**, after a minimum of one year and before three years of accreditation subject to the fulfillment of other conditions specified by NAAC from time to time for the purpose.
- b) Institutions opting for **Subsequent Cycles (Cycle 2, Cycle 3, Cycle 4....) of Accreditation** can submit the Institutional Information for Quality Assessment (IIQA), beginning of the last quarter of the validity period subject to the fulfillment of other conditions specified by NAAC from time to time for the purpose.

### **4. Any other HEIs at the discretion of NAAC.**

**Note:** All the Institutions intending to apply for Assessment and Accreditation by NAAC need to mandatorily upload the information on All India Survey on Higher Education (AISHE) portal. AISHE code (reference number) is one of the requirements for Registration.

## **V. Essential Note to HEIs for the selection of Manual for A&A:**

I. All the multi-faculty Universities with **more than 60%** of their departments out of the total number of the departments in the University which are coming under the Faculties of Medicine, Dentistry, Pharmacy, Nursing, Physiotherapy, Allied Health Sciences, Ayurveda, Yoga /Naturopathy, Unani, Siddha and Homeopathy (AYUSH) will have to mandatorily adopt Manual for Health Sciences Universities for their Assessment and Accreditation.

II. All the multi-faculty Universities with **less than 60%** of their departments out of the total number of the departments in the University which are coming under the Faculties of Medicine, Dentistry, Pharmacy, Nursing, Physiotherapy, Allied Health Sciences, Ayurveda, Yoga /Naturopathy, Unani, Siddha and Homeopathy (AYUSH) can choose either the General Universities Manual or the Health Sciences Universities Manual.

III. Health Science Universities are eligible to apply for Assessment and Accreditation by NAAC if they are

- Duly recognized by their respective Statutory Councils.
- Have completed 6 years since their establishment or with a record of at least 2 batches of students having completed their degree programs, whichever is earlier.
- Should have minimum of 5 teaching and research departments at the main University campus.

The SSR has to be filled in an online format available on the NAAC website.

The QIF given below presents the Metrics under each Key Indicator (KI) for all the seven Criteria.

While going through the QIF, details of each Metric are given in the form of:

- *Data required*
- *Formula for calculating the information, wherever required, and*
- *File description – for uploading of document wherever required.*

These will help Institutions in the preparation of their SSR.

For some Qualitative Metrics (Q<sub>l</sub>M) which seek descriptive data, it is specified as to what kind of information has to be given and how much. It is advisable to keep data accordingly compiled beforehand.

For the Quantitative Metrics (Q<sub>n</sub>M) wherever formula is given, it must be noted that these are given merely to inform the HEIs about the manner in which data submitted will be used. *That is the actual online format seeks only data in specified manner which will be processed digitally.*

Metric wise-weightages are also given.

The actual online format may change slightly from the QIF given in this Manual, in order to bring compatibility with IT design. Observe this carefully while filling up.

## **VI. Approaches / policies adopted by NAAC in the development of Manual of Health Sciences for Universities.**

1. Essence of Revised Assessment and Accreditation (A&A) Framework retained in the manual of Health Sciences for Universities. Details are as under:

The Revised Assessment and Accreditation Framework was launched in July 2017. It represents an explicit Paradigm Shift making it ICT enabled, objective, transparent, scalable and robust. The Shift is:

- from qualitative peer judgement to data based quantitative indicator evaluation with increased objectivity and transparency
  - towards extensive use of ICT confirming scalability and robustness
  - in terms of simplification of the process resulting in drastic reduction in number of questions, size of the report, visit days, and so on
  - introducing Pre-qualifier for peer team visit, as 25% of system generated score.
  - introducing *System Generated Scores* (SGS) with the combination of online evaluation (about 65%) and peer judgement (about 35%) in Health Sciences
  - in the data/supporting documents submitted during online submission of SSR by HEIs - the element of *third party* verification and validation of data (DVV process)
  - in providing appropriate differences in the metrics, weightages and benchmarks to universities and affiliated/constituent colleges after pilot study of Health Sciences Institutions
  - feedback analysis in revising several metrics to bring in enhanced participation of students and alumni in the assessment process
  - Introduction of Student Satisfaction Survey under 2.7 of Manual
2. Integrating essential components of Health Sciences Institutions in the manual of Health Sciences for Assessment & Accreditation and Inclusion of new key indicators and metrics related to Health Sciences (VED-Vital ,essential, desirable ] in the rationalisation.
  3. Option to opt out non applicable metrics to a maximum of 50 weightage – is not allowed in Health Sciences manual because of the nature of Professional courses / subjects of study as stipulated by Statutory Regulatory Bodies.
  4. Based on perception of Health Sciences universities, discipline specific metrics are in place in the manual of Health Sciences for Universities
  5. Ratio of QnM & QIM = 65% : 35%
  6. When compared to General University Manual with that of Health Sciences University Manual – total metrics is reduced from 137 to 125
  7. Selection of Manual of Health Sciences by HEIs :

All those Universities with more than 60% of their departments and their teaching programmes under the Faculties of Medicine, Dentistry, Pharmacy, Nursing, Physiotherapy, Public Health, Allied Health Sciences, Biomedical Sciences and AYUSH will have to mandatorily adopt Health Sciences Universities Manual of NAAC for their Assessment and Accreditation.

Those Universities which are multi-faculty with less than 60% of their departments and teaching programmes under the Faculties of Medicine, Dentistry, Pharmacy, Nursing, Physiotherapy, Public Health, Allied Health Sciences, Biomedical Sciences and AYUSH can choose either the General Universities Manual or the Health Sciences Universities Manual as per their preference and depending upon the faculties of teaching they have under their ambit.

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**Table – 3: HEALTH SCIENCES UNIVERSITIES compared to  
GENERAL UNIVERSITIES  
DISTRIBUTION OF KIs & METRICS**

<b>NAAC BENCHMARKS</b>	<b>HEALTH SCIENCES UNIVERSITIES</b>	<b>GENERAL UNIVERSITIES</b>
<b>Criteria</b>	<b>7</b>	<b>7</b>
<b>Key Indicators</b>	<b>35</b>	<b>34</b>
<b>Total Metrics (QIM &amp;QnM)</b>	<b>125</b>	<b>137</b>
<b>QIM (35%)</b>	<b>44</b>	<b>38</b>
<b>QnM (65%)</b>	<b>81</b>	<b>99</b>
<b>Total Weightage</b>	<b>1000</b>	<b>1000</b>

**Table – 4: Weightage wise analysis of Manual of Health Sciences Universities**

Criteria	Key Indicators (KIs)	Health Sciences Universities
<b>1. Curricular Aspects</b>	1.1 *(U)Curriculum Design and Development	<b>50</b>
	1.1 *(A) Curricular Planning and Implementation	<b>NA</b>
	1.2 Academic Flexibility	<b>40</b>
	1.3 Curriculum Enrichment	<b>40</b>
	1.4 Feedback System	<b>20</b>
	<b>Total</b>	<b>150</b>
<b>2. Teaching-Learning and Evaluation</b>	2.1 Student Enrolment and Profile	<b>10</b>
	2.2 Catering to Student Diversity	<b>15</b>
	2.3 Teaching-Learning Process	<b>25</b>
	2.4 Teacher Profile and Quality	<b>55</b>
	2.5 Evaluation Process and Reforms	<b>40</b>
	2.6 Student Performance and Learning Outcomes	<b>25</b>
	2.7 Student satisfaction Survey	<b>30</b>
	<b>Total</b>	<b>200</b>
<b>3. Research, Innovations and Extension</b>	3.1 Promotion of Research and Facilities	<b>30</b>
	3.2 Resource Mobilization for Research	<b>20</b>
	3.3 Innovation Ecosystem	<b>20</b>
	3.4 Research Publications and Awards	<b>100</b>
	3.5 Consultancy	<b>15</b>
	3.6 Extension Activities	<b>45</b>
	3.7 Collaboration	<b>20</b>
	<b>Total</b>	<b>250</b>

<b>4. Infrastructure and Learning Resources</b>	4.1 Physical Facilities	<b>20</b>
	4.2 Clinical and Laboratory Learning Resources	<b>30</b>
	4.3 Library as a Learning Resource	<b>20</b>
	4.4 IT Infrastructure	<b>20</b>
	4.5 Maintenance of Campus Infrastructure	<b>10</b>
	<b>Total</b>	<b>100</b>
<b>5. Student Support and Progression</b>	5.1 Student Support	<b>30</b>
	5.2 Student Progression	<b>40</b>
	5.3 Student Participation and Activities	<b>20</b>
	5.4 Alumni Engagement	<b>10</b>
	<b>Total</b>	<b>100</b>
<b>6. Governance, Leadership and Management</b>	6.1 Institutional Vision and Leadership	<b>10</b>
	6.2 Strategy Development and Deployment	<b>15</b>
	6.3 Faculty Empowerment Strategies	<b>25</b>
	6.4 Financial Management and Resource Mobilization	<b>20</b>
	6.5 Internal Quality Assurance System	<b>30</b>
	<b>Total</b>	<b>100</b>
<b>7. Institutional Values and Best Practices</b>	7.1 Institutional Values and Social Responsibilities	<b>50</b>
	7.2 Best Practices	<b>30</b>
	7.3 Institutional Distinctiveness	<b>20</b>
	<b>Total</b>	<b>100</b>
	<b>TOTAL SCORE</b>	<b>1000</b>

On the basis of the CGPA obtained by the institution in maximum possible score of 4.00, the final grade is assigned on a seven point scale. The seven point scale refers to the seven letter grades each aligned to the seven specific score-range.

<b>Range of Institutional Cumulative Grade Point Average (CGPA)</b>	<b>Letter Grade</b>	<b>Status</b>
3.51 - 4.00	A++	Accredited
3.26 - 3.50	A+	Accredited
3.01 - 3.25	A	Accredited
2.76 - 3.00	B++	Accredited
2.51 - 2.75	B+	Accredited
2.01 - 2.50	B	Accredited
1.51 - 2.00	C	Accredited
≤ 1.50	D	Not Accredited

## **VIII. THE ASSESSMENT PROCESS**

Taking cognizance of the diversity in the kinds of institutions, HEIs have been grouped under three categories namely, Autonomous Colleges and Affiliated/Constituent Colleges

The assessment process will be carried out in three stages. As stated earlier, it will comprise three main components, viz., Self Study Report (SSR), Student Satisfaction Survey and the Peer Team Report. The SSR has a total of 109 Metrics for Part A of the Colleges Manual covering the seven Criteria described earlier (refer table -2 &3 for details). The SSR has two kinds of Metrics: one, those requiring quantifiable facts and figures as data which have been indicated as '*quantitative metrics*' (Q<sub>n</sub>M); and two, those metrics requiring descriptive responses and are accordingly named '*qualitative metrics*' (Q<sub>l</sub>M). Table 1 depicts the distribution of Key Indicators (KIs) and Metrics across them.

## **IX. PROCEDURAL DETAILS for IIQA/SSR submission online for Health Sciences Institutions**

HEIs are expected to read the below given details carefully and note the specifications of the revised process of A&A.

1. Eligible HEIs seeking A&A are required to submit Institutional Information for Quality Assessment (IIQA) online any time during the year [STARTING FROM APRIL/MAY 2019]. Duly filled in IIQAs of eligible HEIs will be accepted by NAAC for further processing and others will be rejected.
2. In case of rejection of IIQA applications specific suggestions would be given to HEIs to facilitate them to resubmit IIQA. An institution can reapply twice after the first attempt resulted in rejection. That is, each HEI is permitted three attempts in a year with a single fee. After this, it will be considered a fresh application with required fees.
3. After the acceptance of IIQA, the institution will be asked to fill the SSR with the required document to be uploaded in the portal of NAAC website within 45 days. The SSR of the HEI will then be subjected to further process. As preparation of SSR is a systematic process, so it is suggested that the HEIs should be ready with soft copy of SSR and related documents well in

advance of submitting IIQA. Those institutions who fail to submit SSR within 45 days will have to apply afresh starting from IIQA & its fees. In any case fees for IIQA will not be refundable.

4. The SSR has to be uploaded as per the format in portal of NAAC. After submission of SSR on NAAC portal, HEI would receive an auto generated link/ID of SSR in their registered email id. The same SSR in .pdf format should be then uploaded on institutional website.
5. The SSR has to be submitted only online. HEIs should make necessary preparations with the required data, documents and/or responses before logging on to the NAAC website for submission of SSR online. Careful study of the Manual will be of great help in this regard.
6. As indicated earlier, the SSR comprises both Qualitative and Quantitative metrics. The Quantitative Metrics (Q<sub>n</sub>M) add up to about 65% and the remaining about 35% are Qualitative Metrics (Q<sub>l</sub>M).
7. The Institution shall visit NAAC website for Standard Operating Procedures for Data Verification and Validation. The data submitted on Quantitative Metrics (Q<sub>n</sub>M) will be subjected to validation exercise with the help of Data Validation and Verification (DVV) process done by NAAC. The responses to Qualitative Metrics (Q<sub>l</sub>M) will be reviewed by the Peer Team on site only after the institution clears the Pre-qualifier stage.
8. Any Institution found to be providing wrong information/data during Validation and Verification stage will be asked for clarifications. On the basis of clarifications submitted by the HEIs the data will be again sent for DVV process. The process of Data Validation and Verification (DVV) by NAAC will be done in not more than 30 days.
9. **Pre-qualifier:** The Quantitative Metrics (Q<sub>n</sub>M) of SSR will be sent for Data Validation and Verification (DVV) Process. After DVV process, a DVV Deviation report will be generated. On the basis of the Deviation report, the A&A process will proceed further as per the following conditions:
  - a) HEI whose Metrics are found to be deviated will be liable for the penalty or legal action. Their first installment of accreditation fees will also be forfeited, and the name of such HEI will be sent to statutory authorities for further actions.
  - b) HEI that clears the DVV process will proceed for Peer Team Visit with a condition of a Pre-qualifier, that the HEI should score at least 25% in Quantitative Metrics (Q<sub>n</sub>M) as per the final score after the DVV Process. If the HEI does not clear the Pre-qualifier stage then they will have to apply afresh by submitting the IIQA and its fees. Such HEIs are eligible to apply again only after six months.
10. After the DVV process, NAAC will intimate the HEI, within 10 days stating that they have successfully cleared the Pre-qualifier. This indicates that the institution has entered the next round of assessment to be done by the Peer Team during their on-site visit. The focus of Peer Team visit will be on the 30% Qualitative Metrics (Q<sub>l</sub>M).
11. **Student Satisfaction Survey (SSS):** It will be conducted as per the following conditions:
  - a) SSS will be conducted simultaneously with DVV process.
  - b) Institutions will have to submit the entire database of students with e-mail/mobile numbers, at the time of filling of online SSR itself.
  - c) The SSS questionnaire (20 objective & 01 subjective for Colleges and for Universities 22 objective & 01 subjective) will be e-mailed to all students and the following rule will be applied for processing the responses.

- i. For colleges – (UG/PG and Autonomous) responses should be received from at least 10% of the student population or 100, whichever is less.
  - ii. For Universities – 10% of the student population or 500 whichever is less.
- d) If the response rate is lower than the limits mentioned by NAAC, the metric will not be taken up for evaluation.
- e) SSS will be completed within one month after its initiation.
12. Peer Team visit of the institution should not exceed three months after clearance of Pre-qualifier stage.
13. Based on the size and scope of academic offerings at the HEIs, the number of days and experts for onsite visit may vary from 2-3 days with 3-5 expert reviewers visiting the institutions. The visiting teams' role would be very specific in the revised model limited to Qualitative Metrics (Q<sub>1</sub>M). The teams would play an important role in reviewing the intangible aspects.
14. Unlike in the past NAAC will not pre-disclose the details of the visiting teams and HEIs will not be responsible for Logistics for the Visiting Teams. Hence forth NAAC will directly take care of all the logistics arrangements to the Peer Teams visiting the institutions. All payment towards TA, DA, Honorarium, etc., will be directly paid by NAAC to the nominated members. There would be no financial transactions between the Institution and the visiting NAAC team.
15. The institutions need to add a link in home page of their institutional website for NAAC records/files viz., SSR, Peer Team Report, AQAR, Certificate of NAAC and Accreditation documents etc., for easy access by its stakeholders. The said link should be clearly visible/highlighted.

**16. Guidelines for filling up Self-Study Report (SSR):**

- Extended profile contains all the questions which are basically the figures of denominators of the formulas used for calculation of various Metrics values.
- There are Tool Tips at various places in portal, such as Metrics, sub-metrics, upload, etc. which are given as guidance regarding the sort of data required to be submitted by the institution. The Tool Tip is denoted in the form of . Institutions are required to go through the respective Tool Tip thoroughly before filling the data.
- The data filled should contextualise with the related metrics. There is an upload limits for the documents to be uploaded for various Metrics, if the size of the document exceeds that limit, Institution may upload the same in their own website with password protection, if required. The link of the said uploaded document should be given in the portal.
- There is a fixed timeline for the entire DVV process. Institutions are supposed to respond within stipulated time given by DVV partner, during DVV clarification stage. If not responded within the given time frame, DVV partner recommended input value will be taken as the final value.
- The data of the students for Student Satisfaction Survey (SSS) has to be submitted concurrently during online submission of SSR.
- Where-so-ever ‘Asterisk Red mark’ is indicated in the portal it should be understood as mandatory requirement.

**17. Regarding withdrawal of SSR submitted :**

- The HEIs which have submitted their SSRs will not be allowed to withdraw from the process at any stage.

- If a HEI which has submitted its SSR, for any reason, does not complete the A&A process, the information that it has withdrawn / not completed the process should be hosted both on the HEI and NAAC website.
  - Such HEI will be allowed to apply for A&A only after a period of three years.
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## X. ASSESSMENT OUTCOME

The final result of the Assessment and Accreditation exercise will be an ICT based score, which is a combination of evaluation of qualitative and quantitative metrics. This will be compiled as a document comprising three parts.

### **PART I - *Peer Team Report***

- Section 1: Gives the **General Information** of the institution and its context.
- Section 2: Gives Criterion wise analysis based on peer evaluation of qualitative indicators. Instead of reporting with bullet points, this will be a **qualitative, descriptive assessment report** based on the Peer Team's critical analysis presenting strengths and weaknesses of HEI under each Criterion
- Section 3: Presents an **Overall Analysis** which includes Institutional Strengths, Weaknesses, Opportunities and Challenges.
- Section 4: Records **Recommendations for Quality Enhancement of the Institution** (not more than **10** major ones).

### **PART II - *Graphical representation based on Quantitative Metrics (QnM)***

This part will be a **System Generated Quality Profile** of the HEI based on statistical analysis of quantitative indicators in the NAAC's QIF (quality indicator framework). Graphical presentation of institutional features would be reflected through synthesis of quantifiable indicators.

### **PART III - *Institutional Grade Sheet***

Contains the **Institutional Grade Sheet** which is based on qualitative indicators, quantitative indicators and student satisfaction survey using existing calculation methods but it will be generated by a software.

***The above three parts will together form “NAAC Accreditation Outcome” document. It is mandatory for the HEIs to display it on their institutional website apart from NAAC hosting it on its website.***

### **Calculation of Institutional CGPA**

The CGPA will be calculated based on the scores obtained from the three sources, viz., The System Generated Scores (SGS) of the quantitative metrics which comprise about 70% of the total, the scores from the qualitative metrics includes critical appraisal by the Peer Team through on site visit and the scores obtained on the Student Satisfaction Survey. These will be collated through an automated procedure based on 'benchmarks' and assessed on a five point scale, viz., (0, 1, 2, 3 & 4).

### **The Final Grade**

On the basis of the CGPA obtained by the institution in maximum possible score of 4.00, the final grade is assigned on a seven point scale as shown in Table 3. The seven point refers to the seven letter grades each aligned to the seven specific score range.

**Table 3 Institutional Grades and Accreditation Status**

<b>Range of Institutional Cumulative Grade Point Average (CGPA)</b>	<b>Letter Grade</b>	<b>Status</b>
3.51-4.00	A++	Accredited
3.26-3.50	A+	Accredited
3.01-3.25	A	Accredited
2.76-3.00	B++	Accredited
2.51-2.75	B+	Accredited
2.01-2.50	B	Accredited
1.51-2.00	C	Accredited
≤ 1.50	D	Not Accredited

Institutions which secure a CGPA equal to or less than 1.50 are notionally categorized under the letter grade “D”. Such unqualified institutions will also be intimated and notified by NAAC as “Assessed and Found not qualified for Accreditation”.

## **XI. MECHANISM FOR INSTITUTIONAL APPEALS**

The process of Assessment and Accreditation is viewed as an exercise in partnership done jointly by the NAAC and the institution being assessed. Every stage of the process is marked by transparency. The institution is consulted at various stages of the process – eliminating conflict of interest with the peers, planning the visit schedule, sharing the draft peer team report before the team leaves the campus etc. In spite of this participatory approach, there may be institutions that might have grievances to be addressed. Therefore, to provide a review mechanism for institutions who are aggrieved about the process or its outcome or any other issues related thereof, the NAAC has evolved **Mechanism for Institutional Appeals**. For details visit NAAC website.

### **Appeals Process**

#### **Appeal by the institution to the Director, NAAC**

An Appeal is the request by an institution to review its grading on valid grounds, after the announcement of A&A result on the NAAC website.

- A. An aggrieved institution will submit an **Intent for Appeal (IFA)** in the prescribed format (uploaded on the NAAC website) by E-mail/letter to Director, NAAC within fifteen (15) days from the date of declaration of the result on the NAAC Website and HEI portal. On receipt of IFA, NAAC will provide Qualitative Metrics (QIM) document (if, not provided earlier) to HEI within one week. After receiving the document (soft copy) from NAAC by email, HEI must submit appeal online in prescribed pro-forma as given at Annexure – 1 / 2 within 30 days (from the date of receipt of email).
- B. An aggrieved institution must submit appeal online through the HEI portal in prescribed pro-forma as given at Annexure – 1 / 2 within 30 days from the receipt of documents from NAAC along with a non-refundable fee of Rs 1,00,000/- (+GST as applicable) using the online payment option available on the HEI portal. In any case date of submission of Appeal shall not be beyond 45 days (including IFA) from the date of declaration of results on the NAAC website

## **2. Scrutiny by the Director, NAAC**

The Director, NAAC after initial scrutiny will refer the pro-forma and other relevant documents to the Convenor for further processing to the **Appeals Committee**. All correspondence relating to Appeals shall be done by the convener with the HEI's.

An Appeals Committee constituted for the purpose will consider the appeal and make recommendations to the Executive Committee (EC). The decision of the EC shall be binding on the institution. For details, refer to the NAAC website: [www.naac.gov.in](http://www.naac.gov.in)

## **XII. RE-ASSESSMENT**

Institutions, which would like to make an improvement in the accredited status, may volunteer for re-assessment, after **completing at least one year, but not after the completion of three years**. The option can be exercised only once in a cycle. Re-assessed institution cannot come for another re-assessment in the same cycle. The current procedures and methodology including the manual for the Assessment and Accreditation is applicable for all institutions applying for re-assessment. However, the institution shall make specific responses based on the recommendations made by the peer team in the previous assessment and accreditation report, as well as the specific quality improvements made by the institution in the intervening period. The fee structure and other process would be as per the current procedures of Assessment and Accreditation (more details can be obtained from NAAC website). Institutions that volunteer for re-assessment will not be eligible for fee waiver and reimbursement of accreditation expenses.

## **XIII. SUBSEQUENT CYCLES OF ACCREDITATION**

The methodology for subsequent cycles of accreditation remains the same. However, due consideration would be given to the post-accreditation activities resulting in quality improvement, quality sustenance and quality enhancement. In the SSRs institutions opting for subsequent cycles of accreditation need to highlight the significant quality sustenance and enhancement measures undertaken during the last four years (narrative not exceeding 10 pages). A functional Internal

Quality Assurance Cell (IQAC) and timely submission of Annual Quality Assurance Reports (AQARs) are the Minimum Institutional Requirements (MIR) to volunteer for second, third or fourth cycle accreditation.

Institutions intending to be assessed to continue their accreditation need to apply afresh by submission of A&A application during the last six months of their validity period.

It may be noted that institutions under the third cycle of A&A which have obtained the highest grade for two consecutive cycles and have retained their grade in the third cycle also, will have their accreditation valid for 7 years instead of 5 years. Highest grade would refer to A++ and A+ , that is, CGPA of 3.51 and above out of 4 in the currently enforced seven point scale or on the earlier used nine point scale a grade of A and above ( institutional score of 85-100). (Pending decision by EC).

## **XIV. THE FEE STRUCTURE AND OTHER FINANCIAL IMPLICATIONS**

**(w.e.f. March 21, 2018)**

### **1. IIQA Fee**

**For Registration – applicable to all institutions i.e., recognized 12(B) of UGC Act, 1956 / not recognized**

<b>Process</b>	<b>Total amount of Assessment and Accreditation (A&amp;A) Fee Amount to be paid by the Institution</b>
Institutional Information for Quality Assessment (IIQA)	Rs. 25,000/- + G S T 18% <b>(Non-refundable)</b> *

\* In case of rejection of IIQA application, HEIs may resubmit IIQA applications for maximum of three attempts without IIQA fees, including the rejection attempt, within the period of a year.

### **2. Assessment and Accreditation (A&A) Fee**

**For all types of Universities and Professional Institutions**

<b>Type</b>	<b>Total amount of A&amp;A Fee</b>	<b>Amount to be Paid by the Institution</b>
1 to 10 departments	Rs. 3,75,000/-** + GST 18%	Rs.1,87,500/-** + GST 18% <b>(50% of Total fee along with the online submission of SSR) (Non-refundable)</b>
More than 10 departments	Rs. 7,50,000/-** + GST 18%	Rs.3,75,000/-** + GST 18% <b>(50% of Total fee along with the online submission of SSR) (Non-refundable)</b>

The accreditation fee will be limited to a maximum amount of Rs. 7,50,000/-+ GST 18% per institution.

**\*\* Balance 50% of total fees along with 18% GST before 15 days from the date of on site visit.**

<b>3. For Colleges (Government, Grant-in-Aid and Private)</b>		
<b>Type</b>	<b>Total amount of A&amp;A Fee</b>	<b>Amount to be paid by the Institution</b>
a. General College with multi faculties	Rs. 1,85,000/-** + GST 18%	Rs.92,500/-** + GST 18% <b>(50% of Total fee along with the online submission of SSR) (Non-refundable)</b>
b. General College with mono faculty	Rs. 1,25,000/-** + GST 18%	Rs.62,500/-** + GST 18% <b>(50% of Total fee along with the online submission of SSR) (Non-refundable)</b>
<b>** Balance 50% of total fees along with 18% GST before 15 days from the date of on site visit.</b>		

**Note:**

1. Professional Institutions - Higher Education Institutions (HEIs) in which all the programs offered are recognised by Statutory Regulatory Authority(s) (SRA) or HEIs in which 50 % or more of the programmes offered are recognised by the Statutory Regulatory Authority(s). Similar to Universities the A&A fee for Professional Institutions will be calculated depending on the number of the departments.
2. Fee applicable to mono faculty Health Sciences Colleges encompassing 11 Disciplines (Medical, Dental, Pharmacy, Nursing, Ayurveda, Yoga / Naturopathy, Unani, Siddha, Homeopathy, Physiotherapy and Allied Health Sciences Colleges) and also applicable for all cycles including Re-Assessment.

**1. Balance amount 50%**

- i. The pre-qualified HEIs will be asked to pay balance 50% of the stipulated fees+ applicable taxes as shown in column 2 and 3 above before 15 days from the visit date. If the institution does not pay the fee within 15 days, the SSR will not be processed. They have to apply again / afresh with IIQA and its fees.
  - **Mandatory Taxes/GST will not be refunded.**
- ii. If the Institution does not take up the accreditation process, the fees will not be returned to the institution. However, the same will be adjusted when accreditation process is taken up. (**The Maximum time limit up to which it can be carried forward shall be one year from the date of submission of SSR**).

**2. Logistics Fee : Institution has to pay in advance towards logistic expenses for the arrangement of Peer Team Visit, after clearing Pre-qualifier, which is as follows:-**

- i. All General colleges and Professional colleges will have 2 days visit, for which the fee structure will be Rs.1,50,000 + GST 18%.
- ii. In case of exceptional case of Professional colleges with proper justifications and approval from the competent authority the Peer Team Visit can be extended to 3 days & the fee structure will be Rs.3,00,000 + GST 18%.
- iii. For all types of Universities, the Fee structure of logistics will be Rs.3,00,000 + GST 18% for 3 or more days of visit.

Note: For refund of balance amount of Logistic fee after Peer Team Visit – Please contact : Finance Officer, NAAC.

**3. Appeals Mechanism and Fee:**

Review of Accreditation (grievance) Rs.1,00,000/- + GST 18% as applicable from time to time. Institution shall pay TA and Honorarium to Peer Team Members through NAAC. In case of decision by the Appeal committee, the logistic fee applicable as mention in point 5.

**4. For subsequent cycles of Accreditation:**

The fee structure proposed for Assessment and Accreditation and towards logistics as above applies for all the cycles of Accreditation and Re-assessment for all Institutions.

**4. Provision for Reimbursement of A & A fees and PTV logistics fees for UGC recognized institutions under 2(f) & 12B.**

Institutions which are recognized under section 2(f) and 12B of UGC Act, 1956 and receiving the General Developmental Grants from UGC should also pay the assessment and accreditation fees. The A&A fees and expenses on TA and logistics expenses of peer team would be reimbursed as per NAAC guidelines on submission of the latest General Developmental Grants sanction letter of UGC with an attestation by the Head of the Institution and other necessary documents, as and when NAAC receives grants from UGC.

**5. Mode of Payment:**

**Online:**

The fee can be paid online through the online payment option available in the HEI portal.

## **XV. GETTING READY FOR SUBMISSION OF SELF - STUDY REPORT (SSR)**

HEIs applying for A&A process should take note of the changes in the assessment process. It must be noted that the **SSR has to be submitted online only through portal. The portal will be made available to the Institution on the NAAC website in ‘Apply Online Tab’.** It would be helpful if the institution read the Manual carefully and get ready with all kinds of details required to be filled up in online format. While preparing SSRs, Health Sciences Universities have to refer both manual and SOP for DVV. Use this Manual for understanding the revised process of A&A and preparing for the submission of SSR in the new online format.

Some significant tips are reiterated below.

- While submitting the IIQA, ensure that there is adequate number of days for processing the SSR within the stipulated period, after the date of its acceptance by NAAC.
- The SSR has to be filled online; for this NAAC will provide access to the respective portal on the website for institutions, according to pre-declared timeline.

- Read instruction about where to upload the documents and data, in what format data have to be presented for the various metrics and required verbal explication for the qualitative metrics.
- Kinds of information to be filled in the SSR are given in the QIF presented in Section B.
- The Profile of the Institution given in Section B is self-evident in seeking information about the institution.
- The QIF given in Section B indicates the kinds of data and documents required for each of the Metrics while filling up the SSR and also kinds of responses to be given.
- In an initial exercise, the institution can prepare details as sought in the QIF (Section B) about the various aspects of its functioning and upload them in a protected space on the institutional website. This will make it easy to upload and/or make them available through hyperlinks whenever required.
- Some of the documents indicated such as minutes of various committees/bodies, financial details and similar items for which the institution may not like to provide in open access could be kept ready and made available through hyperlinks whenever required.
- Keep all the relevant documents and data indicated in the QIF for each Metric under all KIs as a template so that when access to online SSR is available, it's easy to provide pertinent data.
- Wherever verbal descriptions are required write briefly as indicated (eg. . . in not more than 500 words.... or.... in not more than 200 words..., etc). Contemplate well and prepare the write ups explicating the highlights of the sought details about the institution without wasting space/words on 'frill' details.
- The online formats (templates) for submitting data with respect to Quantitative Metrics (QnM) is given in Sub Section 7 of Section B. The same template in excel format can be downloaded from NAAC website available in an 'Apply Online Tab'.
- Ensure authentic, correct data are provided through out. **Incorrect data or false details could lead to disqualification or penalty.**
- Strictly adhere to the time specifications given by NAAC.
- Some details may have to be worked out if they are not ready; eg. COs, PSOs, compiled reports from various minutes and analyses of feedback, etc...
- Keep a brief executive summary for upload as per details given in Section B.
- Do not send any information as hard copy to NAAC unless specified.
- Read the Manual completely including the Glossary and Notes. This will help in clear understanding of the terms used in the Quality Indicator Framework (QIF).
- For Metric related to finance the preceding financial year (1<sup>st</sup> April to 31<sup>st</sup> March) may be used to consolidate data, for publication related data preceding calendar year (1<sup>st</sup> January to 31<sup>st</sup> December) data to be entered and for the other metrics the preceding academic year may be taken for data to be entered in 'data capturing format' of portal. Wherever the requirement of current year data is mentioned, use the data of last completed academic year.

## **XVI. MANDATORY DISCLOSURE ON HEI's WEBSITE**

To ensure the transparency in the process of Assessment and Accreditation, it is necessary for the Higher Educational Institution's (HEI's) to upload the SSR along with other relevant documents on Institutional website. Thus it is suggested to create a separate NAAC tab/link on Higher Educational Institution's (HEI's) website and upload following documents till the validity period of Accreditation is over:

- 1) SSR submitted online, to be uploaded after DVV process only (.pdf format).
- 2) Data templates which are uploaded along with SSR (in password protected mode, if needed).
- 3) Annual Quality Assurance Report (AQAR – Year wise)
- 4) Accreditation outcome document viz., Certificate, Grade sheet, etc.

The Higher Educational Institution's (HEI's) may suitably design their NAAC tab/link to accommodate all relevant documents.

## **SECTION-B**

### **Data Requirements for Self - Study Report (SSR)**

*This section gives details of various data required for filling up the online format of the Self - Study Report, viz.,*

- 1. Executive Summary*
- 2. Profile of the Institution*
- 3. Extended Profile of the Institution*
- 4. Quality Indicator Framework (QIF)*
- 5. Data Templates / Documents (Quantitative Metrics)*

## **1. Executive Summary**

Every HEI applying for the A&A process shall prepare an Executive Summary highlighting the main features of the Institution including

- **Introductory Note** on the Institution: location, vision mission, type of the institution etc.
- **Criterion-wise Summary** on the Institution's functioning in not more than 250 words for each criterion.
- Brief note on **Strength Weaknesses Opportunities and Challenges (SWOC)** in respect of the Institution.
- **Any additional information** about the Institution other than ones already stated.
- **Over all conclusive explication** about the institution's functioning.

The Executive summary shall not be more than 5000 words.

## **2. Profile of the Health Sciences University**

(To provide information whichever is relevant to the HSI)

1. Name and Address of the University:

Name:			
Address:			
City:	Pin:	State:	
Website:			

2. For communication:

Designation	Name	Telephone with STD code	Mobile	Fax	Email
Vice Chancellor		O: R:			
Pro Vice Chancellor (s)		O: R:			
Registrar		O: R:			
Steering Committee / IQAC Co-ordinator		O: R:			

3. Status of the Institution:

State University  
 State Private University  
 Central University  
 University under Section 3 of UGC Act 1956 (A Deemed to be University)  
 Institution of National Importance  
 Any other (specify)

4. Type of University:

Unitary  
 Affiliating


5. Type of Constituent Unit / Faculty:

Allied Health Sciences  
 Ayurveda  
 Dentistry  
 Homoeopathy  
 Medicine  
 Nursing  
 Pharmacy  
 Physiotherapy  
 Siddha  
 Unani  
 Yoga and Naturopathy


Others (specify and provide details)

.....  
.....  
.....  
.....


6. Source of funding:

Central Government


State Government

Grant-in-aid

Self-financing

Trust


Society

Company

Any other (specify)

7. Date of establishment of the University: ..... (dd/mm/yyyy)

8. a. Details of UGC recognition / subsequent recognition (if applicable):

Under Clause/Section	Date, Month and Year (dd/mm/yyyy)	Remarks (If any)
i. 2(f)*		
ii. 12B*		
iii. 3*		

\* Enclose the certificate of recognition, if applicable

b. Details of recognition/approval by statutory/regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE, etc.)

Under Section/clause	Day, Month and Year (dd/mm/yyyy)	Validity	Program/ institution	Remarks
i.				
ii.				
iii.				
iv.				

(Enclose the Certificate of recognition/approval)

9. Has the University been recognized for its outstanding performance by any national / international agency such as DSIR, DBT, ICMR, UGC-SAP, AYUSH, WHO, UNESCO, etc.?

Yes  No

If yes, name of the agency .....

date of recognition: ..... (dd/mm/yyyy)

nature of recognition .....

10. Does the University have off-campus centres?

Yes  No

If yes, date of establishment : ..... (dd/mm/yyyy)

date of recognition by relevant statutory body/ies: ..... (dd/mm/yyyy)

11. Does the institution have off-shore campuses?

Yes  No

If yes, date of establishment : ..... (dd/mm/yyyy)

date of recognition by relevant statutory body/ies: ..... (dd/mm/yyyy)

12. Location of the campus and area:

	Location *	Campus area in acres	Built up area in sq. mts.
i. Main campus area			
ii. Other campuses in the country			
iii. Campuses abroad			

(\* Urban, Semi-Urban, Rural, Tribal, Hilly Area, any other (specify)

If the University has more than one campus, it may submit a consolidated self-study report reflecting the activities of all the campuses.

13. Number of affiliated / constituent institutions in the university

Types of institutions	Total	Permanent	Temporary
Allied Health Sciences			
Ayurveda			
Dentistry			
Homoeopathy			
Medicine			
Nursing			
Pharmacy			
Physiotherapy			
Siddha			
Unani			
Yoga and Naturopathy			
Others (specify and provide details)			

14. Does the University Act provide for conferment of autonomy to its affiliated institutions? If yes, give the number of autonomous colleges under the jurisdiction of the University.

Yes

No

Number

15. Does the institution conform to the specification of Degrees as enlisted by the UGC?

Yes  No

If the institution uses any other nomenclatures, specify.

16. Academic programs offered and student enrolment: (Enclose the list of academic programs offered and approval / recognition details issued by the statutory body governing the program)

<b>Programs</b>	<b>Number of Programs</b>	<b>Number of students enrolled</b>
UG		
PG		
DNB		
Integrated Masters		
Integrated Ph.D.		
Pharm D.		
M.Phil.		
Ph.D.		
Certificate		
Diploma		
PG Diploma		
D.M. / M.Ch.		
Sub / Super specialty Fellowship		
Any other (specify)		
Total		

17. Provide information on the following general facilities (campus-wise):

- Auditorium/seminar complex with infrastructural facilities      Yes  No
- Sports facilities
  - \* Outdoor      Yes  No
  - \* Indoor      Yes  No
- Residential facilities for faculty and non-teaching staff      Yes  No
- Cafeteria      Yes  No
- Health centre
  - \* First aid facility      Yes  No
  - \* Outpatient facility      Yes  No
  - \* Inpatient facility      Yes  No
  - \* Ambulance facility      Yes  No
  - \* Emergency care facility      Yes  No
  - \* Health centre staff
 

Qualified Doctor	Full time <input type="checkbox"/>	Part-time <input type="checkbox"/>
Qualified Nurse	Full time <input type="checkbox"/>	Part-time <input type="checkbox"/>





22. Hostels

- \* Boys' hostel
  - i. Number of hostels
  - ii. Number of inmates
  
- \* Girls' hostel
  - i. Number of hostels
  - ii. Number of inmates
  
- \* Overseas students hostel
  - i. Number of hostels
  - ii. Number of inmates
  
- \* Hostel for interns
  - i. Number of hostels
  - ii. Number of inmates
  
- \* PG Hostel
  - i. Number of hostels
  - ii. Number of inmates

23. Students enrolled in the institution during the current academic year, with the following details:

Students	UG	PG			Integrated Masters	M.Phil	Ph.D.	Integrated Ph.D.
		PG	DM	MCH				
	*M *F	*M *F	*M *F	*M *F				
From the state where the institution is located								
From other states								
NRI students								
Foreign students								
Total								

\*M-Male \*F-Female

24. Health Professional Education Unit / Cell / Department

- Year of establishment .....
- Number of continuing education programs conducted (with duration)
  - \* Induction
  - \* Orientation
  - \* Refresher
  - \* Post Graduate

25. Does the university offer Distance Education Programs (DEP)?

Yes  No

If yes, indicate the number of programs offered.

Are they recognized by the UGC (Distance Education Cell)?

26. Any other relevant data, the institution would like to include (not exceeding one page).

### **3. Extended Profile of the University**

#### **1 Programme:**

1.1 Number of all Programmes offered by the Institution during the last five years

Year					
Number					

#### **2 Student:**

2.1 Number of students year-wise during the last five years

Year					
Number					

2.2 Number of graduated students year-wise during the last five years

Year					
Number					

#### **3 Academic:**

3.1 Number of full time teachers year-wise during the last five years

Year					
Number					

3.2 Number of sanctioned posts year wise during the last five years

Year					
Number					

#### **4 Institution:**

4.1 Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

Year					
Expenditure					

## **4. Quality Indicator Framework (QIF)**

### **Essential Note:**

The SSR has to be filled in an online format available on the NAAC website.

The QIF given below presents the Metrics under each Key Indicator (KI) for all the seven Criteria.

While going through the QIF, details are given below each Metric in the form of:

- *data required*
- *formula* for calculating the information, wherever required, and
- *File description – for uploading of document* where so-ever required.

These will help Institutions in the preparation of their SSR.

For some Qualitative Metrics (Q<sub>l</sub>M) which seek descriptive data it is specified as to what kind of information has to be given and how much. It is advisable to keep data accordingly compiled beforehand.

For the Quantitative Metrics (Q<sub>n</sub>M) wherever formula is given, it must be noted that these are given merely to inform the HEIs about the manner in which data submitted will be used. *That is the actual online format seeks only data in specified manner which will be processed digitally.*

Metric wise weightage is also given.

The actual online format may change slightly from the QIF given in this Manual, in order to bring compatibility with IT design. Observe this carefully while filling up.

**Criterion I – Curricular Aspects (150)**

**Key Indicator – 1.1 Curriculum Design and Development (50)**

Metric No.		Weightage
<b>1.1.1</b> <b>QIM</b>	<p><i>Curricula developed and implemented have relevance to the local, national, regional and global health care needs which are visible in Programme Outcomes (POs), and Course Outcomes (COs) offered by the University, as per the norms of the Regulatory Bodies.</i></p> <p>Response to be provided within 500 words</p> <p><b>Provide web link to</b></p> <ul style="list-style-type: none"> <li>• Curricula implemented by the University</li> <li>• Outcome analysis of POs, COs</li> <li>• Any other relevant information</li> </ul>	<b>20</b>
<b>1.1.2</b> <b>QnM</b>	<p><i>Percentage of Programmes where syllabus revision was carried out during the last five years</i></p> <p>1.1.2.1: Number of Programmes offered by the Institution during the last five years</p> <p>1.1.2.2 : How many Programmes in which syllabi were revised out of the total number of Programmes offered during the last five years (Number of Programmes in which the syllabi was revised out of the total number of Programmes offered during the last five years)</p> <p>Data Requirement for last five years: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Programme Code</li> <li>• Names of the Programmes revised</li> </ul> <p><b>Formula:</b></p> $\frac{\text{Number of Programmes in which syllabi were revised during the last five years}}{\text{Number of Programmes offered by the institution during the last five years}} \times 100$ <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• Minutes of relevant Academic Council/BoS meetings</li> <li>• Details of the revised Curricula/Syllabi of the programmes during the last five years</li> <li>• Institutional data in prescribed format (Data Template)</li> <li>• Syllabus prior and post revision of the courses.</li> <li>• Any other relevant information</li> </ul>	<b>15</b>

<b>1.1.3</b> <b>QIM</b>	<p><b><i>Provide a description of courses with focus on competency/ employability/ entrepreneurship/ skill-development offered either by the University or in collaboration with partner Institutions / Industries during the last five years</i></b></p> <p>Response to be provided within 500 words</p> <p><b>Provide web link to</b></p> <ol style="list-style-type: none"> <li>1. <b><i>List of courses having focus on competency/ employability/ entrepreneurship/ skill-development</i></b></li> <li>2. <b><i>MOUs with Institutions / Industries for offering these courses</i></b></li> <li>3. <b><i>Any other relevant documents</i></b></li> </ol>	<b>15</b>
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### Key Indicator – 1.2 Academic Flexibility (40)

Metric No.		Weightage
<b>1.2.1</b> <b>QnM</b>	<p><b><i>Percentage of Programmes in which Choice-Based Credit System (CBCS)/Elective course system has been implemented, wherever provision was made by the Regulatory Bodies (Data for the preceding academic year).</i></b></p> <p>1.2.1.1 Total number of Programmes where there is regulatory provision for CBCS – elective course system          1.2.1.2 Number of Programmes in which CBCS/ Elective course system was implemented.</p> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Names of all Programmes adopting CBCS</li> <li>• Names of all Programmes adopting elective course system</li> </ul> <p><b>Formula:</b></p> $\frac{\text{Number of Programmes in which CBCS or elective course system implemented}}{\text{Total number of Programmes where there is regulatory provision for CBCS - elective course system}} \times 100$ <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Minutes of relevant Academic Council/BoS meetings</li> <li>• Institutional data in prescribed format (Data Template)</li> <li>• University letter stating implementation of CBCS by the institution</li> <li>• Structure of the program clearly indicating courses, credits/Electives as approved by the competent board.</li> <li>• Any other relevant information</li> </ul>	<b>10</b>

<b>1.2.2</b> <b>QnM</b>	<p><b><i>Percentage of new Degree Programmes, Fellowships and Diplomas introduced by the University across all Faculties during the last five years (certificate programmes are not to be included)</i></b></p> <p>1.2.2.1: Number of new <b><i>Degree Programmes, Fellowships and Diplomas introduced by the University</i></b> during the last five years</p> <p>1.2.2.2: Number of <i>programmes</i> offered across all <i>Faculties</i> during the last five years</p> <p><b>Formula:</b></p> $\frac{\text{Number of new degree programmes including Fellowships and diploma introduced by the University during the last five years}}{\text{Total number of programmes offered during the last five years}} \times 100$ <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• List of the new Programmes introduced during the last five years</li> <li>• Minutes of relevant Academic Council/BoS meeting</li> <li>• Institutional data in prescribed format (Data Template)</li> <li>• Any other relevant information</li> </ul>	<b>15</b>
<b>1.2.3</b> <b>QnM</b>	<p><b><i>Percentage of interdisciplinary courses under the Programmes offered by the University during the last five years</i></b></p> <p>1.2.3.1: Number of <i>courses</i> offered across all <i>programmes</i> during the last five years</p> <p>1.2.3.2: Number of interdisciplinary courses offered during the last five years</p> <p><b>Formula:</b></p> $\frac{\text{Number of interdisciplinary courses during the last five years}}{\text{Number of courses offered across all programmes during the last five years}} \times 100$ <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• List of Interdisciplinary courses under the programmes offered by the University during the last 5 years</li> <li>• Minutes of relevant Academic Council/BoS meetings</li> <li>• Institutional data in prescribed format (Data Template)</li> <li>• Any other relevant information</li> </ul>	<b>15</b>

**Key Indicator - 1.3 Curriculum Enrichment (40)**

<b>Metric No.</b>		<b>Weightage</b>						
<b>1.3.1</b> <b>QIM</b>	<p><b>Institution integrates crosscutting issues relevant to Gender, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics in the curricula</b></p> <p>Response to be provided within 500 words</p> <p><b>Provide web link to</b></p> <ul style="list-style-type: none"> <li>• List of courses that integrate crosscutting issues mentioned above</li> <li>• Description of the courses which address Gender, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics in the Curricula</li> <li>• Any other relevant information</li> </ul>	<b>10</b>						
<b>1.3.2</b> <b>QnM</b>	<p><b>Number of value-added courses offered during the last five years that impart transferable and life skills</b></p> <p>Number of value-added courses that were offered during the last 5 years</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th><b>Year</b></th><th><b>No. of Value-added courses offered</b></th><th><b>Name/s of the value-added course/s</b></th></tr> </thead> <tbody> <tr> <td> </td><td> </td><td> </td></tr> </tbody> </table> <p>Data Requirement for the last five years:</p> <ul style="list-style-type: none"> <li>• Names of the value-added courses with 15 or more contact hours</li> <li>• Number of times that a course is offered during a specified year</li> <li>• Total number of students completing such courses</li> </ul> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Brochure or any other document related to the value-added course/s</li> <li>• List of value-added courses (Data Template -5)</li> <li>• Any other relevant information</li> </ul>	<b>Year</b>	<b>No. of Value-added courses offered</b>	<b>Name/s of the value-added course/s</b>				<b>13</b>
<b>Year</b>	<b>No. of Value-added courses offered</b>	<b>Name/s of the value-added course/s</b>						
<b>1.3.3</b> <b>QnM</b>	<p><b>Percentage of students who successfully completed the value-added courses during the last five years</b></p> <p>Number of students who successfully completed the value-added courses imparting transferable and Life skills offered year-wise during the last five years</p>	<b>12</b>						

	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; padding: 2px;"><b>Year</b></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td></tr> <tr> <td style="padding: 2px;"><b>Number of Students</b></td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p>Data Requirement for last five years:</p> <ul style="list-style-type: none"> <li>• Name/s of the value-added course/s with 15 or more contact hours</li> <li>• Number of times that a course is offered during a specified year</li> <li>• Total number of students completing such course/s each year</li> </ul> <p>Formula:</p> $\frac{\text{students successfully completed the value – added courses and life skills in the last 5 years}}{\text{Total number of students in the last 5 years}} \times 100$ <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• List of students enrolled in value-added courses (Data Template 5)</li> <li>• Any other relevant information</li> </ul>	<b>Year</b>						<b>Number of Students</b>						
<b>Year</b>														
<b>Number of Students</b>														
<b>1.3.4</b> <b>QIM</b>	<p><b><i>Students undertake field visits / research projects / Industry internship / visits/Community postings as part of curriculum enrichment</i></b></p> <p><b><i>Response in 500 words</i></b></p> <p><b>Provide weblink to:</b></p> <ul style="list-style-type: none"> <li>• List of Programmes and number of students undertaking field visits / research projects / internships/Industry visits/Community postings</li> <li>• Any other relevant information</li> </ul>	<b>5</b>												

#### Key Indicator – 1.4 Feedback System (20)

Metric No.		Weightage										
<b>1.4.1</b> <b>QnM</b>	<p><b><i>Mechanism is in place for obtaining structured feedback on curricula/syllabi from various stakeholders</i></b></p> <p><b><i>Structured feedback received from:</i></b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">1 Students</td> <td style="width: 10%; text-align: center;"><input type="text"/></td> </tr> <tr> <td>2 Teachers</td> <td style="text-align: center;"><input type="text"/></td> </tr> <tr> <td>3 Employers</td> <td style="text-align: center;"><input type="text"/></td> </tr> <tr> <td>4 Alumni</td> <td style="text-align: center;"><input type="text"/></td> </tr> <tr> <td>5 Professionals</td> <td style="text-align: center;"><input type="text"/></td> </tr> </table>	1 Students	<input type="text"/>	2 Teachers	<input type="text"/>	3 Employers	<input type="text"/>	4 Alumni	<input type="text"/>	5 Professionals	<input type="text"/>	<b>10</b>
1 Students	<input type="text"/>											
2 Teachers	<input type="text"/>											
3 Employers	<input type="text"/>											
4 Alumni	<input type="text"/>											
5 Professionals	<input type="text"/>											

	<p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Stakeholder feedback report as stated in the minutes of the Governing Council/Syndicate/ Board of Management</li> <li>• URL for feedback report</li> <li>• Sample filled in Structured Feedback forms by the institution for each category claimed in SSR</li> <li>• Institutional data in prescribed format (Data Template)</li> <li>• Any other relevant information</li> </ul>	
<b>1.4.2</b> <b>QnM</b>	<p><b><i>Feedback process of the Institution may be classified as:</i></b></p> <p><b>Options(Opt any one that is applicable):</b></p> <p>A. Feedback collected, analysed and action taken on feedback and such documents are <input type="checkbox"/> made available on the institutional website</p> <p>B. Feedback collected, analysed and action has <input type="checkbox"/> been taken</p> <p>C. Feedback collected and analysed <input type="checkbox"/></p> <p>D. Feedback collected <input type="checkbox"/></p> <p>E. Feedback not obtained/collected <input type="checkbox"/></p> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• URL for stakeholder feedback report</li> <li>• Action taken report of the University on feedback report as stated in the minutes of the Governing Council/ Syndicate/ Board of Management</li> <li>• Any other relevant information</li> </ul>	<b>10</b>

### Criterion II – Teaching-Learning and Evaluation (200)

#### Key Indicator - 2.1 Student Enrolment and Profile (10)

Metric No.		Weightage
<b>2.1.1</b> <b>QnM</b>	<p><b><i>Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process</i></b></p> <p><b><i>Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years</i></b></p> <p>Average percentage of students admitted from the reserved categories as per GoI or State Govt. norms year-wise during the last five years</p>	<b>3</b>

	<table border="1"> <tr><td><b>Year</b></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td><b>Number of students admitted from the reserved categories</b></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td><b>Total number of seats earmarked for reserved categories</b></td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p>Formula:  <math display="block">\text{Percentage per year} = \frac{\text{Actual number of students admitted from the reserved categories in a year}}{\text{Number of seats earmarked for reserved categories as per GOI or State Government norms in that year}} \times 100</math> <math display="block">\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}</math> </p> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>Average percentage of seats filled against seats reserved (As per Data Template)</li> <li>Copy of letter issued by state govt. or and Central Government Indicating the reserved categories to be considered as per the state rule (in English)</li> <li>Final admission list published by the HEI</li> <li>Admission extract submitted to the state OBC, SC and ST cell every year.</li> <li>Initial reservation of seats for admission.</li> <li>Any other relevant information</li> </ul>	<b>Year</b>						<b>Number of students admitted from the reserved categories</b>						<b>Total number of seats earmarked for reserved categories</b>						
<b>Year</b>																				
<b>Number of students admitted from the reserved categories</b>																				
<b>Total number of seats earmarked for reserved categories</b>																				
<b>2.1.2</b> <b>QnM</b>	<p><b><i>Student Demand Ratio, applicable to programmes where State / Central Common Entrance Tests are not conducted</i></b></p> <p>Number of seats available year-wise/eligible applications received during the last five years where <b><i>State / Central Common Entrance Tests are not conducted</i></b></p> <table border="1"> <tr><td><b>Year</b></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td><b>Number of applications</b></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td><b>Number of Seats available</b></td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p>Formula:  <math display="block">\frac{\text{Number of eligible applications received for programmes where State / Central Common Entrance Tests are not conducted}}{\text{Number of seats available in thouse programme}} = \text{Ratio Per Year}</math> </p> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>Institutional data in prescribed format (Data Template)</li> <li>Document relating to Sanction of intake</li> <li>Extract of No. of application received in each program</li> </ul>	<b>Year</b>						<b>Number of applications</b>						<b>Number of Seats available</b>						<b>4</b>
<b>Year</b>																				
<b>Number of applications</b>																				
<b>Number of Seats available</b>																				

	<ul style="list-style-type: none"> <li>The details certified by the Controller of Examination or Registrar evaluation clearly mentioning the programs that are not covered under CET and the number of applications received for the same</li> <li>Any other relevant information</li> </ul>																			
<b>2.1.3</b> <b>Q<sub>n</sub>M</b>	<p><b><i>Student enrollment pattern and student profile to demonstrate national/international spread of enrolled students from other states and countries</i></b></p> <p>2.1.3.1 Average percentage of students from other states and countries year-wise during the last five years          2.1.3.2 Total number of students enrolled in that year</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of students from other states / countries</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total number of students</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p><b>Formula:</b>  <b>Percentage per year =</b>  <math display="block">\frac{\text{Number of students from other states and countries enrolled in a year}}{\text{Total number of students enrolled in that year}} \times 100</math></p> <p style="text-align: center;">Average percentage = <math>\frac{\sum \text{Percentage per year}}{5}</math></p> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>List of students from other states and countries</li> <li>E-copies of admission letters to the students enrolled from other States / Countries.</li> <li>Copy of the domicile certificate/passport from respective states / countries</li> <li>Previous degree/ Matriculation / HSC certificate from other state or country</li> <li>Institutional data in prescribed format (Data Template)</li> <li>Any other relevant information</li> </ul>	Year						Number of students from other states / countries						Total number of students						<b>3</b>
Year																				
Number of students from other states / countries																				
Total number of students																				

### **Key Indicator - 2.2 Catering to Student Diversity (15)**

Metric No.		Weightage
<b>2.2.1</b> <b>Q<sub>n</sub>M</b>	<p><b><i>The Institution assesses the learning levels of the students after admission and organises special programmes for advanced learners and slow performers</i></b></p>	<b>7</b>

	<p><b>The Institution:</b></p> <ol style="list-style-type: none"> <li>1. Adopts measurable criteria to identify slow performers.</li> <li>2. Adopts measurable criteria to identify advanced learners</li> <li>3. Organizes special programmes for slow performers and advanced learners</li> <li>4. Follows protocols to measure students' achievement</li> </ol> <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• Methodology and Criteria for the assessment of Learning levels</li> <li>    Details of special programmes</li> <li>• Details of outcome measures</li> <li>• Proforma created to identify slow performers/advanced learners</li> <li>• <b>Consolidated report to Dean academics /Dean student's welfare on special programs for advanced learners and slow learners</b></li> <li>• Any other relevant information</li> </ul>	<input type="button" value=""/> <input type="button" value=""/>
<b>2.2.2</b> <b>QnM</b>	<p><b><i>Student - Fulltime teacher ratio (data for the preceding academic year)</i></b></p> <p><b>Data Requirement:</b></p> <ul style="list-style-type: none"> <li>• Total number of students enrolled in the University</li> <li>• Total number of fulltime teachers in the University</li> </ul> <p><b>Formula:</b> No. of Students : No. of Teachers</p> <p><b>Upload :</b></p> <ul style="list-style-type: none"> <li>• List of students enrolled in the preceding academic year</li> <li>• List of full time teachers in the preceding academic year in the University (with Designation and Highest Qualification)</li> <li>• Institutional data in prescribed format (data Templates)</li> <li>• Any other relevant information</li> </ul>	<b>8</b>

### **Key Indicator - 2.3 Teaching - Learning Process (25)**

Metric No.		Weightage
<b>2.3.1</b> <b>QiM</b>	<p><b><i>Student-centric methods are used for enhancing learning experiences by:</i></b></p> <ul style="list-style-type: none"> <li>• <i>Experiential learning</i></li> <li>• <i>Integrated/Inter-disciplinary learning</i></li> <li>• <i>Participatory learning</i></li> <li>• <i>Problem-solving methodologies</i></li> <li>• <i>Self-directed learning</i></li> <li>• <i>Patient-centric and Evidence-based learning</i></li> </ul>	<b>8</b>

	<ul style="list-style-type: none"> <li>• <i>The Humanities</i></li> <li>• <i>Project-based learning</i></li> <li>• <i>Role play</i></li> </ul> <p>Response to be provided within 500 words</p> <p><b>Provide weblink to:</b></p> <ul style="list-style-type: none"> <li>• List of student-centric methods used for enhancing learning experiences</li> <li>• Any other relevant information</li> </ul>	
<b>2.3.2 QnM</b>	<p><b><i>Has provision for the use of Clinical Skills Laboratory and Simulation Based Learning</i></b></p> <p><b>The Institution:</b></p> <ol style="list-style-type: none"> <li>1. Has Basic Clinical Skills Training Models and Trainers for clinical skills in the relevant disciplines. <input type="checkbox"/></li> <li>2. Has advanced patient simulators for simulation-based training <input type="checkbox"/></li> <li>3. Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation centre <input type="checkbox"/></li> <li>4. Conducts training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning <input type="checkbox"/></li> </ol> <p><b>Upload :</b></p> <ul style="list-style-type: none"> <li>• Geotagged photographs of clinical skills lab facilities, clinical skills models, patients simulators</li> <li>• List of training programmes conducted in the facilities during the last 5 years</li> <li>• List of clinical skills training models</li> <li>• Proof of Establishment of Clinical Skill Laboratories</li> <li>• Proof of patient simulators for simulation-based training</li> <li>• Report on training programmes in Clinical skill lab/simulator Centre</li> <li>• Any other relevant information</li> </ul>	<b>5</b>
<b>2.3.3 QlM</b>	<p><b><i>Teachers use ICT-enabled tools for effective teaching and learning process, including online e-resources</i></b></p> <p>Response to be provided within 500 words</p> <p><b>Provide web link to</b></p> <ul style="list-style-type: none"> <li>• Details of ICT-enabled tools used for teaching and learning</li> <li>• List of teachers using ICT-tools</li> <li>• Any other relevant Information</li> </ul>	<b>6</b>

<b>2.3.4</b> <b>QnM</b>	<p><b>Student :Mentor Ratio (preceding academic year)</b></p> <p><b>Data Requirement</b></p> <ul style="list-style-type: none"> <li>• Number of mentors</li> <li>• Number of students assigned to each Mentor</li> <li>• Data Template</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Total number of mentors in the preceding academic year</td><td style="padding: 5px;"></td></tr> <tr> <td style="padding: 5px;">Total number of students in the preceding academic year</td><td style="padding: 5px;"></td></tr> </table> <p>Formula: Mentor : Mentee Ratio</p> <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• Details of fulltime teachers/other recognized mentors and students</li> <li>• <b>Allotment order of mentor to mentee</b> and records of mentors and mentees meetings</li> <li>• <b>Copy of circular pertaining the details of mentor and their allotted mentees</b></li> <li>• Approved Mentor list as announced by the HEI</li> <li>• <b>Log Book of mentor</b></li> <li>• Institutional data in prescribed format (Data Template)</li> <li>• Any other relevant information</li> </ul>	Total number of mentors in the preceding academic year		Total number of students in the preceding academic year		<b>6</b>
Total number of mentors in the preceding academic year						
Total number of students in the preceding academic year						

### Key Indicator - 2.4 Teacher Profile and Quality (55)

<b>Metric No.</b>		<b>Weightage</b>
<b>2.4.1</b> <b>QnM</b>	<p><b>Average percentage of fulltime teachers against sanctioned posts during the last five years</b></p> <p>Data Requirement for the last five years:</p> <ul style="list-style-type: none"> <li>• Number of fulltime teachers</li> <li>• Number of sanctioned posts</li> </ul> <p>Formula:</p> <p><b>Percentage per year</b> = <math>\frac{\text{Number of fulltime teachers available in a year}}{\text{Total number of sanctioned posts in that year}} \times 100</math></p> <p><b>Average percentage</b> = <math>\frac{\sum \text{Percentage per year}}{5}</math></p> <p><b>Upload :</b></p> <ul style="list-style-type: none"> <li>• Year-wise list of fulltime teachers and sanctioned posts for the last 5 years (Certified by the Head of the Institution)</li> </ul>	<b>15</b>

	<ul style="list-style-type: none"> <li>• Position sanction letters by competent authority.</li> <li>• Appointment letters of faculty during last five years</li> <li>• Institutional data in prescribed format (Data Template)</li> <li>• Any other relevant information</li> </ul>													
<b>2.4.2</b> <b>QnM</b>	<p><b>Average percentage of fulltime teachers with Ph.D./D.Sc./D.Lit./DM/M Ch/DNB in super specialities /other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils / Universities during the last five years</b></p> <p>Number of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils. Last five years data to be entered.</p> <table border="1" style="margin-top: 10px; width: 100%;"> <tr> <td style="padding: 2px;">Year</td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Number fulltime teachers</td> <td style="padding: 2px;"></td> </tr> </table> <p>Data Requirement for the last five years:</p> <ul style="list-style-type: none"> <li>• Number of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities /other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils.</li> <li>• Total number of fulltime teachers</li> </ul> <p><b>Formula: Percentage per year=</b></p> $\frac{\text{No. of fulltime teachers with PhD/D.Sc./D.Lit./DM/M.Ch/DNB in super specialities /other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils in a year}}{\text{Number of fulltime teachers in that year}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• List of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils and the number of fulltime teachers for 5 years</li> <li>• Copies of Guide-ship letters or authorization of research</li> </ul>	Year						Number fulltime teachers						<b>12</b>
Year														
Number fulltime teachers														

	<p><b>guide provide by the competent authority</b></p> <ul style="list-style-type: none"> <li>• Institutional data in prescribed format (Data Template)</li> <li>• Any other relevant information</li> </ul>																			
<b>2.4.3</b> <b>QnM</b>	<p><b>Average Teaching experience of fulltime teachers in number of years (preceding academic year)</b></p> <p>Total teaching experience of fulltime teachers (cadre-wise) in number of years (cumulative experience)</p> <p><b>Formula:</b></p> $\frac{\text{Sum total of teaching experience of full-time teachers working in the preceding academic year}}{\text{Total number of fulltime teachers working in the preceding academic year}}$ <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• List of fulltime teachers including details of their designation, department, total number of years of their teaching experience</li> <li>• <b>Experience certificate of full time teacher</b></li> <li>• Institutional data in prescribed format (Data Template)</li> <li>• Any other relevant information</li> </ul>	<b>10</b>																		
<b>2.4.4</b> <b>QnM</b>	<p><b>Average percentage of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years</b></p> <p><b>Data Requirement:</b></p> <ul style="list-style-type: none"> <li>• Number of fulltime teachers in the Institution during the last 5 years</li> <li>• Number of teachers trained for development and delivery of e-contents / e-courses during the last 5 years</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Year</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">Number of teachers trained</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">Total number of teachers</td> <td style="padding: 5px;"></td> </tr> </table> <p><b>Formula:</b></p> $\frac{\text{Number of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations in a year}}{\text{Total Number of teachers in that year}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• List of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years</li> </ul>	Year						Number of teachers trained						Total number of teachers						<b>8</b>
Year																				
Number of teachers trained																				
Total number of teachers																				

	<ul style="list-style-type: none"> <li>• Reports of the e-training programmes</li> <li>• Certificate of completion of training for development of <i>and delivery of e-contents / e-courses / video lectures / demonstrations</i></li> <li>• Web-link to the contents delivered by the faculty hosted in the HEI's website</li> <li>• List of e-contents / e courses / video lectures / demonstrations developed</li> <li>• Any other relevant information</li> </ul>																
<b>2.4.5 QnM</b>	<p><b><i>Average Percentage of fulltime teachers who received awards and recognitions for excellence in teaching, student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / academies during the last five years</i></b></p> <p>Number of fulltime teachers who received awards and recognitions for excellence in teaching and student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / academies during the last five years</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;"><b>Year</b></td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;"><b>Number of teachers who received awards etc.,</b></td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;"><b>Number of fulltime teachers</b></td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> </tr> </table> <p>Percentage per year =</p> $\frac{\text{Number of teachers who received awards etc., in a year}}{\text{Number of fulltime teachers in that year}} \times 100$ <p>Average percentage = <math>\frac{\sum \text{Percentage per year}}{5}</math></p> <p>Data Requirement for last five years:</p> <ul style="list-style-type: none"> <li>• List of fulltime teachers who received awards etc., from State, National, International levels from Govt. and Govt. – recognised agencies</li> <li>• Data template</li> </ul> <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• Institutional data in the prescribed format/ Data Template</li> <li>• Certified e-copies of award letters (scanned or soft copy)</li> <li>• Any other relevant information</li> </ul>	<b>Year</b>					<b>Number of teachers who received awards etc.,</b>					<b>Number of fulltime teachers</b>					<b>10</b>
<b>Year</b>																	
<b>Number of teachers who received awards etc.,</b>																	
<b>Number of fulltime teachers</b>																	

**Key Indicator - 2.5 Evaluation Process and Reforms (40)**

Metric No.		Weightage																		
2.5.1 QnM	<p><b>Average number of days from the date of last semester-end/ year- end examination to the date of declaration of results during the last five years</b></p> <p>2.5.1.1. Number of days from the date of last semester-end/ year- end examination to the date of declaration of results year-wise in that year and during the last five years</p> <p>2.5.1.2. Total number of semester / annual exams in that year</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td><b>Year</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Number of days from the last exam</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Number of semester-end / year-end exams conducted</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p><b>Formula:</b></p> <p>Total number of days taken for declaration of results from the date of last semester-end/ year- end examination in a year</p> <hr/> <p style="text-align: center;">Total number of semester / annual exams in that year</p> <p>Average number of days for declaration in the last 5 years</p> $\frac{\Sigma \text{ Average number of days per year}}{5}$ <p><b>Data Requirements for last five years:</b></p> <ul style="list-style-type: none"> <li>• Last dates of the last semester-end/ year- end examinations</li> <li>• Dates of declaration of results of semester-end/ year-end examinations</li> <li>• Number of days taken for declaration of the results semester-/year-wise</li> <li>• Average number of days for declaration of results during the last five years</li> </ul> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• List of Programmes and dates of declaration of last semester-end and year-end examination results</li> <li>• Reports from Controller of Exam (COE) office/ Annual reports mentioning the relevant details.</li> <li>• Institutional data in prescribed format (Data Template)</li> <li>• Any other relevant information</li> </ul>	<b>Year</b>						<b>Number of days from the last exam</b>						<b>Number of semester-end / year-end exams conducted</b>						10
<b>Year</b>																				
<b>Number of days from the last exam</b>																				
<b>Number of semester-end / year-end exams conducted</b>																				

<b>2.5.2</b> <b>QnM</b>	<p><b>Average percentage of student complaints / grievances about evaluation against the total number of students appeared in the examinations during the last five years</b></p> <p>Number of student complaints/grievances about evaluation year-wise during the last five years (Year wise details of number of complaints/grievances received from students regarding evaluation)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>Year</td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>Number of student complaints/grievances</td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>Total no. of students appeared in the examinations</td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p>Data Requirement for the last five years:</p> <ul style="list-style-type: none"> <li>• Total number of complaints/grievances about evaluation</li> <li>• Total number of students appeared in the examinations</li> </ul> <p>Formula:</p> $\text{Percentage per year} = \frac{\text{Number of complaints or grievances about evaluation in a year}}{\text{Number of students appeared in the examination in that year}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• Certificate from Registrar / Controller of examination / Data on student grievances from the office of the Registrar (Evaluation)</li> <li>• Minutes of the grievance cell / relevant body</li> <li>• List of complaints / grievances year-wise during the last 5 years</li> <li>• List of students who appeared in the exams year-wise during the last 5 years (Data template)</li> <li>• Any other relevant information</li> </ul>	Year						Number of student complaints/grievances						Total no. of students appeared in the examinations						<b>5</b>
Year																				
Number of student complaints/grievances																				
Total no. of students appeared in the examinations																				
<b>2.5.3</b> <b>QnM</b>	<p><b>Evaluation-related Grievance Redressal mechanism followed by the Institution:</b></p> <p>The University adopts the following for the redressal of evaluation-related grievances.</p> <p><b>Options(Opt one which is applicable to you):</b></p>	<b>5</b>																		

	<ol style="list-style-type: none"> <li>1. Double valuation/Multiple valuation with appeal process for retotalling/revaluation and access to answer script <input type="checkbox"/></li> <li>2. Double Valuation/Multiple valuation with appeal process for revaluation only <input type="checkbox"/></li> <li>3. Double Valuation/Multiple valuation with appeal process for retotalling only <input type="checkbox"/></li> <li>4. Single valuation and appeal process for revaluation <input type="checkbox"/></li> <li>5. <i>Grievance Redressal mechanism does not exist</i> <input type="checkbox"/></li> </ol> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Provide links to the examination procedure and re-evaluation procedure developed by the institution and duly hosted in the institution's website</li> <li>• Report of the Controller of Examination/ registrar evaluation regarding the <i>Grievance Redressal mechanism followed by the Institution</i></li> <li>• Institutional data in prescribed format (Data Template)</li> <li>• <i>Any other relevant information</i></li> </ul>	
<b>2.5.4</b> <b>QlM</b>	<p><b><i>Reforms in the process and procedure in the conduct of evaluation/examination; including Continuous Internal Assessment to improve the examination system.</i></b></p> <p>Describe examination reforms implemented by the University during the last 5 years with reference to the following within 500 words</p> <ul style="list-style-type: none"> <li>• Examination procedures</li> <li>• Processes integrating IT</li> <li>• Continuous internal assessment system</li> <li>• Competency-based assessment</li> <li>• Workplace-based assessment</li> <li>• Self assessment</li> <li>• OSCE/OSPE</li> </ul> <p><b>Provide weblink to :</b></p> <ul style="list-style-type: none"> <li>• Details of examination reforms implemented during the last 5 years</li> <li>• Any other relevant information</li> </ul>	<b>10</b>
<b>2.5.5</b> <b>QnM</b>	<p><b><i>Status of automation of Examination division using Examination Management System (EMS) along with approved online Examination Manual</i></b></p>	<b>10</b>

	<b>Options (Choose an applicable option):</b> 1. Complete automation of entire division & implementation of Examination Management System (EMS) <input type="checkbox"/> 2. Student registration, hall ticket issue & result processing <input type="checkbox"/> 3. Student registration and result processing <input type="checkbox"/> 4. Result processing <input type="checkbox"/> 5. Manual methodology <input type="checkbox"/>	
	<b>Upload:</b> <ul style="list-style-type: none"> <li>• Snap shot of EMS used by the institution</li> <li>• Copies of the purchase order of the software/AMC of the software</li> <li>• The present status of automation., Invoice of the software, &amp; screenshots of software</li> <li>• Annual report of examination including present status of automation as approved by BOM / Syndicate / Governing Council</li> <li>• Institutional data in prescribed format (Data Template)</li> <li>• Any other relevant information</li> </ul>	

### Key Indicator - 2.6 Student Performance and Learning Outcomes (25)

<b>Metric No.</b>		<b>Weightage</b>
<b>2.6.1 QIM</b>	<p><b><i>The Institution has stated learning outcomes /graduate attributes as per the provisions of Regulatory bodies which are integrated into the assessment process and widely publicized through the website and other documents</i></b></p> <p>Provide details of the stated learning outcomes for each programme / course as stipulated by the appropriate Regulatory body and the methods followed by the Institution for assessment of the same within 500 words.</p> <p>Provide weblink to :</p> <ul style="list-style-type: none"> <li>• Relevant documents pertaining to learning outcomes and graduate attributes</li> <li>• Methods of the assessment of learning outcomes and graduate attributes</li> <li>• Any other relevant information</li> </ul>	<b>10</b>

<b>2.6.2</b> <b>QnM</b>	<p><b><i>Incremental performance in Pass percentage of final year students in the last five years</i></b></p> <p>2.6.2.1: Number of final year students of all the programmes, who passed in the university examinations in each of the last five years.</p> <p>2.6.2.2: Number of final year students of all the programmes, who appeared for the examinations in each of the last five years.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 30%;">Year</th><th style="width: 10%;">UG</th><th style="width: 10%;"> </th><th style="width: 10%;"> </th><th style="width: 10%;"> </th><th style="width: 10%;"> </th></tr> </thead> <tbody> <tr> <td>Number of final year students who passed in the exams</td><td>UG</td><td></td><td></td><td></td><td></td></tr> <tr> <td></td><td>PG</td><td></td><td></td><td></td><td></td></tr> <tr> <td>Number of final year students who appeared in the exams</td><td>UG</td><td></td><td></td><td></td><td></td></tr> <tr> <td></td><td>PG</td><td></td><td></td><td></td><td></td></tr> <tr> <td>Total</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• List of Programmes and the number of students appeared and the number of students passed in the final year examination each year for the last five years.</li> <li>• Institutional data in prescribed format (Data Template)</li> <li>• Trend analysis in graphical format (refer annexure 02 of SOP)</li> <li>• Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the last five years.</li> <li>• Any other relevant information</li> </ul>	Year	UG					Number of final year students who passed in the exams	UG						PG					Number of final year students who appeared in the exams	UG						PG					Total						<b>15</b>
Year	UG																																					
Number of final year students who passed in the exams	UG																																					
	PG																																					
Number of final year students who appeared in the exams	UG																																					
	PG																																					
Total																																						

### Key Indicator - 2.7 Student Satisfaction Survey (30)

<b>Metric No.</b>		<b>Weightage</b>
<b>2.7.1</b> <b>QnM</b>	<p><b><i>Online student satisfaction survey regarding teaching learning process.</i></b></p> <p>Data Requirements: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Name/ Class/ Gender</li> <li>• Institutional Student Id number</li> <li>• Mobile number</li> <li>• Email id</li> <li>• Degree Programme</li> </ul> <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• Any other relevant information</li> <li>• Database of all currently enrolled students (Data Template)</li> </ul>	<b>30</b>

**Criterion III – Research, Innovations and Extension (250)**

**Key Indicator - 3.1 Promotion of Research and Facilities (30)**

Metric No.		Weightage												
<b>3.1.1</b>  <b>QIM</b>	<p><b><i>The Institution has a well-defined Research promotion policy and the same is uploaded on the Institutional website</i></b></p> <p><b>Provide details within 500 words on the Institutional research promotion policy, assigned budget for research and its utilization, methods for implementation and monitoring.</b></p> <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• Minutes of the meetings of Governing Council/Syndicate/Board of Management related to research promotion policy adoption</li> <li>• Document on Research promotion policy.</li> <li>• Any other relevant information</li> </ul>	<b>3</b>												
<b>3.1.2</b>  <b>QnM</b>	<p><b><i>The Institution provides seed money to its teachers for research</i></b></p> <p>The average amount of seed money provided by the Institution to its faculty year-wise during the last five years (INR in lakhs)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td><b>Year</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>INR in lakhs</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Data Requirement for last five years:</p> <ul style="list-style-type: none"> <li>• Names of the teachers getting seed money during the last 5 years</li> <li>• The amount of seed money</li> <li>• Year of receiving seed money</li> <li>• Duration of the grant</li> </ul> <p>Formula:</p> $\frac{\text{The total amount of seed money provided by institution to its faculty in the last 5 years}}{5}$ <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Sanction letter of seed money to the faculty is mandatory</li> <li>• Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized (<b>Refer annexure number -01</b>)</li> <li>• List of teachers receiving seed money and details of seed money received (Data Template)</li> <li>• Any other relevant information</li> </ul>	<b>Year</b>						<b>INR in lakhs</b>						<b>5</b>
<b>Year</b>														
<b>INR in lakhs</b>														

<b>3.1.3</b> <b>QnM</b>	<p><i>Average Percentage of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research / conference participation in Indian and Overseas Institutions during the last five years</i></p> <p>The Average percentage of teachers awarded national /international fellowship for advanced studies / collaborative research participation in Indian and Overseas Institutions during the last five year</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td><b>Year</b></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td><b>Number of teachers getting fellowships / Financial Support</b></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td><b>Total number of teachers</b></td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p><b>Formula</b>      Percentage per year= <math display="block">\frac{\text{Number of teachers awarded national/international fellowships Financial Support in a year}}{\text{Number of teachers in the institute in that year}} \times 100</math></p> <p>Average percentage = <math display="block">\frac{\sum \text{Percentage per year}}{5}</math></p> <p>Data Requirements for last five years:</p> <ul style="list-style-type: none"> <li>• Name of the teacher awarded national/international fellowship etc.,</li> <li>• Name of the award / recognition</li> <li>• Year of Award / recognition</li> <li>• Awarding Agency</li> </ul> <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• Certified e-copies of the award / recognition letters of the teachers</li> <li>• List of teachers and their national/international fellowship details (Data Templates)</li> <li>• Any other relevant information</li> </ul>	<b>Year</b>						<b>Number of teachers getting fellowships / Financial Support</b>						<b>Total number of teachers</b>						<b>3</b>
<b>Year</b>																				
<b>Number of teachers getting fellowships / Financial Support</b>																				
<b>Total number of teachers</b>																				
<b>3.1.4</b> <b>QnM</b>	<p><i>Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows in the university enrolled during the last five years</i></p> <p>The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows in the university enrolled year-wise during the last five years</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td><b>Year</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Number</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<b>Year</b>						<b>Number</b>						<b>4</b>						
<b>Year</b>																				
<b>Number</b>																				

	<p>Data Requirements for the last five years:</p> <ul style="list-style-type: none"> <li>• Name of the Research fellow</li> <li>• Year of enrolment</li> <li>• Duration of fellowship</li> <li>• Type of the fellowship</li> <li>• Granting agency</li> </ul> <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• List of research fellows and their fellowship details</li> <li>• E copies of fellowship award letters</li> <li>• Registration and guide / mentor allocation by the institution</li> <li>• Institutional data in prescribed format (Data Template)</li> <li>• Any other relevant information</li> </ul>	
<b>3.1.5</b> <b>QnM</b>	<p><b><i>University has the following facilities*</i></b></p> <ol style="list-style-type: none"> <li>1. Central Research Laboratory / Central Research Facility <input type="checkbox"/></li> <li>2. Animal House/ Medicinal plant garden / Museum <input type="checkbox"/></li> <li>3. Media laboratory/Business Lab/e-resource Studios <input type="checkbox"/></li> <li>4. Research/Statistical Databases/Health Informatics <input type="checkbox"/></li> <li>5. Clinical Trial Centre <input type="checkbox"/></li> </ol> <p>*An option may be selected even if one among the two or three of the facilities asked for is available. Eg: In Sl.No.2 even though only Museum is available in the Institution, the option may be exercised.</p> <p><b>Data Requirements:</b></p> <ul style="list-style-type: none"> <li>• Name of the facility</li> <li>• Year of establishment</li> <li>• Videos/pictures</li> </ul> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Videos and geo-tagged photographs</li> <li>• List of facilities provided by the University and their year of establishment (Data Template)</li> <li>• Any other relevant information</li> </ul>	<b>10</b>
<b>3.1.6</b> <b>QnM</b>	<p><b><i>Percentage of departments with recognition by ICMR-CAR, DST-FIST, DBT, MCI, DCI, PCI, AICTE, AYUSH, NACO, WHO, NIH etc. and other similar recognitions by national and international agencies, (excluding mandatory recognitions by Regulatory Councils for UG /PG programmes)</i></b></p> <p><i>(Examples: WHO collaborating Centre, AYUSH &amp; AICTE Centre for Excellence, MCI Regional / Nodal Centre for Medical Education etc.,) (Data for the last 5 years)</i></p>	<b>5</b>

**Note: Departments getting multiple recognitions shall be counted only once.**

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

**3.1.6.2. Number of departments offering academic programmes year-wise during the last 5 years**

Data Requirements:

- Name of the Department with recognition by **ICMR-CAR, DST-FIST, DBT, MCI, DCI, PCI, AICTE, AYUSH, NACO, WHO, NIH etc.. (excluding mandatory recognitions by Regulatory Councils for UG /PG programmes)**
- *Name of the department offering academic programme*
- Name of the Scheme
- Name of the funding agency
- Year of Award
- Funds provided
- Duration of award

Year					
<b>Number of Departments Recognized</b>					

Formula:

$$\frac{\text{Number of academic departments with recognition by ICMR - CAR, DST - FIST, DBT, MCI, DCI, PCI, AICTE, AYUSH, NACO, WHO, NIH etc., and other similar recognitions during last 5 years}}{\text{Total number of academic departments}} \times 100$$

**Upload**

- E-copies of departmental recognition award letters
- List of departments and award details (Data Template)
- Any other relevant information

**Key Indicator - 3.2 Resource Mobilization for Research (20)**

Metric No.		Weightage												
3.2.1 QnM	<p><i>Grants for research projects /clinical trials sponsored by non-government sources such as industry, corporate houses, international bodies, endowments, professional associations, endowment-Chairs etc., in the Institution during the last five years</i></p> <p>Total Grants for research projects sponsored by non-government sources such as industry, corporate houses, international bodies, endowments, professional associations, endowment-Chairs in the Institution year-wise during the last five years (INR in Lakhs)</p> <table border="1"> <thead> <tr> <th>Year</th><th></th><th></th><th></th><th></th><th></th></tr> </thead> <tbody> <tr> <td>INR in Lakhs</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p>Data requirement for the last five years:</p> <ul style="list-style-type: none"> <li>• Name of the Project/ Endowment Chairs</li> <li>• Name of the Principal Investigator</li> <li>• Department of Principal Investigator</li> <li>• Year of Award</li> <li>• Funds provided</li> <li>• Duration of the project</li> <li>• Name of the Project/ Endowment Chairs</li> </ul> <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• E-copies of the grant award letters for research projects sponsored by non-government organizations</li> <li>• List of project and grant details (Data Template)</li> <li>• Any other relevant information</li> </ul>	Year						INR in Lakhs						5
Year														
INR in Lakhs														
3.2.2 QnM	<p><i>Grants for research projects/clinical research project sponsored by the government funding agencies during the last five years</i></p> <p>Total Grants for research projects sponsored by government sources- year-wise during the last five years (INR in Lakhs)</p> <table border="1"> <thead> <tr> <th>Year</th><th></th><th></th><th></th><th></th><th></th></tr> </thead> <tbody> <tr> <td>Amount (INR in Lakhs)</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p>Data requirement for the last five years: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Name of the Project</li> <li>• Name of the Principal Investigator</li> <li>• Department of Principal Investigator</li> <li>• Year of Award</li> <li>• Funds provided</li> <li>• Duration of the project /<i>clinical trials</i></li> </ul>	Year						Amount (INR in Lakhs)						10
Year														
Amount (INR in Lakhs)														

	<ul style="list-style-type: none"> <li>• Funding Agency</li> <li>• Total amount of funds received</li> </ul> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• E-copies of the grant award letters for research projects sponsored by government agencies</li> <li>• List of projects and grant details (Data Template)</li> <li>• Any other relevant information</li> </ul>																			
<b>3.2.3 QnM</b>	<p><b><i>Ratio of research projects/clinical trials per teacher funded by government/industries and non-government agencies during the last five years</i></b></p> <p>Number of research projects/clinical trials funded by government /industries and non-government agencies during the last five years  Number of fulltime teachers in the Institution during the last 5 years</p> <table border="1" style="margin-top: 10px;"> <thead> <tr> <th>Year</th><th></th><th></th><th></th><th></th><th></th></tr> </thead> <tbody> <tr> <td><b>Number of Research projects /clinical trails</b></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td><b>Number of full-time teachers</b></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p>Data requirement for the last five years: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Name of Principal Investigator</li> <li>• Duration of project</li> <li>• Name of the research project/clinical trial</li> <li>• Amount / Fund received</li> <li>• Name of funding agency</li> <li>• Year of sanction</li> <li>• Department of the recipient</li> </ul> <p>Formula:  <b>Projects/Clinical trials ratio =</b></p> <p style="text-align: center;">Total number of research projects/clinical trials funded by government/industries and non- government agencies during the last five years  -----  Average number of full-time teachers during the last five years</p> <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• List of research projects and funding details (Data Template)</li> <li>• Supporting document/s from Funding Agencies</li> <li>• <b>Copy of the letter indicating sanction of research project funded by govt./non-govt agency and industry including details of name of teacher and amount in INR</b></li> <li>• Any other relevant information</li> </ul>	Year						<b>Number of Research projects /clinical trails</b>						<b>Number of full-time teachers</b>						<b>5</b>
Year																				
<b>Number of Research projects /clinical trails</b>																				
<b>Number of full-time teachers</b>																				

**Key Indicator - 3.3 Innovation Ecosystem (20)**

Metric No.		Weightage												
3.3.1 QiM	<p><b><i>Institution has created an ecosystem for innovations and entrepreneurship with an Incubation centre, entrepreneurship cell</i></b></p> <p>Enumerate the initiatives of the Institution on innovation and entrepreneurship and their output (start-ups, incubatees, entrepreneurs) and the available facilities within 500 words</p> <p><b>File description</b></p> <ul style="list-style-type: none"> <li>• Geotag the facilities and innovations made</li> <li>• Any other relevant information</li> </ul>	5												
3.3.2 QIM	<p><b><i>Workshops/seminars conducted on Intellectual Property Rights (IPR) Research methodology, Good clinical Practice, Laboratory, Pharmacy and Collection practices, Research Grant writing and Industry-Academia Collaborations during the last five years</i></b></p> <p>Response to be given within 500 words</p> <p><b>Provide weblink to:</b></p> <ul style="list-style-type: none"> <li>• Reports of the events</li> <li>• List of workshops/seminars on the above during the last 5 years</li> <li>• Any other relevant information</li> </ul>	6												
3.3.3 QnM	<p><b><i>Number of awards / recognitions received for innovation / discoveries by the Institution/teachers/research scholars/students from recognized bodies during the last five years</i></b></p> <p>Total number of awards/recognitions received by the Institution/teachers/research scholars/students <b>from recognized bodies</b> year-wise during the last five years</p> <table border="1"> <thead> <tr> <th>Year</th><th></th><th></th><th></th><th></th><th></th></tr> </thead> <tbody> <tr> <td><b>Number of awards/</b> <b>recognitions</b></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• E-Copies of award letters (scanned or soft copy) for innovations with details of awardee and awarding agency</li> <li>• Link to appropriate details on the Institutional website</li> <li>• Institutional data in prescribed format (Data Template)</li> </ul>	Year						<b>Number of awards/</b> <b>recognitions</b>						4
Year														
<b>Number of awards/</b> <b>recognitions</b>														
3.3.4 QnM	<p><b><i>Number of start-ups incubated on campus during the last five years</i></b></p> <p>Total number of start-ups incubated on campus year-wise during the last five years (a startup to be counted only once)</p>	5												

	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td><b>Year</b></td><td style="text-align: center; width: 20px;"></td><td style="text-align: center; width: 20px;"></td><td style="text-align: center; width: 20px;"></td><td style="text-align: center; width: 20px;"></td></tr> <tr> <td><b>Number of Start-ups incubated</b></td><td style="text-align: center; width: 20px;"></td><td style="text-align: center; width: 20px;"></td><td style="text-align: center; width: 20px;"></td><td style="text-align: center; width: 20px;"></td></tr> </table> <p>Data requirements for the last five years: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Names of the start-ups</li> <li>• Nature of start-up</li> <li>• Year of commencement</li> <li>• Contact information of the promoters</li> </ul> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Registration letter</li> <li>• E- sanction order of the University for the start-ups on the campus</li> <li>• Contact details of the promoters</li> <li>• List of start-ups- details like name of the start-up, nature, year of commencement etc (Data Template)</li> <li>• Any other relevant information</li> </ul>	<b>Year</b>					<b>Number of Start-ups incubated</b>					
<b>Year</b>												
<b>Number of Start-ups incubated</b>												

### Key Indicators - 3.4 Research Publications and Awards (100)

Metric No.		Weightage
<b>3.4.1 QnM</b> <p><i>The Institution has a stated Code of Ethics for research, the implementation of which is ensured by the following:</i></p> <p><i>Option</i></p> <ol style="list-style-type: none"> <li>1. <i>Research methodology with course on research ethics</i> <input type="checkbox"/></li> <li>2. <i>Ethics committee</i> <input type="checkbox"/></li> <li>3. <i>Plagiarism check</i> <input type="checkbox"/></li> <li>4. <i>Committee on Publication guidelines</i> <input type="checkbox"/></li> </ol> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Institutional code of Ethics document</li> <li>• Course content of research ethics and details of members of ethical committee</li> <li>• Copy of software procurement for plagiarism check</li> <li>• Details of committee on publication guidelines</li> <li>• Minutes of the relevant committees with reference to the code of ethics</li> <li>• Institutional data in prescribed format (Data Template)</li> <li>• Any other relevant information</li> </ul>	<b>7</b>	

<b>3.4.2</b> <b>QnM</b>	<p><b><i>The Institution provides incentives for teachers who receive state, national or international recognitions/awards</i></b></p> <p><b><i>Option</i></b></p> <p class="list-item-l1">1. <b><i>Career Advancement</i></b></p> <p class="list-item-l1">2. <b><i>Salary increment</i></b></p> <p class="list-item-l1">3. <b><i>Recognition by Institutional website notification</i></b></p> <p class="list-item-l1">4. <b><i>Commendation certificate with cash award</i></b></p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>10</b>														
	<p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Policy on Career advancement for the awardees</li> <li>• Policy on salary increment for the awardees</li> <li>• Snapshots of recognition of notification in the HEI's website</li> <li>• Copy of commendation certificate and receipt of cash award</li> <li>• List of the awardees and list of awarding agencies and year with contact details for the last 5 years</li> <li>• Incentive details (link to the appropriate details on the Institutional website)</li> <li>• Institutional data in prescribed format (Data Template)</li> </ul>																
<b>3.4.3</b> <b>QnM</b>	<p><b><i>Number of Patents/ Copyrights published/awarded/technology-transferred during the last five years</i></b></p> <p>Total number of Patents/ Copyrights published/awarded/ technology-transferred year-wise during the last five years</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;"><b>Year</b></td> <td style="width: 15px;"></td> </tr> <tr> <td style="padding: 2px;"><b>Number of Patents/ Copyrights published / awarded/technology-transferred</b></td> <td style="width: 15px;"></td> </tr> </table>	<b>Year</b>							<b>Number of Patents/ Copyrights published / awarded/technology-transferred</b>							<b>10</b>	
<b>Year</b>																	
<b>Number of Patents/ Copyrights published / awarded/technology-transferred</b>																	
	<p><b><u>Note: Patents published and awarded alone are to be included.</u></b></p> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• List of patents/Copyrights and the year they were published/awarded</li> <li>• E- copies of the letters of award/ publication of patent/copyright/ technology-transferred</li> <li>• Technology transfer document</li> <li>• Institutional data in prescribed format (Data Template)</li> </ul> <p>Any other relevant information</p>																
<b>3.4.4</b> <b>QnM</b>	<p><b><i>Average number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines awarded per recognized PG teacher* of the Institution during the last five years</i></b></p> <p>3.4.4.1 Number of Ph.D.s /DM/M Ch/PG degrees in the respective disciplines awarded per recognized PG teacher* of the Institution during the last five years</p> <p>3.4.4.2 Number of PG teachers recognized as guides by the Regulatory Bodies / Universities during the last five years</p>	<b>16</b>															

	<p><b>Formula:</b>          Number of Ph.D.s /DM/M.Ch/PG degrees in the respective disciplines awarded during the last five years  <hr/>         Number of PG teachers recognized as guides by the University/ Regulatory Bodies during the last five years  <hr/>         * Eligible PG teachers are those who are recognized as PG/PhD guides by the University / respective Regulatory Bodies</p> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• List of PhD/DM/M.Ch candidates with details like name of the guide, title of the thesis, year of award, award letter etc.</li> <li>• Web page for research in the Institutional website.</li> <li>• Institutional data in prescribed format (Data Template)</li> <li>• Any other relevant information</li> </ul>																					
<b>3.4.5</b> <b>QnM</b>	<p><i>Average Number of research papers per teacher in the approved list of Journals in Scopus / Web of Science/ PubMed during the last five calendar years</i></p> <p>Number of research papers in the approved list of Journals included in Scopus/Web of Science/PubMed during the last five calendar years</p> <table border="1" data-bbox="339 968 1282 1185"> <thead> <tr> <th rowspan="2">Calend ar Years</th> <th rowspan="2">Average Number of Fulltime teachers</th> <th colspan="4">Number of Research Papers included in</th> </tr> <tr> <th>Scopus</th> <th>Web of Science</th> <th>Pub Med</th> <th>UGC listed</th> </tr> </thead> <tbody> <tr> <td>From</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>To</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Formula:</b>          Total number of Publications=S1(data from SCOPUS) + W1 (data from Web of Science) + P1 (data from Pub Med)</p> <hr/> <p>Average number of fulltime teachers during the last five calendar years</p> <p>Data Requirements: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Title of paper</li> <li>• Name of the author/s</li> <li>• Department of the teacher</li> <li>• Name of journal</li> <li>• Year of publication</li> <li>• Scopus/Web of Science/PubMed Ref. number/link</li> <li>• Names of the indexing databases</li> </ul> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• List of research papers by title, author, department, name and year of publication and Scopus/Web of Science/PubMed list ref. No: (Data Template) /link</li> <li>• Names of the indexing databases</li> <li>• Any other relevant information</li> </ul> <p><i>* The Data obtained from Inflibnet will be used for the purpose of calculation of scores.</i></p>	Calend ar Years	Average Number of Fulltime teachers	Number of Research Papers included in				Scopus	Web of Science	Pub Med	UGC listed	From					To					<b>15</b>
Calend ar Years	Average Number of Fulltime teachers			Number of Research Papers included in																		
		Scopus	Web of Science	Pub Med	UGC listed																	
From																						
To																						

<b>3.4.6</b> <b>QnM</b>	<p><b>Average Number of research papers per teacher in the approved list of Journals notified in UGC-CARE list during the last five calendar years</b></p> <p>Number of research papers in the approved list of Journals notified on UGC website during the last five years</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td><b>Calendar Years</b></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td><b>Number of research papers</b></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td><b>Number of fulltime teachers</b></td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p>Data Requirements: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Title of paper</li> <li>• Name of the author/s</li> <li>• Department of the teacher</li> <li>• Name of journal</li> <li>• Year of publication</li> <li>• UGC-CARE list ref. No: /link</li> </ul> <p>Formula: :</p> $\frac{\text{Number of research papers by teachers in UGC notified journals during the last five calendar years}}{\text{Average number of full-time teachers during the last five calendar years}}$ <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• List of research papers by title, author, department, name and year of publication and UGC list ref. No: (Data Template) /link</li> <li>• Names of the indexing databases</li> <li>• Any other relevant information</li> </ul>	<b>Calendar Years</b>						<b>Number of research papers</b>						<b>Number of fulltime teachers</b>						<b>10</b>
<b>Calendar Years</b>																				
<b>Number of research papers</b>																				
<b>Number of fulltime teachers</b>																				
<b>3.4.7</b> <b>QnM</b>	<p><b>Total Number of books/ chapters in edited volumes and papers in National/International conference-proceedings published per teacher and indexed in Scopus/Web of Science/ PubMed UGC-CARE list during the last five calendar years</b></p> <p>Total number of books/ chapters in edited volumes and papers in National/International conference-proceedings published per teacher and indexed in Scopus/Web of Science/ PubMed during the last five calendar years</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td><b>Calendar Years</b></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td><b>Number of Books/Chapters and papers in National / International conference-proceedings etc.</b></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td><b>No. of full-time teachers</b></td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p>Data Requirements for the last five calendar years: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Name of the teacher: Title of the paper</li> <li>• Title of the book published: Name of the author/s: Title of the proceedings of the conference</li> <li>• Name of the publisher: National / International</li> </ul>	<b>Calendar Years</b>						<b>Number of Books/Chapters and papers in National / International conference-proceedings etc.</b>						<b>No. of full-time teachers</b>						<b>7</b>
<b>Calendar Years</b>																				
<b>Number of Books/Chapters and papers in National / International conference-proceedings etc.</b>																				
<b>No. of full-time teachers</b>																				

	<ul style="list-style-type: none"> <li>• National / international : Scopus/Web of Science/PubMed/UGC-CARE list ref. number /link</li> <li>• Year of publication:</li> </ul> <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• List of books and chapters in edited volumes / books published (Data Template)</li> <li>• List of names of publishers : National/ International</li> <li>• Any other relevant information</li> </ul> <p>* <i>The Data obtained from Inflibnet will be used for the purpose of calculation of scores.</i></p>	
<b>3.4.8</b>	<p><b><i>Bibliometric of the publications during the last five calendar years based on average Citation Index in Scopus/ Web of Science</i></b></p> <p><b>Q<sub>n</sub>M</b></p> <p>Data Requirements for the last five years:</p> <ul style="list-style-type: none"> <li>• Title of the paper</li> <li>• Name of the author</li> <li>• Title of the journal</li> <li>• Year of publication</li> <li>• Citation Index of publication</li> </ul> <p>Formula:</p> $\frac{0.5 \times \text{Total number of Citations SCOPUS in five years} + 0.5 \times \text{Total number of Citations in Web of Science in five years}}{0.5 \times \text{Total number of Publications in SCOPUS in five years} + 0.5 \times \text{Total number of Publications in Web of Science in last five calendar years}}$ <p>=Average Citation index</p> <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• List of the publications during the last five years</li> <li>• Institutional data in prescribed format (Data Template)</li> <li>• Any other relevant information</li> </ul> <p>* <i>The Data obtained from Inflibnet will be used for the purpose of calculation of scores.</i></p>	<b>13</b>
<b>3.4.9</b>	<p><b>Provide Scopus/ Web of Science – h-index of the Institution for the last 5 calendar years.</b></p> <p><b>Q<sub>n</sub>M</b></p> <p>Data Requirements for the last five years:</p> <ul style="list-style-type: none"> <li>• Title of the paper</li> <li>• Name of the author</li> <li>• Title of the journal</li> <li>• Year of publication</li> <li>• H index</li> </ul> <p>Formula:</p> $\frac{\text{h – Index of Scopus} + \text{h – Index of Web of Science in the last 5 calendar years}}{2}$	<b>12</b>

	<p>= h- Index of the Institution</p> <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution</li> <li>• Institutional data in prescribed format (Data Template)</li> <li>• Any other relevant information</li> </ul> <p>* <i>The Data obtained from Inflibnet will be used for the purpose of calculation of scores.</i></p>	
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### Key Indicator-- 3.5 Consultancy (15)

Metric No.		Weightage												
3.5.1 QIM	<p><b>Institution has a policy on IPR and consultancy including revenue sharing between the Institution and the individual, besides a training cum capacity building programme for teachers, students and staff for undertaking consultancy.</b></p> <p>Describe the Institutional policy on IPR and consultancy, implementation strategies (publicizing the expertise, available facilities, training for consultancy etc.) including the revenue sharing formula. The structured training cum capacity building programme with appropriate fund allocation details also to be provided. Response to be given within 500 words</p> <p>Provide weblink to:</p> <ul style="list-style-type: none"> <li>• Minutes of the Governing Council/ Syndicate/Board of Management related to IPR and consultancy policy.</li> <li>• Link to the soft copy of the IPR and Consultancy Policy.</li> <li>• List of the training / capacity building programmes conducted during the last 5 years.</li> <li>• Any other relevant information</li> </ul>	<b>10</b>												
3.5.2 QnM	<p><b>Revenue generated from advisory / R&amp;D consultancy projects(exclude Patients consultancy) including Clinical trials during the last five years</b></p> <p>Total amount generated from consultancy year-wise during the last five years (INR in lakhs)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td><b>Year</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Amount (INR in lakhs)</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<b>Year</b>						<b>Amount (INR in lakhs)</b>						<b>5</b>
<b>Year</b>														
<b>Amount (INR in lakhs)</b>														

<p>Data Requirement for the last five years:</p> <ul style="list-style-type: none"> <li>• Names of the consultants</li> <li>• Name of consultancy projects including Clinical trials</li> <li>• Consulting/Sponsoring agency with contact details</li> <li>• Revenue generated (amount in INR in lakhs per project)</li> <li>• Total revenue generated in INR in lakhs</li> </ul> <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• Audited statements of accounts indicating the revenue generated through consultancy/clinical trials</li> <li>• CA certified copy/Finance Officer Certified copy attested by head of the institute (<b><u>Refer annexure number -01</u></b>)</li> <li>• List of consultants and revenue generated by them (Data Template)</li> <li>• Any other relevant information</li> </ul>	
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### Key Indicators - 3.6 Extension Activities (45)

Metric No.		Weightage												
<b>3.6.1</b> <b>QnM</b>	<p><i>Extension* and outreach activities* such as community Health Education, Community health camps, Tele-conferences, Tele-Medicine consultancy etc., are conducted in collaboration with industry, Government and non- Government Organisations engaging NSS/NCC/Red cross/YRC, Institutional clubs etc., during the last five years</i></p> <p><i>*check glossary for definition</i></p> <p>Number of extension and outreach activities conducted in collaboration with industry, community Government and Non-Government Organisations engaging NSS/NCC/Red cross/YRC, Institutional clubs etc., year-wise during the last five years</p> <table border="1" style="margin-top: 10px; width: 100%;"> <tr> <td style="text-align: center; padding: 2px;"><b>Year</b></td><td style="width: 15px;"></td><td style="width: 15px;"></td><td style="width: 15px;"></td><td style="width: 15px;"></td><td style="width: 15px;"></td></tr> <tr> <td style="text-align: center; padding: 2px;"><b>Number of activities</b></td><td style="width: 15px;"></td><td style="width: 15px;"></td><td style="width: 15px;"></td><td style="width: 15px;"></td><td style="width: 15px;"></td></tr> </table> <p><i>Data requirement as in 3.6.2 (data Template common to both 3.6.1 &amp; 3.6.2)</i></p> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Photographs or any supporting document in relevance</li> <li>• Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated</li> <li>• Description of participation by NSS/NCC/Red cross/YRC, Institutional clubs etc., year-wise for the last 5 years</li> <li>• Any other relevant information</li> </ul>	<b>Year</b>						<b>Number of activities</b>						<b>15</b>
<b>Year</b>														
<b>Number of activities</b>														

<b>3.6.2</b> <b>QnM</b>	<p><i>Average percentage of students participating in extension and outreach activities beyond the curricular requirement as stated at 3.6.1</i></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td><b>Year</b></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td><b>Number of students</b></td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p><b>Formula</b>  Number of students participating in extension –outreach activities beyond the curricular requirement in a year  <math display="block">\text{Percentage per year} = \frac{\text{Number of students}}{\text{Total number of students in that year}} \times 100</math>  <math display="block">\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}</math></p> <p>Data Requirement for the last five years: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Name and number of the extension and outreach activities</li> <li>• Names of the collaborating agencies: Non- government, industry, community with contact details</li> <li>• Number of students who participated in each of the activities</li> </ul> <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• Reports of the events organized</li> <li>• Number of extension and outreach activities conducted with industry, community etc., for the last five years (Data Template)</li> <li>• Geo tagged Photos of events and activities</li> <li>• Any other relevant information</li> </ul>	<b>Year</b>						<b>Number of students</b>						<b>10</b>
<b>Year</b>														
<b>Number of students</b>														
<b>3.6.3</b> <b>QIM</b>	<p><i>Number of awards and recognitions received for extension and outreach activities from Government / other recognized bodies during the last five years</i></p> <p>Describe the nature and basis of awards /recognitions received for extension and outreach activities of the Institution year-wise from Government /other recognised bodies during the last five years within 500 words</p> <p>Data Requirement for the last five years:</p> <ul style="list-style-type: none"> <li>• Name of the activity</li> <li>• Name of the awards/ recognitions</li> <li>• Name of the awarding government agency/ other recognised bodies</li> <li>• Year of the award</li> </ul> <p><b>Provide weblink:</b></p> <ul style="list-style-type: none"> <li>• Number of awards for extension activities in the last 5 years- e-copy of the award letters</li> <li>• <i>List of Government/other recognized bodies that have given the awards</i></li> <li>• <i>Any other relevant information</i></li> </ul>	<b>05</b>												

<p><b>3.6.4</b></p> <p><b>QIM</b></p> <p><i>Institutional social responsibility activities in the neighborhood community in terms of education, environmental issues like Swachh Bharath, health and hygiene awareness, delivery of free/ subsidized health care and socio economic development issues carried out by the students and staff, including the amount of expenditure incurred during the last five years</i></p> <p>Describe the impact of extension activities in sensitizing students to social issues and holistic development within 500 words</p> <p><b>Provide weblink to:</b></p> <ul style="list-style-type: none"> <li>• Geotagged photographs of Institutional social responsibility activities</li> <li>• <b><u>Refer annexure number -01 as per SOP.</u></b></li> <li>• Link for additional information</li> </ul>	<p><b>15</b></p>
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### Key Indicator - 3.7 Collaboration (20)

<b>Metric No.</b>		<b>Weightage</b>											
<p><b>3.7.1</b></p> <p><b>QnM</b></p> <p><i>Average Number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc., per year</i></p> <p>Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><b>Year</b></th><th style="text-align: center;"></th><th style="text-align: center;"></th><th style="text-align: center;"></th><th style="text-align: center;"></th><th style="text-align: center;"></th></tr> </thead> <tbody> <tr> <td style="text-align: center;"><b>Number of collaborative activities</b></td><td style="text-align: center;"></td><td style="text-align: center;"></td><td style="text-align: center;"></td><td style="text-align: center;"></td><td style="text-align: center;"></td></tr> </tbody> </table> <p>Data Requirements for the last five years:</p> <ul style="list-style-type: none"> <li>• Title of the collaborative activity</li> <li>• Name of the collaborating agency with contact details</li> <li>• Source of financial support</li> <li>• Year of collaboration</li> <li>• Duration</li> <li>• Nature of the activity</li> </ul> <p>Formula</p> $\frac{\text{Total Number of such activities during the last five years}}{5}$ <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• List of Collaborative activities for research, faculty etc., (as per Data Template)</li> <li>• Certified copies of collaboration documents and exchange visits</li> <li>• Link with collaborating Institutional website</li> <li>• Any other relevant information</li> </ul>	<b>Year</b>						<b>Number of collaborative activities</b>						<p><b>10</b></p>
<b>Year</b>													
<b>Number of collaborative activities</b>													

<p><b>3.7.2</b></p> <p><b>QnM</b></p> <p><i>Presence of functional MoUs with Institutions/ industries in India and abroad for academic, clinical training / internship, on-the-job training, project work, student / faculty exchange, collaborative research programmes etc., during the last five years</i></p> <p>Number of functional MoUs for faculty exchange, student exchange, academics, clinical training, internship, on-the-job training, project work, collaborative research programmes etc., during the last five years</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td><b>Year</b></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td><b>Number of MoUs</b></td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p>Data Requirements for the last five years: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Title of the MoU</li> <li>• Name of the partnering Institution/ Industry /research lab with contact details</li> <li>• Year of commencement</li> <li>• Duration(From-to)</li> <li>• Nature of MoU</li> <li>• Details of activities</li> </ul> <p>Upload:</p> <ul style="list-style-type: none"> <li>• E-copies of the functional MoU's with institution/ industry/ corporate house, Indicating the start date and completion date</li> <li>• Institutional data in prescribed format.</li> </ul>	<b>Year</b>						<b>Number of MoUs</b>						<b>10</b>
<b>Year</b>													
<b>Number of MoUs</b>													

#### Criterion IV – Infrastructure and Learning Resources (100)

##### Key Indicator - 4.1 Physical Facilities (20)

Metric No		Weightage
<p><b>4.1.1</b></p> <p><b>QlM</b></p> <p><i>The Institution has adequate physical facilities for teaching – learning, skills acquisition etc.</i></p> <p>Describe the adequacy of facilities for teaching –learning viz., classrooms, ICT-enabled classrooms, seminar halls, facilities for Clinical learning, learning in the community, AYUSH-related learning cum therapy center, well equipped laboratories, Skills labs etc. as stipulated by the appropriate Regulatory bodies within 1000 words</p> <p><b>Provide weblink to :</b></p> <ul style="list-style-type: none"> <li>• Teaching- learning and skills acquisition facilities in the Institution</li> <li>• Geotagged photographs of the facilities</li> <li>• Any other relevant information</li> </ul>		<b>5</b>

<b>4.1.2</b> <b>QlM</b>	<p><b><i>The Institution has adequate facilities to support physical and recreational requirements of students and staff- sports, games (indoor, outdoor), gymnasium, auditorium, yoga centre etc. and for cultural activities</i></b></p> <p>Describe the facilities available for sports, games and cultural activities including specifications about area/size, year of establishment and user rate etc., within 500 words</p> <p><b>Provide weblink to :</b></p> <ul style="list-style-type: none"> <li>• Available sports and cultural facilities : Geotagging</li> <li>• Any other relevant information</li> </ul>	5												
<b>4.1.3</b> <b>QIM</b>	<p><b><i>Availability and adequacy of general campus facilities and overall ambience:</i></b></p> <p>Describe the availability and adequacy of campus facilities such as hostels, medical facilities, toilets, canteen, post office, bank, roads and signage, topography, greenery, alternate sources of energy, STP, water purification plant etc. (within 500 words)</p> <p><b>Provide weblink to :</b></p> <ul style="list-style-type: none"> <li>• Photographs/ Geotagging of Campus facilities</li> <li>• Any other relevant information</li> </ul>	5												
<b>4.1.4</b> <b>QnM</b>	<p><b><i>Average percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during the last five years</i></b></p> <p><i>Percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during the last five years (INR in lakhs)</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 2px;">Year</th> <th style="width: 15px; text-align: center; padding: 2px;"></th> </tr> </thead> <tbody> <tr> <td style="text-align: left; padding: 2px;">Amount (INR in lakhs)</td> <td style="width: 15px; text-align: center; padding: 2px;"></td> </tr> </tbody> </table> <p>Data Requirement for the last five years: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Expenditure for infrastructure development and augmentation</li> <li>• Total expenditure excluding salary</li> </ul> <p>Formula:</p> <p>Percentage per year =</p> $\frac{\text{Expenditure on infrastructure development and augmentation exluding salary for a year}}{\text{Total expenditure excluding salary for that year}} \times 100$ <p>Average percentage = <math>\frac{\sum \text{Percentage per year}}{5}</math></p> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Audited report / utilization statements (highlight relevant items) <b>(Refer annexure number -01)</b></li> </ul>	Year						Amount (INR in lakhs)						5
Year														
Amount (INR in lakhs)														

	<ul style="list-style-type: none"> <li>• Details of budget allocation, excluding salary during the last five years (Data Template)</li> <li>• Any other relevant information</li> </ul>	
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**Key Indicator - 4.2 Clinical, Equipment and Laboratory Learning Resources (30)**

Metric No.		Weightage
4.2.1 QIM	<p><b><i>Teaching Hospital/s, Equipments, Laboratory and clinical teaching-learning facilities including equipment as per the norms of the respective Regulatory Bodies.</i></b></p> <p>Describe the adequacy of facilities for clinical teaching learning within 1000 words</p> <p><b>Provide weblink to :</b></p> <ul style="list-style-type: none"> <li>• The facilities as per the stipulations of the respective Regulatory Bodies with Geotagging</li> <li>• List of facilities available for patient care, teaching- learning and research with geotagged evidences</li> <li>• Any other relevant information</li> </ul>	<b>15</b>
4.2.2 QIM	<p><b>Describe the adequacy of both outpatients and inpatients in the teaching hospital during the last five years vis-a-vis the number of students trained and programmes offered (based on HIMS / EMR) within 500 words.</b></p> <p>Provide weblink to :</p> <ul style="list-style-type: none"> <li>• Year-wise outpatient and inpatient statistics for the last 5 years</li> <li>• Description of adequacy of outpatient and inpatient statistics as per the norms of the Regulatory Bodies (critical documents to be verified by DVV)</li> <li>• Link to hospital records / Hospital Management Information System</li> </ul>	<b>5</b>

<b>4.2.3</b> <b>QnM</b>	<p><i>Availability of infrastructure for community based learning</i></p> <p><b>Institution has:</b></p> <ol style="list-style-type: none"> <li>1. Attached Satellite Primary Health Centers <input type="checkbox"/></li> <li>2. Attached Rural Health Centers available for training of students <input type="checkbox"/></li> <li>3. Attached Urban Health Centre for training of students <input type="checkbox"/></li> <li>4. Residential facility for students / trainees at the above peripheral health centers / hospitals <input type="checkbox"/></li> </ol> <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• Geotagged photographs of Health Centers</li> <li>• Government Order on allotment/assignment of PHC to the institution</li> <li>• Documents of resident facility</li> <li>• Any other relevant information</li> </ul>	<b>7</b>
<b>4.2.4</b> <b>QnM</b>	<p><b>Is the Teaching Hospital / Clinical Laboratory accredited by any National Accrediting Agency?</b></p> <p>A. NABH accreditation  B. NABL accreditation  C. International accreditation like JCI.,  D. ISO certification of departments /Institution  E. GLP/GCLP accreditation.</p> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Copies of the Certificate/s of Accreditations</li> <li>• Any other relevant documents</li> </ul>	<b>3</b>

### **Key Indicator - 4.3 Library as a Learning Resource (20)**

Metric No.		Weightage
<b>4.3.1</b> <b>QlM</b>	<p><b>Library is automated using Integrated Library Management System (ILMS)</b></p> <p>Describe the Management System of the Library within 500 words</p> <ul style="list-style-type: none"> <li>• Name and features of the ILMS software</li> <li>• Nature and extent of automation (full or partial)</li> <li>• Year of commencement and completion of automation</li> </ul> <p><b>Provide Weblink to:</b></p> <ul style="list-style-type: none"> <li>• Geotagged photographs</li> <li>• Any other relevant information</li> </ul>	<b>4</b>

<p><b>4.3.2</b></p> <p><b>QlM</b></p> <p><b>Total number of books and reference volumes as well as collection of ancient books, manuscripts, Digitalized traditional manuscripts, Discipline-specific learning resources from ancient Indian languages, special reports or any other knowledge resource for library enrichment especially with reference to traditional systems of medicines</b></p> <p>Provide details of the number of text books, reference volumes and as well as the collection of ancient books, manuscripts etc. in the library within 500 words</p> <p>Data Requirement for the last five years:</p> <ul style="list-style-type: none"> <li>• List of text books and reference volumes in the acquisition list of the library</li> <li>• List of ancient books/ manuscripts etc., in the library</li> <li>• Names of the publishers</li> <li>• Names of the authors</li> <li>• Number of copies</li> <li>• Year of publication</li> </ul> <p><b>Provide weblink to :</b></p> <ul style="list-style-type: none"> <li>• Library acquisition data</li> <li>• Any other relevant information</li> </ul>	<p><b>3</b></p>										
<p><b>4.3.3</b></p> <p><b>QnM</b></p> <p><b>Does the Institution have an e-Library with membership/ subscription for the following:</b></p> <p><b>Options</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">1. e – journals / e-books consortia</td> <td style="width: 40%; text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>2. e - ShodhSindhu</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>3. Shodhganga</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>4. SWAYAM</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>5. Discipline-specific Databases</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table> <p>Data Requirement for the last five years: (As per Data)</p> <ul style="list-style-type: none"> <li>• Details of memberships/subscriptions</li> <li>• Details of e-resources with full text access</li> <li>• Details of subscriptions with validity period</li> <li>• Data template.</li> </ul> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership etc. (Data Template)</li> <li>• E-copy of subscription letter/member ship letter or related document with the mention of year to be submitted</li> <li>• Any other relevant information</li> </ul>	1. e – journals / e-books consortia	<input type="checkbox"/>	2. e - ShodhSindhu	<input type="checkbox"/>	3. Shodhganga	<input type="checkbox"/>	4. SWAYAM	<input type="checkbox"/>	5. Discipline-specific Databases	<input type="checkbox"/>	<p><b>3</b></p>
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4. SWAYAM	<input type="checkbox"/>										
5. Discipline-specific Databases	<input type="checkbox"/>										

<b>4.3.4</b> <b>QnM</b>	<p><b>Average annual expenditure for purchase of books and journals (including e-resources) during the last five years</b></p> <p>Annual expenditure for purchase of books and journals year wise during the last five years (INR in lakhs)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Year</th><th></th><th></th><th></th><th></th><th></th></tr> </thead> <tbody> <tr> <td><b>Amount(INR in lakhs)</b></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p>Data Requirement for last five years:</p> <ul style="list-style-type: none"> <li>• Expenditure on the purchase of books</li> <li>• Expenditure on the purchase of journals in <math>i^{\text{th}}</math> year</li> <li>• Year of expenditure:</li> </ul> <p>Formula: <math>\frac{1}{5} \times \sum_{i=1}^5 \text{Expd}_i</math></p> <p>Where: <b>Expd<sub>i</sub></b> = Expenditure in rupees on purchase of books and journals in <math>i^{\text{th}}</math> year</p> <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• Provide consolidated extract of expenditure for purchase of books and journals during the last five years duly attested by Finance Officer</li> <li>• Audited Statement highlighting the expenditure for purchase of books and journal library resources (<b>Refer annexure number -01</b>).</li> <li>• Proceedings of Library Committee meetings for allocation of fund and utilization of fund</li> <li>• Details of annual expenditure for purchase of books and journals during the last five years (Data Template)</li> <li>• Any other relevant information</li> </ul>	Year						<b>Amount(INR in lakhs)</b>						<b>5</b>
Year														
<b>Amount(INR in lakhs)</b>														
<b>4.3.5</b> <b>QnM</b>	<p><b>E-content resources used by teachers/students :</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">1. NMEICT/NPTEL</td> <td style="width: 40%; text-align: center;"><input type="text"/></td> </tr> <tr> <td>2. other MOOCs platforms</td> <td style="text-align: center;"><input type="text"/></td> </tr> <tr> <td>3. SWAYAM</td> <td style="text-align: center;"><input type="text"/></td> </tr> <tr> <td>4. Institutional LMS</td> <td style="text-align: center;"><input type="text"/></td> </tr> <tr> <td>5. e-PG-Pathshala</td> <td style="text-align: center;"><input type="text"/></td> </tr> </table> <p>Data Requirements: As per Data Template</p> <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• Give links or upload document of e-content developed.</li> <li>• Supporting documents from the hosting agency for the e-content developed by the teachers need to be given</li> <li>• Give links e-content repository used by the teachers / <b>Students</b></li> <li>• Data Template</li> </ul>	1. NMEICT/NPTEL	<input type="text"/>	2. other MOOCs platforms	<input type="text"/>	3. SWAYAM	<input type="text"/>	4. Institutional LMS	<input type="text"/>	5. e-PG-Pathshala	<input type="text"/>	<b>5</b>		
1. NMEICT/NPTEL	<input type="text"/>													
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3. SWAYAM	<input type="text"/>													
4. Institutional LMS	<input type="text"/>													
5. e-PG-Pathshala	<input type="text"/>													

**Key Indicator – 4.4 IT Infrastructure (20)**

Metric No.		Weightage										
<b>4.4.1</b> <b>QnM</b>	<p><b>Percentage of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities (data for the preceding academic year)</b></p> <p>Number of classrooms, seminar halls and demonstration room with ICT facilities</p> <p>Formula:</p> $\frac{\text{Number of classrooms, seminar halls and demonstration rooms linked with internet , Wi - Fi enabled ICT facilities}}{\text{Total number of classrooms, seminar halls and demonstration roomin the institution}} \times 100$ <p>Data Requirements: (As per Data Template)</p> <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• Number of classrooms, seminar halls and demonstration room with ICT enabled facilities (Data Template)</li> <li>• <b>Consolidated list duly certified by the Head of the institution.</b></li> <li>• Geotagged photographs</li> <li>• Any other relevant information</li> </ul>	<b>5</b>										
<b>4.4.2</b> <b>QlM</b>	<p><b>Institution frequently updates its computer availability for students and IT facilities including Wi-Fi</b></p> <p>Describe computer availability for students and IT facilities including Wi-Fi with the date(s) and nature of updation within 500 words</p> <p><b>Provide weblink to:</b></p> <ul style="list-style-type: none"> <li>• Documents relating to updation of IT and Wi-Fi facilities</li> <li>• Any other relevant information</li> </ul>	<b>5</b>										
<b>4.4.3</b> <b>QnM</b>	<p><b>Available bandwidth of internet connection in the Institution (Leased line)</b></p> <p>Opt any one:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">A. <math>\geq 1</math> GBPS</td> <td style="width: 10%; text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>B. 500 MBPS - 1 GBPS</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>C. 250 MBPS - 500 MBPS</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>D. 50 MBPS - 250 MBPS</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>E. &lt;50 MBPS</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	A. $\geq 1$ GBPS	<input type="checkbox"/>	B. 500 MBPS - 1 GBPS	<input type="checkbox"/>	C. 250 MBPS - 500 MBPS	<input type="checkbox"/>	D. 50 MBPS - 250 MBPS	<input type="checkbox"/>	E. <50 MBPS	<input type="checkbox"/>	<b>5</b>
A. $\geq 1$ GBPS	<input type="checkbox"/>											
B. 500 MBPS - 1 GBPS	<input type="checkbox"/>											
C. 250 MBPS - 500 MBPS	<input type="checkbox"/>											
D. 50 MBPS - 250 MBPS	<input type="checkbox"/>											
E. <50 MBPS	<input type="checkbox"/>											

	<p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• Details of available bandwidth of internet connection in the Institution</li> <li>• Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth</li> <li>• Annual subscription bill / receipt</li> <li>• Any other relevant information</li> </ul>	
<b>4.4.4</b> <b>QlM</b>	<p><b><i>Facilities for e-content development such as Media centre, audio visual centre, Lecture Capturing System (LCS), etc.</i></b></p> <p>Describe the facilities for e-content development such as Media centre, audio visual centre, Lecture Capturing System (LCS) and their optimum usage, etc. (within 500 words).</p> <p><b>Provide weblink to:</b></p> <ul style="list-style-type: none"> <li>• The e-content development facilities</li> <li>• Geotagged photographs</li> <li>• Any other relevant information</li> </ul>	<b>5</b>

<b>Key Indicator - 4.5 Maintenance of Campus Infrastructure (10)</b>														
Metric No.		Weightage												
<b>4.5.1</b> <b>QnM</b>	<p><b><i>Average percentage of expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years</i></b></p> <p>Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in lakhs)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 2px;"><b>Year</b></td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;"><b>Amount (INR in lakhs)</b></td> <td style="padding: 2px;"></td> </tr> </table> <p>Data Requirement for the last five years:(As per Data Template)</p> <ul style="list-style-type: none"> <li>• Details of non-salary expenditure incurred on the maintenance of physical facilities and academic support facilities for the last 5 years in INR lakhs</li> </ul> <p>Formula:</p> $\frac{\text{Expenditure on maintenance of physical and academic support facilities excluding salary component for a year}}{\text{Total expenditure excluding salary component for that year}} \times 100$ <p>Percentage per year = ----- X 100</p>	<b>Year</b>						<b>Amount (INR in lakhs)</b>						5
<b>Year</b>														
<b>Amount (INR in lakhs)</b>														

	<p align="center">Average percentage = <math>\frac{\sum \text{Percentage per year}}{5}</math></p> <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• Audited statements of accounts on maintenance (<b><u>Refer annexure number -01 as per SOP</u></b>).</li> <li>• Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Template)</li> <li>• Link to ERP</li> <li>• Any other relevant information</li> </ul>	
<b>4.5.2</b> <b>QIM</b>	<p><i>There are established systems and processes for maintaining physical and academic support facilities: (laboratory, library, sports facilities, computers, classrooms, etc.)</i></p> <p>Describe policy details of systems and processes for maintaining physical and academic support facilities within 500 words.</p> <p>Provide Weblink to:</p> <ul style="list-style-type: none"> <li>• Minutes of the meetings of the Maintenance Committee.</li> <li>• Log book or other records regarding maintenance works.</li> <li>• Any other relevant information</li> </ul>	<b>5</b>

### Criterion V - Student Support and Progression (100)

#### Key Indicator - 5.1 Student Support (30)

Metric No.		Weightage												
<b>5.1.1</b> <b>QnM</b>	<p><i>Average percentage of students benefited by scholarships /freeships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years</i></p> <p>Number of students benefited by scholarships /freeships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px; text-align: center;"><b>Year</b></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td></tr> <tr> <td style="padding: 5px; text-align: center;"><b>Number of students benefited</b></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td></tr> </table> <p>Data Requirement for the last five years:(As per Data Template)</p> <ul style="list-style-type: none"> <li>• Name of the scheme</li> <li>• Number of students benefited</li> </ul>	<b>Year</b>						<b>Number of students benefited</b>						<b>10</b>
<b>Year</b>														
<b>Number of students benefited</b>														

	<p><b>Formula:</b>  <b>Percentage per year =</b>  <math display="block">\frac{\text{Number of students benefited by scholarships, free ships, fee-waivers by Governmental, non-Governmental agencies or the Institution in a year}}{\text{Number of students in that year}} \times 100</math>  <b>Average percentage =</b> <math>\frac{\sum \text{Percentage per year}}{5}</math></p> <p><b>Upload :</b></p> <ul style="list-style-type: none"> <li>• Attested copies of the sanction letters from the sanctioning authorities</li> <li>• <b>Consolidated document in favour of freeships and number of beneficiaries duly signed by the Head of the institution</b></li> <li>• List of students who received scholarships/ freeships /fee-waivers</li> <li>• Data Template</li> <li>• Any other relevant information</li> </ul>															
<b>5.1.2</b>  <b>QnM</b>	<p><b><i>Institution implements a variety of capability enhancement and other skill development schemes</i></b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">1. Soft skills development</td> <td style="width: 30%; text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>2. Language and communication skill development</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>3. Yoga and wellness</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>4. Analytical skill development</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>5. Human value development</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>6. Personality and professional development</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>7. Employability skill development</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table> <p><b>Data Requirements: (As per Data Template)</b></p> <ul style="list-style-type: none"> <li>• Name of the capability enhancement and skill development scheme/s</li> <li>• Year of implementation</li> <li>• Number of students enrolled</li> <li>• Name of the agencies involved with contact details</li> </ul> <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• <b>Detailed report of the Capacity enhancement programs and other skill development schemes</b></li> <li>• List of capability enhancement and skill development schemes (Data Template)</li> <li>• Link to Institutional website</li> <li>• Any other relevant information</li> </ul>	1. Soft skills development	<input type="checkbox"/>	2. Language and communication skill development	<input type="checkbox"/>	3. Yoga and wellness	<input type="checkbox"/>	4. Analytical skill development	<input type="checkbox"/>	5. Human value development	<input type="checkbox"/>	6. Personality and professional development	<input type="checkbox"/>	7. Employability skill development	<input type="checkbox"/>	<b>7</b>
1. Soft skills development	<input type="checkbox"/>															
2. Language and communication skill development	<input type="checkbox"/>															
3. Yoga and wellness	<input type="checkbox"/>															
4. Analytical skill development	<input type="checkbox"/>															
5. Human value development	<input type="checkbox"/>															
6. Personality and professional development	<input type="checkbox"/>															
7. Employability skill development	<input type="checkbox"/>															
<b>5.1.3</b>  <b>QnM</b>	<p><b><i>Average percentage of students benefited by guidance for competitive examinations and career advancement offered by the Institution during the last five years</i></b></p>	<b>5</b>														

	<p>Number of students benefited by guidance for competitive examinations and career advancement offered by the Institution year-wise during the last five years</p> <table border="1" data-bbox="377 354 1171 467"> <thead> <tr> <th>Year</th><th></th><th></th><th></th><th></th><th></th></tr> <tr> <th>Number of students</th><td></td><td></td><td></td><td></td><td></td></tr> </thead> </table> <p>Data Requirement for last five years:(As per Data Template)</p> <ul style="list-style-type: none"> <li>• Name of the scheme</li> <li>• Number of students who have passed in the competitive exams</li> <li>• Number of students placed</li> </ul> <p>Formula:</p> <p>Percentage per year = <math>\frac{\text{Number of students benefited by guidance for competitive examinations and career advancement offered by the institution in a year}}{\text{Number of students in that year}} \times 100</math></p> <p>Average percentage = <math>\frac{\sum \text{Percentage per year}}{5}</math></p> <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• Copy of circular/brochure of such programs</li> <li>• Year-wise list of students attending each of these schemes signed by competent authority</li> <li>• program/scheme mentioned in the metric</li> <li>• List of students (Certified by the Head of the Institution) benefited by guidance for competitive examinations and career advancement offered by the Institution during the last five years (Data Template)</li> <li>• Any other relevant information</li> </ul>	Year						Number of students						
Year														
Number of students														
<b>5.1.4</b> <b>QIM</b>	<p><b><i>The Institution has an active international student cell of the preceding academic year</i></b></p> <p>Describe the international student cell activities within 500 words</p> <p><b>Provide Weblink to</b></p> <ul style="list-style-type: none"> <li>• International students' cell Any other relevant information</li> </ul>	<b>2</b>												

<b>5.1.5</b> <b>QnM</b>	<p><b><i>The Institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and prevention of ragging</i></b></p> <ol style="list-style-type: none"> <li>1. Adoption of guidelines of Regulatory bodies <input type="checkbox"/></li> <li>2. Presence of the committee and mechanism of receiving student grievances (online/ offline) <input type="checkbox"/></li> <li>3. Periodic meetings of the committee with minutes <input type="checkbox"/></li> <li>4. Record of action taken <input type="checkbox"/></li> </ol> <p>Data Requirement: (As per Data Template)</p> <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• Minutes of the meetings of student Grievance redressal committee and Anti-Ragging committee</li> <li>• Circular/web-link/ committee report justifying the objective of the metric</li> <li>• Details of student grievances and action taken (Data Template)</li> <li>• Any other relevant information</li> </ul>	<b>6</b>
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### Key Indicator - 5.2 Student Progression (40)

<b>Metric No.</b>		<b>Weightage</b>												
<b>5.2.1</b> <b>QnM</b>	<p><i>Average percentage of students qualifying in state/ national/ international level examinations during the last five years (eg: NET/SLET/GATE/GMAT/GPAT/CAT/GRE/TOEFL/ PLAB/ USMLE /AYUSH/ Civil Services/Defense /UPSC/State government examinations/PG-NEET/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc., )</i></p> <p>5.2.1.1: Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/ <b>GPAT</b>/CAT/ GRE/TOEFL/ PLAB/ USMLE /Civil services/ Defense/UPSC/State government examinations/ <b>PG-NEET</b>/ AIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) year-wise during the last five years</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 20%;">Year</th> <th style="width: 15%;"></th> </tr> </thead> <tbody> <tr> <td><b>Number of Students qualifying</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>5.2.1.2: Number of students appearing in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/ <b>GPAT</b>/CAT/GRE /TOEFL/ PLAB/ USMLE/Civil Services/State government examinations <b>PG-NEET</b>/ AIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,)) year wise during the last five years</p>	Year						<b>Number of Students qualifying</b>						<b>10</b>
Year														
<b>Number of Students qualifying</b>														

	<table border="1"> <tr> <td><b>Year</b></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td><b>Number of Students appearing</b></td><td></td><td></td><td></td><td></td><td></td></tr> </table>	<b>Year</b>						<b>Number of Students appearing</b>						
<b>Year</b>														
<b>Number of Students appearing</b>														
	<p>Data Requirement for the last five years: (As per Data Template)</p> <p>Number of students selected IN</p> <ul style="list-style-type: none"> <li>• NET</li> <li>• SLET</li> <li>• GATE</li> <li>• GMAT</li> <li>• <b>GPAT</b></li> <li>• CAT</li> <li>• GRE</li> <li>• TOEFL</li> <li>• PLAB</li> <li>• USMLE</li> <li>• Civil Services</li> <li>• State government examinations</li> <li>• <b><u>PG-NEET</u></b></li> <li>• AIMSPGET</li> <li>• JIPMER Entrance Test</li> <li>• PGIMER Entrance Test</li> <li>• UPSC</li> </ul>													
	<p>Formula:</p> $\text{Percentage per year} = \frac{\text{Number of students qualifying in state,national,international level exams in a year}}{\text{Number of students appeared for state,national,International level exams in that year}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$													
	<p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• List of students qualifying in state/ national/ international level examinations during the last five years (Data Template)</li> <li>• <b>Pass Certificates of the examination</b></li> <li>• Any other relevant information</li> </ul>													
<b>5.2.2 QnM</b>	<p><i>Average percentage of placement /self-employed professional services of outgoing students during the last five years</i></p> <p>Number of outgoing students who got placed / self-employed year- wise during the last five years</p> <table border="1"> <tr> <td><b>Year</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Number students placed / self employed</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Data Requirement for the last five years: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Number of students placed / Self Employed</li> <li>• Names of the employers with contact details</li> </ul>	<b>Year</b>						<b>Number students placed / self employed</b>						<b>15</b>
<b>Year</b>														
<b>Number students placed / self employed</b>														

	<ul style="list-style-type: none"> <li>• Name of self-employed professional with Register No. and contact details</li> </ul> <p><b>Formula:</b></p> $\text{Percentage per year} = \frac{\text{Number of outgoing students placed /Self Employed in a year}}{\text{Total number of outgoing students in that year}} \times 100$ <p>Average percentage = <math>\frac{\sum \text{Percentage per year}}{5}</math></p> <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• Self-attested list of students placed / self-employed</li> <li>• Details of student placement / self-employment during the last five years (Data Template)</li> <li>• Any other relevant information</li> </ul>	
<b>5.2.3</b> <b>QnM</b>	<p><b><i>Percentage of the graduates in the preceding academic year, who have had progression to higher education.</i></b></p> <p>Number of outgoing students progressing to higher education  Data Requirement : (As per Data Template)</p> <p>Number of students proceeding from</p> <ul style="list-style-type: none"> <li>• UG to PG:</li> <li>• PG to DM/M.Ch/DNB (Super Speciality)</li> <li>• PG to PhD:</li> <li>• Ph.D to Post doctoral:</li> </ul> <p><b>Formula:</b></p> $\frac{\text{Number of graduated students of the preceding academic year, who have progressed to higher education}}{\text{Total number of graduating students in that year}} \times 100$ <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• List of students who have progressed to Higher education preceding academic year.</li> <li>• Supporting data for students/alumni</li> <li>• Details of student progression to higher education (Data Template)</li> <li>• Any other relevant information</li> </ul>	<b>15</b>

**Key Indicator - 5.3 Student Participation and Activities (20)**

<b>Metric No.</b>		<b>Weightage</b>												
<b>5.3.1</b> <b>Q<sub>n</sub>M</b>	<p><i>Number of awards/medals for outstanding performance in sports/cultural activities at state/regional/national/international events (award for a team event should be counted as one) during the last five years</i></p> <p>Number of awards/medals for outstanding performance in sports/cultural activities at state/regional /national/international events (award for a team event should be counted as one) year-wise during the last five years</p> <table border="1"> <tr> <td><b>Year</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Number of awards/medals</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Data Requirement for the last five years: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Name of the award/ medal</li> <li>• State/Regional/National/ International</li> <li>• Sports/ Cultural</li> </ul> <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• e-copies of award letters and certificates</li> <li>• List of awards/medals for outstanding performance in sports/cultural activities at national/international events year-wise during the last five years (Data Template)</li> <li>• Any other relevant information</li> </ul>	<b>Year</b>						<b>Number of awards/medals</b>						<b>10</b>
<b>Year</b>														
<b>Number of awards/medals</b>														
<b>5.3.2</b> <b>Q<sub>1</sub>M</b>	<p><i>Presence of Student Council and its activities for Institutional development and student welfare.</i></p> <p>Describe the Student Council activities and students' role in Institutional development and student welfare within 500 words</p> <p><b>Provide weblink to:</b></p> <ul style="list-style-type: none"> <li>• Student Council activities</li> <li>• Any other relevant information</li> </ul>	<b>5</b>												
<b>5.3.3</b> <b>Q<sub>n</sub>M</b>	<p><i>Average Number of sports and cultural activities / events/ competitions organised in the Institution per year</i></p> <p>Number of sports and cultural activities / competitions organised by the Institution year-wise during the last five years</p> <table border="1"> <tr> <td><b>Year</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Number events</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<b>Year</b>						<b>Number events</b>						<b>5</b>
<b>Year</b>														
<b>Number events</b>														

	<p><b>Formula:</b>  <math display="block">\frac{\text{Number of sports and cultural activites /events/ competitions organised by the Institution during the last 5 years}}{5}</math></p> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Report of the events/along with photographs appropriately dated and captioned year-wise.</li> <li>• Copy of circular/brochure indicating such kind of activities Information as per Data template</li> <li>• Any other relevant information</li> </ul>	
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### Key Indicator - 5.4 Alumni Engagement (10)

Metric No.		Weightage
5.4.1 QlM	<p><b><i>The Alumni Association/Chapter (registered and functional) has contributed significantly to the development of the Institution through financial and other support services during the last five years</i></b></p> <p>Describe the contribution of Alumni Association to the Institution within 500 words</p> <p><b>Provide weblink to</b></p> <ul style="list-style-type: none"> <li>• Details of Alumni Association activities</li> <li>• Frequency of meetings of Alumni Association with minutes</li> <li>• Quantum of financial contribution</li> <li>• Audited statement of accounts of the Alumni Association (<b><u>Refer annexure number -01 as per SOP</u></b>).</li> </ul>	5
5.4.2 QnM	<p><b>Provide the areas of contribution by the Alumni Association / chapters during the last five years</b></p> <ol style="list-style-type: none"> <li>1. Financial / kind</li> <li>2. Donation of books /Journals/ volumes</li> <li>3. Students placement</li> <li>4. Student exchanges</li> <li>5. Institutional endowments</li> </ol> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Annual audited statements of accounts. Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Finance Officer and Head of the Institutions</li> <li>• List of Alumni contributions made during the last 5 years</li> <li>• Certified statement of the contributions by the head of the Institution.</li> <li>• Any other relevant information</li> </ul>	5

**Criterion VI – Governance, Leadership and Management (100)**

**Key Indicator - 6.1 Institutional Vision and Leadership (10)**

Metric No.		Weightage
<b>6.1.1</b> <b>QlM</b>	<p><b><i>The Institution has clearly stated vision and mission which are reflected in its academic and administrative governance</i></b></p> <p>Describe the vision and mission of the Institution; nature of governance, perspective plans and stakeholders' participation in the decision-making bodies highlighting the activities leading to Institutional excellence. Response to be provided within 500 words</p> <p><b>Provide web link to:</b></p> <ul style="list-style-type: none"> <li>• Vision and mission documents approved by the Statutory Bodies</li> <li>• Report of achievements which led to Institutional excellence</li> <li>• Any other relevant information</li> </ul>	<b>5</b>
<b>6.1.2</b> <b>QlM</b>	<p><b><i>Effective leadership is reflected in various Institutional practices such as decentralization and participative management etc.</i></b></p> <p>Describe a case study on decentralization and participative management and its outcomes in Institutional governance within 500 words</p> <p><b>Provide weblink to:</b></p> <ul style="list-style-type: none"> <li>• Information / documents in support of the case study</li> <li>• Any other relevant information</li> </ul>	<b>5</b>

**Key Indicator - 6.2 Strategy Developments and Deployment (15)**

Metric No.		Weightage
<b>6.2.1</b> <b>QlM</b>	<p><b><i>The Institutional Strategic plan is effectively deployed.</i></b></p> <p>Describe the methodology adopted for developing the strategic plan; the mechanisms for its deployment and the monitoring and assessment of the deliverables within 500 words</p> <p><b>Provide web link to</b></p> <ul style="list-style-type: none"> <li>• Strategic Plan document</li> <li>• Minutes of the Governing Council/ other relevant bodies for deployment / monitoring of the deliverables</li> <li>• Any other relevant information</li> </ul>	<b>5</b>

<b>6.2.2</b> <b>QIM</b>	<p><b><i>Effectiveness and efficiency of functioning of the Institutional bodies as evidenced by policies, administrative setup, appointment and service rules, procedures etc.</i></b></p> <p>Describe how the Institution ensures effective and efficient functioning of its bodies and authorities within 500 words</p> <p><b>Provide web link to</b></p> <ul style="list-style-type: none"> <li>• Organogram of the University</li> <li>• Annual Report of the preceding academic year</li> <li>• Minutes of meetings of various Bodies and Committees</li> <li>• Any other relevant information</li> </ul>	<b>5</b>
<b>6.2.3</b> <b>QnM</b>	<p><b><i>The University has implemented e-governance in the following areas of operation</i></b></p> <p>1. Planning and Development <input type="checkbox"/></p> <p>2. Administration (including Hospital Administration &amp; Medical Records) <input type="checkbox"/></p> <p>3. Finance and Accounts <input type="checkbox"/></p> <p>4. Student Admission and Support <input type="checkbox"/></p> <p>5. Examination <input type="checkbox"/></p> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Institutional budget statements allocated for the heads of E-governance implementation ERP Document</li> <li>• e-Governance related document</li> <li>• Screen shots of user interfaces</li> <li>• Data template</li> <li>• Any other relevant information</li> </ul>	<b>5</b>

### Key Indicator - 6.3 Faculty and Staff Empowerment Strategies (25)

Metric No.		Weightage
<b>6.3.1</b> <b>QIM</b>	<p><b><i>The Institution has effective welfare measures for teaching and non-teaching staff and other beneficiaries.</i></b></p> <p>Describe the existing welfare measures for teaching and non-teaching staff and other beneficiaries, within 500 words</p> <p><b>Provide web link to</b></p> <ul style="list-style-type: none"> <li>• Policy document on welfare measures</li> <li>• List of beneficiaries of welfare measures</li> <li>• Any other relevant information</li> </ul>	<b>5</b>

<p><b>6.3.2</b> <b>QnM</b></p> <p><i>Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years</i></p> <p>Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise during the last five years</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td><b>Year</b></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td><b>Number of teachers</b></td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p>Formula:</p> <p>Percentage per year = <math display="block">\frac{\text{Number of teachers provided with financial support to attend conferences, workshops and towards membership fee of professional bodies in a year}}{\text{Number of fulltime teachers in that year}} \times 100</math></p> <p style="text-align: center;">Average percentage = <math display="block">\frac{\sum \text{Percentage per year}}{5}</math></p> <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template)</li> <li>• List of teachers provided membership fee for professional bodies during the last five years</li> <li>• Policy document on providing financial support to teachers</li> <li>• E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.</li> <li>• Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies.</li> <li>• Any other relevant information</li> </ul>	<b>Year</b>						<b>Number of teachers</b>						<b>5</b>
<b>Year</b>													
<b>Number of teachers</b>													
<p><b>6.3.3</b> <b>QnM</b></p> <p><i>Average number of professional development / administrative training programmes organized by the University for teaching and non-teaching/technical staff during the last five years</i></p> <p>(Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,)</p> <p>Total number of professional development / administrative training programmes organized by the Institution for teaching and non-teaching/technical staff year-wise during the last five years</p>	<b>5</b>												

	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Year</td><td style="width: 15%;"></td><td style="width: 15%;"></td><td style="width: 15%;"></td><td style="width: 15%;"></td><td style="width: 15%;"></td></tr> <tr> <td>Number of programmes</td><td></td><td></td><td></td><td></td><td></td></tr> </table>	Year						Number of programmes						
Year														
Number of programmes														
	<p><b>Formula:</b></p> $\frac{\text{Total Number of professional development and administrative training Programmes organized for teaching and non - teaching staff /technical staff during the last five years}}{5}$													
	<p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• List of professional development / administrative training programmes organized by the University year-wise for the last five years</li> <li>• The lists of participants who attended the above programmes year-wise during the last 5 years (Data template)</li> <li>• Detailed program report for each program should be made available Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).</li> <li>• Reports of Academic Staff College or similar centres Verification of schedules of training programs</li> <li>• Copy of circular/ brochure/report of training program self conducted program may also be considered</li> <li>• Any other relevant information</li> </ul>													
<b>6.3.4</b> <b>QnM</b>	<p><b>Average percentage of teachers undergoing Faculty Development Programmes (FDP) including online programmes (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.) during the last five years</b></p> <p>Total number of teachers undergoing Faculty Development Programmes including online programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course and any other course year-wise during the last five years</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Year</td><td style="width: 15%;"></td><td style="width: 15%;"></td><td style="width: 15%;"></td><td style="width: 15%;"></td><td style="width: 15%;"></td></tr> <tr> <td>Number of teachers</td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p><b>Formula:</b></p> $\text{Percentage per year} = \frac{\text{Total Number of teachers attending such programmes in a year}}{\text{Number of full-time teachers in that year}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Details of teachers attending FDPs during the last five years (as per Data Template)</li> <li>• <b>Annual reports of the AQAR submitted to NAAC</b></li> <li>• <b>E-copy of the certificate of the program attended by teacher</b></li> <li>Any other relevant information</li> </ul>	Year						Number of teachers						7
Year														
Number of teachers														

<b>6.3.5</b> <b>QlM</b>	<p><b><i>Institution has Performance Appraisal System for teaching and non-teaching staff</i></b></p> <p>Describe the Performance Appraisal System adopted for teaching and non-teaching staff, within 500 words</p> <p><b>Provide web link to</b></p> <ul style="list-style-type: none"> <li>• Performance Appraisal policy of the Institution.</li> <li>• Any other relevant information</li> </ul>	<b>3</b>
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### Key Indicator – 6.4 Financial Management and Resource Mobilization (20)

<b>Metric No.</b>		<b>Weightage</b>																		
<b>6.4.1</b> <b>QlM</b>	<p><b><i>Institutional strategies for mobilisation of funds and the optimal utilisation of resources</i></b></p> <p>Describe the resource mobilisation policy and procedures for optimal utilization of resources within 500 words</p> <p><b>Provide web link to</b></p> <ul style="list-style-type: none"> <li>• Resource mobilization policy document duly approved by BoM / Syndicate / Governing Council</li> <li>• Procedures for optimal resource utilization</li> <li>• Any other relevant information</li> </ul>	<b>8</b>																		
<b>6.4.2</b> <b>QnM</b>	<p><b><i>Funds / Grants received from government / non-government bodies / philanthropists during the last five years (excluding scholarships and research grants covered under Criterion III)</i></b></p> <p>Total funds / Grants received from government /non- government bodies year-wise during the last five years</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;"><b>Year</b></td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;"><b>Funds/grants received from Government bodies (INR in Lakhs)</b></td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;"><b>Funds/grants received from Non-Government bodies (INR in Lakhs)</b></td> <td style="padding: 2px;"></td> </tr> </table> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Audited statements of accounts for five years (<b>Refer annexure number -01 as per SOP</b>).</li> <li>• Copy of letter indicating the grants/funds received by respective agency as stated in metric</li> <li>• Provide the budget extract of audited statement towards Grants received from non-</li> </ul>	<b>Year</b>						<b>Funds/grants received from Government bodies (INR in Lakhs)</b>						<b>Funds/grants received from Non-Government bodies (INR in Lakhs)</b>						<b>7</b>
<b>Year</b>																				
<b>Funds/grants received from Government bodies (INR in Lakhs)</b>																				
<b>Funds/grants received from Non-Government bodies (INR in Lakhs)</b>																				

	<p>government bodies, individuals, philanthropist duly certified by chartered accountant and/or Finance Officer</p> <ul style="list-style-type: none"> <li>• Information as per Data template</li> <li>• Any other relevant information</li> </ul>	
<b>6.4.3</b> <b>QIM</b>	<p><b><i>Institution conducts internal and external financial audits regularly</i></b></p> <p>Describe the mechanism for internal and external financial audits conducted by the Institution during the last five years (within 500 words)</p> <p><b>Provide web link to</b></p> <ul style="list-style-type: none"> <li>• Policy on internal and external audit mechanisms</li> <li>• Financial Audit reports for the last five years (<b><u>Refer annexure number -01 as per SOP</u></b>).</li> <li>• Any other relevant information</li> </ul>	<b>5</b>

**Key Indicator - 6.5 Internal Quality Assurance System (30)**

Metric No.		Weightage
<b>6.5.1</b> <b>QIM</b>	<p><b><i>Institution has a streamlined Internal Quality Assurance Mechanism</i></b></p> <p>Describe the Internal Quality Assurance Mechanism in the Institution and the activities of IQAC within 1000 words</p> <p><b>Provide web link to</b></p> <ul style="list-style-type: none"> <li>• The structure and mechanism for Internal Quality Assurance</li> <li>• Report on the initiatives for the appointment of a fulltime Director/Officer for the IQAC</li> <li>• Minutes of the IQAC meetings.</li> <li>• Any other relevant information</li> </ul>	<b>10</b>
<b>6.5.2</b> <b>QnM</b>	<p><b><i>Quality assurance initiatives of the Institution include:</i></b></p> <ol style="list-style-type: none"> <li>1. Academic and Administrative Audit (AAA) and initiation of follow-up action</li> <li>2. Conferences, Seminars, Workshops on quality</li> <li>3. Collaborative quality initiatives with other Institution(s)</li> <li>4. Orientation programmes on quality issues for teachers and students</li> <li>5. Participation in NIRF process</li> <li>6. Any other quality audit by recognized State, National or International agencies ( ISO, NABH, NABL Certification, NBA, any other)</li> </ol>	<b>10</b>

	<p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Report /certificate of the Quality Assurance Initiatives as claimed by the Institutions eg: NBA, ISO, NABH, NABL, AAA etc.,,</li> <li>• Data template including documents/certificates relating to options 1 to 6 above.</li> <li>• Any other relevant information.</li> </ul>	
<b>6.5.3 QIM</b>	<p><b><i>Impact analysis of the various initiatives carried out and used for quality improvement</i></b></p> <p>Describe the process and outcome of the impact analysis, carried out with reference to student performance, teaching learning, assessment process and learning outcomes, research, students and other stakeholder feedback, administrative reforms, financial management etc. within 500 words</p> <p><b>Provide web link to:</b></p> <ul style="list-style-type: none"> <li>• Relevant documents/information on the process and results of impact analysis on the above aspects</li> <li>• Any other relevant information</li> </ul>	<b>10</b>

### Criterion VII – Institutional Values and Best Practices (100)

#### Key Indicator - 7.1 Institutional Values and Social Responsibilities (50)

Metric No.		Weightage
	<b>Gender Equity</b>	
<b>7.1.1 QIM</b>	<p><b><i>Measures initiated by the Institution for the promotion of gender equity during the last five years.</i></b></p> <p>Describe gender equity &amp; sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</p> <p><b>Provide Web link to:</b></p> <ul style="list-style-type: none"> <li>• Annual gender sensitization action plan</li> <li>• Specific facilities provided for women in terms of: <ul style="list-style-type: none"> <li>a. Safety and security</li> <li>b. Counselling</li> <li>c. Common Rooms</li> <li>d. Day care center for young children</li> <li>e. Any other relevant information</li> </ul> </li> </ul>	<b>5</b>

	<b>Environmental Consciousness and Sustainability</b>	
<b>7.1.2 QnM</b>	<p><b><i>The Institution has facilities for alternate sources of energy and energy conservation measures</i></b></p> <p>1. Solar energy <input type="checkbox"/>      2. Biogas plant <input type="checkbox"/>      3. Wheeling to the Grid <input type="checkbox"/>      4. Sensor-based energy conservation <input type="checkbox"/>      5. Use of LED bulbs/ power efficient equipment <input type="checkbox"/></p> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• <i>Geotagged Photographs</i></li> <li>• <i>Any other relevant information</i></li> </ul>	<b>5</b>
<b>7.1.3 QlM</b>	<p><b><i>Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)</i></b></p> <ul style="list-style-type: none"> <li>• Solid waste management</li> <li>• Liquid waste management</li> <li>• Biomedical waste management</li> <li>• E-waste management</li> <li>• Waste recycling system</li> <li>• Hazardous chemicals and radioactive waste management</li> </ul> <p><b>Provide web link to</b></p> <ul style="list-style-type: none"> <li>• Relevant documents like agreements/MoUs with Government and other approved agencies</li> <li>• Geotagged photographs of the facilities</li> <li>• Any other relevant information</li> </ul>	<b>4</b>
<b>7.1.4 QnM</b>	<p><b><i>Water conservation facilities available in the Institution:</i></b></p> <p>1. Rain water harvesting <input type="checkbox"/>      2. Borewell /Open well recharge <input type="checkbox"/>      3. Construction of tanks and bunds <input type="checkbox"/>      4. Waste water recycling <input type="checkbox"/>      5. Maintenance of water bodies and distribution system in the campus <input type="checkbox"/></p> <p><b>Upload :</b></p> <ul style="list-style-type: none"> <li>• Geotagged photographs / videos of the facilities</li> <li>• Any other relevant information</li> </ul>	<b>4</b>
<b>7.1.5 QnM</b>	<p><b><i>Green campus initiatives include:</i></b></p> <p>1. Restricted entry of automobiles <input type="checkbox"/>      2. Battery-powered vehicles <input type="checkbox"/>      3. Pedestrian-friendly pathways <input type="checkbox"/>      4. Ban on the use of Plastics <input type="checkbox"/>      5. Landscaping with trees and plants <input type="checkbox"/></p>	<b>4</b>

	<p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• Geotagged photos / videos of the facilities</li> <li>• Relevant documents / reports</li> <li>• Any other relevant documents</li> </ul>	
<b>7.1.6</b> <b>QnM</b>	<p><b><i>Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:</i></b></p> <ul style="list-style-type: none"> <li>• Green audit <input type="checkbox"/></li> <li>• Energy audit <input type="checkbox"/></li> <li>• Environment audit <input type="checkbox"/></li> <li>• Clean and green campus recognitions / awards <input type="checkbox"/></li> <li>• Beyond the campus environmental promotion activities <input type="checkbox"/></li> </ul> <p>Upload:</p> <ul style="list-style-type: none"> <li>• Audit reports of the institution related to the metric</li> <li>• <b><i>Data template</i></b></li> <li>• Any other relevant information</li> </ul>	<b>5</b>
<b>7.1.7</b> <b>QnM</b>	<p><b><i>The Institution has disabled-friendly, barrier free environment</i></b></p> <ul style="list-style-type: none"> <li>• Built environment with ramps/lifts for easy access to classrooms. <input type="checkbox"/></li> <li>• Disabled-friendly washrooms <input type="checkbox"/></li> <li>• Signage including tactile path, lights, display boards and signposts <input type="checkbox"/></li> <li>• Assistive technology and facilities for persons with disabilities (<i>Divyangjan</i>) accessible website, screen-reading software, mechanized equipment <input type="checkbox"/></li> <li>• Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading <input type="checkbox"/></li> </ul> <p>Upload:</p> <ul style="list-style-type: none"> <li>• Geotagged photographs / videos of the facilities</li> <li>• Relevant documents / reports</li> <li>• Any other relevant information</li> <li>• Data Template</li> </ul>	<b>4</b>
<b><i>Inclusion and Situatedness</i></b>		
<b>7.1.8</b> <b>QnM</b>	<p><b><i>Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).</i></b></p> <p><b><i>Provide Web link to:</i></b></p> <ul style="list-style-type: none"> <li>• Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)</li> <li>• Any other relevant information.</li> </ul>	<b>5</b>

	<b><i>Human Values and Professional Ethics</i></b>	
<b>7.1.9 QlM</b>	<p><b><i>Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens</i></b></p> <p>Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.</p> <p><b>Provide weblink to :</b></p> <ul style="list-style-type: none"> <li>• Details of activities that inculcate values; necessary to render students into responsible citizens</li> <li>• Any other relevant information</li> </ul>	<b>4</b>
<b>7.1.10 QnM</b>	<p><b><i>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</i></b></p> <p class="list-item-l1">1. The Code of Conduct is displayed on the website <input type="checkbox"/></p> <p class="list-item-l1">2. There is a committee to monitor adherence to the Code of Conduct <input type="checkbox"/></p> <p class="list-item-l1">3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff <input type="checkbox"/></p> <p class="list-item-l1">4. Annual awareness programmes on Code of Conduct are organized <input type="checkbox"/></p> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Weblink of the code of conduct</li> <li>• Details of the monitoring committee of the code of conduct</li> <li>• Details of Programs on professional ethics and awareness programs</li> <li>• Any other relevant information</li> </ul>	<b>5</b>
<b>7.1.11 QlM</b>	<p><b><i>Institution celebrates / organizes national and international commemorative days, events and festivals</i></b></p> <p>Describe the efforts of the Institution in celebrating /organizing national and international commemorative days, events and festivals during the last five years within 500 words</p> <p><b>Provide weblink to :</b></p> <ul style="list-style-type: none"> <li>• Annual report of the celebrations and commemorative events for the last five years</li> <li>• Geotagged photographs of some of the events</li> <li>• Any other relevant information</li> </ul>	<b>5</b>

**Key Indicator - 7.2 Best Practices (30)**

Metric No.		Weightage
7.2.1 QlM	<p><b>Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.</b></p> <p><b>Provide web link to:</b></p> <ul style="list-style-type: none"> <li>• Best practices in the Institutional web site</li> <li>• Any other relevant information</li> </ul>	30

**Note:**

**Format for Presentation of Best Practices**

**1. Title of the Practice**

This title should capture the keywords that describe the practice.

**2. Objectives of the Practice**

What are the objectives / intended outcomes of this “best practice” and what are the underlying principles or concepts of this practice (in about 100 words)?

**3. The Context**

What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice (in about 150 words)?

**4. The Practice**

Describe the practice and its uniqueness in the context of India higher education.

What were the constraints / limitations, if any, faced (in about 400 words)?

**5. Evidence of Success**

Provide evidence of success such as performance against targets and benchmarks, review/results. What do these results indicate? Describe in about 200 words.

**6. Problems Encountered and Resources Required**

Please identify the problems encountered and resources required to implement the practice (in about 150 words).

**7. Notes (Optional)**

Please add any other information that may be relevant for adopting/ implementing the Best Practice in other Institutions (in about 150 words).

Any other information regarding Institutional Values and Best Practices which the university would like to include.

**Key Indicator - 7.3 Institutional Distinctiveness (20)**

Metric No.		Weightage
7.3.1 QlM	<p><i>Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words</i></p> <p><b>Provide web link to:</b></p> <ul style="list-style-type: none"><li>• Appropriate web in the Institutional website</li><li>• Any other relevant information</li></ul>	20

## 5. Evaluative Report of the Department (of the Health Sciences University)

1. Name of the University.....

Dist..... State.....

2. Name of the Department /Faculty / School .....

Sl. No.	Name of the Department	For Ex: Medical	Dental	Pharmacy
1.	Year of Establishment			
2.	Is the Department part of a School/Faculty of the University			
3.	Names of programmes offered			
4.	Number of teaching posts sanctioned/filled			
5.	Number of Research Projects: Total grants received			
6.	Inter –Institutional collaborative projects and Associated grants received National collaboration International collaboration			
7.	Departmental projects funded by DST-FIST, UGC-SAP/CAS,DPE, DBT, ICSSR, AICTE, DBT, MCI, PCI, WHO, NIH etc., Total grants received :			
8.	Special research laboratories sponsored by / created by industry or corporate bodies			
9.	Publications: <i>Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science/PubMed/ Scopus/ Web of Science – h-index of the Institution</i> Number of Papers published Number of Books with ISBN Number of Citation Index – range / average Number of Impact Factor – range / average Number of h-index			
10.	Details of patents and income generated <i>Number of Patents/ Copyrights published/awarded/technology-transferred during the last five years</i>			
11.	Areas of consultancy and income generated			
12.	Awards/Recognitions received at the National and International level by : <i>Number of awards / recognitions received for innovation / discoveries by the Institution/teachers/research scholars/students during the last five years</i> Faculty Doctoral/Post doctoral fellows Students			
13.	Workshops/seminars conducted by the department on Intellectual Property Rights (IPR) Research methodology, Good clinical, Laboratory, Pharmacy and Collection practices, Research Grant writing and Industry-Academia			

	Collaborations during the last five years			
14.	Average percentage of students have cleared Civil Services and Defense Services examinations, and other competitive examinations (eg: NET/SLET/GATE/GMAT/CAT/GRE/TOEFL/PLAB/USMLE/ Civil Services/Defense /UPSC/State government examinations/ AIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc., )			
15.	List of doctoral, post-doctoral students and research associates			
	From the host Institution/University:			
	From other Institutions/Universities:			
16.	Number of Research Scholars/ Post Graduate students getting financial assistance from the University/State/ Central			

Note: *Compile data for the last five years*

## **6. Data Templates / Documents**

### **(Quantitative Metrics)**

The online formats (Templates) for submitting data with respect to Quantitative Metrics (Q<sub>n</sub>M) are given in consecutive pages.

#### **Kindly Note:**

For each Quantitative Metric; the kinds of data to be uploaded are indicated in tabular form and/ or documents required are listed.

- Documents such as minutes of meeting, decisions, statements of accounts, award letters, letters of appointments, etc., need to be uploaded as required; wherever these are in bulk, hyperlinks to the appropriate website be given.
- There could be some variation in the metrics from the QIF; this is due to rendering it to the IT format for online submission.
- The list of documents to be uploaded is only suggestive. If the Institution has any other relevant documents to substantiate its claims, the same may also be uploaded.

## Data Templates / Documents - Health Sciences Universities

### Quantitative Metrics (Q<sub>n</sub>M)

Fine-tuned by experts on 24<sup>th</sup> January 2019

Sl. No.	<b>Criterion I – Curricular Aspects (150)</b>						
<b>Key Indicator - 1.1 Curriculum Design and Development (50)</b>							
1	1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years (15)						
	Programme Code	Programme name	Name of the Department	Year of Introduction	If revision has been carried out in the syllabus during last 5 years	Year of revision	Link to the relevant document
	<b>Documents:</b> <ul style="list-style-type: none"> <li>• Minutes of relevant Academic Council/BoS meetings</li> <li>• Details of the revised Curricula/Syllabi of the programmes during the last five years</li> <li>• Institutional data in prescribed format (Data Template)</li> <li>• Syllabus prior and post revision of the courses.</li> <li>• Any other relevant information</li> </ul>						
	<b>Guidelines to fill-up:</b> <ol style="list-style-type: none"> <li>A. Syllabus revision in a course to be counted as syllabus revision in a programme</li> <li>B. If syllabus revision was done more than once in the same programme during the last 5 years it should be counted as one.</li> <li>C. PG Diplomas approved by Statutory /Regulatory Bodies or as per the norms of UGC to be counted as programmes.</li> </ol>						

2	<b>Key Indicator – 1.2 Academic Flexibility (40)</b>					
	1.2.1 <i>Percentage of Programmes in which Choice-Based Credit System (CBCS)/Elective course system has been implemented, wherever provision was made by the Regulatory Bodies (Data for the preceding academic year).</i> (10)					
	Name of all programmes adopting CBCS course system	Programme code	Names of all programmes adopting elective course system	Programme code	Year of implementation of CBCS/elective course system	Link to the relevant document

**Upload:**

- Minutes of relevant Academic Council/BoS meetings
- Institutional data in prescribed format (Data Template)
- University letter stating implementation of CBCS by the institution
- Structure of the program clearly indicating courses, credits/Electives as approved by the competent board.
- Any other relevant information

3	<p><b>1.2.2 Percentage of new Degree Programmes, Fellowships and Diplomas introduced by the University across all Faculties during the last five years (certificate programmes are not to be included) (15)</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;">Name of the new programmes introduced in the last 5 years</th><th style="text-align: left; padding: 5px;">Name of the Faculty</th><th style="text-align: left; padding: 5px;">Programme code</th><th style="text-align: left; padding: 5px;">Year of introduction</th><th style="text-align: left; padding: 5px;">Link to the relevant document</th></tr> </thead> <tbody> <tr> <td style="height: 40px;"></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• List of the new Programmes introduced during the last five years</li> <li>• Minutes of relevant Academic Council/ BoS meeting</li> <li>• Institutional data in prescribed format (Data Template)</li> <li>• Any other relevant information</li> </ul>					Name of the new programmes introduced in the last 5 years	Name of the Faculty	Programme code	Year of introduction	Link to the relevant document					
Name of the new programmes introduced in the last 5 years	Name of the Faculty	Programme code	Year of introduction	Link to the relevant document											

4	<p><b>1.2.3 Percentage of interdisciplinary courses under the Programmes offered by the University during the last five years (15)</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;">Year</th><th style="text-align: left; padding: 5px;">Total number of programmes offered by the Institution</th><th style="text-align: left; padding: 5px;">Total number of courses across all the programmes</th><th style="text-align: left; padding: 5px;">Number of interdisciplinary courses introduced across all the Programmes</th><th style="text-align: left; padding: 5px;">Upload relevant documents</th></tr> </thead> <tbody> <tr> <td style="height: 40px;"></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• List of Interdisciplinary courses under the programmes offered by the University during the last 5 years</li> <li>• Minutes of relevant Academic Council/BoS meetings</li> <li>• Institutional data in prescribed format (Data Template)</li> </ul>					Year	Total number of programmes offered by the Institution	Total number of courses across all the programmes	Number of interdisciplinary courses introduced across all the Programmes	Upload relevant documents					
Year	Total number of programmes offered by the Institution	Total number of courses across all the programmes	Number of interdisciplinary courses introduced across all the Programmes	Upload relevant documents											

- Any other relevant information

	<b>Key Indicator - 1.3 Curriculum Enrichment (40)</b>														
<b>5</b>	<p>1.3.2 <i>Number of value-added courses offered during the last five years that impart transferable and life skills</i> (13)</p> <p>1.3.3 <i>Percentage of students who successfully completed the value-added courses during the last five years</i> (12)</p>														
(Note: Data Template for 1.3.2 and 1.3.3 is common as given below)															
<table border="1"> <thead> <tr> <th>Name of the value-added course/s (with 15 or more contact hours) offered during the last five years</th> <th>Course Code</th> <th>Year of offering</th> <th>Number of students successfully completing the course in that year</th> <th>Upload relevant documents</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>						Name of the value-added course/s (with 15 or more contact hours) offered during the last five years	Course Code	Year of offering	Number of students successfully completing the course in that year	Upload relevant documents					
Name of the value-added course/s (with 15 or more contact hours) offered during the last five years	Course Code	Year of offering	Number of students successfully completing the course in that year	Upload relevant documents											
<b>Upload:</b> <ul style="list-style-type: none"> <li>• Brochure or any other document related to the value-added course/s</li> <li>• List of value-added courses (Data Template -5)</li> <li>• List of students enrolled in value-added courses (Data Template 5)</li> <li>• Any other relevant information</li> </ul>															

<b>Key Indicator - 1.4 Feedback System (20)</b>										
<b>6</b>	1.4.1 Mechanism is in place for obtaining structured feedback on curricula/syllabi from various stakeholders (10)									
	<b>Feedback collected from students</b>		<b>Feedback collected from teachers</b>		<b>Feedback collected from employers</b>		<b>Feedback collected from alumni</b>		<b>Feedback collected from other professionals</b>	
	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	
	Upload: <ul style="list-style-type: none"><li>• Stakeholder feedback report as stated in the minutes of the Governing Council/Syndicate/ Board of Management</li><li>• URL for feedback report</li><li>• Sample filled in Structured Feedback forms by the institution for each category claimed in SSR</li><li>• Institutional data in prescribed format (Data Template)</li><li>• Any other relevant information</li></ul>									
<b>7</b>	1.4.2 <i>Feedback process of the Institution may be classified as:</i> (10)									
	<b>Feedback collected, analysed and action taken report made available in website</b>			<b>Feedback collected, analysed and action taken</b>			<b>Feedback collected and analysed</b>		<b>Feedback collected</b>	
	<input type="checkbox"/>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/>
	Upload: <ul style="list-style-type: none"><li>• URL for stakeholder feedback report</li><li>• Action taken report of the University on feedback report as stated in the minutes of the Governing Council/ Syndicate/ Board of Management</li><li>• Any other relevant information.</li></ul>									

	<b>Criterion II -Teaching-Learning and Evaluation (200)</b>																																		
	<b>Key Indicator - 2.1 Student Enrolment and Profile (10)</b>																																		
8	<p><i>2.1.1 Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process</i></p> <p><i>Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years (3)</i></p>																																		
	<table border="1"> <thead> <tr> <th>Year</th><th colspan="4">Number of seats earmarked for reserved category as per GOI or State Government rule</th><th colspan="4">Number of students admitted from the reserved category</th></tr> <tr> <th></th><th>SC</th><th>ST</th><th>OBC</th><th>Others (Specify)</th><th>SC</th><th>ST</th><th>OBC</th><th>Others (Specify)</th></tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>								Year	Number of seats earmarked for reserved category as per GOI or State Government rule				Number of students admitted from the reserved category					SC	ST	OBC	Others (Specify)	SC	ST	OBC	Others (Specify)									
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	SC	ST	OBC	Others (Specify)	SC	ST	OBC	Others (Specify)																											
	<p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Average percentage of seats filled against seats reserved (As per Data Template)</li> <li>• Copy of letter issued by state govt. or and Central Government Indicating the reserved categories to be considered as per the state rule (in English)</li> <li>• Final admission list published by the HEI</li> <li>• Admission extract submitted to the state OBC, SC and ST cell every year.</li> <li>• Initial reservation of seats for admission.</li> <li>• Any other relevant information</li> </ul> <p>*Random check for at least 5% of the students.</p>																																		

9	<p><b>2.1.2 Student Demand Ratio, applicable to programmes where State / Central Common Entrance Tests are not conducted</b></p> <p>Number of seats available year-wise/eligible applications received during the last five years where <b>State / Central Common Entrance Tests are not conducted</b> (4)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;"><b>Programme name</b></th><th style="text-align: left; padding: 5px;"><b>Programme Code (where applicable)</b></th><th style="text-align: left; padding: 5px;"><b>Number of seats available / sanctioned</b></th><th style="text-align: left; padding: 5px;"><b>Number of eligible applications received</b></th><th style="text-align: left; padding: 5px;"><b>Number of students admitted</b></th></tr> </thead> <tbody> <tr> <td style="height: 40px;"></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p><b>Upload :</b></p> <ul style="list-style-type: none"> <li>• Institutional data in prescribed format.</li> <li>• Document relating to Sanction of intake</li> <li>• Extract of No. of application received in each program</li> <li>• The details certified by the Controller of Examination or Registrar evaluation clearly mentioning the programs that are not covered under CET and the number of applications received for the same</li> </ul>	<b>Programme name</b>	<b>Programme Code (where applicable)</b>	<b>Number of seats available / sanctioned</b>	<b>Number of eligible applications received</b>	<b>Number of students admitted</b>					
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10	<p><b>2.1.3 Student enrollment pattern and student profile to demonstrate - national/international spread of enrolled students from other states and countries</b> (3)</p> <p>2.1.3.1 Average percentage of students from other states and countries year-wise during the last five years</p> <p>2.1.3.2 Total number of students enrolled in that year</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;"><b>Year of enrolment</b></th><th style="text-align: left; padding: 5px;"><b>Number of students enrolled from other states</b></th><th style="text-align: left; padding: 5px;"><b>Number of students enrolled from other countries</b></th><th style="text-align: left; padding: 5px;"><b>Link to the relevant document</b></th></tr> </thead> <tbody> <tr> <td style="height: 40px;"></td><td></td><td></td><td></td></tr> </tbody> </table> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• List of students from other states and countries</li> <li>• Copy of the domicile certificate/passport from respective states / countries</li> <li>• Previous degree/ Matriculation / HSC certificate from other state or country</li> <li>• E-copies of admission letters to the students enrolled from other States / Countries.</li> <li>• Institutional data in prescribed format (Data Template)</li> <li>• Any other relevant information</li> </ul> <p>*Random check for at least 5% of the students</p>	<b>Year of enrolment</b>	<b>Number of students enrolled from other states</b>	<b>Number of students enrolled from other countries</b>	<b>Link to the relevant document</b>						
<b>Year of enrolment</b>	<b>Number of students enrolled from other states</b>	<b>Number of students enrolled from other countries</b>	<b>Link to the relevant document</b>								

	<b>Key Indicator - 2.2 Catering to Student Diversity (15)</b>													
<b>11.</b>	2.2.1 The Institution assesses learning levels of students after admission and organizes special programmes for Slow performers and advanced learners (7)													
	Measurable criteria followed to recognize Slow performers			Measurable criteria followed to identify advanced learners			Special programmes created for Slow performers / advanced learners as per identified criteria				Protocols to measure achievements			
	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	<input type="checkbox"/>	Yes	<input type="checkbox"/>
	<b>Upload</b> <ul style="list-style-type: none"> <li>• Methodology and Criteria for the assessment of Learning levels Details of special programmes</li> <li>• Details of outcome measures / records</li> <li>• Proforma created to identify slow performers/advanced learners</li> <li>• <b>Consolidated report to Dean academics /Dean student's welfare on special programs for advanced learners and slow learners</b></li> <li>• Any other relevant information</li> </ul>													
<b>12</b>	2.2.2 Student - full-time teacher ratio (data for the preceding academic year) (8)													
	Year	Number of students enrolled in the Institution			No. of full-time teachers teaching in the institution				Weblink to relevant information					
	<b>Upload :</b> <ul style="list-style-type: none"> <li>• List of students enrolled in the preceding academic year</li> <li>• List of full time teachers in the preceding academic year in the University (with Designation and Highest Qualification)</li> <li>• Institutional data in prescribed format (data Templates)</li> <li>• Any other relevant information</li> </ul>													

	<b>Key Indicator 2.3 Teaching Learning Process (25)</b>																						
<b>13</b>	<b>2.3.2 Has provision for the use of Clinical Skills Laboratory and Simulation Based Learning (5)</b>																						
	Basic clinical skill training models	Advanced patient simulators for simulation based training			Structured programmes conducted for training and assessment of students				Training Programmes conducted for faculty on the use of clinical skills labs and simulation based learning														
		Yes	No		Yes	No		Yes	No		Yes	No											
	<p><b>Upload :</b></p> <ul style="list-style-type: none"> <li>• Geotagged photographs of clinical skills lab facilities, clinical skills models, patients simulators</li> <li>• List of training programmes conducted in the facilities during the last 5 years</li> <li>• Proof of Establishment of Clinical Skill Laboratories</li> <li>• Proof of patient simulators for simulation-based training</li> <li>• Report on training programmes in Clinical skill lab/simulator Centre</li> <li>• List of clinical skills training models</li> <li>• Any other relevant information</li> </ul>																						
<b>14</b>	<b>2.3.4 Ratio of students to mentors (data for the preceding academic year) (6)</b>																						
	Number of full-time teachers / other recognized mentors	Number of students enrolled				Number of students assigned to each mentors																	
	<p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• Details of fulltime teachers/other recognized mentors and students</li> <li>• Records of mentors and mentees meetings</li> <li>• Allotment order of mentor to mentee and records of mentors and mentees meetings</li> <li>• Copy of circular pertaining the details of mentor and their allotted mentees</li> <li>• Approved Mentor list as announced by the HEI</li> <li>• Log Book of mentor</li> <li>• Institutional data in prescribed format (Data Template)</li> <li>• Any other relevant information</li> </ul>																						
	*Random check of Institution records on meetings between Mentor and Mentee																						

	<b>Key Indicator - 2.4 Teacher Profile and Quality (55)</b>				
<b>15</b>	2.4.1 Average percentage of full-time teachers against sanctioned posts during the last five years (15)				
	<b>Name of the Full-time teacher</b>	<b>Designation</b>	<b>Nature of sanctioned post</b>	<b>Year of appointment</b>	<b>Name of the Department</b>
<b>Upload :</b> <ul style="list-style-type: none"> <li>• Year-wise list of fulltime teachers and sanctioned posts for the last 5 years (Certified by the Head of the Institution)</li> <li>• Position sanction letters by competent authority.</li> <li>• Appointment letters of faculty during last five years</li> <li>• Institutional data in prescribed format (Data Template)</li> <li>• Any other relevant information</li> </ul>					
*Random check with service records of the teachers					

<b>16</b>	2.4.2 Average percentage of full-time teachers with <b>Ph.D./D.Sc./D.Lit./DM/M Ch/DNB in super specialities /other PG degrees in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils / Universities during the last five years.</b> (12)				
	Name of full-time teachers with Ph.D./D.Sc./D.Lit./DM/M Ch/DNB in super specialities /other PG degrees in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils / <b>Universities</b>	Year of obtaining Ph.D./D.Sc./D.Lit./DM/M Ch/DNB in super specialities /other PG degrees in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils / <b>Universities</b>	Whether recognised as research guide for Ph.D as per the eligibility criteria stipulated by the Regulatory Councils / <b>Universities</b>	Total number of teachers	
<b>Year</b>			<b>Yes</b> <b>No</b>		

**Upload:**

- List of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DB in super specialities / other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils and the number of fulltime teachers for 5 years
- Recognition letter as guides for Ph.D/DM/M.Ch duly attested by the competent Authorities.
- Copies of Guide-ship letters or authorization of research guide provide by the competent authority
- Institutional data in prescribed format (Data Template)
- Any other relevant information

17

**2.4.3 Average Teaching experience of fulltime teachers in number of years (preceding academic year) (10)***Number of Years in the Institution and outside the Institutions may be considered in the last column.*

Name of the Full-time teacher	Designation	Year of appointment	Name of the Department	Number of years of teaching experience

**Upload:**

- List of fulltime teachers including details of their designation, department, total number of years of their teaching experience
- Experience certificate of full time teacher
- Institutional data in prescribed format (Data Template)
- Any other relevant information

18

**2.4.4 Average percentage of teachers trained for development and delivery of e-contents/e-courses / video lectures / demonstrations during the last five years (8)**

Year	Total number of teachers	Number of teachers trained for development & delivery of e-contents/e-courses	Provide link to a few courses

**Upload:**

- List of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years

- Reports of the e-training programmes
- Certificate of completion of training for development of *and delivery of e-contents / e-courses / video lectures / demonstrations*
- Web-link to the contents delivered by the faculty hosted in the HEI's website
- List of e-contents / e courses / video lectures / demonstrations developed
- Any other relevant information

<b>19</b>	<b>2.4.5</b> Average Percentage of fulltime teachers who received awards and recognitions for excellence in teaching, student mentoring, scholarships, professional achievements and academic leadership at State/ National/ International levels from Government / Government-recognized agencies / registered professional associations / <i>academies</i> during the last five years (10)						
	<b>Year</b>	<b>Name (s) of teachers who received the awards /Recognitions</b>	<b>Title of the Award (s) /Recognitions</b>	<b>State level awards /Recognitions</b>	<b>National level awards /Recognitions</b>	<b>International level awards /Recognitions</b>	<b>Name of the agency /agencies that awarded /Recognitions</b>
Upload :							
<ul style="list-style-type: none"> <li>• Certified e-copies of award letters</li> <li>• Any other relevant information</li> </ul>							

<b>20</b>	<b>Key Indicator - 2.5 Evaluation Process and Reforms (40)</b>					
	<b>Programme Name</b>	<b>Programme Code</b>	<b>Semester/ year</b>	<b>Last date of the last semester-end / year-end examination</b>	<b>Date of declaration of results of semester-end / year-end examination</b>	
Upload :						
<ul style="list-style-type: none"> <li>• List of programmes and dates of last semester-end/year-end examinations and the dates of declaration of results</li> <li>• Reports from Controller of Exam (COE) office/ Annual reports mentioning the relevant details.</li> </ul>						

- Institutional data in prescribed format.

\*Check 5% sample from the Office of the Controller of Examinations (COE)

<b>21</b>	<i>2.5.2 Average percentage of student complaints/grievances about evaluation against the total number of students appeared in the examinations during the last five years (5)</i>		
	Year	Number of complaints/grievances about evaluation	Total number of students who appeared in the examinations

**Upload:**

- Certificate from Registrar / Controller of examination / Data on student grievances from the office of the Registrar (Evaluation)
- Minutes of the grievance cell / relevant body
- List of complaints / grievances year-wise during the last 5 years
- List of students who appeared in the exams year-wise during the last 5 years (Data template)
- Any other relevant information

<b>22</b>	<i>2.5.3 Evaluation-related Grievance Redressal mechanism followed by the Institution: (5)</i>				
Year	Total number of students who appeared for the final examinations	Number of cases of Single valuation and appeal process for revaluation	Number of cases seeking Double Valuation/Multiple valuation with appeal process for retotalling only	Number of cases seeking Double Valuation/Multiple valuation with appeal process for revaluation only	Number of cases seeking Double valuation/Multiple valuation with appeal process for retotalling/revaluation and access to answer script

**Upload:**

- Provide links to the examination procedure and re-evaluation procedure developed by the institution and duly hosted in the institution's website
- Report of the Controller of Examination/ registrar evaluation regarding the *Grievance Redressal mechanism followed by the Institution*
- ***Any other relevant information***

23	2.5.5 Status of automation of Examination division using Examination Management System (EMS) along with approved online Examination Manual: (10)								
	100% automation of entire division & implementation of Examination Management System (EMS)		Only student registration, Hall ticket issue & Result Processing are automated		Only student registration and result processing are automated		Only result processing is automated		Only manual methodology
	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes

Upload:

- Snap shot of EMS used by the institution
- Copies of the purchase order of the software/AMC of the software
- The present status of automation., Invoice of the software, & screenshots of software
- Annual report of examination including present status of automation as approved by BOM / Syndicate / Governing Council
- Institutional data in prescribed format (Data Template)
- Any other relevant information

24	<b>Key Indicator - 2.6 Student Performance and Learning Outcomes (25)</b>				
	<i>2.6.2 Incremental performance in Pass percentage of final year students in the last five years (15)</i>				
Year	Programme code	Programme name	Number of students appeared in the final year examination (UG + PG)		Number of students who passed in final year examination (UG + PG)

Upload:

- List of Programmes and the number of students appeared and the number of students passed in the final year examination each year for the last five years.
- Institutional data in prescribed format (Data Template)
- Trend analysis in graphical format (refer annexure 02 of SOP)
- Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the last five years.
- Any other relevant information

	<b>Key Indicator - 2.7 Student Satisfaction Survey (30)</b>									
25	2.7.1 Online student satisfaction survey regarding teaching learning process (all currently enrolled students). (30) (Online survey to be conducted and details of the students in the format mentioned below should be uploaded)									
	Name of the student	Gender	Category	State of Domicile	Nationality (if other than Indian)	Email ID	Programme name	Student Unique Enrolment ID	Mobile Number	Year of joining
	<b>Upload</b> <ul style="list-style-type: none"> <li>Database of all currently enrolled students</li> </ul>									

	<b>Criterion III – Research, Innovations and Extension (250)</b>				
	<b>Key Indicator - 3.1 Promotion of Research and Facilities (30)</b>				
26	3.1.2 <i>The Institution provides seed money to its teachers for research (5)</i> The average amount of seed money provided by the Institution to its faculty year-wise during the last five years (INR in lakhs)				
	Name of the project	Duration of the project	Name(s) of the teacher(s) working in the project receiving seed money	The amount of seed money provided (INR in lakhs)	Year of receiving the seed money
Upload : <ul style="list-style-type: none"> <li>Sanction letter of seed money to the faculty is mandatory</li> <li>Minutes of meetings of the relevant bodies of the University.</li> <li>Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized (<u>Refer annexure number - 01 as per SOP</u>)..</li> <li>List of teachers receiving seed money and details of seed money received</li> <li>Institutional data in prescribed format.</li> </ul>					

27	3.1.3 Average percentage of teachers awarded national/international fellowship/financial support for advanced studies/ collaborative research /Conference participation in Indian and overseas Institutions during the last five years (3)			
	<b>Name of the teacher awarded national/international fellowship /Conference</b>	<b>Name of the award/fellowship/Conference</b>	<b>Year of award/ Year of Participation</b>	<b>Awarding Agency /Source of funding</b>
	<b>Upload:</b> <ul style="list-style-type: none"> <li>• Certified e-copies of the award letters of the teachers.</li> <li>• List of teachers and details of the national/international fellowships /Conference /awarded</li> <li>• Institutional data in prescribed format.</li> </ul>			

28	3.1.4 Number of JRFs, SRFs, Post-Doctoral Fellows, Research Associates and other research fellows in the university enrolled during the last five years (4)					
	<b>Name of research fellow</b>	<b>Year of enrolment</b>	<b>Duration of fellowship</b>	<b>Type of fellowship</b>	<b>Granting agency</b>	<b>Qualifying exam if any (NET, GATE, etc.)</b>
	<b>Upload:</b> <ul style="list-style-type: none"> <li>• List of research fellows and their fellowship details</li> <li>• E copies of fellowship award letters</li> <li>• Registration and guide / mentor allocation by the institution</li> <li>• Institutional data in prescribed format.</li> </ul>					

29	3.1.5 University has the following facilities (10)					
	1. Central Research Laboratory/Central Research Facility 2. Animal House/medicinal plant /Museum 3. Media laboratory/Business Lab/e-resource Studios 4. Research/Statistical Databases/Health Informatics 5. Clinical Trial Centre					
	<b>Name of the facility</b>	<b>Year of establishment</b>	<b>Provide link of videos/pictures</b>			

	<p>Upload:</p> <ul style="list-style-type: none"> <li>• List of facilities available in the university and their year of establishment</li> <li>• Videos and geotagged photographs.</li> </ul>												
30	<p><b>3.1.6 Percentage of departments with recognition by ICMR-CAR, DST-FIST, DBT, MCI, DCI, PCI, AICTE, AYUSH, NACO, WHO, NIH etc. and other similar recognitions by national and international agencies,</b> (excluding mandatory recognitions by Regulatory Councils for UG /PG programmes) (5)</p> <p>(Examples: WHO collaborating Centre, AYUSH &amp; AICTE Centre for Excellence, MCI Regional / Nodal Centre for Medical Education etc.,) <b>(Data for the last 5 years)</b></p> <p><b>Note: Departments getting multiple recognition shall be counted only once.</b></p> <p>3.1.6.1 The Number of departments with recognition by ICMR-CAR, DST-FIST, DBT, MCI, DCI, PCI, AICTE, AYUSH, NACO, WHO, NIH etc. and other similar recognitions by national and international agencies,</p> <p><b>3.1.6.2. Number of departments offering academic programmes year-wise during the last 5 years</b></p> <table border="1"> <thead> <tr> <th>Name of the Department with recognition</th> <th>Name of the Scheme</th> <th>Name of the funding agency</th> <th>Year(s) of Award</th> <th>Funds provided</th> <th>Duration of award</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Upload:</p> <ul style="list-style-type: none"> <li>• e-version of departmental recognition award letters.</li> <li>• Details of the departments offering academic programmes certified by the head of the Institution /University</li> <li>• Institutional data in prescribed format.</li> </ul>	Name of the Department with recognition	Name of the Scheme	Name of the funding agency	Year(s) of Award	Funds provided	Duration of award						
Name of the Department with recognition	Name of the Scheme	Name of the funding agency	Year(s) of Award	Funds provided	Duration of award								

	<b>Key Indicator - 3.2 Resource Mobilization for Research (20)</b> <b>(Note : Common templates for metrics 3.2.1, 3.2.2 and 3.2.3)</b>							
31	3.2.1 Grants for research projects/clinical trials sponsored by the non-governmental sources such as industry, corporate houses, international bodies, endowments, professional associations, endowment Chairs etc. in the Institution during the last five years (INR in Lakhs) (5)							
32	3.2.2 <i>Grants for research projects/clinical research project sponsored by the government funding agencies during the last five years</i> (INR in Lakhs) (10)							
33	3.2.3 Ratio of research projects/clinical trials per teacher funded by government / industries and non-government agencies during the last five years (5)							
Name of the Project/ Clinical Trial/ Endowment/ Chairs	Name of the Principal Investigator/Co Investigator	Name of the Funding agency	Type (Government/No n-Government etc., )	Department of Principal Investigator/ Co Investigator	Year of Award	Funds provided (INR in Lakhs)	Duration of the project	
<p>Upload 3.2.1:</p> <ul style="list-style-type: none"> <li>• e-copies of the grant award letters for research projects.</li> <li>• e-copies of grants awarded for clinical trials</li> <li>• Institutional data in prescribed format.</li> </ul> <p>Upload 3.2.2:</p> <ul style="list-style-type: none"> <li>• e-copies of the grant award letters for research projects sponsored by government.</li> <li>• Institutional data in prescribed format.(for ICT)</li> </ul> <p>Upload 3.2.3:</p> <ul style="list-style-type: none"> <li>• List of research projects and funding details (Data Template)</li> <li>• Supporting document/s from Funding Agencies with link for the funding agency website</li> <li>• <b>Copy of the letter indicating sanction of research project funded by govt./non-govt agency and industry including details of name of teacher and amount in INR</b></li> <li>• Any other relevant information</li> </ul>								

<b>Key Indicator - 3.3 Innovation Ecosystem (20)</b>				
<b>34</b>	3.3.3 Number of awards/ recognitions received for innovation/discoveries by the Institution/teachers/research scholars/students <i>from recognized bodies</i> during the last five years (4)			
	<b>Title of the innovation</b>	<b>Name of the Awardee</b>	<b>Name of the Awarding Agency with contact details</b>	<b>Year of Award</b>
	Upload: <ul style="list-style-type: none"> <li>• E-Copies of award letters (scanned or soft copy) for innovations with details of awardee and awarding agency</li> <li>• Link to appropriate details on the Institutional website.</li> </ul>			

<b>35</b>	3.3.4 Number of start-ups incubated on the campus year-wise during the last five years (5)			
	<b>Name of the start-up</b>	<b>Nature of start-up</b>	<b>Year of commencement</b>	<b>Contact information of the promoters</b>
	Upload: <ul style="list-style-type: none"> <li>• Registration letter</li> <li>• Certified e- sanction order for the start-ups on campus.</li> <li>• Contact details of the promoters</li> <li>• List of start-up details like the name of the start-ups, nature, year of commencement etc.</li> <li>• Institutional data in prescribed format.</li> </ul>			

<b>Key Indicator - 3.4 Research Publications and Awards (100)</b>																				
<b>36</b>	3.4.1 The Institution has a stated Code of Ethics for research, the implementation of which is ensured by the following: (7)																			
	<b>Research methodology with course on research ethics</b>	<b>Ethics Committee</b>	<b>Plagiarism check</b>	<b>Publication oversight Committee</b>																
	<table border="1"> <tr> <td><b>Yes</b></td> <td><b>No</b></td> </tr> <tr> <td></td> <td></td> </tr> </table>	<b>Yes</b>	<b>No</b>			<table border="1"> <tr> <td><b>Yes</b></td> <td><b>No</b></td> </tr> <tr> <td></td> <td></td> </tr> </table>	<b>Yes</b>	<b>No</b>			<table border="1"> <tr> <td><b>Yes</b></td> <td><b>No</b></td> </tr> <tr> <td></td> <td></td> </tr> </table>	<b>Yes</b>	<b>No</b>			<table border="1"> <tr> <td><b>Yes</b></td> <td><b>No</b></td> </tr> <tr> <td></td> <td></td> </tr> </table>	<b>Yes</b>	<b>No</b>		
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<b>Yes</b>	<b>No</b>																			
<b>Yes</b>	<b>No</b>																			
<b>Yes</b>	<b>No</b>																			

Upload:

- Institutional code of Ethics document
- Course content of research ethics and details of members of ethical committee
- Copy of software procurement for plagiarism check
- Details of committee on publication guidelines.
- Minutes of meetings of the relevant committees with reference to the code of ethics
- Any other relevant documents

37

3.4.2 The Institution provides incentives to teachers who receive state, national and international recognitions/awards (10)

Career advancement		Increment in salary		Recognition through website notification		Commendation Certification and cash award	
Yes	No	Yes	No	Yes	No	Yes	No

Upload:

- Policy on Career advancement for the awardees
- Policy on salary increment for the awardees
- Snapshots of recognition of notification in the HEI's website
- Copy of commendation certificate and receipt of cash award
- Names of the awardees with contact details
- Name of the awarding agency
- Year of award
- Link to the incentive details on the Institutional website

38

3.4.3 Number of Patents/Copyrights published/awarded/technology-transferred during the last five years (10)

Name of the Patenter/ Copyright awardee	Patent/Copyright Number	Title of the patent/Copyright	Year patent was awarded/published

	<p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• List of patents/Copyrights and the year they were published/awarded</li> <li>• E- copies of the letters of award/ publication of patent/copyright/ technology-transferred</li> <li>• Certified e- copies of the letters of awards/publications (Consolidated statement by the head of the Institution).</li> <li>• Technology transfer document</li> <li>• Institutional data in prescribed format (Data Template)</li> <li>• Any other relevant information</li> </ul>
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39	<p>3.4.4 Average number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines awarded per recognized PG teachers* of the Institution during the last five years (16)</p> <p>*Teachers recognized as PhD guides by the University</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Name of the PhD/DM/M.Ch scholar</th><th>Name of the Department</th><th>Name of the guide</th><th>Title of the thesis</th><th>Year of registration of the scholar</th><th>Year of award of PhD/DM/M.Ch</th></tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• List of Ph.D.s /DM/MCh/PG degrees in the respective disciplines awarded year-wise during the last five years</li> <li>• List of teachers recognized as guides during the last five years</li> <li>• Web page for research in the Institutional website.</li> <li>• List of PhD/DM/M.Ch candidates with details like name of the guide, title of the thesis, year of award, award letter etc.</li> <li>• Institutional data in prescribed format (Data Template)</li> <li>• Any other relevant information</li> </ul>	Name of the PhD/DM/M.Ch scholar	Name of the Department	Name of the guide	Title of the thesis	Year of registration of the scholar	Year of award of PhD/DM/M.Ch						
Name of the PhD/DM/M.Ch scholar	Name of the Department	Name of the guide	Title of the thesis	Year of registration of the scholar	Year of award of PhD/DM/M.Ch								

40	<p>3.4.5 Average Number of research papers per teacher in the approved list of Journals in Scopus / Web of Science/ PubMed during the last five calendar years (15)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Title of paper</th><th>Name/s of the author/s</th><th>Department of the teacher</th><th>Name of the journal</th><th>Year of publication</th><th>ISSN number</th><th>Link 5the recognition in UGC enlistment of the Journal</th><th>Name of the indexing database</th></tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>								Title of paper	Name/s of the author/s	Department of the teacher	Name of the journal	Year of publication	ISSN number	Link 5the recognition in UGC enlistment of the Journal	Name of the indexing database								
Title of paper	Name/s of the author/s	Department of the teacher	Name of the journal	Year of publication	ISSN number	Link 5the recognition in UGC enlistment of the Journal	Name of the indexing database																	

	<p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• List of research papers by title, author, department, name and year of publication and Scopus/Web of Science/PubMed list ref. No: (Data Template) /link</li> <li>• Names of the indexing databases</li> <li>• Any other relevant information</li> </ul> <p>* <i>The Data obtained from Inflibnet will be used for the purpose of calculation of scores.</i></p>
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41	<p>3.4.6 <i>Average number of research papers per teacher in the approved list of Journals notified in UGC-CARE list during the last five calendar years</i> (10)</p> <p>3.4.7 <i>Total Number of books/ chapters in edited volumes and papers in National/International conference-proceedings published per teacher and indexed in Scopus/Web of Science/ PubMed UGC-CARE list during the last five calendar years</i> (07)</p> <p><b>Note: Common template for both 3.4.6 and 3.4.7</b>  <b>Abstracts of scientific presentations are not to be included</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Name of the teacher</th><th>Title of the book/chapters published</th><th>Title of the paper</th><th>Title of the proceedings of the conference</th><th>Name of the conference</th><th>National / international</th><th>Year of publication</th><th>ISBN/ISSN number of the proceeding</th><th>Affiliating Institute at the time of publication</th><th>Name of the publisher</th></tr> </thead> <tbody> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• List of research papers by title, author, department, name and year of publication and UGC list ref. No: (Data Template) /link</li> <li>• Names of the indexing databases</li> <li>• List of books and chapters in edited volumes / books published (Data Template)</li> <li>• List of names of publishers : National/ International</li> <li>• Any other relevant information</li> </ul> <p>* <i>The Data obtained from Inflibnet will be used for the purpose of calculation of scores.</i></p>	Name of the teacher	Title of the book/chapters published	Title of the paper	Title of the proceedings of the conference	Name of the conference	National / international	Year of publication	ISBN/ISSN number of the proceeding	Affiliating Institute at the time of publication	Name of the publisher										
Name of the teacher	Title of the book/chapters published	Title of the paper	Title of the proceedings of the conference	Name of the conference	National / international	Year of publication	ISBN/ISSN number of the proceeding	Affiliating Institute at the time of publication	Name of the publisher												

42	<b>3.4.8 Bibliometric of the publications during the last five calendar years based on average Citation Index in Scopus/ Web of Science (13)</b>						
	<b>Title of the paper</b>	<b>Name of the author</b>	<b>Title of the journal</b>	<b>Year of publication</b>	<b>Number of Citations</b>	<b>Institutional affiliation as mentioned in the publication</b>	<b>Number of citations excluding self-citations</b>
					SCOPUS	WEB of Science	
<b>Upload:</b> <ul style="list-style-type: none"> <li>• Bibliometrics of the publications during the last five years</li> <li>• Institutional data in prescribed format.</li> </ul>							

43	<b>3.4.9 Provide Scopus/ Web of Science – h-index of the Institution for the last 5 calendar years (12)</b>						
	<b>Title of the paper</b>	<b>Name of the author</b>	<b>Title of the journal</b>	<b>Year of publication</b>	<b>Number of citations excluding self-citations</b>	<b>Institutional affiliation as mentioned in the publication</b>	<b>Institutional H-index</b>
<b>Upload:</b> <ul style="list-style-type: none"> <li>• Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution</li> <li>• Institutional data in prescribed format.</li> </ul>							

	<b>Key Indicator - 3.5 Consultancy (15)</b>				
<b>44</b>	3.5.2 Revenue generated from advisory / R&D consultancy projects including Clinical trials during the last five years (05)				
	<b>Name of the consultant</b>	<b>Name of the Advisory /R&amp;D consultancy/clinical trial project</b>	<b>Consulting/Sponsoring agency with contact details</b>	<b>Year</b>	<b>Revenue generated (INR in Lakhs)</b>
<b>Upload:</b> <ul style="list-style-type: none"> <li>• CA certified copy/Finance Officer Certified copy attested by head of the institute (<b>Refer annexure number -01 as per SOP</b>).</li> <li>• Audited statements of accounts indicating the revenue generated through consultancy/clinical trials.</li> <li>• List of consultants and details of revenue generated by them.</li> </ul>					

	<b>Key Indicator - 3.6 Extension Activities (45)</b>
<b>45</b>	3.6.1 Extension and outreach activities conducted in collaboration with industry, community, Government and Non- Governmental Organisations engaging NSS/NCC/Red cross/YRC/Institutional clubs etc., during the last five years (15)

**Upload:**

- Photographs or any supporting document in relevance
- Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated
- List of extension activities year-wise during the last 5years
- Description of participation by NSS/NCC/Red cross/YRC, Institutional clubs etc., year-wise for the last 5 years
- Any other relevant information

<b>46</b>	<p><i>3.6.2 Average percentage of students participating in extension and outreach activities beyond the curricular requirement as stated at 3.6.1 (10)</i></p> <p><b>Note:</b> Common templates for 3.6.1 and 3.6.2</p> <table border="1"> <thead> <tr> <th>Year</th><th>Name of the activity</th><th>Organising unit/ agency/ collaborating agency</th><th>Number of students participated in such activities</th><th>Number of teachers participated in such activities</th></tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• Reports of the events organized</li> <li>• Number of extension and outreach programmes conducted with industry, community etc. for the last five years</li> <li>• Geotagged photographs of events/activities</li> </ul>					Year	Name of the activity	Organising unit/ agency/ collaborating agency	Number of students participated in such activities	Number of teachers participated in such activities					
Year	Name of the activity	Organising unit/ agency/ collaborating agency	Number of students participated in such activities	Number of teachers participated in such activities											

	<b>Key Indicator - 3.7 Collaboration (20)</b>							
<b>47</b>	3.7.1 Average number of Collaborative activities for research, faculty exchange, student exchange, industry-internship per year (10)							
	Title of the Collaborative activity	Name of the collaborating agency with contact details	Name of the participants	Source of financial support	Year of collaboration		Nature of the activity	Link to the relevant documents
						Duration		
	<p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Certified Copies of collaboration documents</li> <li>• Link with collaborating Institutional website</li> </ul>							
<b>48</b>	3.7.2 <i>Presence of functional MoUs with Institutions/ industries in India and abroad for academic, clinical training / internship, on-the-job training, project work, student / faculty exchange, collaborative research programmes etc., during the last five years (10)</i>							
	Number of MoUs for faculty exchange, student exchange, academics, clinical training, internship, on-the-job training, project work, collaborative research programmes etc., functioning during the last five years							

	<b>Title of the MoU</b>	<b>Name of the partnering Institution/ industry /research lab/corporate house with contact details</b>	<b>Year of commencement</b>	<b>Duration (From-To)</b>	<b>Year wise list of actual activities under each MoU.</b>	<b>Number of students/teachers who participated under the MoUs</b>	<b>Link to the relevant document</b>
<p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• E-copies of the functional MoU's with institution/ industry/ corporate house, Indicating the start date and completion date</li> <li>• Institutional data in prescribed format.</li> </ul>							

<b>Criterion IV – Infrastructure and Learning Resources (100)</b>		
<b>Key Indicator - 4.1 Physical Facilities (20)</b>		
<b>49</b>	4.1.4 <i>Average percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during the last five years (5)</i>	
<b>Year</b>	<b>Expenditure incurred for infrastructure development and augmentation (INR Lakhs)</b>	<b>Total expenditure incurred by the University excluding the salary (INR Lakhs)</b>
<p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Details of budget allocation excluding salary during the last five years</li> <li>• Audited report / utilization statements (<b>Refer annexure number -01 as per SOP</b>).</li> <li>• Institutional data in prescribed format</li> </ul>		

	<b>Key Indicator - 4.2 Clinical, Equipment and Laboratory Learning Resources (30)</b>											
<b>50</b>	4.2.3 Availability of infrastructure for community-based learning (7)											
Attached Satellite Primary Health Centers			Attached Rural Health Centers available for training of students			Attached urban Health Centre for training of students			Residential facility for students / trainees at the Health Center(s)			
<input type="checkbox"/> Yes	<input type="checkbox"/> No		<input type="checkbox"/> Yes	<input type="checkbox"/> No		<input type="checkbox"/> Yes	<input type="checkbox"/> No		<input type="checkbox"/> Yes	<input type="checkbox"/> No		
<b>Upload</b> <ul style="list-style-type: none"> <li>• Geotagged photographs of Health Centers</li> <li>• Government Order on allotment/assignment of PHC to the institution</li> <li>• Documents of resident facility</li> <li>• Any other relevant information</li> </ul>												

	<b>Key Indicator - 4.3 Library as a Learning Resource (20)</b>											
<b>51</b>	4.3.3 Does the Institution have an e-Library with membership/subscription for the following: (3)											
1. e – journals/e-books consortia 2. e-ShodhSindhu 3. Shodhganga 4. SWAYAM 5. Discipline-specific databases												
<b>Details of memberships/Subscription</b>		<b>Name of service subscribed to</b>	<b>Number of e-resources with full text access</b>		<b>Validity period</b>	<b>Whether remote access provided?</b>			<b>Web link of remote access</b>			
						<input type="checkbox"/> Yes <input type="checkbox"/> No						
<b>Upload:</b> <ul style="list-style-type: none"> <li>• Details of subscriptions for e-journals, e-ShodhSindhu, Shodhganga membership etc. for the last five years</li> <li>• E-copy of subscription letter/member ship letter or related document with the mention of year to be submitted</li> </ul>												

	<ul style="list-style-type: none"> <li>• Details of e-resources with full-text access</li> </ul>
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<b>52</b>	4.3.4 Average annual expenditure for the purchase of books and journals (including e-resources) during the last five years (5)			
	<b>Year</b>	<b>Expenditure on the purchase of books (INR in lakhs).</b>	<b>Expenditure on the purchase of journals (INR in Lakhs)</b>	<b>Expenditure on subscription to e-journals and other e-resources (INR in Lakhs).</b>
<b>Upload:</b> <ul style="list-style-type: none"> <li>• Provide consolidated extract of expenditure for purchase of books and journals during the last five years duly attested by Finance Officer</li> <li>• Audited Statement highlighting the expenditure for purchase of books and journal library resources (<a href="#"><u>Refer annexure number -01 as per SOP</u></a>..</li> <li>• Proceedings of Library Committee meetings for allocation of fund and utilization of fund</li> <li>• Any other relevant information</li> </ul>				

<b>53</b>	4.3.5 <i>E-content resources used by teachers/students : (5)</i>				
	<b>Name of the teacher</b>	<b>Name of the module</b>	<b>Platform on which module is developed</b>	<b>Date of launching e-content</b>	<b>Link to the relevant document</b>
<b>e-Content resources used by teachers:</b> <ol style="list-style-type: none"> <li>1. NMEICT/NPTEL</li> <li>2. other MOOCs platforms</li> <li>3. SWAYAM</li> <li>4. Institutional LMS</li> <li>5. e-PG-Pathshala</li> </ol> <b>Upload :</b> <ul style="list-style-type: none"> <li>• Give links or upload document of e-content developed.</li> <li>• Supporting documents from the hosting agency for the e-content developed by the teachers need to be given</li> <li>• Give links e-content repository used by the teachers / <b>Students</b></li> <li>• Any other relevant information.</li> </ul>					

### Key Indicator – 4.4 IT Infrastructure (20)

<b>54</b>	<b>4.4.1 Number of classrooms, seminar halls and demonstration room/ halls with ICT - enabled facilities (data for the preceding academic year ) (5)</b>			
	<i>Number of classrooms, seminar halls and demonstration rooms with LCD only</i>	<i>Number of classrooms, seminar halls and demonstration room with LCD and Wi-Fi/LAN facilities</i>	<i>Number of classrooms, seminar halls and demonstration room with LCD, smart board and Wi-Fi/LAN facilities</i>	<i>Number of classrooms, seminar halls and demonstration room with LCD, smart board, Wi-Fi/LAN and audio video recording facilities and any other mobile technology</i>
<b>Upload</b> <ul style="list-style-type: none"> <li>• Number of classrooms, seminar halls and demonstration room with ICT enabled facilities (Data Template)</li> <li>• <b>Consolidated list duly certified by the Head of the institution.</b></li> <li>• Geotagged photographs</li> <li>• Any other relevant information</li> </ul>				

<b>57</b>	<b>4.4.3 Available bandwidth of internet connection in the Institution (Leased line) (5)</b>				
	<b>≥1 GBPS</b>	<b>500 MBPS - 1 GBPS</b>	<b>250 MBPS - 500 MBPS</b>	<b>50 MBPS - 250 MBPS</b>	<b>&lt;50 MBPS</b>
<b>Upload</b> <ul style="list-style-type: none"> <li>• Details of available bandwidth of internet connection in the Institution</li> <li>• <b>Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth</b></li> <li>• Annual subscription bill / receipt</li> <li>• Any other relevant information</li> </ul>					

	<b>Key Indicator - 4.5 Maintenance of Campus Infrastructure (10)</b>		
<b>58</b>	4.5.1 <i>Average percentage of expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years</i> (05)		
Year	Expenditure on maintenance of academic support facilities (excluding salary component) (INR in lakhs)		Expenditure on maintenance of physical facilities (excluding salary component) (INR in lakhs)
Upload: <ul style="list-style-type: none"> <li>• Audited statements of accounts for maintenance (<b>Refer annexure number -01 as per SOP</b>).</li> <li>• Details about approved budget in support of the above</li> <li>• Link to ERP</li> </ul>			

	<b>Criterion V - Student Support and Progression (100)</b>		
	<b>Key Indicator - 5.1 Student Support (30)</b>		
<b>59</b>	5.1.1 Number of students benefited by scholarships /freeships / fee-waivers by Government / Non-Governmental agencies / Institutions during the last five years (10)		
Year	Name of the scheme	<b>Number of students benefited</b> <b>by government schemes</b> <b>by non-governmental schemes</b> <b>by the Institution's schemes</b>	
Upload: <ul style="list-style-type: none"> <li>• Attested copies of the sanction letters from the sanctioning authorities</li> <li>• <b>Consolidated document in favour of freeships and number of beneficiaries duly signed by the Head of the institution</b></li> <li>• List of students who received scholarships/ freeships /fee-waivers</li> <li>• Data Template</li> <li>• Any other relevant information</li> </ul>			

<b>60</b>	<p>5.1.2 Institution implements a variety of capability enhancement and life skills development schemes (7)</p> <p>Capability enhancement and development schemes:</p> <ol style="list-style-type: none"> <li>1. Soft skills development</li> <li>2. Language and communication skills development</li> <li>3. Yoga and wellness</li> <li>4. Analytical skill development</li> <li>5. Human value development</li> <li>6. Personality and professional development</li> <li>7. Employability skills development</li> </ol> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;"><b>Name of the capability enhancement scheme</b></th><th style="text-align: left; padding: 5px;"><b>Year of implementation</b></th><th style="text-align: left; padding: 5px;"><b>Number of students enrolled</b></th><th style="text-align: left; padding: 5px;"><b>Name of the agencies involved with their contact details</b></th></tr> </thead> <tbody> <tr> <td style="height: 40px;"></td><td></td><td></td><td></td></tr> </tbody> </table> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Details of capability enhancement and skills development schemes</li> <li>• Detailed report of the Capacity enhancement programs and other skill development schemes</li> <li>• Link to Institutional website</li> </ul>				<b>Name of the capability enhancement scheme</b>	<b>Year of implementation</b>	<b>Number of students enrolled</b>	<b>Name of the agencies involved with their contact details</b>				
<b>Name of the capability enhancement scheme</b>	<b>Year of implementation</b>	<b>Number of students enrolled</b>	<b>Name of the agencies involved with their contact details</b>									
<b>61</b>	<p>5.1.3 Average percentage of students benefited by guidance for competitive examinations and career advancement offered by the Institution during the last five years (5)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;"><b>Year</b></th><th style="text-align: left; padding: 5px;"><b>Name of the scheme</b></th><th colspan="2" style="text-align: left; padding: 5px;"><b>Number of students benefited by/attended / participated in Career Counselling / competitive exams activities</b></th></tr> </thead> <tbody> <tr> <td style="height: 40px;"></td><td></td><td colspan="2"></td></tr> </tbody> </table> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Copy of circular/brochure of such programs</li> <li>• Year-wise list of students attending each of these schemes signed by competent authority</li> <li>• program/scheme mentioned in the metric</li> <li>• List of students (Certified by the Head of the Institution) benefited by guidance for competitive examinations and career advancement</li> </ul>				<b>Year</b>	<b>Name of the scheme</b>	<b>Number of students benefited by/attended / participated in Career Counselling / competitive exams activities</b>					
<b>Year</b>	<b>Name of the scheme</b>	<b>Number of students benefited by/attended / participated in Career Counselling / competitive exams activities</b>										

	offered by the Institution during the last five years
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62	<b>5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and prevention of ragging (6)</b>											
<b>Student grievance complaints / Prevention of Sexual harassment / Prevention of ragging</b>												
Adoption of guidelines of Regulatory bodies		Presence of committee and mechanism for receiving student grievances (Online/offline)				Periodic meetings of the committee with minutes			Record of action taken			
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes
Upload:												
<ul style="list-style-type: none"> <li>Minutes of the meetings of student Grievance redressal committee and Anti-Ragging committee</li> <li>Circular/web-link/ committee report justifying the objective of the metric</li> <li>Details of student grievances and action taken (Data Template)</li> <li>Any other relevant information</li> </ul>												

63	<b>5.2.1 Average percentage of students qualifying in state/ national/ international level examinations during the last five years (eg: NET/SLET/GATE/GMAT/GPAT/CAT/GRE/TOEFL/PLAB/USMLE /AYUSH/ Civil Services/Defense /UPSC/State government examinations/PG-NEET/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc., ) (10)</b>																		
	Year	No. of students qualifying	Total no. of students	NET	SLE T	GAT E	GMA T	G A T	C A T	GRE	IEL ET	TOEFL	PLA B	USM LE	AYUS H	State Govt. Exam s.	UP SC	PG- NE ET	Others
Instruction: Please do not include individual university's entrance examinations.																	<b>Grand total</b>		

	<p>Upload:</p> <ul style="list-style-type: none"> <li>• List of students -qualifying for state/national/international-level examinations during the last five years with their roll numbers and registration numbers</li> <li>• Pass Certificates of the examination</li> <li>• Other supporting data</li> </ul>
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<b>64</b>	5.2.2 Average percentage of placement/self-employed professional services of outgoing students during the last five years (15)				
	<b>Year</b>	<b>Number of students placed /self-employed</b>	<b>Total number of students</b>	<b>Name of the employer with contact details / Nature of self employment with contact details</b>	<b>Programme graduated from</b>
	<p>Upload:</p> <ul style="list-style-type: none"> <li>• Annual reports of Placement Cell</li> <li>• Self-attested list of students placed/self-employed</li> <li>• Details of student placement/self-employment during the last five years</li> </ul>				

<b>65</b>	5.2.3. <i>Percentage of the graduates in the preceding academic year, who have had progression to higher education.</i> (15)				
	<b>Year</b>	<b>Name(s) of students progressed into higher education</b>	<b>Programme graduated from</b>	<b>Department graduated from</b>	<b>Name of Institution joined</b>
	<p>Upload:</p> <ul style="list-style-type: none"> <li>• Supporting data for student/alumni in prescribed format.</li> <li>• Any other relevant information.</li> </ul>				

<b>Key Indicator - 5.3 Student Participation and Activities (20)</b>									
<b>66</b>	5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at state/regional(zonal)/national/international events (award for a team event should be counted as one) during the last five years (10)								
<b>Year</b>	<b>Name of the award/ medal</b>	<b>Select appropriate event</b>		<b>Classification</b>				<b>Name of the student</b>	<b>Student ID number</b>
		<b>Sports</b>	<b>Cultural</b>	<b>State</b>	<b>Regional</b>	<b>National</b>	<b>International</b>		
<b>Upload:</b> <ul style="list-style-type: none"> <li>• Certified e-copies of award letters and certificates.</li> <li>• Any other relevant information.</li> </ul>									

<b>67</b>	5.3.3 <i>Average Number of sports and cultural activities / events/ competitions organised in the Institution per year (5)</i>				
<b>Year</b>	<b>Name of the activity</b>				
	<b>University</b>	<b>State</b>	<b>Regional</b>	<b>National</b>	
<b>Upload:</b> <ul style="list-style-type: none"> <li>• Report of the events/along with photographs appropriately dated and captioned year-wise.</li> <li>• Copy of circular/brochure indicating such kind of activities</li> <li>• Information as per Data template</li> <li>• Any other relevant information</li> </ul>					

	<b>Criterion VI – Governance, Leadership and Management (100)</b>																		
	<b>Key Indicator - 6.2 Strategy Development and Deployment (10)</b>																		
<b>68</b>	<p>6.2.3 Implementation of e-governance in areas of operation (5)</p> <ol style="list-style-type: none"> <li>1. Planning and Development</li> <li>2. Administration (Including hospital administration and medical records)</li> <li>3. Finance and Accounts</li> <li>4. Student Admission and Support</li> <li>5. Examination</li> </ol> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;"><b>Areas of e governance</b></th><th style="text-align: left; padding: 5px;"><b>Year of implementation</b></th><th style="text-align: left; padding: 5px;"><b>Link of relevant website/ document</b></th></tr> </thead> <tbody> <tr> <td style="padding: 5px;">Planning and Development</td><td style="padding: 5px;"></td><td style="padding: 5px;"></td></tr> <tr> <td style="padding: 5px;">Administration (including hospital administration and medical records)</td><td style="padding: 5px;"></td><td style="padding: 5px;"></td></tr> <tr> <td style="padding: 5px;">Finance and Accounts</td><td style="padding: 5px;"></td><td style="padding: 5px;"></td></tr> <tr> <td style="padding: 5px;">Student Admission and Support</td><td style="padding: 5px;"></td><td style="padding: 5px;"></td></tr> <tr> <td style="padding: 5px;">Examination</td><td style="padding: 5px;"></td><td style="padding: 5px;"></td></tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Institutional budget statements allocated for the heads of E-governance implementation ERP Document</li> <li>• e-Governance related document</li> <li>• Screen shots of user interfaces</li> <li>• Any other relevant information</li> </ul>	<b>Areas of e governance</b>	<b>Year of implementation</b>	<b>Link of relevant website/ document</b>	Planning and Development			Administration (including hospital administration and medical records)			Finance and Accounts			Student Admission and Support			Examination		
<b>Areas of e governance</b>	<b>Year of implementation</b>	<b>Link of relevant website/ document</b>																	
Planning and Development																			
Administration (including hospital administration and medical records)																			
Finance and Accounts																			
Student Admission and Support																			
Examination																			

	<b>Key Indicator - 6.3 Faculty and Staff Empowerment Strategies (25)</b>				
<b>69</b>	6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years (5)				
	<b>Year</b>	<b>Name of teacher</b>	<b>Name of conference/ workshop attended for which financial support was provided</b>	<b>Name of the professional body for which membership fee was provided</b>	<b>Amount (INR)</b>

**Upload:**

- List of teachers provided with financial support to attend conferences, workshops etc. during the last five years
  - List of teachers provided membership fee for professional bodies during the last five years
  - **Policy document on providing financial support to teachers**
  - E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.
  - Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies.
- List of teachers provided with membership fee for professional bodies

70	<p><b>6.3.3 Average number of professional development / administrative training programmes organized by the University for teaching and non-teaching/technical staff during the last five years (5)</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; padding: 5px;">Year</th><th style="text-align: center; padding: 5px;"><b>Title of the professional development Programme organised for teaching staff</b></th><th style="text-align: center; padding: 5px;"><b>Dates: From - To</b></th><th style="text-align: center; padding: 5px;"><b>No. of participants</b></th><th style="text-align: center; padding: 5px;"><b>Title of the administrative training Programme organised for non-teaching / technical staff</b></th><th style="text-align: center; padding: 5px;"><b>Dates: From - To</b></th><th style="text-align: center; padding: 5px;"><b>No. of participants</b></th></tr> </thead> <tbody> <tr> <td style="height: 100px;"></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Certified list of the participants who attended the professional development/administrative training programmes during the last five years</li> <li>• Consolidated lists of participants who attended the above programmes year-wise during the last 5 years (Data template)</li> <li>• Detailed program report for each program should be made available Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).</li> <li>• Reports of Academic Staff College or similar centres Verification of schedules of training programs</li> <li>• Copy of circular/ brochure/report of training program self conducted program may also be considered</li> <li>• Certified list of organisations / agencies that sponsored/supported/supervised the programmes</li> </ul>							Year	<b>Title of the professional development Programme organised for teaching staff</b>	<b>Dates: From - To</b>	<b>No. of participants</b>	<b>Title of the administrative training Programme organised for non-teaching / technical staff</b>	<b>Dates: From - To</b>	<b>No. of participants</b>							
Year	<b>Title of the professional development Programme organised for teaching staff</b>	<b>Dates: From - To</b>	<b>No. of participants</b>	<b>Title of the administrative training Programme organised for non-teaching / technical staff</b>	<b>Dates: From - To</b>	<b>No. of participants</b>															

71	6.3.4 Average percentage of teachers attending Faculty Development Programmes (FDP) including CME, CDE etc. and online programmes during the last five years (Orientation / Induction Programmes, Refresher Courses, Short-term Courses etc.) (7)					
	<b>Year</b>		<b>Number of teachers who attended Faculty Development Programmes (including online programmes)</b>	<b>Total number of teachers</b>	<b>Title of the Programme</b>	<b>Dates and Duration From – To</b>
Upload: <ul style="list-style-type: none"> <li>• Details of teachers attending FDPs during the last five years (as per Data Template)</li> <li>• Annual reports of the AQAR submitted to NAAC</li> <li>• E-copy of the certificate of the program attended by teacher</li> <li>• Any other relevant information</li> <li>• List of sponsoring/supporting/supervising agencies.</li> </ul>						

72	<b>Key Indicator - 6.4 Financial Management and Resource Mobilization (20)</b> <i>6.4.2 Funds / Grants received from government / non-government bodies / philanthropists during the last five years (excluding scholarships and research grants covered under Criterion III) (7)</i>					
	<b>Year</b>		<b>Name of the government funding agency</b>	<b>Funds/ Grants received (INR in lakhs).</b>	<b>Name of the non-governmental funding bodies / philanthropists</b>	<b>Funds/ Grants received (INR in lakhs).</b>
Upload: <ul style="list-style-type: none"> <li>• Audited statements of accounts for five years</li> <li>• Copy of letter indicating the grants/funds received by respective agency as stated in metric</li> <li>• Provide the budget extract of audited statement towards Grants received from non-government bodies, individuals, philanthropist duly certified by chartered accountant and/or Finance Officer (<b>Refer annexure number -01 as per SOP</b>).</li> <li>• Information as per Data template</li> <li>• Any other relevant information</li> </ul>						

	<b>Key Indicator - 6.5 Internal Quality Assurance System (30)</b>													
<b>73</b>	6.5.2 Quality assurance initiatives of the Institution include: (10)													
	Quality assurance initiatives of the Institution include: <ol style="list-style-type: none"> <li>1. Academic &amp; Administrative Audit (AAA) and initiation of follow up action</li> <li>2. Conferences, Seminars, Workshops on quality</li> <li>3. Collaborative quality initiatives with other Institution(s)</li> <li>4. Orientation programmes on quality issues for teachers and students</li> <li>5. Participation in NIRF process</li> <li>6. Any other quality audit by recognized by State, National or International agencies (ISO, NABH, NABL, NBA Certification, any other)</li> </ol>													
Year	AQARs prepared/ submitted.	Academic Administrative Audit (AAA) and initiation of follow-up action			Participation in NIRF process			ISO Certification.			NABH, NABL, NBA or any other certification			
		Yes	No		Yes	No		Yes	No		Yes	No		Yes
Upload: <ul style="list-style-type: none"> <li>Report /certificate of the Quality Assurance Initiatives as claimed by the Institutions eg: NBA, ISO, NABH, NABL, AAA etc.,</li> <li>Annual reports of the University.</li> <li>AQARs prepared by IQAC.</li> <li>e-copies of the accreditations and certifications.</li> <li>Any other relevant information</li> </ul>														

	<b>Criterion VII – Institutional Values and Best Practices (100)</b>														
	<b>Key Indicator 7.1 - Institutional Values and Social Responsibilities (50)</b>														
	<b>Environmental Consciousness and Sustainability</b>														
<b>74</b>	7.1.2 Facilities for alternative sources of energy and energy conservation measures devices (data for the preceding academic year) (5)														
	Solar energy			Biogas plant			Energy Wheeled to the grid			Sensor-based energy conservation			Use of LED bulbs / power-efficient equipment		
	<input type="checkbox"/>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
	<b>Upload:</b> <ul style="list-style-type: none"> <li>• Geotagged photographs of the facilities</li> <li>• Any other relevant information.</li> </ul>														

<b>75</b>	7.1.4 Water conservation facilities available in the Institution (4)														
	Rain water harvesting		Borewell / Open well recharge		Construction of tanks and bunds		Waste water recycling		Maintenance of water bodies and distribution system in the campus						
	<input type="checkbox"/>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
	<b>Upload</b> <ul style="list-style-type: none"> <li>• Geotagged photographs of the facilities</li> <li>• Any other relevant information</li> </ul>														

<b>76</b>	7.1.5 Green campus initiatives include: (4)														
	Restricted entry of automobiles		Battery-powered vehicles		Pedestrian-friendly pathways		Ban on the use of plastics		Landscaping with trees and plants						
	<input type="checkbox"/>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

	<b>Documents:</b>
	<ul style="list-style-type: none"> <li>• Geotagged photographs of facilities</li> <li>• Any other relevant information</li> </ul>

77	7.1.6: Quality audits on environment and energy regularly undertaken by the Institution: (5)							
	<b>Green audit</b>		<b>Energy audit</b>		<b>Environment audit</b>		<b>Clean and green campus recognitions / awards</b>	
	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	<b>Upload:</b>							
	<ul style="list-style-type: none"> <li>• Audit reports of the institution related to the metric</li> <li>• Weblinks to audit agency reports</li> <li>• Any other relevant information</li> </ul>							

78	7.1.7: Provisions for disabled-friendly, barrier-free environment in the campus (4)							
	<b>Built environment with ramps/lifts</b>	<b>Disabled-friendly washrooms</b>	<b>Signage including tactile paths, lights, display boards and signposts</b>	<b>Assistive technology and facilities for persons with disabilities (<i>Divyangjan</i>), accessible website, screen-reading software, mechanized equipment</b>		<b>Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading</b>		
	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	<b>Upload:</b>							
	<ul style="list-style-type: none"> <li>• Weblink to relevant geotagged photographs / videos</li> <li>• Any other relevant information</li> </ul>							

79	7.1.10: Prescribed codes of conduct and ethics for students, teachers, administrators and other staff followed by the Institution and programmes conducted in this regard (5)							
----	---	--	--	--	--	--	--	--

<b>Code of conduct displayed on the website</b>	<b>Committee to monitor adherence to the code of conduct</b>	<b>Professional ethics programmes organized regularly for students, teachers, administrators and other staff</b>	<b>Annual awareness programmes on code of conduct organized</b>
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>Upload:</p> <ul style="list-style-type: none"> <li>• Weblink of the code of conduct</li> <li>• Details of the monitoring committee of the code of conduct</li> <li>• Details of Programs on professional ethics and awareness programs</li> <li>• Any other relevant information</li> </ul>			

## **Section – C**



**National Assessment and Accreditation Council (NAAC), Bengaluru**

# **Manual of Health Sciences for Universities**

(Revised Accreditation Frame work - Applicable for all cycles and for Re-Assessment)

## **Standard Operating Procedure for Data Verification and Validation (SOP for Health Sciences Universities only)**

While preparing SSRs, Health Sciences Universities have to refer both manual and SOP for DVV

- Prepared by expert committee (CWG) on 07/03/2019
- Revised internally on 22/04/2019 by DVV team
- Revised internally on 27/06/2019 by DVV team
- Revised after Orientation cum Training Programme for DVV partners held at NAAC on 18<sup>th</sup> – 19<sup>th</sup> July 2019

**The Director,  
National Assessment and Accreditation Council (NAAC),  
Bengaluru**

## Standard Operating Procedure for Data Verification and Validation (Health Sciences Universities)

**General Guidelines:** It is essential that the DVV Partners ensure the following:

- Along with the data to be provided by the HEI in the SSR, those in the template as well as the supporting documents are seen in consonance during the process of Verification and Validation.
- If, for any Metric, documents provided by the HEI are insufficient, insist on and procure appropriate documents during Clarification.
- Ensure that the relevant data from “third party sources” such as NIRF, AISHE, are also utilized to cross check wherever relevant data are available.
- Seek details on random sample basis from the HEI wherever the dataset is large in respect of metrics for which SOP specifies to do so. Selection of sample to be done by DVV partner and sample to be done by DVV partner and not by HEI.
- Ensure the SOP is followed wherever strictly for each Metric.
- In case the ‘recommended’ input is different from the HEI claim, provide ‘remarks’ with justification.
- Cross check related data given in difference metrics.
- In case the HEIs provide documents in a regional language, English translation of the same should be sought.

**Meaning and need of SOP in the NAAC context:**

**NAAC as a quality organisation** must first create a culture where quality objectives are transparent and well understood. Undoubtedly these goals can be achieved by following certain sets of procedures called as **“Standard Operating Procedures” (SOP)**. A Standard Operating Procedure (**SOP**) is a set of written instructions that document a routine or repetitive activity which is followed by employees in an organization. The development and use of **SOPs** are an integral part of a successful quality system. Procedures are essential for effectiveness and efficiency in work and they are regulatory requirement in the NAAC processes. It provides information to perform a job properly, and consistently in order to achieve pre-determined specification and quality end-result.

**SOPs** detail the regularly recurring work processes that are to be conducted or followed within an organization. They document the way activities are to be performed to facilitate consistent conformance to quality system requirements and to support data quality. Sops are intended to be specific to the organization or facility whose activities are described and assist that organization to maintain their quality control and quality assurance processes and ensure compliance with governmental regulations. **SOP** contains step by step instructions that employee must refer in daily work to complete various tasks more reliably and consistently. **SOP** makes clear about followings -

- What is the objective of SOP (Purpose) ?
- What are its applicability and use of SOP (Scope)?
- Who will perform tasks (Responsibility) ?
- Who will ensure implementation of procedure (Accountability) ?
- How tasks will be performed (Procedure) ?

Procedures are not an end in themselves but support process/ people .They do not guarantee good performance or results. More important are well-designed systems and processes, qualified employees, and a motivating work culture that guarantee good performance.

SOP is a dynamic process and hence it is decided not to print the material. We will provide only soft copy. It is because NAAC rules /norms /standards keep on changing from time to time. Accordingly changes will be incorporated in SOP periodically.

Further this SOP material is prepared based on existing practices/rules/norms/standards and is for internal use in NAAC . Any changes may be incorporated later on.

Many activities use **checklists** to ensure that steps are followed in order. Checklists are also used to document completed actions. Any checklists or forms included as part of an activity should be referenced at the points in the procedure where they are to be used and then attached to the SOP. In some cases, detailed checklists are prepared specifically for a given activity. In those cases, the SOP should describe, at least generally, how the checklist is to be prepared, or on what it is to be based. Copies of specific checklists should be then maintained in the file with the activity results and/or with the SOP. Remember that the checklist is not the SOP, but a part of the SOP.

***It shall be noted that the Best written SOPs will fail if they are not followed.***

Note

Date: 16/01/2019

Modification of Time Line for Submission of Self Study Report (SSR) Time line for online submission of Self Study Report for Higher Education Institutions (HEIs) shall be 45 days from the date of acceptance of Institutional Information for Quality Assessment (IIQA). This is applicable to all the Higher Education Institutions (HEIs) whose Institutional Information for Quality Assessment (IIQA) is accepted.

Sd/-

Director, NAAC

## Standard Operating Procedure for Data Validation and Verification (SOP for Health Sciences Universities)

Metric No.	Metric Details	Documents requirements	Specific Instructions to HEIs	Not to be considered
<b>Extended Profile [Health Sciences University Manual]</b>				
<b>1.1</b>	Number of all Programmes offered by the Institution during the last five years	Include all the programs that were/are operational during the years of the accreditation	Programs are a range of learning experiences offered to students in a formal manner over a period of one-to-five years leading to certificates/ diplomas/ degrees. Examples: BSC Nursing, MBBS, etc. All possible formal degree Programmes are identified by UGC	Short term program which do not award degree OR P.G. Diploma are not to be considered
<b>2.1</b>	Number of students year wise during the last five years	<ul style="list-style-type: none"> <li>Include all the students on campus in all the semester year-wise</li> </ul>	<ul style="list-style-type: none"> <li>Ensure to fill in the template completely</li> </ul>	Avoid adding of students of ODD and even semesters in a year
<b>2.2</b>	Number of graduated students year-wise during the last five years	<ul style="list-style-type: none"> <li>The final year students of different program in the years of assessment period should be considered here</li> </ul>		
<b>3.1</b>	Number of full time teachers year wise during the last five years	<p>This is a year wise metric. Consider the teachers working in the institution year-wise (Repeat counting in different years allowed)</p> <p>Random list of full time teachers may be asked by DVV during verification.</p>	<p>A teacher employed for at least 90 per cent of the normal or statutory number of hours of work for a full-time teacher over a complete academic year is classified as a full-time teacher.</p>	
<b>3.2</b>	Number of sanctioned posts year wise during the last five years	<ul style="list-style-type: none"> <li>Official letter of sanction of post from the statutory body or Government</li> <li>Official letter from the Board of Management or Syndicate clearly mentioning the sanction of posts</li> </ul>	<ul style="list-style-type: none"> <li>Include State/Central Government sanction post</li> <li>Include Management sanctioned post</li> </ul>	
<b>4.1</b>	Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)	<ul style="list-style-type: none"> <li>Extract of expenditure duly audited and certified by the finance officer and Head of the institution</li> <li>Audited state of income and expenditure highlighting the salary component</li> </ul>	--	

Metrics wise –Cr 1 to 7 [Health Sciences University Manual]				
Metric No.	Metric Details	Documents requirements	Specific Instructions to HEIs	Not to be considered
1.1.2	<b>Percentage of Programmes where syllabus revision was carried out during the last five years</b>	<ul style="list-style-type: none"> <li>Approved Minutes of relevant Academic Council/BOS meetings highlighting the specific agenda item regarding the metric from the competent authority: (university/autonomous bodies)</li> <li>Details of the revised Curricula/Syllabi of the programmes during the last five years</li> <li>Syllabus prior and post revision of the courses.</li> </ul>	<ul style="list-style-type: none"> <li>Change of scheme is considered as “change of syllabus”. Content change / introduction of electives or renaming the course cannot be considered as “change of syllabus”</li> <li>If the number of courses in a given programme changed greater than or equal to 20 % then it can be considered as the “change in syllabus”</li> <li>If a programme is revised three times during last five years, it should be counted only once.</li> <li>The programs mentioned in the IIQA and SSR and the SRA should match.</li> <li>Kindly read the definition of programs in the manual</li> <li>Programs which are revised more than once in five years should be counted only once.</li> </ul>	<ul style="list-style-type: none"> <li>Renaming / minor changes in the course content cannot be considered</li> </ul>
1.2.1	<b>Percentage of Programmes in which Choice-Based Credit System (CBCS)/Elective course system has been implemented, wherever provision was made by the Regulatory Bodies (Data for the preceding academic year).</b>	<ul style="list-style-type: none"> <li>Minutes of relevant Academic Council/BOS meetings highlighting the relevant.</li> <li>University letter stating implementation of CBCS by the institution</li> <li>Structure of the program clearly indicating courses, credits/Electives as approved by the competent board.</li> </ul>	<ul style="list-style-type: none"> <li>Either CBCS or Elective or both can be considered</li> <li>If CBCS, course structure along with credit details to be given.</li> <li>If elective, list of elective offered for the program to be given</li> <li>If both, CBCS details alone is sufficient.</li> </ul>	

1.2. 2	<b>Percentage of new Degree Programmes, Fellowships and Diplomas introduced by the University across all Faculties during the last five years (certificate programmes are not to be included)</b>	<ul style="list-style-type: none"> <li>Minutes of relevant Academic Council/BoS meetings Clearing approving the introduction of new Degree Programmes, Fellowships and Diplomas claimed in the SSR</li> </ul>	<ul style="list-style-type: none"> <li>The introduction of the program should be with-in the assessment period.</li> </ul>	
1.2. 3	<b>Percentage of interdisciplinary courses under the Programmes offered by the University during the last five years</b>	<ul style="list-style-type: none"> <li>Minutes of relevant Academic Council/BoS meetings Clearly approving the interdisciplinary Courses with specifications of departments involved</li> </ul>	<ul style="list-style-type: none"> <li>The introduction of the course should be with-in the assessment period</li> <li>The courses should be interdisciplinary in nature</li> </ul>	
1.3. 2	<b>Number of value-added courses offered during the last five years that impart transferable and life skills</b>	<ul style="list-style-type: none"> <li>Brochure or /Course content of Value added courses</li> </ul>	<ul style="list-style-type: none"> <li>Courses of varying durations (of at least 16 contact hours), that are optional, and offered outside the curriculum that add value and helping them students in getting placed</li> <li>No repeat count of courses offered each year</li> </ul>	<ul style="list-style-type: none"> <li>Avoid courses opted by student/students not offered by the institution</li> <li>Courses, that are optional, and offered outside the curriculum are considered</li> </ul>
1.3. 3	<b>Percentage of students who successfully completed the value-added courses during the last five years</b>	<ul style="list-style-type: none"> <li>List of enrolled students in such courses</li> </ul>	<ul style="list-style-type: none"> <li>Course Completion Certificate of 5 % of random selected specific student list will be sought by DVV during DVV clarification process.</li> <li>If the institutions do not comply with the DVV's clarification, the claim of the institution will be reduced pro rata.</li> </ul>	
1.4. 1	<b>Mechanism is in place for obtaining structured feedback on curricula/syllabi from various stakeholders</b> <ol style="list-style-type: none"> <li>Students</li> <li>Teachers</li> <li>Employers</li> <li>Alumni</li> </ol>	<ul style="list-style-type: none"> <li>Stakeholder feedback analysis report.</li> <li>Sample filled in Structured Feedback to be provided by the institution for each category claimed in SSR</li> </ul>	<ul style="list-style-type: none"> <li>The feedback concerned with curriculum development only can be considered</li> <li>Only filled -in feedback report will be considered</li> <li>In case of selecting C, B, or A provide</li> </ul>	<ul style="list-style-type: none"> <li>Feedback not related to design and review of syllabus will not be considered</li> </ul>

	<b>5. Professionals</b>		three filled forms from each criteria	
1.4. 2	<p><b>Feedback process of the Institution may be classified as:</b></p> <p><b>Options(Opt any one that is applicable):</b></p> <ul style="list-style-type: none"> <li>A. Feedback collected, analysed and action taken on feedback and such documents are made available on the institutional website</li> <li>B. Feedback collected, analysed and action has been taken</li> <li>C. Feedback collected and analysed</li> <li>D. Feedback collected and analysed</li> <li>E. Feedback collected</li> <li>F. Feedback not obtained/collected</li> </ul>	<ul style="list-style-type: none"> <li>• Stakeholder feedback report.</li> <li>• Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management.</li> </ul>	<ul style="list-style-type: none"> <li>• In case of option A, only those links which leads directly to the concerned web page hosting action taken report will be considered</li> <li>• Un available websites will not be considered.</li> <li>• In case of option B,C and D reports of the same shall be provided <ul style="list-style-type: none"> <li>• Hosting the report on 3<sup>rd</sup> party website will not be considered</li> <li>• General web-link to homepage of the HEI shall not be considered</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Feedback not related to design and review of syllabus will not be considered</li> </ul>
2.1. 1	<b>Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process</b>	<ul style="list-style-type: none"> <li>• Copy of letter issued by state govt. or and Central Government Indicating the reserved categories to be considered as per the state rule (in English)</li> <li>• Final admission list published by the HEI</li> <li>• Admission extract submitted to the state OBC, SC and ST cell every year.</li> <li>• Initial reservation of seats for admission.</li> </ul>	<ul style="list-style-type: none"> <li>• Include only those reserved categories as specified by State/central Government orders for admission.</li> <li>• Only those seats filled against the quota should be counted here. <ul style="list-style-type: none"> <li>• Number of admitted cannot go more than the number allocated.</li> <li>• For minority institutions and other private institutions where reservations are not applicable, consider the total admitted students as reserved.</li> </ul> </li> </ul>	
2.1. 2	<b>Student Demand Ratio, applicable to programmes where State / Central Common Entrance Tests are not</b>	<ul style="list-style-type: none"> <li>• Document relating to Sanction of intake</li> <li>• Extract of No. of application received in each program</li> <li>• The details certified by the Controller of Examination</li> </ul>	<ul style="list-style-type: none"> <li>• Sanctioned admission strength in each program Vs No. of Application received for each</li> </ul>	

	<b>conducted (NEET for UG)</b> Note: on 18/07/2019 the union cabinet approves the bill to replace MCI with NMC (National Medical Commission) bill 2019. Instead of NEET, National Exit Test (NEXT) will come into effect for PG Programmes.	or Registrar evaluation clearly mentioning the programs that are not covered under CET and the number of applications received for the same	program	
2.1. 3	<b>Student enrolment pattern and student profile demonstrate national/international spread of enrolled students from other states and countries</b>	<ul style="list-style-type: none"> <li>Copy of the domicile certificate/passport from respective states / countries</li> <li>Previous degree/ Matriculation / HSC certificate from other state or country</li> </ul>	<ul style="list-style-type: none"> <li>In case of large data, the DVV will seek for the above mentioned documents for specific list of students during DVV clarification.</li> </ul>	
2.2. 1	<b>The Institution assesses the learning levels of the students after admission and organises special programmes for advanced learners and slow performers</b>  1. Adopts measurable criteria to identify slow performers. 2. Adopts measurable criteria to identify advanced learners 3. Organizes special programmes for slow performers and advanced learners 4. Follows protocols to measure students' achievement	<ul style="list-style-type: none"> <li>Methodology and Criteria for the assessment of Learning levels Details of special programmes</li> <li>Details of outcome measures</li> <li>Proforma created to identify slow performers/advanced learners</li> <li>Consolidated report to Dean academics /Dean student's welfare on special programs for advanced learners and slow learners</li> </ul>	The supporting document should clearly elicit the following: <ul style="list-style-type: none"> <li>Methodology and Criteria for the assessment of Learning levels Details of special programmes</li> <li>Details of outcome measures</li> </ul>	
2.2. 2	<b>Student - Fulltime teacher ratio (data for the preceding academic year)</b>	<ul style="list-style-type: none"> <li>This is an automatic metric. Both values used in the formula is obtained from extended profile</li> </ul>	A teacher employed for at least 90 per cent of the normal or statutory number of hours of work for a full-time teacher over a complete academic year is classified as a full-time teacher.	Avoid inclusion of part-time / Ad-hoc / visiting faculty
2.3. 2	<b>Has provision for the use of Clinical Skills Laboratory and Simulation Based Learning</b>  1. Has Basic Clinical Skills Training	<ul style="list-style-type: none"> <li>Proof of Establishment of Clinical Skill Laboratories</li> <li>Proof of patient simulators for simulation-based training</li> <li>Report on training programmes in Clinical</li> </ul>	Provide supporting documents mentioned as according to the choice of the institution among A,B,C,D	

	<p>Models and Trainers for clinical skills in the relevant disciplines.</p> <p>2. Has advanced patient simulators for simulation-based training</p> <p>3. Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation centre</p> <p>4. Conducts training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning</p>	<ul style="list-style-type: none"> <li>skill lab/simulator Centre</li> <li>Details of training programs conducted and details of participants.</li> <li>Geotagged Photos of the <i>Clinical Skills Laboratory</i></li> </ul>		
2.3. 4	<b><i>Student :Mentor Ratio (preceding academic year)</i></b>	<ul style="list-style-type: none"> <li>Copy of circular pertaining the details of mentor and their allotted mentees</li> <li>Approved Mentor list as announced by the HEI</li> <li>Allotment order of mentor to mentee</li> <li>In addition, issues raised and resolved in the mentor system has to be attached mentor-wise</li> <li>Approved Mentor list as announced by the HEI Allotment order of mentor to mentee</li> <li>Log Book of mentor</li> </ul>	<ul style="list-style-type: none"> <li>Only full-time teachers can be considered as mentors.</li> <li>Mentors in preceding year alone to be considered and this metric is for preceding year only.</li> </ul>	
2.4. 1	<b><i>Average percentage of fulltime teachers against sanctioned posts during the last five years</i></b>	<ul style="list-style-type: none"> <li>Sanction letters indicating number of posts (including Management sanctioned posts) by competent authority (in English/translated in English)</li> <li>This is automatic metric and the values are derived from the extended profile</li> </ul>	<ul style="list-style-type: none"> <li>Appointment letter of selected faculty will be asked during DVV clarification stage</li> <li>All full-time teachers with at least 90% prescribed workload should be counted as full-time teachers</li> </ul>	
2.4. 2	<b><i>Average percentage of fulltime teachers with Ph.D./D.Sc./D.Lit./D M/M Ch/DNB in super specialities /other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the</i></b>	<ul style="list-style-type: none"> <li>Copies of Guide-ship letters or authorization of research guide provide by the <b>Regulatory Councils / Universities</b></li> </ul>	<ul style="list-style-type: none"> <li>These guide-ship awarded before the assessment period can be considered here</li> <li>Repeat count of the guides in each year is allowed</li> <li>If the data is large, details selected (about 5% )faculty</li> </ul>	

	<b>eligibility criteria stipulated by the Regulatory Councils / Universities. Last five years data to be entered</b>		will be asked during DVV clarification stage if the data is large	
2.4. 3	<b>Average Teaching experience of fulltime teachers in number of years (preceding academic year)</b>	<ul style="list-style-type: none"> <li>• Experience certificate of full time teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Experience certificate/ appointment order of selected faculty will be asked during DVV clarification stage if the data is large</li> <li>• Cumulative teaching experience is considered (Past and Present)</li> </ul>	
2.4. 4	<b>Average percentage of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years</b>	<ul style="list-style-type: none"> <li>• Certificate of completion of training for development of and delivery of e-contents / e-courses / video lectures / demonstrations</li> <li>• Web-link to the contents delivered by the faculty hosted in the HEI's website</li> <li>• List of e-contents / e courses / video lectures / demonstrations developed</li> </ul>	<ul style="list-style-type: none"> <li>• Training completion certificate of selected faculty (about 5% ) will be asked during DVV clarification stage</li> </ul>	
2.4. 5	<b>Average Percentage of fulltime teachers who received awards and recognitions for excellence in teaching, student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / academies during the last five years</b>	<ul style="list-style-type: none"> <li>• e-Copies of award /Recognitions letters (scanned or soft copy) for achievements</li> <li>• Awards /Recognitions claimed without certificates will not be considered</li> </ul>	<ul style="list-style-type: none"> <li>• Only State, National and International level from Government, recognised bodies only should be considered</li> <li>• The date of award /Recognitions should fall with-in the assessment period</li> <li>• One Full-time teacher to be counted once for a year irrespective of number of awards or recognition in the same year.</li> </ul>	<ul style="list-style-type: none"> <li>• Award that are local in nature need to be avoided.</li> <li>• Intra and inter university / institution awards /Recognitions to be avoided</li> <li>• Participation / presentation certificates – during paper presentation etc needs to be avoided</li> </ul>
2.5. 1	<b>Average number of days from the date of last semester-end/ year- end examination to the date of declaration of results during the last five years</b>	<ul style="list-style-type: none"> <li>• Reports from Controller of Exam (COE) office/ Annual reports mentioning the relevant details.</li> <li>• Notified exam date and result declaration date year – wise / semester wise</li> </ul>	In case of semester system, take the average days of two semesters in a year	

2.5. 2	<b>Average percentage of student complaints / grievances about including evaluation against the total number of students appeared in the examinations during the last five years</b>	<ul style="list-style-type: none"> <li>• Certificate from Registrar / Controller of examination / Data on student grievances from the office of the Registrar (Evaluation)</li> <li>• Minutes of the grievance cell / relevant body</li> <li>• List of students applied for revaluation certified by Registrar / Controller of Examinations</li> </ul>	<ul style="list-style-type: none"> <li>• Grievance is based on number of students and not number of subjects. One student to be counted once only in a year</li> <li>• Grievances including re-evaluation to be considered</li> </ul>	
2.5. 3	<p><b>Evaluation-related Grievance Redressal mechanism followed by the Institution:</b></p> <p>The University adopts the following for the redressal of evaluation-related grievances.</p> <p><b>Options(Opt one which is applicable to you):</b></p> <ol style="list-style-type: none"> <li>1. Double valuation/Multiple valuation with appeal process for retotalling/revaluation and access to answer script</li> <li>2. Double Valuation/Multiple valuation with appeal process for revaluation only</li> <li>3. Double Valuation/Multiple valuation with appeal process for retotalling only</li> <li>4. Single valuation and appeal process for revaluation</li> <li>5. <i>Grievance Redressal mechanism does not exist</i></li> </ol>	<ul style="list-style-type: none"> <li>• Provide links to the examination procedure and re-evaluation procedure developed by the institution and duly hosted in the institution's website</li> <li>• Report of the Controller of Examination/ registrar evaluation regarding the <i>Grievance Redressal mechanism followed by the Institution</i></li> </ul>	<ul style="list-style-type: none"> <li>• The examination procedure and re-evaluation procures are expected to be hosted in the institution's website.</li> </ul>	
2.5. 5	<b>Status of automation of Examination division using Examination Management System (EMS) along with approved online</b>	<ul style="list-style-type: none"> <li>• Snap shot of EMS used by the institution</li> <li>• Copies of the purchase order of the software/AMC of the software</li> <li>• The present status of</li> </ul>		

	<b>Examination Manual</b>	<p>automation., Invoice of the software, &amp; screenshots of software</p> <ul style="list-style-type: none"> <li>Annual report of examination including present status of automation as approved by BOM / Syndicate / Governing Council</li> </ul>		
2.6. 2	<b>Incremental performance in Pass percentage of final year students in the last five years</b>	<ul style="list-style-type: none"> <li>Reports from Controller of Exam (COE) office/ Registrar evaluation mentioning the relevant details.</li> </ul>	<ul style="list-style-type: none"> <li>Consider only pass of final year examination thus qualifying the degree program</li> <li><u>Refer Annexure number 02. for detail</u></li> </ul>	
2.7. 1	<b>Online student satisfaction survey regarding teaching learning process.</b>	Details to be provided during SSR submission only		
3.1. 2	<b>The Institution provides seed money to its teachers for research</b>	<ul style="list-style-type: none"> <li>Sanction letter of seed money to the faculty is mandatory</li> <li>Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized. (<u>Refer annexure number -01 as per SOP</u>).</li> </ul>	<ul style="list-style-type: none"> <li>In case of large data, the DVV will ask for valid document for specific list of teachers</li> <li>Only formal research project seed money will be considered</li> </ul>	<ul style="list-style-type: none"> <li>Grants for other than research projects need to be avoided</li> <li>Sponsorship to conferences / seminars etc to be avoided</li> </ul>
3.1. 3	<b>Average Percentage of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research / conference participation in Indian and Overseas Institutions during the last five years</b>	<ul style="list-style-type: none"> <li>E-copies of the award letters of the teachers.</li> <li>Fellowship award letter from the funding agency</li> </ul>	<ul style="list-style-type: none"> <li>Documents for all awards are compulsory</li> <li>The fellowship is for advanced studies only</li> <li>Financial grants to attend conference and short-term visits will be considered here</li> </ul>	
3.1. 4	<b>Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows in the university enrolled during the last five years</b>	<ul style="list-style-type: none"> <li>E copies of fellowship award letters</li> <li>Registration and guide / mentor allocation by the institution</li> </ul>	<ul style="list-style-type: none"> <li>E copies of fellowship award letters is mandatory</li> </ul>	
3.1. 5	<b>University has the following facilities*</b> <ol style="list-style-type: none"> <li>Central Research Laboratory / Central Research Facility</li> <li>Animal House/ Medicinal plant</li> </ol>	<ul style="list-style-type: none"> <li>videos and geo-tagged photographs</li> </ul>	Photos/videos shall be hosted in the institution's website and links may be shared in the SSR	

	garden / Museum 3. Media laboratory/Business Lab/e-resource Studios 4. Research/Statistical Databases/Health Informatics 5. Clinical Trial Centre			
3.1. 6	<b><i>Percentage of departments with recognition by ICMR-CAR, DST-FIST, DBT, MCI, DCI, PCI, AICTE, AYUSH, NACO, WHO, NIH etc. and other similar recognitions by national and international agencies, (excluding mandatory recognitions by Regulatory Councils for UG / PG programmes) (Examples: WHO collaborating Centre, AYUSH &amp; AICTE Centre for Excellence, MCI Regional / Nodal Centre for Medical Education etc.,) (Data for the last 5 years)</i></b>	<ul style="list-style-type: none"> <li>• e-copies of departmental recognition award letters</li> <li>• Details of the departments offering academic programmes certified by the head of the Institution /University</li> </ul>	<ul style="list-style-type: none"> <li>• The running grant should be valid for the <b>assessment period</b></li> <li>• Data will not be considered without documentations prescribed</li> </ul>	
3.2. 1	<b><i>Grants for research projects / clinical trials sponsored by non-government sources such as industry, corporate houses, international bodies, endowments, professional associations, endowment-Chairs etc., in the Institution during the last five years</i></b>	<ul style="list-style-type: none"> <li>• E-copies of the grant award letters for research projects sponsored by non-government sources</li> <li>• Funds received from Mother Trust and Sister Institutions will not be considered.</li> </ul>	<ul style="list-style-type: none"> <li>• Sanction letter of grants by the funding agency is mandatory to support the claim, and the source of funding should be from non-government organisations. The duration of the grant period should align with the assessment period.</li> <li>• Funding grants for projects from the management etc. will not be admitted here</li> <li>• Research endowment funds can be considered here.</li> <li>• Data will not be considered without documentations</li> </ul>	<ul style="list-style-type: none"> <li>• Grants given by their own trust / sister institutions not to be included</li> </ul>

			prescribed	
3.2. 2	<b>Grants for research projects/clinical research project sponsored by the government funding agencies during the last five years</b>	<ul style="list-style-type: none"> <li>E-copies of the grant award letters for research projects sponsored by government sources.</li> <li>.</li> </ul>	<p>Sanction letter of grants by the funding agency is mandatory to support the claim, and the source of funding should be from government organisations. The duration of the grant period should align with the assessment period.</p>	<ul style="list-style-type: none"> <li>Grants for Equipments / software / skill development centres will not be considered</li> </ul>
3.2. 3	<b>Ratio of research projects/clinical trials per teacher funded by government/industries and non-government agencies during the last five years</b>	<ul style="list-style-type: none"> <li>Supporting document/s from Funding Agencies</li> <li>List of research projects and funding details (Data Template)</li> <li>Copy of the letter indicating sanction of research project funded by govt./non-govt agency and industry including details of name of teacher and amount in INR</li> <li>Consultancy from Hospital will not be considered</li> </ul>	<ul style="list-style-type: none"> <li>This metric is about the number of projects, hence the number of projects in 3.2.1, 3.2.2. and 3.5.2 put together should result in 3.2.3</li> </ul>	<ul style="list-style-type: none"> <li>Non-government agency does not include own institution/trust/sister institutions</li> </ul>
3.3. 3	<b>Number of awards / recognitions received for innovation / discoveries by the Institution/teachers/research scholars/students from recognized bodies during the last five years</b>	<ul style="list-style-type: none"> <li>E-Copies of award letters (scanned or soft copy) for innovations with details of awardee and awarding agency</li> <li>This metric specifically emphasise awards for innovations</li> <li>Patents are not considered here.</li> </ul>	<ul style="list-style-type: none"> <li>Awards for innovation only to be considered here.</li> <li>This should not include patents</li> <li>The claims without certificate or award letter will not be considered</li> </ul>	<ul style="list-style-type: none"> <li>Participation / presentation certificates in workshops / conferences etc to be avoided</li> </ul>
3.3. 4	<b>Number of start-ups incubated on campus during the last five years</b>	<ul style="list-style-type: none"> <li>E copy of sanction order of the University for the Start Ups on campus.</li> <li>Registration letter and contact details of the promoters</li> </ul>	<ul style="list-style-type: none"> <li>Supporting document in favour of start-ups with company registration details, and incubation details mentioning the facilities extended by the institution to the company should be provided.</li> </ul>	
3.4. 1	<b>The Institution has a stated Code of Ethics for research, the implementation of which is ensured by the following:</b>	<ul style="list-style-type: none"> <li>Institutional code of Ethics document</li> <li>Course content of research ethics and details of members of ethical committee</li> </ul>	<p>These information are expected to be hosted in the HEI's website vide public access and the link to be shared during Submission of</p>	

	<p><b>Option</b></p> <ol style="list-style-type: none"> <li><b>1. Research methodology with course on research ethics</b></li> <li><b>2. Ethics committee</b></li> <li><b>3. Plagiarism check</b></li> <li><b>4. Committee on Publication guideline</b></li> </ol>	<ul style="list-style-type: none"> <li>• Copy of software procurement for plagiarism check</li> <li>• Details of committee on publication guidelines</li> <li>• Proceedings of the meeting on relevant committees</li> </ul>	SSR	
3.4. 2	<p><b>The Institution provides incentives for teachers who receive state, national or international recognitions/awards</b></p> <p><b>Option</b></p> <ol style="list-style-type: none"> <li><b>1. Career Advancement</b></li> <li><b>2. Salary increment</b></li> <li><b>3. Recognition by Institutional website notification</b></li> <li><b>4. Commendation certificate with cash award</b></li> </ol>	<ul style="list-style-type: none"> <li>• Policy on Career advancement for the awardees</li> <li>• Policy on salary increment for the awardees</li> <li>• Snapshots of recognition of notification in the HEI's website</li> <li>• Copy of commendation certificate and receipt of cash award</li> <li>• Incentive details (link to the appropriate details on the Institutional website)</li> </ul>	The institution to provide documents as per the choice of A/B/C/D in the SSR	
3.4. 3	<b>Number of Patents/ Copyrights published/awarded/technology-transferred during the last five years</b>	<ul style="list-style-type: none"> <li>• E- copies of the letters of award/ publication of patent/copyright/ technology-transferred <ul style="list-style-type: none"> <li>• Certified e- copies of the letters of awards/publications (Consolidated statement by the head of the Institution).</li> <li>• Technology transfer document</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Only awarded / published patents should be considered.</li> <li>• Patents/copyright/ technology-transferred awarded should be supported with a letter of award and the unique patent number which can be cross-verified.</li> <li>• The award / publication of patent/copyright/ technology-transferred should be with-in the assessment period</li> </ul>	
3.4. 4	<b>Average number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines awarded per recognized PG teacher* of the Institution during the last five years</b>	<ul style="list-style-type: none"> <li>• PhD/ DM/ M Ch/ PG Degree Award letters of students</li> <li>• Web page for research in the Institutional website.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of PhD/ DM/ M Ch/ PG awarded (not-ongoing) under every eligible research guide working as faculty in the institution should be considered.</li> <li>• The recognised</li> </ul>	

			<p>guides should be authenticated with guide-ship letters awarded by the University.</p> <ul style="list-style-type: none"> <li>If the data is large, details of guide-ship letter/award details for selected faculty will be asked during DVV clarification process</li> </ul>	
3.4. 5	<b>Average Number of research papers per teacher in the approved list of Journals in Scopus / Web of Science/ PubMed during the last five calendar years</b>	<ul style="list-style-type: none"> <li>This metric inputs will be verified by Inflibnet</li> <li>Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list</li> <li>This metric will be verified by INFLIBNET</li> </ul>	<ul style="list-style-type: none"> <li>Only Journals notified on UGC website / PubMed / Scopus / Web of Science approved Journals will be considered.</li> <li>In the template paste the link of UGC approved list of journals available in this link:  <a href="https://www.ugc.ac.in/journallist">https://www.ugc.ac.in/journallist</a> like  <a href="https://www.ugc.ac.in/journallist/ugc_admin_journal_report.aspx?eid=Mjc2MDk=">https://www.ugc.ac.in/journallist/ugc_admin_journal_report.aspx?eid=Mjc2MDk=</a> for each publication</li> <li>In case of research papers published in deleted list of UGC until 2nd may 2018, the details in the link column may please mentioned as: the Sl.No. of the journal -Deleted list</li> <li>In case of publications in journals indexed in PubMed / Scopus / Web of Science please provide the links</li> </ul>	
3.4. 6	<b>Average Number of research papers per teacher in the approved list of Journals notified in UGC-CARE list during the last five calendar</b>	<ul style="list-style-type: none"> <li>This metric inputs will be verified by Inflibnet</li> </ul>	<ul style="list-style-type: none"> <li>Publications without ISBN number will not be considered</li> <li>If the data is large, specific sample publications will</li> </ul>	

	<b>years</b>		be sought by DVV (about 5%) during DVV clarification	
<b>3.4.</b> <b>7</b>	<b>Total Number of books/ chapters in edited volumes and papers in National/International conference-proceedings published per teacher and indexed in Scopus/ Web of Science / PubMed UGC-CARE list during the last five calendar years</b>	<ul style="list-style-type: none"> <li>This metric inputs will be verified by Inflibnet</li> </ul>	<ul style="list-style-type: none"> <li><b>Publications not included in UGC-CARE list will not be considered.</b> If the data is large, specific sample publications will be sought by DVV (about 5%) during DVV clarification</li> </ul>	
<b>3.4.</b> <b>8</b>	<b>Bibliometrics of the publications during the last five calendar years based on average Citation Index in Scopus/ Web of Science</b>	<ul style="list-style-type: none"> <li>This metric inputs will be verified by Inflibnet</li> </ul>		
<b>3.4.</b> <b>9</b>	<b>Provide Scopus/ Web of Science – h-index of the Institution for the last 5 calendar years.</b>	<ul style="list-style-type: none"> <li>This metric inputs will be verified by Inflibnet</li> </ul>		
<b>3.5.</b> <b>2</b>	<b>Revenue generated from advisory / R&amp;D consultancy and service consultancy projects (exclude Patients consultancy) including Clinical trials Industries during the last five years</b>	<ul style="list-style-type: none"> <li>Audited statements of accounts indicating the revenue generated through consultancy.</li> <li>CA certified copy/Finance Officer Certified copy attested by head of the institute (<b>Refer annexure number -01 as per SOP</b>).</li> </ul>	<ul style="list-style-type: none"> <li>Amount generated through <b>R&amp;D projects, advisory and service consultancy</b> work alone has to be considered here.</li> <li><b>R &amp; D projects and Instrumentation service projects executed by the faculty and technical staff are allowable for consideration</b></li> <li><b>Refer annexure number -01 for details</b></li> </ul>	
<b>3.6.</b> <b>1</b>	<b>Extension* and outreach activities* such as community Health Education, Community health camps, Teleconferences, Tele-Medicine consultancy</b>	<ul style="list-style-type: none"> <li>Photographs / preferably geo tagged photographs or any supporting document in relevance</li> <li>Detailed program report for each extension and outreach program should be made available, with</li> </ul>	<ul style="list-style-type: none"> <li>Can be supplemented with News paper reports of events.</li> </ul>	

	<p><b>etc., are conducted in collaboration with industry, Government and non- Government Organisations engaging NSS/NCC/Red cross/YRC, Institutional clubs etc., during the last five years</b></p> <p><b>*check glossary for definition</b></p>	specific mention of number of students and collaborating agency participated		
<b>3.6. 2</b>	<b>Average percentage of students participating in extension and outreach activities beyond the curricular requirement as stated at 3.6.1</b>	<ul style="list-style-type: none"> <li>Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated and Photographs or any supporting document in relevance</li> </ul>		
<b>3.7. 1</b>	<b>Average Number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc., per year</b>	<ul style="list-style-type: none"> <li>Copies of collaboration /related documents with details of nature of collaboration and activities year-wise</li> </ul>	<ul style="list-style-type: none"> <li>The Collaboration should be valid for the assessment period.</li> <li>The collaboration activities of research/faculty exchange or/and student exchange should be facilitated through the mentioned collaboration only.</li> </ul>	
<b>3.7. 2</b>	<b>Presence of functional MoUs with Institutions/ industries in India and abroad for academic, clinical training / internship, on-the-job training, project work, student / faculty exchange, collaborative research programmes etc., during the last five years</b>	<ul style="list-style-type: none"> <li>E-copies of the functional MoU's with institution/ industry/ corporate house, Indicating the start date and completion date</li> </ul>	<ul style="list-style-type: none"> <li>The MoU should be functional during the assessment period</li> <li>If the MoU is for three years viz 2011-2013, it shall be counted only once.</li> </ul>	
<b>4.1. 4</b>	<b>Average percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during</b>	<ul style="list-style-type: none"> <li>Provide the consolidated fund allocation towards infrastructure development and augmentation facilities duly certified by Finance</li> </ul>	<ul style="list-style-type: none"> <li>This metric is supposed to be looked at with the perspective of infrastructure</li> </ul>	<ul style="list-style-type: none"> <li>Avoid recurring expenditure on laboratory</li> </ul>

	<b><i>the last five years</i></b>	<p>Officer (<b>Refer annexure number -01 as per SOP</b>).</p> <ul style="list-style-type: none"> <li>Highlight the relevant items in the balance sheet</li> </ul>	<p><b>development and augmentation</b></p> <ul style="list-style-type: none"> <li>In case of privately funded University the document should be certified by Chartered Accountant also.</li> </ul>	and acquisition of books and journals
<b>4.2. 3</b>	<b>Availability of infrastructure for community based learning</b>  <b>Institution has:</b> 1. Attached Satellite Primary Health Centres 2. Attached Rural Health Centres available for training of students 3. Attached Urban Health Centre for training of students 4. Residential facility for students / trainees at the above peripheral health centres / hospitals	<ul style="list-style-type: none"> <li>Geotagged photos of health centres</li> <li>Government Order on allotment/assignment of PHC to the institution</li> <li>Documents of resident facility</li> </ul>	<ul style="list-style-type: none"> <li>Supporting document to be provided as per the claim of the institution amongst 1/2/3/4</li> </ul>	
<b>4.2. 4</b>	<b>Is the Teaching Hospital / Clinical Laboratory accredited by any National Accrediting Agency?</b>  A. NABH accreditation B. NABL accreditation C. International accreditation like JCI., D. ISO certification of departments /Institution E. GLP/GCLP accreditation.	<ul style="list-style-type: none"> <li>Provide certificates of accreditation</li> </ul>	<ul style="list-style-type: none"> <li>As per the claim of the institution in SSR, appropriate certificate from the National Accrediting Agency to be provide failing which the claim will not be accepted.</li> </ul>	
<b>4.3. 3</b>	<b>Does the Institution have an e-Library with membership/subscription for the following:</b>  <b>Options</b> 1. e – journals / e-books consortia 2. e - ShodhSindhu 3. Shodhganga 4. SWAYAM Discipline-specific Databases	<ul style="list-style-type: none"> <li>E-copy of subscription letter/member ship letter or related document with the mention of year to be submitted</li> </ul>	<ul style="list-style-type: none"> <li>Scan copy of books claimed as e-books cannot be accepted.</li> <li>In the absence of appropriate subscription letter, the claims will not be considered</li> </ul>	

4.3. 4	<b>Average annual expenditure for purchase of books and journals (including e-resources) during the last five years</b>	<ul style="list-style-type: none"> <li>• provide consolidated extract of expenditure for purchase of books and journals during the last five years duly attested by Finance Officer</li> <li>• Audited Statement highlighting the expenditure for purchase of books and journal library resources (<u><a href="#">Refer annexure number -01 as per SOP</a></u>).</li> <li>• Proceedings of Library Committee meetings for allocation of fund and utilization of fund</li> </ul>	<ul style="list-style-type: none"> <li>• In case of privately funded University the document should be certified by Chartered Accountant also.</li> <li>• Give links or upload document of e-content developed</li> </ul>	
4.3. 5	<b>E-content resources used by teachers /Students :</b> <ol style="list-style-type: none"> <li>1. NMEICT/NPTEL</li> <li>2. other MOOCs platforms</li> <li>3. SWAYAM</li> <li>4. Institutional LMS</li> <li>5. e-PG-Pathshala</li> </ol>	<ul style="list-style-type: none"> <li>• Give links or upload document of e-content both used and developed.</li> <li>• Supporting documents from the hosting agency for the e-content developed by the teachers need to be given</li> <li>• Give links e-content repository used by the teachers / <b>Students</b></li> </ul>	<ul style="list-style-type: none"> <li>• Both the content used / developed by the teachers of the institution need be considered</li> </ul>	Informal e-content will not be accepted
4.4. 1	<b>Percentage of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities (data for the preceding academic year)</b>	<ul style="list-style-type: none"> <li>• Geo-tagged photos</li> <li>• Consolidated list duly certified by the Head of the institution.</li> </ul>		
4.4. 3	<b>Available bandwidth of internet connection in the Institution (Leased line)</b> Opt any one: A. ≥1 GBPS B. 500 MBPS - 1 GBPS C. 250 MBPS - 500 MBPS D. 50 MBPS - 250 MBPS E. <50 MBPS	<ul style="list-style-type: none"> <li>• Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth</li> <li>• Annual subscription bill</li> <li>• If donated, letter from the donor</li> </ul>		<ul style="list-style-type: none"> <li>• Snap shot of speed test for wifi/internet facility will not be considered</li> </ul>
4.5. 1	<b>Average percentage of expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years</b>	<ul style="list-style-type: none"> <li>• Provide balance sheet highlighting the items of expenditure incurred on maintenance of physical facilities and academic support facilities duly certified by Finance Officer.</li> <li>• Provide budget extract</li> </ul>	<ul style="list-style-type: none"> <li>• The emphasis of this metric is in the maintenance of physical and academic support facilities</li> <li>• In case of privately funded University the</li> </ul>	

		<p>incurred on maintenance of physical facilities and academic support facilities duly certified by Finance Officer. (<u><a href="#">Refer annexure number -01 as per SOP</a></u>).</p>	<p>document should be certified by Chartered Accountant also.</p>	
5.1. 1	<b>Average percentage of students benefited by scholarships /free-ships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years</b>	<ul style="list-style-type: none"> <li>Upload sanction letter of scholarship.</li> <li>Consolidated document in favour of freeships and number of beneficiaries duly signed by the Head of the institution</li> </ul>	<ul style="list-style-type: none"> <li>Both Government/ non government Scholarships are considered here</li> <li>For large data, the DVV will ask documents for specific list of students in specific schemes during DVV clarification. Hence please ensure to provide the list of students in the template.</li> </ul>	
5.1. 2	<p><b>Institution implements a variety of capability enhancement and other skill development schemes</b></p> <ol style="list-style-type: none"> <li>1. Soft skills development</li> <li>2. Language and communication skill development</li> <li>3. Yoga and wellness</li> <li>4. Analytical skill development</li> <li>5. Human value development</li> <li>6. Personality and professional development</li> <li>7. Employability skill development</li> </ol>	<ul style="list-style-type: none"> <li>Detailed report of the Capacity enhancement programs and other skill development schemes</li> </ul>		
5.1. 3	<b>Average percentage of students undergone guidance for competitive examinations and career advancement offered by the Institution during the last five years</b>	<ul style="list-style-type: none"> <li>Copy of circular/brochure of such programs</li> <li>Year-wise list of students attending each of these schemes signed by competent authority</li> <li>Institutional website. Web-link to particular program/scheme mentioned in the metric</li> <li>List of students (Certified by the Head of the Institution) benefited by guidance for competitive examinations and career advancement</li> </ul>	<p>“Students benefited” refers to students enrolled / attending the said programs</p>	

		offered by the Institution during the last five years		
5.1. 5	<b><i>The Institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and prevention of ragging</i></b>  a. Adoption of guidelines of Regulatory bodies b. Presence of the committee and mechanism of receiving student grievances (online/offline) c. Periodic meetings of the committee with minutes b) d. Record of action taken	<ul style="list-style-type: none"> <li>Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee. (the names of the complainant shall be masked)</li> <li>Circular/web-link/ committee report justifying the objective of the metric</li> </ul>	<ul style="list-style-type: none"> <li>Report of incident management of grievances from the concerned cell is essential.</li> <li>The mechanism of redressal should be available as document and preferably hosted in the HEI's Website. The link of the same shall be provided to validate the same.</li> </ul>	
5.2. 1	<b><i>Average percentage of students qualifying in state/ national/ international level examinations during the last five years</i></b> (eg: NET/SLET/GATE/ GMAT/GPAT/CAT/GR E/TOEFL/ PLAB/ USMLE /AYUSH/Civil Services/Defense /UPSC/ State government examinations/PG- NEET/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc., )	<ul style="list-style-type: none"> <li>Pass Certificates of the examination</li> </ul>	<ul style="list-style-type: none"> <li>In absence of certificate, the claim will not be considered.</li> <li>In case of large data, certificates of specific list of students will be sought during DVV clarification</li> </ul>	
5.2. 2	<b><i>Average percentage of placement /self-employed professional services of outgoing students during the last five years</i></b>	<ul style="list-style-type: none"> <li>Annual reports of Placement Cell.</li> <li>Self-attested list of students placed / self-employed</li> </ul>	<ul style="list-style-type: none"> <li>In case of large data, documents of specific list of students will be sought during DVV clarification</li> <li>In case of <b>self-employed professional services</b> registration with MCI / any other Professional Bodies and documents for randomly selected students should be provided as sought by DVV.</li> </ul>	
5.2. 3	<b><i>Percentage of the</i></b>	<ul style="list-style-type: none"> <li>Upload supporting data</li> </ul>	<ul style="list-style-type: none"> <li>The details of</li> </ul>	

	<i>graduates in the preceding academic year, who have had progression to higher education.</i>	<p>for student/alumni in prescribed format.</p> <ul style="list-style-type: none"> <li>Any proof of admission to higher education</li> </ul>	selected students progressing to higher education will be asked by DVV during DVV clarification. The validating document for the same to be provided then.	
5.3. 1	<b><i>Number of awards/medals for outstanding performance in sports/cultural activities at state/regional/national/international events (award for a team event should be counted as one) during the last five years</i></b>	<ul style="list-style-type: none"> <li>e-copies of award letters and certificates.</li> </ul>	<ul style="list-style-type: none"> <li>Only State/nation or international achievements will be considered.</li> <li>Inter collegiate competitions will not be considered here.</li> <li><u>Refer annexure for details</u></li> </ul>	<ul style="list-style-type: none"> <li>Participation/appreciation certificates at the regional/local/institutional levels should be avoided</li> </ul>
5.3. 3	<b><i>Average Number of sports and cultural activities / events/ competitions organised in the Institution per year</i></b>	<ul style="list-style-type: none"> <li>Report of the events/along with photographs appropriately dated and captioned year-wise.</li> <li>Copy of circular/brochure indicating such kind of activities</li> </ul>	<ul style="list-style-type: none"> <li>Events cannot be split into activities</li> <li>Only the activities organised by the institution need to be considered</li> </ul>	
5.4. 2	<b><i>Provide the areas of contribution by the Alumni Association / chapters during the last five years</i></b> <ol style="list-style-type: none"> <li>Financial / kind</li> <li>Donation of books /Journals/ volumes</li> <li>Students placement</li> <li>Student exchanges</li> <li>Institutional endowments</li> </ol>	<ul style="list-style-type: none"> <li>Annual audited statements of accounts. Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Finance Officer and Head of the Institutions (<u>Refer annexure number -01 as per SOP</u>).</li> <li>For 2/3/4 Certification by the head of the institution</li> </ul>		
6.2. 3	<b><i>The University has implemented e-governance in the following areas of operation</i></b> <ol style="list-style-type: none"> <li>Planning and Development</li> <li>Administration (including Hospital Administration &amp; Medical Records)</li> <li>Finance and Accounts</li> <li>Student Admission</li> </ol>	<ul style="list-style-type: none"> <li>Institutional budget statements allocated for the heads of E-governance implementation ERP Document</li> <li>Screen shots of user interfaces of each module Annual e-governance report approved by Governing Council/ Board of Management/ Syndicate Policy document</li> <li>e-Governance related document</li> </ul>		

	and Support 5. Examination		
6.3. 2	<b>Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years</b>	<ul style="list-style-type: none"> <li>Policy document on providing financial support to teachers</li> <li>E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.</li> <li>Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies.</li> <li>List of teachers provided membership fee for professional bodies during the last five years</li> </ul>	<ul style="list-style-type: none"> <li>If the data is large, the DVV will seek for document of specific list of teachers during DVV clarification</li> </ul>
6.3. 3	<b>Average number of professional development / administrative training programmes organized by the University for teaching and non-teaching/technical staff during the last five years</b>	<ul style="list-style-type: none"> <li>Detailed program report for each program should be made available Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).</li> <li>Reports of Academic Staff College or similar centres Verification of schedules of training programs</li> <li>Copy of circular/brochure/report of training program self conducted program may also be considered</li> <li>Consolidated lists of participants who attended the above programmes year-wise during the last 5 years (Data template)</li> </ul>	<ul style="list-style-type: none"> <li>The program should be minimum of one day duration</li> </ul>
6.3. 4	<b>Average percentage of teachers undergoing Faculty Development Programmes (FDP) including online programmes (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.) during the last five years</b>	<ul style="list-style-type: none"> <li>Annual reports of the AQAR submitted to NAAC</li> <li>E-copy of the certificate of the program attended by teacher</li> <li>Days limits of program/course as prescribed by UGC/AICTE or Preferably Minimum one day programme conducted by recognised body/academic institution</li> <li>Courses with 30 or more contact hours are considered</li> </ul>	<ul style="list-style-type: none"> <li>One teacher attending one or more professional development Program in a year to be counted as one only.</li> <li>The DVV will ask for certificates of specific faculty during DVV process as a part of validation</li> </ul>

6.4. 2	<b>Funds / Grants received from government / non-government bodies / philanthropists during the last five years (excluding scholarships and research grants covered under Criterion III)</b>	<ul style="list-style-type: none"> <li>• Annual audited statements of accounts (<u>Refer annexure number -01 as per SOP</u>)..</li> <li>• Copy of letter indicating the grants/funds received by respective agency as stated in metric</li> <li>• Provide the budget extract of audited statement towards Grants received from non-government bodies, individuals, philanthropist duly certified by chartered accountant and/or Finance Officer</li> </ul>		<ul style="list-style-type: none"> <li>• Avoid duplication</li> <li>• Funds from own institutions/own trust and sister institutions not to be considered</li> </ul>
6.5. 2	<p><b>Quality assurance initiatives of the Institution include:</b></p> <ol style="list-style-type: none"> <li>1. Academic and Administrative Audit (AAA) and initiation of follow-up action</li> <li>2. Conferences, Seminars, Workshops on quality</li> <li>3. Collaborative quality initiatives with other Institution(s)</li> <li>4. Orientation programmes on quality issues for teachers and students</li> <li>5. Participation in NIRF process</li> <li>6. Any other quality audit by recognized State, National or International agencies ( ISO, NABH, NABL Certification, NBA, any other)</li> </ol>	<ul style="list-style-type: none"> <li>• Report of AAA</li> <li>• Details of Conferences Workshops with thrust on quality education</li> <li>• Details of the Collaborative initiations (with or without MOU)</li> <li>• Report of orientation programs for teachers and students</li> <li>• NIRF details</li> <li>• Any other relevant document</li> <li>• Certificate of the quality audit</li> </ul>	<ul style="list-style-type: none"> <li>• These documents are expected to be hosted in the website of the HEI for public access</li> </ul>	
7.1. 2	<p><b>The Institution has facilities for alternate sources of energy and energy conservation measures</b></p> <ol style="list-style-type: none"> <li>1. Solar energy</li> <li>2. Biogas plant</li> <li>3. Wheeling to the Grid</li> <li>4. Sensor-based energy conservation</li> <li>5. Use of LED bulbs/ power efficient equipment</li> </ol>	<ul style="list-style-type: none"> <li>• Geo tagged photos</li> <li>• Installation receipts</li> </ul>	<ul style="list-style-type: none"> <li>• The documents to be provided as per the options chosen by the institution</li> </ul>	

7.1. 4	<p><b>Water conservation facilities available in the Institution:</b></p> <ol style="list-style-type: none"> <li>1. Rain water harvesting</li> <li>2. Borewell /Open well recharge</li> <li>3. Construction of tanks and bunds</li> <li>4. Waste water recycling</li> <li>5. Maintenance of water bodies and distribution system in the campus</li> </ol>	<ul style="list-style-type: none"> <li>• Geo tagged photos</li> <li>• Installation or maintenance reports</li> </ul>	<ul style="list-style-type: none"> <li>• The documents to be provided as per the options chosen by the institution</li> </ul>	
7.1. 5	<p><b>Green campus initiatives include:</b></p> <ol style="list-style-type: none"> <li>1. Restricted entry of automobiles</li> <li>2. Battery-powered vehicles</li> <li>3. Pedestrian-friendly pathways</li> <li>4. Ban on the use of Plastics</li> <li>5. Landscaping with trees and plants</li> </ol>	<ul style="list-style-type: none"> <li>• Geotagged photo Code of conduct or visitor instruction displayed in the institution</li> <li>• Geo tagged photos of the facilities as the claim of the institution</li> </ul>		
7.1. 6	<p><b>Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:</b></p> <ul style="list-style-type: none"> <li>• Green audit</li> <li>• Energy audit</li> <li>• Environment audit</li> <li>• Clean and green campus recognitions / awards</li> <li>• Beyond the campus environmental promotion activities</li> </ul>	<ul style="list-style-type: none"> <li>• Audit reports of the institution related to the metric (as per Annexure-1)</li> </ul>	<ul style="list-style-type: none"> <li>• The audit has to be performed by recognised agencies</li> </ul>	
7.1. 7	<p><b>The Institution has disabled-friendly, barrier free environment</b></p> <ul style="list-style-type: none"> <li>• Built environment with ramps/lifts for easy access to classrooms.</li> <li>• Disabled-friendly washrooms</li> <li>• Signage including tactile path, lights,</li> </ul>	<ul style="list-style-type: none"> <li>• Geo tagged photos of the facilities as per the claim of the institution</li> </ul>		

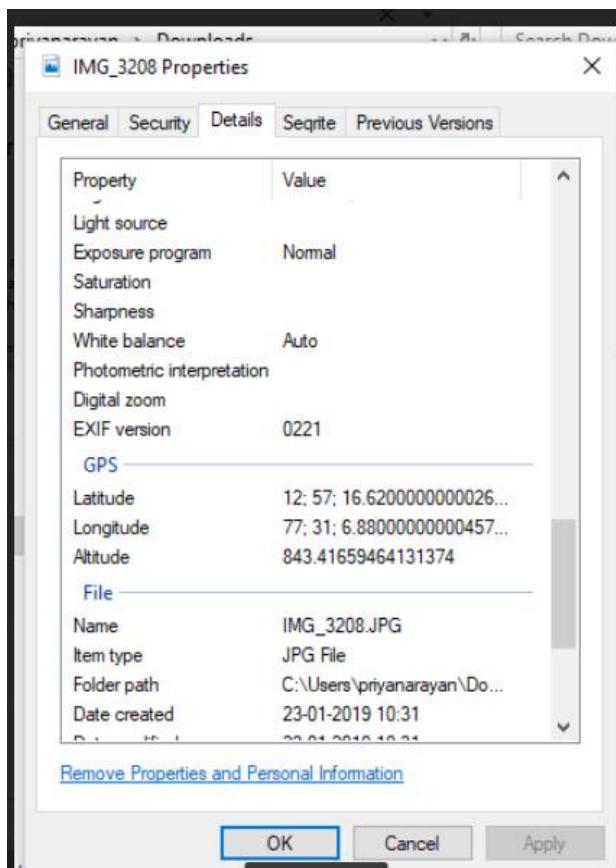
	<ul style="list-style-type: none"> <li>• display boards and signposts</li> <li>• Assistive technology and facilities for persons with disabilities ( <i>Divyangjan</i>) accessible website, screen-reading software, mechanized equipment</li> <li>• Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading</li> </ul>		
7.1.10	<p><b><i>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</i></b></p> <ol style="list-style-type: none"> <li>1. The Code of Conduct is displayed on the website</li> <li>2. There is a committee to monitor adherence to the Code of Conduct</li> <li>3. Institution organizes professional ethics programmes for students,</li> <li>4. teachers, administrators and other staff</li> <li>5. Annual awareness programmes on Code of Conduct are organized</li> </ol>	<ul style="list-style-type: none"> <li>• Weblink of the code of conduct</li> <li>• Details of the monitoring committee of the code of conduct</li> <li>• Details of Programs on professional ethics and awareness programs</li> </ul>	<p>These documents are expected to be hosted in the website of the HEI for public access</p>

**General Guidelines:**

- The NAAC Portal supports only 5MB data for each metric. If the HEI's data exceeds 5MB, please host the supporting documents in the HEI's website and provide the link of the same in the template and/or in the HEI-DVV clarification Space
- Please provide the supporting documents during the SSR submission to facilitate speedy DVV clarification process.

- It is mandatory to respond to all the DVV clarification raised in extended profile and metrics within stipulated time. If the data is large, ensure to fill the data template. During DVV clarification, the DVV will seek for sample selective documents for validation
- Data should not be hosted in google drive and third party websites. The data should be either in the NAACs portal or in the HEI website
- The data that are hosted in the HEI's website should not be changed after the submission of link to the NAAC. Such incidences will be viewed seriously as misappropriation of data and may lead to actions against the HEI.
- The instruction while providing links should ensure that the links work properly and are operational. The institution also should give the links as appropriate to the metric and not general links whose landing page is the HEI's home page.
- Content of the Supporting document s in regional languages should be translated in English and should be duly signed by the head o the institution. The translated copy should be uploaded along with the regional language document.
- Geotagging:** Kindly follow the steps to obtain a Geo-tagged photo

- (1) In setting of your digital camera, set the location on
- (2) If you are taking photos in a smart phone, then set the location on
- (3) Take pictures after setting the location on.
- (4) Download the pictures in a computer system and examine the properties. In properties, click on the details tab, scroll down to see GPS: you will see something like the picture provided below, the value entries in Latitude and longitude will determine the location in which the photo was taken.



**Annexure - 1****Data Verification and Validation for Health Sciences Universities****SUB: AUDITED REPORTS OF ACCOUNTS YEAR WISE as upload in SSR/Annexure in SOP-DVV**

This is a bulk data. The HEI have to keep ready audited report in the prescribed manner before the submission of the SSR online. In the following 8 General Metrics annexures to main audit report for 5 years data has to be prepared by

- a. For Private Institutions (Deemed Universities and State Private Universities) : by the concerned Chartered Accountant and countersigned by Head of the Institution
- b. For Public funded Universities : By State Audit Cell/ Local Audit Cell and countersigned by Head of the Institution or by Finance Officer of the University and countersigned by Head of the Institution

**HEIs have to give breakup of expenditure and upload as annexures to main audited report along with SSR in the following metrics in Health Sciences Universities :**

Metric no	Details	Annexure no.
3.1.2	: <i>The Institution provides seed money to its teachers for research</i>	1a
3.52	<i>Revenue generated from advisory / R&amp;D consultancy projects(exclude Patients consultancy) including Clinical trials during the last five years</i>	1b
4.1.4	<i>Average percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during the last five years</i>	1c
4.3.4	<i>Average annual expenditure for purchase of books and journals (including e-resources) during the last five years</i>	1d
4.5.1	<i>Average percentage of expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years</i>	1e
5.4.1	<i>The Alumni Association/Chapter (registered and functional) has contributed significantly to the development of the Institution through financial and other support services during the last five years</i>	1f
6.4.2	<i>Funds / Grants received from government / non-government bodies / philanthropists during the last five years (excluding scholarships and research grants covered under Criterion III)</i>	1g
6.4.3	<i>Institution conducts internal and external financial audits regularly</i>	1h
3.6.4 Qlm	<i>: Institutional social responsibility activities in the neighborhood community in terms of education, environmental issues like Swachh Bharath, health and hygiene awareness, delivery of free/ subsidized health care and socio economic development issues carried out by the students and staff, including the amount of expenditure incurred during the last five years</i>	1 J

**Annexure - 2** for SSR and SOP, DVV for Colleges and Universities in Health Sciences

<b>2.6.2</b> <b>QnM</b>	<p><i>Incremental performance in Pass percentage of final year students in the last five years</i></p> <p><u>2.6.2.1:</u> Number of final year students of all the programmes, who qualified in the university examinations in each of the last five years.</p> <p><u>2.6.2.2:</u> Number of final year students of all the programmes, who appeared for the examinations in each of the last five years.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2">Year</th><th></th><th></th><th></th><th></th></tr> </thead> <tbody> <tr> <td rowspan="2">Number of final year students</td><td>UG</td><td></td><td></td><td></td><td></td></tr> <tr> <td>PG</td><td></td><td></td><td></td><td></td></tr> <tr> <td><b>Total</b></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	Year						Number of final year students	UG					PG					<b>Total</b>					
Year																								
Number of final year students	UG																							
	PG																							
<b>Total</b>																								

**Formula only for ICT :**

**Re Quality Indicator 2.6 (Performance of students in final examination)**

Whenever the data obtained for a metric is for five years and the intent is to assess on the basis of the progression, the following procedure may be adopted to **capture the trend** over the entire 5-year period in a nutshell. However, the question of setting benchmarks is to be reviewed if this procedure is accepted (this measure adds a correction component which can be negative/positive depending on the trend in performance to the 5-year average value to account for the variations during the 5-year period)

$y_1$ = Pass percentage of year 1 of the 5-yr period  
 $y_2$ = Pass percentage of year 2 of the 5-yr period  
 $y_3$ = Pass percentage of year 3 of the 5-yr period  
 $y_4$ = Pass percentage of year 4 of the 5-yr period  
 $y_5$ = Pass percentage of year 5 of the 5-yr period

**Average pass percentage:**

$$\bar{y} = \frac{1}{5} [y_1 + y_2 + y_3 + y_4 + y_5]$$

**Correction component (positive or negative) to account for the trend in results:**

$$\bar{D} = \frac{1}{4} [(y_2 - y_1) + (y_3 - y_2) + (y_4 - y_3) + (y_5 - y_4)]$$

**A measure of success-cum- progression at final examination over five years**

$$\bar{y} + \frac{\bar{D}}{\bar{y}} 100$$

Ex.1: 90,92,94,96,98       $\bar{y} = 94$ ;  $\bar{D} = 2$ ;  $\bar{y} + \frac{\bar{D}}{\bar{y}} 100 = 94 + 2.13$   
=96.13

Ex 2: 80,78,84,80,88     $\bar{y} = 82$ ;  $\bar{D} = 2$ ;  $\bar{y} + \frac{\bar{D}}{\bar{y}} 100 = 82 + 2.44 = 84.44$

Ex 3: 80,78,76,74,72     $\bar{y} = 76$ ;  $\bar{D} = -2$ ;  $\bar{y} + \frac{\bar{D}}{\bar{y}} 100 = 76 + -2.63 = 73.37$

Note: This approach can also be followed for the General and other QAFs

	<p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• List of Programmes and the number of students passed and appeared in the final year examination each year for the last five years.</li> <li>• Data Template</li> <li>• Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the last five years.</li> <li>• Any other relevant information</li> </ul>
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#### Annexure – 3

In metric numbers 3.4.3, 3.4.4, 5.3.3, 5.4.3, 6.3.3, 7.1.1, 7.1.8, 7.1.10 and 7.1.17 – several institutions have uploaded photos of events as proof but the bottom note in the photo do not contain details of event and is not attested by the principal of the college. As a result the DVV partner has not considered the inputs and has not accepted mere photos as proof. Further the DVV partner has given zero in these metrics. This is going to affect the institutions. The Committee considered the issue and addressed in SOP for DVV.

#### Annexure – 4

Policy document about of performance of students

Metric 2.2.1 (HSM Universities)

The Institution organizes some programmes for the newly admitted students to make students familiar with Institution culture and to boost stage daring, confidence, bonding among students and reviews the profiles of admitted students to assess the learning levels of the students. The Institute has a mechanism in place for the continuous monitoring of progress of the students. Various attributes such as performance in class room discussion, performance in the assessment tests, and participation in class room activities are monitored. Based on such assessment, slow learners and advanced learners are distinguished. Remedial /bridge courses and Tutorial classes are conducted to help slow learners. Fast learners are encouraged to participate in various co-curricular and extra-curricular activities and to show case their leadership and ability to work in groups. Workshop, symposium and industrial visits are some of the student centric approaches adopted for the advanced learners by the Institution. Advanced research and practical applications of the subjects also to be offered to advanced learners to train them beyond the syllabus.

<b>2.2.1</b> <b>QnM</b>	<p><b><i>The Institution assesses the learning levels of the students after admission and organises special programmes for advanced learners and slow performers</i></b></p> <p>The Institution:</p> <ol style="list-style-type: none"> <li>1. Adopts measurable criteria to identify slow performers.</li> <li>2. Adopts measurable criteria to identify advanced learners</li> <li>3. Organizes special programmes for slow performers and advanced learners</li> <li>4. Follows protocols to measure students' achievement</li> <li>5. Reviews profile of admitted students</li> <li>6. Monitors performance of students in class room discussion, internal assessment test and participation in class room activities.</li> <li>7. Uses question bank / special assignments / industry based projects.</li> </ol>
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**Upload**

- Methodology and Criteria for the assessment of Learning levels  
Details of special programmes
- Details of outcome measures
  - Proforma created to identify slow performers/advanced learners
- Consolidated report from Dean academics /Dean student's welfare on special programs for advanced learners and slow learners
- Any other relevant information

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## Appendices

### Appendix 1: Glossary & Notes

#### **GLOSSARY**

<b>Academic Audit</b>	: An exercise which serves to provide assurance that the delegated responsibilities for quality and standards of academic provision are being appropriately discharged.
<b>Academic Calendar</b>	: The schedule of the Institution for the academic year, giving details of all academic and administrative events.
<b>Academic Flexibility</b>	: Choice offered to the students in the curriculum offering and the curriculum transactions.
<b>Academic Year</b>	In most educational Institutions and universities in India, the academic year is considered from July to May.
<b>Accreditation</b>	: Certification of quality that is valid for a fixed period, which in the case of NAAC is five years
<b>Advanced Learners Assessment</b>	: Students who perform very much better than the class averages
<b>Assessors</b>	: Performance evaluation of an Institution or its units based on certain established criteria
<b>Attainment of Course Outcomes (COs)</b>	: Trained academics or experts who represent NAAC on peer teams. COs are to be attained by all students at the end of a formal course. The Institution has to follow well-defined methods of computing attainment of Course outcomes based on the course objectives as defined by the respective statutory councils, student performance in all assessments and the computed course outcomes perceived by the model developed by the Institution. <b>Example:</b> in MBBS programme, Anatomy is a course which has course objectives and student assessment methods defined by MCI, based on which the Institution needs to develop appropriate course outcomes (refer respective website of Regulatory Bodies).
<b>Benchmarks</b>	: An example of good performance that serves as a standard for comparison of one's own performance. It is a technique in which an Institution measures its performance against that of the best of others.
<b>Bibliometrics</b>	: Is a statistical analysis of the publications in indexed journals in the form of books or articles
<b>Blended Learning</b>	: A mixing of different learning environments such as traditional face-to-face classroom methods with modern computer-mediated activities.
<b>Bridge Course</b>	: A teaching module which helps to close the gap between two levels of competence.
<b>Carbon Neutral</b>	: A term used to describe fuels that neither contribute to nor reduce the amount of carbon (measured in the release of carbon dioxide) into the atmosphere.
<b>Catering to Student Diversity</b>	: The strategies adopted by Institution to fulfil the needs of a heterogeneous group of students.
<b>CEC (Under Graduate)</b>	: Career Education Centre
<b>Choice Based Credit System (CBCS)</b>	: A mode of learning in higher education which facilitates a student to have some freedom in selecting his/her own choices, across various disciplines for completing a UG / PG program. All UG and PG programs, as per UGC, have to implement CBCS
<b>Citation Index</b>	: The number of times a research papers is referred to by other researchers in refereed journals, and is a measure of validity of its contents.
<b>Co-Curricular</b>	: Activities, which support the curriculum such as field trips, display of academic

<b>Activities</b>	achievements, quiz, debate, discussion, seminars, role-play, etc
<b>Collaboration</b>	: Formal agreement/ understanding between any two or more Institutions for training, research, student/ faculty exchange or extension support.
<b>Completion Rates(course/)</b>	: The ratio of the total number of learners successfully completing a course/ graduating from a programme in a given year to the total number of learners who initially enrolled on the course/programme.
<b>Constituencies</b>	: All the academic, administrative and support units of the Institution.
<b>Consultancy :</b>	Providing expert knowledge/advice or making high-end research equipment /R&D projects available to a third party; usually for a fee.
<b>Counseling</b>	: Assisting and mentoring students individually or collectively for academic, career, personal and financial decision-making.
<b>Course</b>	: A course is a unit in both credit based and non-credit based formal programme. A 3-credit course will have three classroom sessions of one-hour duration during each week for the entire semester. Example: Non-credit Program: BDS; Course: Prosthodontics; Credit based programme; Human Genetics Course; Genetic Engineering (4 credits).
<b>Course Outcomes (COs)</b>	: COs are statements that describe what students should acquire in the form of knowledge, skills and attitude at the end of a course. (examples are given in the "Notes")
<b>Course Outlines</b>	: List of the course modules, similar to a table of contents in a book or the outline used for writing papers. The outline defines the scope and content of the course.
<b>Course Schedule</b>	: Details of classes being offered, its time, location, faculty, and its unique number which students must know in order to register. The course schedule is published prior to the commencement of registration for each semester / session.
<b>Credit</b>	: A credit system is a systematic way of describing an educational programme by attaching credits to its components. University Grants Commission defines one credit as 1 Theory period of one hour per week over a semester 1 Tutorial period of one hour per week over a semester 1 Practical period of two hour per week over a semester
<b>Criteria</b>	: Pre-determined standards of functioning of an Institution of higher education that form the basis of assessment and accreditation as identified / defined by NAAC.
<b>Cross Cutting Issues</b>	: Cross cutting issues refer to the abilities of students to have sufficient disciplinary knowledge, to engage in public discussions on related issues; are careful consumers of scientific and technological information related to their everyday lives; are able to continue to learn outside school; and have the skills to enter careers of their choice.
<b>Curriculum Design and Development</b>	: Process of defining the contents of units of study and usually obtained through needs assessment, feedback from stakeholders and expert groups. Curriculum design and curriculum development are procedures which are closely linked to the description of learning outcomes.
<b>Cycles of Accreditation</b>	: An Institution undergoing the accreditation process by NAAC for the first time is said to be in Cycle 1 and the consecutive five year periods as Cycle 2, 3 and so on.
<b>Dare Database - International Social Sciences Directory</b>	: Provides access to world wide information on social science, peace, and human rights research and training institutes, social science specialists, and social science periodicals.
<b>Demand Ratio</b>	: The ratio of the number of seats available in a program/institute to the number of valid applications
<b>Dual degree</b>	: Pursuing two different university degrees in parallel, either at the same Institution or at different Institutions (sometimes in different countries), completing them in

- less time than it would take to earn them separately.
- EBSCO host** : Is an online reference resource with designed to cater to user needs and preferences at every level of research, with over 350 full text and secondary databases available.
- Eco system for Innovations** : Eco system for innovation comprises material resources (funds, equipment, facilities, etc.) and the human resources (students, faculty, staff, industry representatives, etc.) and linkages among them that make up the Institutional entities to promote the development of products and systems that are likely to have significant economic value.
- E-learning Resources** : Learning resources available on Internet
- e-PG Pathshala** : High quality, curriculum-based, interactive content in different subjects across all disciplines of social sciences, arts, fine arts & humanities, natural & mathematical sciences, linguistics and languages developed under the initiative of MHRD, under its National Mission on Education through ICT (NMEICT) Mission.
- e-Shodhganga** : Shodhganga@INFLIBNET provides a platform for research students to deposit their Ph.D. theses and make it available to the entire scholarly community in open access.
- e-Shodh Sindhu** : e-Shodh Sindhu (<https://www.inflibnet.ac.in/ess>) provides current as well as archival access to more than 15,000 core and peer-reviewed journals and a number of bibliographic, citation and factual databases in different disciplines from a large number of publishers and aggregators to its member Institutions including centrally-funded technical Institutions.
- Elective Courses** : A choice available to students to select from among a large number of subjects.
- Emerging Areas** : New areas of study and research deemed important to pursue. These areas may have been identified by national agencies or international bodies.
- Enrichment Courses** : Value added courses offered by Institution for student empowerment. They enhance the curriculum by amplifying, supplementing and replacing such parts or features as have become ineffective or obsolete.
- Evaluation Process and Reforms** : Assessment of learning, teaching and evaluation process and reforms to increase the efficiency and effectiveness of the system.
- Examination Management System** : Examination management system is a well-defined document or a software application for the planning, administration, documentation, tracking, evaluation of students responses, and announcement of grades/marks obtained by students in all formal learning activities in an educational program
- Experiential Learning** : Is a process of learning through experience and is more specifically defined as "learning through reflection on doing".
- Extension Activities** : The aspect of education, which emphasizes neighbourhood services. These are often integrated with curricula as extended opportunities intended to help, serve reflect and learn. The curriculum- extension interface has educational values, especially in rural India.
- Faculty Development Program** : Programs aimed at updating the knowledge, pedagogical and research skills of the faculty.
- Feedback** : Formative and evaluative comments given by tutors on the performance of individual learners.  
Evaluative comments made by stakeholders to the Institution on the quality and effectiveness of a defined process.  
Response from students, academic peers and employers for review and design of curriculum.
- Field Project** : Formal projects students need to undertake that involve conducting surveys

<b>Financial Management</b>	: outside the college/university premises and collection of data from designated communities or natural places
<b>Flexibility</b>	: Budgeting and optimum utilization of financial resources.
<b>Functional MoUs</b>	: A mechanism through which students have wider choices of Programmes to choose from, as well as, multiple entry and exit points for Programmes /courses.
<b>Full Time Teachers</b>	: Memoranda of Understanding that are currently operational, signed by the Institute with national and international agencies
<b>Gender Audit</b>	: A teacher employed for at least 90 per cent of the normal or statutory number of hours of work for a full-time teacher over a complete academic year is classified as a full-time teacher.
<b>Geotagging</b>	: A tool and a process based on a methodology to promote organizational learning at the individual, work unit and organizational levels on how to practically and effectively mainstream gender. Process of adding geographical identification metadata to various media such as a geotagged photograph or video, websites, SMS messages etc. The data usually consists of latitude and longitude coordinates, though they can also include altitude, bearing, distance, accuracy data, and place names.
<b>Graduate Attributes</b>	: The disciplinary expertise or technical knowledge that has traditionally formed the core of most university courses. They are qualities that also prepare graduates as agents for social good in an unknown future.
<b>Green Audit</b>	: The process of assessing the environmental impact of an organization, process, project, product, etc
<b>Grievance Redressal</b>	: Mechanisms for receiving, processing and addressing dissatisfaction expressed, complaints and other formal requests made by learners, staff and other stakeholders on the Institutional provisions promised and perceived.
<b>H-index (Hirsch Index)</b>	: An index that attempts to measure both the productivity and impact of the published work of a scientist or scholar. The index is based on the set of the scientist's most cited papers and the number of citations that they have received in other publications.
<b>Human Resource Management</b>	: The process of assessing the human resource requirements, recruiting, monitoring the growth and appraising them periodically and plan the staff development programs for the professional development and provide the necessary incentives and feedback.
<b>Humanities International Complete</b>	: A comprehensive database covering journals, books and reference sources in the humanities. This database provides citation information for articles, essays and reviews, as well as original creative works including poems and fiction. Photographs, painting and illustrations are also referenced
<b>ICT</b>	: Information and Communication Technology consists of the hardware, software, networks and media for the collection, storage, processing, transmission and presentation of information (voice, data, text, images) as well as related services.
<b>Impact factor (IF)</b>	: A measure of the citations to science and social sciences journals. The impact factor for a journal is calculated based on a three-year period and can be considered to be the average number of times published papers are cited up to 2 years after publication.
<b>Inclusion, Inclusiveness</b>	: Inclusiveness in educational Institutions refers to the educational experiences practiced with reference to gender, ethnicity, social class and differently abled.
<b>INFLIBNET Database</b>	: Information and Library Network Centre maintains a database on books, theses and serials
<b>Infrastructure</b>	: Physical facilities like building, play fields, hostels etc. which help run an Institutional Programme.

<b>Institutional Information for Quality Assessment (IIQA)</b>	: IIQA is a requirement, which needs to be submitted online by all categories of HEIs
<b>Institutional Distinctiveness</b>	: Institutional distinctiveness is characterized by its reason for coming to existence, vision, mission, nature of stakeholders, access to resources, cultural ambience and physical location
<b>Institutional Social Responsibility (ISR)</b>	: Focuses on the Institution's responsibilities to the public in terms of protection of public health, safety and the environment, the public ethical behaviour and the need to practice good citizenship.
<b>Inter disciplinary Course</b>	: Course designed to illuminate the principles, methods and skills that crossed disciplinary boundaries (Eg: Course in which instruction in biomedical science, the humanities, ethics, environmental science, dentistry etc., is included.
<b>Interdisciplinary research</b>	: An integrative approach in which information from more than one discipline is used in interpreting the content of a subject, phenomenon, theory or principle.
<b>Internal Quality Assurance Cell (IQAC)</b>	: Forming Internal Quality Assurance Cell (IQAC) is to be established in every accredited Institution as a post-accreditation quality sustenance measure. <a href="http://www.naac.gov.in/IQAC.asp">http://www.naac.gov.in/IQAC.asp</a>
<b>Internal Quality Assurance System (IQAS)</b>	: Self regulated responsibilities of the higher education Institutions aimed at continuous improvement of quality for achieving academic and administrative excellence.
<b>Internship</b>	: A designated activity that carries some credits involving more than 25 days of working in an organization under the guidance of an identified mentor
<b>ISO Certification</b>	: ISO 9001 certification enhances customer satisfaction by meeting customer requirements. The Institution is able to provide right services. ISO certification enhances functional efficiency of an organization.
<b>Leadership</b>	: Term used for setting direction and create a student- focused, learning oriented climate, clear and visible values and high expectation by ensuring the creation of strategies, system and methods for achieving excellence, stimulating innovation and building knowledge and capabilities
<b>Learning Management Systems</b>	: A learning management system (LMS) is a software application for the administration, documentation, tracking, reporting and delivery of educational courses or training Programmes. They help the instructor deliver material to the students, administer tests and other assignments, track student progress, and manage record-keeping. MOODLE is an example of open source LMS
<b>Learning Outcomes</b>	: Specific intentions of a Programme or module, written in clear terms. They describe what a student should know, understand, or be able to do at the end of that Programme or module
<b>Library as a Learning Resource</b>	: The library holdings in terms of titles of books, journals and other learning materials and technology aided learning mechanism, which enable the students to acquire information, knowledge and skills required for their study.
<b>Levels of Outcomes</b>	: ➤ <b>Programme Outcomes:</b> POs are statements that describe what the students graduating from any of the educational Programmes should be able to do. ➤ <b>Programme Specific Outcomes:</b> PSOs are statements that describe what the graduates of a specific educational Programme should be able to do. ➤ <b>Course Outcomes:</b> COs are statements that describe what students should be able to do at the end of a course
<b>New Technologies</b>	: Digital tools and resources (hardware and software) and their application in the field of education.
<b>NIRF</b>	: National Institutional Ranking Framework (NIRF), approved by the MHRD,

- outlines a methodology to rank Institutions across the country. The parameters and sub-parameters associated with this mechanism are evolving from year to year. [https://www.nirfindia.org/Docs/Ranking\\_Methodology\\_And\\_Metrics\\_2017.pdf](https://www.nirfindia.org/Docs/Ranking_Methodology_And_Metrics_2017.pdf)
- N-LIST** : N-LIST stands for "National Library and Information services Infrastructure for Scholarly Content". <http://nlist.inflibnet.ac.in/faq.php>
- OBE: Outcome Based Education** : OBE is an educational theory that bases each part of an educational system around goals (outcomes). Each student should have achieved the goal by the end of the educational experience
- Open Educational Resources** : Educational materials and resources offered freely and openly for anyone to use and under some licenses to re-mix, improve and redistribute.
- Optimum Utilization of Infrastructure** : The infrastructure facilities are made available to the student for their maximum utilization. e.g. Extended hours for computer center and library, sharing of facilities for interdisciplinary and multidisciplinary Programmes.
- Organogram** : Organogram is the word that refers to a diagram that shows the structure of an organization and the relationships between the relative ranks of its part and position/ job. It is also known as Organisational Structure.
- Outcome** : An outcome of an educational Programme is what the student should be able to do at the end of a Programme/ course/ instructional unit.
- Outreach Activities** : Is the practice of conducting local public awareness activities through targeted community interaction
- Participative Learning** : Participatory Learning and Action is a family of approaches, methods, attitudes, behaviours and relationships, which enable and empower people to share, analyze and enhance their knowledge of their life and conditions, and to plan, act, monitor, evaluate and reflect.
- Participative Management** : Refers to an open form of management where employees are actively involved in the Institution's decision making process.
- Perspective Development** : Is a blue print regarding the objectives and targets of long term growth
- Physical Facilities** : Infrastructure facilities of the Institution to run the educational Programmes efficiently and the growth of the infrastructure to keep pace with the academic growth of the Institution.
- Policy for Promotion of Research** : Processes defined by the Institution to facilitate the teachers to write research proposals, seek funding, conduct research, publish, and evaluate and reward the research done.
- Pre-qualifiers** : For the Assessment and Accreditation (A&A) in revised framework the NAAC has proposed a pre-qualifier test. It is a condition for peer team visit and will be based on Institutional system generated score (SGS) in all Q<sub>n</sub>M after undergoing DVV process. As a Pre-qualifier, the Institution should score at least 25% in Quantitative Metrics (Q<sub>n</sub>M) as per the final score after the DVV Process. If the HEI does not clear the Pre-qualifier stage then HEI will have to apply afresh by submitting the IIQA and its fees.
- Problem Based Learning (PBL)** : Is a student-centred pedagogy in which students learn about a subject through the experience of solving an open-ended problem found in trigger material. The PBL process does not focus on problem solving with a defined solution, but it allows for the development of other desirable skills and attributes. This includes knowledge acquisition, enhanced group collaboration and communication.
- Professional Developmental Programmes** : Activities designed to enhance the professional acumen or advance a person's career. (Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes etc.,)
- Programme** : A range of learning experiences offered to students in a formal manner over a period of one-to-four years leading to certificates/ diplomas/ degrees. Examples: BA (Economics) BSc (Physics). All possible formal degree Programmes are identified by UGC

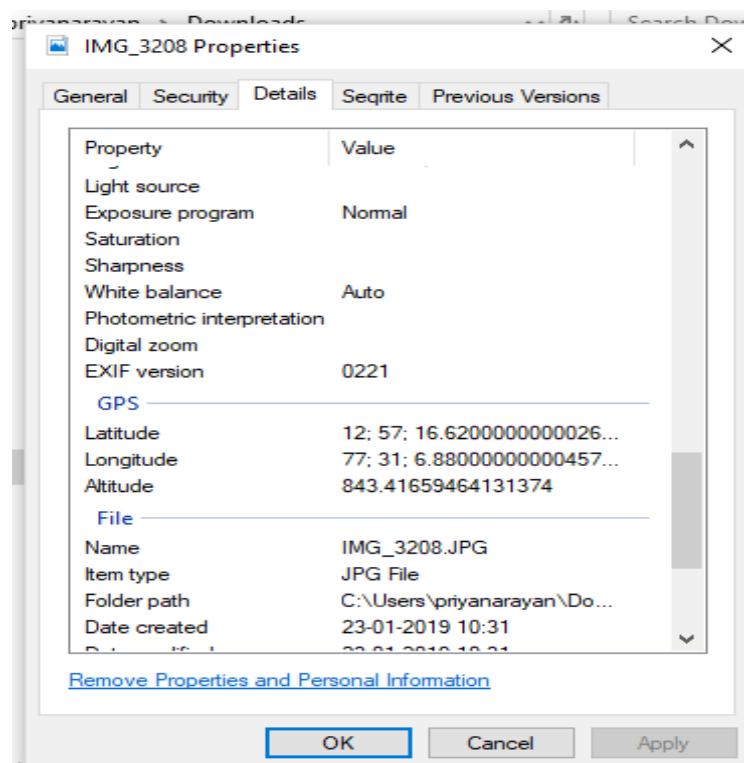
<b>Programme Options</b>	: A range of courses offered to students to choose at various levels leading to degrees/ diplomas/ certificates.
<b>Programme Outcomes</b>	: Programme Outcomes (POs) are what knowledge, skills and attitudes a graduate should have at the time of graduation. While no agency has formally defined the POs of General Higher Education 3-year degree Programmes in India, POs of all professional Programmes in engineering and other areas are identified at national level by the concerned accrediting agency. POs are not specific to a discipline.
<b>Promotion of Research and Research Support System</b>	: The process of promoting research culture among faculty and students by facilitating faculty and student participation in research budget allocation, research fellowship and other faculties.
<b>Remedial Courses</b>	: Courses offered to academically disadvantaged students in order to help them cope with academic requirements.
<b>Research</b>	: Systematic intellectual investigations aimed at discovering, interpreting and revising human knowledge.
<b>Research Grant</b>	: Grant generated/ received from different agencies by the Institution for conducting research projects.
<b>Research Output</b>	: Quality research outcome beneficial for the discipline, society, industry and dissemination of knowledge including theoretical and practical findings.
<b>Resource Mobilization</b>	: Generation of funds through internal and external sources such as donations, consultancy, self-financing courses and so on.
<b>SCOPUS</b>	: The world's largest abstract and citation database of peer-reviewed literature and quality web sources.
<b>Seed money for Research</b>	: Funds provided to a teacher or a group of teachers by the Institution to get the research initiated to facilitate the preparation of formal research proposal for funding.
<b>Situatedness</b>	: Situatedness refers to involvement within a context. It also refers to placement of learning experiences in authentic contexts or settings
<b>SJR (SCImago Journal Rank)</b>	: This takes three years of publication data into account to assign relative scores to all the sources (journal articles, conference proceedings, review articles, etc.) in a citation network (Journals in SCOPUS database).
<b>Slow Learners</b>	: Students who perform very much below the class averages
<b>SNIP (Source Normalized Impact per Person)</b>	: Is the ratio of the source's average citation count per paper in a three year citation window over the "citation potential" of its subject field?
<b>Stakeholder Relationship</b>	: Affiliation and interaction with groups or individuals who have an interest in the actions of the Institutions and the ability to influence its actions, decisions, policies, practices or goals of the organization.
<b>Strategic Plan</b>	: A specific, action-oriented medium or long-term plan for making progress towards a set of Institutional goals.
<b>Strategy Development</b>	: Formulation of objectives, directives and guidelines with specific plans for Institutional development.
<b>Student Centric Methods</b>	: Methods of instruction that focus on products of learning by the students
<b>Student Profile</b>	: The student community of the Institution, their strength and the diversity in terms of economic and social strata, location and other demographic aspects such as gender, age, religion, caste, rural/ urban.
<b>Student Progression</b>	: Vertical movement of students from one level of education to the next higher level successfully or towards gainful employment.
<b>Student Support</b>	: Facilitating mechanism for access to information fee structure and refund policies and also guidance and placement cell with student welfare measures to give necessary learning support to the students.

- SWAYAM** : SWAYAM is a Programme initiated by Government of India and designed to achieve the three cardinal principles of Education Policy viz., access, equity and quality. <https://swayam.gov.in/>
- Teacher Quality** : A composite term to indicate the qualification of the faculty, the adequacy meant for recruitment procedures, professional development, recognition and teachers characteristics.
- Trend analysis** Statistical method of conducting review and analysis of academic publications in scientific databases (such as Web of Science, Scopus, PubMed etc.) and generating historical charts. Search can be made by using the title of the publication, author's name, name of the Institution, key words etc.
- Twinning Programmes** : An arrangement between two Institutions where a provider in source country A collaborates with a provider in Country B to allow students to take course credits in Country B and/or in source Country A. Only one qualification is awarded by the provider in source Country A. Arrangements for twinning Programmes and awarding of degrees usually comply with national regulations of the provider in source Country A.
- Value Added Courses** : Courses with 16 or more contact hours which are optional, and offered outside the curriculum that add value and help them students in getting placed.

### ***Geo tagged Photos to be attached in several metrics***

#### **Kindly follow the steps to obtain a Geo-tagged photo**

- (1) In setting of your digital camera, set the location on
- (2) If you are taking photos in a smart phone, then set the location on
- (3) Take pictures after setting the location on.
- (4) Download the pictures in a computer system and examine the properties. In properties, click on the details tab, scroll down to see GPS: you will see something like this



The value entries in Latitude and longitude will determine the location in which the photo was taken.

<b>Examples of value added courses</b>
Campus Recruitment Training
Aptitude Test Training
Dot Net & Visual Basics
Advanced Web Technology
Microsoft NET
English Language Lab Training
Foreign Language Courses: French/Spanish/German
Networking
SAP
Productivity & Employability Skills Training
Training for NSE certification exams in Mutual Funds and DMAT
Certificate Program in Practical Taxation
Certification on IFRS
Certified Course in MS-Office Specialist
Certified Course in Tally
Certified Courses in Tally with GST
Google and Amazon Certified Course in Digital Marketing.
Certified Programme in GST
NSC certified course in Capital Markets

**Add-On courses** are a continuation **course** from Higher Cert to Bachelors to Honours Bachelors. These **courses** are linked to certain undergraduate **courses** within the college. There are two means of applying for **Add-On Courses**, online application and applying directly to LIT

Examples of add on courses
<b>Functional Hindi &amp; Translation</b>
<b>T.V. Production</b>
<b>Media &amp; Communication</b>
<b>Women's Studies</b>
<b>Library Automation &amp; Networking</b>
<b>Industrial Psychology</b>
<b>Planning and Evaluation</b>
<b>Biotechnology</b>
<b>Health Fitness and Life Style Management</b>
<b>Investment Management</b>
<b>Foreign Trade</b>

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## **Appendix 2: Abbreviations**

A&A (A/A)	- Assessment and Accreditation
AC	- Academic Council
ACM	- Associates of Computing Machinery
AMC	- Annual Maintenance Contract
AVRC	- Audio-Visual Research Centre
AICTE	- All India Council for Technical Education
AQAR	- Annual Quality Assurance Report
BoS	- Board of Studies
BCUD	- Board of College and Institution Development
CAL	- Computer Aided Learning
CAS	- Center for Advanced Studies
CAT	- Common Aptitude Test
CBCS	- Choice Based Credit System
CD	- Compact Diskette
CDC	- College Development Council
CEC	- Consortium for Educational Communication
CGPA	- Cumulative Grade Point Average
Cr	- Criteria
Cr-GPA(s)	- Criterion-wise Grade Point Average(s)
COHSSIP	- Committee for Humanities and Social Science Improvement Programme
COSIP	- Committee for Science Improvement Programme
COSIST	- Committee for Strengthening of Infrastructure Improvement Programme in Science and Technology
CSA	- Centre for Social Action
CSIR	- Council of Scientific and Industrial Research
CPE	- Colleges with Potential for Excellence
DELNET	- Developing Library Network
DEP	- Distance Education Programmes
DRS	- Departmental Research Support of UGC
DSA	- Departmental Special Assistance of UGC
DST	- Department of Science and Technology
EMRC	- Educational Multimedia Research Centre
FIST	- Fund for the Improvement of Science and Technology Infrastructure
GATE	- Graduate Aptitude Test in Engineering
GATS	- General Agreement on Trade in Services
GMAT	- Graduate Management Admission Test
GRE	- Graduate Record Examination
IAS	- Indian Administrative Services
ICHR	- Indian Council of Historical Research
ICPR	- Indian Council of Philosophical Research
ICSSR	- Indian Council of Social Science Research
ICT	- Information and Communication Technology
IEEE	- Institute of Electrical and Electronic Engineers
IIQA	- Institutional Information for Quality Assessment
IQAC	- Internal Quality Assurance Cell
IQAS	- Internal Quality Assurance System
INFLIBNET	- Information and Library Network

INQAAHE

- International Network for Quality Assurance Agencies in Higher

**Education**

- INSA - Indian National Science Academy
- IPR - Intellectual Property Rights
- ISR - Institutional Social Responsibility
- IUC - Inter Institution Centre
- KI - Key Indicator
- KI-GP(s) - Key Indicator-wise Grade Point(s)
- MHRD - Ministry of Human Resource and Development
- MoC - Memorandum of Contract
- MoU - Memorandum of Understanding
- MIR - Minimum Institutional Requirements
- MIS - Management Information System
- NCTE - National Council for Teacher Education
- NET - National Eligibility Test
- NGO - Non Governmental Organization
- NME-ICT - National Mission on Education through Information and Technology
- NPE - National Policy Education
- NPTEL - National Programmed Teaching Enhanced Learning
- OMR - Optical Mark Recognition
- OPAC - Online Public Access Catalogue
- PTR - Peer Team Report
- QAA - Quality Assurance Agency
- SAP - Special Assistance Programme
- SET/SLET - State Level Eligibility Test
- SJR - SCImago Journal Rank
- SLQACC - State Level Quality Assurance Co-ordination Committee
- SNIP - Source Normalized Impact per Paper
- SSR - Self-Study Report
- SWOC - Strengths, Weaknesses, Opportunities and Challenges
- TEI - Teacher Education Institution
- TOEFL - Test of English as a Foreign Language
- UDID - Unique Disability ID (Card)
- UGC - Institution Grants Commission
- UNESCO - United Nations Educational, Scientific and Cultural Organization
- UNO - United Nation Organization
- UNICEF - United Nations Children Educational Foundation
- UNDP - United Nation Development Programme
- USIC - Institution Science Instrumentation Centre
- Wi-Fi - Wireless Fidelity
- YRC - Youth Red Cross

>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>

**Annexure-1****Institutional Information for Quality Assessment (IIQA) (Health Sciences Institution)****Name of University****AISHE ID:**

(Draft Dated on 22/02/2019)

1	Application For	<b>Assessment &amp; Accreditation</b>				
	Cycle of Accreditation	<b>Cycle 1 – Assessment/Re-Assessment (as per rules)</b>				
2	Name of the University Note: The Accreditation Certificate will be issued only in the name indicated in this column					
	Date of establishment					
4	Name of the Head of the University					
	Designation					
5	Address of the University					
	State/UT					
	City					
	Pin					
	Phone No					
	Alternate Phone No					
	Mobile No					
	Registered Email					
	Alternate Email					
6	Alternate Contact Name & Designation					
	Address					
	State/UT					
	City					
	Pin					
	Phone No					
	Alternate Phone No					
	Mobile No					
	Email					
Alternate Email						
7	Website (main URL only)					
8	Provide the Website link for the University Annual Report (recent)					
9	Has the Institution completed 6 years of existence / graduation of at least two batches.					
10	Nature of the University	Central University	State University	State Private University	Deemed to be University	Institution of National

			y	y	Importan ce																																																						
11	Type of University	Unitary	Affiliating																																																								
12	Does the University have duly recognized Constituent Colleges/satellite Campus/off Campus /off shore campus/ /Regional Centre / Institutes/PG Centre? If yes, give details of location(s)	<table border="1"> <tr> <td>Constituent Colleges</td> <td>satellite Campus</td> <td>off Campus</td> <td>off shore campus</td> <td>Regiona l Centres</td> <td>Institute</td> <td>PG Centre</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>					Constituent Colleges	satellite Campus	off Campus	off shore campus	Regiona l Centres	Institute	PG Centre																																														
Constituent Colleges	satellite Campus	off Campus	off shore campus	Regiona l Centres	Institute	PG Centre																																																					
13	Is the Institution recognized under section 2(f) of the UGC Act?	<b>ANC</b>																																																									
14	Is the Institution recognized under section 12B of the UGC Act?	<b>ANC</b>																																																									
15	Is the institution declared to be a Deemed to be University under section 3 of the UGC act.	<b>ANC</b>																																																									
16	If the University is not established under the purview of the UGC, indicate the parent Ministry / Authority under which it was established(attach proof)	<b>ANC</b>																																																									
17	Statutory Regulatory Authority/ies (SRA) that recognize programs offered by the University																																																										
	Statutory Regulatory Authorities	<table border="1"> <thead> <tr> <th rowspan="2">SRA</th> <th colspan="3">No. of Programmes</th> <th rowspan="2">No. o Progr</th> </tr> <tr> <th>UG</th> <th>PG</th> <th>PhD</th> </tr> </thead> <tbody> <tr><td>MCI</td><td></td><td></td><td></td><td></td></tr> <tr><td>DCI</td><td></td><td></td><td></td><td></td></tr> <tr><td>PCI</td><td></td><td></td><td></td><td></td></tr> <tr><td><b>AICTE</b></td><td></td><td></td><td></td><td></td></tr> <tr><td>INC</td><td></td><td></td><td></td><td></td></tr> <tr><td>CCIM</td><td></td><td></td><td></td><td></td></tr> <tr><td>AYUSH</td><td></td><td></td><td></td><td></td></tr> <tr><td>RCI</td><td></td><td></td><td></td><td></td></tr> <tr><td><b>Others</b></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>					SRA	No. of Programmes			No. o Progr	UG	PG	PhD	MCI					DCI					PCI					<b>AICTE</b>					INC					CCIM					AYUSH					RCI					<b>Others</b>				
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RCI																																																											
<b>Others</b>																																																											
18	Number of permanent Teaching Staff																																																										
	Male	Female	Transgender	Total																																																							

19	Number of Students on roll															
	Male	Female	Transgender	Total												
20	Does the institution have Statutory Cells / Committees		Committee for SC/ST Minority Cell Grievance Redressal Committee Anti Ragging Committee Internal Complaints Committee Prevention of Sexual Harassment Committee OBC Cell													
21	Date of establishment of IQAC  Is IQAC functioning as per the guidelines of the UGC / NAAC		<input type="checkbox"/> Yes <input type="checkbox"/> No													
22	Dates of submission of AQARs to NAAC of last 4 years ( for Cycles 2 and thereafter)		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">AQAR</th> <th style="width: 50%;">DD/MM/YYYY</th> </tr> </thead> <tbody> <tr><td>1<sup>st</sup> year</td><td></td></tr> <tr><td>2<sup>nd</sup> Year</td><td></td></tr> <tr><td>3<sup>rd</sup> Year</td><td></td></tr> <tr><td>4<sup>th</sup> year</td><td></td></tr> <tr><td>5<sup>th</sup> year</td><td></td></tr> </tbody> </table>		AQAR	DD/MM/YYYY	1 <sup>st</sup> year		2 <sup>nd</sup> Year		3 <sup>rd</sup> Year		4 <sup>th</sup> year		5 <sup>th</sup> year	
AQAR	DD/MM/YYYY															
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2 <sup>nd</sup> Year																
3 <sup>rd</sup> Year																
4 <sup>th</sup> year																
5 <sup>th</sup> year																
23	Has the institution made statutory declaration on the institution website under Section 4 (1) (b) of the RTI Act 2005 as issued and amended from time to time.		Provide link													
24	Does the University have academic MoUs with foreign institutions? If so, list them		Name of the Institutions	Country	Date of Signing MOUs											
25	Whether the institution is uploading data on MHRD website for All India Survey on Higher Education (AISHE) on regular basis? Note: kindly ensure that the name of the Institution is spelt as entered in column no. 2 or corrected accordingly.		Yes /No													
26	Attach Declaration / Undertaking by the Head of the Institution for having complied with Rules & Regulations of Central Government, State Government, UGC and SRA in the prescribed format of NAAC.		Yes /No													
27	Registration Fee paid details.															

## **Annexure-2**

### **National Assessment and Accreditation Council (NAAC)**

#### ***Student Satisfaction Survey (SSS)***

##### **Key Indicator - 2.7.1**

#### **Under Criterion II of Teaching – Learning and Evaluation (For Health Science Universities)**

#### **Guidelines for Students**

NAAC (National Assessment and Accreditation Council) is conducting a Student Satisfaction Survey regarding Teaching – Learning and Evaluation of HEIs, which will help to assess the quality status of the institution. Kindly note that the identification of the respondent will not be revealed in the process.

- A student will have to respond with sincerity to all the questions given in the following format after careful thought.
- Each question has five responses, choose the most appropriate one.
- The response to the Qualitative question No. 23, is student's opportunity to give suggestions for improvements. (The responses are to be restricted only to teaching learning and evaluation process).
- It may be noted that the total time required for filling up this questionnaire may be less than **20 minutes**.

#### **PERSONAL INFORMATION:**

**A) Please confirm that this is the first and only time you are participating in this survey.**

a) Yes

b) No

**B) Age:**

**C) University Name:**

**D) Gender:**

a) Female

b) Male

c) Transgender

**E) What level of degree program are you pursuing now?**

a) Bachelor's

b) Master's

c) M.Phil

Doctorate

e) Other

**F) What specific programme are you currently pursuing?**

a) Medical

b) Dental

c) Pharmacy

d) Physiotherapy

e) Nursing:

f) AYUSH

g) Others

## **Criterion II – Teaching–Learning and Evaluation**

### **Online Student Satisfaction Survey on Teaching Learning and Evaluation Process**

#### **Following are the questions:**

1. How much of the curricula and syllabi are covered in the Discipline in which you are studying?  
4 – 90 to 100%  
3 – 75 to 89%  
2 – 55 to 74%  
1 – 30 to 54%  
0 – Below 30%
  
2. What categories of teachers are involved in the theory and practical classes in your discipline?  
4 – Professors, Associate-Professors, Assistant Professors and Others (Lecturers, Tutors, Demonstrators and Residents)  
3 – Associate Professors, Assistant Professors and others  
2 – Assistant Professors and others  
1 – Others  
0 – None of the above
  
3. What percentage of teachers is effectively communicating domain knowledge using IT skills and Soft Skills in the Teaching Learning Process?  
4 – 90 to 100%  
3 – 75 to 89%  
2 – 55 to 74%  
1 – 30 to 54%  
0 – Below 30%
  
4. Do the teachers build-up the expected curricular competencies, programme outcomes and course outcomes in you?  
4 – 90 to 100%  
3 – 75 to 89%  
2 – 55 to 74%  
1 – 30 to 54%  
0 – Below 30%
  
5. Does your mentor follow up necessarily on the tasks assigned to you?  
4 – Every time  
3 – Usually  
2 – Occasionally  
1 – Rarely  
0 – I don't have a mentor

6. To what extent is the mentoring process in your institution beneficial to you for cognitive, social and emotional growth?
- 4 – Highly Beneficial  
3 – Beneficial  
2 – Satisfactory  
1 – Marginally  
0 – Not at all
7. To what extent clinical and practical facilities related to your discipline have been made available to you?
- 4 – 90 to 100%  
3 – 75 to 89%  
2 – 55 to 74%  
1 – 30 to 54%  
0 – Below 30%
8. What extent of training are you provided with, in the skill and simulation labs, clinical ward rounds / rotations and lab exercises related to your discipline?
- 4 – 90 to 100%  
3 – 75 to 89%  
2 – 55 to 74%  
1 – 30 to 54%  
0 – Below 30%
9. What percentage of teachers use ICT-enabled methods like multimedia, web-based learning and national e-resources while teaching?
- 4 – 90 to 100%  
3 – 75 to 89%  
2 – 55 to 74%  
1 – 30 to 54%  
0 – Below 30%
10. What is the extent of opportunities given to you for outdoor learning like internship, student exchanges, field visits and projects?
- 4 – All of the above  
3 – Three of the above  
2 – Two of the above  
1 – One of the above  
0 – None of the above

11. Does the institution provide the opportunities for experiential learning, including problem-based learning, case-based learning, evidence-based learning, competency building, seminars, group discussions, to enhance knowledge and skills in your discipline?

- 4 – All of the above
- 3 – Any four of the above
- 2 – Any three of the above
- 1 – Any two of the above
- 0 – Any one of the above

12. What is the level of opportunities provided by your institution to develop employability and entrepreneurship skills to prepare you for your career?

- 4 – High Level
- 3 –Appreciable Level
- 2 – Satisfactory Level
- 1 – Marginal Level
- 0– No opportunity given

13. What is the level of value-added courses / training given by your institution in the area of professional ethics and values, community service, preventive health care and rural health care?

- 4 – High Level
- 3 –Appreciable Level
- 2 – Satisfactory Level
- 1 – Marginal Level
- 0– No opportunity given

14. What level of monitoring and evaluation is available in your institution for assessing the effectiveness and interactivity of the classroom proceedings/learning sessions?

- 4 – High Level
- 3 –Appreciable Level
- 2 – Satisfactory Level
- 1 – Marginal Level
- 0– No opportunity given

15. To what extent the institutional ambience and class room teaching has improved your creative thinking and analytical skills?

- 4 – High Level
- 3 – Appreciable Level
- 2 – Satisfactory Level
- 1 – Marginal Level
- 0 – No opportunity given

16. How frequently your performance in academic assignments are discussed and reviewed with you by the teachers?

- 4 – Regularly
- 3 – Often
- 2 – Sometimes
- 1 – Rarely
- 0 – Never

17. What is your assessment about the fairness of the internal evaluation process adopted by the teachers?

- 4 – Always fair
- 3 – More often fair
- 2 – Sometimes fair
- 1 – Usually unfair
- 0 – Always unfair

18. What is the average time taken by the institution for declaration of examination results?

- 4 – Within 15 days
- 3 – 16 days to 30 days
- 2 – 31 days to 45 days
- 1 – 46 days to 60 days
- 0 – Beyond 60 days

19. What are the mechanisms (issue of photocopy of answer sheet, re-totaling, re-evaluation and provision for grace marks) available in your institution for redressal of grievances with reference to examinations?

- 4 – All the above mechanisms
- 3 – Only three of them
- 2 – Only two of them
- 1 – Only one of them
- 0 – None

20. How do you rate the procedures involved in the pre examination, examination and post examination processes of the evaluation system adopted by your institution?

- 4 – Excellent
- 3 – Very Good
- 2 – Good
- 1 – Average
- 0 – Poor

21. Do your teachers enable you to identify your strengths and weaknesses and help you to develop your strengths and overcome your weaknesses by providing timely counseling and care?

- 4 – Every time
- 3 – Usually
- 2 – Occasionally
- 1 – Rarely
- 0 – Never

22. If you were to award rating for your institution in terms of “stars” in relation to quality of teaching, learning and evaluation, what would be your rating?

- 4 – \*\*\*\*\*
- 3 – \*\*\*\*
- 2 – \*\*\*
- 1 – \*\*
- 0 – \*

23. Give three suggestions to improve the overall teaching, learning and evaluation process in your institution.

- a)
- b
- c)

### **Annexure-3**

## **List of CWG & SWG Members, Experts / Resource Persons who have contributed immensely in the preparation of Manual of Health Sciences for Universities and Colleges in RAF of NAAC (from March 2018 to February 2019)**

### **A. Core Working Group (CWG) Members**

<b>Sl. No.</b>	<b>Name</b>	<b>Designation &amp; Address</b>	<b>Specialisation</b>
1	<b>Prof. S.P. Thyagarajan</b>	Former Vice-Chancellor, University of Madras, 1 <sup>st</sup> Street, Nehru Nagar, Adayar, Chennai - 600020, Tamil Nadu	Medical Microbiology <b>(Chairperson)</b>
2	<b>Dr. S. Rangaswami</b>	(Former Vice Chancellor, Sri Ramachandra University, Chennai) SL 404, Shriram Spandhana Apartments, Challghatta, Yemalur Post, Murugeshpalya, Bangalore - 560 037, Karnataka	Orthopaedics <b>(Co-Chairperson)</b>
3	<b>Dr. S. Chandrashekhar Shetty</b>	(Former VC, Rajiv Gandhi University of Health Sciences, Bangalore, Karnataka & Former VC, Sri. Devaraj Urs University, Kolar) Res: No. 130, I Main Road, MLA Layout, R T Nagar, Bangalore - 560032, Karnataka	Ophthalmology <b>(Member)</b>
4	<b>Prof. H. R. Nagendra</b>	Chancellor, S-VYASA University (Deemed), Prashanti Kutiram, Vivekananda road, Kalluballu Post, Jigni, Anekal Taluk, Bengaluru	Yoga <b>(Member CWG and Chairperson SWG )</b>
5	<b>Dr. Bhaskar Rao,</b>	Former Vice-President DCI A-4, Bolleneni Homes, behind Hi-tech Theatre, Madhapur, Hyderabad 500 081	Dental <b>(Member CWG and Chairperson SWG )</b>
6	<b>Dr. Raju K. Parasher</b>	Director & Principal , Amar Jyothi Institute of Physiotherapy, Karkardooma, Vikas Marg, Delhi – 110092	Physiotherapy <b>(Member)</b>
7	<b>Prof. Rabinarayan Acharya</b>	Dept. Of Dravyaguna, Gujarat Ayurved University, Chanakya Bhavan, Jamnagar- 361 008, ( <b>Gujarat</b> ) India.	Ayurveda <b>(Member CWG and Chairperson SWG )</b>
8	<b>Dr. Shailendra Saraf</b>	Vice Chancellor, Durg University, Durg-491 001, Chhattisgarh	Pharmacy <b>(Member CWG and Chairperson SWG )</b>
9	<b>Dr. Manju Vatsa</b>	Principal College of Nursing, AIIMS, Ansari Nagar, New Delhi- 110029	Nursing <b>(Member CWG and Chairperson SWG )</b>

**B- All 7 Sectoral Working Group (SWG) Members Experts / Resource Persons**

Sl. No.	Name	Designation & Address
1.	<b>Prof. K. M. Kaveriappa</b>	(Former Vice-Chancellor, Mangalore University ) Executive Director & Member Secretary, Government Institute of Printing and Technology Building , Palace Road, Bangalore – 560 001 Res:F-2/1, Vijaykiran Apartment, 32 Victoria Road, Bangalore-560 042
2.	<b>Dr. S. Ramananda Shetty</b>	(Former VC, RGUHS) Vice Chancellor, NITTE University Res: # 186, Amarjyoti Layout, Domlur, Bangalore – 560 071
3.	<b>Prof. Dr. (Mrs.) Saroj Chooramani Gopal</b>	(Former Vice Chancellor, K G Medical University, Lucknow and Distinguished Professor Department of Paediatric Surgery, BHU) , Resi: B-5/F2, Meera Colony, Banaras Hindu University, Varanasi – 221005, Uttar Pradesh
4.	<b>Dr. Y. M. Jayaraj</b>	Vice Chancellor, (Officiating) Pravara Institute of Medical Sciences –Deemed University, Loni Bk-413 736, Dist. Ahmed Nagar, Maharashtra
5.	<b>Dr. S. Sachidanand</b>	Vice Chancellor, Rajiv Gandhi University of Health Sciences, 4th T Block, Jayanagar, Bangalore-560 041
6.	<b>Prof. H. J. Vaman,</b>	(Former Head Statistics, Bangalore University) No.32, Govindappa Road, Basavanagudi, Bangalore-560 004
7.	<b>Prof. K. P. S. Unny</b>	(Former Professor & Registrar, Jawaharlal Nehru University) 5D, Bhadradeepam Apts., Opp. ATS Residency, D.P.O.Road, Palakkad – 678014, Kerala
8.	<b>Dr. Narahari</b>	Former Professor, BMS Engineering College, Former Syndicate member, Bangalore University & Tumkur University. Res: Chaithanya, 1357, 7th Main Road, 3rd Main, Srirampuram, Bangalore-560 021
9.	<b>Dr. Noor Topno</b>	Professor & Head, Dept. of Surgery, (also Medical Superintendent) North Eastern Indira Gandhi Regional, Institute of Health & Medical Sciences, (NEIGRIHMS), Mawdiangdiang, Shillong – 793 018, Meghalaya
10.	<b>Prof. (Mrs.).Mandavi Singh</b>	Former Dean, Institute of Medical Sciences, Banaras Hindu University Varanasi-221005 Head, Department of Anatomy, HIMS, Varanasi
11.	<b>Dr. Shyam Ganvir</b>	Principal Coordinator IQAC – Vithalrao Vikhe Patil Group of Healthcare Institutions, Ahmednagar, Maharashtra
12.	<b>Mr. Nitesh Bansal</b>	Registrar G D Goenka University, Haryana Sohna Gurgaon Road Sohna- 122001 Haryana

13.	<b>Prof. Dinesh M.R</b>	Principal, DAPM, R.V Dental College, ITI Layout, 1st Phase, JP Nagar, Bengaluru-560041,
14.	<b>Dr Ranjitkumar Patil</b>	Prof and Head, Dept of Oral Medicine and Radiology Faculty of Dental Sciences, King George Medical University Lucknow-226003 Uttar Pradesh
15.	<b>Prof. Sr. Jacintha D'Souza</b>	Principal, Father Muller, College of Nursing, Mangalore– 575 001,Karnataka
16.	<b>Dr. Jaya Kuruvilla</b>	Principal, Hinduja College of Nursing Emerald Court, D Wing, Kondivita Road, Marol Pipe Line, Andheri (E), Mumbai- 400059,Maharashtra
17.	<b>Swami Atmapriyananda</b>	Ramakrishna Ashram Yoga, Kolkata, West Bengal
18.	<b>Dr Naveen KV</b>	President, INYGMA, Naturopathy, Bangalore, Karnataka ICMR Center for Advanced Research in Yoga and Neurophysiology, Swami Vivekananda Yoga Research Foundation, # 19, Eknath Bhavan, Gavipuram Circle, K.G. Nagar, Bengaluru – 560019
19.	<b>Dr Manchanda</b>	Director General, Central Council for Research in Homeopathy, CCRH, Homeopathy, 61-65, Sewa Marg, Opp 'D' Block, Institutional Area, Janakpuri, New Delhi, Delhi 110058 Delhi
20.	<b>Dr. B.R Ramakrishna</b>	I/c President, Central Council of Indian Medicine, Ministry of AYUSH, Government of Indian, New Delhi – 110058, (Res: No.2479/1, 17th Main, 25thCross, BSK 2nd Stage, Bangalore-560 070, Karnataka)
21.	<b>Prof. Mansoor Ahmad Siddiqui</b>	Former Director, National Institute of Unani Medicine, Kottigepalya, Magadi Main Road, Bengaluru- 560091 Karnataka
22.	<b>Dr R.S Ramaswamy</b>	Director General, Central Council for Research in Siddha, CCRS, Arignar Anna Govt Hospital Campus, Arumbakkam, Chennai-600 106, Tamil Nadu
23.	<b>Prof. Swarnlata Saraf</b>	Dean, Faculty of Technology & Professor in Pharmacy, University Institute of Pharmacy, Pt. Ravishankar Shukla University, Raipur – 492 010, Chhattisgarh
24.	<b>Dr. D. Chamundeeswari,</b>	Professor, Faculty of Pharmacy, Sri Ramachandra University, (Deemed to-be University) No. 1, Ramachandra Nagar, Porur, Chennai – 600 116, Tamil Nadu
25.	<b>Prof. N. K. Jain</b>	Emeritus Fellow (U.G.C.) (School of Pharmaceutical Sciences, Rajiv Gandhi Technical University Airport Bypass Road, Gandhi Nagar, BHOPAL 462 036 [M.P.]) G-6, Near Giraffe Park, Balak Complex, Tili Ward, Sagar—470 001, Madhya Pradesh

26.	<b>Prof. Vijayalakshmi Ravindranath,</b>	(Founder Director of National Brain Research Center (NBRC)), Professor, Centre For Neuroscience, Old TIFR Building, Indian Institute of Science, Bangalore-560012, Karnataka
27.	<b>Dr. N. M. Kithan</b>	Retd. Director, Department of Health & Family Welfare, Kohima, Nagaland Post Box no. 111, Orchid Colony, P. O. Wokha-797 111 Nagaland
28.	<b>Smt. Rajalakshmi</b>	Associate Professor, Dr. MGR Medical University, Chennai
29.	<b>Dr. D. Sasikumar,</b>	Lecturer, Grade II Govt Siddha Medical College, Chennai
30.	<b>Dr. Satyapal Goswami,</b>	Professor, All India Institute of Speech and Hearing (AIISH), Mysore. Naimisham Campus, Road No.3, T K Layout, Manasagangothri, Mysuru -570006
31.	<b>Dr. Rajashekhar,</b>	Dean, School of Allied Health Sciences, Manipal, Dr, Madhav Nagar, Manipal, Karnataka 576104 MAHE, Manipal;
32.	<b>Dr. Mohd. Aftab Ahmad</b>	Professor & HOD (Ilmul Advia) Jamia Hamdard University Mehrauli - Badarpur Road, Near Batra Hospital, Hamdard Nagar, New Delhi, Delhi 110062
33.	<b>Prof. Mohd. Zulkifle</b>	Director (I/C), National Institute of Unani Medicine, Bengaluru - 91
34.	<b>Dr. Mohd Aleemuddin Quamri</b>	The Director i/c, National Institute of Unani Medicine, Kottigepalya, Magadi Main Road, Bengaluru- 560091
35.	<b>Dr. S. Mohan</b>	Director, Pharmaceutical Chemistry PES University, 50 Feet Road, Hanumanth Nagar, Bangalore – 560050
36.	<b>Prof. B. S. Prasad,</b>	Principal, BMK Ayurveda Mahavidyalaya, Belgavi
37.	<b>Dr. B. R. Senthil Kumar</b>	Assistant Professor, National Institute of Siddha, Chennai.
38.	<b>Dr. P. Satya Rajeshwaran</b>	Assistant Director (Siddha), Siddha Central Research Institute, Anna Hospital Campus, Arumbakkam, Chennai - 600106
39.	<b>Dr Dilip Panakkada</b>	Professor & Head of Department. National Institute of Homoeopathy (An autonomous Institute under the Ministry of AYUSH, Govt. of India) Block - Ge, Sector - Iii, Salt Lake, Kolkata - 700 106 West Bengal
40.	<b>Dr. Munir Ahmed,</b>	Professor, Govt. Homoeopathic Medical College, Dr Siddhaiah Puranik Road, Basaveshwara Nagar, Bengaluru- 560079
41.	<b>Dr. Lokanath Behera</b>	Lecturer, National Institute of Homoeopathy (Govt of India), Block-GE, Sec-3, Salt Lake, Kolkata

42.	<b>Dr. K S Nagesh,</b>	Former Principal, R. V. Dental College, Bangalore Res. B-6-801, Elita Promenade, J P Nagar, 7th Phase, Bangalore -560 078
43.	<b>Dr. Madhura, &amp; Dr. Suma</b>	Associate Professor R.V Dental college, ITI Layout, 1st Phase, JP Nagar, Bengaluru-560041,
44.	<b>Prof. Dr. Harsha Halahalli</b>	(Prof. of physiology, KSHEMA and Director (CD) Nitte University, University Enclave, Medical Sciences Complex, Deralakatte, Mangalore-575018
45.	<b>Prof. Arup Bhattacharge</b>	Director and Chief H.R, M. S. Ramaiah University of Applied Sciences, University House,Gnanagangothri Campus, New BEL Road, MSR Nagar, Bangalore-560 054
46.	<b>Dr. A. G. Prathab,</b>	Registrar (Academics) & Professor & Head of Microbiology, M. S. Ramaiah Medical College, Bengaluru,
47.	<b>Dr. D. Venkatesh,</b>	Professor of Physiology, M. S. Ramaiah Medical College, Bengaluru,
48.	<b>Dr. Savitha Ravindra,</b>	Professor & Head of Physiotherapy, M. S. Ramaiah Medical College, Bengaluru
49.	<b>Dr. S. Bharath,</b>	Associate, Dean P.G. Faculty of Pharmacy M. S. Ramaiah University, Bengaluru,
50.	<b>Raju K. Parasher,</b>	Director & Principal , Amar Jyothi Institute of Physiotherapy, Karkardooma, Vikas Marg, Delhi – 110092
51.	<b>Dr.Madhavan</b>	Dean, Faculty of Pharmacy, M. S. Ramaiah University, Bengaluru
52.	<b>Lt. Col (Mrs.) Manonmani Venkat (rtd)</b>	Nursing Director, Bharati Hospital & Research Centre, Bharati Deemed University, Dhankawadi, Katraj,Pune,411013, Postal address: A/001,Natasha Hill View, NIBM Road, Kondhwa, Pune -4110148, Maharashtra
53.	<b>Prof. N.C. Shekar</b>	Registrar & CFO M. S. Ramaiah University of Applied Sciences, University House, Gnanagangothri Campus, New BEL Road, MSR Nagar, Bangalore-560 054
54.	<b>Dr. Raman Dang</b>	Professor and Registrar Delhi University of Pharmaceutical Sciences and Research, DIPSAR Campus, MB Road, New Delhi
55.	<b>Dr Prasanna N Rao</b>	Principal, SDM College of Ayurveda, Ayurveda, Hassan
56.	<b>Prof. Santham Lilly Pet A</b>	Vice Principal Ramaiah Institute of Nursing Education and Research Bengaluru
57.	<b>Dr. G. Balamurugan</b>	Registrar (Administration) Ramaiah Institute of Nursing Education and Research, Bengaluru
58.	<b>Dr Rabinarayan Acharya</b>	Gujarat Ayurved University (GAU) Jamnagar -361008, Gujarat Member, Ayurveda Subcommittee,
59.	<b>Dr. B V. Sreenivasa Murthy</b>	Dean & Professor of Dental Sciences, Ramaiah University of

		Applied Sciences, Bengaluru
60.	<b>Prof. Dr. Ashuthosh Shetty</b>	Professor, Dept. of Orthodontics, ABSMIDS Nitte University, University Enclave, Medical Sciences Complex, Deralakatte, Mangalore – 575018
61.	<b>Prof. Seshagiri,</b>	Professor of English, Bangalore University, Bangalore (English Language vetting of 2 HSM Manuals)

Hon'ble members of Education Promotion Society for India (EPSI)

1.	Dr. S Kumar,	Chancellor, Sri Devaraj Urs Academy of Higher Education and Research, Kolar
2.	Dr. Shashank D Dalvi	Vice Chancellor, MGM Institute of Health Sciences, Navi Mumbai
3.	Prof. Subhash Chandra Parija	Vice Chancellor, Sri Balaji Vidyapeeth Former Director –JIPMER NH 45A, Pillayarkuppam, Puducherry 607403
4.	Dr. A. V. M. Kutty	Vice Chancellor i/c Sri Devaraj Urs Academy of Higher Education and Research, Kolar
5.	Dr. P.N. Razdan	(Vice Chancellor) Dr. D. Y. Patil Vidyapeeth, Sant Tukaram Nagar, Pimpri, Pune - 411018
6.	Prof. N. Anantha Krishnan	Sri Balaji Vidyapeeth, University Campus, NHm 45A, Pilaiyarkuppam, Pondicherry - 607403

**At NAAC**

Sl. No.	Name	Designation & Address
1.	<b>Prof. S. C. Sharma,</b>	Director, National Assessment and Accreditation Council (NAAC), Bengaluru
2.	<b>Dr. Latha Pillai</b>	Advisor, National Assessment and Accreditation Council (NAAC), Bengaluru And Process owner for Health Sciences Manual work
3.	<b>Dr. B. S. Madhukar</b>	(Former Adviser, NAAC) Flat No. T1, 4th Floor, R R Enclave, 5th Main, 6th Cross, KEB Layout, Sanjaynagar, Bengaluru-560 094 And Former Process owner for Health Sciences Manual work and later as Resource person
4.	<b>Prof. H. K. Anantha Subba Rao</b>	Academic Consultant, National Assessment and Accreditation Council (NAAC), Bengaluru And Convener of the meetings
5.	<b>Dr. Jagannath Patil,</b>	Advisor, National Assessment and Accreditation Council (NAAC), Bengaluru

6.	<b>Prof. Vishnukant S Chatpalli and Prof. Amiya Kumar Rath</b>	Advisors (ICT), National Assessment and Accreditation Council (NAAC), Bengaluru And ICT team
7.	<b>Dr. Vinita Sahu and Dr. Ruchi Tripathi</b>	Assistant Advisers and DVV team
8.	<b>Mr. B. S. Ponmudiraj,</b>	Deputy Advisor, National Assessment and Accreditation Council (NAAC), Bengaluru
9.	<b>Dr. Devender S. Kawday</b>	Deputy Advisor, National Assessment and Accreditation Council (NAAC), Bengaluru (Co-ordinated Pilot Study – University )
10.	<b>Mr. Kiran R Jere,</b>	Sr. Statistician National Assessment and Accreditation Council (NAAC), Bengaluru
11.	<b>Dr. Priya. N</b>	Assistant Adviser National Assessment and Accreditation Council (NAAC), Bengaluru (Co-ordinated Pilot Study – Colleges )
12.	<b>Dr. A. V. Prasad</b>	Assistant Adviser National Assessment and Accreditation Council (NAAC), Bengaluru (Co-ordinated Pilot Study – Colleges )
13.	<b>Dr. Vishnu Mahesh. K. R</b>	Assistant Adviser National Assessment and Accreditation Council (NAAC), Bengaluru (Co-ordinated Pilot Study – Colleges )
14.	<b>Dr. Darikhan Kamble</b>	Assistant Adviser National Assessment and Accreditation Council (NAAC), Bengaluru (Co-ordinated Pilot Study – Colleges )
15.	<b>Dr. Vinita Sahu</b>	Assistant Adviser National Assessment and Accreditation Council (NAAC), Bengaluru (Co-ordinated Pilot Study – Colleges )
16.	<b>Dr. Shyam Singh Inda</b>	Assistant Adviser National Assessment and Accreditation Council (NAAC), Bengaluru (Co-ordinated Pilot Study – Colleges )
17.	<b>Dr. Ruchi Tripathi</b>	Assistant Adviser National Assessment and Accreditation Council (NAAC), Bengaluru (Co-ordinated Pilot Study – Colleges )
18.	<b>Dr. Mohit Tiwari</b>	Assistant Adviser National Assessment and Accreditation Council (NAAC), Bengaluru
19.	<b>Dr. Srikanta Swamy</b>	Academic Consultant, National Assessment and Accreditation Council (NAAC), Bengaluru (Attended meetings as special Invitee)
20.	<b>Dr. Pramod Jali</b>	Academic Consultant, National Assessment and Accreditation Council (NAAC), Bengaluru (Assisted in the compilation of Pilot study inputs)

21.	<b>Dr. Mumtaj A</b>	Academic Consultant, National Assessment and Accreditation Council (NAAC), Bengaluru (Assisted in the compilation of Pilot study inputs)
22.	<b>Dr. B. G. Sudharshan</b>	Associate Professor, Instrumentation Technology and Resident Doctor, R. V. College of Engineering, Bengaluru (Assisted in the compilation of Pilot study inputs)
23.	<b>Dr. Nagabhushan S.V</b>	<b>Software Architect</b> <b>National Assessment and Accreditation Council(NAAC) Bengaluru-560072</b> (Assisted in the compilation of Pilot study inputs)
24.	<b>Mr. Lakshmisha M</b>	<i>Assistant,</i> <i>National Assessment and Accreditation Council (NAAC),</i> <i>Bengaluru (Assisted in secretarial work)</i>
25.	<b>Mr. Sreenivasa V</b>	Assistant, National Assessment and Accreditation Council (NAAC), Bengaluru (Assisted in secretarial work)
26.	<b>Mrs. Mamatha</b>	Assistant, National Assessment and Accreditation Council (NAAC), Bengaluru (Assisted in secretarial work)
27.	<b>Mr. Kushal</b>	Assistant, National Assessment and Accreditation Council (NAAC), Bengaluru (Assisted in secretarial work)
28.	<b>Mr. Balaji P</b>	Data Application Manager, National Assessment and Accreditation Council (NAAC), Bengaluru (Assisted in secretarial work)

**Summary :**

CWG members : 09  
 SWG Members / Experts / resource persons : 62  
 EPSI Members : 06  
 NAAC Officials : 24  
**Total : 101 Persons**

Note:

We hereby sincerely acknowledge services rendered by NAAC officials (directly or Indirectly)

Date: 07/03/2019

**Annexure – 4**

**Manual for Health Sciences Universities and Colleges in RAF.  
Prepared by Expert Committees (CWG & SWGs)  
From 3<sup>rd</sup> March 2018 to 10<sup>th</sup> February 2019**

**Details of Core Working Group (CWG) and Sectoral Working Groups (SWG) meetings held at NAAC and outside NAAC in the preparation of draft manual of Health Sciences for Universities and Colleges:**

**Formation of Sectoral Working Committees:**

<b>Meetings</b>	<b>Members</b>	<b>No. of Meeting</b>
1 <sup>st</sup> meeting	Prof. S.P. Thyagarajan Dr. S. Rangaswami Dr. S. Chandrashekhar Shetty Dr. Y. M. Jayaraj Prof. Dr. (Mrs.) Saroj Chooramani Gopal Prof. N. K. Jain Prof. Vijayalakshmi Ravindranath, Dr. N. M. Kithan	22 <sup>nd</sup> January, 2018
2 <sup>nd</sup> Meeting	Prof. S.P. Thyagarajan Dr. S. Rangaswami Dr. S. Chandrashekhar Shetty	2 <sup>nd</sup> March, 2018
3 <sup>rd</sup> Meeting	Prof. S.P. Thyagarajan Dr. S. Rangaswami Dr. S. Chandrashekhar Shetty	28 <sup>th</sup> March 2018
1 <sup>st</sup> CWG Meeting	Prof. H. R. Nagendra Dr. Shailendra Saraf Prof. C. Bhaskar Rao, Dr. Raju K. Parasher Prof. Rabinarayan Acharya Dr. Manju Vatsa Dr. B. S. Madhukar	

**CWG & SWG Meetings held :**

<b>SWG</b>	<b>Chair Person</b>	<b>Members</b>	<b>No. of Meeting</b>
Medicine	Dr. S. Rangaswami	Dr. S. Chandrashekhar Shetty Dr. Noor Topno Prof. (Mrs).Mandavi Singh	16/04/2018 & 07/05/2018
Dentistry	Prof. C. Bhaskar Rao,	Dr. S. Ramananda Shetty Prof. Dinesh M.R Dr Ranjitkumar Patil	19/04/2018 & 14/05/2018
Pharmacy	Dr. Shailendra Saraf	Prof. Swarnlata Saraf Dr. D. Chamundeeswari,	08/06/2018
AYUSH	Prof. H. R. Nagendra Prof. S. P. Thyagarajan	Swami Atmapriyananda Dr Naveen KV Dr Manchanda Dr. B.R Ramakrishna Dr Siddiqui Dr R.S Ramaswamy	07/05/2018,  14/05/2018 (for Yoga, Naturopathy, Homeopathy)  14 <sup>th</sup> -15 <sup>th</sup> May 2018

		Dr Rabinarayan Acharya	& 25 <sup>th</sup> July 2018 ( for Unani, Siddha & Ayurvedha)
Nursing	Dr. Manju Vatsa	Prof. Sr. Jacintha D'Souza Dr. Jaya Kuruvilla	30-31 May 2018
Physiotherapy & Allied Health Science	Prof. S.P. Thyagarajan	Dr. Raju K. Parasher, Dr. Shyam Ganvir Mr Nitesh Bansal	17/04/2018
IIQA	Prof. S.P. Thyagarajan	Dr. S. Rangaswami Prof. C. Bhaskar Rao	18/04/2018
SSS	Prof. S.P. Thyagarajan	Dr. S. Rangaswami Prof. K. P. S. Unny Prof. K. M. Kaveriappa Dr. Narahari	26 <sup>th</sup> -27 <sup>th</sup> June 2018 & 23 <sup>th</sup> -24 <sup>th</sup> July 2018
consolidate the work of Sectoral Working Group (SWG)	Prof. S.P. Thyagarajan	Dr. S. Rangaswami Prof. K. P. S. Unny Prof. K. M. Kaveriappa Dr. Narahari	26 <sup>th</sup> -27 <sup>th</sup> June 2018 , 23 <sup>th</sup> -24 <sup>th</sup> July 2018 & 14 <sup>th</sup> -16 <sup>th</sup> September 2018
Siddha	Prof. S.P. Thyagarajan	Prof. R. S. Ramaswamy, Smt. Rajalakshmi K Dr. D Sasikumar	25 <sup>th</sup> July 2018
Fine tune the final version	Prof. S.P. Thyagarajan	Dr. S. Rangaswami Dr. S. Chandrashekhar Shetty Prof. H. R. Nagendra Dr. Shailendra Saraf Prof. C. Bhaskar Rao, Dr. Raju K. Parasher Prof. Rabinarayan Acharya Dr. Manju Vatsa Prof. R. S. Ramaswamy Dr Dilip Panakkada Dr. B. Rajashekhar Dr. Satyapal Goswami Dr. B. S. Madhukar	06-07 October 2018
Fine tune the final version	Prof. S.P. Thyagarajan	Dr. S. Rangaswami Dr. S. Chandrashekhar Shetty Prof. H. J. Vaman, Dr. B. S. Madhukar	10 <sup>th</sup> October 2018
Fine tune the final version	Dr. S. Ramananda Shetty	Prof. Dinesh M.R Dr. K S Nagesh, Prof. Dr. Ashuthosh Shetty Dr. Madhura Dr. B. S. Madhukar	29/10/2018 to 31/10/2018
Dental			
Fine tune the final version	Dr. S. Chandrashekhar Shetty	Dr. S. Sachidanand Dr. B. Rajashekhar Dr. Noor Topno Dr. Satyapal Goswami, Prof. Dr. Harsha Halahalli Dr. Arup Bhattacharya Dr. A.G. Prathab Dr. D. Venkatesh Dr. Savitha Ravindra Dr. S. Bharath	30 <sup>th</sup> and 31 <sup>st</sup> October, 2018
Medical			

		Dr. B. S. Madhukar	
Fine tune the final version Medical	Dr. S. Chandrashekhar Shetty	Dr. Arup Bhattacharya Dr. A.G. Prathab Dr. D. Venkatesh Dr. B. S. Madhukar	01/11/2018
Pharmacy	Dr. D. Chamundeeswari,	Dr. S. Bharath Dr. S. Mohan	12/11/2018 & 13/11/2018
Siddha	Prof. R. S. Ramaswamy	Dr. Rajalakshmi K Dr. B. R. Senthil Kumar Dr. P. Satya Rajeshwaran	12-13 November 2018
Homeopathy	Dr Dilip Panakkada	Dr. Munir Ahmed, Dr. Lokanath Behera	12-13 November 2018
Ayurvedha	Prof. Rabinarayan Acharya	Prof. B. S. Prasad	12-13 November 2018
Unani	Prof. Mansoor Ahmad Siddiqui	Dr. Mohd Aleemuddin Quamri	12-13 November 2018
Nursing	Prof. Sr. Jacintha D'Souza	Dr. Jaya Kuruvilla Lt. Col (Mrs.) Manonmani Venkat (rtd) Prof. Santham Lilly Pet. A Dr. G Balamurugan	14/11/2018 & 15/11/2018
finalise the Manual for Health Sciences Universities & Colleges	Prof. S.P. Thyagarajan	Dr. S. Rangaswami Dr. B. S. Madhukar	18 <sup>th</sup> -19 <sup>th</sup> November 2018
finalise the Manual for Health Sciences Universities & Colleges	Prof. S.P. Thyagarajan	Dr. S. Rangaswami Prof. H. R. Nagendra Prof. C. Bhaskar Rao, Dr. Raju K. Parasher Prof. Rabinarayan Acharya Dr. Manju Vatsa Dr. B. S. Madhukar	20 <sup>th</sup> November 2018
EPSI	Mr. P Palanivel	Dr. M R Jayaram, Dr. S Kumar Dr. Vedprakash Mishra, Dr. P N Razdan Dr. Shashank D Dalvi Dr. Amit Banerjee, Dr. Y M Jayraj Prof. N Ananthakrishnan Dr. Harsha Halahalli, Dr. Arun A B, Mr. Chetan Singai,	22/11/2018
EPSI For Feedback on Manuals only		Dr. S. Kumar Dr. Shashank D Dalvi Dr. Y. M. Jayaraj Prof. Subhash Chandra Parija Dr. A. V. M. Kutty	1 <sup>st</sup> December 2018
Revision of Manuals	Prof. S.P. Thyagarajan	Dr. S. Rangaswami Dr. S. Chandrashekhar Shetty Dr. B. S. Madhukar Dr. S. Kumar Dr. Shashank D Dalvi	2 <sup>nd</sup> December 2018

		Dr. Y. M. Jayaraj Prof. Subhash Chandra Parija Dr. A. V. M. Kutty	
Revision of Manuals	Prof. S.P. Thyagarajan	Dr. S. Rangaswami Dr. S. Chandrashekhar Shetty Dr. B. S. Madhukar Dr. H. J. Vaman	22 -24 January 2019
Revision of Manuals	Prof. S.P. Thyagarajan	Dr. S. Rangaswami Dr. S. Chandrashekhar Shetty Dr. B. S. Madhukar Dr. H. J. Vaman	02/02/2019 & 03/02/2019
Revision of Manuals	Prof. S.P. Thyagarajan	Dr. S. Rangaswami Dr. S. Chandrashekhar Shetty Dr. B. S. Madhukar Dr. H. J. Vaman	09/02/2019 & 10/02/2019

**Total Meetings held 38 (each of 2-3 days durations)**

**1. National Conference on Quality Indicators and Benchmarks for Health Science Institutions:**

With the Academic support of NAAC National Conference on Quality Indicators and Benchmarks for Health Science Institutions was jointly organised by NAAC, Bengaluru and Chettinad Academy of Research and Education, Chennai on 14<sup>th</sup> and 15<sup>th</sup> December 2018 at Chennai. Totally 149 participants attended the conference for two days from across the country (from Tamil Nadu 69 Participants and outside Tamil Nadu 80 Participants.) Eminent speakers presented their viewpoints on the manual of Health Sciences for Universities and colleges developed by NAAC and also on Quality Indicators and Benchmarks. The participants from the different Health Science Institutions in the country shared their rich experience and viewpoints. It also helped greatly to understand the nitty-gritty of Assessment of Health Sciences Institutions. The outcome of the conferences helped NAAC to fine-tune the manual of Health Sciences for Universities and Colleges

Prof. A. S. Rao  
Convener of the meetings

Dr. Latha Pillai  
Adviser,  
NAAC

Date: 22/02/2019

**2. Orientation cum Training Programme was organised at NAAC for DVV Partners on 18<sup>th</sup> – 19<sup>th</sup> July 2019**

**Annexure - 5**

**List of Universities which participated in Pilot Study of Manual of Health Sciences for Universities from 5<sup>th</sup> December 2018 to 7<sup>th</sup> of January 2019**

S. No.	Name of the University
1	Sri Balaji Vidyapeeth, Pondicherry
2	MGM Institute of Health Sciences, Navi Mumbai
3	KLE Academy of Higher Education and Research, Belagavi
4	BLDE university, Vijayapura
5	Pravara Institute of Medical Sciences, Maharashtra
6	Dr. D.Y. Patil Vidyapeeth, Pune
7	D. Y. Patil Education Society, Kolhapur
8	Swami Vivekanand Subharti University, Meerut
9	Datta Meghe Institute of Medical Sciences, Maharashtra
10	D Y Patil University, Mumbai
11	Sri Ramachandra Institute of Higher Education and Research, Chennai
12	Yenepoya (Deemed to be University), Mangalore
13	NITTE, Mangaluru
14	JSS Academy of Higher Education & Research, Mysuru

## **Annexure - 7**

### **MEDICAL EDUCATION IN INDIA**

Date 17-5-2019

Medical schools in India produce the largest number of doctors than anywhere else in the world (30,408 from 271 medical schools), corresponding to the rapid proliferation of medical colleges in the last two decades, especially within the private sector. The Medical Council of India (MCI), the regulatory body, is required to approve any significant reforms in medical curricula. The accreditation process for medical schools focuses largely on the infrastructure and human resources required and little on the process and quality of education or outcomes. The implementation of the recommendations of MCI regarding recognition or de-recognition of a medical college is governed by the Ministry of Health and Family Welfare, whilst individual universities also have variable sets of regulations for their affiliated medical schools. As a result, there is no uniformity in the standard of medical education across the country.

In recent years, the governing bodies of medicine in our country have come under the scanner, drawing strong criticism from legal authorities regarding stagnation in the education system. On the other hand, India is emerging as a favorite medical tourism destination, citing the advances and expertise in the field. These contradictory viewpoints raise the question as to whether the medical education system in our country needs to be revamped in order to enhance the quality and quantity of medical services and personnel.

The basis of a successful healthcare delivery system and universal access to healthcare depends on the status of the medical education system. The **Indian Medical Council (IMC)** Act was passed in 1956, to provide a solid foundation for the growth of medical education. However, with increasing population demands and the occurrence of diseases, there is a need to modify the approach to medical training in order to ensure improvement of clinical skills than focus predominantly on theoretical information. To this effect, the National Knowledge Commission was established by the Government of India (2005), to address the constraints and challenges relating to curriculum, infrastructure, and administration.

Healthcare services in India present with regional variations and challenges. For example, the medical needs of rural communities differ from those of urban dwellers. The medical curriculum; therefore, should train students to perform effectively at primary care settings without advanced diagnostic and multidisciplinary support. However, it is also important to familiarize doctors with the advances in the field. The task is to maintain a balance between the core principles and advances to ensure all-round proficiency among medical students/professionals.

Committees have recommended restructuring the curriculum to match with the needs of the community, and to adopt training methods that focus on attainment of clinical competence, through an integrated approach, preferably a modular one. Moreover, uniform standards of medical education must be ensured across states and institutions at both undergraduate and post-graduate levels. A robust quality assurance mechanism must be in place to evaluate any lapse in the system.

### **Medical Education Boosting Healthcare Delivery System**

The task does not stop with revamping the curriculum for students. Teaching staff require periodic additional training as well to be conversant with the various aspects of education and imparting skills. Education does not stop once a student earns his/her degree. Professionals must take advantage of fellowship, certificate courses, workshops conducted periodically in order to enhance their knowledge in the chosen field of study.

The healthcare sector is one of the fastest growing in our country and quality education must be the driving-force behind the success of the industry. The increase in the ageing population, rising incomes of the middle class, occurrence of newer diseases, and the development of primary care facilities are expected to shape the industry in future. When dealing with human lives, it is imperative to ensure provision of the highest degree of professional expertise to benefit mankind. Medicine is considered a noble profession and it is the duty of the service providers to enrich their knowledge through continuing education to hone their skills for the betterment of the community.

A saying goes, “Good doctors understand responsibility better than privilege and practice accountability better than business.” We cannot think of having such a battery of doctors in

the nation, if our education system is not adept to nurture such doctors. Sadly, the reality is just this. According to Deloitte 2015 study on medical tourism in India, there is a dearth of well qualified healthcare professionals in the country; one of the reasons for a high mortality rate in India.

Also, many young medical professionals are refusing to move into villages and remote areas where medical facilities are needed. It is estimated that India's has merely 0.7 doctors and 1.5 nurses per 1,000 people; dramatically lower to the WHO average of 2.5 doctors and nurses per 1,000 people.

**At the root of it all**  
Currently, India's 398 medical colleges have failed to look after the healthcare needs of 1.2 billion people of the country. We can blame it on the archaic medical educational system. There is also a need to nurture emotional intelligence in medical practitioners. Patients need more care and compassion than merely technical medical know-how. Most medical practitioners are forced into cramming knowledge, to perform academically well. Another roadblock is the dismissal state of internship assessment and regular curricula development. This is the reason behind an evident fissure between requirements and availability of doctors, especially in remote areas of India. There are also other factors affecting the quality of Indian medical practitioners. There is mal-distribution of resources and unregulated growth in the private sector. Apart from this, faulty and disorganized admission procedures in private medical colleges (most of these are not recognized by any accredited agency) makes the educational journey questionable.

**Fixing the problems**

Undeniably, health of a medical industry defines the health and well-being of a country. For that, every honest youngster dreams to be a part of one of the top 10 best medical colleges in the country. The list includes

- 1.All India Institute of Medical Sciences (AIIMS), Delhi
- 2.Christian Medical College (CMC), Vellore
- 3.Armed Forces Medical College (AFMC), Pune
- 4.JIPMER College, Puducherry
- 5.Maulana Azad Medical College (MAMC), Delhi
- 6.Lady Hardinge Medical College (LHMC), Delhi
- 7.Madras Medical College, Chennai
- 8.Grant Medical College, Mumbai
- 9.Kasturba Medical College (KMC), Manipal
- 10.King George Medical College, CMM Medical University, Lucknow

But for those who can't make it to these, the only hope is the other private institutions. With selections based on a National Ability and Entrance Test, chances of securing a seat are bleak

for the rest of the aspiring lot; and then curricula and governance at such colleges has also become questionable.

This means, a serious and significant alteration of the existing curricular at every level and for all medical institutions, whether well known or not. There is also a great need for less emphasis on the theory component and more on the practical usage of the same. Therefore, the medical educational system should cater to a horizontal and vertical integration of pre-clinical, para-clinical and clinical subjects that can assign more time to clinical teaching. With this will emerge a new generation of doctors that are more equipped with clinical competencies and a right attitude to serve the patient.

**Problem solving- a mindset**

There is another interesting way to ensure that medical practitioners are not merely churned out as better crammers. Indian medical practitioners must be proficient in problem solving. For this, some medical learning institutions like Yenepoya University have introduced a self learning and interactive E-learning platform, especially for MBBS and BDS courses. They use inbuilt software called the ‘YENGAGE’. Through an open forum, students get to be continuously evaluated on their understanding and practical application.

**Progressive evaluation**

In order to have a more robust workforce of Indian medical practitioners, there is an urgent need to revamp the existing evaluation system as well. There needs to be a tectonic shift; from merely evaluating memory power to accessing objective application. The Art and Science colleges are now happy; making use of choice-based credit system and a continuous evaluation framework. The same can be applied for doctors and medical practitioners in the making.

#### HEALTH SCIENCES UNIVERSITIES IN INDIA

Sl no	Name of STATE FUNDED UNIVERSITY	No of affiliated colleges
1	Pandit Bhagavat Dayal Sharma University of Health Sciences Rohtak, HARYANA	82
2	Dr.NTR University of Health Sciences Vijayawada, AP	274
3	Rajiv Gandhi University of Health Sciences Bangalore, KARNATAKA	598
4	WEST BENGAL University of Health Sciences Kolkata, WB	124
5	MAHARASTRA University of Health Sciences NASHIK MH	369
6	BABA FARID University of Health Sciences	145

	Faridkot Punjab	
7	KERALA University of Health Sciences THRISSUR, KERALA	305
8	Rajasthan University of Health Sciences Jaipur, Rajasthan	149
	<b>TOTAL</b>	2046

Total Number of Health Sciences Institutions in India as on 2016.

1.	Medical	378 Colleges
2.	Dental	287 Colleges
3.	Nursing	1103 Colleges
4.	Pharmacy	676 Colleges
5.	Physiotherapy & Allied Health Sciences (including Speech & Hearing)	138 Colleges
6.	Ayurvedha	160 Colleges
7.	Yoga	54 Colleges
8.	Unani	45 Colleges
9.	Siddha	11 Colleges
10.	Homeopathy	181 Colleges
	<b>Total</b>	<b>3033</b>

**DEEMED TO BE HEALTH SCIENCES UNIVERSITIES =37**

<b>B.L.D.E.</b> <a href="http://bldedu.ac.in/">http://bldedu.ac.in/</a> Address: Bijapur Karantaka State: Karnataka -	<b>JSS Academy of Higher Education &amp; Research</b> <a href="http://www.jssuni.edu.in">www.jssuni.edu.in</a> Address: JSS Medical Institution Campus, Sri Shivarathreeshwara Nagar, Mysore, State: Karnataka - 570015
<b>K.L.E. Academy of Higher Education and Research</b> <a href="http://www.kleuniversity.edu.in">http://www.kleuniversity.edu.in</a> Address: J.N. Medical College Campus, Nehru Nagar, Belgaum-590010 Karnataka	<b>NITTE</b> <a href="http://www.nitte.edu.in">http://www.nitte.edu.in</a> Address: University Enclave,Nedical Sciences complex, Post Nityananda Nagar, Deralakatte, Mangalore-575018 State:Karnataka - 575018
<b>Sri Devraj Urs Academy of Higher Education and Research</b> <a href="http://www.sduu.ac.in">http://www.sduu.ac.in</a> Address: Post Box No.62,Tamaka Kolar-563101, Karnataka State:Karnataka -	<b>Sri Siddhartha Academy of Higher Education</b> <a href="http://www.sahetumkur.ac.in">http://www.sahetumkur.ac.in</a> Address: Agalakote, B.H. Road,Tumkur-572107 Karnataka State:Karnataka -
<b>Swami Vivekananda Yoga Anusandhana Samsthana</b> <a href="http://www.vyasa.org">http://www.vyasa.org</a> Address: No. 9 Appa Jappa Agharaha, Bangalore-560018 State:Karnataka -	<b>Yenepoya</b> <a href="http://yenepoya.edu.in">http://yenepoya.edu.in</a> Address: Mangalore, Karnataka State:Karnataka -
<b>Manipal Academy of Higher Education</b> <a href="http://www.manipal.edu">http://www.manipal.edu</a> Address: manipal.edu., Madhav Nagar Manipal-576119. KARNATAKA State:Karnataka -	<b>National Institute of Mental Health &amp; Neuro Sciences</b> <a href="http://www.nimhans.kar.nic.in">http://www.nimhans.kar.nic.in</a> Address: Bangalore - 560 029. State:Karnataka -
<b>Jamia Hamdard</b> <a href="http://www.jamiahmdard.edu">http://www.jamiahmdard.edu</a> Address: Hamdard Nagar, New Delhi - 110 062. State: Delhi -	<b>Manav Rachna International Institute of Research and Studies</b> <a href="http://manavrachna.edu.in/">http://manavrachna.edu.in/</a> Address: 5E/1A, Bungalow Plot, N.I.T. Faridabad-121001 Haryana State: Haryana – (Dental)
<b>National Brain Research Centre</b> <a href="http://www.nbrc.ac.in">http://www.nbrc.ac.in</a> Address: SCO 5,6 & 7 Sector-XV Part-II Gurgaon -122001 (Haryana) State:Haryana -	<b>Bharati Vidyapeeth</b> <a href="http://bvuniversity.edu.in/">http://bvuniversity.edu.in/</a> Address: Lal Bahadur Shastri Marg, Pune State: Maharashtra - 411030
<b>D.Y Patil Educational Society</b> <a href="http://www.dypatilunikop.org">http://www.dypatilunikop.org</a> Address: 869, E, D.Y.Patil Vidyanagar,Kasada	<b>Datta Meghe Institute of Medical Sciences</b> <a href="http://www.dmims.edu.in">http://www.dmims.edu.in</a> Address: Wardha- Yavatmal Road,

Kolhapur-416006 State: Maharashtra	Sawangi (Meghe) Wardha State: Maharashtra - 442107
<b>Dr. D.Y. Patil Vidyapeeth</b> <a href="http://www.dpu.edu.in">http://www.dpu.edu.in</a> Address: Pimpri, Pune Maharashtra -411 018 State: Maharashtra -	<b>Krishna Institute of Medical Sciences</b> <a href="http://www.kimsuniversity.in">http://www. kimsuniversity.in</a> Address: Near Dhebewadi Road, malkapur, Tal.Karad,Distt. Satara,-415539 Maharashtra State: Maharashtra -
<b>MGM Institute of Health Sciences</b> <a href="http://www.mgmuhs.com">http://www.mgmuhs.com</a> Address: MGM Campus, Sector-18,Kamothe Maharashtra State: Maharashtra -	<b>Padmashree Dr.D.Y. Patil Vidyapeeth</b> <a href="http://www.dypatil.ac.in">http://www.dypatil.ac.in</a> Address: Vidyanagar, Nerul Navi Mumbai Pin-400 706 State: Maharashtra -
<b>Pravara Institute of Medical Sciences</b> <a href="http://www.pravara.com/">http://www.pravara.com/</a> Address: P.O. Loni,B.K-413736, Tal., Rahata Dist; Ahmednagar (M S) State: Maharashtra -	<b>Tilak Maharashtra Vidyapeeth</b> <a href="http://www.tmv.edu.in">http://www.tmv.edu.in</a> Address: Vidyapeeth Bhavan, Mukundnagar Gultekdi, Pune-411037 State: Maharashtra – <b>(Ayurvedha &amp; Yoga / Naturopathy)</b>
<b>Kalinga Institute of Industrial Technology</b> <a href="http://www.kiit.ac.in">http://www.kiit.ac.in</a> Address: Bhubneshwar Orissa-751 024 State: Orissa -	<b>Sri Balaji Vidyapeeth (Deemed to be University)</b> <a href="http://www.sbv.ac.in">http://www.sbv.ac.in</a> Address: Pondy-Cuddalore Main Road Pillaiyarkuppam, Pondicherry, Union Territory of Puducherry State: Puducherry - 607402
<b>Jain Vishva Bharati Institute</b> <a href="http://jvbi.ac.in">http://jvbi.ac.in</a> Address: B.No.6, Ladnun-341 306. RAJASTHAN State: Rajasthan - <b>(Yoga &amp; Naturopathy)</b>	<b>Chettinad Academy of Research and Education (CARE)</b> <a href="http://www.chettinadhealthcity.com">http://www.chettinadhealthcity.com</a> Address: Rajiv Gandhi Salai Kelambakkam Chennai-603103 Kanchipuram Distt. Tamil Nadu State: Tamil Nadu -
<b>Meenakshi Academy of Higher Education and Research</b> <a href="http://www.maher.ac.in">http://www.maher.ac.in</a> Address: No.12, vermbuliamman Kail St, K.K. Nagar(West) Chennai-600078 Tamil Nadu State: Tamil Nadu - <b>(Nursing)</b>	<b>Amrita Vishwa Vidyapeetham</b> <a href="http://www.amrita.edu">http://www.amrita.edu</a> Address: Coimbatore Tamil Nadu-641 105 State: Tamil Nadu - <b>(Medical, dental, Nursing, Ayurvedha etc.,)</b>
<b>Karpagam Academy of Higher Education</b> <a href="http://www.kahedu.edu.in">http://www.kahedu.edu.in</a> Address: Pallachi Main Road, Coimbatore Eachanari Post, Tamil Nadu-641021 State: Tamil Nadu - 641021 <b>(Pharmacy)</b>	<b>Dr. M.G.R. Educational and Research Institute</b> <a href="http://www.drmgrdu.ac.in">http://www.drmgrdu.ac.in</a> Address: Periyar E.V.R. High Road, Maduravoyal,Chennai-600095 State: Tamil Nadu -
<b>S.R.M Institute of Science and Technology</b> <a href="http://www.srmuniv.ac.in">http://www.srmuniv.ac.in</a> Address: 2, Veerasamy Street West Mambalam Chennai State: Tamil Nadu -	<b>Saveetha Institute of Medical and Technical Sciences</b> <a href="http://www.saveetha.com">http://www.saveetha.com</a> Address: Post Box No. 6 No. 162 Poonamalle High Road Velappanchavadi Chennai State: Tamil Nadu -

<b>Sri Ramachandra Medical College and Research Institute</b> http://www.sriramachandra.edu.in Address: 1 Ramachandra Nagar Chennai. State: Tamil Nadu -	<b>Vinayaka Mission's Research Foundation</b> <a href="http://www.vinayakamission.com">http://www.vinayakamission.com</a> Address: Sankari Mani Road NH 47 Ariyanoor Salem State: Tamil Nadu -
<b>Santosh</b> http://santoshuniversity.com Address: Santosh Nagar Ghaziabad State: Uttar Pradesh - <b>(Medical and Dental)</b>	<b>Gurukul Kangri vidyapeeth</b> <a href="http://www.gkvhardidwar.org">http://www.gkvhardidwar.org</a> Address: Haridwar Uttarakhand. State: Uttarakhand - <b>(Pharmacy &amp; Bio-medical)</b>
<b>Ramakrishna Mission Vivekananda Educational and Research Institute</b> http://www.rkmvu.ac.in Address: P.O. Belur Math Distt Howrah West Bengal State: West Bengal - <b>(Yoga)</b>	

**PRIVATE UNIVERSITIES [Health sciences] = 11**

1.	The Indira Ganthi Technological & Medical Sciences University, Ziro, Arunachal Pradesh	
2.	Lakulish Yoga University, "Lotus View" Opp. Nirma University, S. G Highway, Chharodi, Ahmedabad-382 481 Gujarat	
3.	Adichunchanagiri University, NH-75, Tq- Nagamangala, Dist- Manya, B. G. Nagara- 571 448 Karnataka	
4.	JSS Science & Technology University, JSS Technical Institutions Campus, Mysuru-570 006 Karnataka	
5.	M. S. Ramaiah University of Applied Sciences, Administrative Block, New BEL Road, MSRIT Post, Bangalore-560 054 Karnataka	
6.	`Sri Satya Sai University of Technology & Medical Sciences, Bhopal – Indore Road, Opp. Pachama Oil Fed Plant, Pachama, Sehore-466 001 Madhya Pradesh	
7.	Sri Guru Ram Das University of Health Sciences, Mehta Road, Vallah, Sri Amritsar – 143 001 Punjab	
8.	Homeopathy Universiy, Saipura, Sanganer, Jaipur-302 029 Rajasthan	
9.	Mahatma Gandhi University of Medical Sciences & Technology, RIICO Institutional Area, Sitapur, Tonk Road, Jaipur-302 022	
10.	Pacific Medical University, Bhilo Ka Bedla, Bye Pass, National Highway 27, Udaipur, Rajasthan.	
11.	Swami Vivekanand Subharti University, Delhi Haridwar Byepass Road, Meerut, UP	

**LIST OF MEDICAL INSTITUTIONS OF NATIONAL IMPORTANCE**

1.	All India Institute of Medical Sciences as per notification in Government of India Gazette 2012 a. Bhopal, Madhya Pradesh b. Bhubaneswar, Odisha c. Jodhpur, Rajasthan d. New Delhi, e. Patna, Bihar f. Raipur, Chhattisgarh g. Rishikesh, Uttarakhand h. Madurai, Tamil Nadu (Proposed)
2.	National Institute of Mental Health & Neuro Sciences, Bangalore
3.	National Institute of Pharmaceutical Education and Research at Gujarat, Bihar, Telangana, West Bengal, Assam and Uttar Pradesh
4.	Post Graduate Institute of Medical Education and research (PGIMER), Chandigarh
5.	Jawaharlal Institute of Post Graduate Education and Research, Puducherry
6.	Sri Chitra Tirunal Institute of Medical Sciences & Technology, Tiruvananthapuram, Kerala

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