



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

**Manual of Health Sciences for Colleges - in RAF**  
**(for affiliated / Constituent Colleges, applicable for all cycles and re-assessment)**

**Final version of the Unified Manual of Health Sciences for Colleges**  
**prepared by Expert Committee (CWG) on 10/02/2019 and few changes made**  
**on 07/03/2019 (Profile, Part B and Grade sheet)**



**UNIFIED Manual for Health Sciences Colleges**

Manual has 2 parts namely –

Part – A for 900 weightage and Part –B for 100 weightage.

Part -A Metrics is generic in nature and applicable to all types of Health Sciences Colleges where as Part -B is discipline specific (Medical, Dental, Pharmacy, Nursing, Ayurveda, Yoga / Naturopathy, Unani, Siddha, Homeopathy, Physiotherapy and Allied Health Sciences). This Manual is applicable for all cycles including Re-Assessment. However, this Manual is applicable to affiliated / Constituent Colleges only.

## UNIFIED Manual of Health Sciences for Colleges

### **Part A – 900 Weightage and**

### **Part B- 100 Weightage**

Health Sciences College manual has 2 parts namely – Part – A for 900 weightage and Part –B for 100 weightage. Part-A is applicable to all types of Health Sciences Colleges where as part-B is discipline specific (Medical, Dental, Pharmacy, Nursing, Ayurveda, Yoga / Naturopathy, Unani, Siddha, Homeopathy Physiotherapy and Allied Health Sciences). This Manual is applicable for all cycles including Re-Assessment. However, this Manual is applicable to affiliated / Constituent Colleges only.

The Core Working Group (CWG) of experts recommended for the integration of part –A with part-B and can be taken up as follows:

The ICT team of NAAC is requested to arrive at CGPA for the manual of Health Sciences for Colleges as under:

CGPA – Part –A 900 weightage points -covering Criterion 1 to 7

Part –B 100 with weightage points to be integrated in ICT as 8<sup>th</sup> component

CGPA Total = 1000 (to keep uniformity in the usage of CGPA in all places at 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.

**7<sup>th</sup> March, 2019**  
**Bengaluru**

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

**Table-1 Weightage wise- QIM & QnM for Manual of Health Sciences for Colleges**

| Criterion number | Criterion                             | Number of Questions ( QIM & QnM) | Qualitative metrics, Questions (QIM) (Weightage) | Quantitative Metrics Questions (QnM) (Weightage) | Total Qualitative Metrics (QIM) (Weightage ) | Total Quantitative Metrics (QnM) (Weightage ) | Total QIM & QnM weightage |
|------------------|---------------------------------------|----------------------------------|--|--|--|---|---------------------------|
| 1.               | Curricular Aspects                    | 10                               | 2<br>(10+5)                                      | 8<br><br>(5+10+10+5+5+10+10+10)                  | 15   | 65  | 80                        |
| 2.               | Teaching- Learning and Evaluation     | 25                               | 10<br>(10+10+10+5+10+15+10+10+10+10)             | 15<br>(5+10+5+10+5+10+10+10+10+10+10+10+15+50)   | 100  | 180   | 280                       |
| 3.               | Research, Innovation and Extension    | 16                               | 3<br>(5+10+15)                                   | 13<br>(6+6+5+5+5+5+8+5+10+15+10+10)              | 30   | 90  | 120                       |
| 4.               | Infrastructure and Learning Resources | 18                               | 9<br>(10+5+5+7+4+3+2+5+10)                       | 9<br>(5+7+6+3+5+3+5+5+10)                        | 51   | 49  | 100                       |
| 5.               | Student Support and Progression       | 13                               | 3<br>(2+5+5)                                     | 10<br>(10+15+5+13+10+15+15+10+10+5)              | 12   | 108   | 120                       |
| 6.               | Governance, Leadership and Management | 15                               | 8<br>(5+5+5+5+6+7+8+10)                          | 7<br>(5+7+6+6+5+10+10)                           | 51   | 49  | 100                       |
| 7.               | Institution Values and Best Practices | 12                               | 6<br>(5+3+10+4+30+20)                            | 6<br>(5+3+2+2+10+6)                              | 72   | 28  | 100                       |
| <b>Total</b>     |                                       | <b>109</b>                       | <b>41</b>  | <b>68</b>  | <b>331</b>                                   | <b>569</b>                                    | <b>900</b>                |

**Table-2 QIF for Manual of Health Sciences for Colleges**

|              | Criterion -I | Criterion -II | Criterion - III | Criterion - IV | Criterion - V | Criterion - VI | Criterion - VII | Total      |
|--------------|--------------|---------------|-----------------|----------------|---------------|----------------|-----------------|------------|
| QIM          | 2            | 10            | 3               | 9              | 3             | 8              | 6               | 41         |
| QnM          | 8            | 15            | 13              | 9              | 10            | 7              | 6               | 68         |
| <b>Total</b> | <b>10</b>    | <b>25</b>     | <b>16</b>       | <b>18</b>      | <b>13</b>     | <b>15</b>      | <b>12</b>       | <b>109</b> |

**Table-3 HEALTH SCIENCES MANUAL FOR COLLEGES (Part – A, Part-B) compared to General AFFILIATED / CONSITITUENT COLLEGES**

**DISTRIBUTION OF KIs & METRICS**

| <b>NAAC BENCHMARKS</b>              | <b>HEALTH SCIENCES - COLLEGES (Part –A)</b> | <b>AFFILIATED / CONSITITUENT COLLEGES</b> |
|-------------------------------------|---|---|
| <b>Criteria</b>                     | <b>7</b>                                    | <b>7</b>                                  |
| <b>Key Indicators</b>               | <b>33</b>                                   | <b>32</b>                                 |
| <b>Total Metrics (QIM &amp;QnM)</b> | <b>109</b>                                  | <b>121</b>                                |
| <b>QIM (37.61%)</b>                 | <b>41</b>                                   | <b>41</b>                                 |
| <b>QnM (62.39%)</b>                 | <b>68</b>                                   | <b>80</b>                                 |
| <b>Total Weightage</b>              | <b>Part-A – 900</b><br><b>Part – B-100</b>  | <b>1000</b>                               |
|                                     | <b>1000</b>                                 |   |

**Table-4 Weightages Across Key Indicators (KIs)**  
(Part A of the Manual -900 weightage)

| Criteria  | Key Indicators (KIs)                                      | Health Sciences Manual for Colleges |
|---|---|-------------------------------------|
| <b>1. Curricular Aspects</b>                    | 1.1 *(U)Curriculum Design and Development                 | NA                                  |
|   | 1.1. *(A) Curricular Planning and Implementation          | 15                                  |
|   | 1.2 Academic Flexibility                                  | 20                                  |
|   | 1.3 Curriculum Enrichment                                 | 25                                  |
|   | 1.4 Feedback System                                       | 20                                  |
|   | <b>Total</b>  | <b>80</b>                           |
| <b>2. Teaching-Learning and Evaluation</b>      | 2.1 Student Enrolment and Profile                         | 20                                  |
|   | 2.2 Catering to Student Diversity                         | 25                                  |
|   | 2.3 Teaching-Learning Process                             | 45                                  |
|   | 2.4 Teacher Profile and Quality                           | 50                                  |
|   | 2.5 Evaluation Process and Reforms                        | 45                                  |
|   | 2.6 Student Performance and Learning Outcome              | 45                                  |
|   | 2.7 Student satisfaction Survey                           | 50                                  |
|   | <b>Total</b>  | <b>280</b>                          |
| <b>3. Research, Innovations and Extension</b>   | 3.1 Resource Mobilization for Research                    | 17                                  |
|   | 3.2 Innovation Ecosystem                                  | 10                                  |
|   | 3.3 Research Publications and Awards                      | 23                                  |
|   | 3.4 Extension Activities                                  | 50                                  |
|   | 3.5 Collaboration   | 20                                  |
|   | <b>Total</b>  | <b>120</b>                          |
| <b>4. Infrastructure and Learning Resources</b> | 4.1 Physical Facilities                                   | 25                                  |
|   | 4.2 Clinical, Equipment and Laboratory Learning Resources | 20                                  |
|   | 4.3 Library as a Learning Resource                        | 20                                  |
|   | 4.4. IT Infrastructure                                    | 15                                  |
|   | 4.5 Maintenance of Campus Infrastructure                  | 20                                  |
|   | <b>Total</b>  | <b>100</b>                          |

|   |  |             |
|---|--|-------------|
| <b>5. Student Support and Progression</b>         | 5.1 Student Support                                  | 45          |
|   | 5.2 Student Progression                              | 40          |
|   | 5.3 Student Participation and Activities             | 25          |
|   | 5.4 Alumni Engagement                                | 10          |
|   | <b>Total</b>   | <b>120</b>  |
| <b>6. Governance, Leadership and Management</b>   | 6.1 Institutional Vision and Leadership              | 10          |
|   | 6.2 Strategy Development and Deployment              | 10          |
|   | 6.3 Faculty Empowerment Strategies                   | 30          |
|   | 6.4 Financial Management and Resource Mobilization   | 20          |
|   | 6.5 Internal Quality Assurance System                | 30          |
|   | <b>Total</b>   | <b>100</b>  |
| <b>7. Institutional Values and Best Practices</b> | 7.1 Institutional Values and Social Responsibilities | 50          |
|   | 7.2 Best Practices                                   | 30          |
|   | 7.3 Institutional Distinctiveness                    | 20          |
|   | <b>Total</b>   | <b>100</b>  |
| <b>PART -A</b>                                    | <b>Total</b>   | <b>900</b>  |
| <b>PART - B</b>                                   | <b>Total</b>   | <b>100</b>  |
| <b>PART -A + PART -B</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.

| Range of Institutional Cumulative Grade Point Average (CGPA) | Letter Grade | Status         |
|--|--------------|----------------|
| 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 |

07/03/2019

NAAC

**Institutional Assessment and Accreditation of Health Sciences Colleges (Medical, Dental, Pharmacy, Nursing, Ayurveda, Yoga / Naturopathy, Unani, Siddha, Homeopathy Physiotherapy and Allied Health Sciences)**

Name of the College

Track ID :

AISHE-ID :

Visit dates : ..... to .....

Sample  
**Grade Sheet**



NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA

Name of the Institution:

Type of the Institution: College

Dates of Visit: ..... To .....

| No              | Criteria                                  | Weightage (W <sub>i</sub> ) | Criterion-wise weighted Grade Point (CrWGP <sub>i</sub> ) | Criterion-wise Grade Point Averages (CrWGP <sub>i</sub> /W <sub>i</sub> ) |
|-----------------|---|-----------------------------|---|---|
| <b>Part – A</b> |   |                             |   |   |
| I               | Curricular Aspects                        | 80                          |   |   |
| II              | Teaching-learning and Evaluation          | 280                         |   |   |
| III             | Research, Innovations and Extension       | 120                         |   |   |
| IV              | Infrastructure and Learning Resources     | 100                         |   |   |
| V               | Student Support and Progression           | 120                         |   |   |
| VI              | Governance, Leadership and Management     | 100                         |   |   |
| VII             | Institutional Values and Best Practices   | 100                         |   |   |
| <b>Part -B</b>  |   |                             |   |   |
|                 | <b>Health Sciences discipline - .....</b> | 100                         |   |   |
| <b>Total</b>    |   | $\sum_{i=1}^7 (W_i) = 1000$ | $\sum_{i=1}^7 (CrWGP_i) =$                                |   |

|                           |   |
|---------------------------|---|
| <b>Institutional CGPA</b> | $= \frac{\sum_{i=1}^7 (CrWGP_i)}{\sum_{i=1}^7 (W_i)} = \dots\dots = \dots\dots$ |
|---------------------------|---|

**Note :** Where there is number 7 in the formula, to be replaced by 8.

**Grade: ---**

07/03/2019

**Approaches / policies adopted by NAAC in the development of Manual of Health Sciences for Colleges**

1. Essence of Revised Assessment and Accreditation (A & A) Framework retained in the manual of Health Sciences for colleges. 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 30% 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 colleges, discipline specific metrics are in place in the manual of Health Sciences for Colleges [Part B]

5. Committee suggested to arrive at CGPA for the manual of Health Sciences Colleges as under:

CGPA – Part –A 900 weightage points -covering Criterion 1 to 7

Part –B 100 with weightage points to be integrated in ICT as 8<sup>th</sup> component

CGPA Total = 1000 (to keep uniformity in the usage of CGPA in all process of NAAC and in different manuals of NAAC)

6. Ratio of QnM & QIM = 65% : 35%

## **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 fulfill 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-campuses if any are approved by MHRD/UGC. NAAC will not consider the unapproved off-campuses 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:**

1. *The NAAC accreditation does not cover distance education units of HEIs and off-shore campuses.*
2. *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.*

## 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.

## 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)

## **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.

## **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).**

## **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>i</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>i</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 30% in Quantitative Metrics ( $Q_nM$ ) 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 ( $Q_1M$ ).
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 ( $Q_1M$ ). 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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### **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. 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.

## **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.

## THE FEE STRUCTURE AND OTHER FINANCIAL IMPLICATIONS

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

| <b>1. IIQA Fee</b><br><b>For Registration – applicable to all institutions i.e., recognized 12(B) of UGC Act, 1956 / not recognized</b> |  |
|---|--|
| <b>Process</b>  | <b>Total amount of Assessment and Accreditation (A&amp;A) Fee<br/>Amount to be paid by the Institution</b> |
| Institutional Information for Quality Assessment (IIQA)   | Rs. 25,000/- + G S T 18%<br>(Non-refundable) *   |

\* 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.

| <b>2. Assessment and Accreditation (A&amp;A) Fee</b><br><b>For Universities and Professional Institutions</b> |                                    |  |
|---|------------------------------------|--|
| <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/-**+<br>GST 18%       | Rs.1,87,500/-** + GST 18%<br>(50% of Total fee along with the online submission of SSR) (Non-refundable) |
| More than 10 departments  | Rs. 7,50,000/-** +<br>GST 18%      | Rs.3,75,000/-** + GST 18%<br>(50% of Total fee along with the online submission of SSR) (Non-refundable) |

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>   |
| <b>a. General College with multi faculties</b>  | Rs. 1,85,000/-** + GST 18%         | Rs.92,500/-** + GST 18%<br><b>(50% of Total fee along with the online submission of SSR)<br/>(Non-refundable)</b> |
| <b>b. General College with mono faculty</b>   | Rs. 1,25,000/-** + GST 18%         | Rs.62,500/-** + GST 18%<br><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 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 day visit for which the fee structure will be 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 3,00,000 + GST 18%.

- iii. For University the Fee structure of logistics will be 3,00,000 + GST 18% for 3 or more days of visit.

**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.

## **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.

## **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 30% 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.

## **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
-

## **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:

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**KEY INDICATORS**

- 3.1 \*Promotion of Research and Facilities (Not Applicable to Affiliated Colleges)
- 3.2 Resource Mobilization for Research
- 3.3 Innovation Ecosystem
- 3.4 Research Publications and Awards
- 3.5 \*Consultancy (Not Applicable to Affiliated Colleges)
- 3.6 Extension Activities
- 3.7 Collaboration

---

\*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:

---

### **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, freships 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:

---

### **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.

## Manual of Health Sciences for Colleges in RAF.

(Applicable for all cycles and for Re-Assessment)

### Quality Indicator Framework (QIF)

#### Essential Note:

The revised format of the SSR has to be filled up only online and the IT format will be made 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 for each Metric in the form of:

- *data required*
- *formula* for calculating the information, wherever required, and
- *documents* needed to be uploaded, from which data could be compiled.

These inputs will help Institutions not only in the preparation of the SSR, but also indicate the importance of the item given, variety and range of data to be provided and throw light on the documents and the mode of response to be provided in support of the claims made by the HEI.

For some Qualitative Metrics (Q<sub>1</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 (around 21), 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 formats seek **only** data in specified manner which will process digitally.* It is necessary to fill in details for denominator and the numerator, as well as the percentage and/or the value arrived at.

The manual further indicates the Metric wise weightage also.

The actual online format may change slightly from the QIF given in this Manual which is because of rendering it to the IT format. Institutions are advised to observe this carefully while filling up.

## Profile of the College

1. Name and Address of the College:

|          |      |        |  |
|----------|------|--------|--|
| Name:    |      |        |  |
| Address: |      |        |  |
| City:    | Pin: | State: |  |
| Website: |      |        |  |

2. For communication:

| Designation                            | Name | Telephone with STD code | Mobile | Fax | Email |
|--|------|-------------------------|--------|-----|-------|
| Principal/Dean/Director                |      | O:<br>R:                |        |     |       |
| Vice Principal                         |      | O:<br>R:                |        |     |       |
| Steering Committee / IQAC Co-ordinator |      | O:<br>R:                |        |     |       |

3. Status of the College:

- Autonomous College
- Constituent College
- Affiliated College
- Any other (specify)

4. Name of University to which the College is affiliated :

|  |
|--|
|  |
|--|

5. Type of College:

- Allied Health Sciences
- Ayurveda
- Dentistry
- Homoeopathy
- Medicine
- Nursing
- Pharmacy
- Physiotherapy
- Siddha
- Unani
- Yoga and Naturopathy
- Others (specify and provide details)

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6. Source of funding:

|                     |                          |
|---------------------|--------------------------|
| Central Government  | <input type="checkbox"/> |
| State Government    | <input type="checkbox"/> |
| Grant-in-aid        | <input type="checkbox"/> |
| Self-financing      | <input type="checkbox"/> |
| Trust               | <input type="checkbox"/> |
| Society             | <input type="checkbox"/> |
| Company             | <input type="checkbox"/> |
| Any other (specify) | <input type="checkbox"/> |

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

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

| Under Section | Date, Month and Year<br>(dd/mm/yyyy) | Remarks<br>(If any) |
|---------------|--------------------------------------|---------------------|
| i. 2(f)*      |                                      |                     |
| ii. 12B*      |                                      |                     |

\* 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<br>(dd/mm/yyyy) | Validity | Program/<br>institution | Remarks |
|-----------------------|-------------------------------------|----------|-------------------------|---------|
| i.                    |                                     |          |                         |         |
| ii.                   |                                     |          |                         |         |
| iii.                  |                                     |          |                         |         |
| iv.                   |                                     |          |                         |         |

(Enclose the Certificate of recognition/approval)

9. Has the College 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. Location of the campus and area:

|                     | Location * | Campus area in<br>acres | Built up area in<br>sq. mts. |
|---------------------|------------|-------------------------|------------------------------|
| i. Main campus area |            |                         |                              |

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

11. Does the College conform to the specification of Degrees as enlisted by the UGC?

Yes  No

If the College uses any other nomenclatures, specify.

12. 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)

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

13. 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  Part-time   
 Qualified Nurse Full time  Part-time

- Facilities like banking, post office, book shops, etc. Yes  No
- Transport facilities to cater to the needs of the students and staff Yes  No
- Facilities for persons with disabilities Yes  No
- Animal house Yes  No
- Power house Yes  No
- Fire safety measures Yes  No
- Waste management facility, particularly bio-hazardous waste Yes  No
- Renewable / Alternative sources of energy Yes  No
- Any other facility (specify). Yes  N

14. Working days / teaching days during the past five academic years

|   | Working days |  |  |  | Teaching days |  |  |  |
|---|--------------|--|--|--|---------------|--|--|--|
| Number stipulated by the Regulatory Authority |              |  |  |  |               |  |  |  |
| Number by the Institution                     |              |  |  |  |               |  |  |  |

("Teaching days" means days on which classes/clinics were held. Examination days are not to be included.)

15. Has the College been reviewed or audited by any regulatory authority in the last five years?

Yes / No

16. Number of positions in the College

| Positions   | Teaching faculty |                              |                     |          |                             |                 | Non-teaching staff | Technical staff |
|---|------------------|------------------------------|---------------------|----------|-----------------------------|-----------------|--------------------|-----------------|
|   | Professor        | Associate Professor / Reader | Assistant Professor | Lecturer | Tutor / Clinical Instructor | Senior Resident |                    |                 |
| Sanctioned by the Government<br>Recruited<br>Yet to recruit     |                  |                              |                     |          |                             |                 |                    |                 |
| Sanctioned by the Management/Society or other authorized bodies |                  |                              |                     |          |                             |                 |                    |                 |

| Positions  | Teaching faculty |                             |                     |          |                            |                 | Non-teaching staff | Technical staff |
|--|------------------|-----------------------------|---------------------|----------|----------------------------|-----------------|--------------------|-----------------|
|  | Professor        | Associate Professor /Reader | Assistant Professor | Lecturer | Tutor /Clinical Instructor | Senior Resident |                    |                 |
| Recruited<br>Yet to recruit  |                  |                             |                     |          |                            |                 |                    |                 |
| Stipulated by the regulatory authority<br>Cadre ratio<br>Recruited<br>Yet to recruit |                  |                             |                     |          |                            |                 |                    |                 |
| Number of persons working on contract basis  |                  |                             |                     |          |                            |                 |                    |                 |

17. Qualifications of the teaching staff

| Highest Qualification                                  | Professor |   | Associate Professor/Reader |   | Assistant Professor |   | Lecturer |   | Tutor /Clinical Instructor |   | Senior Resident |   |
|--|-----------|---|----------------------------|---|---------------------|---|----------|---|----------------------------|---|-----------------|---|
|  | M         | F | M                          | F | M                   | F | M        | F | M                          | F | M               | F |
| <b>Permanent teachers</b>                              |           |   |                            |   |                     |   |          |   |                            |   |                 |   |
| D.M./ M.Ch.  |           |   |                            |   |                     |   |          |   |                            |   |                 |   |
| Ph.D./D.Sc./D.Litt/M.D./M.S.                           |           |   |                            |   |                     |   |          |   |                            |   |                 |   |
| PG (M.Pharm./ PharmD, DNB, M.Sc., MDS., MPT, MPH, MHA) |           |   |                            |   |                     |   |          |   |                            |   |                 |   |
| AB/FRCS/FRCP/MRCP/MRCS/FDSRCS                          |           |   |                            |   |                     |   |          |   |                            |   |                 |   |
| M.Phil.  |           |   |                            |   |                     |   |          |   |                            |   |                 |   |
| UG   |           |   |                            |   |                     |   |          |   |                            |   |                 |   |
| <b>Temporary teachers</b>                              |           |   |                            |   |                     |   |          |   |                            |   |                 |   |
| D.M./ M.Ch.  |           |   |                            |   |                     |   |          |   |                            |   |                 |   |
| Ph.D./D.Sc./D.Litt/M.D./M.S.                           |           |   |                            |   |                     |   |          |   |                            |   |                 |   |
| PG (M.Pharm./ PharmD, DNB, M.Sc., MDS., MPT, MPH, MHA) |           |   |                            |   |                     |   |          |   |                            |   |                 |   |
| AB/FRCS/FRCP/MRCP/MRCS/FDSRCS                          |           |   |                            |   |                     |   |          |   |                            |   |                 |   |
| M.Phil.  |           |   |                            |   |                     |   |          |   |                            |   |                 |   |
| UG   |           |   |                            |   |                     |   |          |   |                            |   |                 |   |
| <b>Contractual teachers</b>                            |           |   |                            |   |                     |   |          |   |                            |   |                 |   |
| D.M./ M.Ch.  |           |   |                            |   |                     |   |          |   |                            |   |                 |   |
| Ph.D./D.Sc./D.Litt/M.D./M.S.                           |           |   |                            |   |                     |   |          |   |                            |   |                 |   |
| PG (M.Pharm./ PharmD, DNB, M.Sc., MDS., MPT, MPH, MHA) |           |   |                            |   |                     |   |          |   |                            |   |                 |   |
| AB/FRCS/FRCP/MRCP/MRCS/FDSRCS                          |           |   |                            |   |                     |   |          |   |                            |   |                 |   |
| M.Phil.  |           |   |                            |   |                     |   |          |   |                            |   |                 |   |

| Highest Qualification                                  | Professor |   | Associate Professor/Reader |   | Assistant Professor |   | Lecturer |   | Tutor /Clinical Instructor |   | Senior Resident |   |
|--|-----------|---|----------------------------|---|---------------------|---|----------|---|----------------------------|---|-----------------|---|
|  | M         | F | M                          | F | M                   | F | M        | F | M                          | F | M               | F |
| UG   |           |   |                            |   |                     |   |          |   |                            |   |                 |   |
| <b>Part-time teachers</b>                              |           |   |                            |   |                     |   |          |   |                            |   |                 |   |
| D.M./ M.Ch.  |           |   |                            |   |                     |   |          |   |                            |   |                 |   |
| Ph.D./D.Sc./D.Litt/M.D./M.S.                           |           |   |                            |   |                     |   |          |   |                            |   |                 |   |
| PG (M.Pharm./ PharmD, DNB, M.Sc., MDS., MPT, MPH, MHA) |           |   |                            |   |                     |   |          |   |                            |   |                 |   |
| AB/FRCS/FRCP/MRCP/MRCS/FDSRCS                          |           |   |                            |   |                     |   |          |   |                            |   |                 |   |
| M.Phil.  |           |   |                            |   |                     |   |          |   |                            |   |                 |   |
| UG   |           |   |                            |   |                     |   |          |   |                            |   |                 |   |

18. Emeritus, Adjunct and Visiting Professors.

|        | Emeritus |   | Adjunct |   | Visiting |   |
|--------|----------|---|---------|---|----------|---|
|        | M        | F | M       | F | M        | F |
| Number |          |   |         |   |          |   |

19. Hostels

- \* Boys' hostel
  - i. Number of hostels
  - ii. Number of inmates
  
- \* Girls' 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

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

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

\*M-Male \*F-Female

21. Health Professional Education Unit / Cell / Department

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

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

### 3. Extended Profile of the Institution

#### 1 Programme:

1.1 Number of courses offered by the Institution across all programs during the last five years

|               |  |  |  |  |  |
|---------------|--|--|--|--|--|
| <b>Year</b>   |  |  |  |  |  |
| <b>Number</b> |  |  |  |  |  |

#### 2 Student:

2.1 Number of students year wise during the last five years

|               |  |  |  |  |  |
|---------------|--|--|--|--|--|
| <b>Year</b>   |  |  |  |  |  |
| <b>Number</b> |  |  |  |  |  |

2.2 Number of seats earmarked for students from the reserved category as per GOI/ State Govt rules - year wise during the last five years

|               |  |  |  |  |  |
|---------------|--|--|--|--|--|
| <b>Year</b>   |  |  |  |  |  |
| <b>Number</b> |  |  |  |  |  |

2.3 Number of outgoing/ final year students year wise during the last five years

|               |  |  |  |  |  |
|---------------|--|--|--|--|--|
| <b>Year</b>   |  |  |  |  |  |
| <b>Number</b> |  |  |  |  |  |

#### 3 Academic:

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

|               |  |  |  |  |  |
|---------------|--|--|--|--|--|
| <b>Year</b>   |  |  |  |  |  |
| <b>Number</b> |  |  |  |  |  |

3.3 Number of Sanctioned posts year wise during the last five years

|               |  |  |  |  |  |
|---------------|--|--|--|--|--|
| <b>Year</b>   |  |  |  |  |  |
| <b>Number</b> |  |  |  |  |  |

#### 4. Institution:

4.1 Total number of Classrooms and Seminar halls \_\_\_\_\_

4.2 Total expenditure excluding salary year wise during the last five years (INR in lakhs)

|               |  |  |  |  |  |
|---------------|--|--|--|--|--|
| <b>Year</b>   |  |  |  |  |  |
| <b>Number</b> |  |  |  |  |  |

4.3 Number of Computers \_\_\_\_\_

**5.1 Average number of papers published per teacher in the Journals notified on UGC website/Scopus/ Web of Science/ PubMed during the last five years**

Number of research papers published per teacher in the Journals notified on UGC website/Scopus/ Web of Science/ PubMed during the last five years

| <b>Year</b>                                   | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> |
|---|---------------|---------------|---------------|---------------|---------------|
| <b>Number of papers</b>                       |               |               |               |               |               |
| <b>Name of the Research Scholar / Teacher</b> |               |               |               |               |               |
| <b>Institution where working</b>              |               |               |               |               |               |

**5.2 Average number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the last five years**

Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years

| <b>Year</b>                                   | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> |
|---|---------------|---------------|---------------|---------------|---------------|
| <b>Number of books and chapters edited</b>    |               |               |               |               |               |
| <b>Name of the Research Scholar / Teacher</b> |               |               |               |               |               |
| <b>Institution where working</b>              |               |               |               |               |               |

# Manual of Health Sciences for Colleges in RAF . (Applicable for all cycles including Re-Assessment)

## Part-A 900 Weightage points common to all types of Health Sciences -Colleges

### Criterion 1 – Curricular Aspects (80)

#### Key Indicator – 1.1 Curricular Planning and Implementation (15)

| Metric No.                |  | Weight age |
|---------------------------|--|------------|
| 1.1.1<br>Q <sub>i</sub> M | <p><i>The Institution ensures effective curriculum planning, delivery and evaluation through a well defined process as prescribed by the respective regulatory councils and the affiliating University.</i></p> <p>Provide description of above mentioned process within 500 words</p> <p>Provide weblink to:</p> <ul style="list-style-type: none"> <li>Minutes of the meeting of the college curriculum committee.</li> <li>Any other relevant information.</li> </ul>   | 10         |
| 1.1.2<br>Q <sub>n</sub> M | <p><i>Percentage of fulltime teachers participating in BoS /Academic Council of Universities during the last five years. (Restrict data to BoS /Academic Council only)</i></p> <p>Number of teachers of the Institution participating in BoS/Academic Council of universities year-wise during the last five years</p> <p>Data requirement: (As per Data Template)</p> <ul style="list-style-type: none"> <li>Number of teachers participated</li> <li>Name of the body in which fulltime teachers participated</li> <li>Total number of teachers</li> </ul> <p>Formula</p> $\frac{\text{Number of fulltime teachers participating in such bodies during the last five years}}{\text{Average number of full time teachers during the last five years}} \times 100$ <p>Upload:</p> <ul style="list-style-type: none"> <li>Details of participation of teachers in various bodies</li> <li>Scanned copies of the letters supporting the participation of teachers</li> <li>Any other relevant information</li> </ul> | 5          |

## Key Indicator- 1.2 Academic Flexibility (20)

| Metric No.   |  | Weight age |
|--------------|--|------------|
| 1.2.1<br>QnM | <p><i>Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years</i></p> <p>1.2.1.1: Number of <i>courses</i> offered across all <i>programmes</i> during the last five years<br/>           1.2.1.2: Number of inter-disciplinary /inter-departmental courses /training offered during the last five years</p> <p><b>Formula:</b><br/> <math display="block">\frac{\text{Number of interdisciplinary /interdepartmental courses /training offered during the last five years}}{\text{Number of courses offered across all programmes during the last five years}} \times 100</math></p> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• List of Interdisciplinary /interdepartmental courses /training across all the 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>   | 10         |
| 1.2.2<br>QnM | <p><i>Average percentage of students enrolled in subject-related Certificate/ Diploma / Add-on courses as against the total number of students during the last five years</i></p> <p>Number of students enrolled in subject-related Certificate or Diploma or add-on courses year-wise during the last five years</p> <p>Data Requirement: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Total number of students enrolled in certificate diploma/Add-on courses</li> <li>• Total number of students across all programs</li> </ul> <p><b>Formula:</b><br/>           Percentage per year=<br/> <math display="block">\frac{\text{Total number of students enrolled in Certificate,Diploma or Add-on courses in a year}}{\text{Total number of students across all programs during that year}} \times 100</math></p> <p>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 the students enrolled in subject-related Certificate/Diploma/Add-on courses</li> <li>• Any other relevant information</li> </ul> | 10         |

### Key Indicator- 1.3 Curriculum Enrichment (25)

| Metric No.                 |   | Weight age |
|----------------------------|---|------------|
| 1.3.1.<br>Q <sub>1</sub> M | <p><i>The Institution integrates cross-cutting issues relevant to gender, environment and sustainability, human values, health determinants, Right to Health and emerging demographic issues and Professional Ethics into the Curriculum as prescribed by the University / respective regulative councils</i></p> <p>Provide description of curriculum integration as per the above within 500 words</p> <p>Provide weblink to :</p> <ul style="list-style-type: none"> <li>• List of courses with their descriptions</li> <li>• Any other relevant information</li> </ul>  | 5          |
| 1.3.2.<br>Q <sub>n</sub> M | <p><i>Number of value-added courses offered during the last five years that impart transferable and life skills</i></p> <p>Number of value-added courses offered during the last five years that impart transferable and life skills</p> <p>Data Requirement for the last five years: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Name 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 course in the year</li> </ul> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Brochure or any other document related to value-added course/s</li> <li>• List of-value added courses (Data Template)</li> <li>• Any other relevant information</li> </ul> | 5          |

|  |   |      |  |  |  |  |  |                             |  |  |  |  |  |                 |
|--|---|------|--|--|--|--|--|-----------------------------|--|--|--|--|--|-----------------|
| <p><b>1.3.3.</b><br/><b>Q<sub>n</sub>M</b></p> | <p><b><i>Average percentage of students enrolled in the value-added courses during the last five years</i></b></p> <p>Number of students enrolled in value-added courses offered year-wise during the last five years that impart transferable and life skills</p> <table border="1" data-bbox="331 414 1189 526"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of students enrolled</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>Names of the value-added courses with 15 or more contact hours</li> <li>Number of times a course was offered during the specified year</li> <li>Total number of students completing such course/s in the specified ear</li> </ul> <p><b>Formula:</b> Percentage per year=</p> $\frac{\text{Number of students enrolled in the courses during a year}}{\text{Total number of students in that year}} \times 100$ <p>Average percentage = <math>\frac{\Sigma \text{percentage per year}}{5}</math></p> <p>Upload:</p> <ul style="list-style-type: none"> <li>List of students enrolled in value-added courses (Data Template)</li> <li>Any other relevant information</li> </ul> | Year |  |  |  |  |  | Number of students enrolled |  |  |  |  |  | <p><b>5</b></p> |
| Year   |   |      |  |  |  |  |  |                             |  |  |  |  |  |                 |
| Number of students enrolled                    |   |      |  |  |  |  |  |                             |  |  |  |  |  |                 |

|                                    |  |                  |
|------------------------------------|--|------------------|
| <p><b>1.3.4</b><br/><b>QnM</b></p> | <p><i>Percentage of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings (data for the preceding academic year)</i></p> <p>Number of students undertaking field visits/ internships/research projects/industry visits/community postings</p> <p>Data Requirement: (As per Data Template)</p> <ul style="list-style-type: none"> <li>Names of the programmes</li> <li>Number of students undertaking field visits/ internships/research projects/industry visits/community postings</li> <li>Total number of students in the Institution</li> </ul> <p>Formula:</p> $\frac{\text{No. of students undertaking field visits, Clinical, industry internships, research projects, industry visits, community postings}}{\text{Total number of students}} \times 100$ <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>List of programmes and number of students undertaking field visits/internships/research projects/industry visits/community postings (Data Template)</li> <li>Total number of students in the Institution</li> <li>Any other relevant information</li> </ul> | <p><b>10</b></p> |
|------------------------------------|--|------------------|

**Key Indicator- 1.4 Feedback System (20)**

| Metric No.                          |   | Weight age       |
|-------------------------------------|---|------------------|
| <p><b>1.4.1.</b><br/><b>QnM</b></p> | <p><i>Mechanism is in place to obtain structured feedback on curricula/syllabi from various stakeholders</i></p> <p><i>Structured feedback received from</i></p> <p>1) Students <input type="checkbox"/></p> <p>2) Teachers <input type="checkbox"/></p> <p>3) Employers <input type="checkbox"/></p> <p>4) Alumni <input type="checkbox"/></p> <p>5) Professionals <input type="checkbox"/></p> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>Stakeholder feedback reports as stated in the minutes of meetings of the College Council /IQAC/ Curriculum Committee</li> <li>URL for feedback report</li> <li>Data template</li> <li>Any other relevant information</li> </ul> | <p><b>10</b></p> |
| <p><b>1.4.2</b><br/><b>QnM</b></p>  | <p><i>Feedback on curricula and syllabi obtained from stakeholders is processed in terms of:</i></p> <p><b>Options(Opt any one that is applicable):</b></p>   | <p><b>10</b></p> |

|  |  |  |
|--|--|--|
|  | <p>A. Feedback collected, analysed and action taken on feedback besides such documents made available on the institutional website <input type="checkbox"/></p> <p>B. Feedback collected, analysed and action has been taken <input type="checkbox"/></p> <p>C. Feedback collected and analysed <input type="checkbox"/></p> <p>D. Feedback collected <input type="checkbox"/></p> <p>E. Feedback not 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 Institution on the feedback report as stated in the minutes of meetings of the College Council/IQAC</li> <li>• Any other relevant information</li> </ul> |  |
|--|--|--|

**Criterion 2- Teaching- Learning and Evaluation (280)**

**Key Indicator- 2.1 Student Enrolment and Profile (20)**

| Metric No.  |   | Weight age |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |
|---|---|------------|--|--|--|--|--|---|--|--|--|--|--|---|--|--|--|--|--|---|
| 2.1.1.<br>Q <sub>n</sub> M                                | <p><i>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</i></p> <p><i>Average percentage of students admitted from the reserved categories as per GOI or State Government norms year-wise during last five years</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Year</th> <th style="width: 12.5%;"></th> </tr> </thead> <tbody> <tr> <td>Number of students admitted under the reserved categories</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total number of seats earmarked for reserved categories</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Formula: Percentage per year=</p> $\frac{\text{Number of students admitted from the reserved categories in a year}}{\text{Number of seats earmarked for reserved categories in that year as per GOI or State Government rule}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ | Year       |  |  |  |  |  | Number of students admitted under the reserved categories |  |  |  |  |  | Total number of seats earmarked for reserved categories |  |  |  |  |  | 5 |
| Year  |   |            |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |
| Number of students admitted under the reserved categories |   |            |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |
| Total number of seats earmarked for reserved categories   |   |            |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |

|                                  |   |             |  |  |  |  |  |                                  |     |  |  |  |  |     |  |  |  |  |                   |  |  |  |  |                                 |     |  |  |  |  |     |  |  |  |  |                   |  |  |  |  |                  |
|----------------------------------|---|-------------|--|--|--|--|--|----------------------------------|-----|--|--|--|--|-----|--|--|--|--|-------------------|--|--|--|--|---------------------------------|-----|--|--|--|--|-----|--|--|--|--|-------------------|--|--|--|--|------------------|
|                                  | <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>Information as per data template</li> <li>Any other relevant information</li> </ul>  |             |  |  |  |  |  |                                  |     |  |  |  |  |     |  |  |  |  |                   |  |  |  |  |                                 |     |  |  |  |  |     |  |  |  |  |                   |  |  |  |  |                  |
| <p><b>2.1.2 QnM</b></p>          | <p><i>Average percentage of seats filled in for the various programmes as against the approved intake</i></p> <p>Number of seats filled-in for various programmes offered by the College as against the approved intake during the last five years:</p> <table border="1" data-bbox="352 562 1222 819"> <tr> <td><b>Year</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td rowspan="3"><b>Number of seats filled in</b></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>Super Specialty :</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td rowspan="3"><b>Number of approved seats</b></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>Super Specialty :</td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p><b>Formula:</b></p> <p>Percentage per year =</p> $\frac{\text{Number of seats filled in for the various programmes in a year}}{\text{Number of approved seats for the same programme in that year}} \times 100$ <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>Data template</li> <li>Any other relevant information</li> </ul> | <b>Year</b> |  |  |  |  |  | <b>Number of seats filled in</b> | UG: |  |  |  |  | PG: |  |  |  |  | Super Specialty : |  |  |  |  | <b>Number of approved seats</b> | UG: |  |  |  |  | PG: |  |  |  |  | Super Specialty : |  |  |  |  | <p><b>10</b></p> |
| <b>Year</b>                      |   |             |  |  |  |  |  |                                  |     |  |  |  |  |     |  |  |  |  |                   |  |  |  |  |                                 |     |  |  |  |  |     |  |  |  |  |                   |  |  |  |  |                  |
| <b>Number of seats filled in</b> | UG:   |             |  |  |  |  |  |                                  |     |  |  |  |  |     |  |  |  |  |                   |  |  |  |  |                                 |     |  |  |  |  |     |  |  |  |  |                   |  |  |  |  |                  |
|                                  | PG:   |             |  |  |  |  |  |                                  |     |  |  |  |  |     |  |  |  |  |                   |  |  |  |  |                                 |     |  |  |  |  |     |  |  |  |  |                   |  |  |  |  |                  |
|                                  | Super Specialty :   |             |  |  |  |  |  |                                  |     |  |  |  |  |     |  |  |  |  |                   |  |  |  |  |                                 |     |  |  |  |  |     |  |  |  |  |                   |  |  |  |  |                  |
| <b>Number of approved seats</b>  | UG:   |             |  |  |  |  |  |                                  |     |  |  |  |  |     |  |  |  |  |                   |  |  |  |  |                                 |     |  |  |  |  |     |  |  |  |  |                   |  |  |  |  |                  |
|                                  | PG:   |             |  |  |  |  |  |                                  |     |  |  |  |  |     |  |  |  |  |                   |  |  |  |  |                                 |     |  |  |  |  |     |  |  |  |  |                   |  |  |  |  |                  |
|                                  | Super Specialty :   |             |  |  |  |  |  |                                  |     |  |  |  |  |     |  |  |  |  |                   |  |  |  |  |                                 |     |  |  |  |  |     |  |  |  |  |                   |  |  |  |  |                  |

|  |   |             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                 |
|--|---|-------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|-----------------|
| <p><b>2.1.3 QnM</b></p>  | <p><b><i>Average percentage of Students enrolled demonstrates a national spread and includes students from other states</i></b></p> <p>Number of students enrolled from other states year-wise during the last five years</p> <p>2.1.3.1 Number of students from other states year-wise; during the last five years</p> <p>2.1.3.2 Total number of students enrolled in the specified year</p> <table border="1" data-bbox="311 521 1220 698"> <tr> <td><b>Year</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Number of students enrolled from other states</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Total number of students enrolled in the specified year</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Formula:<br/>                     Percentage per year = <math>\frac{\text{Number of students from other states enrolled in the specified year}}{\text{Total number of students enrolled in the specified year}} \times 100</math></p> $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• List of students enrolled from other states year-wise during the last 5 years</li> <li>• E-copies of admission letters of the students enrolled from other states</li> <li>• Institutional data in prescribed format (Data Template)</li> <li>• Any other relevant information</li> </ul> | <b>Year</b> |  |  |  |  |  | <b>Number of students enrolled from other states</b> |  |  |  |  |  | <b>Total number of students enrolled in the specified year</b> |  |  |  |  |  | <p><b>5</b></p> |
| <b>Year</b>  |   |             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                 |
| <b>Number of students enrolled from other states</b>           |   |             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                 |
| <b>Total number of students enrolled in the specified year</b> |   |             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                 |

**Key Indicator- 2.2. Catering to Student Diversity (25)**

| Metric No.                          |  | Weight age       |
|-------------------------------------|--|------------------|
| <p><b>2.2.1. Q<sub>n</sub>M</b></p> | <p><b><i>The Institution assesses the learning levels of the students, after admission and organises special Programmes for advanced learners and low performers</i></b></p> <p><b>The Institution:</b></p> <p>1. Follows measurable criteria to identify low performers <input type="checkbox"/></p> <p>2. Follows measurable criteria to identify advanced learners <input type="checkbox"/></p> <p>3. Organizes special programmes for low performers <input type="checkbox"/></p> <p>4. Follows protocol to measure student achievement <input type="checkbox"/></p> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Criteria to identify low performers and advanced learners and assessment methodology</li> <li>• Details of special programmes for slow performers and advanced learners</li> </ul> | <p><b>10</b></p> |

|                            |  |    |
|----------------------------|--|----|
|                            | <ul style="list-style-type: none"> <li>• Student participation details and outcome records</li> <li>• Any other relevant information</li> </ul>  |    |
| 2.2.2.<br>Q <sub>n</sub> M | <p><b>Student - Fulltime teacher ratio (data for the preceding academic year)</b></p> <p>Data Requirement:</p> <ul style="list-style-type: none"> <li>• Total number of students enrolled in the College</li> <li>• Total number of fulltime teachers in the College</li> </ul> <p>Formula: 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</li> <li>• Institutional data in prescribed format (data Templates)</li> <li>• Any other relevant information</li> </ul> | 5  |
| 2.2.3<br>Q <sub>1</sub> M  | <p><b>Institution facilitates building and sustenance of innate talent /aptitude of individual students (extramural activities/beyond the classroom activities such as student clubs, cultural societies, etc)</b></p> <p>Describe the initiatives to facilitate innate talent /aptitude of individual students (extramural activities/beyond the classroom activities such as student clubs, cultural societies, etc) within 500 words.</p> <p><b>Provide web link to</b></p> <ul style="list-style-type: none"> <li>• Appropriate documentary evidence</li> <li>• Any other relevant information</li> </ul>  | 10 |

**Key Indicator- 2.3. Teaching- Learning Process (45)**

| Metric No.                 |   | Weight age |
|----------------------------|---|------------|
| 2.3.1.<br>Q <sub>1</sub> M | <p><b>Student-centric methods are used for enhancing learning experiences by:</b></p> <ul style="list-style-type: none"> <li>• Experiential learning</li> <li>• Integrated/interdisciplinary learning</li> <li>• Participatory learning</li> <li>• Problem solving methodologies</li> <li>• Self-directed learning</li> <li>• Patient-centric and Evidence-Based Learning</li> <li>• Learning in the Humanities</li> <li>• Project-based learning</li> <li>• Role play</li> </ul> | 10         |

|   |   |  |  |   |  |                  |
|---|---|--|--|---|--|------------------|
|   | <p>Response to be provided within 500 words</p> <p><b>Provide weblink to:</b></p> <ul style="list-style-type: none"> <li>• Learning environment facilities with geotagging</li> <li>• Any other relevant information</li> </ul>   |  |  |   |  |                  |
| <p><b>2.3.2</b><br/><b>QnM</b></p>                      | <p><b><i>Institution facilitates the use of Clinical Skills Laboratory / Simulation Based Learning</i></b></p> <p><b>The Institution:</b></p> <ol style="list-style-type: none"> <li>1. Has Basic Clinical Skills / Simulation Training Models and Trainers for skills in the relevant disciplines. <input type="checkbox"/></li> <li>2. Has advanced 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 based learning. <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>• List of clinical skills models.</li> <li>• Geotagged photographs of clinical skills lab and simulation centre</li> <li>• List of training programmes conducted in the facilities during the last 5 years</li> <li>• Any other relevant information</li> </ul> | <p><b>10</b></p>                                       |  |   |  |                  |
| <p><b>2.3.3.</b><br/><b>Q<sub>1</sub>M</b></p>          | <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-enabled tools (including LMS)</li> <li>• Webpage describing the “LMS/ Academic Management System”</li> <li>• Any other relevant information</li> </ul>   | <p><b>10</b></p>                                       |  |   |  |                  |
| <p><b>2.3.4.</b><br/><b>Q<sub>n</sub>M</b></p>          | <p><b><i>Student :Mentor Ratio (preceding academic year)</i></b></p> <p>Data Requirement</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" data-bbox="311 1848 1177 1998"> <tr> <td>Total number of mentors in the preceding academic year</td> <td></td> </tr> <tr> <td>Total number of students in the preceding academic year</td> <td></td> </tr> </table>   | Total number of mentors in the preceding academic year |  | Total number of students in the preceding academic year |  | <p><b>10</b></p> |
| Total number of mentors in the preceding academic year  |   |  |  |   |  |                  |
| Total number of students in the preceding academic year |   |  |  |   |  |                  |

|   |   |                 |
|---|---|-----------------|
|   | <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>Any other relevant information</li> </ul>   |                 |
| <p><b>2.3.5.</b></p> <p><b>Q<sub>1</sub>M</b></p> | <p><b><i>The teaching learning process of the institution nurtures creativity, analytical skills and innovation among students</i></b></p> <p>Describe the process by providing examples to illustrate the development of creativity, analytical skills and innovation among students within 500 words</p> <p>Provide weblink to :</p> <ul style="list-style-type: none"> <li>• Appropriate documentary evidence</li> <li>• Any other relevant information</li> </ul> | <p><b>5</b></p> |

**Key Indicator- 2.4 Teacher Profile and Quality (50)**

| <b>Metric No.</b>                                 |   | <b>Weight age</b> |
|---|---|-------------------|
| <p><b>2.4.1.</b></p> <p><b>Q<sub>n</sub>M</b></p> | <p><b><i>Average percentage of fulltime teachers against sanctioned posts during the last five years</i></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> $\text{Percentage per year} = \frac{\text{Number of fulltime teachers available in a year}}{\text{Total number of sanctioned posts in that year}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Year-wise list of fulltime teachers and sanctioned posts for 5 years certified by the Head of the Institution (Data Template)</li> <li>• Any other relevant information</li> </ul> | <p><b>10</b></p>  |
| <p><b>2.4.2.</b></p> <p><b>Q<sub>n</sub>M</b></p> | <p><b><i>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 (like MD/ MS/ MDS etc.,) for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils.</i></b></p>   | <p><b>10</b></p>  |

|  |  |                  |  |  |  |  |  |                          |  |  |  |  |  |  |
|--|--|------------------|--|--|--|--|--|--------------------------|--|--|--|--|--|--|
|  | <p>Number of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees in Health Sciences (like MD/ MS/ MDS etc.,) for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils. Last five years data to be entered.</p> <table border="1" data-bbox="454 414 1093 537"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number fulltime teachers</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>• Number of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities /other PG degrees in Health Sciences (like MD/ MS/ MDS etc.,) for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils.</li> <li>• Total number of fulltime teachers</li> </ul> <p>Formula:</p> <p><i>No. of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M.Ch/DNB in super specialities /other PG degrees in Health Sciences (like MD/ MS/ MDS etc.,) for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils in a year</i></p> <p>----- x 100</p> <p><i>Number of fulltime teachers in that year</i></p> $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p>Upload :</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 in Health Sciences (like MD/ MS/ MDS etc.,) 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>• Any other relevant information</li> </ul> | Year             |  |  |  |  |  | Number fulltime teachers |  |  |  |  |  |  |
| Year   |  |                  |  |  |  |  |  |                          |  |  |  |  |  |  |
| Number fulltime teachers                       |  |                  |  |  |  |  |  |                          |  |  |  |  |  |  |
| <p><b>2.4.3.</b><br/><b>Q<sub>n</sub>M</b></p> | <p><b><i>Average Teaching experience of fulltime teachers in number of years (data for the preceding academic year)</i></b></p> <p>Average teaching experience of full-time teachers (cadre-wise) in number of years.</p> <p>Data Requirement:</p> <ul style="list-style-type: none"> <li>• List of fulltime teachers with number of years of teaching experience</li> </ul> <p>Formula:</p>   | <p><b>10</b></p> |  |  |  |  |  |                          |  |  |  |  |  |  |

|  |  |             |  |  |  |  |  |                                   |  |  |  |  |  |                                 |  |  |  |  |  |  |
|--|--|-------------|--|--|--|--|--|-----------------------------------|--|--|--|--|--|---------------------------------|--|--|--|--|--|--|
|  | <p style="text-align: center;"><math display="block">\frac{\text{Sum total of teaching experience of fulltime teachers in the preceding academic year}}{\text{Number of fulltime teachers in the preceding academic year}}</math></p> <p><b>Upload :</b></p> <ul style="list-style-type: none"> <li>• List of teachers including their designation, qualifications, department and number of years of teaching experience (Data Template)</li> <li>• Any other relevant information</li> </ul>   |             |  |  |  |  |  |                                   |  |  |  |  |  |                                 |  |  |  |  |  |  |
| <p><b>2.4.4.</b><br/><b>Q<sub>n</sub>M</b></p> | <p><b><i>Average percentage of teachers trained for development and delivery of e-content / e-courses during the last 5 years</i></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-content / e-courses during the last 5 years</li> </ul> <table border="1" data-bbox="347 770 1235 945"> <tr> <td><b>Year</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Number of teachers trained</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></p> <p style="text-align: center;"><i>Number of fulltime teachers of the Institution trained during one year</i></p> <p><b>Percentage per year = <math>\frac{\text{Total number of fulltime teachers in that year}}{\text{Total number of fulltime teachers of the Institution trained during one year}} \times 100</math></b></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>○ Reports of the e-training programmes</li> <li>○ e-contents / e-courses developed</li> <li>○ Year –wise list of full time teachers trained during the last 5 years</li> <li>○ Any other relevant information</li> </ul> | <b>Year</b> |  |  |  |  |  | <b>Number of teachers trained</b> |  |  |  |  |  | <b>Total number of teachers</b> |  |  |  |  |  | <p style="text-align: center;"><b>10</b></p> |
| <b>Year</b>                                    |  |             |  |  |  |  |  |                                   |  |  |  |  |  |                                 |  |  |  |  |  |  |
| <b>Number of teachers trained</b>              |  |             |  |  |  |  |  |                                   |  |  |  |  |  |                                 |  |  |  |  |  |  |
| <b>Total number of teachers</b>                |  |             |  |  |  |  |  |                                   |  |  |  |  |  |                                 |  |  |  |  |  |  |

|   |   |             |  |  |  |  |  |   |  |  |  |  |  |                                    |  |  |  |  |  |                  |
|---|---|-------------|--|--|--|--|--|---|--|--|--|--|--|------------------------------------|--|--|--|--|--|------------------|
| <p><b>2.4.5</b><br/><b>QnM</b></p>                  | <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" data-bbox="311 672 1129 896"> <tr> <td><b>Year</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Number of teachers who received awards etc.,</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>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>• 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> |  |  |  |  |  | <p><b>10</b></p> |
| <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 (45)**

|  |   |                          |
|--|---|--------------------------|
| <p><b>Metric No.</b></p>                       |   | <p><b>Weight age</b></p> |
| <p><b>2.5.1.</b><br/><b>Q<sub>1</sub>M</b></p> | <p><b><i>The Institution adheres to the academic calendar for the conduct of Continuous Internal Evaluation and ensures that it is robust and transparent</i></b></p> | <p><b>10</b></p>         |

|  |   |                  |
|--|---|------------------|
|  | <p>Provide a description within 500 words</p> <p><b>Provide weblink to:</b></p> <ul style="list-style-type: none"> <li>• Academic calendar</li> <li>• Dates of conduct of internal assessment examinations</li> <li>• Any other relevant information</li> </ul>   |                  |
| <p>2.5.2.</p> <p><b>Q<sub>1</sub>M</b></p> | <p><i>Mechanism to deal with examination-related grievances is transparent, time-bound and efficient</i></p> <p>Provide a description on Grievance redressal mechanism with reference to continuous internal evaluation, matters relating to University examination for submission of appeals, providing access to answer scripts, provision of re-totaling and provision for re-assessment within 500 words</p> <p>Data requirement for the last five years:</p> <ul style="list-style-type: none"> <li>• Details of University examinations / Continuous Internal Evaluations (CIE) conducted during the last five years</li> <li>• Number of grievances regarding University examinations/Internal Evaluation</li> <li>• Any other relevant information</li> </ul> | <p><b>15</b></p> |
| <p>2.5.3.</p> <p><b>Q<sub>1</sub>M</b></p> | <p><i>Reforms in the process and procedure in the conduct of evaluation/examination; including the automation of the examination system</i></p> <p>Describe the reforms implemented in internal evaluation/ examinations 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:</b></p> <ul style="list-style-type: none"> <li>• Information on examination reforms</li> <li>• Any other relevant information</li> </ul>                            | <p><b>10</b></p> |
| <p>2.5.4.</p> <p><b>QnM</b></p>            | <p><i>The Institution provides opportunities to students for midcourse improvement of performance through specific interventions</i></p> <p>Opportunities provided to students for midcourse improvement of performance through:</p>  | <p><b>10</b></p> |

|  |  |  |  |
|--|--|--|--|
|  | 1. Timely administration of CIE<br>2. On time assessment and feedback<br>3. Makeup assignments/tests<br>4. Remedial teaching/support   | <input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/> |  |
|  | <b>Upload:</b> <ul style="list-style-type: none"> <li>List of opportunities provided for the students for midcourse improvement of performance in the examinations</li> <li>Information as per Data Template.</li> <li>Any other relevant information</li> </ul> |  |  |

**Key Indicator- 2.6 Student Performance and Learning Outcome (45)**

| Metric No.                   |  | Weight age |  |  |  |  |  |  |           |    |  |  |  |  |  |           |
|------------------------------|--|------------|--|--|--|--|--|--|-----------|----|--|--|--|--|--|-----------|
| <b>2.6.1. Q<sub>1</sub>M</b> | <p><i>The Institution has stated the learning outcomes (generic and programme-specific) and graduate attributes as per the provisions of the Regulatory bodies and the University; which are communicated to the students and teachers through the website and other documents</i></p> <p>Provide details of the stated learning outcomes for each programme / course as stipulated by the appropriate Regulatory bodies and the University 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>Upload Course Outcomes for all courses (exemplars from Glossary)</li> <li>Any other relevant information</li> </ul> | <b>10</b>  |  |  |  |  |  |  |           |    |  |  |  |  |  |           |
| <b>2.6.2 Q<sub>n</sub>M</b>  | <p><i>Incremental performance in Pass percentage of final year students in the last five years</i></p> <p>2.6.2.1: Number of final year students of all the programmes, who have qualified 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%; margin-top: 10px;"> <tr> <td style="width: 15%;">Year</td> <td style="width: 15%;"></td> </tr> <tr> <td>Number of</td> <td>UG</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>   | Year       |  |  |  |  |  |  | Number of | UG |  |  |  |  |  | <b>15</b> |
| Year                         |  |            |  |  |  |  |  |  |           |    |  |  |  |  |  |           |
| Number of                    | UG   |            |  |  |  |  |  |  |           |    |  |  |  |  |  |           |

|                     |  |                     |    |  |  |  |  |  |  |              |  |  |  |  |  |  |  |  |
|---------------------|--|---------------------|----|--|--|--|--|--|--|--------------|--|--|--|--|--|--|--|--|
|                     | <table border="1"> <tr> <td>final year students</td> <td>PG</td> <td></td> <td></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> <td></td> <td></td> </tr> </table>   | final year students | PG |  |  |  |  |  |  | <b>Total</b> |  |  |  |  |  |  |  |  |
| final year students | PG   |                     |    |  |  |  |  |  |  |              |  |  |  |  |  |  |  |  |
| <b>Total</b>        |  |                     |    |  |  |  |  |  |  |              |  |  |  |  |  |  |  |  |
|                     | <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>   |                     |    |  |  |  |  |  |  |              |  |  |  |  |  |  |  |  |
| 2.6.3<br>QIM        | <p><b><i>The teaching learning and assessment processes of the Institution are aligned with the stated learning outcomes.</i></b></p> <p>Provide details on how teaching learning and assessment processes are mapped to achieve the generic and program-specific learning outcomes (for each program) within 500 words.</p> <p><b>Provide web link to</b></p> <ul style="list-style-type: none"> <li>Programme-specific learning outcomes</li> <li>Any other relevant information</li> </ul>                                | 10                  |    |  |  |  |  |  |  |              |  |  |  |  |  |  |  |  |
| 2.6.4<br>QIM        | <p><b><i>Presence and periodicity of parent-teachers meetings, remedial measures undertaken and outcome analysis</i></b></p> <p>Describe structured mechanism for parent-teachers meetings, follow-up action taken and outcome analysis within 500 words</p> <p>Provide weblink to:</p> <ul style="list-style-type: none"> <li>Proceedings of parent –teachers meetings held during the last 5 years</li> <li>Follow up reports on the action taken and outcome analysis.</li> <li>Any other relevant information</li> </ul> | 10                  |    |  |  |  |  |  |  |              |  |  |  |  |  |  |  |  |

**Key Indicator- 2.7 Student Satisfaction Survey (50)**

| Metric No.                 |   | Weight age |
|----------------------------|---|------------|
| 2.7.1.<br>Q <sub>n</sub> M | <p><b><i>Online student satisfaction survey regarding teaching learning process</i></b></p> <p>Data Requirement: (As per Data Template)</p> <ul style="list-style-type: none"> <li>Name/Class/Gender</li> <li>Student Id Number</li> <li>Mobile number</li> </ul> | 50         |

|  |  |  |
|--|--|--|
|  | <ul style="list-style-type: none"> <li>• Email Id</li> <li>• Degree Programme</li> </ul> <p>(Database of all currently enrolled students need to be prepared and shared with NAAC along with the online submission of QIF)</p> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Database of all currently enrolled students (Data Template)</li> <li>• Any other relevant information</li> </ul> |  |
|--|--|--|

**Criterion 3- Research, Innovations and Extension (120)**

**Key Indicator 3.1 - Resource Mobilization for Research (17)**

| Metric No.   |   | Weight age |
|--------------|---|------------|
| 3.1.1<br>QnM | <p><i>Percentage of teachers recognized as Ph.D research guides by the respective University</i></p> <p>3.1.1.1. Number of teachers recognized as Ph.D research guides during the last 5 years</p> <p>3.1.1.2. Number of full time teachers in the Institution during the last five years</p> <p><b>Formula :</b><br/> <math display="block">\frac{\text{Number of teachers recognized as Ph. D research guides during the last 5 years}}{\text{Number of full time teachers during the last 5 years}} \times 100</math></p> <p><b>Upload :</b></p> <ul style="list-style-type: none"> <li>• List of full time teachers recognized as Ph.D guides during the last 5 years.</li> <li>• Information as per Data Template</li> <li>• Any other relevant information</li> </ul> | 6          |

|  |   |      |  |  |  |  |  |  |  |  |  |  |  |                 |
|--|---|------|--|--|--|--|--|--|--|--|--|--|--|-----------------|
| <p><b>3.1.2 QnM</b></p>                                  | <p><b>Average Percentage of teachers awarded national /international fellowships / financial support for advanced studies/collaborative research and participation in conferences during the last five years</b></p> <p>The Average percentage of teachers awarded national /international fellowships / financial support for advanced studies / collaborative research and conference participation in Indian and Overseas Institutions during the last five years.</p> <table border="1" data-bbox="311 548 1228 750"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of teachers getting fellowships/financial support</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p><b>Formula:</b></p> $\text{Percentage per year} = \frac{\text{Number of teachers awarded National.International fellowships or financial support in a year}}{\text{Total number of teachers in the Institution in that year}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p><b>Data Requirements for last five years:</b></p> <ul style="list-style-type: none"> <li>• List of the teachers awarded national/international fellowships / Financial support year-wise for the last 5 years</li> <li>• List of the awards</li> <li>• Year of Awards</li> <li>• Awarding Agencies</li> </ul> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• e-copies of the award 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> | Year |  |  |  |  |  | Number of teachers getting fellowships/financial support |  |  |  |  |  | <p><b>6</b></p> |
| Year   |   |      |  |  |  |  |  |  |  |  |  |  |  |                 |
| Number of teachers getting fellowships/financial support |   |      |  |  |  |  |  |  |  |  |  |  |  |                 |

|   |  |             |  |  |  |  |  |                                    |  |  |  |  |  |                 |
|---|--|-------------|--|--|--|--|--|------------------------------------|--|--|--|--|--|-----------------|
| <p><b>3.1.3</b><br/><b>Q<sub>n</sub>M</b></p> | <p><b><i>Number of research projects/clinical trials funded by government, industries and non-governmental agencies during the last five years</i></b></p> <p>3.1.3.1 Number of research projects/clinical trials funded by government, industries and non-governmental agencies during the last five years<br/>3.1.3.2 Number of fulltime teachers who worked in the Institution during the last five years</p> <table border="1" data-bbox="391 515 1189 638"> <tr> <td><b>Year</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Number of research projects</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>• Names of Principal Investigators</li> <li>• Duration of projects</li> <li>• Names of research project/clinical trials</li> <li>• Amount/Funds Received</li> <li>• Names of funding agencies</li> <li>• Year of sanction</li> <li>• Departments of recipients</li> </ul> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• List of research projects and funding details during the last five years (Data Template)</li> <li>• Supporting documents from Funding Agencies</li> <li>• Link for funding agencies' websites</li> <li>• Any other relevant information</li> </ul> | <b>Year</b> |  |  |  |  |  | <b>Number of research projects</b> |  |  |  |  |  | <p><b>5</b></p> |
| <b>Year</b>                                   |  |             |  |  |  |  |  |                                    |  |  |  |  |  |                 |
| <b>Number of research projects</b>            |  |             |  |  |  |  |  |                                    |  |  |  |  |  |                 |

**Key Indicator 3.2- Innovation Ecosystem (10)**

| <b>Metric No.</b>                             |  | <b>Weight age</b> |
|---|--|-------------------|
| <p><b>3.2.1</b><br/><b>Q<sub>1</sub>M</b></p> | <p><b><i>The Institution has created an ecosystem for innovations including Incubation Centre and other initiatives for creation and transfer of knowledge</i></b></p> <p>Describe the available Incubation Centre and evidence of its functioning (activities) within 500 words</p> <p><b>Provide weblink to :</b></p> <ul style="list-style-type: none"> <li>• Details of the facilities and innovations made</li> <li>• Any other relevant information</li> </ul> | <p><b>5</b></p>   |

|  |  |      |  |  |  |  |  |  |  |  |  |  |  |          |
|--|--|------|--|--|--|--|--|--|--|--|--|--|--|----------|
| <p>3.2.2<br/>Q<sub>n</sub>M</p>          | <p><i>Number of workshops/seminars conducted on Intellectual Property Rights (IPR) Research methodology, Good Clinical, Laboratory, Pharmacy and Collection practices, writing for Research Grants and Industry-Academia Collaborations during the last five years</i></p> <table border="1" data-bbox="316 371 1254 488"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of workshops / seminars conducted</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p><b>Data Requirements for the last five years: (As per Data Template)</b></p> <ul style="list-style-type: none"> <li>• Name of the workshops / seminars</li> <li>• Number of Participants</li> <li>• Dates (From -to)</li> </ul> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• List of workshops/seminars during last 5 years (Data Template)</li> <li>• Reports of the events</li> <li>• Any other relevant information</li> </ul> | Year |  |  |  |  |  | Number of workshops / seminars conducted |  |  |  |  |  | <p>5</p> |
| Year                                     |  |      |  |  |  |  |  |  |  |  |  |  |  |          |
| Number of workshops / seminars conducted |  |      |  |  |  |  |  |  |  |  |  |  |  |          |

**Key Indicator 3.3- Research Publications and Awards (23)**

| Metric No.                       |  | Weightage |
|----------------------------------|--|-----------|
| <p>3.3.1.<br/>Q<sub>n</sub>M</p> | <p><i>The Institution ensures implementation of its stated Code of Ethics for research.</i></p> <p>The Institution has a stated Code of Ethics for research, the implementation of which is ensured by the following:</p> <ol style="list-style-type: none"> <li>1. There is an Institutional ethics committee which oversees the implementation of all research projects <input type="text"/></li> <li>2. All the projects including student project work are subjected to the Institutional ethics committee clearance <input type="text"/></li> <li>3. The Institution has plagiarism check software based on the Institutional policy <input type="text"/></li> <li>4. Norms and guidelines for research ethics and publication guidelines are followed <input type="text"/></li> </ol> <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• Institutional Code of Ethics document</li> <li>• Minutes of meetings of the committees with reference to the code of ethics</li> <li>• Any other relevant information</li> </ul> | <p>5</p>  |

|  |  |                 |  |  |  |  |  |                         |  |  |  |  |  |                 |
|--|--|-----------------|--|--|--|--|--|-------------------------|--|--|--|--|--|-----------------|
| <p><b>3.3.2.</b><br/><b>Q<sub>n</sub>M</b></p> | <p><b>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</b></p> <p>3.3.2.1 Number of Ph.D.s /DM/M Ch/PG degrees in the respective disciplines awarded per recognized PG teachers* of the Institution during the last five years<br/>3.3.2.2 Number of PG teachers recognized as guides by the Regulatory Bodies / Universities during the last five years</p> <p><b>Formula:</b><br/>Number of Ph.D.s /DM/M.Ch/PG degrees in the respective disciplines awarded during the last five years</p> <hr/> <p>Number of PG teachers recognized as guides by the University/ Regulatory Bodies during the last five years</p> <p>* 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 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>• Information as per Data Template</li> <li>• Any other relevant information</li> </ul> | <p><b>5</b></p> |  |  |  |  |  |                         |  |  |  |  |  |                 |
| <p><b>3.3.3.</b><br/><b>Q<sub>n</sub>M</b></p> | <p><b>Average number of papers published per teacher in the Journals notified on UGC website/Scopus/ Web of Science/ PubMed during the last five years</b></p> <p>Number of research papers published per teacher in the Journals notified on UGC website/Scopus/ Web of Science/ PubMed during the last five years</p> <table border="1" data-bbox="311 1422 1252 1512"> <tr> <td><b>Year</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Number of papers</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p><b>Formula:</b><br/>Number of research papers published in the Journals notified on UGC website/Scopus/ Web of Science/ PubMed during the last five years</p> <hr/> <p>Average number of Teachers during the last five years</p> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• List of papers published per teacher in the Journals notified on UGC website/Scopus/ Web of Science/ PubMed year-wise during the last five years</li> <li>• Information as per Data Template</li> <li>• Any other relevant information</li> </ul>  | <b>Year</b>     |  |  |  |  |  | <b>Number of papers</b> |  |  |  |  |  | <p><b>8</b></p> |
| <b>Year</b>                                    |  |                 |  |  |  |  |  |                         |  |  |  |  |  |                 |
| <b>Number of papers</b>                        |  |                 |  |  |  |  |  |                         |  |  |  |  |  |                 |
| <p><b>3.3.4.</b><br/><b>Q<sub>n</sub>M</b></p> | <p><b>Average number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the last five years</b></p>   | <p><b>5</b></p> |  |  |  |  |  |                         |  |  |  |  |  |                 |

|               |   |             |  |  |  |  |  |               |  |  |  |  |  |  |
|---------------|---|-------------|--|--|--|--|--|---------------|--|--|--|--|--|--|
|               | <p>Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"><b>Year</b></td> <td style="width: 15%;"></td> </tr> <tr> <td><b>Number</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p><b>Formula:</b></p> $\frac{\text{Total number of books and chapters in edited volumes, books published, and papers in national/international conference proceedings during last five years}}{\text{Average number of full time teachers during the last five years}}$ <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• List of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during the last five years</li> <li>• Information as per Data Template</li> <li>• Any other relevant information</li> </ul> | <b>Year</b> |  |  |  |  |  | <b>Number</b> |  |  |  |  |  |  |
| <b>Year</b>   |   |             |  |  |  |  |  |               |  |  |  |  |  |  |
| <b>Number</b> |   |             |  |  |  |  |  |               |  |  |  |  |  |  |

**Key Indicator 3.4 - Extension Activities (50)**

| Metric No.                             |  | Weight age |  |  |  |  |  |  |  |  |  |  |  |           |
|--|--|------------|--|--|--|--|--|--|--|--|--|--|--|-----------|
| 3.4.1<br><br>Q <sub>n</sub> M          | <p><i>Total number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, the community, Government and Non-Government organizations engaging NSS/NCC/Red Cross/YRC/Institutional clubs etc. during the last five years.</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">Year</td> <td style="width: 15%;"></td> </tr> <tr> <td>No. of extension / outreach activities</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• List of extension and outreach activities year-wise during the last five years</li> <li>• List of students in NSS/NCC/Red Cross/YRC involved in the extension and outreach activities year-wise during the last five years</li> <li>• Any other relevant information</li> </ul> | Year       |  |  |  |  |  | No. of extension / outreach activities |  |  |  |  |  | <b>10</b> |
| Year                                   |  |            |  |  |  |  |  |  |  |  |  |  |  |           |
| No. of extension / outreach activities |  |            |  |  |  |  |  |  |  |  |  |  |  |           |

|  |  |      |  |  |  |  |  |  |  |  |  |  |  |                  |
|--|--|------|--|--|--|--|--|--|--|--|--|--|--|------------------|
| <p><b>3.4.2</b><br/><b>QnM</b></p>                               | <p><b>Average percentage of students participating in extension and outreach activities during the last 5 years</b></p> <table border="1" data-bbox="311 291 1248 436"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>No. of students participating in extension / outreach activities</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p><b>Formula:</b></p> $\text{Percentage per year} = \frac{\text{Number of students participating in extension outreach activities in a year}}{\text{Total number of students in the Institution in that year}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p>Data Requirement for the last five years: (As per Data Template)</p> <ul style="list-style-type: none"> <li>Names and number of the extension and outreach Programmes</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 programmes</li> </ul> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>Reports of the events organized</li> <li>Data template</li> <li>List of extension and outreach activities conducted with industry, community etc for the last five years (Data Template)</li> <li>List of students who participated in extension activities year-wise during the last 5 years</li> <li>Geotagged photographs of extension activities</li> </ul> | Year |  |  |  |  |  | No. of students participating in extension / outreach activities |  |  |  |  |  | <p><b>15</b></p> |
| Year   |  |      |  |  |  |  |  |  |  |  |  |  |  |                  |
| No. of students participating in extension / outreach activities |  |      |  |  |  |  |  |  |  |  |  |  |  |                  |
| <p><b>3.4.3</b><br/><b>Q<sub>1</sub>M</b></p>                    | <p><b><i>Number of awards and recognitions received for extension and outreach activities from Government / other recognised bodies during the last five years</i></b></p> <p>Describe the nature and basis of awards /recognitions received for extension and outreach activities of the Institutions from Government /other recognised bodies year-wise during the last five years within 500 words</p> <table border="1" data-bbox="311 1668 1248 1780"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of awards / recognitions</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>Names of the activities</li> <li>Names of the Awards/recognitions</li> <li>Names of the Awarding Government agency/other recognized bodies</li> </ul>  | Year |  |  |  |  |  | Number of awards / recognitions                                  |  |  |  |  |  | <p><b>10</b></p> |
| Year   |  |      |  |  |  |  |  |  |  |  |  |  |  |                  |
| Number of awards / recognitions                                  |  |      |  |  |  |  |  |  |  |  |  |  |  |                  |

|                  |   |           |
|------------------|---|-----------|
|                  | <ul style="list-style-type: none"> <li>Year of the Awards</li> </ul> <p><b>Provide weblink to:</b></p> <ul style="list-style-type: none"> <li>List of awards for extension activities in the last 5 year</li> <li>e-copies of the award letters</li> <li>Any other relevant information</li> </ul>  |           |
| <b>3.4.4 QIM</b> | <p><i>Institutional social responsibility activities in the neighbourhood community in terms of education, environmental issues like Swachh Bharath, health and hygiene awareness and socio-economic development issues carried out by the students and staff during the last five years.</i></p> <p>Describe the impact of extension activities in sensitising 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>Details of Institutional social responsibility activities in the neighbourhood community during the last 5 years</li> <li>Any other relevant information</li> </ul> | <b>15</b> |

**Key Indicator - 3.5 Collaboration (20)**

| <b>Metric No.</b>                  |   | <b>Weight age</b> |  |  |  |  |  |                                    |  |  |  |  |  |           |
|------------------------------------|---|-------------------|--|--|--|--|--|------------------------------------|--|--|--|--|--|-----------|
| <b>3.5.1. Q<sub>n</sub>M</b>       | <p><i>Average number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc. per year for the last five years</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"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of collaborative activities</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>Titles of the collaborating activities</li> <li>Names of the collaborating agencies with contact details</li> <li>Source of financial support</li> <li>Year of collaboration</li> <li>Duration (From-To)</li> <li>Nature of activities</li> </ul> <p><b>Formula:</b></p> | Year              |  |  |  |  |  | Number of collaborative activities |  |  |  |  |  | <b>10</b> |
| Year                               |   |                   |  |  |  |  |  |                                    |  |  |  |  |  |           |
| Number of collaborative activities |   |                   |  |  |  |  |  |                                    |  |  |  |  |  |           |

|  |  |      |  |  |  |  |  |                           |  |  |  |  |  |                  |
|--|--|------|--|--|--|--|--|---------------------------|--|--|--|--|--|------------------|
|  | <p style="text-align: center;"><b>Total number of collaborative activities during the last five years</b></p> <hr style="width: 50%; margin: auto;"/> <p style="text-align: center;">5</p> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• List of collaborative activities for research, faculty /student exchange etc. (Data template)</li> <li>• Copies of collaboration documents and exchange visits</li> <li>• Any other relevant information</li> </ul>  |      |  |  |  |  |  |                           |  |  |  |  |  |                  |
| <p><b>3.5.2.</b><br/><b>Q<sub>n</sub>M</b></p> | <p><b><i>Total number of Functional MoUs/linkages 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. year-wise during the last five years</i></b></p> <p>Number of functional MoUs/linkages 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. 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> </tr> <tr> <td>Number of MoUs / linkages</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>• Title of the MoU/ linkage</li> <li>• Names of the partnering Institutions/ Industries /research labs with contact details</li> <li>• Year of commencement</li> <li>• Duration (From-to)</li> <li>• Nature of MoUs/linkages</li> <li>• Details of activities</li> </ul> <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• List of functional MoUs / Linkages for the last 5 years</li> <li>• List of partnering Institutions/ Industries /research labs with contact details</li> <li>• Any other relevant information</li> </ul> | Year |  |  |  |  |  | Number of MoUs / linkages |  |  |  |  |  | <p><b>10</b></p> |
| Year   |  |      |  |  |  |  |  |                           |  |  |  |  |  |                  |
| Number of MoUs / linkages                      |  |      |  |  |  |  |  |                           |  |  |  |  |  |                  |

**Criterion 4 - Infrastructure and Learning Resources (100)**

## Key Indicator – 4.1 Physical Facilities (25)

| Metric No.                 |  | Weight age |
|----------------------------|--|------------|
| 4.1.1<br>Q <sub>1</sub> M  | <p><i>The Institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment 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, Teleconferences, AYUSH-related learning cum therapy centre, well-equipped laboratories, skills labs etc. as stipulated by the appropriate Regulatory bodies within 500 words</p> <p><b>Provide weblink to:</b></p> <ul style="list-style-type: none"> <li>List of available teaching-learning facilities such as Classrooms, Laboratories, ICT enabled facilities including Teleconference facilities etc., mentioned above.</li> <li>Geotagged photographs</li> <li>Any other relevant information</li> </ul> | 10         |
| 4.1.2<br>Q <sub>1</sub> M  | <p><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></p> <p>Describe the adequacy of facilities for sports, games and cultural activities including specification about area/size, year of establishment and user rate within 500 words</p> <p><b>Provide weblink to :</b></p> <ul style="list-style-type: none"> <li>List of available sports and cultural facilities</li> <li>Geotagged photographs</li> <li>Any other relevant information</li> </ul>   | 5          |
| 4.1.3.<br>Q <sub>1</sub> M | <p><i>Availability and adequacy of general campus facilities and overall ambience:</i></p> <p>Describe the availability and adequacy of campus facilities such as hostels, medical facilities, toilets, canteen, post office, bank, roads and signage, greenery, alternate sources of energy, STP, water purification plant, etc. (within 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          |

|  |   |             |  |  |  |  |  |                              |  |  |  |  |  |                 |
|--|---|-------------|--|--|--|--|--|------------------------------|--|--|--|--|--|-----------------|
| <p><b>4.1.4.</b><br/><b>Q<sub>n</sub>M</b></p> | <p><i>Average percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during the last five years</i></p> <table border="1" data-bbox="368 331 1163 461"> <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> <p>Data Requirement for the last five years: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Budget allocated for infrastructure development and augmentation</li> <li>• Total expenditure excluding salary</li> </ul> <p>Formula:<br/>Percentage per year = <math display="block">\frac{\text{Expenditure on infrastructure development and augmentation excluding salary for a year}}{\text{Total expenditure excluding salary for that year}} \times 100</math></p> <p>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>• Audited utilization statements (highlight relevant items)</li> <li>• Details of budget allocation, excluding salary during the last five years (Data Template)</li> <li>• Any other relevant information</li> </ul> | <b>Year</b> |  |  |  |  |  | <b>Amount (INR in lakhs)</b> |  |  |  |  |  | <p><b>5</b></p> |
| <b>Year</b>                                    |   |             |  |  |  |  |  |                              |  |  |  |  |  |                 |
| <b>Amount (INR in lakhs)</b>                   |   |             |  |  |  |  |  |                              |  |  |  |  |  |                 |

**Key Indicator - 4.2 Clinical, Equipment and Laboratory Learning Resources (20)**

| <b>Metric No.</b>                  |   | <b>Weightage</b> |
|------------------------------------|---|------------------|
| <p><b>4.2.1</b><br/><b>QIM</b></p> | <p><i>Teaching Hospital, equipment, clinical teaching-learning and laboratory facilities as stipulated by the respective Regulatory Bodies</i></p> <p>Describe the adequacy of the Teaching Hospital, equipment, clinical teaching- learning and laboratory facilities as stipulated by the respective Regulatory Bodies within 500 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>• The list of facilities available for patient care, teaching-learning and research</li> <li>• Any other relevant information</li> </ul> | <p><b>7</b></p>  |

|                                    |   |   |  |  |  |  |  |                    |  |  |  |  |  |                   |  |  |  |  |  |      |  |  |  |  |  |                            |  |  |  |  |  |                            |  |  |  |  |  |   |
|------------------------------------|---|---|--|--|--|--|--|--------------------|--|--|--|--|--|-------------------|--|--|--|--|--|------|--|--|--|--|--|----------------------------|--|--|--|--|--|----------------------------|--|--|--|--|--|---|
| <p><b>4.2.2</b><br/><b>QnM</b></p> | <p><i>Average number of patients per year treated as outpatients and inpatients in the teaching hospital for the last five years</i></p> <table border="1" data-bbox="292 302 1114 425"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>No. of outpatients</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>No. of inpatients</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Details of the teaching hospitals (attached hospital or shared hospitals after due approval by the Regulatory Council / University) where the students receive their clinical training.</li> <li>• Year-wise outpatient and inpatient statistics for the last 5 years</li> <li>• Link to hospital records / Hospital Management Information System</li> <li>• Any other relevant information</li> </ul> <p style="text-align: center;"><b>Or</b></p> <p><b>Average number of students per year exposed to learning resource such as Laboratories, Animal House &amp; Herbal Garden during the last five years</b></p> <table border="1" data-bbox="292 969 1185 1093"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>No. of UG Students exposed</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>No. of PG Students exposed</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> | Year  |  |  |  |  |  | No. of outpatients |  |  |  |  |  | No. of inpatients |  |  |  |  |  | Year |  |  |  |  |  | No. of UG Students exposed |  |  |  |  |  | No. of PG Students exposed |  |  |  |  |  | <p style="text-align: center;"><b>7</b></p> |
| Year                               |   |   |  |  |  |  |  |                    |  |  |  |  |  |                   |  |  |  |  |  |      |  |  |  |  |  |                            |  |  |  |  |  |                            |  |  |  |  |  |   |
| No. of outpatients                 |   |   |  |  |  |  |  |                    |  |  |  |  |  |                   |  |  |  |  |  |      |  |  |  |  |  |                            |  |  |  |  |  |                            |  |  |  |  |  |   |
| No. of inpatients                  |   |   |  |  |  |  |  |                    |  |  |  |  |  |                   |  |  |  |  |  |      |  |  |  |  |  |                            |  |  |  |  |  |                            |  |  |  |  |  |   |
| Year                               |   |   |  |  |  |  |  |                    |  |  |  |  |  |                   |  |  |  |  |  |      |  |  |  |  |  |                            |  |  |  |  |  |                            |  |  |  |  |  |   |
| No. of UG Students exposed         |   |   |  |  |  |  |  |                    |  |  |  |  |  |                   |  |  |  |  |  |      |  |  |  |  |  |                            |  |  |  |  |  |                            |  |  |  |  |  |   |
| No. of PG Students exposed         |   |   |  |  |  |  |  |                    |  |  |  |  |  |                   |  |  |  |  |  |      |  |  |  |  |  |                            |  |  |  |  |  |                            |  |  |  |  |  |   |
| <p><b>4.2.3</b><br/><b>QnM</b></p> | <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 Center/s <input type="text"/></li> <li>2. Attached Rural Health Center/s other than College teaching hospital available for training of students <input type="text"/></li> <li>3. Residential facility for students / trainees at the above peripheral health centers / hospitals <input type="text"/></li> <li>4. Mobile clinical service facilities to reach remote rural locations <input type="text"/></li> </ol> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Description of community-based Teaching Learning activities</li> <li>• Details of Rural and Urban Health Centers involved in Teaching Learning activities and student participation in such activities</li> <li>• Any other relevant information</li> </ul>   | <p style="text-align: center;"><b>6</b></p> |  |  |  |  |  |                    |  |  |  |  |  |                   |  |  |  |  |  |      |  |  |  |  |  |                            |  |  |  |  |  |                            |  |  |  |  |  |   |

**Key Indicator – 4.3 Library as a learning Resource (20)**

| Metric No. |   | Weight age |
|------------|---|------------|
| 4.3.1.     | <i>Library is automated using Integrated Library Management System (ILMS)</i> | <b>4</b>   |

|  |  |                 |
|--|--|-----------------|
| <p><b>Q<sub>i</sub>M</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 of library facilities</li> <li>• Any other relevant information</li> </ul>   |                 |
| <p><b>4.3.2.</b><br/><b>Q<sub>i</sub>M</b></p> | <p><b><i>Total number of textbooks, reference volumes, journals, collection of rare books, manuscripts, Digitalized traditional manuscripts, Discipline-specific learning resources from ancient Indian languages, special reports or any other knowledge resource for library enrichment</i></b></p> <p>Provide details of the total number of textbooks, reference volumes, journals, collection of rare books, manuscripts, Digitalized traditional manuscripts, Discipline-specific learning resources from ancient Indian languages, special reports or any other knowledge resource for library enrichment within 500 words</p> <p>Data Requirement for the last five years:</p> <p>Provide a description of library acquisition / enrichment including</p> <ul style="list-style-type: none"> <li>• Names of the books/journals /manuscripts</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>• Data on acquisition of books / journals /Manuscripts / ancient books etc., in the library.</li> <li>• Geotagged photographs of library ambiance</li> <li>• Any other relevant information</li> </ul> | <p><b>3</b></p> |
| <p><b>4.3.3.</b><br/><b>Q<sub>n</sub>M</b></p> | <p><b><i>Does the Institution have an e-Library with membership / registration for the following:</i></b></p> <p>1. e – journals / e-books consortia <input type="checkbox"/></p> <p>2. E-Shodh Sindhu <input type="checkbox"/></p> <p>3. Shodhganga <input type="checkbox"/></p> <p>4. SWAYAM <input type="checkbox"/></p> <p>5. Discipline-specific Databases <input type="checkbox"/></p> <p>Data Requirement for the last five years: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Details of memberships/subscriptions</li> <li>• Details of e-resources with full text access</li> </ul>  | <p><b>3</b></p> |

|  |   |             |  |  |  |  |  |                              |  |  |  |  |  |                 |
|--|---|-------------|--|--|--|--|--|------------------------------|--|--|--|--|--|-----------------|
|  | <ul style="list-style-type: none"> <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>• Any other relevant information</li> </ul>   |             |  |  |  |  |  |                              |  |  |  |  |  |                 |
| <p><b>4.3.4</b></p> <p><b>Q<sub>n</sub>M</b></p> | <p><b><i>Average annual expenditure for the purchase of books and journals including e-journals during the last five years</i></b></p> <p>Annual expenditure for the purchase of books and journals including e-journals year-wise during last five years (INR in Lakhs)</p> <table border="1" data-bbox="311 750 1248 862"> <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> <p>Data Requirement for the last five years: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Expenditure on the purchase of books</li> <li>• Expenditure on the purchase of journals including e-journals in the i<sup>th</sup> year</li> <li>• Year of Expenditure</li> </ul> <p>Formula: <math>\frac{1}{5} \times \sum_{i=1}^5 Expd_i</math></p> <p>Where: <b>Expd<sub>i</sub></b>= Expenditure in rupees on the purchase of books <b>including e-journals</b> in the i<sup>th</sup> Year</p> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Audited statements of accounts</li> <li>• Details of annual expenditure for the purchase of books and journals including e-journals year-wise during the last five years (Data Template)</li> <li>• Any other relevant information</li> </ul> | <b>Year</b> |  |  |  |  |  | <b>Amount (INR in Lakhs)</b> |  |  |  |  |  | <p><b>5</b></p> |
| <b>Year</b>                                      |   |             |  |  |  |  |  |                              |  |  |  |  |  |                 |
| <b>Amount (INR in Lakhs)</b>                     |   |             |  |  |  |  |  |                              |  |  |  |  |  |                 |

|   |   |                 |
|---|---|-----------------|
| <p><b>4.3.5</b><br/><b>Q<sub>n</sub>M</b></p> | <p><i>In-person and remote access usage of library and the learner sessions/library usage programmes organized for the teachers and students (data for the preceding academic year)</i></p> <p>Describe in-person and remote access usage of library and the learner sessions/library usage programmes organized for the teachers and students data for the preceding academic year within 500 words</p> <p><b>Provide weblink to:</b></p> <ul style="list-style-type: none"> <li>• Details of library usage by teachers and students</li> <li>• Details of learner sessions / Library user programmes organized</li> <li>• Any other relevant information</li> </ul> | <p><b>2</b></p> |
| <p><b>4.3.6</b><br/><b>Q<sub>n</sub>M</b></p> | <p><i>E-content resources used by teachers:</i></p> <ol style="list-style-type: none"> <li>1. NMEICT/NPTEL <input type="text"/></li> <li>2. other MOOCs platforms <input type="text"/></li> <li>3. SWAYAM <input type="text"/></li> <li>4. Institutional LMS <input type="text"/></li> <li>5. e-PG-Pathshala <input type="text"/></li> </ol> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Links to documents of e-contents developed</li> <li>• Data Template</li> <li>• Any other relevant information</li> </ul>  | <p><b>3</b></p> |

**Key Indicator- 4.4 IT Infrastructure (15)**

| Metric No.                                    |  | Weight age      |
|---|--|-----------------|
| <p><b>4.4.1</b><br/><b>Q<sub>n</sub>M</b></p> | <p><i>Percentage of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi-enabled ICT facilities (data for the preceding academic year)</i></p> <p>Formula:</p> $\frac{\text{Number of classrooms, seminar halls and demonstration rooms linked with internet, Wi-Fi enabled ICT facilities}}{\text{Total number of classrooms, seminar halls and demonstration room in the Institution}} \times 100$ <p>Data Requirements: (As per Data Template)</p> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Number of classrooms and seminar halls and demonstration rooms linked with internet /Wi-Fi-enabled ICT facilities (Data Template)</li> </ul> | <p><b>5</b></p> |

|              |  |   |
|--------------|--|---|
|              | <ul style="list-style-type: none"> <li>• Geo-tagged photos of the facilities</li> <li>• Any other relevant information</li> </ul>  |   |
| 4.4.2<br>QIM | <p><b><i>Institution frequently updates its IT facilities and computer availability for students including Wi-Fi</i></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 related to updation of IT and Wi-Fi facilities</li> <li>• Any other relevant information</li> </ul>  | 5 |
| 4.4.3<br>QnM | <p><b><i>Available bandwidth of internet connection in the Institution (Leased line)</i></b></p> <p>Opt any one:</p> <p>A. <math>\geq 1</math> GBPS <input type="checkbox"/></p> <p>B. 500 MBPS - 1 GBPS <input type="checkbox"/></p> <p>C. 250 MBPS - 500 MBPS <input type="checkbox"/></p> <p>D. 50 MBPS - 250 MBPS <input type="checkbox"/></p> <p>E. <math>&lt; 50</math> MBPS <input type="checkbox"/></p> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Details of available bandwidth of internet connection in the Institution</li> <li>• Any other relevant information</li> </ul> | 5 |

**Key Indicator – 4.5 Maintenance of Campus Infrastructure (20)**

| Metric No.   |   | Weight age  |  |  |  |  |  |    |
|--------------|---|-------------|--|--|--|--|--|----|
| 4.5.1<br>QnM | <p><b><i>Average expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component as a percentage during the last five years</i></b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"><b>Year</b></td> <td style="width: 15%;"></td> </tr> </table> | <b>Year</b> |  |  |  |  |  | 10 |
| <b>Year</b>  |   |             |  |  |  |  |  |    |

|   | Amount INR in Lakhs  |  |  |  |  |  |                  |
|---|--|--|--|--|--|--|------------------|
|   | <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:<br/>Percentage per year =</p> $\frac{\text{Expenditure on the maintenance of physical and academic support facilities excluding salary component for a year}}{\text{Total expenditure on maintenance excluding salary for that year}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Audited statements of accounts on maintenance</li> <li>• Details about assigned budget and expenditure on physical and academic support facilities (Data Templates)</li> <li>• Any other relevant information</li> </ul> |  |  |  |  |  |                  |
| <p><b>4.5.2</b><br/><b>Q<sub>1</sub>M</b></p> | <p><i>There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports facilities, computers, classrooms etc.</i></p> <p>Describe policy details of systems and procedures for maintaining and utilizing physical and academic support facilities within a maximum of 500 words.</p> <p><b>Provide weblink to:</b></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>   |  |  |  |  |  | <p><b>10</b></p> |

**Criterion 5- Student Support and Progression (120)**

**Key Indicator- 5.1 Student Support (45)**

| Metric No.                                     |  | Weight age       |  |  |  |  |  |                                     |  |  |  |  |  |                  |
|--|--|------------------|--|--|--|--|--|-------------------------------------|--|--|--|--|--|------------------|
| <p><b>5.1.1</b><br/><b>Q<sub>n</sub>M</b></p>  | <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 -year-wise during the last five years</p> <table border="1" data-bbox="347 645 1225 748"> <tr> <td><b>Year</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Number of students benefited</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 scheme</li> <li>• Number of students benefited</li> </ul> <p>Formula:<br/>Percentage per year = <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></p> <p>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>• Attested copies of the sanction letters from the sanctioning authorities</li> <li>• List of students who received scholarships/ freeships /fee-waivers</li> <li>• Data Template</li> <li>• Any other relevant information</li> </ul> | <b>Year</b>      |  |  |  |  |  | <b>Number of students benefited</b> |  |  |  |  |  | <p><b>10</b></p> |
| <b>Year</b>                                    |  |                  |  |  |  |  |  |                                     |  |  |  |  |  |                  |
| <b>Number of students benefited</b>            |  |                  |  |  |  |  |  |                                     |  |  |  |  |  |                  |
| <p><b>5.1.2.</b><br/><b>Q<sub>n</sub>M</b></p> | <p><i>Capability enhancement and development schemes employed by the Institution for students:</i></p> <ol style="list-style-type: none"> <li>1. Soft skill development <input type="checkbox"/></li> <li>2. Language and communication skill development <input type="checkbox"/></li> <li>3. Yoga and wellness <input type="checkbox"/></li> <li>4. Analytical skill development <input type="checkbox"/></li> <li>5. Human value development <input type="checkbox"/></li> <li>6. Personality and professional development <input type="checkbox"/></li> <li>7. Employability skill development <input type="checkbox"/></li> </ol> <p>Data Requirement: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Name of the capability enhancement scheme</li> <li>• Year of implementation</li> </ul>   | <p><b>15</b></p> |  |  |  |  |  |                                     |  |  |  |  |  |                  |

|  |   |      |  |  |  |  |  |                    |  |  |  |  |  |   |
|--|---|------|--|--|--|--|--|--------------------|--|--|--|--|--|---|
|  | <ul style="list-style-type: none"> <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>• Link to Institutional website</li> <li>• Details of capability enhancement and development schemes (Data Template)</li> <li>• Any other relevant information</li> </ul>  |      |  |  |  |  |  |                    |  |  |  |  |  |   |
| <p><b>5.1.3.</b><br/><b>Q<sub>n</sub>M</b></p> | <p><i>Average percentage of students provided training and guidance for competitive for competitive examinations and career counseling offered by the Institution during the last five years</i></p> <p>Number of students benefitted by guidance for competitive examinations and career counseling offered by the Institution year-wise during the last five years</p> <table border="1"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of students</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 scheme</li> <li>• Number of students who passed in competitive exams</li> <li>• Number of students placed</li> </ul> <p><b>Formula:</b></p> <p>Percentage per year = <math display="block">\frac{\text{Number of students benefited by guidance for competitive examinations and career counseling offered by the Institution in a year}}{\text{Total number of students in that year}} \times 100</math></p> <p><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>• List of students benefitted by guidance for competitive examinations and career counselling during the last five years (Data Template)</li> <li>• Any other relevant information</li> </ul> | Year |  |  |  |  |  | Number of students |  |  |  |  |  | 5 |
| Year   |   |      |  |  |  |  |  |                    |  |  |  |  |  |   |
| Number of students                             |   |      |  |  |  |  |  |                    |  |  |  |  |  |   |
| <p><b>5.1.4.</b><br/><b>Q<sub>i</sub>M</b></p> | <p><i>The Institution has an active international student cell to facilitate study in India program etc.,</i></p> <p>Describe the international student cell activities within 500 words</p> <p>Provide weblink to :</p> <ul style="list-style-type: none"> <li>• for international student cell</li> <li>• Any other relevant information</li> </ul>   | 2    |  |  |  |  |  |                    |  |  |  |  |  |   |

|  |   |                  |
|--|---|------------------|
| <p><b>5.1.5.</b><br/><b>Q<sub>n</sub>M</b></p> | <p><i>The Institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment / prevention of ragging</i></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 for 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/Cell</li> <li>• Details of student grievances and action taken (Data Template)</li> <li>• Any other relevant information</li> </ul> | <p><b>13</b></p> |
|--|---|------------------|

**Key Indicator- 5.2 Student Progression (40)**

| Metric No.                                    |  | Weightage |  |  |  |  |  |                             |  |  |  |  |  |                               |  |  |  |  |  |                  |
|---|--|-----------|--|--|--|--|--|-----------------------------|--|--|--|--|--|-------------------------------|--|--|--|--|--|------------------|
| <p><b>5.2.1</b><br/><b>Q<sub>n</sub>M</b></p> | <p><i>Average percentage of students qualifying in state/ national/ international level examinations (eg: GATE/AICTE/GMAT/GPAT /CAT/ NEET/ GRE/ TOEFL/PLAB/USMLE/AYUSH/Civil Services/Defence/UPSC/State Government examinations/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) during the last five years</i></p> <p>5.2.1.1: Number of students appearing in state/ national/ international level examinations (eg:GATE/AICTE/GMAT/CAT/NEET/GRE/ TOEFL/ PLAB/ USMLE/AYUSH/Civil Services/Defence/UPSC/ State government examinations / AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) <b>during the last five years</b></p> <p>5.2.1.2 Number of students qualifying in state/ national/ international level examinations (eg: GATE/AICTE/GMAT/ <b>GPAT</b>/CAT/NEET/ GRE/TOEFL/ PLAB/USMLE/AYUSH/Civil Services/Defence/ UPSC/State government examinations/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) <b>during the last five years</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of students Appeared</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of students Qualifying</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Number of students qualified in:</p> | Year      |  |  |  |  |  | Number of students Appeared |  |  |  |  |  | Number of students Qualifying |  |  |  |  |  | <p><b>10</b></p> |
| Year  |  |           |  |  |  |  |  |                             |  |  |  |  |  |                               |  |  |  |  |  |                  |
| Number of students Appeared                   |  |           |  |  |  |  |  |                             |  |  |  |  |  |                               |  |  |  |  |  |                  |
| Number of students Qualifying                 |  |           |  |  |  |  |  |                             |  |  |  |  |  |                               |  |  |  |  |  |                  |

|  |   |      |  |  |  |  |  |   |  |  |  |  |  |                  |
|--|---|------|--|--|--|--|--|---|--|--|--|--|--|------------------|
|  | <ul style="list-style-type: none"> <li>• GATE</li> <li>• GMAT</li> <li>• GPAT</li> <li>• CAT</li> <li>• NEET</li> <li>• GRE</li> <li>• TOEFL</li> <li>• AICTE</li> <li>• AYUSH</li> <li>• PLAB</li> <li>• USMLE</li> <li>• Civil Services</li> <li>• Defence</li> <li>• UPSC exams.</li> <li>• State government examinations</li> <li>• AIIMSPGET,</li> <li>• JIPMER Entrance Test</li> </ul> <p><b>Formula:</b></p> $\frac{\text{Total number of Number of students clearing state or national or international level examinations during the last five years}}{\text{Total number of Number of students appearing in state or national or international level examination during the last five years}} \times X 100$ <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>• Copies of the qualifying letters of the candidate</li> <li>• Any other relevant information</li> </ul> |      |  |  |  |  |  |   |  |  |  |  |  |                  |
| <p><b>5.2.2.</b><br/><b>Q<sub>n</sub>M</b></p> | <p><b><i>Average percentage of placement / self-employment in professional services of outgoing students during the last five years</i></b></p> <p>Number of outgoing students who got placed / self-employed year-wise during the last five years</p> <table border="1" data-bbox="359 1630 1204 1736"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of students placed/self-employed</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 employer with contact details</li> <li>• Names of self-employed professionals with Register Number and contact details</li> <li>• Number of students placed</li> </ul>  | Year |  |  |  |  |  | Number of students placed/self-employed |  |  |  |  |  | <p><b>15</b></p> |
| Year   |   |      |  |  |  |  |  |   |  |  |  |  |  |                  |
| Number of students placed/self-employed        |   |      |  |  |  |  |  |   |  |  |  |  |  |                  |

|                         |  |                  |
|-------------------------|--|------------------|
|                         | <p><b>Formula:</b></p> $\text{Percentage per year} = \frac{\text{Number of outgoing students placed in a year}}{\text{Total number of outgoing students in that year}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• 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>  |                  |
| <p><b>5.2.3 QnM</b></p> | <p><b>Percentage of the batch of graduated students of the preceding year, who have progressed to higher education</b></p> <p>Number of outgoing student progression to higher education</p> <p>Data for the preceding academic year (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 specialties)</li> <li>• PG to PhD:</li> <li>• PhD to Post doctoral:</li> </ul> <p><b>Formula:</b></p> $\frac{\text{Number of last batch of graduated students who have progressed to higher education}}{\text{Total number of graduating students in that year}}$ <p><b>Upload:</b></p> <ul style="list-style-type: none"> <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> | <p><b>15</b></p> |

**Key Indicator- 5.3 Student Participation and Activities (25)**

| Metric No.              |  | Weight age       |
|-------------------------|--|------------------|
| <p><b>5.3.1 QnM</b></p> | <p><b>Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/ National / International levels (award for a team event should be counted as one) during the last five years.</b></p> | <p><b>10</b></p> |

|                                  |   |          |  |  |  |  |  |                         |  |  |  |  |  |           |
|----------------------------------|---|----------|--|--|--|--|--|-------------------------|--|--|--|--|--|-----------|
|                                  | <p>Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/National / International levels (award for a team event should be counted as one) year-wise during the last five years.</p> <table border="1" data-bbox="311 376 1189 454"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of awards/medals</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>• National/ International</li> <li>• Sports/ Cultural</li> </ul> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Duly certified e-copies of award letters and certificates</li> <li>• Any other relevant information</li> </ul>  | Year     |  |  |  |  |  | Number of awards/medals |  |  |  |  |  |           |
| Year                             |   |          |  |  |  |  |  |                         |  |  |  |  |  |           |
| Number of awards/medals          |   |          |  |  |  |  |  |                         |  |  |  |  |  |           |
| <p>5.3.2<br/>Q<sub>1</sub>M</p>  | <p><b><i>Presence of a Student Council, its activities related to student welfare and student representation in academic &amp; administrative bodies/ committees of the Institution</i></b></p> <p>Describe the Student Council, its activities related to student welfare and student representation in academic &amp; administrative bodies / committees of the Institution within 500 words</p> <p><b>Provide weblink to :</b></p> <ul style="list-style-type: none"> <li>• Reports on the student council activities</li> <li>• Any other relevant information</li> </ul>   | <p>5</p> |  |  |  |  |  |                         |  |  |  |  |  |           |
| <p>5.3.3.<br/>Q<sub>n</sub>M</p> | <p><b><i>Average number of sports and cultural activities/competitions organised by the Institution during the last five years</i></b></p> <p>Number of sports and cultural activities/competitions organised by the Institution year-wise during the last five years</p> <table border="1" data-bbox="311 1503 1144 1581"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of events</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Data Requirement for last five years: (As per Data template)</p> <p style="text-align: center;"><b>Number of sports and cultural activities or competitions organized by the Institution during the last 5 years</b></p> <p><b>Formula:</b> _____</p> <p style="text-align: center;">5</p> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• List of sports and cultural activities / competitions organized per year during the last five years (Data Template)</li> <li>• Report of the events with photographs</li> <li>• Any other relevant information</li> </ul> | Year     |  |  |  |  |  | Number of events        |  |  |  |  |  | <p>10</p> |
| Year                             |   |          |  |  |  |  |  |                         |  |  |  |  |  |           |
| Number of events                 |   |          |  |  |  |  |  |                         |  |  |  |  |  |           |

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

**Key Indicator- 5.4 Alumni Engagement (10)**

| Metric No.                                    |   | Weight age          |                      |   |                      |                       |                      |                      |                      |                             |                      |                 |
|---|---|---------------------|----------------------|---|----------------------|-----------------------|----------------------|----------------------|----------------------|-----------------------------|----------------------|-----------------|
| <p><b>5.4.1</b><br/><b>Q<sub>1</sub>M</b></p> | <p><i>The Alumni Association is registered and holds regular meetings to plan its involvement and developmental activates with the support of the college during the last five years.</i></p> <p>Describe the contributions of the Alumni Association to the Institution during the last five years 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</li> </ul>   | <p><b>5</b></p>     |                      |   |                      |                       |                      |                      |                      |                             |                      |                 |
| <p><b>5.4.2</b><br/><b>Q<sub>n</sub>M</b></p> | <p><i>Provide the areas of contribution by the Alumni Association / chapters during the last five years</i></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">1. Financial / kind</td> <td style="width: 20%; text-align: center;"><input type="text"/></td> </tr> <tr> <td>2. Donation of books /Journals/ volumes</td> <td style="text-align: center;"><input type="text"/></td> </tr> <tr> <td>3. Students placement</td> <td style="text-align: center;"><input type="text"/></td> </tr> <tr> <td>4. Student exchanges</td> <td style="text-align: center;"><input type="text"/></td> </tr> <tr> <td>5. Institutional endowments</td> <td style="text-align: center;"><input type="text"/></td> </tr> </table> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <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> | 1. Financial / kind | <input type="text"/> | 2. Donation of books /Journals/ volumes | <input type="text"/> | 3. Students placement | <input type="text"/> | 4. Student exchanges | <input type="text"/> | 5. Institutional endowments | <input type="text"/> | <p><b>5</b></p> |
| 1. Financial / kind                           | <input type="text"/>  |                     |                      |   |                      |                       |                      |                      |                      |                             |                      |                 |
| 2. Donation of books /Journals/ volumes       | <input type="text"/>  |                     |                      |   |                      |                       |                      |                      |                      |                             |                      |                 |
| 3. Students placement                         | <input type="text"/>  |                     |                      |   |                      |                       |                      |                      |                      |                             |                      |                 |
| 4. Student exchanges                          | <input type="text"/>  |                     |                      |   |                      |                       |                      |                      |                      |                             |                      |                 |
| 5. Institutional endowments                   | <input type="text"/>  |                     |                      |   |                      |                       |                      |                      |                      |                             |                      |                 |

## Criterion VI - Governance, Leadership and Management (100)

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

| Metric No.                    |   | Weight age |
|-------------------------------|---|------------|
| 6.1.1<br><br>Q <sub>1</sub> M | <p><i>The Institution has clearly stated Vision and Mission which are reflected in its academic and administrative governance.</i></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.<br/>Response to be provided within 500 words</p> <p><b>Provide web link for:</b></p> <ul style="list-style-type: none"> <li>• Vision and Mission documents approved by the College bodies</li> <li>• Achievements which led to Institutional excellence</li> <li>• Any other relevant information</li> </ul> | 5          |
| 6.1.2<br><br>Q <sub>1</sub> M | <p><i>Effective leadership is reflected in various Institutional practices such as decentralization and participative management.</i></p> <p>Describe the organogram of the college management structure and its functioning system highlighting decentralised and participatory management and its outcomes in the Institutional governance within 500 words</p> <p><b>Provide weblink to:</b></p> <ul style="list-style-type: none"> <li>• Relevant information / documents</li> <li>• Any other relevant information</li> </ul>  | 5          |

### Key Indicator- 6.2 Strategy Development and Deployment (10)

| Metric No.                    |   | Weight age |
|-------------------------------|---|------------|
| 6.2.1<br><br>Q <sub>1</sub> M | <p><i>The Institutional has well defined organisational structure, Statutory Bodies/committees of the College with relevant rules, norms and guidelines along with Strategic Plan effectively deployed. Provide the write-up within 500 words</i></p> <p><b>Provide web link to:</b></p> <ul style="list-style-type: none"> <li>• Organisational structure</li> <li>• Strategic Plan document(s)</li> <li>• Minutes of the College Council/ other relevant bodies for deployment/ deliverables of the strategic plan</li> <li>• Any other relevant information</li> </ul> | 5          |

|   |  |                 |
|---|--|-----------------|
|   |  |                 |
| <p><b>6.2.2.</b></p> <p><b>Q<sub>n</sub>M</b></p> | <p><b><i>Implementation of e-governance in areas of operation</i></b></p> <p>1. Academic Planning and Development <input type="checkbox"/></p> <p>2. Administration <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>Upload:</p> <ul style="list-style-type: none"> <li>• Data template</li> <li>• e-Governance architecture document</li> <li>• Screen shots of user interfaces</li> <li>• Any other relevant information</li> </ul> | <p><b>5</b></p> |

**Key Indicator- 6.3 Faculty Empowerment Strategies (30)**

| Metric No.   |  | Weight age      |  |  |  |  |  |  |  |  |  |  |  |                 |
|--|--|-----------------|--|--|--|--|--|--|--|--|--|--|--|-----------------|
| <p><b>6.3.1</b></p> <p><b>Q<sub>I</sub>M</b></p>   | <p><b><i>The Institution has effective welfare measures for teaching and non-teaching staff</i></b></p> <p><b>Provide web link to:</b></p> <ul style="list-style-type: none"> <li>• Policy document on the welfare measures</li> <li>• List of beneficiaries of welfare measures</li> <li>• Any other relevant document</li> </ul>   | <p><b>5</b></p> |  |  |  |  |  |  |  |  |  |  |  |                 |
| <p><b>6.3.2</b></p> <p><b>Q<sub>n</sub>M</b></p>   | <p><b><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></b></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" data-bbox="311 1556 1248 1664"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of teachers provided with financial support</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 teacher</li> <li>• Name of conference/ workshop attended for which financial support was provided</li> <li>• Name of the professional body for which membership fee is provided</li> </ul> <p><b>Percentage per year =</b></p> | Year            |  |  |  |  |  | Number of teachers provided with financial support |  |  |  |  |  | <p><b>7</b></p> |
| Year   |  |                 |  |  |  |  |  |  |  |  |  |  |  |                 |
| Number of teachers provided with financial support |  |                 |  |  |  |  |  |  |  |  |  |  |  |                 |

|   |   |                 |  |  |  |  |  |                                      |  |  |  |  |  |                 |
|---|---|-----------------|--|--|--|--|--|--------------------------------------|--|--|--|--|--|-----------------|
|   | <p>Number of teachers provided with financial support to attend conferences, workshops and towards membership fee of professional bodies in a year <math>\times 100</math><br/>Total number of fulltime teachers in that year</p> <p>Average percentage = <math>\sum \frac{\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</li> <li>• Any other relevant information</li> </ul>   |                 |  |  |  |  |  |                                      |  |  |  |  |  |                 |
| <p><b>6.3.3</b><br/><b>Q<sub>n</sub>M</b></p> | <p><b><i>Average number of professional development / administrative training programmes organized by the Institution for teaching and non-teaching staff during the last five years</i></b></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 staff year-wise during the last five years</p> <table border="1" data-bbox="311 1131 1248 1243"> <tr> <td><b>Year</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Number of training programmes</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Data Requirement for last five years: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Title of the professional development Programme organised for teaching staff</li> <li>• Title of the administrative raining Programme organised for non-teaching staff</li> <li>• Dates (From- to)</li> </ul> <p><b>Formula:</b><br/><b>Total number of professional development and administrative training programmes organized for teaching and non – teaching staff during the last five years</b><br/><math>\div 5</math></p> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• List of professional development / administrative training programmes organized by the Institution during the last five years and the lists of participants who attended them (Data template)</li> <li>• Any other relevant information</li> </ul> | <b>Year</b>     |  |  |  |  |  | <b>Number of training programmes</b> |  |  |  |  |  | <p><b>6</b></p> |
| <b>Year</b>                                   |   |                 |  |  |  |  |  |                                      |  |  |  |  |  |                 |
| <b>Number of training programmes</b>          |   |                 |  |  |  |  |  |                                      |  |  |  |  |  |                 |
| <p><b>6.3.4</b><br/><b>Q<sub>n</sub>M</b></p> | <p><b><i>Average percentage of teachers undergoing Faculty Development Programmes (FDP) including online programmes during the last five</i></b></p>  | <p><b>6</b></p> |  |  |  |  |  |                                      |  |  |  |  |  |                 |

|   |   |                 |  |  |  |  |  |                           |  |  |  |  |  |  |
|---|---|-----------------|--|--|--|--|--|---------------------------|--|--|--|--|--|--|
|   | <p><i>years (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)</i></p> <p>Number of teachers who have undergone 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" data-bbox="311 481 1248 593"> <tr> <td><b>Years</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>Data Requirement for the last five years: (As per Data Template)</p> <ul style="list-style-type: none"> <li>Names of teachers who have undergone such programmes</li> <li>Title of the Programme</li> <li>Duration (From –to)</li> </ul> <p><b>Formula:</b><br/>Percentage per year =</p> $\frac{\text{Number of teachers who have attended such programme in a year}}{\text{Total number of fulltime teacher in that year}} \times 100$ <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>AQARs for the last five years</li> <li>Details of teachers who have attended FDPs during the last five years (Data Template)</li> <li>Any other relevant information</li> </ul> | <b>Years</b>    |  |  |  |  |  | <b>Number of teachers</b> |  |  |  |  |  |  |
| <b>Years</b>                                  |   |                 |  |  |  |  |  |                           |  |  |  |  |  |  |
| <b>Number of teachers</b>                     |   |                 |  |  |  |  |  |                           |  |  |  |  |  |  |
| <p><b>6.3.5</b><br/><b>Q<sub>1</sub>M</b></p> | <p><i>Institution has Performance Appraisal System for teaching and non-teaching staff</i></p> <p>Describe the functioning of the Performance Appraisal System 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 System</li> <li>Any other relevant information</li> </ul>   | <p><b>6</b></p> |  |  |  |  |  |                           |  |  |  |  |  |  |

**Key Indicator- 6.4 Financial Management and Resource Mobilization (20)**

|                          |  |                          |
|--------------------------|--|--------------------------|
| <p><b>Metric No.</b></p> |  | <p><b>Weight age</b></p> |
|--------------------------|--|--------------------------|

| <p><b>6.4.1</b><br/><b>Q<sub>i</sub>M</b></p>                    | <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 College Council/other administrative bodies</li> <li>• Procedures for optimal resource utilization</li> <li>• Any other relevant information</li> </ul>  | <p><b>7</b></p> |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                 |
|--|--|-----------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|-----------------|
| <p><b>6.4.2</b><br/><b>QIM</b></p>                               | <p><b><i>Institution conducts internal and external financial audits regularly</i></b></p> <p>Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling any audit objections within 500 words</p> <p><b>Provide weblink to:</b></p> <ul style="list-style-type: none"> <li>• Documents pertaining to internal and external audits year-wise for the last five years</li> <li>• Any other relevant information</li> </ul>   | <p><b>8</b></p> |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                 |
| <p><b>6.4.3</b><br/><b>Q<sub>n</sub>M</b></p>                    | <p><b><i>Funds / Grants received from government/non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III)</i></b></p> <p>Total Grants received from government/non-government bodies, individuals, philanthropists year-wise during the last five years (INR in crores)</p> <table border="1" data-bbox="309 1350 1249 1529"> <thead> <tr> <th>Year</th> <th></th> <th></th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>Funds/grants received from government bodies (INR in crores)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Funds/grants received from non-government bodies (INR in crores)</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>• Audited statements of accounts for five years</li> <li>• Information as per Data template</li> <li>• Any other relevant information</li> </ul> | Year            |  |  |  |  |  | Funds/grants received from government bodies (INR in crores) |  |  |  |  |  | Funds/grants received from non-government bodies (INR in crores) |  |  |  |  |  | <p><b>5</b></p> |
| Year   |  |                 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                 |
| Funds/grants received from government bodies (INR in crores)     |  |                 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                 |
| Funds/grants received from non-government bodies (INR in crores) |  |                 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                 |

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

| Metric No.          |   | Weight age       |
|---------------------|---|------------------|
| <p><b>6.5.1</b></p> | <p><b><i>Institution has a streamlined Internal Quality Assurance Mechanism</i></b></p> <p>Describe the Internal Quality Assurance Mechanism in the Institution</p> | <p><b>10</b></p> |

|  |   |                  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |                  |
|--|---|------------------|--|--|--|--|--|---|--|--|--|--|--|--|--|--|--|--|--|------------------|
| <p><b>Q<sub>1</sub>M</b></p>                         | <p>and the activities of IQAC within 500 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>• Minutes of the IQAC meetings.</li> <li>• Any other relevant information</li> </ul>  |                  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |                  |
| <p><b>6.5.2</b></p> <p><b>Q<sub>n</sub>M</b></p>     | <p><b><i>Average percentage of teachers attending programs/workshops/seminars specific to quality improvement in the last 5 years.</i></b><br/>                 (Please exclude participations in Faculty Development Programmes (FDP) mentioned in metric 6.3.4)</p> <p>Number of quality initiatives by IQAC for promoting quality year-wise for the last five years</p> <table border="1" data-bbox="311 728 1252 918"> <tr> <td><b>Year</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Number of Quality Improvement programs</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Number of teachers who attended such programs</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Percentage per year =</p> $\frac{\text{Number of teachers who have attended such IQAC programmes in a year}}{\text{Total number of teacher in that year}} \times 100$ <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>• Information as per Data Template</li> <li>• Any other relevant information</li> </ul> | <b>Year</b>      |  |  |  |  |  | <b>Number of Quality Improvement programs</b> |  |  |  |  |  | <b>Number of teachers who attended such programs</b> |  |  |  |  |  | <p><b>10</b></p> |
| <b>Year</b>  |   |                  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |                  |
| <b>Number of Quality Improvement programs</b>        |   |                  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |                  |
| <b>Number of teachers who attended such programs</b> |   |                  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |                  |
| <p><b>6.5.3</b></p> <p><b>Q<sub>n</sub>M</b></p>     | <p><b><i>The Institution adopts several Quality Assurance initiatives</i></b></p> <p><b><i>The Institution has implemented the following QA initiatives :</i></b></p> <ol style="list-style-type: none"> <li>1. Regular meeting of Internal Quality Assurance Cell (IQAC) <input type="checkbox"/></li> <li>2. Feedback from stakeholder collected, analysed and report submitted to college management for improvements <input type="checkbox"/></li> <li>3. Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff. <input type="checkbox"/></li> <li>4. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF etc.,) <input type="checkbox"/></li> </ol> <p><b>Upload :</b></p> <ul style="list-style-type: none"> <li>• Information as per Data Template</li> <li>• Minutes of the IQAC meetings</li> <li>• Copies of AQAR</li> <li>• Copies of the documents for accreditation</li> <li>• Any other relevant information</li> </ul>   | <p><b>10</b></p> |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |                  |

### Criterion 7- Institutional Values and Best Practices (100)

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

| Metric No.   |  | Weight age |  |  |  |  |  |  |  |  |  |  |  |          |
|--|--|------------|--|--|--|--|--|--|--|--|--|--|--|----------|
|  | <b>Gender Equality (10)</b>  |            |  |  |  |  |  |  |  |  |  |  |  |          |
| <b>7.1.1</b><br><b>Q<sub>n</sub>M</b>                            | <p><b><i>Total number of gender equity sensitization programmes organized by the Institution during the last five years</i></b></p> <p>Total number of gender equity sensitization programmes organized by the Institution year-wise during the last five years</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="width: 20%;">Year</th> <th style="width: 15%;"></th> </tr> </thead> <tbody> <tr> <td><b>Number of gender equity sensitization programme organized</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Data Requirement for last five years: (As per Data Template)</p> <ul style="list-style-type: none"> <li>Title of the programmes</li> <li>Duration (From-to)</li> <li>Number of participants</li> </ul> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>List of gender equity sensitization programmes organized by the Institution year-wise (Data Template)</li> <li>Geotagged photographs of the events</li> </ul> | Year       |  |  |  |  |  | <b>Number of gender equity sensitization programme organized</b> |  |  |  |  |  | <b>5</b> |
| Year   |  |            |  |  |  |  |  |  |  |  |  |  |  |          |
| <b>Number of gender equity sensitization programme organized</b> |  |            |  |  |  |  |  |  |  |  |  |  |  |          |
| <b>7.1.2</b><br><b>Q<sub>i</sub>M</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 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               <ol style="list-style-type: none"> <li>Safety and security</li> <li>Counselling</li> <li>Common Rooms</li> <li>Day care centre for young children</li> </ol> </li> <li>Any other relevant information</li> </ul>   | <b>5</b>   |  |  |  |  |  |  |  |  |  |  |  |          |

|                                       |   |          |
|---------------------------------------|---|----------|
|                                       |   |          |
|                                       | <b>Environmental Consciousness and Sustainability (10)</b>  |          |
| <b>7.1.3</b><br><b>Q<sub>n</sub>M</b> | <p><i>The Institution has facilities for alternate sources of energy and energy conservation devices</i></p> <p>1. Solar energy <input type="checkbox"/></p> <p>2. Wheeling to the Grid <input type="checkbox"/></p> <p>3. Sensor based energy conservation <input type="checkbox"/></p> <p>4. Biogas plant <input type="checkbox"/></p> <p>5. Use of LED bulbs/ power efficient equipment <input type="checkbox"/></p> <p><i>Upload:</i></p> <ul style="list-style-type: none"> <li>• Geotagged Photos</li> <li>• Any other relevant information</li> </ul>  | <b>3</b> |
| <b>7.1.4</b><br><b>Q<sub>i</sub>M</b> | <p><i>Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)</i></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>3</b> |
| <b>7.1.5</b><br><b>Q<sub>n</sub>M</b> | <p><i>Water conservation facilities available in the Institution:</i></p> <p>1. Rain water harvesting <input type="checkbox"/></p> <p>2. Borewell /Open well recharge <input type="checkbox"/></p> <p>3. Construction of tanks and bunds <input type="checkbox"/></p> <p>4. Waste water recycling <input type="checkbox"/></p> <p>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 photos / videos of the facilities</li> <li>• Any other relevant information</li> </ul>  | <b>2</b> |

|   |   |                  |
|---|---|------------------|
| <p><b>7.1.6</b><br/><b>Q<sub>n</sub>M</b></p> | <p><b><i>Green campus initiatives of the Institution include:</i></b></p> <ol style="list-style-type: none"> <li>1. Restricted entry of automobiles <input type="checkbox"/></li> <li>2. Battery-powered vehicles <input type="checkbox"/></li> <li>3. Pedestrian-friendly pathways <input type="checkbox"/></li> <li>4. Ban on use of plastics <input type="checkbox"/></li> <li>5. Landscaping with trees and plants <input type="checkbox"/></li> </ol> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Geotagged photos / videos of the facilities if available</li> <li>• Any other relevant information</li> </ul>   | <p><b>2</b></p>  |
|   | <p><b><i>Differently-abled (Divyangjan) friendliness (10)</i></b></p>   |                  |
| <p><b>7.1.7</b><br/><b>Q<sub>n</sub>M</b></p> | <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><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Geotagged photos / videos of the facilities</li> <li>• Any other relevant information</li> <li>• Data Template</li> </ul> | <p><b>10</b></p> |
|   | <p><b><i>Inclusion and Situatedness (10)</i></b></p>  |                  |
| <p><b>7.1.8</b><br/><b>Q<sub>i</sub>M</b></p> | <p><b><i>Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socio-economic and other diversities. Add a note on how the Institution has leveraged its location for the services of the community (within 500 words).</i></b></p> <p><b>Provide Web link to:</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/documents</li> </ul>   | <p><b>10</b></p> |
|   | <p><b><i>Human Values and Professional Ethics (10)</i></b></p>  |                  |

|  |   |                 |
|--|---|-----------------|
| <p><b>7.1.9</b><br/><b>Q<sub>n</sub>M</b></p>  | <p><i>Code of conduct handbook exists for students, teachers and academic and administrative staff including the Dean / Principal /Officials and support staff.</i></p> <p>1. The Code of conduct is displayed on the website <input type="checkbox"/></p> <p>2. There is a committee to monitor adherence to the code of conduct <input type="checkbox"/></p> <p>3. Institution organizes professional ethics programmes for students, teachers and the academic and administrative staff <input type="checkbox"/></p> <p>4. Annual awareness programmes on the code of conduct are organized <input type="checkbox"/></p> <p>Upload:</p> <ul style="list-style-type: none"> <li>• Code of ethics</li> <li>• Information about the committee composition, number of programmes organized etc., in support of the claims</li> <li>• Any other relevant information</li> </ul> | <p><b>6</b></p> |
| <p><b>7.1.10</b><br/><b>Q<sub>i</sub>M</b></p> | <p><i>The Institution celebrates / organizes national and international commemorative days, events and festivals</i></p> <p>Describe the efforts of the Institution in celebrating /organizing National and International commemorative days and events and festivals within 500 words</p>  | <p><b>4</b></p> |

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

| Metric No.                                    |  | Weight age       |
|---|--|------------------|
| <p><b>7.2.1</b><br/><b>Q<sub>i</sub>M</b></p> | <p><b>Describe two Institutional Best Practices as per the 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 page in the Institutional web site</li> <li>• Any other relevant information</li> </ul> | <p><b>30</b></p> |

**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 Institution would like to include.

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

| <b>Metric No.</b>                         |   | <b>Weight age</b> |
|---|---|-------------------|
| <b>7.3.1</b><br><br><b>Q<sub>I</sub>M</b> | <p><b>Portray the performance of the Institution in one area distinctive to its priority and thrust within 500 words</b></p> <p><b>Provide web link to:</b></p> <ul style="list-style-type: none"> <li>• Appropriate web page in the institutional website</li> <li>• Any other relevant information</li> </ul> | <b>20</b>         |

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

| <b>Criterion I – Curricular Aspects (80)</b>   |   |   |  |                                 |
|--|---|---|--|---------------------------------|
| <b>Key Indicator - 1.1 Curriculum Planning and Implementation (15)</b>   |   |   |  |                                 |
| <b>1</b>   | 1.1.2 Percentage of full time teachers participating in BoS/Academic Council of universities during the last five years (5) |   |  |                                 |
|  | <b>Year</b>   | <b>No. of full time teachers participating in BoS of universities</b> | <b>No. of full time teachers participating in Academic Council of universities</b> | <b>Total number of teachers</b> |
|  |   |   |  |                                 |
| <p><b>Note: Participation of Individual teacher in multiple bodies / multiple years to be counted only once.</b></p> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• List of teachers participating in BoS of universities year-wise during the last five years</li> <li>• List of teachers participating in Academic Council of universities year-wise during the last five years</li> <li>• Scanned copies of letters to support participation of teachers in BoS/Academic Council of universities</li> </ul> |   |   |  |                                 |

| <b>Key Indicator – 1.2 Academic Flexibility (20)</b>   |   |                              |  |
|--|---|------------------------------|--|
| <b>2</b>   | 1.2.1 (Q <sub>n</sub> M) <i>Percentage of inter-disciplinary /inter-departmental courses /training across all the Programmes offered by the College during the last five years</i> (10) |                              |  |
|  | <b>Year</b>   | <b>Name of the programme</b> | <b>No. of courses where inter-disciplinary/inter-departmental courses / training were built in the programme</b> |
|  |   |                              |  |
| <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• List of programmes offered year-wise during the last five years</li> <li>• List of the courses under each programme where inter-disciplinary / inter-departmental courses /training were offered year-wise during the last five years</li> <li>• Minutes of the relevant Academic Council/BoS/College Council meetings</li> <li>• Any other relevant information</li> </ul> |   |                              |  |

|  |  |   |
|--|--|---|
| <b>3</b>   | 1.2.2 Average percentage of students enrolled in subject-related Certificate/Diploma programs/Add-on courses as against the total number of students during the last five years (10) |   |
|  | <b>Year</b>  | <b>Number of students enrolled in subject-related Certificate/Diploma programs/Add-on courses</b> |
|  | <b>Total number of students enrolled across all the programmes</b>   |   |
| <b>Upload:</b> <ul style="list-style-type: none"> <li>• Details of students enrolled in subject-related Certificate/Diploma/Add-on courses year-wise during the last five years</li> <li>• Any other relevant information</li> </ul> |  |   |

**Key Indicator - 1.3 Curriculum Enrichment (25)**

|  |   |  |                         |   |                                  |
|--|---|--|-------------------------|---|----------------------------------|
| <b>4</b>   | 1.3.2 (QnM) Number of value-added courses imparting transferable and life skills offered during the last five years (5) |  |                         |   |                                  |
|  | 1.3.3 (QnM) Average percentage of students enrolled in the value-added courses during the last five years (5)           |  |                         |   |                                  |
|  | <b>(Note: Data Template for 1.3.2 and 1.3.3 is common as given below)</b>   |  |                         |   |                                  |
|  | <b>Name of the value-added courses (with 15 or more contact hours) offered during the last five years</b>               | <b>Course Code (where ever applicable)</b> | <b>Year of offering</b> | <b>Number of students who successfully completed the course in the specified year</b> | <b>Upload relevant documents</b> |
|  |   |  |                         |   |                                  |
| <b>Upload:</b> <ul style="list-style-type: none"> <li>• Brochure or any other documents relating to value added courses.</li> <li>• List of value-added courses year-wise offered during the last five years</li> <li>• List of students enrolled in value-added courses year-wise during the last five years</li> <li>• Any other relevant information</li> </ul> <p>*DVV may verify random attendance sheet for at least 5% of the courses</p> |   |  |                         |   |                                  |

|   |   |   |  |  |   |   |
|---|---|---|--|--|---|---|
| <b>5</b>  | <b>1.3.4 (QnM) Percentage of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings (data for the preceding academic year) (10)</b> |   |  |  |   |   |
|   | <b>No. of students undertaking field visits</b>   | <b>No. of students undertaking Clinical /industry internships</b> | <b>No. of students undertaking research projects</b> | <b>No. of students undertaking Industry visits</b> | <b>No. of students undertaking Community postings</b> | <b>Total No. of students undertaking field visits/clinical/industry internships/research projects, industry visits &amp; community postings</b> |
|   |   |   |  |  |   |   |
| <ul style="list-style-type: none"> <li>List of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings during the preceding academic year</li> <li>Documents to show the total number of students in the Institution during the preceding academic year.</li> </ul> <p>*DVV may verify random attendance sheet for at least 5% of the courses.</p> |   |   |  |  |   |   |

**Key Indicator - 1.4 Feedback System (20)**

|   |  |    |   |    |  |    |                                       |    |  |     |    |  |
|---|--|----|---|----|--|----|---------------------------------------|----|--|-----|----|--|
| <b>6</b>  | <b>1.4.1 (QnM) Mechanism in place to collect structured feedback on curricula/syllabi from various stakeholders (10)</b> |    |   |    |  |    |                                       |    |  |     |    |  |
|   | <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> |     |    |  |
|   | Yes  | No | Yes                                     | No | Yes                                      | No | Yes                                   | No |  | Yes | No |  |
| <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>Stakeholder feedback reports as stated in the minutes of meetings of the College Council/IQAC/Curriculum Committee</li> <li>URL for stakeholder feedback report</li> <li>Any other relevant information</li> </ul> |  |    |   |    |  |    |                                       |    |  |     |    |  |

|          |  |  |  |  |  |  |  |  |  |
|----------|--|--|--|--|--|--|--|--|--|
| <b>7</b> | 1.4.2 (QnM) Feedback on curricula and syllabi obtained from stakeholders is processed in terms of: (10)  |  |  |  |  |  |  |  |  |
|          | <b>Feedback collected, analysed and action-taken on feedback is made available on the institutional website</b>  |  |  | <b>Feedback collected, analysed and action taken on feedback</b> |  | <b>Feedback collected and analysed</b>                   |  | <b>Feedback collected</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>Stakeholder feedback reports as stated in the minutes of meetings of the College Council/IQAC/Curriculum Committee</li> <li>URL for stakeholder feedback report</li> <li>Any other relevant information</li> </ul> |  |  |  |  |  |  |  |  |

**Criterion II -Teaching-Learning and Evaluation (280)**

**Key Indicator - 2.1 Student Enrolment and Profile (20)**

|   |  |   |           |            |                         |   |           |            |                         |
|---|--|---|-----------|------------|-------------------------|---|-----------|------------|-------------------------|
| <b>8</b>  | 2.1.1 (QnM) Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years (5) |   |           |            |                         |   |           |            |                         |
|   | <b>Year</b>  | <b>Number of seats earmarked for students from reserved category as per GOI or State Government rules</b> |           |            |                         | <b>Number of students admitted from the reserved category</b> |           |            |                         |
|   |  | <b>SC</b>   | <b>ST</b> | <b>OBC</b> | <b>Others (Specify)</b> | <b>SC</b>   | <b>ST</b> | <b>OBC</b> | <b>Others (Specify)</b> |
|   |  |   |           |            |                         |   |           |            |                         |
| <ul style="list-style-type: none"> <li>Data pertaining to the number of seats earmarked for reserved category as per GOI or State Government rules year-wise during the last five years</li> <li>List of students admitted from the reserved category year-wise during the last five years</li> <li>Institutional data in prescribed format.</li> </ul> |  |   |           |            |                         |   |           |            |                         |

|   |  |  |   |                                    |
|---|--|--|---|------------------------------------|
| <b>9</b>  | 2.1.2 (QnM) Percentage of seats filled for the various programmes as against the approved intake during the last five years (10) |  |   |                                    |
|   | <b>Year</b>  | <b>Programme code (where applicable)</b> | <b>Number of seats sanctioned/available</b> | <b>Number of students enrolled</b> |
|   |  |  |   |                                    |
| <b>Upload:</b> <ul style="list-style-type: none"> <li>• Data pertaining to the number of sanctioned seats for the various programmes year-wise during the last five years</li> <li>• List of students enrolled for the various programmes year-wise during the last five years</li> <li>• Institutional data in prescribed format.</li> <li>• Any other relevant information</li> </ul> |  |  |   |                                    |

|   |   |  |  |                                      |
|---|---|--|--|--------------------------------------|
| <b>10</b>   | 2.1.3 (QnM) Number of students enrolled from other States year-wise during the last five years (05) |  |  |                                      |
|   | <b>Year of enrolment</b>  | <b>Number of students enrolled from the same state</b> | <b>Number of students enrolled from other states</b> | <b>Link to the relevant document</b> |
|   |   |  |  |                                      |
| <b>Upload:</b> <ul style="list-style-type: none"> <li>• List of students enrolled from other states year-wise during the last five years</li> <li>• E-copies of admission letters of the students enrolled from other states year-wise during the last five years</li> <li>• Any other relevant information</li> </ul> <p>*Random check for at least 5% of the students</p> |   |  |  |                                      |

**Key Indicator - 2.2 Catering to Student Diversity (25)**

|  |   |    |  |    |  |    |                                   |    |
|--|---|----|--|----|--|----|-----------------------------------|----|
| <b>11</b>  | <b>2.2.1 The Institution assesses the learning levels of the students, after admission and organises special Programmes for advanced learners and low performers (10)</b> |    |  |    |  |    |                                   |    |
|  | Measurable criteria followed to recognize low performers  |    | Measurable criteria followed to identify advanced learners |    | Special programmes created for low performers / advanced learners as per identified criteria |    | Protocols to measure achievements |    |
|  | Yes   | No | Yes  | No | Yes  | No | Yes                               | No |
| <b>Upload:</b> <ul style="list-style-type: none"> <li>• Proforma created to identify slow performers/advanced learners</li> <li>• Student participation details and outcome records</li> </ul> |   |    |  |    |  |    |                                   |    |

|   |   |  |   |  |  |                               |    |
|---|---|--|---|--|--|-------------------------------|----|
| <b>12</b>   | <b>2.2.2 (QnM) Student - full-time teacher ratio (data for the preceding academic year) (5)</b> |  |   |  |  |                               |    |
|   | <b>Number of students enrolled in the Institution (Undergraduates)</b>                          |  | <b>Number of students enrolled in the Institution (Postgraduates)</b> |  | <b>Number of full-time teachers in the Institution</b> | <b>Student :Teacher Ratio</b> |    |
|   |   |  |   |  |  | UG                            | PG |
| <b>Upload:</b> <ul style="list-style-type: none"> <li>• List of undergraduate and postgraduate students enrolled in the Institution in the preceding academic year</li> <li>• List of fulltime teachers with their designation and highest qualification</li> <li>• Any other relevant information</li> </ul> |   |  |   |  |  |                               |    |

**Key Indicator – 2.3 Teaching-Learning Process (45)**

|           |  |     |    |  |  |     |    |  |   |     |    |  |  |     |    |  |
|-----------|--|-----|----|--|--|-----|----|--|---|-----|----|--|--|-----|----|--|
| <b>13</b> | 2.3.2 (QnM) Use of clinical skills laboratory / simulation-based learning (10)   |     |    |  |  |     |    |  |   |     |    |  |  |     |    |  |
|           | <b>The Institution has Clinical Skills / Simulation Training Models and Trainers for skills in the relevant disciplines.</b> |     |    |  | <b>The Institution has advanced simulators for simulation-based training</b> |     |    |  | <b>structured programs for training and assessment of students in Clinical Skills Lab / Simulation based learning</b> |     |    |  | <b>Training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning</b> |     |    |  |
|           |  | Yes | No |  |  | Yes | No |  |   | Yes | No |  |  | Yes | No |  |

**Upload:**

- List of clinical skills training models
- List of training programmes conducted in the clinical skills/simulator labs during the last five years
- Geotagged photographs of clinical skills lab facilities, clinical skills models and patient simulators

|           |  |                                    |   |                             |
|-----------|--|------------------------------------|---|-----------------------------|
| <b>14</b> | 2.3.4 (QnM) Student : Mentor ratio (data for the preceding academic year) (10) |                                    |   |                             |
|           | <b>Number of fulltime teachers/other recognized mentors</b>                    | <b>Number of students enrolled</b> | <b>Number of students assigned to each mentor</b> | <b>Mentor: Mentee ratio</b> |
|           |  |                                    |   |                             |

**Upload:**

- Details of fulltime teachers/other recognized mentors
- Records of meetings of the mentors and mentees.
- Institutional data in prescribed format

\*Random check of Institution records on meetings between Mentor and Mentee

**Key Indicator - 2.4 Teacher Profile and Quality (50)**

|           |   |                                      |                    |                               |                            |                                      |
|-----------|---|--------------------------------------|--------------------|-------------------------------|----------------------------|--------------------------------------|
| <b>15</b> | 2.4.1 (QnM) Average percentage of full-time teachers against sanctioned posts during the last five years (10) |                                      |                    |                               |                            |                                      |
|           | <b>Year</b>   | <b>Name of the Full-time teacher</b> | <b>Designation</b> | <b>Name of the department</b> | <b>Year of appointment</b> | <b>Nature of the sanctioned post</b> |
|           |   |                                      |                    |                               |                            |                                      |

|  |   |
|--|---|
|  | <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Sanction letters approving the posts issued by competent authority.</li> <li>• Appointment letters of fulltime faculty during the last five years</li> <li>• Institutional data in prescribed format.</li> </ul> <p>*Random check with service records of the teachers</p> |
|--|---|

|           |   |   |   |   |    |                                 |
|-----------|---|---|---|---|----|---------------------------------|
| <b>16</b> | 2.4.2 (QnM) Average percentage of full-time teachers with PhD, DM/M.Ch/DNB in super specialties/DSc./DLit/other PG degrees in health sciences (like MD, MS, MDS etc.) for recognition as Ph D guides as per the eligibility criteria stipulated by the regulatory councils during the last five years (10)  |   |   |   |    |                                 |
|           | <b>Year</b>   | <b>Name of full-time teachers with PhD/DM/M.Ch/DSc/DLit/ DNB in super specialties/ other PG degrees in health sciences (like MD, MS, MDS etc.) for recognition as Ph D guides as per the eligibility criteria stipulated by the Regulatory Councils</b> | <b>Year of obtaining PhD/DM/M.Ch/ DSc./DLit/DNB in super specialties/other PG degrees in health sciences (like MD, MS, MDS etc.) for recognition as Ph D guides as per the eligibility criteria stipulated by the Regulatory Councils</b> | <b>Whether recognised as research guide for PhD</b> |    | <b>Total number of teachers</b> |
|           |   |   |   | Yes   | No |                                 |
|           | <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• List of teachers with PhD/DM/M.Ch/DNB in super specialties/DSc./DLit/ other PG degrees in health sciences (like MD, MS, MDS etc.) for recognition as Ph D guides as per the eligibility criteria stipulated by the Regulatory Councils</li> <li>• Recognition letters as guides for Ph D/DM/M.Ch duly attested</li> <li>• Institutional data in prescribed format</li> </ul> |   |   |   |    |                                 |

|           |   |                    |                               |                            |   |
|-----------|---|--------------------|-------------------------------|----------------------------|---|
| <b>17</b> | 2.4.3 (QnM) Average teaching experience of full-time teachers (cadre-wise) in number of years (data for the preceding academic year) (10) |                    |                               |                            |   |
|           | <b>Name of the Full-time teacher</b>  | <b>Designation</b> | <b>Name of the department</b> | <b>Year of appointment</b> | <b>Number of years of teaching experience</b> |
|           |   |                    |                               |                            |   |

|  |  |
|--|--|
|  | <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>List of full-time teachers for the preceding academic year with their designation, department and number of years of teaching experience</li> <li>Any other relevant information</li> </ul> |
|--|--|

|  |   |                                 |  |                                      |
|--|---|---------------------------------|--|--------------------------------------|
| <b>18</b>  | 2.4.4 (QnM) Average percentage of teachers trained for development and delivery of e-contents/e-courses during the last five years (10) |                                 |  |                                      |
|  | <b>Year</b>   | <b>Total number of teachers</b> | <b>Number of teachers trained for development &amp; delivery of e-contents/e-courses</b> | <b>Provide link to a few courses</b> |
|  |   |                                 |  |                                      |
| <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>Reports of the e-training programmes</li> <li>E-contents/e-courses developed</li> <li>Year-wise list of fulltime teachers trained during the last five years</li> </ul> |   |                                 |  |                                      |

|  |   |  |                               |                           |                              |                                   |   |
|--|---|--|-------------------------------|---------------------------|------------------------------|-----------------------------------|---|
| <b>19</b>  | 2.4.5 (QnM) 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 awards</b> | <b>Title of the Award (s)</b> | <b>State level awards</b> | <b>National level awards</b> | <b>International level awards</b> | <b>Name of the agency/agencies that awarded</b> |
|  |   |  |                               |                           |                              |                                   |   |
| <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>List of fulltime teachers who received State/National/ International level awards</li> <li>Certified e-copies of award letters</li> <li>Any other relevant information</li> </ul> |   |  |                               |                           |                              |                                   |   |

| <b>Key Indicator - 2.5 Evaluation Process and Reforms (45)</b> |   |  |    |  |  |    |                                 |  |                                  |  |
|--|---|--|----|--|--|----|---------------------------------|--|----------------------------------|--|
| <b>20</b>  | 2.5.4 (QnM) Opportunities provided to students for mid-course improvement of academic performance (10)  |  |    |  |  |    |                                 |  |                                  |  |
|  | <b>Timely administration</b>  |  |    | <b>On time assessment and feedback</b> |  |    | <b>Makeup assignments/tests</b> |  | <b>Remedial teaching/support</b> |  |
|  | Yes   |  | No | Yes                                    |  | No | Yes                             |  | No                               |  |
|  | <b>Upload:</b> <ul style="list-style-type: none"> <li>List of initiatives provided to students for mid-course improvement of academic performance</li> <li>Institutional data in prescribed format.</li> </ul> <p>*Check 5% sample from the Office of the Controller of Examinations (COE).</p> |  |    |  |  |    |                                 |  |                                  |  |

| <b>Key Indicator – 2.6 Student Performance and Learning Outcome (45)</b> |  |                       |                       |  |  |
|--|--|-----------------------|-----------------------|--|--|
| <b>21</b>  | 2.6.2 (QnM) Trend analysis of the pass percentage of final year students during the last five years (15)   |                       |                       |  |  |
|  | <b>Year</b>  | <b>Programme code</b> | <b>Programme name</b> | <b>Number of students appeared in the final year examination (UG + PG)</b> | <b>Number of students passed in final year examination (UG + PG)</b> |
|  |  |                       |                       |  |  |
|  | <b>Upload:</b> <ul style="list-style-type: none"> <li>List of programmes and the number of students who appeared and the number of students who passed in the final year examinations each year for the last five years</li> <li>Annual Reports of examination results as placed before BOM/Syndicate/Governing Council for the last five years</li> <li>Trend analysis for the last five years in graphic form</li> </ul> |                       |                       |  |  |

|  |  |               |                 |                          |   |                 |                       |                                    |                      |                        |
|--|--|---------------|-----------------|--------------------------|---|-----------------|-----------------------|------------------------------------|----------------------|------------------------|
| <b>Key Indicator - 2.7 Student Satisfaction Survey (50)</b>  |  |               |                 |                          |   |                 |                       |                                    |                      |                        |
| 22   | 2.7.1 Online student satisfaction survey regarding teaching learning process (all currently enrolled students). (50)<br>(Online survey to be conducted and details of the students in the format mentioned below should be uploaded) |               |                 |                          |   |                 |                       |                                    |                      |                        |
|  | <b>Name of the student</b>   | <b>Gender</b> | <b>Category</b> | <b>State of Domicile</b> | <b>Nationality (if other than Indian)</b> | <b>Email ID</b> | <b>Programme name</b> | <b>Student Unique Enrolment ID</b> | <b>Mobile Number</b> | <b>Year of joining</b> |
|  |  |               |                 |                          |   |                 |                       |                                    |                      |                        |
| <b>Upload:</b> <ul style="list-style-type: none"> <li>• Database of all currently enrolled students</li> <li>• Any other relevant information</li> </ul> |  |               |                 |                          |   |                 |                       |                                    |                      |                        |

**Criterion III – Research, Innovations and Extension (120)**

**Key Indicator - 3.1 Resource Mobilization for Research (17)**

|   |  |   |  |  |  |  |   |  |  |  |
|---|--|---|--|--|--|--|---|--|--|--|
| 23  | 3.1.1 Percentage of full-time teachers recognized as PG/Ph D research Guides (6) |   |  |  |  |  |   |  |  |  |
|   | <b>Year</b>  | <b>Name of full-time teachers recognized as PG/Ph D research guides</b> |  |  |  |  | <b>Name(s) of PG / research scholar(s) guided</b> |  |  |  |
|   |  |   |  |  |  |  |   |  |  |  |
| <b>Upload:</b> <ul style="list-style-type: none"> <li>• List of full-time teachers recognized as PG/Ph D research guides during the last five years</li> <li>• List of full-time teachers during the last five years</li> <li>• Institutional data in prescribed format.</li> </ul> |  |   |  |  |  |  |   |  |  |  |

|    |   |  |  |  |  |                              |  |  |                        |  |  |
|----|---|--|--|--|--|------------------------------|--|--|------------------------|--|--|
| 24 | 3.1.2 (QnM) Average percentage of teachers awarded National/International fellowships/financial support for advanced studies/collaborative research and conference participation during the last five years (6) |  |  |  |  |                              |  |  |                        |  |  |
|    | <b>Year</b>   | <b>Name of the teacher awarded national/International fellowship/financial support</b> |  |  |  | <b>Name of the award (s)</b> |  |  | <b>Awarding agency</b> |  |  |
|    |   |  |  |  |  |                              |  |  |                        |  |  |

|  |  |
|--|--|
|  | <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>List of teachers awarded National/International fellowships/financial support for advanced studies/collaborative research year-wise during the last five years</li> <li>e-copies of the award letters of the teachers.</li> <li>Any other relevant information</li> </ul> |
|--|--|

|           |   |   |                                   |   |   |                      |                                      |                                |
|-----------|---|---|-----------------------------------|---|---|----------------------|--------------------------------------|--------------------------------|
| <b>25</b> | 3.1.3 (QnM) Number of research projects/clinical trials funded by government, industries and non-governmental agencies during the last five years (5)   |   |                                   |   |   |                      |                                      |                                |
|           | <b>Year</b>   | <b>Name of the Principal Investigator</b> | <b>Name of the Funding agency</b> | <b>Type (Government/Non-Government)</b> | <b>Department of Principal Investigator</b> | <b>Year of Award</b> | <b>Funds provided (INR in Lakhs)</b> | <b>Duration of the project</b> |
|           |   |   |                                   |   |   |                      |                                      |                                |
|           | <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>Year-wise list of teachers (principal investigator) awarded funds during the last five years</li> <li>List of research projects/clinical trials and funding details during the last five years</li> <li>Supporting documents from funding agencies</li> <li>Link for funding agency website</li> </ul> |   |                                   |   |   |                      |                                      |                                |

|  |  |                                      |                        |                               |   |
|--|--|--------------------------------------|------------------------|-------------------------------|---|
| <b>Key Indicator - 3.2 Innovation Ecosystem (10)</b> |  |                                      |                        |                               |   |
| <b>26</b>  | 3.2.2 (QnM) Number of workshops/seminars conducted 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 (5) |                                      |                        |                               |   |
|  | <b>Year</b>  | <b>Name of the workshop/ seminar</b> | <b>Date: From - To</b> | <b>Number of participants</b> | <b>Link to the Activity report on the website</b> |
|  |  |                                      |                        |                               |   |
|  | <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>List of the workshops/seminars year-wise during the last five years.</li> </ul>   |                                      |                        |                               |   |

|  |
|--|
| <ul style="list-style-type: none"> <li>• Report of the events</li> <li>• Any other relevant information</li> </ul> |
|--|

|  |   |            |           |  |  |            |           |  |  |            |           |   |  |            |           |
|--|---|------------|-----------|--|--|------------|-----------|--|--|------------|-----------|---|--|------------|-----------|
| <b>Key Indicator - 3.3 Research Publications and Awards (23)</b>   |   |            |           |  |  |            |           |  |  |            |           |   |  |            |           |
| <b>27</b>  | 3.3.1 The Institution ensures implementation of its stated Code of Ethics for research. The implementation of the stated Code of Ethics for research is ensured by: (5) |            |           |  |  |            |           |  |  |            |           |   |  |            |           |
|  | <b>There is an Institutional ethics committee that oversees implementation of all research projects</b>   |            |           |  | <b>All research projects including student projects are subjected to Institutional ethics committee clearance.</b> |            |           |  | <b>The Institution has plagiarism check software based on the Institutional policy</b> |            |           | <b>Norms and guidelines for research ethics and publication guidelines are followed</b> |  |            |           |
|  |   | <b>Yes</b> | <b>No</b> |  |  | <b>Yes</b> | <b>No</b> |  |  | <b>Yes</b> | <b>No</b> |   |  | <b>Yes</b> | <b>No</b> |
|  |   |            |           |  |  |            |           |  |  |            |           |   |  |            |           |
| <b>Upload:</b>   |   |            |           |  |  |            |           |  |  |            |           |   |  |            |           |
| <ul style="list-style-type: none"> <li>• Institutional code of ethics document.</li> <li>• Minutes of meetings of the relevant committees with reference to the code of ethics</li> <li>• Any other relevant document</li> </ul> |   |            |           |  |  |            |           |  |  |            |           |   |  |            |           |

|  |   |                               |                          |                            |  |   |
|--|---|-------------------------------|--------------------------|----------------------------|--|---|
| <b>28</b>  | 3.3.2 (QnM) 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 (5) |                               |                          |                            |  |   |
|  | <b>Name of the PhD/DM/M.Ch/PG scholar</b>   | <b>Name of the Department</b> | <b>Name of the guide</b> | <b>Title of the thesis</b> | <b>Year of registration of the scholar</b> | <b>Year of award of PhD/DM/M.Ch/PG degree</b> |
|  |   |                               |                          |                            |  |   |
|  |   |                               |                          |                            |  |   |
| <b>Upload:</b>   |   |                               |                          |                            |  |   |
| <ul style="list-style-type: none"> <li>• Web page for research in the Institutional website.</li> <li>• List of teachers recognized as Ph D/DM/M Ch/PG degree guides during the last five years</li> <li>• Recognition letters by the University as eligible teachers to guide Ph D/DM/M.Ch/PG degree students</li> <li>• List of PhD/DM/M.Ch/PG degree candidates with details like name of the guide, title of the thesis, year of award, award letter etc.</li> </ul> |   |                               |                          |                            |  |   |

| <b>29</b>   | 3.3.3 Average number of research papers published per teacher in the approved list of Journals notified on the UGC website/Scopus/Web of Science/PubMed during the last five years (8) |                        |                           |                     |                     |             |  |                               |
|---|--|------------------------|---------------------------|---------------------|---------------------|-------------|--|-------------------------------|
|   | Title of the paper   | Name/s of the author/s | Department of the teacher | Name of the journal | Year of publication | ISSN number | Link of the recognition in UGC enlistment of the Journal | Name of the indexing database |
|   |  |                        |                           |                     |                     |             |  |                               |
| <b>Upload:</b> <ul style="list-style-type: none"> <li>• List of research papers for the last five years by title, author, department, name of the UGC-listed journal with ISSN number and year of publication</li> <li>• Names of the indexing databases</li> <li>• Any other relevant information</li> </ul> |  |                        |                           |                     |                     |             |  |                               |

| <b>30</b>   | 3.3.4 Average number of books / chapters in edited volumes/books published and papers published in national/international conference-proceedings per teacher during the last five years (5) |                                     |                    |  |                        |                          |                     |                                     |  |                       |
|---|---|-------------------------------------|--------------------|--|------------------------|--------------------------|---------------------|-------------------------------------|--|-----------------------|
|   | Name of the teacher   | Title of the book/chapter 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 proceedings | Affiliating Institute at the time of publication | Name of the publisher |
|   |   |                                     |                    |  |                        |                          |                     |                                     |  |                       |
| <b>Upload:</b> <ul style="list-style-type: none"> <li>• List with the names of the teachers and the titles of the papers published during the last five years</li> <li>• Titles of the books published with ISBN number, name of the author/s, name of the publisher</li> <li>• Titles of the papers published in national/international conference proceedings, year of publication and details like ISSN number etc.</li> </ul> |   |                                     |                    |  |                        |                          |                     |                                     |  |                       |

| <b>Key Indicator - 3.4 Extension Activities (50)</b> |  |                                       |  |   |   |
|--|--|---------------------------------------|--|---|---|
| <b>31</b>  | 3.4.1 (QnM) Number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, the community, Government and Non-Government organizations engaging NSS/NCC/Red Cross/YRC/Institutional clubs etc. during the last five years. (10)                                       |                                       |  |   |   |
|  | <b>Year</b>  | <b>Name of the extension activity</b> | <b>Organising unit/ agency/ collaborating agency</b> | <b>Number of students who participated in such activities</b> | <b>Number of teachers who participated in such activities</b> |
|  |  |                                       |  |   |   |
|  | <b>Upload</b> <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. year-wise for the last five years</li> <li>• Geotagged photographs of events/activities</li> <li>• Any other relevant information</li> </ul> |                                       |  |   |   |

| <b>32</b> | 3.4.2 (QnM) Average percentage of students participating in extension activities conducted in collaboration with Government and Non-Government Organisations and in programmes such as Swachh Bharat, AIDS Awareness, Gender Issue, etc. during the last five years as stated in 3.4.1 (15)  |                             |  |   |
|-----------|--|-----------------------------|--|---|
|           | <b>Year</b>  | <b>Name of the activity</b> | <b>Organising unit/ agency/ collaborating agency</b> | <b>Number of students participated in such activities</b> |
|           |  |                             |  |   |
|           | <b>Upload</b> <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>• List of collaborating agencies/industry/community/Govt and non-Govt organizations etc.</li> <li>• Geotagged photographs of events/activities</li> </ul> |                             |  |   |

| <b>Key Indicator - 3.5 Collaboration (20)</b>   |   |  |  |                                  |  |  |                                      |                                      |
|---|---|--|--|----------------------------------|--|--|--------------------------------------|--------------------------------------|
| <b>33</b>   | 3.5.1 (QnM) Average number of Collaborative activities for research, faculty exchange, student exchange, industry-internship etc. per year for the last five years (10)   |  |  |                                  |  |  |                                      |                                      |
|   | <b>Year of collaboration</b>  | <b>Name of the collaborating agency with contact details</b>   | <b>Title of the Collaborative activity</b> | <b>Names of the participants</b> | <b>Source of financial support</b>                       | <b>Duration</b>  | <b>Nature of the activity</b>        | <b>Link to the relevant document</b> |
|   |   |  |  |                                  |  |  |                                      |                                      |
| <b>Upload:</b> <ul style="list-style-type: none"> <li>List of Collaborative activities conducted for research, faculty exchange, student exchange, industry-internship etc. per year for the last five years</li> <li>Certified copies of collaboration documents and exchange visits</li> <li>Link with collaborating Institutional website</li> </ul> |   |  |  |                                  |  |  |                                      |                                      |
| <b>34</b>   | 3.5.2 (QnM) Average number of functional MoUs/linkages with Institutions/Industries in India and abroad for academics, clinical training, internship, on the job training, project work, student/faculty exchange, collaborative research programmes etc. during the last five years (10) |  |  |                                  |  |  |                                      |                                      |
|   | <b>Year of commencement of the MoU/linkage</b>  | <b>Name of the partnering Institution/ Industry /research lab/corporate house with contact details</b> | <b>Title of the MoU/Linkage</b>            | <b>Duration (From-To)</b>        | <b>List the actual activities under each MoU/Linkage</b> | <b>Number of students/teachers participated under the MoUs</b> | <b>Link to the relevant document</b> |                                      |
|   |   |  |  |                                  |  |  |                                      |                                      |
| <b>Upload:</b> <ul style="list-style-type: none"> <li>e-copies of linkage-related Documents</li> <li>e-copies of functional MoUs</li> <li>Any other relevant information</li> </ul>   |   |  |  |                                  |  |  |                                      |                                      |

| <b>Criterion IV – Infrastructure and Learning Resources (100)</b>   |   |   |
|---|---|---|
| <b>Key Indicator - 4.1 Physical Facilities (25)</b>   |   |   |
| <b>35</b>   | 4.1.4 (QnM) <i>Average percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during the last five years (5)</i> |   |
|   | <b>Year</b>   | <b>Budget allocated for infrastructure development (INR Lakhs)</b>  |
|   |   | <b>Budget allocated for infrastructure augmentation (INR Lakhs)</b> |
| <b>Upload:</b> <ul style="list-style-type: none"> <li>• Details of budget allocation excluding salary year-wise during the last five years</li> <li>• Audited utilization statements</li> <li>• Any other relevant information</li> </ul> |   |   |

| <b>Key Indicator - 4.2 Clinical and Laboratory Learning Resources (20)</b> |  |                                      |                                      |                                      |                                      |                                      |                                      |                                      |                                      |                                      |                                      |
|--|--|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| <b>36</b>  | 4.2.2 (QnM) <i>Average number of patients per year treated as outpatients and inpatients in the teaching hospital for the last five years (7)</i><br>Or<br><i>Average number of students exposed to learning resource such as Laboratories, Animal House &amp; Herbal Garden per year during the last five years (7)</i> |                                      |                                      |                                      |                                      |                                      |                                      |                                      |                                      |                                      |                                      |
|  |  | <b>Year 1</b>                        |                                      | <b>Year 2</b>                        |                                      | <b>Year 3</b>                        |                                      | <b>Year 4</b>                        |                                      | <b>Year 5</b>                        |                                      |
|  |  | <b>Number of UG students exposed</b> | <b>Number of PG students exposed</b> | <b>Number of UG students exposed</b> | <b>Number of PG students exposed</b> | <b>Number of UG students exposed</b> | <b>Number of PG students exposed</b> | <b>Number of UG students exposed</b> | <b>Number of PG students exposed</b> | <b>Number of UG students exposed</b> | <b>Number of PG students exposed</b> |
|  | Laboratory resources   |                                      |                                      |                                      |                                      |                                      |                                      |                                      |                                      |                                      |                                      |
|  | Herbal Garden  |                                      |                                      |                                      |                                      |                                      |                                      |                                      |                                      |                                      |                                      |
| Animal House   |  |                                      |                                      |                                      |                                      |                                      |                                      |                                      |                                      |                                      |                                      |

|   |
|---|
| <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Details of the Laboratories, Animal House &amp; Herbal Garden</li> <li>• Number of UG, PG students exposed to Laboratories, Animal House &amp; Herbal Garden per year</li> <li>• Any other relevant information</li> </ul> |
|---|

|   |  |                          |                          |   |                          |                          |                          |   |                          |                          |
|---|--|--------------------------|--------------------------|---|--------------------------|--------------------------|--------------------------|---|--------------------------|--------------------------|
| <b>37</b>   | 4.2.3 (QnM) Availability of infrastructure for community-based learning; (6) |                          |                          |   |                          |                          |                          |   |                          |                          |
|   | <b>Attached satellite Primary Health Center</b>                              |                          |                          | <b>Attached Rural Health Center(s) for training of students</b> |                          |                          |                          | <b>Residential facility for students/trainees in the Health Center(s)</b> |                          |                          |
|   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> |
|   | <b>Yes</b>   | <b>No</b>                |                          | <b>Yes</b>  | <b>No</b>                |                          | <b>Yes</b>               | <b>No</b>   |                          |                          |
| <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Geotagged photographs of Health Centers</li> <li>• Any other relevant information</li> </ul> |  |                          |                          |   |                          |                          |                          |   |                          |                          |

|  |   |   |                          |  |                          |                                       |  |
|--|---|---|--------------------------|--|--------------------------|---------------------------------------|--|
| <b>Key Indicator - 4.3 Library as a Learning Resource (20)</b> |   |   |                          |  |                          |                                       |  |
| <b>38</b>  | 4.3.3 (QnM) Does the Institution have an e-Library with membership/registration for the following: (3)                  |   |                          |  |                          |                                       |  |
|  | 1. e – journals/e-books consortia<br>2. e-ShodhSindhu<br>3. Shodhganga<br>4. SWAYAM<br>5. Discipline-specific databases |   |                          |  |                          |                                       |  |
|  | <b>Year</b>   | <b>Name of service with membership/registration</b> | <b>Full text access</b>  |  | <b>Validity period</b>   | <b>Whether remote access provided</b> |  |
|  |   | <input type="checkbox"/>                            | <input type="checkbox"/> |  | <input type="checkbox"/> | <input type="checkbox"/>              |  |
|  |   |   |                          |  |                          |                                       |  |

|  |   |
|--|---|
|  | <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Details of subscription for e-journals, e-ShodhSindhu, Shodhganga membership etc. year-wise for the last five years</li> <li>• Details of e-resources with full-text access</li> <li>• Details of subscription with validity period</li> </ul> |
|--|---|

|           |  |   |   |  |
|-----------|--|---|---|--|
| <b>39</b> | 4.3.4 (QnM) 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> |
|           |  |   |   |  |
|           | <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Audited statements of accounts year-wise for the last five years.</li> <li>• Details of annual expenditure for the purchase of books and journals including e-journals year-wise during the last five years</li> <li>• Any other relevant information.</li> </ul> |   |   |  |

|           |  |                           |  |                                    |                                      |
|-----------|--|---------------------------|--|------------------------------------|--------------------------------------|
| <b>40</b> | 4.3.6 (QnM) E-content resources used by teachers: (3)  |                           |  |                                    |                                      |
|           | <p>E-content resources used by teachers:</p> <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>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> |
|           |  |                           |  |                                    |                                      |
|           | <p><b>Upload:</b></p>  |                           |  |                                    |                                      |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• Links to documents of e-content resources used.</li> <li>• Any other relevant information.</li> </ul> |
|--|--|

|   |   |   |  |  |   |
|---|---|---|--|--|---|
| <b>Key Indicator - 4.4 IT Infrastructure (15)</b> |   |   |  |  |   |
| <b>41</b>   | 4.4.1 (QnM) Percentage of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities (data for the preceding academic year) (5)   |   |  |  |   |
|   | <b>Number of classrooms and seminar halls with LCD only</b>   | <b>Number of classrooms and seminar halls with LCD and Wi-Fi / LAN facilities</b> | <b>Number of classrooms and seminar halls with LCD, smart board and Wi-Fi / LAN facilities</b> | <b>Number of classrooms and seminar halls with LCD, smart board, Wi-Fi / LAN, audio video recording facilities and any other mobile technology</b> | <b>Total number of classrooms and seminar halls</b> |
|   |   |   |  |  |   |
|   | <b>Upload:</b> <ul style="list-style-type: none"> <li>• Details of classrooms and seminar halls with ICT-enabled facilities</li> <li>• Geotagged photographs of the facilities</li> <li>• Any other relevant information</li> </ul> |   |  |  |   |

|   |   |                          |                            |                           |                    |
|---|---|--------------------------|----------------------------|---------------------------|--------------------|
| <b>42</b>   | 4.4.3 (QnM) Available bandwidth of internet connection in the Institution (Leased line) (5) |                          |                            |                           |                    |
|   | <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>• Any other relevant information</li> </ul> |   |                          |                            |                           |                    |

|  |   |
|--|---|
| <b>Key Indicator - 4.5 Maintenance of Campus Infrastructure (20)</b> |   |
| <b>43</b>  | 4.5.1 (QnM) Average expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component as a percentage year-wise during the last five years (10) |

|   |  |  |
|---|--|--|
| <b>Year</b>   | <b>Expenditure on maintenance of academic support facilities (excluding salary component) (INR in lakhs)</b> | <b>Expenditure on maintenance of physical facilities (excluding salary component) (INR in lakhs)</b> |
|   |  |  |
| <b>Upload:</b> <ul style="list-style-type: none"> <li>• Audited statements of accounts for maintenance</li> <li>• Details about approved budget and expenditure on physical and academic support facilities year-wise during the last five years</li> <li>• Any other relevant information</li> </ul> |  |  |

**Criterion V - Student Support and Progression (120)**

**Key Indicator - 5.1 Student Support (45)**

**44** 5.1.1 (QnM) Average percentage of students benefited by scholarships /freeships/fee waivers by Government/non-governmental agencies/the Institution during the last five years (10)

| <b>Year</b>   | <b>Name of the scheme</b> | <b>Number of students benefited by government scholarships/fee-waivers</b> | <b>Number of students benefited by scholarships/fee waivers by non-governmental agencies or the Institution</b> | <b>Total number of students</b> |
|---|---------------------------|--|---|---------------------------------|
|   |                           |  |   |                                 |
| <b>Upload:</b> <ul style="list-style-type: none"> <li>• List of students with Government-sanctioned scholarships/fee-waivers or scholarships/freeships/fee-waivers by non-governmental agencies or by the Institution year-wise during the last five years</li> <li>• Attested copies of sanction letters from the sanctioning authorities</li> <li>• Any other relevant information</li> </ul> |                           |  |   |                                 |

|           |  |                               |                                    |   |
|-----------|--|-------------------------------|------------------------------------|---|
| <b>45</b> | 5.1.2 (QnM) Capability enhancement and development schemes employed by the Institution for students (15)   |                               |                                    |   |
|           | Capability enhancement and development schemes:<br>1. Soft skills development<br>2. Language and communication skills development<br>3. Yoga and wellness<br>4. Analytical skill development<br>5. Human value development<br>6. Personality and professional development<br>7. Employability skills development |                               |                                    |   |
|           | <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>Upload:</b> <ul style="list-style-type: none"> <li>• Details of capability enhancement and skills development schemes</li> <li>• Link to Institutional website</li> </ul>   |                               |                                    |   |

|           |  |                           |  |  |
|-----------|--|---------------------------|--|--|
| <b>46</b> | 5.1.3 (QnM) Average percentage of students <i>provided training and guidance</i> for competitive examinations and career advancement offered by the Institution during the last five years (5)   |                           |  |  |
|           | <b>Year</b>  | <b>Name of the scheme</b> | <b>Number of students benefited by/attended / participated in career advancement/ competitive exams activities</b> | <b>Total number of students in the Institution</b> |
|           |  |                           |  |  |
|           | <b>Upload:</b> <ul style="list-style-type: none"> <li>• List of capability enhancement/development schemes offered by the Institution during the last five years</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 year-wise during the last five years</li> <li>• Any other relevant information</li> </ul> |                           |  |  |

|  |   |    |   |  |    |  |   |    |                        |    |
|--|---|----|---|--|----|--|---|----|------------------------|----|
| <b>47</b>  | <b>5.1.5 (QnM) <i>The Institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment / prevention of ragging</i> (13)</b> |    |   |  |    |  |   |    |                        |    |
|  | <b>Student grievances/ 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 |
| <b>Upload:</b> <ul style="list-style-type: none"> <li>Minutes of the meetings of student grievance redressal committee and anti-ragging committee and action-taken reports.</li> </ul> |   |    |   |  |    |  |   |    |                        |    |

|  |  |                                   |                              |             |              |                            |                            |            |             |              |            |              |             |              |                    |  |               |
|--|--|-----------------------------------|------------------------------|-------------|--------------|----------------------------|----------------------------|------------|-------------|--------------|------------|--------------|-------------|--------------|--------------------|--|---------------|
| <b>Key Indicator - 5.2 Student Progression (40)</b>  |  |                                   |                              |             |              |                            |                            |            |             |              |            |              |             |              |                    |  |               |
| <b>48</b>  | <b>5.2.1 (QnM) Average percentage of students qualifying in state/ national/ international level examinations during the last five years (eg: GATE/AICTE//GMAT/CAT/NEET/AYUSH/GRE/TOEFL/PLAB/USMLE/UPSC/Civil Services/State Government examinations- AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.) (10)</b> |                                   |                              |             |              |                            |                            |            |             |              |            |              |             |              |                    |  |               |
|  | <b>Year</b>  | <b>No. of students qualifying</b> | <b>Total no. of students</b> | <b>GATE</b> | <b>AICTE</b> | <b>G<br/>M<br/>A<br/>T</b> | <b>G<br/>P<br/>A<br/>T</b> | <b>CAT</b> | <b>NEET</b> | <b>AYUSH</b> | <b>GRE</b> | <b>TOEFL</b> | <b>PLAB</b> | <b>USMLE</b> | <b>UPS<br/>C</b>   | <b>Civil service/<br/>State Govt exams</b> | <b>Others</b> |
|  |  |                                   |                              |             |              |                            |                            |            |             |              |            |              |             |              |                    |  |               |
| Instruction: Please do not include individual university's entrance examinations.  |  |                                   |                              |             |              |                            |                            |            |             |              |            |              |             |              | <b>Grand total</b> |  |               |
| <b>Upload:</b> <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>Copies of the qualifying letters of the candidates</li> <li>Any other relevant information</li> </ul> |  |                                   |                              |             |              |                            |                            |            |             |              |            |              |             |              |                    |  |               |

|   |   |                                  |   |                                 |  |                                 |
|---|---|----------------------------------|---|---------------------------------|--|---------------------------------|
| <b>49</b>   | 5.2.2 (QnM) Average percentage of placement/self-employment in professional services of outgoing students during the last five years (15) |                                  |   |                                 |  |                                 |
|   | <b>Year</b>   | <b>Number of students placed</b> | <b>Number of students self-employed</b> | <b>Total number of students</b> | <b>Name of the employer with contact details</b> | <b>Programme graduated from</b> |
|   |   |                                  |   |                                 |  |                                 |
| <b>Upload:</b> <ul style="list-style-type: none"> <li>• Annual reports of Placement Cell</li> <li>• Self-attested list of students placed</li> <li>• Self-attested list of students self-employed</li> <li>• Details of student placement/self-employment during the last five years</li> </ul> |   |                                  |   |                                 |  |                                 |

|  |  |   |                                 |                                  |                                   |                                      |
|--|--|---|---------------------------------|----------------------------------|-----------------------------------|--------------------------------------|
| <b>50</b>  | 5.2.3 (QnM) Percentage of last batch of graduated students who have progressed to higher education (data for the preceding academic year) (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> | <b>Name of programme admitted to</b> |
|  |  |   |                                 |                                  |                                   |                                      |
| <b>Upload:</b> <ul style="list-style-type: none"> <li>• List of the last batch of graduated students who have progressed to higher education</li> <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 (25)</b> |   |                                 |               |                 |              |                        |                 |                      |                            |                          |
| <b>51</b>  | 5.3.1 (QnM) Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (Zonal)/National/International levels (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>Sports</b> | <b>Cultural</b> | <b>State</b> | <b>Regional /Zonal</b> | <b>National</b> | <b>International</b> | <b>Name of the student</b> | <b>Student ID number</b> |
|  |   |                                 |               |                 |              |                        |                 |                      |                            |                          |

|  |  |
|--|--|
|  | <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Certified e-copies of award letters and certificates.</li> <li>• Any other relevant information.</li> </ul> |
|--|--|

|           |  |                             |               |                 |
|-----------|--|-----------------------------|---------------|-----------------|
| <b>52</b> | 5.3.3 (QnM) Number of sports and cultural activities / competitions organised by the Institution year-wise during the last five years (10)   |                             |               |                 |
|           | <b>Year</b>  | <b>Name of the activity</b> | <b>Sports</b> | <b>Cultural</b> |
|           |  |                             |               |                 |
|           | <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• List of sports and cultural activities / competitions organised by the Institution year-wise during the last five years</li> <li>• Event photographs (random selection with titles and date(s) of the events marked)</li> <li>• Any other relevant information</li> </ul> |                             |               |                 |

|   |  |  |                                     |                     |                      |  |   |                      |  |                       |                      |  |                      |                      |  |                             |                      |  |
|---|--|--|-------------------------------------|---------------------|----------------------|--|---|----------------------|--|-----------------------|----------------------|--|----------------------|----------------------|--|-----------------------------|----------------------|--|
| <b>53</b>                               | 5.4.2 (QnM) Provide the areas of contribution by the Alumni Association / chapters during the last five years (05)   |  |                                     |                     |                      |  |   |                      |  |                       |                      |  |                      |                      |  |                             |                      |  |
|   | <b>Year</b>  |  | <b>List of Alumni contributions</b> | <b>Cultural</b>     |                      |  |   |                      |  |                       |                      |  |                      |                      |  |                             |                      |  |
|   |  |  |                                     |                     |                      |  |   |                      |  |                       |                      |  |                      |                      |  |                             |                      |  |
|   | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">A. Financial / kind</td> <td style="width: 5%;"><input type="text"/></td> <td style="width: 20%;"></td> </tr> <tr> <td>B. Donation of books /Journals/ volumes</td> <td><input type="text"/></td> <td></td> </tr> <tr> <td>C. Students placement</td> <td><input type="text"/></td> <td></td> </tr> <tr> <td>D. Student exchanges</td> <td><input type="text"/></td> <td></td> </tr> <tr> <td>E. Institutional endowments</td> <td><input type="text"/></td> <td></td> </tr> </table> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <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> |  |                                     | A. Financial / kind | <input type="text"/> |  | B. Donation of books /Journals/ volumes | <input type="text"/> |  | C. Students placement | <input type="text"/> |  | D. Student exchanges | <input type="text"/> |  | E. Institutional endowments | <input type="text"/> |  |
| A. Financial / kind                     | <input type="text"/>   |  |                                     |                     |                      |  |   |                      |  |                       |                      |  |                      |                      |  |                             |                      |  |
| B. Donation of books /Journals/ volumes | <input type="text"/>   |  |                                     |                     |                      |  |   |                      |  |                       |                      |  |                      |                      |  |                             |                      |  |
| C. Students placement                   | <input type="text"/>   |  |                                     |                     |                      |  |   |                      |  |                       |                      |  |                      |                      |  |                             |                      |  |
| D. Student exchanges                    | <input type="text"/>   |  |                                     |                     |                      |  |   |                      |  |                       |                      |  |                      |                      |  |                             |                      |  |
| E. Institutional endowments             | <input type="text"/>   |  |                                     |                     |                      |  |   |                      |  |                       |                      |  |                      |                      |  |                             |                      |  |

| <b>Criterion VI – Governance, Leadership and Management (100)</b>   |  |  |            |           |  |                               |   |
|---|--|--|------------|-----------|--|-------------------------------|---|
| <b>Key Indicator - 6.2 Strategy Development and Deployment (10)</b>   |  |  |            |           |  |                               |   |
| <b>54</b>   | 6.2.2 (QnM) Implementation of e-governance in areas of operation (5) |  |            |           |  |                               |   |
|   | <b>Areas of e governance</b>   |  | <b>Yes</b> | <b>No</b> |  | <b>Year of implementation</b> | <b>Link of relevant website/ document</b> |
|   | <b>Academic Planning and Development</b>                             |  | <b>Yes</b> | <b>No</b> |  |                               |   |
|   | <b>Administration</b>  |  | <b>Yes</b> | <b>No</b> |  |                               |   |
|   | <b>Finance and Accounts</b>  |  | <b>Yes</b> | <b>No</b> |  |                               |   |
|   | <b>Student Admission and Support</b>                                 |  | <b>Yes</b> | <b>No</b> |  |                               |   |
|   | <b>Examination</b>   |  | <b>Yes</b> | <b>No</b> |  |                               |   |
|   | <b>Upload:</b>   |  |            |           |  |                               |   |
| <ul style="list-style-type: none"> <li>• E-Governance architecture document</li> <li>• Screen shots of user interfaces</li> <li>• Any other relevant information</li> </ul> |  |  |            |           |  |                               |   |

| <b>Key Indicator - 6.3 Faculty Empowerment Strategies (30)</b>   |   |                            |   |  |                     |
|--|---|----------------------------|---|--|---------------------|
| <b>55</b>  | 6.3.2 (QnM) Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years (7) |                            |   |  |                     |
|  | <b>Year</b>   | <b>Name of the 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> |
|  |   |                            |   |  |                     |
| <b>Upload:</b>   |   |                            |   |  |                     |
| <ul style="list-style-type: none"> <li>• List of teachers provided with financial support to attend conferences, workshops etc. year-wise during the last five years</li> <li>• List of teachers provided with membership fee for professional bodies</li> <li>• List of conferences/workshops attended by the faculty year-wise during the last five years</li> <li>• Any other relevant information</li> </ul> |   |                            |   |  |                     |

|   |   |   |                         |                            |  |                         |                            |
|---|---|---|-------------------------|----------------------------|--|-------------------------|----------------------------|
| <b>56</b>   | 6.3.3 (QnM) <i>Average number of professional development / administrative training programmes organized by the College for teaching and non-teaching staff during the last five years</i><br>(Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,) (6) |   |                         |                            |  |                         |                            |
|   | <b>Year</b>   | <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 staff</b> | <b>Dates: From - To</b> | <b>No. of participants</b> |
|   |   |   |                         |                            |  |                         |                            |
| <b>Upload:</b> <ul style="list-style-type: none"> <li>List of professional development / administrative training programmes organized by the Institution for teaching and non-teaching staff year-wise during the last five years</li> <li>List of the participants who attended the professional development/administrative training programmes during the last five years</li> <li>List of organisations / agencies that sponsored/supported/supervised the programmes</li> </ul> |   |   |                         |                            |  |                         |                            |

|  |   |  |                                 |                               |                           |
|--|---|--|---------------------------------|-------------------------------|---------------------------|
| <b>57</b>  | 6.3.4 (QnM) Average percentage of teachers attending Faculty Development Programmes (FDP) and online programmes during the last five years (Orientation / Induction Programmes, Refresher Courses, Short-term Courses etc.) (6) |  |                                 |                               |                           |
|  | <b>Year</b>   | <b>Names of teachers who attended Faculty Development Programmes (including online programmes)</b> | <b>Total number of teachers</b> | <b>Title of the Programme</b> | <b>Duration From – To</b> |
|  |   |  |                                 |                               |                           |
| <b>Upload:</b> <ul style="list-style-type: none"> <li>List of teachers who attended Faculty Development Programmes including online programmes year-wise during the last five years</li> <li>List of sponsoring/supporting/supervising agencies</li> <li>Annual reports of the IQAC and the College for the last five years</li> </ul> |   |  |                                 |                               |                           |

| <b>Key Indicator - 6.4 Financial Management and Resource Mobilization (20)</b>   |   |  |   |   |   |
|--|---|--|---|---|---|
| <b>58</b>  | 6.4.3 (QnM) Funds / Grants received from government/non-governmental bodies/individuals/philanthropists during the last five years (excluding scholarships and research grants covered under Criterion III) (5) |  |   |   |   |
|  | <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 agency/philanthropist</b> | <b>Funds/ Grants received (INR in lakhs).</b> |
|  |   |  |   |   |   |
| <b>Upload:</b> <ul style="list-style-type: none"> <li>• Audited statements of accounts year-wise on funds/grants received for the last five years</li> <li>• List of government/non-governmental bodies/philanthropists that provided the funds / grants</li> <li>• Any other relevant information.</li> </ul> |   |  |   |   |   |

| <b>Key Indicator - 6.5 Internal Quality Assurance System (30)</b>  |   |  |              |  |                                    |
|--|---|--|--------------|--|------------------------------------|
| <b>59</b>  | 6.5.2 (QnM) Average percentage of teachers attending programs/workshops/seminars specific to quality improvement in the last 5 years (10) |  |              |  |                                    |
|  | <b>Year</b>   | <b>Title of the workshop/seminar specific to quality improvement</b> | <b>Venue</b> | <b>Total number of teachers in the Institution</b> | <b>Number of teachers attended</b> |
|  |   |  |              |  |                                    |
| <b>Upload:</b> <ul style="list-style-type: none"> <li>• Details of programmes/workshops/seminars specific to quality improvement attended by teachers year-wise during the last five years</li> <li>• List of teachers who attended programmes/workshops/seminars specific to quality improvement year-wise during the last five years</li> <li>• Any other relevant information.</li> </ul> |   |  |              |  |                                    |

|             |  |            |           |   |  |            |           |  |  |            |           |  |  |            |           |
|-------------|--|------------|-----------|---|--|------------|-----------|--|--|------------|-----------|--|--|------------|-----------|
| <b>60</b>   | 6.5.3 (QnM) The Institution adopts several Quality Assurance initiatives: (10)   |            |           |   |  |            |           |  |  |            |           |  |  |            |           |
|             | The Institution has implemented the following QA initiatives:  |            |           |   |  |            |           |  |  |            |           |  |  |            |           |
|             | <b>Regular meetings of the Internal Quality Assurance Cell (IQAC)</b>  |            |           | <b>Feedback from stakeholders collected, analysed and report submitted to College Management for improvements</b> |  |            |           | <b>Organization of workshops, seminars and orientation programmes on quality initiatives for teachers and administrative staff</b> |  |            |           | <b>Preparation of documents for Accreditation bodies (NAAC, NBA, ISO, NIRF etc.)</b> |  |            |           |
| <b>Year</b> |  | <b>Yes</b> | <b>No</b> |   |  | <b>Yes</b> | <b>No</b> |  |  | <b>Yes</b> | <b>No</b> |  |  | <b>Yes</b> | <b>No</b> |
|             | <b>Upload:</b> <ul style="list-style-type: none"> <li>• Annual reports of the College</li> <li>• Minutes of the IQAC meetings</li> <li>• Details to support initiative 2 and 3 above</li> <li>• Copies of AQARs prepared by the 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>61</b>  | <b>Gender equity (10)</b>   |  |                             |                               |
|  | 7.1.1 (QnM) Total number of gender sensitization programmes organized by the Institution during the last five years (5) |  |                             |                               |
|  | <b>Year</b>   | <b>Title of the Gender sensitization programme</b> | <b>Duration (From – To)</b> | <b>Number of participants</b> |
|  |   |  |                             |                               |

|  |  |
|--|--|
|  | <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• List of gender sensitization programmes organized by the Institution year-wise during the last five years</li> <li>• Geo-tagged photographs of the events</li> <li>• Any other relevant information.</li> </ul> |
|--|--|

|           |   |     |    |  |                    |     |    |   |  |     |    |                     |  |     |   |  |  |     |    |
|-----------|---|-----|----|--|--------------------|-----|----|---|--|-----|----|---------------------|--|-----|---|--|--|-----|----|
| <b>62</b> | <b>Environmental Consciousness and Sustainability (10)</b>  |     |    |  |                    |     |    |   |  |     |    |                     |  |     |   |  |  |     |    |
|           | 7.1.3 (QnM) The Institution has facilities for alternate sources of energy and energy conservation measures (data for the preceding academic year) (3)        |     |    |  |                    |     |    |   |  |     |    |                     |  |     |   |  |  |     |    |
|           | <b>Solar energy</b>   |     |    |  | <b>Wind energy</b> |     |    | <b>Sensor-based energy conservation</b> |  |     |    | <b>Biogas plant</b> |  |     | <b>Use of LED bulbs/power efficient equipment</b> |  |  |     |    |
|           |   | Yes | No |  |                    | Yes | No |   |  | Yes | No |                     |  | Yes | No  |  |  | Yes | No |
|           | <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Geo-tagged photographs of the facilities</li> <li>• Any other relevant information.</li> </ul> |     |    |  |                    |     |    |   |  |     |    |                     |  |     |   |  |  |     |    |

|           |  |   |    |  |                                      |     |    |  |  |     |    |                              |  |     |  |  |  |     |    |  |
|-----------|--|---|----|--|--------------------------------------|-----|----|--|--|-----|----|------------------------------|--|-----|--|--|--|-----|----|--|
| <b>63</b> | 7.1.5 (QnM) Water conservation facilities available in the Institution (2) |   |    |  |                                      |     |    |  |  |     |    |                              |  |     |  |  |  |     |    |  |
|           | <b>Rain water harvesting</b>   |   |    |  | <b>Borewell / Open well recharge</b> |     |    | <b>Construction of tanks and bunds</b> |  |     |    | <b>Waste water recycling</b> |  |     | <b>Maintenance of water bodies and distribution system in the campus</b> |  |  |     |    |  |
|           |  | Yes   | No |  |                                      | Yes | No |  |  | Yes | No |                              |  | Yes | No   |  |  | Yes | No |  |
|           |  | <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• Geo-tagged photographs/videos of the facilities</li> <li>• Any other relevant information.</li> </ul> |    |  |                                      |     |    |  |  |     |    |                              |  |     |  |  |  |     |    |  |

|  |  |     |    |  |                                 |     |    |  |                                     |     |    |  |                                   |     |    |  |  |     |    |  |
|--|--|-----|----|--|---------------------------------|-----|----|--|-------------------------------------|-----|----|--|-----------------------------------|-----|----|--|--|-----|----|--|
| <b>64</b>  | 7.1.6 (QnM) Green campus initiatives of the Institution include: (2) |     |    |  |                                 |     |    |  |                                     |     |    |  |                                   |     |    |  |  |     |    |  |
|  | <b>Restricted entry of automobiles</b>                               |     |    |  | <b>Battery-powered vehicles</b> |     |    |  | <b>Pedestrian-friendly pathways</b> |     |    |  | <b>Ban on the use of plastics</b> |     |    |  | <b>Landscaping with trees and plants</b> |     |    |  |
|  |  | Yes | No |  |                                 | Yes | No |  |                                     | Yes | No |  |                                   | Yes | No |  |  | Yes | No |  |
| <b>Documents:</b> <ul style="list-style-type: none"> <li>• Geo-tagged photographs/videos of the facilities</li> <li>• Any other relevant information.</li> </ul> |  |     |    |  |                                 |     |    |  |                                     |     |    |  |                                   |     |    |  |  |     |    |  |

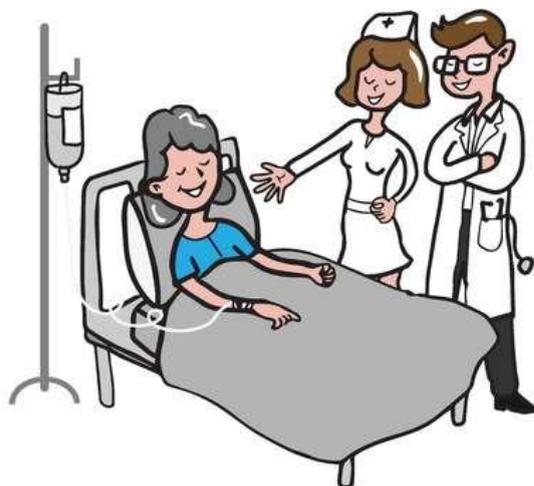
|  |   |     |    |  |                                    |     |    |  |  |     |    |  |   |     |    |  |   |     |    |  |
|--|---|-----|----|--|------------------------------------|-----|----|--|--|-----|----|--|---|-----|----|--|---|-----|----|--|
| <b>Differently-abled (Divyangjan) friendliness: (10)</b>   |   |     |    |  |                                    |     |    |  |  |     |    |  |   |     |    |  |   |     |    |  |
| <b>65</b>  | 7.1.7: The Institution has disabled-friendly, barrier-free environment in the campus (10) |     |    |  |                                    |     |    |  |  |     |    |  |   |     |    |  |   |     |    |  |
|  | <b>Built environment with ramps/lifts with easy access to classrooms</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> |     |    |  |
|  |   | Yes | No |  |                                    | Yes | No |  |  | Yes | No |  |   | Yes | No |  |   | Yes | No |  |
| <b>Upload:</b> <ul style="list-style-type: none"> <li>• Geo-tagged photographs / videos of the facilities</li> <li>• Any other relevant information</li> </ul> |   |     |    |  |                                    |     |    |  |  |     |    |  |   |     |    |  |   |     |    |  |

| <b>Human Values and Professional Ethics (10)</b> |   |     |    |  |  |     |    |   |  |     |    |   |  |     |    |  |
|--|---|-----|----|--|--|-----|----|---|--|-----|----|---|--|-----|----|--|
| <b>66</b>  | 7.1.9 (QnM) Code of conduct handbook exists for students, teachers and academic and administrative staff including the Dean/Principal/Officials and support staff (6)   |     |    |  |  |     |    |   |  |     |    |   |  |     |    |  |
|  | <b>The Code of conduct is displayed on the website</b>  |     |    |  | <b>Committee to monitor adherence to the code of conduct</b> |     |    | <b>Professional ethics programmes are organized regularly for students, teachers, academic and administrative staff</b> |  |     |    | <b>Annual awareness programmes on the code of conduct are organized</b> |  |     |    |  |
|  |   | Yes | No |  |  | Yes | No |   |  | Yes | No |   |  | Yes | No |  |
|  |   |     |    |  |  |     |    |   |  |     |    |   |  |     |    |  |
|  | <b>Upload:</b> <ul style="list-style-type: none"> <li>• Institutional code of conduct and code of ethics</li> <li>• Information on the composition of the monitoring committee, its activities and the number of programmes organized during the last five years</li> <li>• Any other relevant information</li> </ul> |     |    |  |  |     |    |   |  |     |    |   |  |     |    |  |



NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC), BENGALURU

## Manual of Health Sciences for Colleges



### UNIFIED Manual for Health Sciences Colleges

#### Part –B for 100 weightage.

Part-A is applicable to all types of Health Sciences Colleges where as Part -B is discipline specific (Medical, Dental, Pharmacy, Nursing, Ayurveda, Yoga / Naturopathy, Unani, Siddha, Homeopathy Physiotherapy and Allied Health Sciences). This Manual is applicable for all cycles including the Re-Assessment. This is applicable to affiliated / Constituent Colleges only.

10<sup>th</sup> February 2019

**Manual of Health Sciences for Colleges  
Part- B- Health Science Disciplines**

**Key Indicator 8.1 - Medical College**

**Weightage -100**

| Sl. No.   |   | Weight age  |                                 |                            |                          |  |  |  |  |   |
|---|---|---|---------------------------------|----------------------------|--------------------------|--|--|--|--|---|
| 8.1.1<br>QnM  | <p><i>NEET percentile scores of students enrolled for the MBBS programme for the preceding academic year.</i></p> <p><b>The range of NEET percentile scores of students enrolled for the MBBS programme during the preceding academic year:</b></p> <table border="1"> <thead> <tr> <th>Number of students enrolled for the MBBS programme during the preceding academic year</th> <th>Range of NEET percentile scores</th> <th>Mean NEET percentile score</th> <th>SD-NEET percentile score</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <ol style="list-style-type: none"> <li>1. Compute <math>\bar{X}</math> (College), the mean NEET Score for the College</li> <li>2. Let n denote the number of students admitted to the college</li> <li>3. Compute the Z score</li> </ol> <p><b>Formula:</b> <math display="block">Z = \frac{\bar{X} \text{ (College)} - \bar{X} \text{ (National)}}{\sqrt{\frac{\sigma}{n}}}</math></p> <p><b>General Objective of the metric:</b><br/>The metric seeks to ascertain the <b>relative standing</b> of the College being assessed as reflected by students' preference for admission</p> <p><b>Data requirement :</b></p> <ol style="list-style-type: none"> <li>(a) National level Mean NEET score, call it <math>\bar{X}</math> (National)</li> <li>(b) National level Standard Deviation, call it <math>\sigma</math></li> </ol> <p>The college should provide data on the NEET scores of students admitted to it.</p> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• List of students enrolled for the MBBS programme for the preceding academic year</li> <li>• NEET <b>percentile scores</b> of students enrolled for the MBBS programme during the preceding academic year.</li> <li>• Any other relevant information</li> </ul> | Number of students enrolled for the MBBS programme during the preceding academic year | Range of NEET percentile scores | Mean NEET percentile score | SD-NEET percentile score |  |  |  |  | 8 |
| Number of students enrolled for the MBBS programme during the preceding academic year | Range of NEET percentile scores   | Mean NEET percentile score  | SD-NEET percentile score        |                            |                          |  |  |  |  |   |
|   |   |   |                                 |                            |                          |  |  |  |  |   |
| 8.1.2<br>QIM  | <p><i>Students are exposed to quality of care and patient safety procedures including infection prevention and control practices as practiced by the teaching hospital in didactic and practical sessions during their clinical postings.</i></p>   | 8   |                                 |                            |                          |  |  |  |  |   |

|  |  |                                 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                                |
|--|--|---------------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--------------------------------|
|  | <p>Describe the procedures followed by the College in providing theoretical and practical exposure to quality of care and patient safety issues and practices followed by the teaching hospital within 500 words.</p> <p><b>Provide weblink to:</b></p> <ul style="list-style-type: none"> <li>• Documents pertaining to quality of care and patient safety practices followed by the teaching hospital</li> <li>• Any other relevant information</li> </ul>   |                                 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                                |
| <p><b>8.1.3</b><br/><b>QnM</b></p>   | <p><b><i>Average percentage of fulltime teachers who have acquired additional postgraduate Degrees/Diplomas/Fellowships beyond the eligibility requirements from recognized centers/universities in India or abroad. (Eg: AB, FRCS, MRCP, FAMS, FAIMER &amp; IFME Fellowships, Ph D in Medical Education etc.)</i></b></p> <p><b>(excluding those mentioned in metric 2.4.2)</b></p> <p>Data to be provided for the last five years</p> <table border="1" data-bbox="341 927 1206 1106"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of full-time teachers with additional PG Degrees /Diplomas /Fellowships</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p><b>Formula:</b><br/>Percentage of full-time teachers in the last five years with additional PG Degrees/Diplomas/Fellowships in their specialties =</p> $\frac{\text{Number of fulltime teachers with additional Degrees,Diplomas or Fellowships in the last 5 years}}{\text{Number of fulltime teachers during the last five years}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• List of fulltime teachers with additional Degrees, Diplomas such as AB, FRCS, MRCP, FAMS, FAIMER/IFME Fellowships, Ph D in Medical Education etc. during the last 5 years</li> <li>• Attested e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships</li> <li>• Any other relevant information</li> </ul> | Year                            |  |  |  |  |  | Number of full-time teachers with additional PG Degrees /Diplomas /Fellowships |  |  |  |  |  |  |  |  |  |  |  | <p align="center"><b>8</b></p> |
| Year   |  |                                 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                                |
| Number of full-time teachers with additional PG Degrees /Diplomas /Fellowships |  |                                 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                                |
|  |  |                                 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                                |
| <p><b>8.1.4.</b><br/><b>QIM</b></p>  | <p><b><i>The Institution has introduced objective methods to measure and certify attainment of specific clinical competencies by MBBS students/interns as stated in the undergraduate curriculum by the Medical Council of India</i></b></p> <p>Describe the objective methods adopted by the College to measure and certify the attainment of clinical competencies by MBBS</p>   | <p align="center"><b>10</b></p> |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                                |

|                                     |  |                                 |
|-------------------------------------|--|---------------------------------|
|                                     | <p>students/interns as stated in the undergraduate curriculum by the Medical Council of India</p> <p>Response to be provided within 500 words</p> <p><b>Provide weblink to:</b></p> <ul style="list-style-type: none"> <li>• Report on the list and steps taken by the College to measure attainment of specific clinical competencies by the MBBS students/interns stated in the undergraduate curriculum during the last five years</li> <li>• Geotagged photographs of the objective methods used like OSCE/OSPE</li> <li>• Any other relevant information.</li> </ul>  |                                 |
| <p><b>8.1.5.</b><br/><b>QIM</b></p> | <p><b><i>Instructional sessions for students introduced by the College on the Medical, Legal, Ethical and Social Issues involved in organ transplantation.</i></b></p> <p>Give a description of the instructional sessions for students introduced by the College on the Medical, Legal, Ethical and Social Issues involved in organ transplantation.</p> <p>Provide a response within 500 words.</p> <p><b>Provide weblink to:</b></p> <ul style="list-style-type: none"> <li>• National/State level policies on organ transplantation as adopted by the Institution</li> <li>• Report on the teaching sessions on medical, legal, ethical and social issues involved in organ transplantation</li> <li>• Any other relevant information</li> </ul>   | <p align="center"><b>10</b></p> |
| <p><b>8.1.6.</b><br/><b>QIM</b></p> | <p><b><i>Students are exposed to the organization and operational features of the Immunization Clinic functioning in the hospital as per WHO guidelines for childhood immunization.</i></b></p> <p>Describe the functioning of the Immunization Clinic in the Institution as per the quality specifications stated in WHO guidelines and the steps taken to provide students with information on its relevance and operational features within 500 words.</p> <p><b>Provide weblink to:</b></p> <ul style="list-style-type: none"> <li>• Report on the functioning of the Immunization Clinic</li> <li>• Report on the teaching sessions carried out on the relevance and operational features of the Immunization clinic.</li> <li>• Quality maintenance records in compliance with WHO guidelines during the preceding academic year</li> <li>• Any other relevant information.</li> </ul> | <p align="center"><b>10</b></p> |

|                                      |  |                                 |                                    |                      |                                |
|--------------------------------------|--|---------------------------------|------------------------------------|----------------------|--------------------------------|
| <p><b>8.1.7.</b><br/><b>Q1M</b></p>  | <p><i>The College has adopted methods to define and implement Medical graduate attributes with a system of evaluation of attainment of the same.</i></p> <p>Describe the Medical graduate attributes developed by the College and the steps taken to implement and assess the attainment of the same.</p> <p>Provide weblink to:</p> <ul style="list-style-type: none"> <li>• Medical graduate attributes as described in the website of the College.</li> <li>• Any other relevant information.</li> </ul>  | <p align="center"><b>10</b></p> |                                    |                      |                                |
| <p><b>8.1.8.</b><br/><b>Q1M</b></p>  | <p><i>Activities of the Medical Education Unit of the College in conducting a range of Faculty Development Programmes in emerging trends in Medical Educational Technology.</i></p> <p>Describe the Faculty Development Programmes organized by the MEU of the College in the areas of emerging trends in Medical Educational Technology during the last 5 years.</p> <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 seminars/conferences/workshops on emerging trends in Medical Educational Technology organized by the MEU year-wise during the last five years.</li> <li>• Year-wise list of teachers who participated in the seminars/conferences/ workshops on emerging trends in Medical Educational technology organized by the MEU of the College during the last five years</li> <li>• Any other relevant information</li> </ul> | <p align="center"><b>10</b></p> |                                    |                      |                                |
| <p><b>8.1.9.</b><br/><b>QnM</b></p>  | <p><i>Is the teaching hospital / clinical laboratory accredited by any National Accrediting Agency?</i></p> <p>1. NABH Accreditation of the teaching hospital <input type="checkbox"/></p> <p>2. NABL Accreditation of the laboratories <input type="checkbox"/></p> <p>3. ISO Certification of the departments / divisions <input type="checkbox"/></p> <p>4. Other Recognized Accreditation / Certifications <input type="checkbox"/></p> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• e-copies of Certificate/s of Accreditations</li> <li>• Any other relevant documents</li> </ul>  | <p align="center"><b>10</b></p> |                                    |                      |                                |
| <p><b>8.1.10.</b><br/><b>QnM</b></p> | <p><i>Average percentage of first year students, provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work in the last five years.</i></p> <table border="1" data-bbox="341 2047 1278 2083"> <tr> <td>Year</td> <td>Number of students admitted in the</td> <td>Number of First year</td> </tr> </table>   | Year                            | Number of students admitted in the | Number of First year | <p align="center"><b>8</b></p> |
| Year                                 | Number of students admitted in the   | Number of First year            |                                    |                      |                                |

|  | first year of the teaching programmes during the last five years   | students administered immunization /prophylaxis |          |
|--|--|---|----------|
| Year 1   |  |   |          |
| Year 2   |  |   |          |
| Year 3   |  |   |          |
| Year 4   |  |   |          |
| Year 5   |  |   |          |
| <p>Formula:</p> <p>Percentage per year = <math>\frac{\text{provided prophylactic immunization during last five year}}{\text{Number of first year Students admitted in last five years}} \times 100</math></p> $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Policies documents regarding preventive immunization of students, teachers and hospital staff likely to be exposed to communicable diseases during their clinical work.</li> <li>• List of students, teachers and hospital staff, who received such immunization during the preceding academic year</li> <li>• Any other relevant information.</li> </ul> |  |   |          |
| <b>8.1.11 QIM</b>  | <p><i>Steps/procedures adopted by the College to expose students to contemporary medico-legal practices and third-party payers/insurance mechanisms, indemnity insurance protection etc. relevant to the clinician/provider as well as the patient/recipient.</i></p> <p>Describe the procedure/method and policy the Institution follows within 500 words.</p> <p><b>Provide weblink to:</b></p> <ul style="list-style-type: none"> <li>• Policy documents regarding relevant laws, insurance policies medical indemnity insurance cover for the clinical faculty</li> <li>• List of clinical faculty covered by medical indemnity insurance policy by the Institution</li> <li>• Any other relevant information</li> </ul> |   | <b>8</b> |

Key Indicator 8.2 – Dental College

Weightage -100

| Sl. No.  |  | Weightage  |                                 |                            |                          |  |  |  |  |   |
|--|--|--|---------------------------------|----------------------------|--------------------------|--|--|--|--|---|
| 8.2.1.<br>QnM  | <p><i>NEET percentile scores of students enrolled for the BDS programme for the preceding academic year.</i></p> <p><b>The range of NEET percentile scores of students enrolled for the BDS programme during the preceding academic year:</b></p> <table border="1"> <thead> <tr> <th>Number of students enrolled for the BDS programme during the preceding academic year</th> <th>Range of NEET percentile scores</th> <th>Mean NEET percentile score</th> <th>SD-NEET percentile score</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <ol style="list-style-type: none"> <li>1. Compute <math>\bar{X}</math> (College), the mean NEET Score for the College</li> <li>2. Let n denote the number of students admitted to the college</li> <li>3. Compute the Z score</li> </ol> <p><b>Formula:</b> <math display="block">Z = \frac{\bar{X}(\text{College}) - \bar{X}(\text{National})}{\sqrt{\frac{\sigma}{n}}}</math></p> <p><b>General Objective of the metric:</b><br/>The metric seeks to ascertain the <b>relative standing</b> of the College being assessed as reflected by students' preference for admission</p> <p><b>Data requirement :</b></p> <ol style="list-style-type: none"> <li>(c) National level Mean NEET score, call it <math>\bar{X}</math> (National)</li> <li>(d) National level Standard Deviation, call it <math>\sigma</math></li> </ol> <p>The college should provide data on the NEET scores of students admitted to it.</p> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• List of students enrolled for the BDS programme for the preceding academic year</li> <li>• NEET <b>percentile scores</b> of students enrolled for the MBBS programme during the preceding academic year.</li> <li>• Any other relevant information.</li> </ul> | Number of students enrolled for the BDS programme during the preceding academic year | Range of NEET percentile scores | Mean NEET percentile score | SD-NEET percentile score |  |  |  |  | 5 |
| Number of students enrolled for the BDS programme during the preceding academic year | Range of NEET percentile scores  | Mean NEET percentile score   | SD-NEET percentile score        |                            |                          |  |  |  |  |   |
|  |  |  |                                 |                            |                          |  |  |  |  |   |
| 8.2.2.<br>QIM  | <p><b><i>The Institution ensures adequate training for students in pre-clinical skills</i></b></p> <p><b>Describe the steps taken to improve pre-clinical skills along with details of facilities available for students such as pre-clinical skill labs (within 500 word)</b></p> <p><b>File Description:</b></p> <ol style="list-style-type: none"> <li>1. Geo tagged Photographs of the pre clinical laboratories</li> <li>2. Any other relevant information</li> </ol>   | 5  |                                 |                            |                          |  |  |  |  |   |

|                          |  |                                 |
|--------------------------|--|---------------------------------|
| <p><b>8.2.3. QnM</b></p> | <p><b><i>Institution follows infection control protocols during clinical teaching</i></b></p> <ol style="list-style-type: none"> <li>1. Central Sterile Supplies Department (CSSD) (Registers maintained) <input type="checkbox"/></li> <li>2. Provides Personal Protective Equipment (PPE) while working in the clinic <input type="checkbox"/></li> <li>3. Patient safety curriculum <input type="checkbox"/></li> <li>4. Periodic fumigation / fogging for all clinical areas (Registers maintained) <input type="checkbox"/></li> <li>5. Immunization of all the caregivers (Registers maintained) <input type="checkbox"/></li> <li>6. Needle stick <i>injury</i> Register <input type="checkbox"/></li> </ol> <p><b>File Description</b></p> <ul style="list-style-type: none"> <li>• Central Sterile Supplies Department (CSSD) Register (Random Verification by DVV)</li> <li>• Fumigation / fogging Register (Random Verification by DVV)</li> <li>• Immunization Register of preceding year</li> </ul> | <p align="center"><b>10</b></p> |
| <p><b>8.2.4. QIM</b></p> | <p><b><i>Orientation / Foundation courses practiced in the institution for students entering the college / clinics / internship:</i></b></p> <p>Describe in less than 500 words about</p> <ol style="list-style-type: none"> <li>a. Orientation for fresh students</li> <li>b. White coat ceremony</li> <li>c. Workshops on patient care (community skills, infection control, biomedical waste management, professional ethics)</li> <li>d. Internship orientation</li> <li>e. Any other</li> </ol> <p><b>Provide weblink to</b></p> <ul style="list-style-type: none"> <li>• Orientation circulars</li> <li>• Programme report</li> </ul>  | <p align="center"><b>5</b></p>  |
| <p><b>8.2.5. QnM</b></p> | <p><b><i>The students are trained for using High End Equipment for Diagnostic and therapeutic purposes in the Institution.</i></b></p> <ol style="list-style-type: none"> <li>1. Cone Beam Computed Tomogram (CBCT) <input type="checkbox"/></li> <li>2. CAD/CAM facility <input type="checkbox"/></li> <li>3. Imaging and morphometric softwares <input type="checkbox"/></li> <li>4. Endodontic microscope <input type="checkbox"/></li> <li>5. Dental LASER Unit <input type="checkbox"/></li> <li>6. Extended application of light based microscopy (phase contrast microscopy/polarized microscopy/fluorescent microscopy) <input type="checkbox"/></li> <li>7. Immunohistochemical (IHC) set up <input type="checkbox"/></li> </ol> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Invoice of Purchase</li> <li>• Usage registers</li> <li>• Geotagged Photographs</li> </ul>  | <p align="center"><b>10</b></p> |

|   |   |                                 |  |   |  |  |  |                                |
|---|---|---------------------------------|--|---|--|--|--|--------------------------------|
| <p><b>8.2.6.</b><br/><b>QnM</b></p>   | <p><b><i>Institution provides student training in specialized clinics and facilities for care and treatment such as:</i></b></p> <ol style="list-style-type: none"> <li>1. Comprehensive / integrated clinic <input type="checkbox"/></li> <li>2. Implant clinic <input type="checkbox"/></li> <li>3. Geriatric clinic <input type="checkbox"/></li> <li>4. Special health care needs clinic <input type="checkbox"/></li> <li>5. Tobacco cessation clinic <input type="checkbox"/></li> <li>6. Esthetic clinic <input type="checkbox"/></li> </ol> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Geotagged Photographs of facilities</li> <li>• Any other relevant information</li> </ul>   | <p align="center"><b>10</b></p> |  |   |  |  |  |                                |
| <p><b>8.2.7.</b><br/><b>QnM</b></p>   | <p><b><i>Average percentage of full-time teachers who have acquired additional postgraduate Degrees/Diplomas/Fellowships beyond the eligibility requirements from recognized centers/universities in India or abroad. (Eg: AB, FRCS, MRCP, FAMS, FAIMER &amp; IFME Fellowships, Ph D in Dental Education etc.) during last five years</i></b></p> <p>Data to be provided for the last five years</p> <table border="1" data-bbox="308 994 1203 1137"> <tr> <td>During the last five Years</td> <td></td> </tr> <tr> <td>Number of fulltime teachers with additional PG Degrees /Diplomas /Fellowships</td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </table> <p><b>Formula:</b><br/>Percentage of full time teachers in the last five years with additional PG Degrees/Diplomas/Fellowships in their specialties =</p> $\frac{\text{Number of fulltime teachers with additional Degrees,Diplomas or Fellowships in the last five years}}{\text{Total number of fulltime teachers during the last five years}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• List of fulltime teachers with additional Degrees, Diplomas such as AB, FRCS, MRCP, FAMS, FAIMER/IFME Fellowships, Ph D in Dental Education etc. during the last 5 years</li> <li>• Attested e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships</li> <li>• Any other relevant information.</li> </ul> | During the last five Years      |  | Number of fulltime teachers with additional PG Degrees /Diplomas /Fellowships |  |  |  | <p align="center"><b>5</b></p> |
| During the last five Years  |   |                                 |  |   |  |  |  |                                |
| Number of fulltime teachers with additional PG Degrees /Diplomas /Fellowships |   |                                 |  |   |  |  |  |                                |
|   |   |                                 |  |   |  |  |  |                                |
| <p><b>8.2.8.</b><br/><b>QIM</b></p>   | <p><b><i>The Institution has introduced objective methods to measure and certify attainment of specific clinical competencies by BDS students/interns as stated in the undergraduate curriculum by the Dental Council of India</i></b></p> <p>Describe the objective methods adopted by the College to measure and certify the attainment of clinical competencies by BDS</p>   | <p align="center"><b>10</b></p> |  |   |  |  |  |                                |

|                           | <p>students/interns as stated in the undergraduate curriculum by the Dental Council of India</p> <p>Response to be provided within 500 words</p> <p><b>Provide weblink to:</b></p> <ul style="list-style-type: none"> <li>• Report on the list and steps taken by the College to measure attainment of specific competencies by the BDS students/interns stated in the undergraduate curriculum during the last five years</li> <li>• Geotagged photographs of the objective methods used like OSCE/OSPE</li> <li>• List of competencies</li> <li>• Any other relevant information</li> </ul>  |  |  |  |        |  |  |        |  |  |        |  |  |        |  |  |        |  |  |                                 |
|---------------------------|--|--|--|--|--------|--|--|--------|--|--|--------|--|--|--------|--|--|--------|--|--|---------------------------------|
| <p><b>8.2.9. QnM</b></p>  | <p><i>Average percentage of first year students, provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work in the last five years.</i></p> <table border="1" data-bbox="306 887 1260 1167"> <thead> <tr> <th>Year</th> <th>Number of students admitted in the first year of the teaching programmes</th> <th>Number of First year students administered immunization /prophylaxis for Hepatitis-B</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td></td> <td></td> </tr> <tr> <td>Year 2</td> <td></td> <td></td> </tr> <tr> <td>Year 3</td> <td></td> <td></td> </tr> <tr> <td>Year 4</td> <td></td> <td></td> </tr> <tr> <td>Year 5</td> <td></td> <td></td> </tr> </tbody> </table> <p>Formula:<br/>Percentage per year = <math display="block">\frac{\text{Number of first year students provided prophylactic immunization—Hepatitis–B during last five year}}{\text{Number of first year Students admitted in last five years}} \times 100</math></p> <p><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>• Policies documents regarding preventive immunization of students, teachers and hospital staff likely to be exposed to communicable diseases during their clinical work.</li> <li>• List of students, teachers and hospital staff, who received such immunization during the preceding academic year</li> <li>• Any other relevant information.</li> </ul> | Year   | Number of students admitted in the first year of the teaching programmes | Number of First year students administered immunization /prophylaxis for Hepatitis-B | Year 1 |  |  | Year 2 |  |  | Year 3 |  |  | Year 4 |  |  | Year 5 |  |  | <p align="center"><b>10</b></p> |
| Year                      | Number of students admitted in the first year of the teaching programmes   | Number of First year students administered immunization /prophylaxis for Hepatitis-B |  |  |        |  |  |        |  |  |        |  |  |        |  |  |        |  |  |                                 |
| Year 1                    |  |  |  |  |        |  |  |        |  |  |        |  |  |        |  |  |        |  |  |                                 |
| Year 2                    |  |  |  |  |        |  |  |        |  |  |        |  |  |        |  |  |        |  |  |                                 |
| Year 3                    |  |  |  |  |        |  |  |        |  |  |        |  |  |        |  |  |        |  |  |                                 |
| Year 4                    |  |  |  |  |        |  |  |        |  |  |        |  |  |        |  |  |        |  |  |                                 |
| Year 5                    |  |  |  |  |        |  |  |        |  |  |        |  |  |        |  |  |        |  |  |                                 |
| <p><b>8.2.10. QIM</b></p> | <p><i>The College has adopted methods to define and implement Dental graduate attributes with a system of evaluation of attainment of such attributes.</i></p> <p>Describe the Dental graduate attributes developed by the College and the steps taken to implement and assess the attainment of such attributes.</p>  | <p align="center"><b>10</b></p>  |  |  |        |  |  |        |  |  |        |  |  |        |  |  |        |  |  |                                 |

|                                      |   |                                    |                              |                                    |  |  |  |                                 |  |  |  |  |  |                                 |
|--------------------------------------|---|------------------------------------|------------------------------|------------------------------------|--|--|--|---------------------------------|--|--|--|--|--|---------------------------------|
|                                      | <p>Provide weblink to:</p> <ul style="list-style-type: none"> <li>Dental graduate attributes as described in the website of the College.</li> <li>Any other relevant information.</li> </ul>  |                                    |                              |                                    |  |  |  |                                 |  |  |  |  |  |                                 |
| <p><b>8,2,11. QnM</b></p>            | <p><b><i>Average per capita expenditure on Dental materials and other consumables used for student training during the last five years.</i></b></p> <table border="1" data-bbox="320 479 1145 609"> <tr> <td><b>Year</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Amount in INR (Lakhs)</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p><b>Formula:</b><br/> <b>Per capita expenditure per year :</b><br/> <math display="block">\frac{\text{Expenditure on consumables used for student clinical training in a year}}{\text{Total number of students in that year}}</math></p> <p><b>Average Per capita expenditure =</b> <math display="block">\frac{\sum \text{Per capita expenditure per year}}{5}</math></p> <p>Data Requirement for last five years:(As per Data Template in Section B)</p> <ul style="list-style-type: none"> <li>Details of expenditure on consumables used for student clinical training during the last five years</li> </ul> <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>Audited statements of accounts.</li> <li>Any other relevant information</li> </ul>               | <b>Year</b>                        |                              |                                    |  |  |  | <b>Amount in INR (Lakhs)</b>    |  |  |  |  |  | <p align="center"><b>10</b></p> |
| <b>Year</b>                          |   |                                    |                              |                                    |  |  |  |                                 |  |  |  |  |  |                                 |
| <b>Amount in INR (Lakhs)</b>         |   |                                    |                              |                                    |  |  |  |                                 |  |  |  |  |  |                                 |
| <p><b>8.2.12. Q<sub>1</sub>M</b></p> | <p><b><i>Establishment of Dental Education Department by the College for the range and quality of Faculty Development Programmes in emerging trends in Dental Educational Technology organized by it.</i></b></p> <p>Describe the Faculty Development Programmes organized by the department of the College in the areas of emerging trends in Dental Educational Technology during the last 5 years.</p> <p>Response to be provided within 500 words</p> <table border="1" data-bbox="306 1615 1241 1684"> <tr> <td><b>Year</b></td> <td><b>Name of the programme</b></td> <td><b>Number of teachers attended</b></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <p><b>Provide weblink to:</b></p> <ul style="list-style-type: none"> <li>List of seminars/conferences/workshops on emerging trends in Dental Educational Technology organized by the DEU year-wise during the last five years.</li> <li>List of teachers year-wise who participated in the seminars/conferences/ workshops on emerging trends in Medical Educational technology organized by the DEU of the College during the last five years</li> <li>Any other relevant information</li> </ul> | <b>Year</b>                        | <b>Name of the programme</b> | <b>Number of teachers attended</b> |  |  |  | <p align="center"><b>10</b></p> |  |  |  |  |  |                                 |
| <b>Year</b>                          | <b>Name of the programme</b>  | <b>Number of teachers attended</b> |                              |                                    |  |  |  |                                 |  |  |  |  |  |                                 |
|                                      |   |                                    |                              |                                    |  |  |  |                                 |  |  |  |  |  |                                 |

**Key Indicator 8.3 – Nursing College**

**Weightage -100**

| Sl. No.  |  | Weightage        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                  |
|--|--|------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|------------------|
| <p><b>8.3.1.</b><br/><b>QIM</b></p>  | <p><i>Training in the clinical skills and simulation labs are organized with reference to acquisition and enhancement of skills in basic and advance procedures such as BLS/ALS, Venepuncture, ET intubation/suctioning, central line insertion procedures (PG- as per clinical specialty).</i></p> <p>Describe the organization and functioning of the clinical skills and simulation labs with reference to acquisition and enhancement of skills in basic and advance procedures such as BLS/ALS, Venepuncture, ET intubation/suctioning, central line insertion procedures (PG- as per clinical specialty).</p> <p>Describe the mechanism for monitoring of student learning in the clinical skills labs.</p> <p>Response to be provided within 500 words</p> <p><b>Provide weblink to:</b></p> <ul style="list-style-type: none"> <li>• Policy on the use of clinical skills and simulation labs in the acquisition and enhancement of skills in basic and complex procedures such as endoscopic surgery and interventional procedures.</li> <li>• Geotagged photographs/videos of the facilities</li> <li>• Student feedback on the effectiveness of the facilities.</li> <li>• Any other relevant information</li> </ul>  | <p><b>20</b></p> |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                  |
| <p><b>8.3.2.</b><br/><b>QnM</b></p>  | <p><i>Average percentage of fulltime teachers who have acquired additional postgraduate Degrees/Diplomas/Fellowships/ Master trainer certifications beyond the eligibility requirements from Universities/ Recognized Centers/ /Professional bodies in India or abroad. (Eg: additional PG degree, Ph D, Fellowships, Master trainer certifications etc.)</i></p> <p>Data to be provided for the last five years</p> <table border="1" data-bbox="308 1697 1281 1883"> <thead> <tr> <th data-bbox="308 1697 842 1742">Year</th> <th data-bbox="842 1697 927 1742"></th> <th data-bbox="927 1697 1011 1742"></th> <th data-bbox="1011 1697 1096 1742"></th> <th data-bbox="1096 1697 1181 1742"></th> <th data-bbox="1181 1697 1265 1742"></th> </tr> </thead> <tbody> <tr> <td data-bbox="308 1742 842 1839">Number of fulltime teachers with additional PG Degrees /Diplomas /Fellowships/Master Trainer certificate</td> <td data-bbox="842 1742 927 1839"></td> <td data-bbox="927 1742 1011 1839"></td> <td data-bbox="1011 1742 1096 1839"></td> <td data-bbox="1096 1742 1181 1839"></td> <td data-bbox="1181 1742 1265 1839"></td> </tr> <tr> <td data-bbox="308 1839 842 1883"></td> <td data-bbox="842 1839 927 1883"></td> <td data-bbox="927 1839 1011 1883"></td> <td data-bbox="1011 1839 1096 1883"></td> <td data-bbox="1096 1839 1181 1883"></td> <td data-bbox="1181 1839 1265 1883"></td> </tr> </tbody> </table> <p><b>Formula:</b><br/>Percentage of fulltime teachers in the last five years with additional PG Degrees/Diplomas/Fellowships in their specialties =</p> | Year             |  |  |  |  |  | Number of fulltime teachers with additional PG Degrees /Diplomas /Fellowships/Master Trainer certificate |  |  |  |  |  |  |  |  |  |  |  | <p><b>10</b></p> |
| Year   |  |                  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                  |
| Number of fulltime teachers with additional PG Degrees /Diplomas /Fellowships/Master Trainer certificate |  |                  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                  |
|  |  |                  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                  |

|                                     | <p align="center"> <math display="block">\frac{\text{Number of fulltime teachers with additional Degrees,Diplomas or Fellowships in a years}}{\text{Total number of fulltime teachers during that year}} \times 100</math> </p> <p align="center"><b>(To be calculated for each year of the last five years)</b></p> <p align="center"> <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>List of fulltime teachers with additional Degrees, Diplomas such as PG degree, Fellowships, Ph D, Master trainer etc. during the last 5 years</li> <li>Attested e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships certificates.</li> <li>Any other relevant information.</li> </ul>  |  |  |  |        |  |  |        |  |  |        |  |  |        |  |  |        |  |  |                                 |
|-------------------------------------|---|--|--|--|--------|--|--|--------|--|--|--------|--|--|--------|--|--|--------|--|--|---------------------------------|
| <p><b>8.3.3.</b><br/><b>QIM</b></p> | <p><i>Students are exposed to quality of care and patient safety procedures including infection prevention and control practices as practiced by the teaching hospital in didactic and practical sessions during their clinical postings.</i></p> <p>Describe the procedures followed by the College in providing theoretical and practical exposure to quality of care and patient safety issues and practices followed by the teaching hospital within 500 words.</p> <p><b>Provide weblink to:</b></p> <ul style="list-style-type: none"> <li>Documents pertaining to quality of care and patient safety practices followed by the teaching hospital</li> <li>Any other relevant information</li> </ul>  | <p align="center"><b>15</b></p>  |  |  |        |  |  |        |  |  |        |  |  |        |  |  |        |  |  |                                 |
| <p><b>8.3.4.</b><br/><b>QnM</b></p> | <p><i>Average percentage of first year students, provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work in the last five years.</i></p> <table border="1" data-bbox="308 1480 1281 1760"> <thead> <tr> <th>Year</th> <th>Number of students admitted in the first year of the teaching programmes</th> <th>Number of First year students administered immunization /prophylaxis for Hepatitis-B</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td></td> <td></td> </tr> <tr> <td>Year 2</td> <td></td> <td></td> </tr> <tr> <td>Year 3</td> <td></td> <td></td> </tr> <tr> <td>Year 4</td> <td></td> <td></td> </tr> <tr> <td>Year 5</td> <td></td> <td></td> </tr> </tbody> </table> <p>Formula:</p> <p>Percentage per year = <math display="block">\frac{\text{Number of first year Students admittted in last five years}}{\text{Number of first year students provided prophylactic immunization during last five year}} \times 100</math></p> <p align="center"> <math display="block">\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}</math> </p> | Year   | Number of students admitted in the first year of the teaching programmes | Number of First year students administered immunization /prophylaxis for Hepatitis-B | Year 1 |  |  | Year 2 |  |  | Year 3 |  |  | Year 4 |  |  | Year 5 |  |  | <p align="center"><b>10</b></p> |
| Year                                | Number of students admitted in the first year of the teaching programmes  | Number of First year students administered immunization /prophylaxis for Hepatitis-B |  |  |        |  |  |        |  |  |        |  |  |        |  |  |        |  |  |                                 |
| Year 1                              |   |  |  |  |        |  |  |        |  |  |        |  |  |        |  |  |        |  |  |                                 |
| Year 2                              |   |  |  |  |        |  |  |        |  |  |        |  |  |        |  |  |        |  |  |                                 |
| Year 3                              |   |  |  |  |        |  |  |        |  |  |        |  |  |        |  |  |        |  |  |                                 |
| Year 4                              |   |  |  |  |        |  |  |        |  |  |        |  |  |        |  |  |        |  |  |                                 |
| Year 5                              |   |  |  |  |        |  |  |        |  |  |        |  |  |        |  |  |        |  |  |                                 |

|                            |  |           |
|----------------------------|--|-----------|
|                            | <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Policies documents regarding preventive immunization of students, teachers and hospital staff likely to be exposed to communicable diseases during their clinical work.</li> <li>• List of students, teachers and hospital staff, who received such immunization during the preceding academic year</li> <li>• Any other relevant information.</li> </ul>   |           |
| 8.3.5.<br>Q <sub>n</sub> M | <p><b><i>Is the teaching hospital / clinical laboratory accredited by any National Accrediting Agency?</i></b></p> <ol style="list-style-type: none"> <li>1. NABH Accreditation of the teaching hospital <input type="checkbox"/></li> <li>2. NABL Accreditation of the laboratories <input type="checkbox"/></li> <li>3. ISO Certification of the departments / divisions <input type="checkbox"/></li> <li>4. Other Recognized Accreditation / Certifications <input type="checkbox"/></li> </ol> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• e-copies of Certificate/s of Accreditations</li> <li>• Any other relevant documents.</li> </ul> | <b>10</b> |
| 8.3.6.<br>QIM              | <p>Describe how the College facilities were utilized by students from other institutions (PG/UG/GNM) for administrative/educational visits and critical evaluation during the last 5 years within 500 words.</p> <p>Provide weblink to :</p> <ul style="list-style-type: none"> <li>• List of facilities used by other Institutions</li> <li>• List of Institutions utilizing facilities in the College</li> <li>• Any other relevant information</li> </ul>   | <b>10</b> |
| 8.3.7.<br>QIM              | <p><b><i>College undertakes community oriented activities</i></b></p> <ul style="list-style-type: none"> <li>- Community mapping</li> <li>- Community survey</li> <li>- Health education</li> <li>- Camps and clinics</li> <li>- Celebrating national health and welfare programs</li> <li>- Organize in-service education for SC/PHC/CHC staff</li> <li>- School health program</li> </ul> <p>Describe the activities in less than 500 words</p> <p>Provide weblink to</p> <ul style="list-style-type: none"> <li>• Geo-tagging / Photographs of events / activities</li> <li>• Any other relevant document</li> </ul>  | <b>15</b> |
| 8.3.8.<br>QnM              | <p><b><i>Number of full time faculty serving in various committees of the University/ Technical advisory group/ Core Committee members of various committees of Govt/WHO/INC/State/National Bodies during the last 5 years.</i></b></p>  | <b>10</b> |

|  |      |                        |                   |
|--|------|------------------------|-------------------|
| <b>(Memberships included in 1.1.2 should not be included)</b>  |      |                        |                   |
| S.No.  | Year | Name of Faculty member | Name of Committee |
|  |      |                        |                   |
| <p>Upload :</p> <ul style="list-style-type: none"> <li>• E- copies of the appointment letters</li> <li>• Any other relevant information</li> </ul> |      |                        |                   |

**Key Indicator 8.4 Pharmacy**

**Weightage -100**

| Sl. No.       | Details of title of Metrics  | Weightage      |                              |                           |                              |                           |  |  |  |  |  |    |
|---------------|--|----------------|------------------------------|---------------------------|------------------------------|---------------------------|--|--|--|--|--|----|
| 8.4.1.<br>QnM | <p><b><i>Module * developed on competency based curriculum enrichment as per PCI / AICTE guidelines during the last five years</i></b></p> <p>1. Community Pharmacy training <span style="float: right;"><input type="checkbox"/></span></p> <p>2. Instruments/Equipment handling <span style="float: right;"><input type="checkbox"/></span></p> <p>3. Animal Handling for pharmacological experiments <span style="float: right;"><input type="checkbox"/></span></p> <p>4. Clinical pharmacy training <span style="float: right;"><input type="checkbox"/></span></p> <p>5. Clinical trial training <span style="float: right;"><input type="checkbox"/></span></p> <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th style="width: 15%;">Year</th> <th style="width: 25%;">Name of the programme</th> <th style="width: 15%;">Programme code</th> <th style="width: 25%;">Name of the module developed</th> <th style="width: 20%;">No. of students benefited</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p><b>Glossary:</b><br/>* Module relates to program offered for period of 15 to 30 hours</p> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• <b>List of modules for competency based curriculum enrichment developed by the college</b></li> <li>• <b>List of students who participated in the programme.</b></li> <li>• <b>Any other relevant information.</b></li> </ul> | Year           | Name of the programme        | Programme code            | Name of the module developed | No. of students benefited |  |  |  |  |  | 10 |
| Year          | Name of the programme  | Programme code | Name of the module developed | No. of students benefited |                              |                           |  |  |  |  |  |    |
|               |  |                |                              |                           |                              |                           |  |  |  |  |  |    |

| <p>8.4.2.<br/>QnM</p> | <p><b>Internal assessment methods adopted (preceding academic year data)</b></p> <p>1. Manuscripts /articles /monographs / official books Presentation <input type="checkbox"/></p> <p>2. Project proposal presentation <input type="checkbox"/></p> <p>3. Seminar <input type="checkbox"/></p> <p>4. Lab-book/log-book <input type="checkbox"/></p> <p>5. Written Examination <input type="checkbox"/></p> <p>Data requirement as per data template in section B</p> <table border="1" data-bbox="320 512 1302 658"> <thead> <tr> <th>Name of the program</th> <th>Program code</th> <th>Method adopted</th> <th>No. of students who participated</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>Upload:</p> <ul style="list-style-type: none"> <li>List of students who participated in the Internal Assessment</li> <li>Any other relevant information.</li> </ul>  | Name of the program      | Program code                     | Method adopted           | No. of students who participated |         |  |  |  | <p align="center">10</p> |  |  |  |         |  |  |  |         |  |  |  |         |  |  |  |                          |
|-----------------------|---|--------------------------|----------------------------------|--------------------------|----------------------------------|---------|--|--|--|--------------------------|--|--|--|---------|--|--|--|---------|--|--|--|---------|--|--|--|--------------------------|
| Name of the program   | Program code  | Method adopted           | No. of students who participated |                          |                                  |         |  |  |  |                          |  |  |  |         |  |  |  |         |  |  |  |         |  |  |  |                          |
|                       |   |                          |                                  |                          |                                  |         |  |  |  |                          |  |  |  |         |  |  |  |         |  |  |  |         |  |  |  |                          |
| <p>8.4.3.<br/>QnM</p> | <p><b>Average percentage of Quality Improvement Programme (QIP)/ leadership training undergone by teachers</b></p> <p>Average percentage of Teachers who have undergone QIP / Leadership training during the last 5 years</p> <table border="1" data-bbox="320 1066 1307 1361"> <thead> <tr> <th>Year</th> <th>No. of programmes</th> <th>No. of teachers attended</th> <th>Total No. of teachers</th> </tr> </thead> <tbody> <tr> <td>Year -1</td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td>Year -2</td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td>Year -3</td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td>Year -4</td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td>Year -5</td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p><b>Percentage per year =</b><br/> <math display="block">\frac{\text{No. of Teachers participated in QIP/leadership training during a year} \times 100}{\text{Total No. of full time teachers in that year}}</math> <b>(To be calculated for each year of the last five years)</b></p> <p>Average percentage = <math>\frac{\sum \text{Percentage per year}}{5}</math></p> <p>Upload:</p> <ul style="list-style-type: none"> <li>List of QIP programme</li> <li>List of teachers who have participated in the QIP / Leadership training programme</li> <li>Any other relevant information.</li> </ul> | Year                     | No. of programmes                | No. of teachers attended | Total No. of teachers            | Year -1 |  |  |  | Year -2                  |  |  |  | Year -3 |  |  |  | Year -4 |  |  |  | Year -5 |  |  |  | <p align="center">10</p> |
| Year                  | No. of programmes   | No. of teachers attended | Total No. of teachers            |                          |                                  |         |  |  |  |                          |  |  |  |         |  |  |  |         |  |  |  |         |  |  |  |                          |
| Year -1               |   |                          |                                  |                          |                                  |         |  |  |  |                          |  |  |  |         |  |  |  |         |  |  |  |         |  |  |  |                          |
| Year -2               |   |                          |                                  |                          |                                  |         |  |  |  |                          |  |  |  |         |  |  |  |         |  |  |  |         |  |  |  |                          |
| Year -3               |   |                          |                                  |                          |                                  |         |  |  |  |                          |  |  |  |         |  |  |  |         |  |  |  |         |  |  |  |                          |
| Year -4               |   |                          |                                  |                          |                                  |         |  |  |  |                          |  |  |  |         |  |  |  |         |  |  |  |         |  |  |  |                          |
| Year -5               |   |                          |                                  |                          |                                  |         |  |  |  |                          |  |  |  |         |  |  |  |         |  |  |  |         |  |  |  |                          |
| <p>8.4.4.<br/>QnM</p> | <p><b>Percentage of teachers who have membership in professional bodies (i.e., IPA, APTI, IPGA, IHPA, AASP, FIP, IACP etc.,) during the last five years</b></p> <p>Percentage_of teachers with membership in Professional Bodies =</p>  | <p align="center">5</p>  |                                  |                          |                                  |         |  |  |  |                          |  |  |  |         |  |  |  |         |  |  |  |         |  |  |  |                          |

|                       | <p align="center"> <math display="block">\frac{\text{No. of teachers with membership in professional bodies during the last five years}}{\text{Average number of teachers during the last five years}} \times 100</math> </p> <p>Upload:</p> <ul style="list-style-type: none"> <li>List of teachers who are registered members of professional bodies.</li> <li>Any other relevant information.</li> </ul>  |                          |                      |                          |                  |                 |  |  |  |  |  |                          |
|-----------------------|--|--------------------------|----------------------|--------------------------|------------------|-----------------|--|--|--|--|--|--------------------------|
| <p>8.4.5<br/>QnM</p>  | <p><b><i>Safety norms adopted and preparedness available in the college.</i></b></p> <p>1) Maintenance of wiring and electrical installations and earthing <input type="checkbox"/></p> <p>2) Fire fighting measure <input type="checkbox"/></p> <p>3) Handling of hazardous chemicals <input type="checkbox"/></p> <p>4) Availability of emergency medical care <input type="checkbox"/></p> <p>5) Safety drills conducted as per prescribed protocol <input type="checkbox"/></p> <p>Upload :</p> <ul style="list-style-type: none"> <li>Photographs of the emergency preparedness facilities</li> <li>Any other relevant information.</li> </ul>  | <p align="center">10</p> |                      |                          |                  |                 |  |  |  |  |  |                          |
| <p>8.4.6.<br/>QIM</p> | <p><b><i>New physical facilities created, Equipment added during the last 5 years</i></b></p> <p><b>Describe the new physical facilities created and equipment added during the last 5 years within 500 words</b></p> <p>Provide weblink to :</p> <ul style="list-style-type: none"> <li><b>New physical facilities created, equipment added during the last 5 years</b></li> <li><b>Photographs / Geo- tagging where ever possible</b></li> <li><b>Any other relevant information</b></li> </ul>  | <p align="center">10</p> |                      |                          |                  |                 |  |  |  |  |  |                          |
| <p>8.4.7<br/>QnM</p>  | <p><b><i>Software available in the institution for Teaching-Learning Process and Research</i></b></p> <p>Type of Software available in the institution for Teaching-Learning Process and Research</p> <p>1. Statistical analysis <input type="checkbox"/></p> <p>2. Research (Ex: Quality by Design etc.,) <input type="checkbox"/></p> <p>3. Monitoring of student activities in clinical/hospital training <input type="checkbox"/></p> <p>4. Drug discovery <input type="checkbox"/></p> <p>5. Pharmacology experiments <input type="checkbox"/></p> <p>Data requirement as per data template</p> <table border="1" data-bbox="317 1899 1326 2018"> <thead> <tr> <th>Year</th> <th>Name of the Software</th> <th>Program(s) in which used</th> <th>Date of purchase</th> <th>Validity period</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>Upload:</p> | Year                     | Name of the Software | Program(s) in which used | Date of purchase | Validity period |  |  |  |  |  | <p align="center">10</p> |
| Year                  | Name of the Software   | Program(s) in which used | Date of purchase     | Validity period          |                  |                 |  |  |  |  |  |                          |
|                       |  |                          |                      |                          |                  |                 |  |  |  |  |  |                          |

|               |  |    |
|---------------|--|----|
|               | <ul style="list-style-type: none"> <li>• List of the Software for teaching Learning process</li> <li>• Any other relevant information.</li> </ul>  |    |
| 8.4.8.<br>QIM | <p><b><i>Availability and usage of following facilities.</i></b></p> <p><b><i>Write a brief note on each of facilities and its usages within 500 words.</i></b></p> <ol style="list-style-type: none"> <li>1. Medicinal herbal garden</li> <li>2. Model Pharmaceutical pilot plant</li> <li>3. Departmental Museum</li> <li>4. Drugs and Poison information centre</li> <li>5. Sophisticated instrumentation facility</li> </ol> <p>Write a brief note on each facility. The total write up should not exceed 500 words.</p> <p>Provide weblink to :</p> <ul style="list-style-type: none"> <li>• Details of the facilities</li> <li>• Geotagged photographs</li> <li>• Any other relevant document</li> </ul>         | 10 |
| 8.4.9<br>QIM  | <p><b><i>Maintenance and Utilization of Equipment /Instruments</i></b></p> <p><b><i>Describe the methodology/ies followed for the maintenance and optimum utilization of Equipment / Instruments adopting the following within 500 words.</i></b></p> <ol style="list-style-type: none"> <li><b>1. Standard operating procedure</b></li> <li><b>2. Log books (Usage records)</b></li> <li><b>3. Calibration Records</b></li> <li><b>4. Maintenance Records</b></li> <li><b>5. Annual Maintenance Contracts</b></li> </ol> <p><b>Provide weblink to</b></p> <ul style="list-style-type: none"> <li>• <b>The maintenance records of all the 4 categories</b></li> <li>• <b>Any other relevant information</b></li> </ul> | 10 |
| 8.4.10<br>QIM | <p><b><i>Annual Pharmacy internal Audits conducted in the following areas</i></b></p> <p><b>Describe the following annual pharmacy internal Audits conducted in the last 5 years within 500 words.</b></p> <ol style="list-style-type: none"> <li>1. Equipment and Instruments audit</li> <li>2. Glassware Audit</li> <li>3. Chemicals Audit</li> <li>4. Safety Audit</li> </ol> <p>Provide weblink to :</p> <ul style="list-style-type: none"> <li>• <b>Reports of the Annual Pharmacy Internal audits documents</b></li> <li>• <b>Any other relevant information</b></li> </ul>  | 5  |

|                                  |  |           |
|----------------------------------|--|-----------|
| <b>8.4.11.</b><br><br><b>QnM</b> | <p><i>Is the Pharmacy College / laboratory accredited by any National Accrediting agency?</i></p> <ol style="list-style-type: none"> <li>1. <b>NBA Accreditation</b> <input type="checkbox"/></li> <li>2. <b>NABL Accreditation of the laboratories</b> <input type="checkbox"/></li> <li>3. <b>ISO Certification of the departments / divisions</b> <input type="checkbox"/></li> <li>4. <b>Other Recognized Accreditation / Certifications</b> <input type="checkbox"/></li> </ol> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• e-copies of Certificate/s of Accreditations</li> <li>• Any other relevant documents</li> </ul> | <b>10</b> |
|----------------------------------|--|-----------|

**Key Indicator 8.5 – Physiotherapy**

**Weightage -100**

| Sl.No.                      |  | Weightage |
|-----------------------------|--|-----------|
| <b>8.5.1.</b><br><b>QnM</b> | <p><i>The college/institution provides students/interns with physiotherapy exposure for hands-on practical training in the following clinical setups on an ongoing basis:</i></p> <ol style="list-style-type: none"> <li>1. OPD and IPD <input type="checkbox"/></li> <li>2. Surgical and Medical ICUs <input type="checkbox"/></li> <li>3. Plastic Surgery and Burns <input type="checkbox"/></li> <li>4. Transplant Units. <input type="checkbox"/></li> <li>5. Orthopedic /Cardiac / Neuro units <input type="checkbox"/></li> </ol> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Year wise OPD and IPD patient statistics of the attached teaching hospital for the last five years</li> <li>• Details of the posting of students / interns in the above units</li> <li>• Video evidence/geotagged pictures of hands on physiotherapy practice in the above setups</li> <li>• Any other relevant information.</li> </ul> | <b>10</b> |
| <b>8.5.2</b><br><b>QIM</b>  | <p><i>Steps/procedures adopted by the college to train students in Clinical Skills and Simulation Laboratories in advanced physiotherapy techniques such as manual therapy, functional electrical stimulation, Biofeedback, etc.</i></p> <p>Describe the organization and functioning of the clinical skills and simulation labs with reference to acquisition and enhancement of skills in advanced physiotherapy techniques. Describe the mechanism for monitoring</p>   | <b>10</b> |

|  |   |                                 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                                 |
|--|---|---------------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|---------------------------------|
|  | <p>of students' learning in the clinical skills labs.</p> <p>Response to be provided within 500 words</p> <p><b>Provide weblink to:</b></p> <ul style="list-style-type: none"> <li>• Examples of the use of clinical skills and simulation labs in the acquisition and enhancement of skills.</li> <li>• Geotagged photographs/videos of the examples/facilities</li> <li>• Student feedback on the effectiveness of the facilities.</li> <li>• Any other relevant information</li> </ul>   |                                 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                                 |
| <p><b>8.5.3</b><br/><b>QIM</b></p>                                   | <p><i>Steps/procedures adopted by the College to expose students to Quality of care and Patient Safety procedures including Falls Prevention, Equipment Safety, utilization of principles of ergonomics, infection prevention and control practices etc.,</i></p> <p>Describe the procedures followed by the College in providing theoretical and practical exposure to quality of care, patient safety issues and practices followed by the teaching hospital/facilities/institutions within 500 words.</p> <p><b>Provide weblink to:</b></p> <ul style="list-style-type: none"> <li>• Documents/policy and procedures pertaining to quality of care and patient safety practices followed by the teaching institution/hospital</li> <li>• Any other relevant information</li> </ul>   | <p align="center"><b>10</b></p> |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                                 |
| <p><b>8.5.4</b><br/><b>QnM</b></p>                                   | <p><i>Average percentage of full-time teachers who have acquired additional certifications/postgraduate Degrees/Diplomas/Fellowships, in addition to the minimum eligibility requirements from recognized agencies/centers/universities/associations in India or abroad. (e.g.: NDT certificate, various Manual therapy certificate (e.g., Paris, McKenzie, Maitland, Kaltenborg, Cyriax etc.), SI certificate and certification in orthopedics/neurology/women's health/pediatrics/geriatrics/acute care, EMG &amp; Nerve conduction cert, post graduation in Medical Education etc.)</i></p> <p><b>(Qualifications mentioned in 2.4.2. should not be included)</b></p> <p>Data to be provided for the last five years</p> <table border="1" data-bbox="306 1594 1297 1740"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of full-time teachers with additional qualifications as above</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p><b>Formula:</b><br/> <b>Percentage of full-time teachers in the last five years with additional certifications/PG Degrees/Diplomas/Fellowships in their specialties =</b></p> $\frac{\text{Number of fulltime teachers with additional Qualifications in the last 5 years}}{\text{Total number of fulltime teachers during the last five years}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ | Year                            |  |  |  |  |  | Number of full-time teachers with additional qualifications as above |  |  |  |  |  |  |  |  |  |  |  | <p align="center"><b>10</b></p> |
| Year   |   |                                 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                                 |
| Number of full-time teachers with additional qualifications as above |   |                                 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                                 |
|  |   |                                 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                                 |

|                         |   |                                 |
|-------------------------|---|---------------------------------|
|                         | <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>List of fulltime teachers with additional qualifications during the last 5 years</li> <li>Attested e-copies of certificates, postgraduate Degrees, Diplomas or Fellowships</li> <li>Any other relevant information.</li> </ul>   |                                 |
| <p><b>8.5.5 QIM</b></p> | <p><i>The Institution has introduced objective methods to measure and certify attainment of specific clinical competencies by BPT students/interns as defined in the undergraduate curriculum.</i></p> <p>Describe the objective methods adopted by the College to measure and certify the attainment of competency by the physiotherapy students.</p> <p>Response to be provided within 500 words</p> <p><b>Provide weblink to:</b></p> <ul style="list-style-type: none"> <li>Report on the list and steps adopted by the College to measure attainment of specific competencies by the BPT students/interns.</li> <li>Relevant Geotagged photographs/Video.</li> <li>Any other relevant information</li> </ul> | <p align="center"><b>10</b></p> |
| <p><b>8.5.6 QnM</b></p> | <p><i>Is the teaching Hospital / clinical laboratory accredited by any National Accrediting Agency?</i></p> <ol style="list-style-type: none"> <li><b>NABH Accreditation of the teaching hospital</b> <input type="checkbox"/></li> <li><b>NABL Accreditation of the laboratories</b> <input type="checkbox"/></li> <li><b>ISO Certification of the departments / divisions</b> <input type="checkbox"/></li> <li><b>Other Recognized Accreditation / Certifications</b> <input type="checkbox"/></li> </ol> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>e-copies of Certificate/s of Accreditations</li> <li>Any other relevant documents.</li> </ul>   | <p align="center"><b>10</b></p> |
| <p><b>8.5.7 QIM</b></p> | <p><i>Steps/procedures adopted by the college to sensitize students to contemporary medico-legal practices and third-party payers/insurance mechanisms, indemnity insurance protection etc. relevant to the clinician/provider as well as the patient/recipient.</i></p> <p>Describe the procedure/method and policy the Institution follows within 500 words.</p> <p><b>Provide weblink to:</b></p> <ul style="list-style-type: none"> <li>Policy documents regarding relevant laws, insurance policies medical indemnity insurance cover for the clinical faculty</li> <li>List of clinical faculty covered by medical indemnity insurance policy by the Institution</li> </ul>                                 | <p align="center"><b>10</b></p> |

|                   |   |           |
|-------------------|---|-----------|
|                   | <ul style="list-style-type: none"> <li>Any other relevant information</li> </ul>  |           |
| <b>8.5.8 QIM</b>  | <p><i>Steps/procedures adopted by the college to introduce students to healthcare practices that are inter-disciplinary, such as clinical psychology, social work, wellness programs, Yoga etc. during their clinical training in the last five years.</i></p> <p>Describe the steps/procedures that the College has followed during the last five years in less than 500 words.</p> <p><b>Provide weblink to:</b></p> <ul style="list-style-type: none"> <li>Documents regarding steps initiated /procedures adopted etc.</li> <li>Any other relevant information</li> </ul>   | <b>10</b> |
| <b>8.5.9 QIM</b>  | <p><i>Measures taken by the college to familiarize students to Rehabilitation and Disability practices as per WHO guidelines relevant to community-based rehab (CBR) and rehabilitation in India.</i></p> <p>Describe the steps and procedures taken within the context of WHO guidelines/policies etc. within 500 words.</p> <p><b>Provide weblink to:</b></p> <ul style="list-style-type: none"> <li>Report on the exposure to rehab and CBR facilities following WHO guidelines</li> <li>Report on the teaching sessions carried out on the relevance and operational features of the facilities/procedures etc.</li> <li>Any other relevant information.</li> </ul>   | <b>10</b> |
| <b>8.5.10 QIM</b> | <p><i>College has advanced Equipment / Instrumentation facilities for Evaluation and Treatment for Physiotherapy as follows:</i></p> <p>A. Treatment (Low tech and high tech – ranging from paraffin wax/moist heat to low level LASER/combinations of multiple currents/advanced manual techniques etc.)</p> <p>B. Clinical, functional and behavioral assessments (Uni-dimensional measures to assess pain, balance, coordination and locomotion to scales measuring multidimensional constructs such as activities of daily living, cognition, community living function and gait etc.)</p> <p>C. Diagnostic/assessment test and tools (Low tech solutions such as Paper and pencil tests/stop watches to high tech solutions such as gait, balance, ergonomic analysis labs)</p> <p>Enumerate and describe the availability of the above treatment and tests in less than 500 words.</p> <p><b>Provide weblink to:</b></p> <ul style="list-style-type: none"> <li>Documents establishing a record of the equipment/instrumentation.</li> <li>Geo-tagged pictures/video evidence of tests/instruments/equipment</li> <li>Any other relevant information</li> </ul> | <b>10</b> |

**Key Indicator 8.6 – Ayurveda**

**Weightage -100**

| Sl. No.       | MODIFICATION/SUGGESTION  | WEIGHTAGE |
|---------------|--|-----------|
| 8.6.1.<br>QIM | <p><b><i>Integration of different systems of health care in the teaching hospital.</i></b></p> <p>Describe the activities undertaken by the Institution to integrate other systems of AYUSH and with health care systems other than AYUSH, within 500 words</p> <p>Provide Web link to:</p> <ul style="list-style-type: none"> <li>• Institutional policy of integration</li> <li>• Letter of approval from the appropriate authority</li> <li>• Details of integration in terms of number of departments, faculty/consultants involved, clinical conditions considered for integration and integrated protocols developed</li> <li>• Any other relevant documents</li> </ul>  | 5         |
| 8.6.2.<br>QIM | <p><b><i>Institutional mechanism towards classical way of Ayurveda learning</i></b></p> <p>Describe the additional efforts made by the Institution to facilitate Sanskrit learning, spoken Sanskrit, Samhita Pathana, Nighantu / Rasasha Grantha pathana etc. within 500 words</p> <p>Provide link to:</p> <ul style="list-style-type: none"> <li>• Teaching schedule including total hours of teaching</li> <li>• Attendance and certificate of completion of schedule hours of teaching.</li> <li>• Assessment, feedback and outcome</li> </ul>  | 10        |
| 8.6.3.<br>QIM | <p><b><i>Promotion of seasonal Panchakarma and implementation of lifestyle modifications including Kaumarapanchakarma</i></b></p> <p><b>Seasonal Panchakarma:</b><br/>Describe the steps taken by the Institution to promote Seasonal Panchakarma including both Vasantika Vamana and Sarada Virechana and life style modifications through the principles of Ayurveda within 500 words</p> <p>Provide web link to:</p> <ul style="list-style-type: none"> <li>• Protocols incorporating Principles of Ayurveda and their implementation</li> <li>• Number of activities to promote seasonal Panchakarma, and number of seasonal Panchakarma procedures performed.</li> <li>• Protocols developed for lifestyle modifications through Ayurveda and the promotional activities undertaken, number of people who were advised lifestyle modifications and the outcome thereof.</li> </ul> <p><b>Kaumara Panchakarma:</b><br/>Describe the details of activities undertaken by the Institution towards the practice of Kaumara Panchakarma in 500 words</p> <p>Provide Web link to:</p> | 10        |

|                   | <ul style="list-style-type: none"> <li>• Details of activities towards maintenance of quality, details of training content, frequency of training, skill development programs of therapists</li> <li>• SOPs of development, implementation, monitoring and revision of SOPs</li> <li>• Activities towards improvement of clinical documentation, details of new initiations in administering Panchakarma procedures.</li> <li>• Details of mock drill to manage complications etc.</li> </ul>   |               |                     |               |       |  |  |  |  |          |
|-------------------|---|---------------|---------------------|---------------|-------|--|--|--|--|----------|
| <b>8.6.4. QIM</b> | <p><b><i>Steps adopted by the Institution towards implementation of Swasthavritta activities such as Sadvritta, Achararasayana, Dinacharya and Ritucharya etc. in the last five years</i></b></p> <p>Describe the details of activities undertaken by the Institution towards implementation of Swasthavritta activities such as Sadvritta, Achararasayana, Dinacharya and Ritucharya etc. in the last five years in 500 words:</p> <p>Provide Web link to:</p> <ul style="list-style-type: none"> <li>• Details of promotional measures undertaken for each activity</li> <li>• List of people who have undergone such activity and their outcomes, in the last five years</li> </ul>  | <b>05</b>     |                     |               |       |  |  |  |  |          |
| <b>8.6.5. QnM</b> | <p><b><i>The institution has taken adequate measures to develop and maintain Herbal Garden in terms of the number of species and plants.</i></b></p> <p align="center">○ <b>Total number of medicinal plants :</b></p> <p align="center">A. 10,000 and above    <input type="checkbox"/></p> <p align="center">B. 7,500 to 10,000    <input type="checkbox"/></p> <p align="center">C. 5,000 to 7,500    <input type="checkbox"/></p> <p align="center">D. 2,500 to 5000    <input type="checkbox"/></p> <p align="center">E. Less than 2,500    <input type="checkbox"/></p> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• List of medicinal plants / species in the herbal garden</li> <li>• Geo tagged photographs of the herbal garden</li> </ul>  | <b>5</b>      |                     |               |       |  |  |  |  |          |
| <b>8.6.6. QIM</b> | <p><b><i>The institution has taken adequate measures for the preservation and propagation of rare and endangered medicinal plants as per the list provided by the National Medicinal Plant Board</i></b></p> <p>Response to be provided within 500 words</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th align="center">Sr. No.</th> <th align="center">Name of the species</th> <th align="center">No. of plants</th> <th align="center">Total</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>Web link to</p> <ul style="list-style-type: none"> <li>• Details of activities undertaken by the institution to promote conservation and propagation of rare and endangered plants.</li> <li>• Geo tagged photographs of the facilities/garden</li> <li>• Any other relevant information</li> </ul> | Sr. No.       | Name of the species | No. of plants | Total |  |  |  |  | <b>5</b> |
| Sr. No.           | Name of the species   | No. of plants | Total               |               |       |  |  |  |  |          |
|                   |   |               |                     |               |       |  |  |  |  |          |
| <b>8.6.7. QnM</b> | <p><b><i>Average annual expenditure incurred towards herbal garden development and maintenance, purchase of raw-materials and Medicines during the last five years</i></b></p>  | <b>5</b>      |                     |               |       |  |  |  |  |          |

|  |   |             |  |  |  |  |  |                            |  |  |  |  |  |                                 |  |  |  |  |  |  |  |  |  |  |  |   |
|--|---|-------------|--|--|--|--|--|----------------------------|--|--|--|--|--|---------------------------------|--|--|--|--|--|--|--|--|--|--|--|---|
|  | <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:40%;">Year</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>Amount (in INR Lakhs)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Formula:<br/> <math display="block">\frac{\text{Total expenditure incurred towards herbal garden development and maintenance, purchase of raw – materials and Medicines during the last five years}}{5}</math></p> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Details of the land documents of the plantation area</li> <li>• Report of activities undertaken by the institution for cultivation and propagation of medicinal plants.</li> <li>• Expenditure on the purchase of raw-materials and Medicines</li> <li>• Geotag photographs of the plantation area</li> <li>• Audited statements of the accounts for the expenditure incurred during the last five years</li> <li>• Any other relevant information</li> </ul>  | Year        |  |  |  |  |  | Amount (in INR Lakhs)      |  |  |  |  |  |                                 |  |  |  |  |  |  |  |  |  |  |  |   |
| Year                                   |   |             |  |  |  |  |  |                            |  |  |  |  |  |                                 |  |  |  |  |  |  |  |  |  |  |  |   |
| Amount (in INR Lakhs)                  |   |             |  |  |  |  |  |                            |  |  |  |  |  |                                 |  |  |  |  |  |  |  |  |  |  |  |   |
| <p><b>8.6.8. QnM</b></p>               | <p><i>Efforts of the institution to involve students in Yogic practices &amp; promotion of such practices among the public/community</i></p> <ol style="list-style-type: none"> <li>1. Availability of full-fledged Yoga hall <input style="float: right;" type="checkbox"/></li> <li>2. Availability of trained Yoga demonstrator <input style="float: right;" type="checkbox"/></li> <li>3. Facility for Yoga for common public <input style="float: right;" type="checkbox"/></li> <li>4. Facility for therapeutic Yoga <input style="float: right;" type="checkbox"/></li> <li>5. Facility for advance Yogic practices like jala neti, sutra neti etc. <input style="float: right;" type="checkbox"/></li> </ol> <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:40%;"><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>Attendance for Common Yoga</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Attendance for Therapeutic Yoga</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Attendance for Advance Yogic practices</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Blue print of the Yoga hall.</li> <li>• Documents relating to the qualification and experience of the Yoga demonstrator</li> <li>• Yearly data of attendance of common public and patients attending common Yoga and therapeutic Yoga.</li> <li>• Details of attendance of advanced Yogic practices</li> </ul> | <b>Year</b> |  |  |  |  |  | Attendance for Common Yoga |  |  |  |  |  | Attendance for Therapeutic Yoga |  |  |  |  |  | Attendance for Advance Yogic practices |  |  |  |  |  | 5 |
| <b>Year</b>                            |   |             |  |  |  |  |  |                            |  |  |  |  |  |                                 |  |  |  |  |  |  |  |  |  |  |  |   |
| Attendance for Common Yoga             |   |             |  |  |  |  |  |                            |  |  |  |  |  |                                 |  |  |  |  |  |  |  |  |  |  |  |   |
| Attendance for Therapeutic Yoga        |   |             |  |  |  |  |  |                            |  |  |  |  |  |                                 |  |  |  |  |  |  |  |  |  |  |  |   |
| Attendance for Advance Yogic practices |   |             |  |  |  |  |  |                            |  |  |  |  |  |                                 |  |  |  |  |  |  |  |  |  |  |  |   |
| <p><b>8.6.9. QnM</b></p>               | <p><i>Efforts of the Institution towards conservation and validation of local health traditions during the last five years</i></p> <p>Number of activities/interactive programmes organized by the Institution towards conservation and validation of local health traditions in collaboration with traditional healers, during the last five years</p> <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:40%;">Year</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>Number of programmes</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of participants</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>   | Year        |  |  |  |  |  | Number of programmes       |  |  |  |  |  | Number of participants          |  |  |  |  |  | 10                                     |  |  |  |  |  |   |
| Year                                   |   |             |  |  |  |  |  |                            |  |  |  |  |  |                                 |  |  |  |  |  |  |  |  |  |  |  |   |
| Number of programmes                   |   |             |  |  |  |  |  |                            |  |  |  |  |  |                                 |  |  |  |  |  |  |  |  |  |  |  |   |
| Number of participants                 |   |             |  |  |  |  |  |                            |  |  |  |  |  |                                 |  |  |  |  |  |  |  |  |  |  |  |   |

|                           |  |                                 |
|---------------------------|--|---------------------------------|
|                           | <p><b><i>Opt any one (all boxes can be kept open):</i></b></p> <p>A. 20 and above <input type="checkbox"/></p> <p>B. 15 to 20 <input type="checkbox"/></p> <p>C. 10-15 <input type="checkbox"/></p> <p>D. 5-10 <input type="checkbox"/></p> <p>E. Less than 5 <input type="checkbox"/></p> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Details of the activities / programme with geo tagging</li> <li>• Any other relevant information.</li> </ul>   |                                 |
| <p><b>8.6.10. QIM</b></p> | <p><b><i>Describe the availability of licenced and certified teaching Pharmacy for teaching and demonstration for students and medicine manufacturing within 500 words</i></b></p> <p><b>Provide weblink to:</b></p> <ul style="list-style-type: none"> <li>• Blue print of the Pharmacy</li> <li>• List of functional equipments available,</li> <li>• Manufactured dosage forms</li> <li>• Copy of the license and GMP certificates</li> <li>• Any other relevant documents</li> </ul>   | <p align="center"><b>5</b></p>  |
| <p><b>8.6.11. QIM</b></p> | <p><b><i>Describe the activities undertaken by the Institution towards practice of various procedures of Kriyakalpa</i></b></p> <p>Describe the details of the activities undertaken by the Institution towards practice of various procedures of Kriyakalpa within 500 words</p> <p>Provide Web link to:</p> <ul style="list-style-type: none"> <li>• Details of activities towards maintenance of quality, details of training content, frequency of training, skill development programs of therapists</li> <li>• SOPs of development, implementation, monitoring and revision of SOPs</li> <li>• Activities towards improvement of clinical documentation,</li> <li>• Details of new initiations in administering Kriyakalpa procedures.</li> <li>• Details of availability of emergency kits and mock drill carried out to manage complications etc.</li> </ul> | <p align="center"><b>5</b></p>  |
| <p><b>8.6.12. QIM</b></p> | <p><b><i>Describe the activities undertaken by the Institution towards practice of various types of Anushastra</i></b></p> <p>Describe the details of the activities undertaken by the Institution towards practice of various types of Anushastra within 500 words</p> <p>Provide Web link to:</p> <ul style="list-style-type: none"> <li>• Details of activities towards maintenance of quality, details of training content, frequency of training, skill development programs of therapists</li> <li>• SOPs of development, implementation, monitoring and revision of SOPs</li> <li>• Activities towards improvement of clinical documentation,</li> <li>• Details of new initiatives in administering Anushastra Karma.</li> <li>• Details of availability of emergency kits and mock drill carried out to manage complications etc.</li> </ul>                | <p align="center"><b>05</b></p> |

|                                      |  |                                 |
|--------------------------------------|--|---------------------------------|
| <p><b>8.6.13.</b><br/><b>QIM</b></p> | <p><i>Describe the activities undertaken by the Institution towards practice of various procedures related to Prasuti and streeroga (uttarabasti, garbha sanskara etc.)</i></p> <p>Describe the details of activities undertaken by the Institution towards practice of various procedures related to Prasuti and streeroga (uttarabasti, garbha sanskara etc) within 500 words<br/>Provide Web link to:</p> <ul style="list-style-type: none"> <li>• Details of activities towards maintenance of quality, details of training content, frequency of training, skill development programs of therapists</li> <li>• SOPs of development, implementation, monitoring and revision of SOPs</li> <li>• Activities towards improvement of clinical documentation,</li> <li>• Details of new initiations in administering Uttarabasti and following the practice of Garbha sanskara etc</li> <li>• Details of availability of emergency kits and mock drill carried out to manage complications etc.</li> </ul> | <p align="center"><b>05</b></p> |
| <p><b>8.6.14.</b><br/><b>QIM</b></p> | <p><i>Describe the facilities available in the Institution towards delivering Pathya kalpana</i></p> <p>Describe the facilities available in the Institution towards delivering Pathya kalpana within 500 words, such as :</p> <ul style="list-style-type: none"> <li>• Availability of well equipped and well maintained pathya facility</li> <li>• Training &amp; skill development activities to improve the quality of human resource working in pathya</li> <li>• Documents of SOPs for pathya preparations</li> <li>• Facilities for instant preparations like svarasa, kalka, ksheerapaka etc.</li> <li>• Maintenance of Hygiene of raw material storage and finished products</li> </ul> <p>Provide web link to:</p> <ul style="list-style-type: none"> <li>• Details of activities and number of pathya preparations year wise</li> <li>• Any other relevant information</li> </ul>   | <p align="center"><b>05</b></p> |
| <p><b>8.6.15.</b><br/><b>QIM</b></p> | <p><i>Efforts made by the Institution for carrying out Pharmacovigilance activities related to Ayurvedic drugs.</i></p> <p>Describe the efforts made by the institution for carrying out Pharmacovigilance-related activities to Ayurvedic drugs in 500 words</p> <p>Provide Web link to:</p> <ul style="list-style-type: none"> <li>• Documents related to established pharmacovigilance centre including minutes of the meetings</li> <li>• Mechanism of collection, analysis and reporting of ADRs</li> <li>• Details of the training of human resource</li> <li>• Year-wise data of reporting of ADRs</li> <li>• Certificates for supporting recognition by National Body</li> </ul>   | <p align="center"><b>05</b></p> |
| <p><b>8.6.16.</b><br/><b>QnM</b></p> | <p><i>Is the teaching hospital / clinical laboratory accredited by any National Accrediting Agency?</i></p>  | <p align="center"><b>5</b></p>  |

|  |   |  |
|--|---|--|
|  | <p><b>1. NABH Accreditation of the teaching hospital</b> <input type="checkbox"/></p> <p><b>2. NABL Accreditation of the laboratories</b> <input type="checkbox"/></p> <p><b>3. ISO Certification of the departments / divisions</b> <input type="checkbox"/></p> <p><b>4. Other Recognized Accreditation / Certifications</b> <input type="checkbox"/></p> <p><b>Upload:</b></p> <ul style="list-style-type: none"><li>• e-copies of Certificate/s of Accreditations</li><li>• Any other relevant documents.</li></ul> |  |
|--|---|--|

Key Indicator 8.7 – Unani

Weightage -100

| S.No               | Metric Definition  | Weightage      |                          |              |                          |               |                          |                    |                          |                |                          |                |                          |              |                          |                 |                          |                |                          |                  |                          |    |
|--------------------|--|----------------|--------------------------|--------------|--------------------------|---------------|--------------------------|--------------------|--------------------------|----------------|--------------------------|----------------|--------------------------|--------------|--------------------------|-----------------|--------------------------|----------------|--------------------------|------------------|--------------------------|----|
| 8.7.1<br>QIM       | <p><b>The College Hospital has the required Tashkhis Zaraye (Unani diagnostic units) for Teaching, Training and service delivery</b></p> <p>Describe the adequacy of the following within 500 words:</p> <ol style="list-style-type: none"> <li>1. Nabz (Pulse) Examination unit</li> <li>2. Moa'na Baul (Urine) Examination unit</li> <li>3. Moa'na Braz (Stool) Examination unit</li> <li>4. Other Diagnostic / Examination Units</li> </ol> <p><b>Provide weblink to :</b></p> <ul style="list-style-type: none"> <li>• OPD data and IPD data</li> <li>• Geotagged photographs of the units</li> <li>• Any other relevant information</li> </ul>  | 10             |                          |              |                          |               |                          |                    |                          |                |                          |                |                          |              |                          |                 |                          |                |                          |                  |                          |    |
| 8.7.2<br>QnM       | <p><b>The College Hospital has Ilaj bit Tadbeer units as follows:</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">1. Hijama unit</td> <td style="width: 20%; text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>2. Dalk unit</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>3. Hamam unit</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>4. Irsal alaq unit</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>5. Nutool unit</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>6. Huquna unit</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>7. Fasd unit</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>8. Pashoya unit</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>9. Aabzan unit</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>10. Riyazat unit</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• List of Ilaj bit Tadbeer units available in the College Hospital</li> <li>• OPD and IPD data</li> <li>• Any other relevant information.</li> <li>• <b>Geotagged photographs of the facilities in options selected</b></li> </ul> | 1. Hijama unit | <input type="checkbox"/> | 2. Dalk unit | <input type="checkbox"/> | 3. Hamam unit | <input type="checkbox"/> | 4. Irsal alaq unit | <input type="checkbox"/> | 5. Nutool unit | <input type="checkbox"/> | 6. Huquna unit | <input type="checkbox"/> | 7. Fasd unit | <input type="checkbox"/> | 8. Pashoya unit | <input type="checkbox"/> | 9. Aabzan unit | <input type="checkbox"/> | 10. Riyazat unit | <input type="checkbox"/> | 10 |
| 1. Hijama unit     | <input type="checkbox"/>   |                |                          |              |                          |               |                          |                    |                          |                |                          |                |                          |              |                          |                 |                          |                |                          |                  |                          |    |
| 2. Dalk unit       | <input type="checkbox"/>   |                |                          |              |                          |               |                          |                    |                          |                |                          |                |                          |              |                          |                 |                          |                |                          |                  |                          |    |
| 3. Hamam unit      | <input type="checkbox"/>   |                |                          |              |                          |               |                          |                    |                          |                |                          |                |                          |              |                          |                 |                          |                |                          |                  |                          |    |
| 4. Irsal alaq unit | <input type="checkbox"/>   |                |                          |              |                          |               |                          |                    |                          |                |                          |                |                          |              |                          |                 |                          |                |                          |                  |                          |    |
| 5. Nutool unit     | <input type="checkbox"/>   |                |                          |              |                          |               |                          |                    |                          |                |                          |                |                          |              |                          |                 |                          |                |                          |                  |                          |    |
| 6. Huquna unit     | <input type="checkbox"/>   |                |                          |              |                          |               |                          |                    |                          |                |                          |                |                          |              |                          |                 |                          |                |                          |                  |                          |    |
| 7. Fasd unit       | <input type="checkbox"/>   |                |                          |              |                          |               |                          |                    |                          |                |                          |                |                          |              |                          |                 |                          |                |                          |                  |                          |    |
| 8. Pashoya unit    | <input type="checkbox"/>   |                |                          |              |                          |               |                          |                    |                          |                |                          |                |                          |              |                          |                 |                          |                |                          |                  |                          |    |
| 9. Aabzan unit     | <input type="checkbox"/>   |                |                          |              |                          |               |                          |                    |                          |                |                          |                |                          |              |                          |                 |                          |                |                          |                  |                          |    |
| 10. Riyazat unit   | <input type="checkbox"/>   |                |                          |              |                          |               |                          |                    |                          |                |                          |                |                          |              |                          |                 |                          |                |                          |                  |                          |    |
| 8.7.3<br>QIM       | <p><b>The College Hospital has the required Jild, Taziniyat and Tadabeer Mashayakh units for Teaching, Training and Service delivery</b></p> <p>Describe the adequacy of the following within 500 words:</p> <ul style="list-style-type: none"> <li>• Zeenat e Chehera</li> <li>• Zeenat e Shaar</li> </ul> <p><b>Provide weblink to</b></p> <ul style="list-style-type: none"> <li>• Jild, Taziniyat and Tadabeer Mashayakh facilities</li> <li>• <b>Any other relevant information</b></li> </ul>  | 10             |                          |              |                          |               |                          |                    |                          |                |                          |                |                          |              |                          |                 |                          |                |                          |                  |                          |    |
| 8.7.4<br>QIM       | <p><b>Describe the structure and functioning of the Unani Formulations Review Committee of the College within 500 words</b></p> <p><b>Provide weblink to :</b></p> <ul style="list-style-type: none"> <li>• Minutes of the meetings of the Unani Formulation Review Committee for the last 5 years.</li> <li>• Any other relevant information</li> </ul>   | 5              |                          |              |                          |               |                          |                    |                          |                |                          |                |                          |              |                          |                 |                          |                |                          |                  |                          |    |

|                      |   |                  |
|----------------------|---|------------------|
| <p>8.7.5<br/>QnM</p> | <p><b><i>Number of formulations and dosage forms prepared by the Teaching Hospital in the preceding Academic year</i></b></p> <ol style="list-style-type: none"> <li>1. Joshanda <input type="checkbox"/></li> <li>2. Khisanda <input type="checkbox"/></li> <li>3. Nuqoo <input type="checkbox"/></li> <li>4. Sharbat <input type="checkbox"/></li> <li>5. Arq <input type="checkbox"/></li> <li>6. Kushta <input type="checkbox"/></li> <li>7. Majoon <input type="checkbox"/></li> <li>8. Khamira <input type="checkbox"/></li> <li>9. Huboob <input type="checkbox"/></li> <li>10. Zimad <input type="checkbox"/></li> <li>11. Roghaniyat <input type="checkbox"/></li> <li>12. Jawarishat <input type="checkbox"/></li> <li>13. Lauq <input type="checkbox"/></li> <li>14. Maraham <input type="checkbox"/></li> <li>15. Safoof <input type="checkbox"/></li> <li>16. Qurs <input type="checkbox"/></li> </ol> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• <b>List of</b> formulations and dosage forms prepared during the preceding academic year</li> <li>• Any other relevant information.</li> </ul> | <p><b>10</b></p> |
| <p>8.7.6<br/>QIM</p> | <p><b><i>Describe the structure and functioning of the Dawasazi (Classical pharmacy) laboratory with the available equipment / instruments for Teaching, Training and service delivery within 500 words</i></b></p> <p><b>Provide weblink to :</b></p> <ul style="list-style-type: none"> <li>• Inventory of Equipment / Instruments in the department of Saidla</li> <li>• Any other relevant information</li> </ul>   | <p><b>10</b></p> |
| <p>8.7.7<br/>QnM</p> | <p><b><i>The Department of Ilmu Saidla (Unani Pharmacy) has the following units / facilities:</i></b></p> <ol style="list-style-type: none"> <li>1. Kushta Saazi unit <input type="checkbox"/></li> <li>2. Stability chamber <input type="checkbox"/></li> <li>3. Distillation unit <input type="checkbox"/></li> <li>4. Quality Control unit <input type="checkbox"/></li> </ol> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• List of facilities available in the Department of Ilmu Saidla (Unani Pharmacy)</li> <li>• Any other relevant information.</li> </ul>   | <p><b>10</b></p> |
| <p>8.7.8<br/>QIM</p> | <p><b><i>Describe the functioning of the Museums of Kulliyat, Ilmu Advia (Unani Pharmacology) and Mufridat within 500 words.</i></b></p> <p><b>Provide weblink to :</b></p> <ul style="list-style-type: none"> <li>• Specimens / Exhibits in the Museum</li> <li>• Any other relevant information</li> </ul>  | <p><b>10</b></p> |
| <p>8.7.9<br/>QIM</p> | <p><b><i>Provide a description of Pharmacognosy lab / Pharmacology lab / Clinical Research Lab / Animal House facility / Herbal Garden available in the campus within 500 words:</i></b></p> <p><b>Provide weblink to :</b></p>   | <p><b>10</b></p> |

|   | <ul style="list-style-type: none"> <li>• Geotagged photographs of the facilities</li> <li>• List of Equipments and Instruments</li> <li>• Copy of the License of the CPCSEA, if available</li> <li>• Any other relevant information.</li> </ul>  |                               |                                |  |                                |  |   |  |  |  |  |                                 |
|---|--|-------------------------------|--------------------------------|--|--------------------------------|--|---|--|--|--|--|---------------------------------|
| <p>8.7.10<br/>QnM</p>                                 | <p><b>The College provides training to the students in the following skills in respect of Unani Medicine:</b></p> <ol style="list-style-type: none"> <li>1. Identification of Mizaj <input type="checkbox"/></li> <li>2. Identification of Nabz <input type="checkbox"/></li> <li>3. Identification of Drugs <input type="checkbox"/></li> <li>4. Nuskha Navesi (Prescription writing) <input type="checkbox"/></li> </ol> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• List out the details of the training in skills provided to students in respect of Unani Medicine</li> <li>• List of practical demonstrations conducted / organized during the last five years.</li> <li>• Any other relevant information</li> </ul> <p>Details of soft skill development record to be uploaded which should contain the following information</p> <p align="center"><b>Data Template:</b></p> <table border="1" data-bbox="284 1048 1238 1294"> <thead> <tr> <th>Skill</th> <th>Identificati<br/>on of<br/>Mizaj</th> <th>Identificat<br/>ion of<br/>Nabz</th> <th>Identific<br/>ation of<br/>Drugs</th> <th>Nuskha<br/>Navesi<br/>(Prescriptio<br/>n writing)</th> </tr> </thead> <tbody> <tr> <td>Number of<br/>Demonstrations/<br/>Practical's conducted</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | Skill                         | Identificati<br>on of<br>Mizaj | Identificat<br>ion of<br>Nabz                  | Identific<br>ation of<br>Drugs | Nuskha<br>Navesi<br>(Prescriptio<br>n writing) | Number of<br>Demonstrations/<br>Practical's conducted |  |  |  |  | <p align="center"><b>10</b></p> |
| Skill   | Identificati<br>on of<br>Mizaj   | Identificat<br>ion of<br>Nabz | Identific<br>ation of<br>Drugs | Nuskha<br>Navesi<br>(Prescriptio<br>n writing) |                                |  |   |  |  |  |  |                                 |
| Number of<br>Demonstrations/<br>Practical's conducted |  |                               |                                |  |                                |  |   |  |  |  |  |                                 |
| <p>8.7.11<br/>QnM</p>                                 | <p><b>Institution provides student training in exclusive clinics and facilities for specialised treatment such as:</b></p> <ol style="list-style-type: none"> <li>1. Geriatric care <input type="checkbox"/></li> <li>2. Neuro-rehabilitation <input type="checkbox"/></li> <li>3. Regimenal Therapy <input type="checkbox"/></li> <li>4. Parasurgical Unani procedures <input type="checkbox"/></li> </ol> <p><b>Data Template:</b></p> <table border="1" data-bbox="284 1630 1254 1771"> <thead> <tr> <th>Exclusive<br/>clinic</th> <th>Geriatric<br/>care</th> <th>Neuro-<br/>rehabilitation</th> <th>Regimenal<br/>Therapy</th> <th>Parasurgical<br/>Unani procedures</th> </tr> </thead> <tbody> <tr> <td>Records of<br/>OPDs</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 training sessions in the exclusive clinics for specialized treatment year-wise during the last five years</li> <li>• List of students undergone training</li> <li>• Any other relevant information.</li> </ul>   | Exclusive<br>clinic           | Geriatric<br>care              | Neuro-<br>rehabilitation                       | Regimenal<br>Therapy           | Parasurgical<br>Unani procedures               | Records of<br>OPDs                                    |  |  |  |  | <p align="center"><b>5</b></p>  |
| Exclusive<br>clinic                                   | Geriatric<br>care  | Neuro-<br>rehabilitation      | Regimenal<br>Therapy           | Parasurgical<br>Unani procedures               |                                |  |   |  |  |  |  |                                 |
| Records of<br>OPDs                                    |  |                               |                                |  |                                |  |   |  |  |  |  |                                 |

**Key Indicator 8.8 - Siddha**

**Weightage -100**

| Sl. No       | Details of Metrics   | Weightage |
|--------------|--|-----------|
| 8.8.1<br>QnM | <p><i>The college facilitates documentation, adoption and dissemination of traditional Siddha Knowledge acquired from traditional Siddha Vaidhyas, community/folklore during the last five years.</i></p> <p>1. Field visits <input type="checkbox"/></p> <p>2. Consent for knowledge transfer <input type="checkbox"/></p> <p>3. Documentation of procedures including audio-visual recording <input type="checkbox"/></p> <p>4. Presentations <input type="checkbox"/></p> <p>5. Publications <input type="checkbox"/></p> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>Field visits, Consent for knowledge transfer, Publication</li> <li>Documentation of procedures including audio-visual recording</li> </ul> | 10        |
| 8.8.2<br>QnM | <p><i>The students have scope/facility for collecting, reading, conserving and digitizing of Palm leaves/ cudgeon leaves/ manuscripts during the last five years.</i></p> <p>1. Collection with consent <input type="checkbox"/></p> <p>2. Conservation <input type="checkbox"/></p> <p>3. Reading <input type="checkbox"/></p> <p>4. Digitizing <input type="checkbox"/></p> <p>5. Publishing <input type="checkbox"/></p> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>Collection with consent and Conservation</li> <li>provide link for Digitized material</li> <li>Attach Published work.</li> </ul>  | 10        |
| 8.8.3<br>QIM | <p><i>Describe the measures taken by the college to provide the Knowledge on Siddha Nutraceutical and traditional Siddha foods: (Unave Marunthu; Marunthe unavu) to the students during the last five years.</i></p> <ul style="list-style-type: none"> <li>Workshops on disease specific culinary practices</li> <li>Visiting Food related industry/institutions</li> </ul> <p>Upload : File description that includes the above points(500 words)</p>  | 5         |
| 8.8.4<br>QnM | <p><i>Capacity building in Siddha diagnostic methods such as Naadi, Neerkkuri, Neikkuri, Manikkadai Nool, etc. during the last five years.</i></p> <p>1. Didactic learning <input type="checkbox"/></p> <p>2. Hands on training <input type="checkbox"/></p> <p>3. Documentation <input type="checkbox"/></p> <p>4. Instrumentation development <input type="checkbox"/></p> <p><b>Upload:</b></p>   | 10        |

|              |   |    |
|--------------|---|----|
|              | <ul style="list-style-type: none"> <li>• Provide the details with documentary evidences.</li> <li>• Any other relevant information.</li> </ul>  |    |
| 8.8.5<br>QIM | <p><b><i>Knowledge on traditional Siddha bone setting during the last five years.</i></b></p> <ul style="list-style-type: none"> <li>• Adaptation of the traditional methods from the community/vaidhyas</li> </ul> <p><b>Provide weblink to:</b></p> <ul style="list-style-type: none"> <li>• File description of the above points(500 words)</li> <li>• Geo tagged photographs</li> <li>• Any other relevant information</li> </ul>   | 5  |
| 8.8.6<br>QnM | <p><b><i>Occupational/physiotherapy and Thokkanam for differently abled children during the last five years.</i></b></p> <p>1 .Podithimirthal <input type="checkbox"/></p> <p>2. Thokkanam <input type="checkbox"/></p> <p>3. Varman <input type="checkbox"/></p> <p>4. Occupational therapy <input type="checkbox"/></p> <p>5. Physiotherapy <input type="checkbox"/></p> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Provide the treatment record details</li> <li>• Any other relevant information.</li> </ul>  | 10 |
| 8.8.7<br>QnM | <p><b><i>Hands on training on Siddha external therapy techniques/procedures during the last five years.</i></b></p> <p>1. Chuttigai <input type="checkbox"/></p> <p>2. Vedhu <input type="checkbox"/></p> <p>3. Pugai <input type="checkbox"/></p> <p>4. Pochu <input type="checkbox"/></p> <p>5. Otradam <input type="checkbox"/></p> <p>6. Keeral <input type="checkbox"/></p> <p>7. Leach Therapy <input type="checkbox"/></p> <p>8. Podi Thimirthal <input type="checkbox"/></p> <p>9. Patru <input type="checkbox"/></p> <p>10. Peechu <input type="checkbox"/></p> <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• The treatment record details</li> <li>• Training records</li> <li>• Any other relevant information.</li> </ul> | 10 |
| 8.8.8<br>QIM | <p><b><i>Measures taken for providing applied knowledge on Sothidam (Astrology), Panchapatchi, Manikkadai Nool, etc. during the last five years.</i></b></p> <p><b>Provide weblink to :</b></p>   | 5  |

|               |  |           |
|---------------|--|-----------|
|               | <ul style="list-style-type: none"> <li>File description of the above points(600-1000 words)</li> </ul>   |           |
| 8.8.9<br>QIM  | <p><b><i>Knowledge and training in palliative care in Siddha (current year)</i></b></p> <ul style="list-style-type: none"> <li><b>Visits to palliative care centres</b></li> </ul> <p><b>Provide weblink to :</b></p> <ul style="list-style-type: none"> <li>File description of the above points(500 words)</li> </ul>  | <b>6</b>  |
| 8.8.10<br>QnM | <p><b><i>Implementation of Hospital management software. (current year)</i></b></p> <ol style="list-style-type: none"> <li>Readiness for hospital information software <input type="checkbox"/></li> <li>Policy for hospital record management in Accordance with GoI. <input type="checkbox"/></li> <li>Hospital Data reflects disease codes as per NAMASTHE. <input type="checkbox"/></li> <li>Any other hospital management system. <input type="checkbox"/></li> </ol> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>Provide documents for the above for the assessment year.</li> <li>Any other relevant information.</li> </ul>   | <b>7</b>  |
| 8.8.11<br>QIM | <p><b><i>Describe the measures taken by the college to provide continuous skill up-gradation and training for the Siddha Teaching Hospital/College staff on patient care and dispensing of medicines, etc. during the last 5 years (500 words).</i></b></p> <p><b>Weblink :</b></p> <ul style="list-style-type: none"> <li>Details of activities for skill up-gradation and training</li> <li>Any other relevant information</li> </ul>  | <b>6</b>  |
| 8.8.12<br>QIM | <p><b><i>Functioning of Pharmacovigilance cell and its role in teaching learning process (500 words)</i></b></p> <p><b>Provide Web link:</b></p> <ul style="list-style-type: none"> <li>List of training sessions conducted for the students in pharmacovigilence during the preceding academic year</li> <li>List of trained staff on Pharmacovigilence.</li> <li>Number of Reported cases during the reporting year</li> </ul>   | <b>6</b>  |
| 8.8.13<br>QnM | <p><b><i>Enhancement of knowledge related to preparation and documentation of Higher Order Siddha medicines/Unique Siddha preparations during last five years.</i></b></p> <ul style="list-style-type: none"> <li>Kattu, Kalangu, Chunnam, Pooneeru and muppu</li> <li>Learning and documentation of purification processes of raw materials, methods of preparation</li> </ul> <ol style="list-style-type: none"> <li>Field visits related to the above processes <input type="checkbox"/></li> <li>Documentation of photo/video evidences <input type="checkbox"/></li> <li>Hands on Training <input type="checkbox"/></li> <li>Ability to reproduce <input type="checkbox"/></li> <li>Field application <input type="checkbox"/></li> </ol> | <b>10</b> |

|  |   |  |
|--|---|--|
|  | <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• The details of last 5 years.</li> <li>• Any other relevant information.</li> </ul> |  |
|--|---|--|

**Key Indicator 8.9 – Homeopathy College**

**Weightage -100**

| Sl. No       | Title of the metric   | Weightage |                            |                        |  |  |  |                            |        |      |                        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |    |
|--------------|---|-----------|----------------------------|------------------------|--|--|--|----------------------------|--------|------|------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|----|
| 8.9.1<br>QIM | <p><i>Institution provides training for students and teachers in Homeopathic Practice Ethics. Provide a description within 500 words</i></p> <p><b>Provide weblink to :</b></p> <ul style="list-style-type: none"> <li>• Teaching and training sessions conducted for Students and Teachers in Ethics in Homeopathic practices</li> <li>• Any other relevant information</li> </ul>   | 10        |                            |                        |  |  |  |                            |        |      |                        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |    |
| 8.9.2<br>QnM | <p><i>Average percentage of full time teachers who have undergone orientation training in Pharmacovigilance / NAMSTP / NABH / other quality training in the last five years.</i></p> <p><b>Formula:</b><br/> <math display="block">\frac{\text{No. of full time Teachers undergone orientation training in a year} \times 100}{\text{Average No. of full time teachers in that year}}</math>                     (To be calculated for each year of the last five years)</p> $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 10%;">Year.</th> <th colspan="4" style="text-align: center;">Number of teachers trained</th> </tr> <tr> <th></th> <th style="text-align: center;">Pharmacovigilance Training</th> <th style="text-align: center;">NAMSTP</th> <th style="text-align: center;">NABH</th> <th style="text-align: center;">Other Quality Training</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>• Training certificates of teachers year-wise during the last 5 years.</li> <li>• Data Templates</li> <li>• Any other relevant information..</li> </ul> | Year.     | Number of teachers trained |                        |  |  |  | Pharmacovigilance Training | NAMSTP | NABH | Other Quality Training |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 10 |
| Year.        | Number of teachers trained  |           |                            |                        |  |  |  |                            |        |      |                        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |    |
|              | Pharmacovigilance Training  | NAMSTP    | NABH                       | Other Quality Training |  |  |  |                            |        |      |                        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |    |
|              |   |           |                            |                        |  |  |  |                            |        |      |                        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |    |
|              |   |           |                            |                        |  |  |  |                            |        |      |                        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |    |
|              |   |           |                            |                        |  |  |  |                            |        |      |                        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |    |
|              |   |           |                            |                        |  |  |  |                            |        |      |                        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |    |
|              |   |           |                            |                        |  |  |  |                            |        |      |                        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |    |
| 8.9.3<br>QIM | <p><i>Describe the standard Inspection Control Policy and the practices followed by the Institution within 500 words</i></p> <p><b>Provide weblink to :</b></p> <ul style="list-style-type: none"> <li>• The Inspection Control Policy of the Institutions</li> </ul>   | 10        |                            |                        |  |  |  |                            |        |      |                        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |    |

|              | <ul style="list-style-type: none"> <li>Any other relevant information</li> </ul>   |   |  |   |  |  |  |  |  |    |
|--------------|--|---|--|---|--|--|--|--|--|----|
| 8.9.4<br>QIM | <p><b><i>The measures taken by the Institution to provide foundation courses in disciplines like the Humanities, Behavioral Sciences etc. Provide description within 500 words</i></b></p> <p><b>Provide weblink to :</b></p> <ul style="list-style-type: none"> <li>Teaching sessions in the Humanities, Behavioral Sciences etc., during the last 5 years.</li> <li>Any other relevant information</li> </ul>  | 10  |  |   |  |  |  |  |  |    |
| 8.9.5<br>QIM | <p><b><i>The Institution uses methods including software for training of students and teachers in Homoeopathic Clinical Decision making and Medicine Selection, (Provide description within 500 words)</i></b></p> <p><b>Provide weblink to</b></p> <ul style="list-style-type: none"> <li>Details of the teaching /training sessions conducted during the last 5 years.</li> <li>Details of software used</li> <li>Any other relevant information</li> </ul>  | 15  |  |   |  |  |  |  |  |    |
| 8.9.7<br>QIM | <p><b><i>The Students are exposed to the requirements of The Clinical Establishments Act (Registration and Regulation) 2010 as applied to Homeopathy.</i></b></p> <p><b>Describe the details of teaching sessions on The Clinical Establishments Act (Registration and Regulation) 2010 as applied to Homeopathy within 500 words.</b></p> <p><b>Provide weblink to:</b></p> <ul style="list-style-type: none"> <li>List of teaching sessions conducted on <b>The Clinical Establishments Act-2010</b> during the last five years.</li> <li>The Registration certificate of the Institutions as per the Act.</li> <li>Any other relevant information</li> </ul>  | 5   |  |   |  |  |  |  |  |    |
| 8.9.8<br>QIM | <p><b><i>Describe the activities of specialized units like Physiotherapy / Yoga and Naturopathy in the Institution within 500 words</i></b></p> <p><b>Provide weblink to :</b></p> <ul style="list-style-type: none"> <li>List of teaching and practice session of the Physiotherapy / Yoga and Naturopathy unit for the last 5 years.</li> <li>List of students and teachers who participated in the specialized activities of Physiotherapy / Yoga and Naturopathy in the preceding academic year.</li> <li>Any other relevant information</li> </ul>  | 15  |  |   |  |  |  |  |  |    |
| 8.9.8<br>QIM | <p><b><i>Provide a description of the number and variety of Medicinal plants in the Herbal Garden in the campus within 500 words</i></b></p> <table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:10%;">Sl No.</th> <th style="width:25%;">Total Area (Minimum 250 sq meters)</th> <th style="width:40%;">No of Plants (No of Species-----) (as prescribed by regulatory authority, Minimum 30)</th> <th style="width:25%;">Whether any collaboration is established with NMPB</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p><b>Provide weblink to:</b></p> | Sl No.  | Total Area (Minimum 250 sq meters)                 | No of Plants (No of Species-----) (as prescribed by regulatory authority, Minimum 30) | Whether any collaboration is established with NMPB |  |  |  |  | 10 |
| Sl No.       | Total Area (Minimum 250 sq meters)   | No of Plants (No of Species-----) (as prescribed by regulatory authority, Minimum 30) | Whether any collaboration is established with NMPB |   |  |  |  |  |  |    |
|              |  |   |  |   |  |  |  |  |  |    |

|                    |  |    |
|--------------------|--|----|
|                    | <ul style="list-style-type: none"> <li>List of Medicinal plants /species in the Herbal Garden</li> <li>Geotagged photographs of the Herbal Garden in the campus</li> <li>Any other relevant information</li> </ul>   |    |
| 8.9.9<br><br>QnM   | <p><b><i>Provision has been made to provide comprehensive student training in General, Exclusive Clinics, Research and in facilities for speciality treatments</i></b></p> <p>1. General <input type="checkbox"/></p> <p>2. Speciality <input type="checkbox"/></p> <p>3. Research <input type="checkbox"/></p> <p>4. Outreach / Peripheral <input type="checkbox"/></p> <p>Upload:</p> <ul style="list-style-type: none"> <li>List of teaching / training sessions conducted during the last 5 years.</li> <li>Data Template</li> <li>Any other relevant information.</li> </ul>                      | 10 |
| 8.9.10.<br><br>QnM | <p><b><i>Is the teaching hospital / laboratory accredited by any National Accrediting Agency /Agencies?</i></b></p> <p>1. NABH Accreditation of the teaching hospital <input type="checkbox"/></p> <p>2. NABL Accreditation of the laboratories <input type="checkbox"/></p> <p>3. ISO Certification of the departments / divisions <input type="checkbox"/></p> <p>4. Other Recognized Accreditation / Certifications <input type="checkbox"/></p> <p>Upload:</p> <ul style="list-style-type: none"> <li>e-copies of Certificate/s of Accreditations</li> <li>Any other relevant documents</li> </ul> | 5  |

**Key Indicator 8.10 – Allied Health Sciences College**

**Weightage -100**

| Sl. No                         |   | Weightage |
|--------------------------------|---|-----------|
| 8.10.1<br><br>Q <sub>I</sub> M | <p><b><i>Describe the programmes offered by the Institution during the last 5 years add a note on the percentage of programmes approved by the Regulatory Body/ies within 500 words.</i></b></p> <p>Provide weblink to:</p> <ul style="list-style-type: none"> <li>Details of the programs/courses offered during the last 5 years</li> <li>Minutes of relevant Academic Council/ BOS meetings</li> <li>Any other relevant information</li> </ul> | 15        |

|                                 |  |                  |
|---------------------------------|--|------------------|
| <p>8.10.2</p> <p><b>QIM</b></p> | <p><i>Provide a description of how the Clinical / Equipment/ Instruments and Laboratory Learning Resources are used for the AHS students within 500 words.</i></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>• Link to hospital records / Clinical / Equipment/ Instruments and Laboratory Learning Resources / Hospital Management Information System</li> <li>• Any other relevant information</li> </ul>  | <p><b>20</b></p> |
| <p>8.10.3</p> <p><b>QIM</b></p> | <p><i>Mechanism in place in the teaching Institute/ Hospital for providing disability certificates/ concessional facilities to the needy population as per RPWD Act 2016. Describe within 500 words.</i></p> <p><b>Provide weblink to :</b></p> <ul style="list-style-type: none"> <li>• Details of disability certificates issued in the last 5 years</li> <li>• Any other relevant information</li> </ul>  | <p><b>10</b></p> |
| <p>8.10.4</p> <p><b>QIM</b></p> | <p><i>Describe the mechanism in place in the teaching Institute/ Hospital for implementing the various schemes for the needy population under schemes such as Assistance to Disabled Persons (ADIP) scheme/ Empanelled professionals, within 500 words</i></p> <p><b>Provide weblink to:</b></p> <ul style="list-style-type: none"> <li>• List of schemes</li> <li>• Year-wise list of beneficiaries under different schemes during the last 5 years</li> <li>• Any other relevant information</li> </ul>  | <p><b>10</b></p> |
| <p>8.10.5</p> <p><b>QIM</b></p> | <p><i>Provide details of continuous approval received by the Institution from the Regulatory Bodies, year-wise for continuing the courses offered by it, during the last 5 years within 500 words.</i></p> <p><b>Provide web link to:</b></p> <ul style="list-style-type: none"> <li>• E-copies of approval letters from the Regulatory Bodies</li> <li>• Any other relevant information</li> </ul>  | <p><b>15</b></p> |
| <p>8.10.6</p> <p><b>Qnm</b></p> | <p><i>Institution has up-to-date clinical instrumentations and tools as per the specifications of the Regulatory Bodies</i></p> <p style="text-align: right;">           1) Diagnostic equipment <input type="checkbox"/><br/>           2) Treatment equipment <input type="checkbox"/><br/>           3) Clinical tests and tools <input type="checkbox"/><br/>           4) Research equipment <input type="checkbox"/> </p> <p>Upload:</p> <ul style="list-style-type: none"> <li>• List of Diagnostic, treatment, clinical tests and research equipment available in the College</li> </ul> | <p><b>15</b></p> |

|               |   |    |
|---------------|---|----|
|               | <ul style="list-style-type: none"> <li>Any other relevant information.</li> </ul>   |    |
| 8.10.7<br>QIM | <p><b><i>Describe the opportunities provided to the students for hands-on training in Clinical and Community settings and for exposure to diagnostic and therapeutic equipment within 500 words.</i></b></p> <p>Provide weblink to :</p> <ul style="list-style-type: none"> <li>Details of student postings in Clinical and community settings.</li> <li>Any other relevant information.</li> </ul> | 15 |

**Key Indicator 8.11 - Yoga and Naturopathy**

**Weightage-100**

| <b>Metric<br/>s no.</b> | <b>Metric Description</b>   | <b>Weightage</b> |
|-------------------------|---|------------------|
| 8.11.1<br>(QIM)         | <p><b><i>Describe the Institutional practice of blending the theory and practices for implementing the curriculum for various programmes and courses offered by the institution of Yoga and Naturopathy within 500 words.</i></b></p> <p>Provide weblink to:</p> <ul style="list-style-type: none"> <li>Lesson plans and practice plans</li> <li>Minutes of Board of Studies /Governing Council / College Council / Academic Council</li> <li>Any other relevant information</li> </ul> | 10               |
| 8.11.2<br>(QIM)         | <p><b><i>The institution blends traditional and modern principles of Yoga and Naturopathy as learning outcome of the curriculum. Describe within 500 words.</i></b></p> <p>Provide weblink to:</p> <ul style="list-style-type: none"> <li>Minutes of Board of Studies /Governing Council / College Council / Academic Council</li> <li>Any other relevant information</li> </ul>  | 5                |

|                          |   |           |
|--------------------------|---|-----------|
| <p>8.11.3<br/>(QnM)</p>  | <p><b>Teaching-Learning facilities available in the institution for Yoga and Naturopathy.</b></p> <p>a. Class rooms (ICT enabled, Traditional ) <input type="checkbox"/></p> <p>b. Yoga studio, museum, practice of shat karmas <input type="checkbox"/></p> <p>c. Provision for the practice of self study <input type="checkbox"/></p> <p>d. Provision for meditation and Gurukul Education, Sathkarma and sathvik ahara <input type="checkbox"/></p> <p>e. Naturopathy Infrastructure and Nature works <input type="checkbox"/></p> <p><b>Upload :</b></p> <ul style="list-style-type: none"> <li>• Geotagged photographs</li> <li>• Any other relevant information.</li> </ul>          | <p>10</p> |
| <p>8.11.4.<br/>(QIM)</p> | <p><b>Detail the activities of the specialized diet unit of the Institution for the preparation of diet charts, diet for different diseases and appropriate cooking facility within 500 words</b></p> <p>Provide weblink to :</p> <ul style="list-style-type: none"> <li>• Geotagged photographs of the facilities</li> <li>• List of equipment in the cooking facility</li> <li>• Any other relevant information</li> </ul>  | <p>10</p> |
| <p>8.11.5.<br/>(QIM)</p> | <p><b>Describe the evaluation process of the spiritual progress and subjective experiences of the aspirants / students using standardized tools and tests (biomarkers) evolved by the institution within 500 words</b></p> <p>Provide weblink to :</p> <ul style="list-style-type: none"> <li>• List of standardized tools and tests developed by the Institution.</li> <li>• Any other relevant information</li> </ul>   | <p>10</p> |
| <p>8.11.6.<br/>(QnM)</p> | <p><b>The institution of Yoga and Naturopathy has received Funds/Grants from Govt./ non Govt. bodies, Bi- and Multi-lateral donors, individuals, philanthropists during the last five years.</b></p> <p>The Institution has received funds / grants from:</p> <p>1. Government <input type="checkbox"/></p> <p>2. Non-Government Organizations <input type="checkbox"/></p> <p>3. Philanthropists / Donors <input type="checkbox"/></p> <p>4. Charities /Voluntary organizations <input type="checkbox"/></p> <p>5. Foundations <input type="checkbox"/></p> <p><b>Upload:</b></p> <p>a. Copies of the sanction orders for the project grants</p> <p>b. Any other relevant information.</p> | <p>10</p> |

|  |  |           |  |  |  |  |  |  |  |  |  |  |  |                                |  |  |  |  |  |           |
|--|--|-----------|--|--|--|--|--|--|--|--|--|--|--|--------------------------------|--|--|--|--|--|-----------|
| <p>8.11.7.<br/>(QIM)</p>                                       | <p><b>Describe the measures adopted by the institution to promote Yoga and Naturopathy as the main stream career for its students within 500 words</b></p> <p>Provide weblink to:</p> <ul style="list-style-type: none"> <li>• Analysis report of the measures adopted and certified by the head of the Institution.</li> <li>• Any other relevant information</li> </ul>  | <p>10</p> |  |  |  |  |  |  |  |  |  |  |  |                                |  |  |  |  |  |           |
| <p>8.11.8.<br/>(QnM)</p>                                       | <p><b>Funds generated from Yoga Research projects / Clinical trials / Standardizations funded by government as well as non-government agencies during the last 5 years (INR in Lakhs)</b></p> <table border="1" data-bbox="341 680 1206 837"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of funded research projects</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Funds generated (INR in lakhs)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Upload:</p> <ul style="list-style-type: none"> <li>• Copies of sanction letters</li> <li>• Any other relevant information.</li> </ul>   | Year      |  |  |  |  |  | Number of funded research projects                             |  |  |  |  |  | Funds generated (INR in lakhs) |  |  |  |  |  | <p>10</p> |
| Year   |  |           |  |  |  |  |  |  |  |  |  |  |  |                                |  |  |  |  |  |           |
| Number of funded research projects                             |  |           |  |  |  |  |  |  |  |  |  |  |  |                                |  |  |  |  |  |           |
| Funds generated (INR in lakhs)                                 |  |           |  |  |  |  |  |  |  |  |  |  |  |                                |  |  |  |  |  |           |
| <p>8.11.9.<br/>(QnM)</p>                                       | <p><b>Total number of Yoga / Naturopathy-related events organized by the Institution during the last 5 years</b></p> <table border="1" data-bbox="341 1133 1279 1308"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of Yoga / Naturopathy-related events organized</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of participants</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Upload:</p> <ul style="list-style-type: none"> <li>• List of Yoga / Naturopathy-related events organized year-wise by the Institution</li> <li>• Any other relevant information.</li> </ul>   | Year      |  |  |  |  |  | Number of Yoga / Naturopathy-related events organized          |  |  |  |  |  | Number of participants         |  |  |  |  |  | <p>05</p> |
| Year   |  |           |  |  |  |  |  |  |  |  |  |  |  |                                |  |  |  |  |  |           |
| Number of Yoga / Naturopathy-related events organized          |  |           |  |  |  |  |  |  |  |  |  |  |  |                                |  |  |  |  |  |           |
| Number of participants   |  |           |  |  |  |  |  |  |  |  |  |  |  |                                |  |  |  |  |  |           |
| <p>8.11.10.<br/>(QnM)</p>                                      | <p><b>Average percentage of teachers organizing teaching and training programmes for public and students through conferences / workshops /seminars /spiritual retreats/discourses / symposia etc in Yoga and Naturopathy during the last five years</b></p> <table border="1" data-bbox="341 1720 1318 1899"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of teachers organizing teaching and training programmes</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total number of teachers</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Formula:</p> <p>Percentage per year = <math>\frac{\text{number of teacher organising teaching and training programmes in a year}}{\text{Total number of teachers in that year}} \times 100</math></p> | Year      |  |  |  |  |  | Number of teachers organizing teaching and training programmes |  |  |  |  |  | Total number of teachers       |  |  |  |  |  | <p>10</p> |
| Year   |  |           |  |  |  |  |  |  |  |  |  |  |  |                                |  |  |  |  |  |           |
| Number of teachers organizing teaching and training programmes |  |           |  |  |  |  |  |  |  |  |  |  |  |                                |  |  |  |  |  |           |
| Total number of teachers                                       |  |           |  |  |  |  |  |  |  |  |  |  |  |                                |  |  |  |  |  |           |

|   |   |      |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |                    |  |  |  |  |  |           |
|---|---|------|--|--|--|--|--|--|--|--|--|--|--|---|--|--|--|--|--|---|--|--|--|--|--|--------------------|--|--|--|--|--|-----------|
|   | <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>• Year-wise list of teaching and training programmes conducted for public and students on Yoga / Naturopathy during the last five years.</li> <li>• List of teachers who organized teaching and training programmes during the last five years</li> <li>• Any other relevant information.</li> </ul>  |      |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |                    |  |  |  |  |  |           |
| <p>8.11.11<br/>(QnM)</p>  | <p><b><i>Number of popular articles/programmes on Yoga / Naturopathy presented by teachers in State / Regional / National / International print and/or electronic media during the last five years.</i></b></p> <table border="1" data-bbox="339 752 1316 1196"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Name of of popular articles/programmes on Yoga / Naturopathy presented</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Name of teachers presented of popular articles/programmes on Yoga / Naturopathy</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Name of the State / Regional / National / International print and/or electronic media</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Date of Publicaion</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Links of telecast, electronic media</li> <li>• Upload the published print media</li> <li>• Any other relevant information.</li> </ul> | Year |  |  |  |  |  | Name of of popular articles/programmes on Yoga / Naturopathy presented |  |  |  |  |  | Name of teachers presented of popular articles/programmes on Yoga / Naturopathy |  |  |  |  |  | Name of the State / Regional / National / International print and/or electronic media |  |  |  |  |  | Date of Publicaion |  |  |  |  |  | <p>10</p> |
| Year  |   |      |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |                    |  |  |  |  |  |           |
| Name of of popular articles/programmes on Yoga / Naturopathy presented                |   |      |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |                    |  |  |  |  |  |           |
| Name of teachers presented of popular articles/programmes on Yoga / Naturopathy       |   |      |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |                    |  |  |  |  |  |           |
| Name of the State / Regional / National / International print and/or electronic media |   |      |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |                    |  |  |  |  |  |           |
| Date of Publicaion  |   |      |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |                    |  |  |  |  |  |           |

**Data templates for Part -B 1 – Medical College**

**Part B (1) NEET ranks/scores of students enrolled for the MBBS programme for the preceding academic year. The range and mean of NEET merit scores/ranks of students enrolled for the MBBS programme during the preceding academic year: (8)**

| Number of students enrolled for the MBBS programme during the preceding academic year | Range of NEET ranks | Mean + SDNEET rank | Range of NEET scores | Mean + SDNEET score |
|---|---------------------|--------------------|----------------------|---------------------|
|   |                     |                    |                      |                     |
|   |                     |                    |                      |                     |

**Part B (3) Percentage of fulltime teachers who have acquired additional postgraduate Degrees/Diplomas/Fellowships beyond the eligibility requirements from recognized centers/universities in India or abroad. (Eg: AB, FRCS, MRCP, FAMS, FAIMER & IFME Fellowships, Ph D in Medical Education etc.) (10)**

| Name of fulltime teachers with additional PG Degrees /Diplomas /Fellowships | Year of obtaining additional PG Degrees /Diplomas /Fellowships | Institution in which the qualification pursued | Year of completion |
|---|--|--|--------------------|
|   |  |  |                    |
|   |  |  |                    |
|   |  |  |                    |
|   |  |  |                    |

**Part B (10) The College provides preventive immunization and postexposure prophylaxis to students, teachers and hospital staff likely to be exposed to communicable diseases like Hepatitis-B during their clinical work in the last five years. (8)**

| Year | Name of the immunization/prophylaxis | Number of students administered immunization/prophylaxis | Number of other hospital staff administered immunization/prophylaxis (except students) |
|------|--------------------------------------|--|--|
|      |                                      |  |  |
|      |                                      |  |  |
|      |                                      |  |  |
|      |                                      |  |  |

## Data templates for Part -B 2 – Dental College

**Part B (1) NEET ranks/scores of students enrolled for the BDS programme for the preceding academic year. The range and mean of NEET merit scores/ranks of students enrolled for the MBBS programme during the preceding academic year: (5)**

| Number of students enrolled for the BDS programme during the preceding academic year | Range of NEET ranks | Mean + SDNEET rank | Range of NEET scores | Mean + SDNEET score |
|--|---------------------|--------------------|----------------------|---------------------|
|  |                     |                    |                      |                     |

**Part B (6) Percentage of fulltime teachers who have acquired additional postgraduate Degrees/Diplomas/Fellowships beyond the eligibility requirements from recognized centers/universities in India or abroad. (Eg: AB, FRCS, MRCP, FAMS, FAIMER & IFME Fellowships, Ph D in Medical Education etc.) Data to be provided for the last five years (5)**

| Name of fulltime teachers with additional PG Degrees /Diplomas /Fellowships | Year of obtaining additional PG Degrees /Diplomas /Fellowships | Institution in which the qualification pursued | Year of completion |
|---|--|--|--------------------|
|   |  |  |                    |
|   |  |  |                    |
|   |  |  |                    |
|   |  |  |                    |

**Part B (10) The College provides preventive immunization and postexposure prophylaxis to students, teachers and hospital staff likely to be exposed to communicable diseases like Hepatitis-B during their clinical work in the last five years. (5)**

| Year | Name of the immunization/prophylaxis | Number of students administered immunization/prophylaxis | Number of other hospital staff administered immunization/prophylaxis (except students) |
|------|--------------------------------------|--|--|
|      |                                      |  |  |
|      |                                      |  |  |
|      |                                      |  |  |
|      |                                      |  |  |

**Data templates for Part -B 3 – Nursing College**

**B.2-Percentage of fulltime teachers who have acquired additional postgraduate Degrees/Diplomas/Fellowships/ Master trainer certifications beyond the eligibility requirements from Universities/ Recognized Centers/ /Professional bodies in India or abroad. (Eg: additional PG degree, Ph D, Fellowships, Master trainer certifications etc.) (10)**

| Year | Name of the teacher | Name of the additional postgraduate Degrees/Diplomas/Fellowships/ Master trainer certifications |
|------|---------------------|---|
|      |                     |   |
|      |                     |   |

**B-4 Percentage of students, teachers and hospital staff provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work in the last five years.**

| Year | Number of students administered immunization/prophylaxis | Number of faculty administered immunization /prophylaxis | Number of other hospital staff administered immunization/prophylaxis | Total |
|------|--|--|--|-------|
|      |  |  |  |       |
|      |  |  |  |       |

**B-5 Is the teaching hospital / clinical laboratory accredited by any National Accrediting Agency?**

| NABH Accreditation of the teaching hospital |    | NABL Accreditation of the laboratories |    | ISO Certification of the departments / divisions |    | Other Recognized Accreditation / Certifications (Mention the name of the Agency) |    |
|---|----|--|----|--|----|--|----|
| Yes   | No | Yes                                    | No | Yes  | No | Yes  | No |
|   |    |  |    |  |    |  |    |

**B.8-Number of full time faculty serving in various committees of the niversity/ Technical advisory group/ core committee members of various ommittees of Govt/WHO/INC/ national bodies during last 5 years. (10)**

| S.No. | Year | Name of Faculty member | Name of Committee |
|-------|------|------------------------|-------------------|
|       |      |                        |                   |
|       |      |                        |                   |
|       |      |                        |                   |
|       |      |                        |                   |

**Data templates for Part B-4 Pharmacy**

**Module \* developed on competency based curriculum enrichment (10)**

B.1.1

1. Community Pharmacy training
2. Instruments/Equipments handling
3. Animal Handling for pharmacological experiments
4. Clinical pharmacy training
5. Clinical trials training

| Year | Name of the programme | Programme code | Name of the module developed | No. of students benefited |
|------|-----------------------|----------------|------------------------------|---------------------------|
|      |                       |                |                              |                           |
|      |                       |                |                              |                           |
|      |                       |                |                              |                           |
|      |                       |                |                              |                           |

Glossary:

\* Module relates to program offered for period of 15 to 30 hours

Upload:

List of modules for competency based curriculum enrichment developed by the college

List of students participated in the programme.

Any other relevant information.

**B.2.1 Internal assessment methods adopted (preceding academic year data)**

1. Manuscripts /articles /monographs / official books Presentation
2. Project proposal presentation
3. Seminar
4. Lab-book/log-book
5. Written Examination

| Name of the program | Program code | Internal assessment Method adopted | No. of students participated |
|---------------------|--------------|------------------------------------|------------------------------|
|                     |              |                                    |                              |
|                     |              |                                    |                              |
|                     |              |                                    |                              |

Upload:

List of students participated in the Internal Assessment

Any other relevant information.

**B.2.2 Details of Quality Improvement Programme (QIP)/ leadership training undergone by teachers**

Average percentage of Teachers undergone QIP / Leadership training during the last 5 years

| Year   | No. of programmes | No. of Teachers participated in QIP/leadership training during a year | Total No. of full time teachers in that year |
|--------|-------------------|---|--|
| Year-1 |                   |   |  |
| Year-2 |                   |   |  |
| Year-3 |                   |   |  |
| Year-4 |                   |   |  |
| Year-5 |                   |   |  |

Upload:

List of QIP programme

List of teachers who have participated in the QIP / Leadership training programme

Any other relevant information.

**B.2.3 Percentage of Faculty who have membership in professional bodies (i.e., IPA, APTI, IPGA, IHPA, AASP, FIP, IACP etc.) in the preceding academic year**

Number of Faculties registered in the preceding academic year

| Sl. No | Name of the Teacher | Name of the Professional body | Registration Details (Membership Type, Registration Date and Membership Number) |
|--------|---------------------|-------------------------------|---|
|        |                     |                               |   |
|        |                     |                               |   |
|        |                     |                               |   |
|        |                     |                               |   |
|        |                     |                               |   |

Upload:

List of teachers who are registered members of professional bodies.

Any other relevant information.

**B.4.1 Safety norms and preparedness available in the college**

- 1) Maintenance of wiring and electrical installations and earthing
- 2) Fire fighting measure
- 3) Handling of hazardous chemicals
- 4) Availability of emergency medical care
- 5) Safety drills conducted as per prescribed protocol

| Name of the Safety Norms/Preparedness | Year of Implementation | Name of the Agency involved with contact details |
|---------------------------------------|------------------------|--|
|                                       |                        |  |
|                                       |                        |  |

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |

Upload :  
Photographs of the emergency preparedness facilities  
Any other relevant information.

**B.4.2 Software available in the institution for Teaching-Learning process and research**

Type of Software available in the institution for Teaching-Learning process and research

1. Statistical analysis
2. Research (Ex: Quality by Design etc.,)
3. Monitoring of student activities in clinical/hospital training
4. Drug discovery
5. Pharmacology experiments

| Year | Name of the Software | Program (s) in which used | Date of purchase | Validity period |
|------|----------------------|---------------------------|------------------|-----------------|
|      |                      |                           |                  |                 |
|      |                      |                           |                  |                 |
|      |                      |                           |                  |                 |
|      |                      |                           |                  |                 |
|      |                      |                           |                  |                 |

Upload:  
List of the Software for teaching Learning process  
Any other relevant information.

**B.4.3 Is the Pharmacy College / laboratory accredited by any National Accrediting / Agency?**

1. NBA Accreditation,
2. NABL Accreditation of the laboratories
3. ISO Certification of the departments / divisions,
4. Other Recognized Accreditation / Certifications

| Year | Name of the Accreditation/Certification | Program (s) in which Accreditation/Certification of the departments / divisions | Date of Accreditation /Certification | Validity period |
|------|---|---|--------------------------------------|-----------------|
|      |   |   |                                      |                 |
|      |   |   |                                      |                 |
|      |   |   |                                      |                 |
|      |   |   |                                      |                 |
|      |   |   |                                      |                 |

**Upload:**  
e-copies of Certificate/s of Accreditations  
Any other relevant documents

**Data templates for Part B 5 – Physiotherapy**

| <p><b><i>B.1-The college/institution provides students/interns with physiotherapeutic exposure to hands on practical training in the following clinical setups on an ongoing basis:(10)</i></b></p> <p>1. OPD and IPD<br/>2. Surgical and Medical ICUs<br/>3. Plastic Surgery and Burns<br/>4. Transplant Units.<br/>5. Orthopedic /Cardiac / Neuro units</p> |                          |                                    |                          |           |
|---|--------------------------|------------------------------------|--------------------------|-----------|
| Years   | OPD and IPD patient name | Name of Students in terms of units | Name of training program | Any other |
|   |                          |                                    |                          |           |
|   |                          |                                    |                          |           |

| <p><b><i>B.4-Percentage of fulltime teachers who have acquired additional certifications/postgraduate Degrees/Diplomas/Fellowships, in addition to the minimum eligibility requirements from recognized agencies/centers/universities/associations in India or abroad. (e.g.: NDT cert, various Manual therapy cert (e.g., Paris, McKenzie, Maitland, Kaltenborg, Cyriax etc.), SI cert, certification in orthopedics/neurology/women’s health/pediatrics/geriatrics/acute care, EMG &amp; Nerve conduction cert, post graduation in Medical Education etc.) Data to be provided for the last five years.(10)</i></b></p> |   |   |           |
|---|---|---|-----------|
| Years   | Number of fulltime teachers with additional qualifications as above | Name of certificates, postgraduate Degrees, Diplomas or Fellowships | Any other |
|   |   |   |           |

| <p><b><i>B.6 Is the teaching Hospital / clinical laboratory accredited by any National Accrediting Agency? (10)</i></b></p> <p>1. NABH Accreditation of the teaching hospital<br/>2. NABL Accreditation of the laboratories<br/>3. ISO Certification of the departments / divisions<br/>4. Other Recognized Accreditation / Certifications</p> |   |                       |                      |           |
|--|---|-----------------------|----------------------|-----------|
| S.No.  | Name of Accrediting Agency/ other professional body | Date of Accreditation | Links if Institution | Any other |
|  |   |                       |                      |           |
|  |   |                       |                      |           |

## Data templates for Part B 6 – Ayurveda

Sr.NO. ***Institution has taken adequate steps to develop and maintain the Herbal Garden in terms of total area, the number of species and preservation and propagation of rare and endangered medicinal plants***

5.1

| Total area of Herbal Garden |              |              |           |
|-----------------------------|--------------|--------------|-----------|
| ≥ 20 acres                  | 10 -15 acres | 5 – 10 acres | < 5 acres |
|                             |              |              |           |

5.2 ***Preservation and propagation of rare and endangered medicinal plants as per the list provided by the NMPB***

QnM

| Sr.NO. | Name of the species | No. of plants | Total |
|--------|---------------------|---------------|-------|
|        |                     |               |       |
|        |                     |               |       |

6.1 ***Average annual expenditure incurred towards herbal garden maintenance and development during the last five years***

QnM

|                     |  |  |  |  |  |
|---------------------|--|--|--|--|--|
| Year                |  |  |  |  |  |
| Amount in INR Lakhs |  |  |  |  |  |

FORMULA: TOTAL EXPENDITURE INCURRED TOWARDS HERBAL GARDEN DURING LAST FIVE YEARS

7.1 ***Efforts of the institution to involve students in Yogic practices & promotion among the public***

QnM

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| Year                                   |  |  |  |  |  |
| Attendance for Common yoga             |  |  |  |  |  |
| Attendance for Therapeutic yoga        |  |  |  |  |  |
| Attendance for Advance yogic practices |  |  |  |  |  |

|                     |   |      |  |  |  |  |  |                     |  |  |  |  |  |
|---------------------|---|------|--|--|--|--|--|---------------------|--|--|--|--|--|
| 9.1<br>QnM          | <p><b><i>Availability of teaching Ayurvedha pharmacy for students, demonstration and medicine manufacturing</i></b></p> <p>A. Teaching Pharmacy exists, licensed and GMP certified<br/>                 B. Teaching Pharmacy exists and is licensed<br/>                 C. Teaching Pharmacy exists and is functional<br/>                 D. There is no Teaching Pharmacy</p>  |      |  |  |  |  |  |                     |  |  |  |  |  |
| 9.2                 | <p><b><i>Average annual expenditure incurred towards purchase of raw materials / medicines during last five years</i></b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <tr> <td style="width: 30%;">Year</td> <td style="width: 10%;"></td> </tr> <tr> <td>Amount in INR Lakhs</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p align="center">FORMULA: TOTAL EXPENDITURE INCURRED TOWARDS HERBAL GARDEN DURING LAST FIVE YEARS</p> | Year |  |  |  |  |  | Amount in INR Lakhs |  |  |  |  |  |
| Year                |   |      |  |  |  |  |  |                     |  |  |  |  |  |
| Amount in INR Lakhs |   |      |  |  |  |  |  |                     |  |  |  |  |  |

|  |    |   |    |   |    |  |    |
|--|----|---|----|---|----|--|----|
| <b><i>B- Is the teaching hospital / clinical laboratory accredited by any National Accrediting Agency?</i></b> |    |   |    |   |    |  |    |
| NABH<br>Accreditation of<br>the teaching<br>hospital   |    | NABL Accreditation<br>of the laboratories |    | ISO Certification of the<br>departments / divisions |    | Other Recognized<br>Accreditation /<br>Certifications<br>(Mention the name of<br>the Agency) |    |
| Yes  | No | Yes                                       | No | Yes   | No | Yes  | No |
|  |    |   |    |   |    |  |    |

**Data templates for Part B 7 – Unani**

| <b>B-2 The College Hospital has Ilaj bit Tadbeer units as follows:</b> |     |    |  |
|--|-----|----|--|
|  | Yes | No |  |
| 1. Hijama unit   |     |    |  |
| 2. Dalk unit   |     |    |  |
| 3. Hamam unit  |     |    |  |
| 4. Irsal alaq unit   |     |    |  |
| 5. Nutool unit   |     |    |  |
| 6. Huquna unit   |     |    |  |
| 7. Fasd unit   |     |    |  |
| 8. Pashoya unit  |     |    |  |
| 9. Aabzan unit   |     |    |  |
| 10. Riyazat unit   |     |    |  |

| <b>B-5 Number of formulations and dosage forms prepared by the Teaching Hospital in the preceding Academic year</b> |  | Yes | No |
|---|--|-----|----|
| 1. Joshanda   |  |     |    |
| 2. Khisanda   |  |     |    |
| 3. Nuqoo  |  |     |    |
| 4. Sharbat  |  |     |    |
| 5. Arq  |  |     |    |
| 6. Kushta   |  |     |    |
| 7. Majoon   |  |     |    |
| 8. Khamira  |  |     |    |
| 9. Huboob   |  |     |    |
| 10. Zimad   |  |     |    |
| 11. Roghaniyat  |  |     |    |
| 12. Jawarishat  |  |     |    |
| 13. Lauq  |  |     |    |
| 14. Maraham   |  |     |    |
| 15. Safoof  |  |     |    |
| 16. Qurs  |  |     |    |

| <b>B-7</b> | <b>The Department of Ilmul Saidla (Unani Pharmacy) has the following units / facilities:</b> | Yes | No |
|------------|--|-----|----|
|            | 1. Kushta Saazi unit   |     |    |
|            | 2. Stability chamber   |     |    |
|            | 3. Distillation unit   |     |    |
|            | 4. Quality control unit  |     |    |

| <b>B-10</b> | <b>The College provides training to students in the following skills in respect of Unani Medicine:</b> | Yes | No |
|-------------|--|-----|----|
|             | 1. Identification of Mizaj   |     |    |

|  |   |                               |                                |   |
|--|---|-------------------------------|--------------------------------|---|
|  | 2. Identification of Nabz               |                               |                                |   |
|  | 3. Identification of Drugs              |                               |                                |   |
|  | 4. Nuskha Navesi (Prescription writing) |                               |                                |   |
| <b>Skill</b>   | <b>Identification of Mizaj</b>          | <b>Identification of Nabz</b> | <b>Identification of Drugs</b> | <b>Nuskha Navesi (Prescription writing)</b> |
| <b>Number of Demonstrations/ Practical's conducted</b> |   |                               |                                |   |

|                         |   |                             |                          |                                |              |
|-------------------------|---|-----------------------------|--------------------------|--------------------------------|--------------|
| <b>B-11</b>             | <i>Institution provides student training in exclusive clinics and facilities for specialised treatment such as:</i> |                             | <b>Yes</b>               | <b>No</b>                      |              |
|                         | 1. Geriatric care   |                             |                          |                                |              |
|                         | 2. Neuro-rehabilitation   |                             |                          |                                |              |
|                         | 3. Regimenal Therapy  |                             |                          |                                |              |
|                         | 4. Parasurgical Unani procedures  |                             |                          |                                |              |
| <b>Exclusive clinic</b> | <b>Geriatric care</b>   | <b>Neuro-rehabilitation</b> | <b>Regimenal Therapy</b> | <b>Parasurgical procedures</b> | <b>Unani</b> |
| <b>Records of OPDs</b>  |   |                             |                          |                                |              |

**Data templates for Part B 8 - Siddha**

*B.1-The college facilitates documentation, adoption and dissemination of traditional Siddha Knowledge acquired from traditional Siddha Vaidhyas, community/folklore during the last five years. (10)*

- 1-Field visits
- 2-Consent for knowledge transfer
- 3-Documentation of procedures including audio-visual recording
- 4-Presentation
- 5-Publication

| Years | Names of teachers /Students participated | Names /details of traditional Siddha vaidhyas, community/folklore from whom Knowledge acquired with Consent for knowledge transfer. | Number of publications/presentations/Field visits/Documentations procedures including audio-visual recording | Links/Documentation of procedures including audio-visual recording | Any Other |
|-------|--|---|--|--|-----------|
|       |  |   |  |  |           |
|       |  |   |  |  |           |
|       |  |   |  |  |           |

*B.2-The students have scope/facility for collecting, reading, conserving and digitizing of Palm leaves/ cudgeon leaves/ manuscripts during the last five years.(10)*

1. Collection with consent
2. Conservation
3. Reading
4. Digitized
5. Published

| Year | Names of teachers /Students participated | Names /details of traditional Siddha vaidhyas, Institutions /community from where the collection conservation, digitization & reading knowledge/ manuscripts acquired | Number of visits,no of palm leaves,manuscripts acquired, digitized | Provide link for Digitized material. | Any Other |
|------|--|---|--|--------------------------------------|-----------|
|      |  |   |  |                                      |           |
|      |  |   |  |                                      |           |

**B.4-Capacity building in Siddha diagnostic methods such as Naadi, Neerkkuri Neikkuri, Manikkadai Nool etc during the last five years.(10)**

1. Didactic learning
2. Hands on training
3. Documentation
4. Instrumentation development

| Years | Name of the capacity building programs | Names of students/Teachers participated | Name of agencies/trainers etc | Hands on training (Yes/No) | Documentation (Yes/No) | Instrumentation development (Yes/No) | Didactic learning (Yes/No) | Any Other |
|-------|--|---|-------------------------------|----------------------------|------------------------|--------------------------------------|----------------------------|-----------|
|       |  |   |                               |                            |                        |                                      |                            |           |
|       |  |   |                               |                            |                        |                                      |                            |           |

**B.6-Occupational/physiotherapy and Thokkanam for differently abled children during the last five years (10)**

1. Podithimirthal
2. Thokkanam
3. Varmam
4. Occupational therapy
5. Physical therapy

| Years | Name of the capacity building programs | Names of students/Teachers participated | Names of agencies/trainers etc | Podithimirthal (Yes/No) | Thokkanam (Yes/No) | Occupational therapy (Yes/No) | Physical therapy (Yes/No) | Varmam (Yes/No) | Any Other |
|-------|--|---|--------------------------------|-------------------------|--------------------|-------------------------------|---------------------------|-----------------|-----------|
|       |  |   |                                |                         |                    |                               |                           |                 |           |
|       |  |   |                                |                         |                    |                               |                           |                 |           |

**B.7-Hands on training on Siddha external therapy techniques/procedures during the last five years.(10)**

- |                  |                     |
|------------------|---------------------|
| 1. Chuttigai     | 2. Vedhu            |
| 3. Pugai         | 4. Pochu            |
| 5. Otradam       | 6. Keeral           |
| 7. Leach Therapy | 8. Podi Thimirthal  |
| 9. Patru         | 10. Peechu and etc. |

| Years | Name of students/Teachers participated | Name of agencies/trainers etc | Chuttigai (Yes/No) | Vedhu (Yes/No) | Pugai (Yes/No) | Pochu (Yes/No) | Otradam (Yes/No) | Keeral (Yes/No) | Leach Therapy (Yes/No) | Podi Thimirthal (Yes/No) | Patru (Yes/No) | Peechu (Yes/No) | Any Other |
|-------|--|-------------------------------|--------------------|----------------|----------------|----------------|------------------|-----------------|------------------------|--------------------------|----------------|-----------------|-----------|
|       |  |                               |                    |                |                |                |                  |                 |                        |                          |                |                 |           |
|       |  |                               |                    |                |                |                |                  |                 |                        |                          |                |                 |           |

**B.10-Implementation of Hospital management software. (current year) (7)**

1. Readiness for hospital information software
2. Policy for hospital record management in Accordance with GoI.
3. Hospital Data reflects disease codes as per NAMASTHE.
4. Any other hospital management system.

| Name of software Installation | Readiness for hospital information software (Yes/No) | Policy for hospital record management in Accordance with GoI. (Yes/No) | Hospital data reflects disease codes as per NAMASTHE.(Yes /No) | Any other hospital management software. (Yes/No) | Any Other |
|-------------------------------|--|--|--|--|-----------|
|                               |  |  |  |  |           |
|                               |  |  |  |  |           |
|                               |  |  |  |  |           |
|                               |  |  |  |  |           |
|                               |  |  |  |  |           |

**B.14- Enhancement of knowledge related to preparation and documentation of Higher Order Siddha medicines/Unique Siddha preparations during last five years.(10)**

- Kattu, Kalangu, Chunnam, Pooneeru and muppu
- Learning and documentation of purification processes of raw materials, methods of preparation

- 1.Field visits related to the above processes
- 2.Documentation of photo/video evidences
- 3.Hands on Training
4. Ability to reproduce
5. Field application

| years | Field visits related to the above processes. (yes/no) | Documentation of photo/video evidences. (yes/no) | Hands on Training. (yes/no) | Ability to reproduce. (yes/no) | Field application. (yes/no) | Any Other |
|-------|---|--|-----------------------------|--------------------------------|-----------------------------|-----------|
|       |   |  |                             |                                |                             |           |
|       |   |  |                             |                                |                             |           |
|       |   |  |                             |                                |                             |           |
|       |   |  |                             |                                |                             |           |

### Data templates for Part B 9 – Homeopathy College

B9-1 *Average percentage of full time teacher's undergone training in pharmcovigilence and NAMSTP / NABH in last five years.*

| Sl. No. | Name of full time Teacher | Training type | Year of Training |
|---------|---------------------------|---------------|------------------|
|         |                           |               |                  |
|         |                           |               |                  |
|         |                           |               |                  |
|         |                           |               |                  |

B9-9 *Provision to provide comprehensive student training in General,Exclusive Clinics, Research and in facilities for speciality treatments*

| Sl. No. | No. of Students participated | Training type | Year of Training |
|---------|------------------------------|---------------|------------------|
|         |                              |               |                  |
|         |                              |               |                  |
|         |                              |               |                  |

### Data templates for Part B 10 – Allied Health Sciences College

*B.6-Institution has up-to-date clinical instrumentations and tools as per the specifications of the Regulatory Bodies. (15)*

- 1) Diagnostic equipment
- 2) Treatment equipment
- 3) Clinical tests and tools
- 4) Research equipment

| Diagnostic equipment.<br>(Yes/No) | Treatment<br>equipment.(Yes/No) | Clinical tests and<br>tools .(Yes/No) | Research<br>equipment.(Yes/No) | Any<br>other |
|-----------------------------------|---------------------------------|---------------------------------------|--------------------------------|--------------|
|                                   |                                 |                                       |                                |              |
|                                   |                                 |                                       |                                |              |

**Data templates for Part B 11 – Yoga & Naturopathy College**

3

**QnM** *Teaching-Learning facilities available in the institution for Yoga and Naturopathy. 10*

- a. Class rooms (ICT enabled, Traditional ),
- b. Yoga studio, museum, practice of shat karmas
- c. Provision for the practice of self study,
- d. Provision for meditation and Gurukul Education, Sathkarma and sathvik ahara
- e. Naturopathy Infrastructure and Nature works

| Year | Number of ICT enabled Class rooms | Number of Yoga studio/museum | Number of rooms for meditation/gurukula education | Number of rooms for Naturopathy/Nature works |
|------|-----------------------------------|------------------------------|---|--|
|      |                                   |                              |   |  |
|      |                                   |                              |   |  |
|      |                                   |                              |   |  |
|      |                                   |                              |   |  |
|      |                                   |                              |   |  |

**Upload :**

- Geotagged photographs
- Any other relevant information.

**6. (QnM)** *The institution of Yoga and Naturopathy has received Funds/Grants from Govt./ non Govt. bodies, Bi- and Multi- lateral donors, individuals, philanthropists during the last five years.*

The Institution has received funds / grants from:

1. Government,
2. Non-Government Organizations
3. Philanthropists / Donors,
4. Charities /Voluntary organizations
5. Foundations

| Year | Name of the Govt./ non Govt. bodies, Bi- and Multi- lateral donors, individuals, philanthropists | Funds/grants received INR in Lakhs |
|------|--|------------------------------------|
|      |  |                                    |
|      |  |                                    |
|      |  |                                    |
|      |  |                                    |
|      |  |                                    |

Upload:

- a. Copies of the sanction orders for the project grants
- b. Any other relevant information.

**8. (QnM)** *Total number of Yoga Research projects / Clinical trials / Standardizations funded by government as well as non-government agencies during the last 5 years*

| Year | Name of the Government Agency/Non-Government Agency | Funds/grants received INR in Lakhs |
|------|---|------------------------------------|
|      |   |                                    |
|      |   |                                    |
|      |   |                                    |
|      |   |                                    |
|      |   |                                    |

Upload:  
Copies of sanction letters  
Any other relevant information.

**9 QnM** *Total number of Yoga / Naturopathy-related events organized by the Institution during the last 5 years*

| Year | Number of Yoga / Naturopathy-related events organized | Number of participants |
|------|---|------------------------|
|      |   |                        |
|      |   |                        |
|      |   |                        |

Upload:  
List of Yoga / Naturopathy-related events organized year-wise by the Institution  
Any other relevant information.

**10 QnM** *Average percentage of teachers organizing teaching and training programmes for public and students through conferences / workshops /seminars /spiritual retreats/discourses / symposia etc in yoga and naturopathy during the last five years* **10**

| Year | Number of teacher organizing teaching and training programmes | Total number of teachers |
|------|---|--------------------------|
|      |   |                          |
|      |   |                          |
|      |   |                          |
|      |   |                          |

**Upload:**  
List of teaching and training programmes for public and students on Yoga / Naturopathy year-wise during the last five years.  
List of teachers who organized teaching and training programmes during the last five years  
Any other relevant information.

**11** *Number of papers on Yoga / Naturopathy presented by teachers in State / Regional /*  
**QnM** *National / International conferences during the last five years.*

| Year | Number of papers on Yoga / Naturopathy presented | Number of teachers presented research papers on Yoga / Naturopathy |
|------|--|--|
|      |  |  |
|      |  |  |

**Upload:**

List of papers on Yoga / Naturopathy presented by the teachers.  
List of teachers who presented research papers during the last five years.  
Any other relevant information.

**\*\*\*\*\*Data Templates end\*\*\*\*\***

Section – C  
Appendices

Appendix 1: Glossary & Notes

GLOSSARY

- Academic Audit** : An exercise which serves to provide assurance that the delegated responsibilities for quality and standards of academic provision are being appropriately discharged.
- Academic Calendar** : The schedule of the Institution for the academic year, giving details of all academic and administrative events.
- Academic Flexibility** : Choice offered to the students in the curriculum offering and the curriculum transactions.
- Academic Year** : In most educational Institutions and universities in India, the academic year is considered from July to May.
- Accreditation** : Certification of quality that is valid for a fixed period, which in the case of NAAC is five years
- Advanced Learners Assessment** : Students who perform very much better than the class averages
- Assessors** : Performance evaluation of an Institution or its units based on certain established criteria
- Assessors** : Trained academics or experts who represent NAAC on peer teams.
- Attainment of Course Outcomes (COs)** : COs are to be attained by all students at the end of a formal course. While the method of computation of attainment of COs is not unique, each Institution has to follow a well-defined direct method of computing CO attainment based on the student performance in all assessment instruments, and indirect method of computing COs through course exit survey of students
- Benchmarks** : 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.
- Bibliometrics** : is a statistical analysis of written publications, such as books or articles
- Blended Learning** : A mixing of different learning environments such as traditional face-to-face classroom methods with modern computer-mediated activities.
- Bridge Course** : A teaching module which helps to close the gap between two levels of competence.
- Carbon Neutral** : 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.
- Catering to Student Diversity** : The strategies adopted by Institution to fulfill the needs of a heterogeneous group of students.
- CEC (Under Graduate)** : Career Education Centre
- Choice Based Credit System (CBCS)** : 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
- Citation Index** : 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.
- Co-Curricular Activities** : Activities, which support the curriculum such as field trips, display of academic achievements, quiz, debate, discussion, seminars, role-play, etc

- Collaboration** : Formal agreement/ understanding between any two or more Institutions for training, research, student/ faculty exchange or extension support.
- Completion Rates(course/)** : 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.
- Constituencies** : All the academic, administrative and support units of the Institution.
- Consultancy** : Providing expert knowledge/advice or making high-end research equipment available to a third party; usually for a fee. Look for CSIR definition
- Counseling** : Assisting and mentoring students individually or collectively for academic, career, personal and financial decision-making.
- Course** : A course is a unit of 2 to 6 credits in a formal program. A 3-credit course will have three classroom sessions of one-hour duration during each week for the entire semester. Example: Program: BA Economics; Course: Kerala Economy; Credits: 3:0:1
- Course Outcomes (COs)** : COs are statements that describe what students should be able to do at the end of a course. They can be  $6\pm 2$  for courses with 2 to 4 credits, and  $8\pm 2$  for courses with 5 to 6 credits. (examples are given in the "Notes")
- Course Outlines** : 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.
- Course Schedule** : 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.
- Credit** : 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
- Criteria** : Pre-determined standards of functioning of an Institution of higher education that form the basis of assessment and accreditation as identified / defined by NAAC.
- Cross Cutting Issues** : 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.
- Curriculum Design and Development** : 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.
- Cycles of Accreditation** : 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.
- Dare Database - International Social Sciences Directory** : Provides access to world wide information on social science, peace, and human rights research and training institutes, social science specialists, and social science periodicals.
- Demand Ratio** : The ratio of the number of seats available in a program/institute to the number of valid applications

- Dual degree** : 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.  
<http://epgp.inflibnet.ac.in/>
- 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-ShodhSindhu** : 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 outside the college/university premises and collection of data from designated communities or natural places
- Financial Management Flexibility** : Budgeting and optimum utilization of financial resources.
- Functional MoUs** : A mechanism through which students have wider choices of Programmes to choose from, as well as, multiple entry and exit points for Programmes /courses.
- Full Time Teachers** : Memoranda of Understanding that are currently operational, signed by the Institute with national and international agencies
- Gender Audit** : 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.
- Geotagging** : 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.
- Graduate Attributes** : 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.
- Green Audit** : 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.
- Grievance Redressal** : The process of assessing the environmental impact of an organization, process, project, product, etc
- H-index (Hirsch Index)** : 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.
- Human Resource Management** : 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.
- Humanities International Complete** : 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.
- ICT** : 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
- Impact factor (IF)** : 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.
- Impact factor (IF)** : 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.

- Inclusion, Inclusiveness** : Inclusiveness in educational Institutions refers to the educational experiences practiced with reference to gender, ethnicity, social class and differently-abled.
- INFLIBNET Database** : Information and Library Network Centre maintains a database on books, theses and serials
- Infrastructure** : Physical facilities like building, play fields, hostels etc. which help run an Institutional Programme.
- Institutional Information for Quality Assessment (IIQA)** : IIQA is a requirement, which needs to be submitted online by all categories of HEIs
- Institutional Distinctiveness** : Institutional distinctiveness is characterized by its reason for coming to existence, vision, mission, nature of stakeholders, access to resources, cultural ambience and physical location
- Institutional Social Responsibility (ISR)** : 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.
- Inter disciplinary Course** : 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).
- Interdisciplinary research** : An integrative approach in which information from more than one discipline is used in interpreting the content of a subject, phenomenon, theory or principle.
- Internal Quality Assurance Cell (IQAC)** : Forming Internal Quality Assurance Cell (IQAC) is to be established in every accredited Institution as a post-accreditation quality sustenance measure. <http://www.naac.gov.in/IQAC.asp>
- Internal Quality Assurance System (IQAS)** : Self regulated responsibilities of the higher education Institutions aimed at continuous improvement of quality for achieving academic and administrative excellence.
- Internship** : A designated activity that carries some credits involving more than 25 days of working in an organization under the guidance of an identified mentor
- ISO Certification** : 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.
- Leadership** : 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
- Learning Management Systems** : 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
- Learning Outcomes** : 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



- Library as a Learning Resource** : 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.
- Levels of Outcomes** :  
➤ **Programme Outcomes:** POs are statements that describe what the students graduating from any of the educational Programmes should be able to do.  
➤ **Programme Specific Outcomes:** PSOs are statements that describe what the graduates of a specific educational Programme should be able to do.  
➤ **Course Outcomes:** COs are statements that describe what students should be able to do at the end of a course
- New Technologies** : Digital tools and resources (hardware and software) and their application in the field of education.
- NIRF** : 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 a 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 30% 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 the HEI will have to apply afresh by submitting the IIQA and its fees.

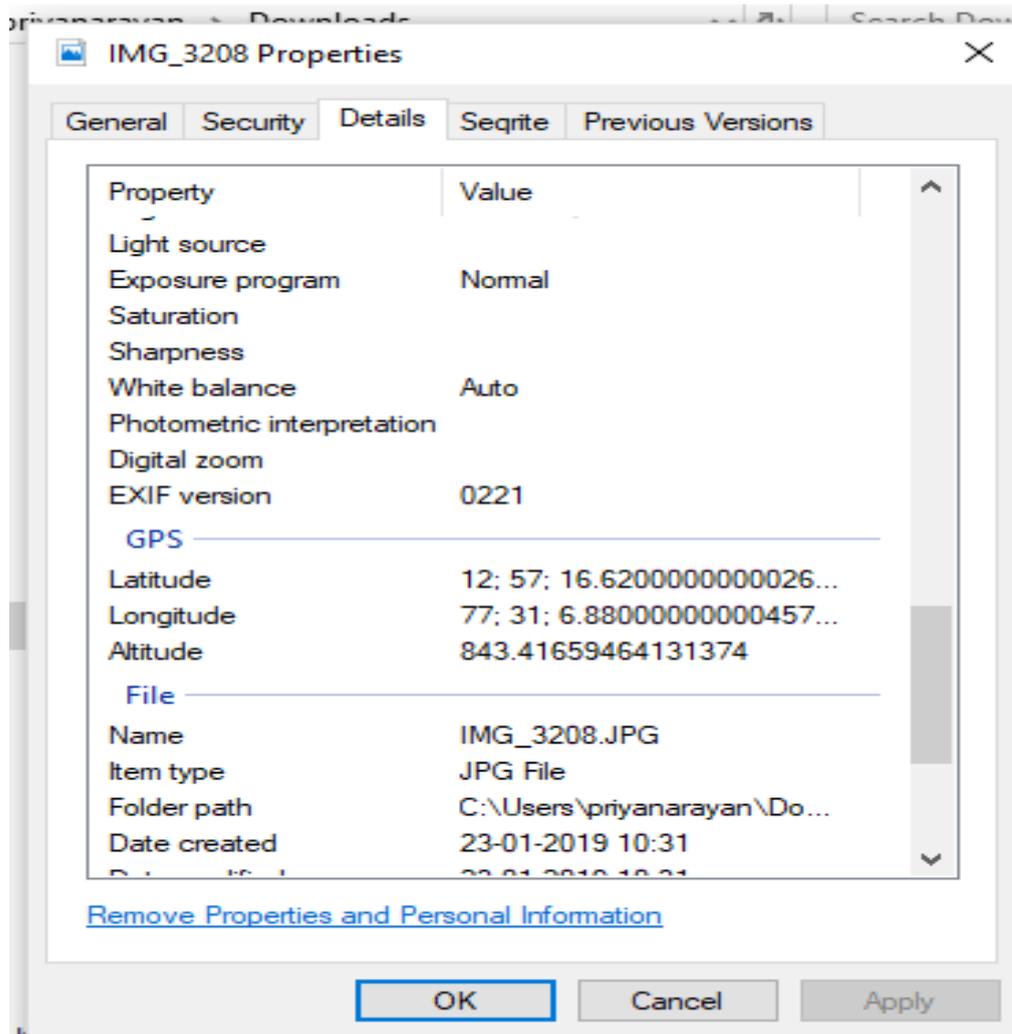
- Problem Based Learning (PBL)** : Is a student-centred pedagogy in which students learn about a subject through the experience of solving an open-ended problem found in trigger material. The PBL process does not focus on problem solving with a defined solution, but it allows for the development of other 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.
- 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
- Programme Options** : A range of courses offered to students to choose at various levels leading to degrees/ diplomas/ certificates.
- Programme Outcomes** : 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.
- Promotion of Research and Research Support System** : 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.
- Remedial Courses** : Courses offered to academically disadvantaged students in order to help them cope with academic requirements.
- Research** : Systematic intellectual investigations aimed at discovering, interpreting and revising human knowledge.
- Research Grant** : Grant generated/ received from different agencies by the Institution for conducting research projects.
- Research Output** : Quality research outcome beneficial for the discipline, society, industry and dissemination of knowledge including theoretical and practical findings.
- Resource Mobilization** : Generation of funds through internal and external sources such as donations, consultancy, self-financing courses and so on.
- SCOPUS** : The world's largest abstract and citation database of peer-reviewed literature and quality web sources.
- Seed money for Research** : 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.
- Situatedness** : Situatedness refers to involvement within a context. It also refers to placement of learning experiences in authentic contexts or settings
- SJR (SCImago Journal Rank)** : 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).
- Slow Learners** : Students who perform very much below the class averages
- SNIP (Source** : Is the ratio of the source's average citation count per paper in a three year citation

|                               |  |
|-------------------------------|--|
| Normalized Impact per Person) | window over the “citation potential” of its subject field?   |
| Stakeholder Relationship      | : 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.  |
| Strategic Plan                | : A specific, action-oriented medium or long-term plan for making progress towards a set of Institutional goals.   |
| Strategy Development          | : Formulation of objectives, directives and guidelines with specific plans for Institutional development.  |
| Student Centric Methods       | : Methods of instruction that focus on products of learning by the students  |
| Student Profile               | : 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.  |
| Student Progression           | : Vertical movement of students from one level of education to the next higher level successfully or towards gainful employment.   |
| Student Support               | : 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. <a href="https://swayam.gov.in/">https://swayam.gov.in/</a>   |
| 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 to the students that add value and help them for placements.  |

### *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.

## 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   |



**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 Colleges)**

**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) College 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) MPhil  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. What percentage of 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 academic, social and personality 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. How do you rate the procedures involved in preparation of the examination halls, invigilation, evaluation of answer papers and arrangements for addressing examination related grievances?

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

19. 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

20. 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 – \*

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

a)

b)

c)

Date: 26<sup>th</sup> February 2019

## Annexure-2

**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

| Sl. No. | Name                                | Designation & Address   | Specialisation                                |
|---------|-------------------------------------|---|---|
| 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<br><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<br><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<br>(Member)                     |
| 4       | <b>Prof. H. R. Nagendra</b>         | Chancellor, S-VYASA University (Deemed), Prashanti Kutiram, Vivekananda road, Kalluballu Post, Jigni, Anekal Taluk, Bengaluru   | Yoga<br>(Member CWG and Chairperson SWG )     |
| 5       | <b>Dr. Bhaskar Rao,</b>             | Former Vice-President DCI A-4, Bolleneni Homes, behind Hi-tech Theatre, Madhapur, Hyerabad 500 081  | Dental<br>(Member CWG and Chairperson SWG )   |
| 6       | <b>Dr. Raju K. Parasher</b>         | Director & Principal , Amar Jyothi Institute of Physiotherapy, Karkardooma, Vikas Marg, Delhi – 110092  | Physiotherapy<br>(Member)                     |
| 7       | <b>Prof. Rabinarayan Acharya</b>    | Dept. Of Dravyaguna, Gujarat Ayurved University, Chanakya Bhavan, Jamnagar- 361 008, <b>(Gujarat)</b> India.  | Ayurveda<br>(Member CWG and Chairperson SWG ) |
| 8       | <b>Dr. Shailendra Saraf</b>         | Vice Chancellor, Durg University, Durg-491 001, Chhattisgarh  | Pharmacy<br>(Member CWG and Chairperson SWG ) |
| 9       | <b>Dr. Manju Vatsa</b>              | Principal College of Nursing, AIIMS, Ansari Nagar, New Delhi- 110029  | Nursing<br>(Member CWG and Chairperson SWG )  |

**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 ) Excutive Director & Member Secretary, Government institutie of Printing and Technology Building , Palace Road, Bangalore – 560 001<br>Res:F-2/1, Vijaykiran Apartment, 32 Victoria Road, Bangalore-560 042 |
| 2.      | <b>Dr. S. Ramananda Shetty</b>                 | (Former VC, RGUHS)<br>Vice Chancellor, NITTE University<br>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) ,<br>Resi: B-5/F2, Meera Colony, Banaras Hindu University, Varanasi – 221005, Uttar Pradesh                                    |
| 4.      | <b>Dr. Y. M. Jayaraj</b>                       | Vice Chancellor, (Officiating)<br>Pravara Institute of Medical Sciences –Deemed University, Loni Bk-413 736, Dist. Ahmed Nagar, Maharashtra  |
| 5.      | <b>Dr. S. Sachidanand</b>                      | Vice Chancellor,<br>Rajiv Gandhi University of Health Sciences,<br>4th T Block, Jayanagar,<br>Bangalore-560 041  |
| 6.      | <b>Prof. H. J. Vaman,</b>                      | (Former Head Statistics, Bangalore University)<br>No.32, Govindappa Road, Basavanagudi, Bangalore-560 004  |
| 7.      | <b>Prof. K. P. S. Unny</b>                     | (Former Professor & Registrar, Jawaharlal Nehru University)<br>5D, Bhadradeepam Apts., Opp. ATS Residency,<br>D.P.O.Road, Palakkad – 678014, Kerala  |
| 8.      | <b>Dr. Narahari</b>                            | Former Professor, BMS Engineering College,<br>Former Syndicate member, Bangalore University & Tumkur University.<br>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)<br>North Eastern Indira Gandhi Regional,<br>Institute of Health & Medical Sciences, (NEIGRIHMS),<br>Mawdiangdiang, Shillong – 793 018, Meghalaya   |
| 10.     | <b>Prof. (Mrs).Mandavi Singh</b>               | Former Dean, Institute of Medical Sciences,<br>Banaras Hindu University<br>Varanasi-221005<br>Head, Department of Anatomy, HIMS, Varanasi  |
| 11.     | <b>Dr. Shyam Ganvir</b>                        | Principal Coordinator IQAC –<br>Vithalrao Vikhe Patil Group of Healthcare Institutions,<br>Ahmednagar, Maharashtra   |
| 12.     | <b>Mr. Nitesh Bansal</b>                       | Registrar G D Goenka University,<br>Haryana Sohna Gurgaon Road<br>Sohna- 122001 Haryana  |
| 13.     | <b>Prof. Dinesh M.R</b>                        | Principal, DAPM, R.V Dental College,<br>ITI Layout, 1st Phase, JP Nagar, Bengaluru-560041,   |

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| 14. | <b>Dr Ranjitkumar Patil</b>              | Prof and Head, Dept of Oral Medicine and Radiology<br>Faculty of Dental Sciences, King George Medical University<br>Lucknow-226003 Uttar Pradesh  |
| 15. | <b>Prof. Sr. Jacintha D'Souza</b>        | Principal, Father Muller, College of Nursing,<br>Mangalore– 575 001,Karnataka   |
| 16. | <b>Dr. Jaya Kuruvilla</b>                | Principal, Hinduja College of Nursing<br>Emerald Court, D Wing, Kondivita Road,<br>Marol Pipe Line, Andheri (E),<br>Mumbai- 400059,Maharashtra  |
| 17. | <b>Swami Atmapriyananda</b>              | Ramakrishna Ashram Yoga,<br>Kolkata, West Bengal  |
| 18. | <b>Dr Naveen KV</b>                      | President, INYGMA, Naturopathy,<br>Bangalore, Karnataka<br>ICMR Center for Advanced Research in<br>Yoga and Neurophysiology, Swami Vivekananda<br>Yoga Research Foundation,<br># 19, Eknath Bhavan, Gavipuram Circle,<br>K.G. Nagar, Bengaluru – 560019 |
| 19. | <b>Dr Manchanda</b>                      | Director General, Central Council for Research in Homeopathy,<br>CCRH, Homeopathy, 61-65, Sewa Marg, Opp 'D' Block,<br>Institutional Area, Janakpuri, New Delhi,<br>Delhi 110058 Delhi  |
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| 21. | <b>Prof. Mansoor Ahmad Siddiqui</b>      | Former Director, National Institute of Unani Medicine,<br>Kottigepalya, Magadi Main Road,<br>Bengaluru- 560091 Karnataka  |
| 22. | <b>Dr R.S Ramaswamy</b>                  | Director General,<br>Central Council for Research in Siddha,<br>CCRS, Arignar Anna Govt Hospital Campus,<br>Arumbakkam, Chennai-600 106, Tamil Nadu   |
| 23. | <b>Prof. Swarnlata Saraf</b>             | Dean, Faculty of Technology & Professor in Pharmacy,<br>University Institute of Pharmacy,<br>Pt. Ravishankar Shukla University,<br>Raipur – 492 010, Chhattisgarh   |
| 24. | <b>Dr. D. Chamundeeswari,</b>            | Professor, Faculty of Pharmacy,<br>Sri Ramachandra University, (Deemed to-be University)<br>No. 1, Ramachandra Nagar, Porur,<br>Chennai – 600 116, <b>Tamil Nadu</b>  |
| 25. | <b>Prof. N. K. Jain</b>                  | Emeritus Fellow (U.G.C.)<br>(School of Pharmaceutical Sciences,<br>Rajiv Gandhi Technical University<br>Airport Bypass Road, Gandhi Nagar, BHOPAL 462 036 [M.P.]<br>G-6, Near Giraffe Park, Balak Complex, Tili Ward,<br>Sagar—470 001, Madhya Pradesh  |
| 26. | <b>Prof. Vijayalakshmi Ravindranath,</b> | (Founder Director of National Brain Research Center (NBRC)),<br>Professor, Centre For Neuroscience,<br>Old TIFR Building, Indian Institute of Science,<br>Bangalore-560012, Karnataka   |

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| 27. | <b>Dr. N. M. Kithan</b>               | Retd. Director, Department of Health & Family Welfare,<br>Kohima, Nagaland Post Box no. 111,<br>Orchid Colony, P. O. Wokha-797 111 Nagaland   |
| 28. | <b>Smt. Rajalakshmi</b>               | Associate Professor,<br>Dr. MGR Medical University, Chennai   |
| 29. | <b>Dr. D. Sasikumar,</b>              | Lecturer, Grade II Govt Siddha Medical College,<br>Chennai  |
| 30. | <b>Dr. Satyapal Goswami,</b>          | Professor, All India Institute of Speech and<br>Hearing (AIISH), Mysore.<br>Naimisham Campus, Road No.3,<br>T K Layout, Manasagangothri, Mysuru -570006   |
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| 49. | <b>Dr. Savitha Ravindra,</b>                 | Professor & Head of Physiotherapy,<br>M. S. Ramaiah Medical College, Bengaluru   |
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| 62. | <b>Prof. Seshagiri,</b>               | Professor of English,<br>Bangalore University, Bangalore<br>(English Language vetting of 2 HSM Manuals)   |

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

**At NAAC**

| Sl. No. | Name                       | Designation & Address  |
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| 2.      | <b>Dr. Latha Pillai</b>    | Advisor,<br>National Assessment and Accreditation Council (NAAC),<br>Bengaluru<br>And<br>Process owner for Health Sciences Manual work   |
| 3.      | <b>Dr. B. S. Madhukar</b>  | (Former Adviser, NAAC)<br>Flat No. T1, 4th Floor, R R Enclave, 5th Main, 6th Cross, KEB<br>Layout, Sanjaynagar, Bengaluru-560 094<br>And<br>Former Process owner for Health Sciences Manual work and<br>later as Resource person |

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|-----|--------------------------------------|---|
| 4.  | <b>Prof. H. K. Anantha Subba Rao</b> | Academic Consultant,<br>National Assessment and Accreditation Council (NAAC),<br>Bengaluru<br>And<br>Convener of the meetings     |
| 5.  | <b>Dr. Jagannath Patil,</b>          | Advisor,<br>National Assessment and Accreditation Council (NAAC),<br>Bengaluru  |
| 6.  | <b>Prof. Vishnukant S Chatpalli,</b> | Advisor,<br>National Assessment and Accreditation Council (NAAC),<br>Bengaluru  |
| 7.  | <b>Mr. B. S. Ponnudiraj,</b>         | Deputy Advisor,<br>National Assessment and Accreditation Council (NAAC),<br>Bengaluru   |
| 8.  | <b>Dr. Devender S. Kawday</b>        | Deputy Advisor,<br>National Assessment and Accreditation Council (NAAC),<br>Bengaluru (Co-ordinated Pilot Study – University )    |
| 9.  | <b>Mr. Kiran R Jere,</b>             | Sr. Statistician<br>National Assessment and Accreditation Council (NAAC),<br>Bengaluru  |
| 10. | <b>Dr. Priya. N</b>                  | Assistant Adviser<br>National Assessment and Accreditation Council (NAAC),<br>Bengaluru (Co-ordinated Pilot Study – Colleges )    |
| 11. | <b>Dr. A. V. Prasad</b>              | Assistant Adviser<br>National Assessment and Accreditation Council (NAAC),<br>Bengaluru (Co-ordinated Pilot Study – Colleges )    |
| 12. | <b>Dr. Vishnu Mahesh. K. R</b>       | Assistant Adviser<br>National Assessment and Accreditation Council (NAAC),<br>Bengaluru (Co-ordinated Pilot Study – Colleges )    |
| 13. | <b>Dr. Darikhan Kamble</b>           | Assistant Adviser<br>National Assessment and Accreditation Council (NAAC),<br>Bengaluru (Co-ordinated Pilot Study – Colleges )    |
| 14. | <b>Dr. Vinita Sahu</b>               | Assistant Adviser<br>National Assessment and Accreditation Council (NAAC),<br>Bengaluru (Co-ordinated Pilot Study – Colleges )    |
| 15. | <b>Dr. Shyam Singh Inda</b>          | Assistant Adviser<br>National Assessment and Accreditation Council (NAAC),<br>Bengaluru (Co-ordinated Pilot Study – Colleges )    |
| 16. | <b>Dr. Ruchi Tripathi</b>            | Assistant Adviser<br>National Assessment and Accreditation Council (NAAC),<br>Bengaluru (Co-ordinated Pilot Study – Colleges )    |
| 17. | <b>Dr. Mohit Tiwari</b>              | Assistant Adviser<br>National Assessment and Accreditation Council (NAAC),<br>Bengaluru   |
| 18. | <b>Dr. Srikanta Swamy</b>            | Academic Consultant,<br>National Assessment and Accreditation Council (NAAC),<br>Bengaluru (Attended meetings as special Invitee) |

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| 19. | <b>Dr. Pramod Jali</b>      | Academic Consultant,<br>National Assessment and Accreditation Council (NAAC),<br>Bengaluru (Assisted in the compilation of Pilot study inputs)                         |
| 20. | <b>Dr. Mumtaj A</b>         | Academic Consultant,<br>National Assessment and Accreditation Council (NAAC),<br>Bengaluru (Assisted in the compilation of Pilot study inputs)                         |
| 21. | <b>Dr. B. G. Sudharshan</b> | Associate Professor, Instrumentation Technology and<br>Resident Doctor, R. V. College of Engineering, Bengaluru<br>(Assisted in the compilation of Pilot study inputs) |
| 22. | <b>Dr. Nagabhushan S.V</b>  | Software Architect<br>National Assessment and Accreditation Council (NAAC)<br>Bengaluru-560072<br>(Assisted in the compilation of Pilot study inputs)                  |
| 23. | <b>Mr. Lakshmisha M</b>     | Assistant,<br>National Assessment and Accreditation Council (NAAC),<br>Bengaluru (Assisted in secretarial work)  |
| 24. | <b>Mr. Sreenivasa V</b>     | Assistant,<br>National Assessment and Accreditation Council (NAAC),<br>Bengaluru (Assisted in secretarial work)  |
| 25. | <b>Mrs. Mamatha</b>         | Assistant,<br>National Assessment and Accreditation Council (NAAC),<br>Bengaluru (Assisted in secretarial work)  |
| 26. | <b>Mr. Kushal</b>           | Assistant,<br>National Assessment and Accreditation Council (NAAC),<br>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: 22/02/2019

**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:**

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

**CWG & SWG Meetings held :**

| SWG       | Chair Person                                       | Members  | No. of Meeting   |
|-----------|--|--|--|
| Medicine  | Dr. S. Rangaswami                                  | Dr. S. Chandrashekhar Shetty<br>Dr. Noor Topno<br>Prof. (Mrs).Mandavi Singh  | 16/04/2018 &<br>07/05/2018   |
| Dentistry | Prof. C. Bhaskar Rao,                              | Dr. S. Ramananda Shetty<br>Prof. Dinesh M.R<br>Dr Ranjtkumar Patil   | 19/04/2018 &<br>14/05/2018   |
| Pharmacy  | Dr. Shailendra Saraf                               | Prof. Swarnlata Saraf<br>Dr. D. Chamundeeswari,  | 08/06/2018   |
| AYUSH     | Prof. H. R. Nagendra<br>Prof. S. P.<br>Thyagarajan | Swami Atmapriyananda<br>Dr Naveen KV<br>Dr Manchanda<br>Dr. B.R Ramakrishna<br>Dr Siddiqui<br>Dr R.S Ramaswamy<br>Dr Rabinarayan Acharya | 07/05/2018,<br>14/05/2018 (for Yoga,<br>Naturopathy,<br>Homeopathy)<br>14 <sup>th</sup> -15 <sup>th</sup> May 2018<br>& 25 <sup>th</sup> July 2018 ( for<br>Unani, Sidda &<br>Ayurvedha) |

|  |                              |   |   |
|--|------------------------------|---|---|
| Nursing  | Dr. Manju Vatsa              | Prof. Sr. Jacintha D'Souza<br>Dr. Jaya Kuruvilla  | 30-31 May 2018                                      |
| Physiotherapy & Allied Health Science                | Prof. S.P. Thyagarajan       | Dr. Raju K. Parasher,<br>Dr. Shyam Ganvir<br>Mr Nitesh Bansal   | 17/04/2018  |
| IIQA   | Prof. S.P. Thyagarajan       | Dr. S. Rangaswami<br>Prof. C. Bhaskar Rao   | 18/04/2018  |
| SSS  | Prof. S.P. Thyagarajan       | Dr. S. Rangaswami<br>Prof. K. P. S. Unny<br>Prof. K. M. Kaveriappa<br>Dr. Narahari  | 26 <sup>th</sup> -27 <sup>th</sup> June 2018<br>&   |
|  |                              |   | 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<br>Prof. K. P. S. Unny<br>Prof. K. M. Kaveriappa<br>Dr. Narahari  | 26 <sup>th</sup> -27 <sup>th</sup> June 2018 ,      |
|  |                              |   | 23 <sup>th</sup> -24 <sup>th</sup> July 2018<br>&   |
|  |                              |   | 14 <sup>th</sup> -16 <sup>th</sup> September 2018   |
| Siddha   | Prof. S.P. Thyagarajan       | Prof. R. S. Ramaswamy,<br>Smt. Rajalakshmi K<br>Dr. D Sasikumar   | 25 <sup>th</sup> July 2018                          |
| Fine tune the final version                          | Prof. S.P. Thyagarajan       | Dr. S. Rangaswami<br>Dr. S. Chandrashekhar Shetty<br>Prof. H. R. Nagendra<br>Dr. Shailendra Saraf<br>Prof. C. Bhaskar Rao,<br>Dr. Raju K. Parasher<br>Prof. Rabinarayan Acharya<br>Dr. Manju Vatsa<br>Prof. R. S. Ramaswamy<br>Dr Dilip Panakkada<br>Dr. B. Rajashekhar<br>Dr. Satyapal Goswami<br>Dr. B. S. Madhukar | 06-07 October 2018                                  |
| Fine tune the final version                          | Prof. S.P. Thyagarajan       | Dr. S. Rangaswami<br>Dr. S. Chandrashekhar Shetty<br>Prof. H. J. Vaman,<br>Dr. B. S. Madhukar   | 10 <sup>th</sup> October 2018                       |
| Fine tune the final version                          | Dr. S. Ramananda Shetty      | Prof. Dinesh M.R<br>Dr. K S Nagesh,<br>Prof. Dr. Ashuthosh Shetty<br>Dr. Madhura<br>Dr. B. S. Madhukar  | 29/10/2018 to<br>31/10/2018                         |
| Dental   |                              |   |   |
| Fine tune the final version                          | Dr. S. Chandrashekhar Shetty | Dr. S. Sachidanand<br>Dr. B. Rajashekhar<br>Dr. Noor Topno<br>Dr. Satyapal Goswami,<br>Prof. Dr. Harsha Halahalli<br>Dr. Arup Bhattacharya<br>Dr. A.G. Prathab<br>Dr. D. Venkatesh<br>Dr. Savitha Ravindra<br>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<br>Dr. A.G. Prathab<br>Dr. D. Venkatesh<br>Dr. B. S. Madhukar  | 01/11/2018                                       |
| Pharmacy   | Dr. D. Chamundeeswari,       | Dr. S. Bharath<br>Dr. S. Mohan   | 12/11/2018 &<br>13/11/2018                       |
| Siddha   | Prof. R. S. Ramaswamy        | Dr. Rajalakshmi K<br>Dr. B. R. Senthil Kumar<br>Dr. P. Satya Rajeshwaran   | 12-13 November 2018                              |
| Homeopathy   | Dr Dilip Panakkada           | Dr. Munir Ahmed,<br>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<br>Lt. Col (Mrs.) Manonmani Venkat (rtd)<br>Prof. Santham Lilly Pet. A<br>Dr. G Balamurugan   | 14/11/2018 &<br>15/11/2018                       |
| <b>finalise the Manual for Health Sciences Universities &amp; Colleges</b> | Prof. S.P. Thyagarajan       | Dr. S. Rangaswami<br>Dr. B. S. Madhukar  | 18 <sup>th</sup> -19 <sup>th</sup> November 2018 |
| <b>finalise the Manual for Health Sciences Universities &amp; Colleges</b> | Prof. S.P. Thyagarajan       | Dr. S. Rangaswami<br>Prof. H. R. Nagendra<br>Prof. C. Bhaskar Rao,<br>Dr. Raju K. Parasher<br>Prof. Rabinarayan Acharya<br>Dr. Manju Vatsa<br>Dr. B. S. Madhukar   | 20 <sup>th</sup> November 2018                   |
| EPSI   | Mr. P Palanivel              | Dr. M R Jayaram,<br>Dr. S Kumar<br>Dr. Vedprakash Mishra,<br>Dr. P N Razdan<br>Dr. Shashank D Dalvi<br>Dr. Amit Banerjee,<br>Dr. Y M Jayraj<br>Prof. N Ananthakrishnan<br>Dr. Harsha Halahalli,<br>Dr. Arun A B,<br>Mr. Chetan Singai, | 22/11/2018                                       |
| EPSI For Feedback on   |                              | Dr. S. Kumar<br>Dr. Shashank D Dalvi<br>Dr. Y. M. Jayaraj<br>Prof. Subhash Chandra Parija<br>Dr. A. V. M. Kutty  | 1 <sup>st</sup> December 2018                    |

|                     |                        |  |                               |
|---------------------|------------------------|--|-------------------------------|
| Manuals only        |                        |  |                               |
| Revision of Manuals | Prof. S.P. Thyagarajan | Dr. S. Rangaswami<br>Dr. S. Chandrashekhar Shetty<br>Dr. B. S. Madhukar<br>Dr. S. Kumar<br>Dr. Shashank D Dalvi<br>Dr. Y. M. Jayaraj<br>Prof. Subhash Chandra Parija<br>Dr. A. V. M. Kutty | 2 <sup>nd</sup> December 2018 |
| Revision of Manuals | Prof. S.P. Thyagarajan | Dr. S. Rangaswami<br>Dr. S. Chandrashekhar Shetty<br>Dr. B. S. Madhukar<br>Dr. H. J. Vaman   | 22 -24 January 2019           |
| Revision of Manuals | Prof. S.P. Thyagarajan | Dr. S. Rangaswami<br>Dr. S. Chandrashekhar Shetty<br>Dr. B. S. Madhukar<br>Dr. H. J. Vaman   | 02/02/2019 &<br>03/02/2019    |
| Revision of Manuals | Prof. S.P. Thyagarajan | Dr. S. Rangaswami<br>Dr. S. Chandrashekhar Shetty<br>Dr. B. S. Madhukar<br>Dr. H. J. Vaman   | 09/02/2019 &<br>10/02/2019    |

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

**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

**Annexure - 4**

**List of Health Sciences Colleges which participated in the Pilot Study**

| Summary               |        |                       |  |
|-----------------------|--------|-----------------------|--|
|                       | S. No. | Name of the Institute | Full Name of the Institution   |
| <b>Dental</b>         | 1      | ITS Dental            | ITS Dental College   |
|                       | 2      | KLE Dental            | KLE Dental College   |
|                       | 3      | MG Dental             | Mahatma Gandhi Dental College  |
|                       | 4      | K Dental              | Kamineni Dental College  |
|                       | 5      | M Dental              | Mahatma Dental College   |
|                       | 6      | RR Dental             | Rajarajeshwari Dental College  |
|                       | 7      | S Dental              | Seema Dental College   |
|                       | 8      | SJMDCH                | SJMDCH   |
| <b>Medical</b>        | 9      | Father Muller         | Father Muller Medical College, Mangalore                             |
|                       | 10     | Kasthurba             | Kasthurba  |
|                       | 11     | M S Ramaiah           | M S Ramaiah Medical College  |
| <b>Nursing</b>        | 12     | FMCN                  | Father Muller College of Nursing                                     |
|                       | 13     | BBCN                  | Bishop Benziger College of Nursing                                   |
|                       | 14     | MIMS                  | MIMS College of Nursing  |
|                       | 15     | CCN                   | Choithram College of Nursing   |
|                       | 16     | AdCN                  | Adhiparasakthi College of Nursing                                    |
|                       | 17     | NCN                   | Nandha College of Nursing  |
|                       | 18     | SSCN                  | Shri Shankaracharya College of Nursing                               |
| <b>Physio therapy</b> | 19     | KMP                   | K.M. Patel Institute of Physiotherapy                                |
|                       | 20     | FMMC                  | Father Muller Medical College  |
|                       | 21     | NCP                   | Nandha College of Physiotherapy                                      |
|                       | 22     | SKVCP                 | Smt. Kashibai Navale College Of Physiotherapy                        |
|                       | 23     | JDT                   | JDT Islam College of Physiotherapy                                   |
|                       | 24     | JSS                   | JSS College of Physiotherapy   |
|                       | 25     | RVCP                  | R.V. College Of Physiotherapy  |
| <b>Pharmacy</b>       | 26     | Adhi CP               | Adhiparasakthi College of Pharmacy                                   |
|                       | 27     | Anna CP               | Annamacharya College of Pharmacy                                     |
|                       | 28     | BLDEA                 | BLDEA's SSM COP & RC- Vijayapur                                      |
|                       | 29     | IIP                   | Indira Institute of Pharmacy, Sadavali                               |
|                       | 30     | PES                   | PES College of pharmacy  |
|                       | 31     | PSG                   | PSG College of Pharmacy  |
|                       | 32     | RIPER                 | RIPER  |
|                       | 33     | JSPM                  | JSPM's Rajarshi Shahu College of Pharmacy & Research ,Tathawade,Pune |
|                       | 34     | KCP                   | Krupanidhi College of Pharmacy                                       |
|                       | 35     | SJPIR                 | SJPIR  |
|                       | 36     | SHCP                  | Seven Hills Colleges of Pharmacy                                     |

|              |                   |                |               |  |
|--------------|-------------------|----------------|---------------|--|
| <b>AYUSH</b> |                   | <b>37</b>      | <b>SJM</b>    | <b>SJM College of Pharmacy</b>                               |
|              |                   | <b>38</b>      | <b>SCP</b>    | <b>Sreenivasarao College of Pharmacy</b>                     |
|              |                   | <b>39</b>      | <b>SCVCP</b>  | <b>Sri Venkateshwara College of Pharmacy</b>                 |
|              |                   | <b>40</b>      | <b>TDVCP</b>  | <b>The Dale View College Of Pharmacy and Research Centre</b> |
|              |                   | <b>41</b>      | <b>YBCCP</b>  | <b>Y.B Chavan College of Pharmacy</b>                        |
|              |                   | <b>42</b>      | <b>PCP</b>    | <b>Pushpagiri College of Pharmacy</b>                        |
|              | <b>AYURVEDA</b>   | <b>43</b>      | <b>NIA</b>    | <b>National Institute of Ayurveda</b>                        |
|              |                   | <b>44</b>      | <b>BVDU</b>   | <b>Bharati Vidyapeeth Deemed University</b>                  |
|              |                   | <b>45</b>      | <b>SNIA</b>   | <b>Sri Narayana Institute of Ayurveda</b>                    |
|              |                   | <b>46</b>      | <b>SKSAC</b>  | <b>Sri Kalabyreswara Swamy Ayurveda College</b>              |
|              |                   | <b>47</b>      | <b>SSCASR</b> | <b>Sri Sri College of Ayurveda Science and Research</b>      |
|              |                   | <b>48</b>      | <b>MIA</b>    | <b>Muniyal Institute of Ayurveda</b>                         |
|              | <b>YOGA</b>       | <b>NIL</b>     |               |  |
|              | <b>UNANI</b>      | <b>49</b>      | <b>GUMC</b>   | <b>Government Unani Medical College</b>                      |
|              | <b>SIDDHA</b>     | <b>50</b>      | <b>ATSVS</b>  | <b>ATSVS Siddha Medical College</b>                          |
|              | <b>HOMEOPATHY</b> | <b>51</b>      | <b>AMS</b>    |  |
|              |                   | <b>52</b>      | <b>AHM</b>    |  |
|              |                   | <b>53</b>      | <b>BDJHMC</b> |  |
|              |                   | <b>54</b>      | <b>MLDMHI</b> |  |
|              |                   | <b>55</b>      | <b>FMH</b>    |  |
| <b>56</b>    |                   | <b>SMKSHMC</b> |               |  |
| <b>57</b>    |                   | <b>MHMC</b>    |               |  |
| <b>58</b>    |                   | <b>RHMC</b>    |               |  |
| <b>59</b>    |                   | <b>SKHMC</b>   |               |  |
| <b>60</b>    |                   | <b>SNJBS</b>   |               |  |

*IIQA for Health Sciences Colleges*