National Assessment and Accreditation Council (NAAC), Bengaluru

Unified Manual for Health Sciences Colleges - in RAF

(for affiliated / Constituent Colleges, applicable for all cycles and re-assessment)

While Preparing SSR, Health Sciences Colleges have to refer both Manual and SOP for DVV displayed on the NAAC website

The Director,

National Assessment and Accreditation Council (NAAC), Bengaluru

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC), BENGALURU

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Changes done after 07/03/2019

- Final version of the Unified Manual of Health Sciences for College prepared by Expert Committee (CWG) on 10/02/2019 and uploaded on the NAAC website.
- Few changes made on 07/03/2019 (Profile and Grade sheet changed)
- Corrections / changes done in the manual as per ICT and DVV requirements on 23/04/2019. Metrics number 4.2.2 split into two metrics and made as 4.2.2 (Wt-4) and 4.2.3 Wt-3). Metric number 4.2.3 is changed as 4.2.4. Metric number 8.1.1 Medical and 8.1.1 Dental (NEET percentail Scores) with new formula given by Prof. Vaman – Changed.
- SOP for DVV process enclosed herewith
- SWOC analysis also inserted
- Data Templates in part B of the Manual changed as per the ICT requirement and DVV requirement on 28/05/2019
- As decided in the CARE- Empowered Committee meeting at UGC held on 23/05/2019, INFLIBNET will do the entire authentification and provide the data to NAAC, NIRF and NBA. Accordingly changes made in this Manual in 2 metrics namely 3.3.3 and 3.3.4. along with changes in metrics 4.2.2 and 4.2.3 with Data Templates and Benchmarks as suggested by Chairman, CWG.
- Few changes done after getting feedback from the DVV partners during Orientation cum training Programme organised during 18-19 July 2019.
- Changes done on 27/08/2019 in consultation with ICT unit and DVV unit of NAAC

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.

Part A – 900 Weightage and

Part B- 100 Weightage

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 8th 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.

26th July, 2019
Bengaluru

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

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I. INTRODUCTION

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

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

Vision and Mission

The vision of NAAC is:

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

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

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

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

Core Values

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

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

(i) Contributing to National Development

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

(ii) Fostering Global Competencies among Students

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

(iii) Inculcating a Value System among Students

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

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

(iv) Promoting the Use of Technology

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

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

(v) Quest for Excellence

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

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

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

II. ASSESSMENT AND ACCREDITATION OF HIGHER EDUCATION INSTITUTIONS

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

Revised Assessment and Accreditation (A&A) Framework

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

- from qualitative peer judgement to data based quantitative indicator evaluation with increased objectivity and transparency
- towards extensive use of ICT confirming scalability and robustness
- in terms of simplification of the process resulting in drastic reduction in number of questions, size of the report, visit days, and so on
- introducing Pre-qualifier for peer team visit, as 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.

III. QUALITY INDICATOR FRAMEWORK (QIF) - DESCRIPTION

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

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

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

Criterion I: - Curricular Aspects

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

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

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

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

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:

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:

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:

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, freeships and other means should be identified by HEIs.

5.2 Student Progression

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

5.3 Student Participation and Activities

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

5.4 Alumni Engagement

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

Criterion VI: - Governance, Leadership and Management

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

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

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:

KEY INDICATORS

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

7.1 Institutional Values and Social Responsibilities

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

7.2 Best Practices

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

7.3 Institutional Distinctiveness

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

IV. ELIGIBILITY FOR ASSESSMENT AND ACCREDITATION BY NAAC

Higher Education Institutions (HEIs), if they have a record of **at least two batches of students graduated or been in existence for six years, whichever is earlier,** are eligible to apply for the process of Assessment and Accreditation (A&A) of NAAC, and 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.*

07/03/2019

V. 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 8th 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 & QlM = 65% : 35%

VI. Statistical Information

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

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

Table-2 QIF for Manual of Health Sciences for Colleges Part - A

	Criterion I	Criterion II	Criterion III	Criterion IV	Criterion V	Criterion VI	Criterion VII	Total
QlM	2	10	3	9	3	8	6	41
QnM	8	15	13	9	10	7	6	68
Total	10	25	16	18	13	15	12	109

Note: In Part B, Number of QlM and QnM varies in all 11 disciplines and is not criterion wise

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

DISTRIBUTION OF KIs & METRICS

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

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

Criteria	Key Indicators (KIs)	Health Sciences Manual for Colleges
1. Curricular Aspects	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**
	Total	**80**
2. Teaching-Learning and Evaluation	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**
	Total	**280**
3. Research, Innovations and Extension	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**
	Total	**120**
4. Infrastructure and Learning Resources	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**
	Total	**100**
5. Student Support and Progression	5.1 Student Support	**45**
	5.2 Student Progression	**40**
	5.3 Student Participation and Activities	**25**
	5.4 Alumni Engagement	**10**
	Total	**120**
6. Governance, Leadership and Management	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**
	Total	**100**
7. Institutional Values and Best Practices	7.1 Institutional Values and Social Responsibilities	**50**
	7.2 Best Practices	**30**
	7.3 Institutional Distinctiveness	**20**
	Total	**100**
PART -A	Total	**900**
PART - B	Total	**100**
PART –A + PART -B	**TOTAL SCORE**	**1000**

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

VII. 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_nM); and two, those metrics requiring descriptive responses and are accordingly named '*qualitative metrics'* (Q_lM). Table 1 depicts the distribution of Key Indicators (KIs) and Metrics across them.

VIII. 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_nM) add up to about 65***%*** and the remaining about ***35%*** are Qualitative Metrics (Q_lM).
7. The Institution shall visit NAAC website for Standard Operating Procedures for Data Verification and Validation. The data submitted on Quantitative Metrics (Q_nM) 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_lM) 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_nM) 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_lM).
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_lM). 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.

IX. ASSESSMENT OUTCOME

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

PART I - *Peer Team Report*

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

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

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

PART III - *Institutional Grade Sheet*

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

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

Calculation of Institutional CGPA

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

The Final Grade

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

Table 3 Institutional Grades and Accreditation Status

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

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

X. 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 (QlM) 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

XI. 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.

XII. 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).

XIII. THE FEE STRUCTURE AND OTHER FINANCIAL IMPLICATIONS

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

1. IIQA Fee

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

Process	Total amount of registration (A&A) Fee to be paid by the Institution
Institutional Information for Quality Assessment (IIQA)	Rs. 25,000/- + G S T 18% **(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.**

2. Assessment and Accreditation (A&A) Fee

For Universities and Professional Institutions

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

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

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 which have 2 days visit 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.

iv. Refund of balance : - after PTV FO to decide

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.

XIV. 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 (1st April to 31st March) may be used to consolidate data, for publication related data preceding calendar year (1st January to 31st 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.

XV. MANDATORY DISCLOSURE ON HEI's WEBSITE

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

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

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

SECTION-B

Data Requirements for Self - Study Report (SSR)

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

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

1. Executive Summary

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

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

The Executive summary shall not be more than 5000 words.

2. Profile of the 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: R:			
Vice Principal		O: R:			
Steering Committee / IQAC Co-ordinator		O: 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)	

6. Source of funding:

Central Government	
State Government	
Grant-in-aid	
Self-financing	
Trust	
Society	
Company	
Any other (specify)	

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

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

Under Section	Date, Month and Year (dd/mm/yyyy)	Remarks (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 (dd/mm/yyyy)	Validity	Program/ 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 acres	Built up area in 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 Recruited 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 Yet to recruit								
Stipulated by the regulatory authority Cadre ratio Recruited 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
Permanent teachers												
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												
Temporary teachers												
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												
Contractual teachers												
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												
Part-time teachers												
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	*M *F	*M *F	*M *F	*M *F
From the state where the institution is located						
From other states						
NRI students						
Foreign students						
Total						

*M-Male *F-Female

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 Student:

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

Year					
Number					

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

Year					
Number					

1.3 Number of first year students admitted year-wise in the last five years

Year					
Number					

2 Teachers:

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

Year					
Number					

2.2 Number of Sanctioned posts year-wise during the last five years

Year					
Number					

3. Institution:

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

Year					
Number					

4. 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_lM) 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_nM) 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.

Unified Manual for Health Sciences 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.		Weightage
1.1.1 Q_lM	***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.*** Provide description of above mentioned process within 500 words Provide weblink to: • Minutes of the meeting of the college curriculum committee. • Any other relevant information.	**10**
1.1.2 Q_nM	***Percentage of fulltime teachers participating in BoS /Academic Council of Universities during the last five years. (Restrict data to BoS /Academic Council only)*** Number of teachers of the Institution participating in BoS/Academic Council of universities year-wise during the last five years Data requirement: (As per Data Template) • Number of teachers participated • Name of the body in which fulltime teachers participated • Total number of teachers Formula $$\frac{\text{Number of fulltime teachers participating in such bodies during the last five years}}{\text{Average number of full time teachers during the last five years}} \text{ X } \mathbf{100}$$ Upload: • Details of participation of teachers in various bodies • Scanned copies of the letters supporting the participation of teachers • Any other relevant information	**5**

Key Indicator- 1.2 Academic Flexibility (20)

Metric No.		Weightage
1.2.1 QnM	***Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years*** 1.2.1.1: Number of *courses* offered across all *programmes* during the last five years 1.2.1.2: Number of inter-disciplinary /inter-departmental courses /training offered during the last five years Formula: **Number of interdisciplinary /*interdepartmental* courses /training offered during the last five years** **----------x100** **Number of courses offered across all programmes during the last five years** **Upload:** • List of Interdisciplinary /interdepartmental courses /training across all the the programmes offered by the University during the last 5 years • Minutes of relevant Academic Council/BoS meetings • Institutional data in prescribed format (Data Template) • Any other relevant information	**10**
1.2.2 Q_nM	***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*** Number of students enrolled in subject-related Certificate or Diploma or add-on courses year-wise during the last five years Data Requirement: (As per Data Template) • Total number of students enrolled in certificate diploma/Add-on courses • Total number of students across all programs **Formula**: Percentage per year= $\frac{\text{Total number of students enrolled in Certificate,Diploma or Add-on courses in a year}}{\text{Total number of students across all programs during that year}} X100$ Average percentage $= \frac{\sum Percentage\ per\ year}{5}$ **Upload:** • Details of the students enrolled in subject-related Certificate/Diploma/Add-on courses • Any other relevant information	**10**

Key Indicator- 1.3 Curriculum Enrichment (25)

<table>
<tr><th>Metric No.</th><th></th><th>Weightage</th></tr>
<tr><td>1.3.1.
Q_lM</td><td>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

Provide description of curriculum integration as per the above within 500 words

Provide weblink to :
• List of courses with their descriptions
• Any other relevant information</td><td>5</td></tr>
<tr><td>1.3.2.
Q_nM</td><td>Number of value-added courses offered during the last five years that impart transferable and life skills

Number of value-added courses offered during the last five years that impart transferable and life skills

<table><tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Number of value-added courses offered</td><td></td><td></td><td></td><td></td><td></td></tr></table>
Data Requirement for the last five years: (As per Data Template)
• Name of the value-added courses with 15 or more contact hours
• Number of times that a course is offered during a specified year
• Total number of students completing such course in the year

Upload:
• Brochure or any other document related to value-added course/s
• List of-value added courses (Data Template)
• Any other relevant information</td><td>5</td></tr>
</table>

1.3.3. Q_nM	***Average percentage of students enrolled in the value-added courses during the last five years***	**5**

Number of students enrolled in value-added courses offered year-wise during the last five years that impart transferable and life skills

Year					
Number of students enrolled					

Data Requirement for the last five years:

- Names of the value-added courses with 15 or more contact hours
- Number of times a course was offered during the specified year
- Total number of students completing such course/s in the specified ear

Formula: Percentage per year=

$$\frac{\text{Number of students enrolled in the courses during a year}}{\text{Total number of students in that year}} \times 100$$

$$\text{Average percentage} = \frac{\Sigma \text{ percentage per year}}{5}$$

Upload:

- List of students enrolled in value-added courses (Data Template)
- Any other relevant information

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)*** Number of students undertaking field visits/ internships/research projects/industry visits/community postings Data Requirement: (As per Data Template) • Names of the programmes • Number of students undertaking field visits/ internships/research projects/industry visits/community postings • Total number of students in the Institution Formula: $\frac{\text{No. of students undertaking field visits, Clinical, industry internships, research projects, industry visits, community postings}}{\text{Total number of students}} \times 100$ **Upload:** • List of programmes and number of students undertaking field visits/internships/research projects/industry visits/community postings (Data Template) • Total number of students in the Institution • Any other relevant information	**10**

Key Indicator- 1.4 Feedback System (20)

Metric No.		Weightage
1.4.1. Q_nM	***Mechanism is in place to obtain structured feedback on curricula/syllabi from various stakeholders*** ***Structured feedback received from*** 1) Students ☐ 2) Teachers ☐ 3) Employers ☐ 4) Alumni ☐ 5) Professionals ☐ **Upload:** • Stakeholder feedback reports as stated in the minutes of meetings of the College Council /IQAC/ Curriculum Committee • URL for feedback report • Data template • Any other relevant information	**10**
1.4.2 Q_nM	***Feedback on curricula and syllabi obtained from stakeholders is processed in terms of*:**	**10**

	Options(*Opt any one that is applicable)***:** A. Feedback collected, analysed and action taken on feedback besides such documents made available on the institutional website ☐ B. Feedback collected, analysed and action has been taken ☐ C. Feedback collected and analysed ☐ D. Feedback collected ☐ E. Feedback not collected ☐ **Upload:** • URL for stakeholder feedback report • Action taken report of the Institution on the feedback report as stated in the minutes of meetings of the College Council/IQAC • Any other relevant information	

Criterion 2- Teaching- Learning and Evaluation (280)

Key Indicator- 2.1 Student Enrolment and Profile (20)

Metric No.		Weightage
2.1.1. Q_nM	***Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process.*** ***Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years*** *Average percentage of students admitted from the reserved categories as per GOI or State Government norms year-wise during last five years*	**5**

Year					
Number of students admitted under the reserved categories					
Total number of seats earmarked for reserved categories					

Formula: Percentage per year=

$$\frac{\text{Number of students admitted from the reserved categories in a year}}{\text{Number of seats earmarked for reserved categories in that year as per GOI or State Government rule}} \text{ X } 100$$

$$\text{Average percentage} = \frac{\sum Percentage\ per\ year}{5}$$

<table>
<tr><td></td><td>Upload:
Copy of letter issued by state govt. or and Central Government (which-ever applicable) Indicating the reserved categories to be considered as per the GO rule (translated in English)
Final admission list published by the HEI
Admission extract submitted to the state OBC, SC and ST cell every year.
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution.
Information as per data template
Any other relevant information</td><td></td></tr>
<tr><td>2.1.2 QnM</td><td>Average percentage of seats filled in for the various programmes as against the approved intake

Number of seats filled-in for various programmes offered by the College as against the approved intake during the last five years:

<table>
<tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Number of seats filled in</td><td>UG:
PG:
Super Specialty :</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Number of approved seats</td><td>UG:
PG:
Super Specialty :</td><td></td><td></td><td></td><td></td></tr>
</table>
Formula:

Percentage per year =

$\frac{Number\ of\ seats\ filled\ in\ for\ the\ various\ programmes\ in\ ayear}{Number\ of\ approved\ seats\ for\ the\ same\ programme\ in\ that\ year}$ X100

Average percentage = $\frac{\sum Percentage\ per\ year}{5}$

Upload:
Relevant details certified by the Head of the Institution clearly mentioning the programs that are not covered under CET and the number of applications received for the same
Data template
Any other relevant information</td><td>10</td></tr>
</table>

2.1.3 QnM	***Average percentage of Students enrolled demonstrates a national spread and includes students from other states*** Number of students enrolled from other states year-wise during the last five years 2.1.3.1 Number of students from other states year-wise; during the last five years 2.1.3.2 Total number of students enrolled in the specified year	**5**

Year					
Number of students enrolled from other states					
Total number of students enrolled in the specified year					

Formula:

Percentage per year = $\frac{Number\ of\ students\ from\ other\ states\ enrolled\ in\ the\ specified\ year}{Total\ number\ of\ students\ enrolled\ in\ the\ specified\ year}$X100

$$\text{Average percentage} = \frac{\sum Percentage\ per\ year}{5}$$

Upload:

- List of students enrolled from other states year-wise during the last 5 years
- E-copies of admission letters of the students enrolled from other states
- Institutional data in prescribed format (Data Template)
- Any other relevant information

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

Metric No.		Weightage
2.2.1. Q_nM	***The Institution assesses the learning levels of the students, after admission and organises special Programmes for advanced learners and slow performers*** **The Institution:** 1. Follows measurable criteria to identify slow performers ☐ 2. Follows measurable criteria to identify advanced learners ☐ 3. Organizes special programmes for slow performers ☐ 4. Follows protocol to measure student achievement ☐ **Upload:** • Criteria to identify slow performers and advanced learners and assessment methodology • Details of special programmes for slow performers and advanced	**10**

	learners • Student participation details and outcome records • Any other relevant information	
2.2.2. Q_nM	***Student - Fulltime teacher ratio (data for the preceding academic year)*** Data Requirement: • Total number of students enrolled in the College • Total number of fulltime teachers in the College Formula: No. of Students **:** No. of Teachers **Upload :** • List of students enrolled in the preceding academic year • List of full time teachers in the preceding academic year in the University • Institutional data in prescribed format (data Templates) • Any other relevant information	**5**
2.2.3 **Q_lM**	***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)*** 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. **Provide web link to** • Appropriate documentary evidence • Any other relevant information	**10**

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

Metric No.		Weightage
2.3.1. Q_lM	***Student-centric methods are used for enhancing learning experiences by:*** • Experiential learning • Integrated/interdisciplinary learning • Participatory learning • Problem solving methodologies • Self-directed learning • Patient-centric and Evidence-Based Learning • Learning in the Humanities • Project-based learning • Role play	**10**

	Response to be provided within 500 words **Provide weblink to:** • Learning environment facilities with geotagging • Any other relevant information	
2.3.2 **QnM**	***Institution facilitates the use of Clinical Skills Laboratory / Simulation Based Learning*** **The Institution:** 1. Has Basic Clinical Skills / Simulation Training Models and Trainers for skills in the relevant disciplines. ☐ 2. Has advanced simulators for simulation-based training ☐ 3. Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation based learning. ☐ 4. Conducts training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning ☐ **Upload :** • List of clinical skills models. • Geotagged photographs of clinical skills lab and simulation centre • List of training programmes conducted in the facilities during the last 5 years • Any other relevant information	**10**
2.3.3. **Q_lM**	***Teachers use ICT-enabled tools for effective teaching and learning process including online e-resources*** Response to be provided within 500 words **Provide web link to:** • Details of ICT-enabled tools used for teaching and learning • List of teachers using ICT-enabled tools (including LMS) • Webpage describing the "LMS/ Academic Management System" • Any other relevant information	**10**
2.3.4. **Q_nM**	***Student :Mentor Ratio (preceding academic year)*** Data Requirement • Number of mentors • Number of students assigned to each Mentor • Data Template Total number of mentors in the preceding academic year | Total number of students in the preceding academic year | Formula: Mentor : Mentee Ratio	**10**

	Upload • Details of fulltime teachers/other recognized mentors and students Any other relevant information	
2.3.5. **Q_lM**	***The teaching learning process of the institution nurtures creativity, analytical skills and innovation among students*** Describe the process by providing examples to illustrate the development of creativity, analytical skills and innovation among students within 500 words Provide weblink to : • Appropriate documentary evidence • Any other relevant information	**5**

Key Indicator- 2.4 Teacher Profile and Quality (50)

Metric No.		Weightage
2.4.1. **Q_nM**	***Average percentage of fulltime teachers against sanctioned posts during the last five years*** Data Requirement for the last five years: • Number of fulltime teachers • Number of sanctioned posts Formula: Percentage per year = $\frac{\text{Number of fulltime teachers available in a year}}{\text{Total number of sanctioned posts in that year}}$ X 100 Average percentage = $\frac{\sum Percentage\ per\ year}{5}$ **Upload:** • Year-wise list of fulltime teachers and sanctioned posts for 5 years certified by the Head of the Institution (Data Template) • Sanction letters indicating number of posts (including Management sanctioned posts) by competent authority (in English/translated in English) • Any other relevant information	**10**
2.4.2. **Q_nM**	***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/Affiliating Universities.***	**10**

	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. Year | | | | | | Number fulltime teachers | | | | | | Data Requirement for the last five years: • 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 ***/Affiliating Universities*.** • Total number of fulltime teachers Formula**:** *No. of fulltime teachers with PhD/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/**Affiliating Universities** in a year* ---------- *x 100* *Number of fulltime teachers in that year* Average percentage = $\frac{\sum \text{Percentage per year}}{5}$ **Upload :** • 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 ***/Affiliating Universities*** and the number of fulltime teachers for 5 years • Copies of Guide-ship letters or authorization of research guide provide by the university • Any other relevant information	
2.4.3. Q_nM	***Average Teaching experience of fulltime teachers in number of years (data for the preceding academic year)*** Average teaching experience of full-time teachers (cadre-wise) in number of years. Data Requirement: • List of fulltime teachers with number of years of teaching experience	**10**

	Formula: $\frac{\text{Sum total of techaing experience of fulltime teachers in the preceding academic year}}{\text{Number of fulltime teachers in the preceding academic year}}$ **Upload :** • List of teachers including their designation, qualifications, department and number of years of teaching experience (Data Template) • Any other relevant information	
2.4.4. Q_nM	***Average percentage of teachers trained for development and delivery of e-content / e-courses during the last 5 years*** • Number of fulltime teachers in the Institution during the last 5 years • Number of teachers trained for development and delivery of e-content / e-courses during the last 5 years	**10**

Year					
Number of teachers trained					
Total number of teachers					

Formula:

Percentage per year = $\frac{\textit{Number of fulltime teachers of the Institution trined during one year}}{\textit{Total number of fulltime teachers in that year}}$**X100**

Average percentage = $\frac{\sum \text{Percentage per year}}{5}$

Upload:

- Reports of the e-training programmes
- e-contents / e-courses developed
- Year –wise list of full time teachers trained during the last 5 years
- Certificate of completion of training for development of *and delivery of e-contents / e-courses / video lectures / demonstrations*
- Web-link to the contents delivered by the faculty hosted in the HEI's website
- Any other relevant information

<table>
<tr>
<td>2.4.5
QnM</td>
<td>
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

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

<table>
<tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Number of teachers who received awards etc.,</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Number of fulltime teachers</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

Percentage per year =

$$\frac{\textbf{Number of teachers who received awards etc., in a year}}{\textbf{Number of fulltime teachers in that year}} \textbf{X100}$$

Average percentage = $\frac{\sum \text{Percentage per year}}{5}$

Data Requirement for last five years:

List of fulltime teachers who received awards etc., from State, National, International levels from Govt. and Govt. – recognised agencies
Data template

Upload

Institutional data in the prescribed format/ Data Template
e-copies of award letters (scanned or soft copy)
Any other relevant information

</td>
<td>10</td>
</tr>
</table>

Key Indicator- 2.5. Evaluation Process and Reforms (45)

Metric No.		Weightage
2.5.1. Q_lM	***The Institution adheres to the academic calendar for the conduct of Continuous Internal Evaluation and ensures that it is robust and transparent*** Provide a description within 500 words	**10**

	Provide weblink to: • Academic calendar • Dates of conduct of internal assessment examinations • Any other relevant information	
2.5.2. **Q_lM**	***Mechanism to deal with examination-related grievances is transparent, time-bound and efficient*** Provide a description on Grievance redressal mechanism with reference to continuous internal evaluation, matters relating to University examination for submission of appeals, providing access to answer scripts, provision of re-totaling and provision for re-assessment within 500 words Data requirement for the last five years: • Details of University examinations / Continuous Internal Evaluations (CIE) conducted during the last five years • Number of grievances regarding University examinations/Internal Evaluation • Any other relevant information	**15**
2.5.3. **Q_lM**	***Reforms in the process and procedure in the conduct of evaluation/examination; including the automation of the examination system*** Describe the reforms implemented in internal evaluation/ examinations with reference to the following within 500 words • Examination procedures • Processes integrating IT • Continuous internal assessment system • Competency-based assessment • Workplace-based assessment • Self assessment • OSCE/OSPE **Provide weblink:** • Information on examination reforms • Any other relevant information	**10**
2.5.4. **QnM**	***The Institution provides opportunities to students for midcourse improvement of performance through specific interventions*** Opportunities provided to students for midcourse improvement of performance through:	**10**

	1. Timely administration of CIE ☐ 2. On time assessment and feedback ☐ 3. Makeup assignments/tests ☐ 4.Remedial teaching/support ☐ **Upload:** • List of opportunities provided for the students for midcourse improvement of performance in the examinations • Information as per Data Template. • Policy document of midcourse improvement of performance of students • Re-test and Answer sheets • Any other relevant information	

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

Metric No.		Weightage
2.6.1. Q_lM	***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*** 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. Provide Weblink to: • Relevant documents pertaining to learning outcomes and graduate attributes • Methods of the assessment of learning outcomes and graduate attributes • Upload Course Outcomes for all courses (exemplars from Glossary) • Any other relevant information	**10**
2.6.2 Q_nM	***Incremental performance in Pass percentage of final year students in the last five years*** 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. 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.	**15**

	<table><tr><td colspan="2">Year</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td rowspan="2">Number of final year students</td><td>UG</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>PG</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td colspan="2">Total</td><td></td><td></td><td></td><td></td><td></td></tr></table> **Upload:** • List of Programmes and the number of students passed and appeared in the final year examination each year for the last five years. • Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the last five years. • Reports from Controller of Exam (COE) office/ Registrar evaluation mentioning the relevant details and the result analysis performed by the institution duly attested by the Head of the Institution • Trend analysis for the last five years in graphical form • Data Template • Any other relevant information	
2.6.3 **QlM**	***The teaching learning and assessment processes of the Institution are aligned with the stated learning outcomes.*** Provide details on how teaching learning and assessment processes are mapped to achieve the generic and program-specific learning outcomes (for each program) within 500 words. **Provide web link to** • Programme-specific learning outcomes • Any other relevant information	**10**
2.6.4 **QlM**	***Presence and periodicity of parent-teachers meetings, remedial measures undertaken and outcome analysis*** Describe structured mechanism for parent-teachers meetings, follow-up action taken and outcome analysis within 500 words Provide weblink to: • Proceedings of parent –teachers meetings held during the last 5 years • Follow up reports on the action taken and outcome analysis. • Any other relevant information	**10**

Key Indicator- 2.7 Student Satisfaction Survey (50)

Metric No.		Weightage
2.7.1. Q_nM	***Online student satisfaction survey regarding teaching learning process*** Data Requirement: (As per Data Template) • Name/Class/Gender • Student Id Number • Mobile number • Email Id • Degree Programme (Database of all currently enrolled students need to be prepared and shared with NAAC along with the online submission of QIF) **Upload:** • Database of all currently enrolled students (Data Template) • Any other relevant information	**50**

Criterion 3- Research, Innovations and Extension (120)

Key Indicator 3.1 - Resource Mobilization for Research (17)

Metric No.		Weightage
3.1.1 QnM	***Percentage of teachers recognized as PG/ Ph.D research guides by the respective University*** 3.1.1.1. Number of teachers recognized as ***PG/*** Ph.D research guides during the last 5 years 3.1.1.2. Number of full time teachers in the Institution during the last five years **Formula :** $\frac{\text{Number of teachers recognized as } \boldsymbol{PG/} \text{ Ph. D research guides during the last 5 years}}{\text{Number of full time teachers during the last 5 years}} \times 100$ **Upload :** • List of full time teachers recognized as ***PG/*** Ph.D guides during the last 5 years. • List of full time teacher during the last five years. • Copies of Guide-ship letters or authorization of research guide provide by the university • Information as per Data Template • Any other relevant information	**6**

3.1.2 QnM	***Average Percentage of teachers awarded national /international fellowships / financial support for advanced studies/collaborative research and participation in conferences during the last five years***	**6**

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.

Year					
Number of teachers awarded fellowships /financial support					

Formula:

Percentage per year =

$$\frac{\text{Number } \boldsymbol{of\ teachers\ awarded\ national, International\ fellowships, financial\ support\ for\ advanced\ studies/collaborative\ research\ and\ participation\ in\ conferences}}{\text{Total number of teachers in the Institution in that year}} X100$$

$$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$

Data Requirements for last five years:

- List of the teachers awarded national/international fellowships / Financial support year-wise for the last 5 years
- List of the awards
- Year of Awards
- Awarding Agencies

Upload:

- Fellowship award letter / grant letter from the funding agency
- List of teachers and their national/international fellowship details (Data Templates)
- E-copies of the award letters of the teachers
- Any other relevant information

3.1.3 **Q_nM**	***Number of research projects/clinical trials funded by government, industries and non-governmental agencies during the last five years*** 3.1.3.1 Number of research projects/clinical trials funded by government, industries and non-governmental agencies during the last five years 3.1.3.2 Number of fulltime teachers who worked in the Institution during the last five years **Year** | | | | | | **Number of research projects** | | | | | | **Amount/Funds Received** | | | | | | Data Requirements for the last five years: (As per Data Template) • Names of Principal Investigators • Duration of projects • Names of research project/clinical trials • Amount/Funds Received • Names of funding agencies • Year of sanction • Departments of recipients **Upload:** • List of research projects and funding details during the last five years (Data Template) • Supporting documents from Funding Agencies • Link for funding agencies' websites • Any other relevant information	**5**

Key Indicator 3.2- Innovation Ecosystem (10)

Metric No.		Weightage
3.2.1 **Q_lM**	***The Institution has created an ecosystem for innovations including Incubation Centre and other initiatives for creation and transfer of knowledge*** Describe the available Incubation Centre and evidence of its functioning (activities) within 500 words **Provide weblink to :** • Details of the facilities and innovations made • Any other relevant information	**5**

3.2.2 **Q_nM**	***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***	**5**

Year					
Number of workshops / seminars conducted					

Data Requirements for the last five years: (As per Data Template)

- Name of the workshops / seminars
- Number of Participants
- Dates (From -to)

Upload:

- List of workshops/seminars during last 5 years (Data Template)
- Reports of the events
- Any other relevant information

Key Indicator 3.3- Research Publications and Awards (23)

Metric No.		Weigh tage
3.3.1. **Q_nM**	***The Institution ensures implementation of its stated Code of Ethics for research.*** The Institution has a stated Code of Ethics for research, the implementation of which is ensured by the following: 1. There is an Institutional ethics committee which oversees the implementation of all research projects ☐ 2. All the projects including student project work are subjected to the Institutional ethics committee clearance ☐ 3. The Institution has plagiarism check software based on the Institutional policy ☐ 4. Norms and guidelines for research ethics and publication guidelines are followed ☐ **Upload** • Institutional Code of Ethics document • Minutes of meetings of the committees with reference to the code of ethics • Any other relevant information	**5**

3.3.2. **Q_nM**	***Average number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines received per recognized PG teachers* of the Institution during the last five years*** 3.3.2.1 Number of Ph.D.s */DM/M Ch/PG degrees in the respective disciplines* ***received*** *per recognized PG teachers* of the Institution during the last five years* 3.3.2.2 Number of PG teachers recognized as guides by the Regulatory Bodies / Universities during the last five years **Formula:** Number of Ph.D.s /DM/M.Ch/PG degrees in the respective disciplines ***received*** during the last five years Number of PG teachers recognized as guides by the University/ Regulatory Bodies during the last five years * Eligible PG teachers are those who are recognized as PG/PhD guides by the University / respective Regulatory Bodies **Upload:** • List of Ph.D.s */DM/MCh/PG degrees in the respective disciplines* ***received*** year-wise during the last five years • List of teachers recognized as guides during the last five years • Information as per Data Template • Letter of PG guide recogniation from competent authority • Any other relevant information	**5**
3.3.3. **Q_nM**	***Average number of papers published per teacher in the Journals notified on UGC -CARE list in the UGC website/Scopus/ Web of Science/ PubMed during the 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* **Year** | | | | | | **Number of papers** | | | | | | **Formula:** Number of research papers *published in the Journals notified on UGC CARE list on UGCwebsite/Scopus/ Web of Science/ PubMed during the last five years* Average number of Teachers during the last five years **Upload:** • 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 • Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list • Information as per Data Template • Any other relevant information	**8**

3.3.4. **Q_nM**	***Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings indexed in UGC-CARE list on the UGC website/Scopus/Web of Science/PubMed/ during the last five years***	**5**

Year					
Number					

Formula:

$$\frac{\text{Total number of books and chapters in edited volumes , books published, and papers in national/international conference proceedings during last five years}}{\text{Average number of full time teachers during the last five years}}$$

Upload:

- List of books and chapters in edited volumes/books published with ISBN and ISSN number and papers in national/ international conference proceedings year-wise during the last five years
- Information as per Data Template
- Any other relevant information

Key Indicator 3.4 - Extension Activities (50)

Metric No.		Weightage
3.4.1 **Q_nM**	***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.***	**10**

Year					
No. of extension / outreach activities					

Upload:

- List of extension and outreach activities year-wise during the last five years
- List of students in NSS/NCC/Red Cross/YRC involved in the extension and outreach activities year-wise during the last five years
- Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated
- Any other relevant information

<table>
<tr>
<td>3.4.2

QnM</td>
<td>
Average percentage of students participating in extension and outreach activities engaging/NSS/NCC/Red Cross/ YRC/ Institutional club setc., during the last 5 years
<table>
<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>
Formula:

Percentage per year = $\frac{\text{Number of students participating in extension outreach activities in a year}}{\text{Total number of students in the Institution in that year}}$ X 100

Average percentage = $\frac{\sum \textit{Percentage per year}}{5}$

Data Requirement for the last five years: (As per Data Template)

Names and number of the extension and outreach Programmes engaging/NSS/NCC/Red Cross/ YRC Institutional clubs etc.,
Names of the collaborating agencies: Non- government, industry, community with contact details
Number of students who participated in each of the programmes

Upload:

Reports of the events organized
Data template
List of extension and outreach activities conducted with industry, community etc for the last five years (Data Template)
List of students who participated in extension activities year-wise during the last 5 years
Geotagged photographs of extension activities

</td>
<td>15</td>
</tr>
<tr>
<td>3.4.3
Q_lM</td>
<td>
Number of awards and recognitions received for extension and outreach activities from Government / other recognised bodies during the last five years

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
<table>
<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>
Data Requirement for the last five years:

Names of the activities
Names of the Awards/recognitions
Names of the Awarding Government agency/other recognized bodies
Year of the Awards

</td>
<td>10</td>
</tr>
</table>

	Provide weblink to: • List of awards for extension activities in the last 5 year • e-copies of the award letters • Any other relevant information	
3.4.4 QlM	***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.*** Describe the impact of extension activities in sensitising students to social issues and holistic development within 500 words. **Provide Weblink to:** • Details of Institutional social responsibility activities in the neighbourhood community during the last 5 years • Any other relevant information	**15**

Key Indicator - 3.5 Collaboration (20)

Metric No.		Weightage
3.5.1. **Q_nM**	***Average number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc. per year for the last five years*** Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years Year | | | | | | Number of collaborative activities | | | | | | Data Requirements for the last five years: (As per Data Template) • Titles of the collaborating activities • Names of the collaborating agencies with contact details • Source of financial support • Year of collaboration • Duration (From-To) • Nature of activities **Formula:** $\frac{\text{Total number of collaborative activities during the last five years}}{5}$	**10**

<table>
<tr><td></td><td>Upload:
List of collaborative activities for research, faculty /student exchange etc. (Data template)
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated and amount generated
Certified copies of collaboration documents and exchange visits
Any other relevant information</td><td></td></tr>
<tr><td>3.5.2.

Q_nM</td><td>Total number of Functional MoUs with Institutions/ Industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. year-wise during the last five years

Number of functional MoUs with Institutions/ industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. year-wise during the last five years

<table><tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Number of MoUs / linkages</td><td></td><td></td><td></td><td></td><td></td></tr></table>
Data Requirement for the last five years: (As per Data Template)
Title of the MoU
Names of the partnering Institutions/ Industries /research labs with contact details
Year of commencement
Duration (From-to)
Nature of MoUs
Details of activities
Upload
List of functional MoUs for the last 5 years
List of partnering Institutions/ Industries /research labs with contact details
E-copies of the MoU’s with institution/ industry/ corporate house, Indicating the start date and completion date
Any other relevant information</td><td>10</td></tr>
</table>

Criterion 4 - Infrastructure and Learning Resources (100)

Key Indicator – 4.1 Physical Facilities (25)

Metric No.		Weightage
4.1.1 **QlM**	***The Institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.*** Describe the adequacy of facilities for teaching-learning viz., classrooms, ICT-enabled classrooms, seminar halls, facilities for clinical learning, learning in the community, Teleconferences, AYUSH-related learning cum therapy centre, well-equipped laboratories, skills labs etc. as stipulated by the appropriate Regulatory bodies within 500 words **Provide weblink to:** • List of available teaching-learning facilities such as Classrooms, Laboratories, ICT enabled facilities including Teleconference facilities etc., mentioned above. • Geotagged photographs • Any other relevant information	**10**
4.1.2 **QlM**	***The Institution has adequate facilities to support physical and recreational requirements of students and staff - sports, games (indoor, outdoor), gymnasium, auditorium, yoga centre, etc.) and for cultural activities*** Describe the adequacy of facilities for sports, games and cultural activities including specification about area/size, year of establishment and user rate within 500 words **Provide weblink to :** • List of available sports and cultural facilities • Geotagged photographs • Any other relevant information	**5**
4.1.3. **QlM**	***Availability and adequacy of general campus facilities and overall ambience:*** Describe the availability and adequacy of campus facilities such as hostels, medical facilities, toilets, canteen, post office, bank, roads and signage, greenery, alternate sources of energy, STP, water purification plant, etc. (within 500 words) **Provide weblink to:** • Photographs/ Geotagging of Campus facilities • Any other relevant information	**5**

4.1.4. **Q_nM**	***Average percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during the last five years***	**5**

Year					
Amount (INR in lakhs)					

Data Requirement for the last five years: (As per Data Template)

- Budget allocated for infrastructure development and augmentation
- Total expenditure excluding salary

Formula:

Percentage per year =

$$\frac{\text{Expenditure on infrastructure development and augmentation exluding salary for a year}}{\text{Total expenditure excluding salary for that year}} \text{ X } 100$$

$$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$

Upload:

- Audited utilization statements (highlight relevant items)
- Details of budget allocation, excluding salary during the last five years (Data Template)
- Any other relevant information

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

Metric No.		**Weightage**
4.2.1 **QlM**	***Teaching Hospital, equipment, clinical teaching-learning and laboratory facilities as stipulated by the respective Regulatory Bodies*** Describe the adequacy of the Teaching Hospital, equipment, clinical teaching- learning and laboratory facilities as stipulated by the respective Regulatory Bodies within 500 words **Provide Weblink to:** • The facilities as per the stipulations of the respective Regulatory Bodies with Geotagging • The list of facilities available for patient care, teaching-learning and research • Any other relevant information	**7**

<table>
<tr>
<td>4.2.2
QnM</td>
<td>Average number of patients per year treated as outpatients and inpatients in the teaching hospital for the last five years

<u>4.2.2.1</u>: Number of patients treated as outpatients in the teaching hospital year-wise during the last five years.

<u>4.2.2.2</u>: Number of patients treated as inpatients in the teaching hospital year-wise during the last five years.

<table>
<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>
Total Patients in Five years:
Average=Total number of patients (OP+IP) in last Five years/5
Upload:

• 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.
• Year-wise outpatient and inpatient statistics for the last 5 years
• Link to hospital records / Hospital Management Information System
• Any other relevant information</td>
<td>4</td>
</tr>
<tr>
<td>4.2.3

QnM</td>
<td>Average number of students per year exposed to learning resource such as Laboratories, Animal House & Herbal Garden (in house OR hired) during the last five years
<u>4.2.3.1</u>: Number of UG students exposed to learning resource such as Laboratories, Animal House & Herbal Garden (in house OR hired) year-wise during the last five years.
<u>4.2.3.2</u>: Number of PG students exposed to learning resource such as Laboratories, Animal House & Herbal Garden year-wise during the last five years.

<table>
<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>
Total number of students (UG+PG) utilised the resources/5=Average number of students per year
Upload:
• Detailed report of activities and list of students benefitted due to exposure to learning resource
• Details of the Laboratories, Animal House & Herbal Garden
• Number of UG, PG students exposed to Laboratories, Animal House & Herbal Garden (in house OR hired) per yearbased on time-table and attendance
• Any other relevant information</td>
<td>03</td>
</tr>
</table>

4.2.4 **QnM**	***Availability of infrastructure for community based learning*** **Institution has:** 1. Attached Satellite Primary Health Center/s ☐ 2. Attached Rural Health Center/s other than College teaching hospital available for training of students ☐ 3. Residential facility for students / trainees at the above peripheral health centers / hospitals ☐ 4. Mobile clinical service facilities to reach remote rural locations ☐ **Upload:** • Description of community-based Teaching Learning activities • Details of Rural and Urban Health Centers involved in Teaching Learning activities and student participation in such activities • Government Order on allotment/assignment of PHC to the institution • Any other relevant information	**6**

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

Metric No.		Weightage
4.3.1. **Q_lM**	***Library is automated using Integrated Library Management System (ILMS)*** Describe the Management System of the Library within 500 words • Name and features of the ILMS software • Nature and extent of automation (full or partial) • Year of commencement and completion of automation **Provide weblink to:** • Geotagged photographs of library facilities • Any other relevant information	**4**
4.3.2. **Q_lM**	***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*** 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	**3**

	Data Requirement for the last five years: Provide a description of library acquisition / enrichment including • Names of the books/journals /manuscripts • Names of the publishers • Names of the authors • Number of copies • Year of publication **Provide weblink to:** • Data on acquisition of books / journals /Manuscripts / ancient books etc., in the library. • Geotagged photographs of library ambiance • Any other relevant information	
4.3.3. Q_nM	***Does the Institution have an e-Library with membership / registration for the following:*** 1. e – journals / e-books consortia ☐ 2. E-Shodh Sindhu ☐ 3. Shodhganga ☐ 4. SWAYAM ☐ 5. Discipline-specific Databases ☐ Data Requirement for the last five years: (As per Data Template) • Details of memberships/subscriptions • Details of e-resources with full text access • Details of subscriptions with validity period • Data template. **Upload:** • Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership etc. (Data Template) • E-copy of subscription letter/member ship letter or related document with the mention of year to be submitted • Any other relevant information	**3**
4.3.4 **Q_nM**	***Average annual expenditure for the purchase of books and journals including e-journals during the last five years*** Annual expenditure for the purchase of books and journals including e-journals year-wise during last five years (INR in Lakhs)	**5**

Year					
Amount (INR in Lakhs)					

	Data Requirement for the last five years: (As per Data Template) • Expenditure on the purchase of books • Expenditure on the purchase of journals including e-journals in the i^{th} year • Year of Expenditure Formula: $\frac{1}{5}X\sum_{i=1}^{5}Expd_i$ Where: **$Expd_i$=** Expenditure in rupees on the purchase of books **including e-journals** in the i^{th} Year **Upload:** • **Audited Statement highlighting the expenditure for purchase of books and journal / library resources.** • Details of annual expenditure for the purchase of books and journals including e-journals year-wise during the last five years (Data Template) • Any other relevant information	
4.3.5 **Q_lM**	***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)*** 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 **Provide weblink to:** • Details of library usage by teachers and students • Details of learner sessions / Library user programmes organized • Any other relevant information	**2**
4.3.6 **QnM**	***E-content resources used by teachers:*** 1. NMEICT/NPTEL ☐ 2. other MOOCs platforms ☐ 3. SWAYAM ☐ 4. Institutional LMS ☐ 5. e-PG-Pathshala ☐ **Upload:** • Links to documents of e-contents used • Data Template • Any other relevant information	**3**

Key Indicator- 4.4 IT Infrastructure (15)

Metric No.		Weightage
4.4.1 **Q_nM**	***Percentage of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi-enabled ICT facilities (data for the preceding academic year)*** Formula: $\frac{\text{Number of classrooms,seminar halls and demonstration rooms linked with internet ,Wi−Fi enabled ICT facilities}}{\text{Total number of classrooms,seminar halls and demonstration roomin the Institution}} X100$ Data Requirements: (As per Data Template) **Upload:** • Number of classrooms and seminar halls and demonstration rooms linked with internet /Wi-Fi-enabled ICT facilities (Data Template) • Geo-tagged photos of the facilities • Any other relevant information	**5**
4.4.2 **QlM**	***Institution frequently updates its IT facilities and computer availability for students including Wi-Fi*** Describe computer availability for students and IT facilities including Wi-Fi with the date(s) and nature of updation within 500 words **Provide weblink to:** • Documents related to updation of IT and Wi-Fi facilities • Any other relevant information	**5**
4.4.3 **QnM**	***Available bandwidth of internet connection in the Institution (Leased line)*** Opt any one: A. ≥1 GBPS ☐ B. 500 MBPS - 1 GBPS ☐ C. 250 MBPS - 500 MBPS ☐ D. 50 MBPS - 250 MBPS ☐ E. <50 MBPS ☐ **Upload:** • Details of available bandwidth of internet connection in the Institution • Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth • Any other relevant information	**5**

Key Indicator – 4.5 Maintenance of Campus Infrastructure (20)

<table>
<tr><th>Metric No.</th><th></th><th>Weightage</th></tr>
<tr><td>4.5.1

Q_nM</td><td>
Average expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component as a percentage during the last five years
<table>
<tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Amount INR in Lakhs</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>
Data Requirement for the last five years: (As per Data Template)

Details of non-salary expenditure incurred on the maintenance of physical facilities and academic support facilities for the last 5 years in INR lakhs

Formula:
Percentage per year =
$$\frac{\text{Expenditure on the maintenance of physicd and academic support facilities excluding salary component for a year}}{\text{Total expenditure on maintenance excluding salary for that year}} \text{ X100}$$
$$Average\ percentage = \frac{\sum \text{Percentage per year}}{5}$$
Upload:

Audited statements of accounts on maintenance of physical facilities and academic support facilities duly certified by Chartered Accountant / Finance Officer.
Details about approved budget and expenditure on physical and academic support facilities (Data Templates)
Any other relevant information

</td><td>10</td></tr>
<tr><td>4.5.2
Q_lM</td><td>
There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports facilities, computers, classrooms etc.

Describe policy details of systems and procedures for maintaining and utilizing physical and academic support facilities within a maximum of 500 words.

Provide weblink to:

Minutes of the meetings of the Maintenance Committee
Log book or other records regarding maintenance works
Any other relevant information

</td><td>10</td></tr>
</table>

Criterion 5- Student Support and Progression (120)

Key Indicator- 5.1 Student Support (45)

<table>
<tr><th>Metric No.</th><th></th><th>Weightage</th></tr>
<tr><td>5.1.1

Q_nM</td><td>
Average percentage of students benefited by scholarships /freeships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years

Number of students benefited by scholarships /freeships / fee-waivers by Government / Non-Governmental agencies / Institution -year-wise during the last five years
<table>
<tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Number of students benefited</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>
Data Requirement for the last five years:(As per Data Template)

Name of the scheme
Number of students benefited

Formula:
Percentage per year =
$$\frac{\text{Number of students benefited by scholarships, free ships, fee-waivers by Governmental, non-Governmental agencies or the Institution in a year}}{\text{Number of students in that year}} \text{ X } 100$$
Average percentage = $\frac{\sum \text{Percentage per year}}{5}$

Upload :

Attested copies of the sanction letters from the sanctioning authorities
List of students who received scholarships/ freeships /fee-waivers
Data Template
Any other relevant information

</td><td>10</td></tr>
<tr><td>5.1.2.

Q_nM</td><td>
Capability enhancement and development schemes employed by the Institution for students:

1. Soft skill development ☐
2. Language and communication skill development ☐
3. Yoga and wellness ☐
4. Analytical skill development ☐
5. Human value development ☐
6. Personality and professional development ☐
7. Employability skill development ☐
</td><td>15</td></tr>
</table>

	Data Requirement: (As per Data Template) • Name of the capability enhancement scheme • Year of implementation • Number of students enrolled • Name of the agencies involved with contact details **Upload:** • Link to Institutional website • Details of capability enhancement and development schemes (Data Template) • Any other relevant information	
5.1.3. **Q_nM**	***Average percentage of students provided training and guidance for competitive examinations and career counseling offered by the Institution during the last five years*** Number of students benefitted by guidance for competitive examinations and career counseling offered by the Institution year-wise during the last five years Year | | | | | | Number of students | | | | | | Data Requirement for the last five years (As per Data Template) • Name of the scheme • Number of students who passed in competitive exams • Number of students placed **Formula:** Percentage per year = $\frac{\text{Number of students benefited by guidance for competitive examinations and career counseling offered by the Institution in a year}}{\text{Total number of students in that year}} \times 100$ $Average\ percentage = \frac{\sum \text{Percentage per year}}{5}$ **Upload:** • List of students benefited by guidance for competitive examinations and career counselling during the last five years (Data Template) • Institutional website. Web-link to particular program/scheme mentioned in the metric • Copy of circular/ brochure/report of the event/ activity report Annual report of Pre-Examination Coaching centres • Year-wise list of students attending each of these schemes signed by competent authority • Any other relevant information	**5**

5.1.4. **Q_lM**	***The Institution has an active international student cell to facilitate study in India program etc..,*** Describe the international student cell activities within 500 words Provide weblink to : • for international student cell • Any other relevant information	**2**
5.1.5. **Q_nM**	***The Institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment / prevention of ragging*** 1. Adoption of guidelines of Regulatory bodies ☐ 2. Presence of the committee and mechanism for receiving student grievances (online/ offline) ☐ 3. Periodic meetings of the committee with minutes ☐ 4. Record of action taken ☐ Data Requirement: (As per Data Template) **Upload** • Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell • Circular/web-link/ committee report justifying the objective of the metric • Details of student grievances and action taken (Data Template) • Any other relevant information	**13**

Key Indicator- 5.2 Student Progression (40)

Metric No.		Weigh tage
5.2.1 **Q_nM**	***Average percentage of students qualifying in state/ national/ international level examinations (eg: GATE/GMAT/GPAT /CAT/ NEET/ GRE/ TOEFL/PLAB/USMLE/AYUSH/CivilServices/Defence/UPSC/State Government examinations/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) during the last five years*** 5.2.1.1: Number of students qualifying in state/ national/ international level examinations (eg:GATE/GMAT/ GPAT/CAT/NEET/ GRE/TOEFL/ PLAB/USMLE/AYUSH/Civil Services/Defence/ UPSC/State government examinations/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,)during the last five years -	**10**

5.2.1.2 Number of students appearing in state/ national/ international level examinations (eg:GATE/GMAT/ **GPAT** /CAT/NEET/GRE/ TOEFL/ PLAB/ USMLE/AYUSH/Civil Services/Defence/UPSC/ State government examinations / AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,)during the last five years

Year					
Number of students -Qualifying					
Number of students -Appeared					

Number of students qualified in:

- GATE
- GMAT
- GPAT
- CAT
- NEET
- GRE
- TOEFL
- AYUSH

Formula:

$$\frac{Total\ number\ of \text{ Number of students clearing state or national or international level examinations } during\ the\ last\ five\ years}{Total\ number\ of \text{ Number of students appearing in state or national or international level examination during the last five years}} \times X\ 100$$

Upload:

- List of students qualifying in state/ national/ international level examinations during the last five years (Data Template)
- Pass Certificates of the examination
- Copies of the qualifying letters of the candidate
- Any other relevant information

5.2.2.

Q_nM

Average percentage of placement / self-employment (in relevant field) in professional services of outgoing students during the last five years

15

Number of outgoing students who got placed / self-employed year-wise during the last five years

Year					
Number of students placed/self-employed					

Data Requirement for the last five years: (As per Data Template)

- Name of the employer with contact details
- Names of self-employed professionals with Register Number and contact details
- Number of students placed

	Formula: Percentage per year= $\frac{\text{Number of outgoing students placed in a year}}{\text{Total number of outgoing students in that year}}$ X 100 Average percentage = $\frac{\sum \text{Percentage per year}}{5}$ **Upload:** • Annual reports of Placement Cell. • Self-attested list of students placed / self-employed • Details of student placement / self-employment during the last five years (Data Template) • Any other relevant information	
5.2.3 QnM	***Percentage of the batch of graduated students of the preceding year, who have progressed to higher education*** Number of outgoing student progression to higher education Data for the preceding academic year (As per Data Template) Number of students proceeding from • UG to PG: • PG to DM/ M. Ch/DNB (Super specialties) • PG to PhD: • PhD to Post doctoral: **Formula:** $\frac{\text{Number of } last\ batch\ of\ graduated \text{ students who have progressed to higher education}}{\text{Total number of graduating students in that year}}$ **Upload:** • Supporting data for students/alumni as per data template • Details of student progression to higher education (Data Template) • Any other relevant information	**15**

Key Indicator- 5.3 Student Participation and Activities (25)

<table>
<tr><th>Metric No.</th><th></th><th>Weightage</th></tr>
<tr><td>5.3.1

Q_nM</td><td>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.

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.

<table><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>
Data Requirement for the last five years: (As per Data Template)
Name of the award/ medal
National/ International
Sports/ Cultural
Upload:
Duly certified e-copies of award letters and certificates
Any other relevant information</td><td>10</td></tr>
<tr><td>5.3.2

Q_lM</td><td>Presence of a Student Council, its activities related to student welfare and student representation in academic & administrative bodies/ committees of the Institution

Describe the Student Council, its activities related to student welfare and student representation in academic & administrative bodies / committees of the Institution within 500 words

Provide weblink to :
Reports on the student council activities
Any other relevant information</td><td>5</td></tr>
<tr><td>5.3.3.
Q_nM</td><td>Average number of sports and cultural activities/competitions organised by the Institution during the last five years

Number of sports and cultural activities/competitions organised by the Institution year-wise during the last five years

<table><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>
Data Requirement for last five years: (As per Data template)</td><td>10</td></tr>
</table>

	Formula: $\frac{\text{Number of sports and cultural activities or competitions organized by the Institution during the last 5 years}}{5}$ **Upload:** • List of sports and cultural activities / competitions organized per year during the last five years (Data Template) • Report of the events with photographs • Any other relevant information	

Key Indicator- 5.4 Alumni Engagement (10)

Metric No.		Weightage
5.4.1 **Q_lM**	***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.*** Describe the contributions of the Alumni Association to the Institution during the last five years within 500 words **Provide weblink to:** • Registration of Alumini association. • Details of Alumni Association activities • Frequency of meetings of Alumni Association with minutes • Quantum of financial contribution • Audited statement of accounts of the Alumni Association	**5**
5.4.2 **Q_nM**	***Provide the areas of contribution by the Alumni Association / chapters during the last five years*** 1. Financial / kind ☐ 2. Donation of books /Journals/ volumes ☐ 3. Students placement ☐ 4. Student exchanges ☐ 5. Institutional endowments ☐ **Upload:** • List of Alumni contributions made during the last 5 years • Extract of Audited statements of highlighting Alumni Association contribution • Certified statement of the contributions by the head of the Institution. • Any other relevant information	**5**

Criterion VI - Governance, Leadership and Management (100)

Key Indicator- 6.1 Institutional Vision and Leadership (10)

Metric No.		Weightage
6.1.1 **QlM**	***The Institution has clearly stated Vision and Mission which are reflected in its academic and administrative governance.*** Describe the Vision and Mission of the Institution, nature of governance, perspective plans and stakeholders' participation in the decision-making bodies highlighting the activities leading to Institutional excellence. Response to be provided within 500 words **Provide web link for:** • Vision and Mission documents approved by the College bodies • Achievements which led to Institutional excellence • Any other relevant information	**5**
6.1.2 **QlM**	***Effective leadership is reflected in various Institutional practices such as decentralization and participative management.*** Describe the organogram of the college management structure and its functioning system highlighting decentralised and participatory management and its outcomes in the Institutional governance within 500 words **Provide weblink to:** • Relevant information / documents • Any other relevant information	**5**

Key Indicator- 6.2 Strategy Development and Deployment (10)

Metric No.		Weightage
6.2.1 **QlM**	***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*** **Provide web link to:** • Organisational structure	**5**

	• Strategic Plan document(s) • Minutes of the College Council/ other relevant bodies for deployment/ deliverables of the strategic plan • Any other relevant information	
6.2.2. **Q_nM**	***Implementation of e-governance in areas of operation*** 1. Academic Planning and Development ☐ 2. Administration ☐ 3. Finance and Accounts ☐ 4. Student Admission and Support ☐ 5. Examination ☐ Upload: • Data template • Institutional budget statements allocated for the heads of E_governance implementation • e-Governance architecture document • Screen shots of user interfaces • Policy documents • Any other relevant information	**5**

Key Indicator- 6.3 Faculty Empowerment Strategies (30)

Metric No.		Weightage
6.3.1 **Q_lM**	***The Institution has effective welfare measures for teaching and non-teaching staff*** **Provide web link to:** • Policy document on the welfare measures • List of beneficiaries of welfare measures • Any other relevant document	**5**
6.3.2 **Q_nM**	***Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years*** 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 Year | | | | | | Number of teachers provided with financial support | | | | | |	**7**

	Data Requirement for the last five years: (As per Data Template) • Name of the teacher • Name of conference/ workshop attended for which financial support was provided • Name of the professional body for which membership fee is provided **Percentage per year =** $\frac{\text{Number of teachers provided with financial support to attend conferences, workshops and towards membership fee of professional bodies in a year}}{\text{Total number of fulltime teachers in that year}} \text{X100}$ Average percentage = $\sum \frac{\text{Percentage per year}}{5}$ **Upload:** • Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template) • Policy document on providing financial support to teachers • List of teachers provided membership fee for professional bodies • Receipts to be submitted • Any other relevant information	
6.3.3 Q_nM	***Average number of professional development / administrative training programmes organized by the Institution for teaching and non-teaching/technical staff during the last five years*** (Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,) Total number of professional development /administrative training programmes organized by the Institution for teaching and non-teaching ***/technical*** staff year-wise during the last five years **Year** | | | | | | **Number of training programmes** | | | | | | Data Requirement for last five years: (As per Data Template) • Title of the professional development Programme organised for teaching staff • Title of the administrative raining Programme organised for non-teaching staff • Dates (From- to)	**6**

	Formula: $$\frac{\text{Total Number of professional development and administrative training programmes organised for teaching, non – teaching and technical staff during the last five years}}{5}$$ **Upload:** • 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) • Reports of Academic Staff College or similar centers Verification of schedules of training programs • Copy of circular/ brochure/report of training program self conducted program may also be considered • Any other relevant information	
6.3.4 Q_nM	***Average percentage of teachers undergoing Faculty Development Programmes (FDP) including online programmes during the last five years (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)*** 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 **Years** | | | | | | **Number of teachers** | | | | | | Data Requirement for the last five years: (As per Data Template) • Names of teachers who have undergone such programmes • Title of the Programme • Duration (From –to) **Formula:** Percentage per year = $$\frac{\text{Number of teachers whohave attended such programme in a year}}{Total\ number\ of\ fulltime\ teacher\ in\ that\ year} \times 100$$ Average percentage = $\frac{\sum \text{Percentage per year}}{5}$ **Upload:** • AQARs for the last five years • Details of teachers who have attended FDPs during the last five years (Data Template) • E-copy of the certificate of the program attended by teacher • Days limits of program/course as prescribed by UGC/AICTE	**6**

	or Preferably Minimum one day programme conducted by recognised body/academic institution • Any other relevant information	
6.3.5 Q_lM	***Institution has Performance Appraisal System for teaching and non-teaching staff*** Describe the functioning of the Performance Appraisal System for teaching and non-teaching staff within 500 words **Provide web link to:** • Performance Appraisal System • Any other relevant information	**6**

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

Metric No.		Weightage
6.4.1 **Q_lM**	***Institutional strategies for mobilisation of funds and the optimal utilisation of resources*** Describe the resource mobilisation policy and procedures for optimal utilization of resources within 500 words **Provide web link to:** • Resource mobilization policy document duly approved by College Council/other administrative bodies • Procedures for optimal resource utilization • Any other relevant information	**7**
6.4.2 **QlM**	***Institution conducts internal and external financial audits regularly*** 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 **Provide weblink to:** • Documents pertaining to internal and external audits year-wise for the last five years • Any other relevant information	**8**
6.4.3 Q_nM	***Funds / Grants received from government/non-government bodies, individuals, philanthropists* (INR in Lakhs) *during the last five years (not covered in Criterion III)***	**5**

	Total Grants received from government/non-government bodies, individuals, philanthropists year-wise during the last five years (INR in **Lakhs**) **Year** | | | | | | **Funds/grants received from government bodies (INR in Lakhs)** | | | | | | **Funds/grants received from non-government bodies (INR in Lakhs)** | | | | | | ***Upload:*** • Audited statements of accounts for the last five years. • Copy of letter indicating the grants/funds received by respective agency as stated in metric • Provide the budget extract of audited statement towards Grants received from Government / non-government bodies, individuals, philanthropist duly certified by chartered accountant/ Finance Officer • Information as per Data template • Any other relevant information	

Key Indicator- 6.5 Internal Quality Assurance System (30)

Metric No.		Weightage
6.5.1 **Q_IM**	***Instituion has a streamlined Internal Quality Assurance Mechanism*** Describe the Internal Quality Assurance Mechanism in the Institution and the activies of IQAC within 500 words **Provide web link to** • The structure and mechanism for Internal Quality Assurance • Minutes of the IQAC meetings. • Any other relevant information	**10**
6.5.2 **QnM**	***Average percentage of teachers attending programs/workshops/ seminars specific to quality improvement in the last 5 years.*** (Please exclude participations in Faculty Development Programmes (FDP) mentioned in metric 6.3.4) Number of quality initiatives by IQAC for promoting quality year-wise for the last five years	**10**

	Year	
	Number of Quality Improvement programs	
	Number of teachers who attended such programs	

Percentage per year =

$$\frac{\text{Number of teachers who have attended such IQAC programmes in a year}}{Total\ number\ of\ teacher\ in\ that\ year} \times 100$$

Average percentage = $\frac{\sum \text{Percentage per year}}{5}$

Upload:

- Details of programmes/workshops/seminars specific to quality improvement attended by teachers year-wise during the last five years
- List of teachers who attended programmes/workshops/seminars specific to quality improvement year-wise during the last five years
- Certificate of completion/participation in *programs/ workshops/seminars specific to quality improvement*
- Information as per Data Template
- Any other relevant information

6.5.3 — ***The Institution adopts several Quality Assurance initiatives*** — **10**

Q_nM

The Institution has implemented the following QA initiatives :

1. Regular meeting of Internal Quality Assurance Cell (IQAC) ☐
2. Feedback from stakeholder collected, analysed and report submitted to college management for improvements ☐
3. Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff. ☐
4. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF, NABH, NABL etc.,) ☐

Upload :

- Information as per Data Template
- Annual report of the College
- Minutes of the IQAC meetings
- Copies of AQAR
- Report of the feedback from the stakeholders duly attested by the Board of Management
- Report of the workshops, seminars and orientation program
- Copies of the documents for accreditation
- Any other relevant information

Criterion 7- Institutional Values and Best Practices (100)

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

<table>
<tr><th>Metric No.</th><th></th><th>Weightage</th></tr>
<tr><td></td><td>Gender Equality (10)</td><td></td></tr>
<tr><td>7.1.1
Q_nM</td><td>Total number of gender equity sensitization programmes organized by the Institution during the last five years

Total number of gender equity sensitization programmes organized by the Institution year-wise during the last five years

<table>
<tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Number of gender equity sensitization programme organized</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

Data Requirement for last five years: (As per Data Template)
• Title of the programmes
• Duration (From-to)
• Number of participants

Upload:
• List of gender equity sensitization programmes organized by the Institution year-wise (Data Template)
• Copy of circular/brochure/ Report of the program
• Extract of Annual report
• Geotagged photographs of the events</td><td>5</td></tr>
<tr><td>7.1.2
Q_lM</td><td>Measures initiated by the Institution for the promotion of gender equity during the last five years.

Describe gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus within 500 words

Provide Web link to:
• Annual gender sensitization action plan
• Specific facilities provided for women in terms of
a. Safety and security
b. Counselling
c. Common Rooms
d. Day care centre for young children
• Any other relevant information</td><td>5</td></tr>
</table>

	Environmental Consciousness and Sustainability (10)	
7.1.3 **Q_nM**	***The Institution has facilities for alternate sources of energy and energy conservation devices*** 1. Solar energy ☐ 2. Wheeling to the Grid ☐ 3. Sensor based energy conservation ☐ 4. Biogas plant ☐ 5. Use of LED bulbs/ power efficient equipment ☐ *Upload:* • *Geotagged Photos* • Installation receipts • *Facilities for alternate sources of energy and energy conservation measures* • *Any other relevant information*	**3**
7.1.4 **Q_lM**	***Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)*** • Solid waste management • Liquid waste management • Biomedical waste management • E-waste management • Waste recycling system • Hazardous chemicals and radioactive waste management **Provide web link to:** • Relevant documents like agreements/MoUs with Government and other approved agencies • Geotagged photographs of the facilities • Any other relevant information	**3**
7.1.5 **Q_nM**	***Water conservation facilities available in the Institution:*** 1. Rain water harvesting ☐ 2. Borewell /Open well recharge ☐ 3. Construction of tanks and bunds ☐ 4. Waste water recycling ☐ 5. Maintenance of water bodies and distribution system in the campus ☐ **Upload :** • Geotagged photos / videos of the facilities • Installation or maintenance reports of Water conservation facilities available in the Institution • Any other relevant information	**2**

7.1.6 Q_nM	***Green campus initiatives of the Institution include:*** 1. Restricted entry of automobiles ☐ 2. Battery-powered vehicles ☐ 3. Pedestrian-friendly pathways ☐ 4. Ban on use of plastics ☐ 5. Landscaping with trees and plants ☐ **Upload:** • Geotagged photos / videos of the facilities if available • Geotagged photo Code of conduct or visitor instruction displayed in the institution • Any other relevant information • Reports to be uploaded	**2**
	Differently-abled (Divyangjan) friendliness (10)	
7.1.7 Q_nM	***The Institution has disabled-friendly, barrier-free environment*** in the campus • Built environment with ramps/lifts for easy access to classrooms ☐ • Disabled-friendly washrooms ☐ • Signage including tactile path, lights, display boards and signposts ☐ • Assistive technology and facilities for persons with disabilities (*Divyangjan*) accessible website, screen-reading software, mechanized equipment ☐ • Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading ☐ **Upload:** • Geo tagged photos of the facilities as per the claim of the institution • Any other relevant information • Data Template • Relevant documents	**10**
	Inclusion and Situatedness (10)	
7.1.8 Q_lM	***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). **Provide Web link to:** • Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) • Any other relevant information/documents	**10**

	Human Values and Professional Ethics (10)	
7.1.9 Q_nM	***Code of conduct handbook exists for students, teachers and academic and administrative staff including the Dean / Principal /Officials and support staff.*** 1. The Code of conduct is displayed on the website ☐ 2. There is a committee to monitor adherence to the code of conduct ☐ 3. Institution organizes professional ethics programmes for students, teachers and the academic and administrative staff ☐ 4. Annual awareness programmes on the code of conduct are organized ☐ Upload: • Information about the committee composition, number of programmes organized etc., in support of the claims • Weblink of the code of conduct • Details of the monitoring committee of the code of conduct • Details of Programs on professional ethics and awareness programs • Any other relevant information	**6**
7.1.10 Q_lM	***The Institution celebrates / organizes national and international commemorative days, events and festivals*** Describe the efforts of the Institution in celebrating /organizing National and International commemorative days and events and festivals within 500 words	**4**

Key Indicator- 7.2 Best Practices (30)

Metric No.		Weightage
7.2.1 **Q_lM**	**Describe two Institutional Best Practices as per the NAAC format provided in the Manual** **(Respond within 1000 words)** **Provide web link to:** • Best practices page in the Institutional web site • Any other relevant information	**30**

Note:

Format for Presentation of Best Practices

1. **Title of the Practice**
   This title should capture the keywords that describe the practice.

2. **Objectives of the Practice**
   What are the objectives / intended outcomes of this "best practice" and what are the underlying principles or concepts of this practice (in about 100 words)?

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

4. **The Practice**
   Describe the practice and its uniqueness in the context of India higher education. What were the constraints / limitations, if any, faced (in about 400 words)?

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

6. **Problems Encountered and Resources Required**
   Please identify the problems encountered and resources required to implement the practice (in about 150 words).

7. **Notes (Optional)**
   Please add any other information that may be relevant for adopting/ implementing the Best Practice in other Institutions (in about150 words).

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

Key Indicator- 7.3 Institutional Distinctiveness (20)

Metric No.		Weightage
7.3.1 **Q_lM**	**Portray the performance of the Institution in one area distinctive to its priority and thrust within 500 words** **Provide web link to:** • Appropriate web page in the institutional website • Any other relevant information	**20**

5. Data Templates for Quantitative Metrics (Q_nM)

<table>
<tr><td colspan="5">Criterion I – Curricular Aspects (80)</td></tr>
<tr><td colspan="5">Key Indicator - 1.1 Curriculum Planning and Implementation (15)</td></tr>
<tr><td rowspan="4">1</td><td colspan="4">1.1.2 Percentage of full time teachers participating in BoS/Academic Council of universities during the last five years (5)</td></tr>
<tr><td>Year</td><td>No. of full time teachers participating in BoS of universities</td><td>No. of full time teachers participating in Academic Council of universities</td><td>Total number of teachers</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="4">Note: Participation of Individual teacher in multiple bodies / multiple years to be counted only once.
Upload:
• List of teachers participating in BoS of universities year-wise during the last five years
• List of teachers participating in Academic Council of universities year-wise during the last five years
• Scanned copies of letters to support participation of teachers in BoS/Academic Council of universities</td></tr>
</table>

<table>
<tr><td colspan="4">Key Indicator – 1.2 Academic Flexibility (20)</td></tr>
<tr><td rowspan="4">2</td><td colspan="3">1.2.1 (QnM) Percentage of inter-disciplinary /inter-departmental courses /training across all the Programmes offered by the College during the last five years (10)</td></tr>
<tr><td>Year</td><td>Name of the programe</td><td>No. of courses where inter-disciplinary/inter-departmental courses / training were built in the programme</td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td colspan="3">Upload:
• List of programmes offered year-wise during the last five years
• List of the courses under each programme where inter-disciplinary / inter-departmental courses /training were offered year-wise during the last five years
• Minutes of the relevant Academic Council/BoS/College Council meetings
• Any other relevant information</td></tr>
</table>

3 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)

Year	Number of students enrolled in subject-related Certificate/Diploma programs/Add-on courses	Total number of students enrolled across all the programmes

Upload:

- Details of students enrolled in subject-related Certificate/Diploma/Add-on courses year-wise during the last five years
- Any other relevant information

Key Indicator - 1.3 Curriculum Enrichment (25)

4 A. 1.3.2 (QnM) Number of value-added courses imparting transferable and life skills offered during the last five years (5)

Name of the value-added courses (with 15 or more contact hours) offered during the last five years	Course Code (where ever applicable)	Year of offering	Number of students who successfully completed the course in the specified year	Upload relevant documents

Upload:

- Brochure or any other documents relating to value added courses.
- List of value-added courses year-wise offered during the last five years
- List of students enrolled in value-added courses year-wise during the last five years
- Any other relevant information

*DVV may verify random attendance sheet for at least 5% of the courses

B. 1.3.3 (QnM) Average percentage of students enrolled in the value-added courses during the last five years (5)

Year of enrolment	Number of students enrolled in the value-added courses	Link to the relevant document

	Upload: • List of students enrolled in value-added courses year-wise during the last five years • Any other relevant information

5	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)					
	No. of students undertaking field visits	**No. of students undertaking Clinical /industry internships**	**No. of students undertaking research projects**	**No. of students undertaking Industry visits**	**No. of students undertaking Community postings**	**Total No. of students undertaking field visits/clinical/industry internships/research projects, industry visits & community postings**
	• List of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings during the preceding academic year • Documents to show the total number of students in the Institution during the preceding academic year. *DVV may verify random attendance sheet for at least 5% of the courses.					

Key Indicator - 1.4 Feedback System (20)

6

1.4.1 (QnM) Mechanism in place to collect structured feedback on curricula/syllabi from various stakeholders (10)

Feedback collected from students		Feedback collected from teachers		Feedback collected from employers		Feedback collected from alumni		Feedback collected from other professionals	
Yes	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**

Upload:

- Stakeholder feedback reports as stated in the minutes of meetings of the College Council/IQAC/Curriculum Committee
- URL for stakeholder feedback report
- Any other relevant information

7	1.4.2 (QnM) Feedback on curricula and syllabi obtained from stakeholders is processed in terms of: (10)

Feedback collected, analysed and action-taken on feedback is made available on the institutional website		**Feedback collected, analysed and action taken on feedback**		**Feedback collected and analysed**		**Feedback collected**	
Yes	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**

Upload:

- Stakeholder feedback reports as stated in the minutes of meetings of the College Council/IQAC/Curriculum Committee
- URL for stakeholder feedback report
- Any other relevant information

Criterion II -Teaching-Learning and Evaluation (280)

Key Indicator - 2.1 Student Enrolment and Profile (20)

8 2.1.1 (QnM) ***Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process. Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years*** (5)

Year	**Number of seats earmarked for students from reserved category as per GOI or State Government rules**				**Number of students admitted from the reserved category**			
	SC	**ST**	**OBC**	**Others (Specify)**	**SC**	**ST**	**OBC**	**Others (Specify)**

Upload:

- Copy of letter issued by state govt. or and Central Government (which-ever applicable) Indicating the reserved categories to be considered as per the GO rule (translated in English)
- Final admission list published by the HEI
- Admission extract submitted to the state OBC, SC and ST cell every year.

- Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution.
- Information as per data template

- Any other relevant information

9 2.1.2 (QnM) Percentage of seats filled for the various programmes as against the approved intake during the last five years (10)

Year	Programme code (where applicable)	Number of seats sanctioned/available	Number of students enrolled

Upload:

- Data pertaining to the number of sanctioned seats for the various programmes year-wise during the last five years
- List of students enrolled for the various programmes year-wise during the last five years
- Institutional data in prescribed format.
- Any other relevant information

10 2.1.3 (QnM) ***Average percentage of Students enrolled demonstrates a national spread and includes students from other states*** (05)

Year of enrolment	Number of students enrolled from the same state	Number of students enrolled from other states	Link to the relevant document

Upload:

- List of students enrolled from other states year-wise during the last five years
- E-copies of admission letters of the students enrolled from other states year-wise during the last five years
- Any other relevant information

*Random check for at least 5% of the students

Key Indicator - 2.2 Catering to Student Diversity (25)

11 2.2.1 **The Institution assesses the learning levels of the students, after admission and organises special Programmes for advanced learners and slow performers** (10)

Measurable criteria followed to recognize slow 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

Upload:

- Proforma created to identify slow performers/advanced learners
- Student participation details and outcome records

12 2.2.2 (QnM) Student - full-time teacher ratio (data for the preceding academic year) **(**5)

Number of students enrolled in the Institution (Undergraduates)	**Number of students enrolled in the Institution (Postgraduates)**	**Number of full-time teachers in the Institution**	**Student :Teacher Ratio**	
			UG	PG

Upload:

- List of undergraduate and postgraduate students enrolled in the Institution in the preceding academic year
- List of fulltime teachers with their designation and highest qualification
- Any other relevant information

Key Indicator – 2.3 Teaching-Learning Process (45)												
13	2.3.2 (QnM) Use of clinical skills laboratory / simulation-based learning (10)											
	The Institution has Clinical Skills / Simulation Training Models and Trainers for skills in the relevant disciplines.			**The Institution has advanced simulators for simulation-based training**			**structured programs for training and assessment of students in Clinical Skills Lab / Simulation based learning**			**Training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning**		
		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

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

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

	Upload: • Sanction letters approving the posts issued by competent authority. • Appointment letters of fulltime faculty during the last five years • Sanction letters indicating number of posts (including Management sanctioned posts) by competent authority (in English/translated in English) • Institutional data in prescribed format. *Random check with service records of the teachers

16 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 ***/Affiliating Universities*** during the last five years (10)

Year	**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 ***/Affiliating Universities***	**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 ***/Affiliating Universities***	**Whether recognised as research guide for PG/PhD**		**Total number of teachers**
			Yes	**No**	

Upload:
- 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 ***/Affiliating Universities***
- Recognition letters as guides for Ph D/DM/M.Ch duly attested
- Copies of Guide-ship letters or authorization of research guide provide by the university
- Institutional data in prescribed format

17 2.4.3 (QnM) Average teaching experience of full-time teachers (cadre-wise) in number of years (data for the preceding academic year) (10)

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

	Upload: • List of full-time teachers for the preceding academic year with their designation, department and number of years of teaching experience • Any other relevant information

18 2.4.4 (QnM) Average percentage of teachers trained for development and delivery of e-contents/e-courses during the last five years (10)

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

Upload:
- Reports of the e-training programmes
- E-contents/e-courses developed
- Year-wise list of fulltime teachers trained during the last five years
- Certificate of completion of training for development of *and delivery of e-contents / e-courses / video lectures / demonstrations*
- Web-link to the contents delivered by the faculty hosted in the HEI's website

19 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 */ academies* during the last five years (10)

Year	Name(s) of teachers who received awards	Title of the Award (s)	State level awards	National level awards	International level awards	Name of the agency/agencies that awarded

Upload:
- List of fulltime teachers who received State/National/ International level awards
- Certified e-copies of award letters
- Any other relevant information

	Key Indicator - 2.5 Evaluation Process and Reforms (45)			
20	2.5.4 (QnM) Opportunities provided to students for mid-course improvement of academic performance (10)			
	Timely administration of CIE	**On time assessment and feedback**	**Makeup assignments/tests**	**Remedial teaching/support**
	Yes / **No**	**Yes** / **No**	**Yes** / **No**	**Yes** / **No**
	Upload: • List of initiatives provided to students for mid-course improvement of academic performance • List of opportunities provided for the students for midcourse improvement of performance in the examinations • Institutional data in prescribed format. • Policy document of the options claimed by the instititution duly signed by the Head of the Institution • Re-test and Answer sheets *Check 5% sample from the Office of the Controller of Examinations (COE).			

	Key Indicator – 2.6 Student Performance and Learning Outcome (45)				
21	2.6.2 (QnM) ***Incremental performance in Pass percentage of final year students in the last five years*** (15)				
	Year	**Programme code**	**Programme name**	**Number of students appeared in the final year examination (UG + PG)**	**Number of students passed in final year examination (UG + PG)**
	Upload: • 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 • Annual Reports of examination results as placed before BOM/Syndicate/Governing Council for the last five years • Trend analysis for the last five years in graphic form • Reports from Controller of Exam (COE) office/ Registrar evaluation mentioning the relevant details and the result analysis performed by the institution duly attested by the Head of the Institution				

Key Indicator - 2.7 Student Satisfaction Survey (50)

22 2.7.1 Online student satisfaction survey regarding teaching learning process (all currently enrolled students). (50)
(Online survey to be conducted and details of the students in the format mentioned below should be uploaded)

Name of the student	Gender	Category	State of Domicile	Nationality (if other than Indian)	Email ID	Programme name	Student Unique Enrolment ID	Mobile Number	Year of joining

Upload:
- Database of all currently enrolled students
- Any other relevant information

Criterion III – Research, Innovations and Extension (120)

Key Indicator - 3.1 Resource Mobilization for Research (17)

23 3.1.1 ***Percentage of teachers recognized as PG/ Ph.D research guides by the respective University*** (6)

Year	Name of full-time teachers recognized as *PG/* Ph D research guides	Name(s) of research scholar(s) guided

Upload:
- List of full-time teachers recognized as ***PG/*** Ph D research guides during the last five years
- List of full-time teachers during the last five years
- Copies of Guide-ship letters or authorization of research guide provide by the university
- Institutional data in prescribed format.

24 3.1.2 (QnM) Average percentage of teachers awarded National/International fellowships/financial support for advanced studies/collaborative research and participation in conferences during the last five years (6)

Year	Name of the teacher awarded national/International fellowship/financial support for advanced studies / collaborative studies and participation in conferences	Name of the award (s)	Awarding agency/ Source of funding

	Upload: • Fellowship award letter / grant letter from the funding agency • List of teachers awarded National/International fellowships/financial support for advanced studies/collaborative research year-wise during the last five years • e-copies of the award letters of the teachers. • Any other relevant information

25 3.1.3 (QnM) Number of research projects/clinical trials funded by government, industries and non-governmental agencies during the last five years (5)

Year	Name of the Principal Investigator	Name of the Funding agency	Type (Government/Non-Government)	Department of Principal Investigator	Year of Award	Funds provided (INR in Lakhs)	Duration of the project

Upload:
- Year-wise list of teachers (principal investigator) awarded funds during the last five years
- List of research projects/clinical trials and funding details during the last five years
- Supporting documents from funding agencies
- Link for funding agency website

Key Indicator - 3.2 Innovation Ecosystem (10)

26 3.2.2 (QnM) ***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*** (5)

Year	Name of the workshop/ seminar	Date: From - To	Number of participants	Link to the Activity report on the website

	Upload: • List of the workshops/seminars year-wise during the last five years. • Report of the events • Any other relevant information

	Key Indicator - 3.3 Research Publications and Awards (23)											
27	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)											
	There is an Institutional ethics committee that oversees implementation of all research projects			**All research projects including student projects are subjected to Institutional ethics committee clearance.**			**The Institution has plagiarism check software based on the Institutional policy**			**Norms and guidelines for research ethics and publication guidelines are followed**		
		Yes	**No**		**Yes**	**No**		**Yes**	**No**		**Yes**	**No**
	Upload: • Institutional code of ethics document. • Minutes of meetings of the relevant committees with reference to the code of ethics • Any other relevant document											

28	3.3.2 (QnM) Average number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines ***received*** per recognized PG teachers* of the Institution during the last five years (5)					
	Name of the PhD/DM/M.Ch/PG scholar	**Name of the Department**	**Name of the guide**	**Title of the thesis**	**Year of registration of the scholar**	**Year of award of PhD/DM/M.Ch/PG degree**
	* Eligible PG teachers are those who are recognized as PG/PhD guides by the University / respective Regulatory Bodies **Upload:**					

	• Web page for research in the Institutional website. • List of teachers recognized as Ph D/DM/M Ch/PG degree guides during the last five years • Recognition letters by the University as eligible teachers to guide Ph D/DM/M.Ch/PG degree students • 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.

29 3.3.3 ***Average number of papers published per teacher in the Journals notified on UGC -CARE list in the UGC website/Scopus/ Web of Science/ PubMed during the 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

Upload:

- 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
- Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list
- Names of the indexing databases
- Any other relevant information

30 3.3.4 ***Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings indexed in UGC-CARE list on the UGC website/Scopus/Web of Science/PubMed/ 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

	Upload: • List with the names of the teachers and the titles of the papers published during the last five years • Titles of the books published with ISBN number, name of the author/s, name of the publisher • Titles of the papers published in national/international conference proceedings, year of publication and details like ISSN number etc.

Key Indicator - 3.4 Extension Activities (50)

31 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)

Year	Name of the extension activity	Organising unit/ agency/ collaborating agency	Number of students who participated in such activities	Number of teachers who participated in such activities

Upload

- List of extension and outreach activities year-wise during the last five years
- List of students in NSS/NCC/Red Cross/YRC involved in the extension and outreach activities year-wise during the last five years
- Reports of the events organized
- Number of extension and outreach programmes conducted with industry, community etc. year-wise for the last five years
- Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated
- Geotagged photographs of events/activities
- Any other relevant information

32 3.4.2 (QnM) **Average percentage of students participating in extension and outreach activities engaging/NSS/NCC/Red Cross/ YRC/ *Institutional club setc.*, during the last 5 years** (15)

Year	Name of the activity	Organising unit/ agency/ collaborating agency	Number of students participated in such activities

	Upload • Reports of the events organized • Number of extension and outreach programmes conducted with industry, community etc. for the last five years • List of collaborating agencies/industry/community/Govt and non-Govt organizations etc. • Geotagged photographs of events/activities

Key Indicator - 3.5 Collaboration (20)

33 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)

Year of collaboration	Name of the collaborating agency with contact details	Title of the Collaborative activity	Names of the participants	Source of financial support	Duration	Nature of the activity	Link to the relevant document

Upload:

- List of Collaborative activities conducted for research, faculty exchange, student exchange, industry-internship etc. per year for the last five years
- Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated and amount generated
- Certified copies of collaboration documents and exchange visits
- Link with collaborating Institutional website

34 3.5.2 (QnM) ***Total number of Functional MoUs with Institutions/ Industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. year-wise during the last five years*** (10)

Year of commencement of the MoU	Name of the partnering Institution/ Industry /research lab/corporate house with contact details	Title of the MoU	Duration (From-To)	List the actual activities under each MoU	Number of students/teachers participated under the MoUs	Link to the relevant document

	Upload • List of functional MoUs for the last 5 years • List of partnering Institutions/ Industries /research labs with contact details • E-copies of the MoU's with institution/ industry/ corporate house, Indicating the start date and completion date • Any other relevant information

Criterion IV – Infrastructure and Learning Resources (100)

Key Indicator - 4.1 Physical Facilities (25)

35 4.1.4 (QnM) *Average percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during the last five years* (5)

Year	Budget allocated for infrastructure development (INR Lakhs)	Budget allocated for infrastructure augmentation (INR Lakhs)

Upload:
- Details of budget allocation excluding salary year-wise during the last five years
- Audited utilization statements
- Any other relevant information

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

36 4.2.2 (QnM) Average number of patients per year treated as outpatients and inpatients in the teaching hospital for the last five years (4)

Year	Number of outpatients treated	Student: Patient ratio	Number of inpatients treated	Student: Patient ratio

Upload:

- 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.
- Year-wise outpatient and inpatient statistics for the last 5 years
- Link to hospital records / Hospital Management Information System
- Any other relevant information

36 4.2.3 ***Average number of students per year exposed to learning resource such as Laboratories, Animal House & Herbal Garden (in house OR hired) during the last five years*** (3)

	Year 1		Year 2		Year 3		Year 4		Year 5	
	Number of UG students exposed	**Number of PG students exposed**	**Number of UG students exposed**	**Number of PG students exposed**	**Number of UG students exposed**	**Number of PG students exposed**	**Number of UG students exposed**	**Number of PG students exposed**	**Number of UG students exposed**	**Number of PG students exposed**
Laboratory resources										
Herbal Garden										
Animal House										

Upload:

- Detailed report of activities and list of students benefitted due to exposure to learning resource
- Details of the Laboratories, Animal House & Herbal Garden
- Number of UG, PG students exposed to Laboratories, Animal House & Herbal Garden per year
- Any other relevant information

37	4.2.4 (QnM) Availability of infrastructure for community-based learning; (6)											
	Attached satellite Primary Health Center				**Attached Rural Health Center(s) for training of students**				**Residential facility for students/trainees in the Health Center(s)**			
		Yes	**No**			**Yes**	**No**			**Yes**	**No**	
	Upload: • Description of community-based Teaching Learning activities • Details of Rural and Urban Health Centers involved in Teaching Learning activities and student participation in such activities • Government Order on allotment/assignment of PHC to the institution • Any other relevant information											

	Key Indicator - 4.3 Library as a Learning Resource (20)					
38	4.3.3 (QnM) Does the Institution have an e-Library with membership/registration for the following: (3) 1. e – journals/e-books consortia 2. e-ShodhSindhu 3. Shodhganga 4. SWAYAM 5. Discipline-specific databases					
	Year	**Name of service with membership/registration**	**Full text access** **Yes** **No**	**Validity period**	**Whether remote access provided** **Yes** **No**	**Web link of remote access**
	Upload: • Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership etc. (Data Template) • E-copy of subscription letter/member ship letter or related document with the mention of year to be submitted • Any other relevant information					

39	4.3.4 (QnM) Average annual expenditure for the purchase of books and journals (including e-resources) during the last five years (5)			
	Year	**Expenditure on the purchase of books (INR in lakhs).**	**Expenditure on the purchase of journals (INR in Lakhs)**	**Expenditure on subscription to e-journals and other e-resources (INR in Lakhs).**
	Upload: • **Audited Statement highlighting the expenditure for purchase of books and journal / library resources.** • Details of annual expenditure for the purchase of books and journals including e-journals year-wise during the last five years (Data Template) • Any other relevant information			

40	4.3.6 (QnM) E-content resources used by teachers: (3)				
	E-content resources used by teachers: 1. NMEICT/NPTEL 2. other MOOCs platforms 3. SWAYAM 4. Institutional LMS 5. e-PG-Pathshala				
	Name of the teacher	**Name of the module**	**Platform on which module is used**	**Date of launching e-content**	**Link to the relevant document**
	Upload: • Links to documents of e-contents used • Data Template • Any other relevant information				

Key Indicator - 4.4 IT Infrastructure (15)

41 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)

Number of classrooms and seminar halls with LCD only	Number of classrooms and seminar halls with LCD and Wi-Fi / LAN facilities	Number of classrooms and seminar halls with LCD, smart board and Wi-Fi / LAN facilities	Number of classrooms and seminar halls with LCD, smart board, Wi-Fi / LAN, audio video recording facilities and any other mobile technology	Total number of classrooms and seminar halls

Upload:

- Details of classrooms and seminar halls with ICT-enabled facilities
- Geotagged photographs of the facilities
- Any other relevant information

42 4.4.3 (QnM) Available bandwidth of internet connection in the Institution (Leased line) (5)

≥1 GBPS	500 MBPS - 1 GBPS	250 MBPS - 500 MBPS	50 MBPS - 250 MBPS	<50 MBPS

Upload:

- Details of available bandwidth of internet connection in the Institution
- Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth
- Any other relevant information

Key Indicator - 4.5 Maintenance of Campus Infrastructure (20)

43 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)

Year	Expenditure on maintenance of academic support facilities (excluding salary component) (INR in lakhs)	Expenditure on maintenance of physical facilities (excluding salary component) (INR in lakhs)

Upload:

- Audited statements of accounts on maintenance of physical facilities and academic support facilities duly certified by Chartered

	Accountant. • Details about approved budget and expenditure on physical and academic support facilities (Data Templates) • Any other relevant information

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)

Year	Name of the scheme	Number of students benefited by government scholarships/fee-waivers	Number of students benefited by scholarships/fee waivers by non-governmental agencies or the Institution	Total number of students

Upload:

- 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
- Attested copies of sanction letters from the sanctioning authorities
  Any other relevant information

45 5.1.2 (QnM) Capability enhancement and development schemes employed by the Institution for students (15)

Capability enhancement and development schemes:
1. Soft skills development
2. Language and communication skills development
3. Yoga and wellness
4. Analytical skill development
5. Human value development
6. Personality and professional development
7. Employability skills development

	Name of the capability enhancement scheme	Year of implementation	Number of students enrolled	Name of the agencies involved with their contact details

Upload:

- Details of capability enhancement and skills development schemes
- Link to Institutional website

46 5.1.3 (QnM) Average percentage of students ***provided training and guidance*** for competitive examinations and career advancement offered by the Institution during the last five years (5)

Year	Name of the scheme	Number of students benefited by/attended / participated in career advancement/ competitive exams activities	Total number of students in the Institution

Upload:

- List of students benefited by guidance for competitive examinations and career counselling during the last five years (Data Template)
- Institutional website. Web-link to particular program/scheme mentioned in the metric
- Copy of circular/ brochure/report of the event/ activity report Annual report of Pre-Examination Coaching centres
- Year-wise list of students attending each of these schemes signed by competent authority
- Any other relevant information

47 5.1.5 (QnM) ***The Institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment / prevention of ragging*** (13)

Student grievances/ complaints / Prevention of Sexual harassment / Prevention of ragging							
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**

	Upload: • Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell • Circular/web-link/ committee report justifying the objective of the metric • Details of student grievances and action taken (Data Template) • Any other relevant information.

	Key Indicator - 5.2 **Student Progression (40)**
48	5.2.1 (QnM) ***Average percentage of students qualifying in state/ national/ international level examinations (eg: GATE/GMAT/GPAT /CAT/ NEET/ GRE/ TOEFL/PLAB/USMLE/AYUSH/CivilServices/Defence/UPSC/State Government examinations/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) during the last five years*** (10)

Year	No. of students qualifying	Total no. of students	GATE	GMAT	GPAT	CAT	NEET	AYUSH	GRE	TOEFL	PLAB	USMLE	UPSC	Civil service/ State Govt exams	Others

Instruction: Please do not include individual university's entrance examinations.

Grand total

Upload:

- List of students qualifying for state/national/international-level examinations during the last five years with their roll numbers and registration numbers
  - Pass Certificates of the examination
- Copies of the qualifying letters of the candidates
- Any other relevant information

49	5.2.2 (QnM) ***Average percentage of placement / self-employment (in relevant field) in professional services of outgoing students during the last five years*** (15)

Year	Number of students placed	Number of students self-employed	Total number of students	Name of the employer with contact details	Programme graduated from

Upload:

- Annual reports of Placement Cell
- Self-attested list of students placed
- Self-attested list of students self-employed
- Details of student placement/self-employment during the last five years

50 5.2.3 (QnM) Percentage of last batch of graduated students who have progressed to higher education (data for the preceding academic year) (15)

Year	Name(s) of students progressed into higher education	Programme graduated from	Department graduated from	Name of Institution joined	Name of programme admitted to

Upload:

- List of the last batch of graduated students who have progressed to higher education
- Supporting data for student/alumni as per data template.
- Any other relevant information.

Key Indicator - 5.3 Student Participation and Activities (25)

51 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)

Year	Name of the award/ medal	Sports	Cultural	State	Regional /Zonal	National	International	Name of the student	Student ID number

Upload:

- Certified e-copies of award letters and certificates.
- Any other relevant information.

52	5.3.3 (QnM) ***Average number*** of sports and cultural activities / competitions organised by the Institution year-wise during the last five years (10)			
	Year	**Name of the activity**	**Sports**	**Cultural**
	Upload: • List of sports and cultural activities / competitions organised by the Institution year-wise during the last five years • Event photographs (random selection with titles and date(s) of the events marked) • Any other relevant information			

53	5.4.2 (QnM) **Provide the areas of contribution by the Alumni Association / chapters during the last five years** (05)			
	Year	**Areas of contribution (as given in option A-E)**	List of Alumni contributions	
	A. Financial / kind B. Donation of books /Journals/ volumes C. Students placement D. Student exchanges E. Institutional endowments **Upload:** • List of Alumni contributions made during the last 5 years • Extract of Audited statements of highlighting Alumni Association contribution • Certified statement of the contributions by the head of the Institution. • Any other relevant information			

Criterion VI – Governance, Leadership and Management (100)

Key Indicator - 6.2 Strategy Development and Deployment (10)

54 6.2.2 (QnM) Implementation of e-governance in areas of operation (5)

Areas of e governance		Yes	No		Year of implementation	Link of relevant website/ document
Academic Planning and Development		Yes	No			
Administration		Yes	No			
Finance and Accounts		Yes	No			
Student Admission and Support		Yes	No			
Examination		Yes	No			

Upload:

- Data template
- Institutional budget statements allocated for the heads of E_governance implementation
- e-Governance architecture document
- Screen shots of user interfaces
- Policy documents
- Any other relevant information

Key Indicator - 6.3 Faculty Empowerment Strategies (30)

55 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)

Year	Name of the teacher	Name of conference/ workshop attended for which financial support was provided	Name of the professional body for which membership fee was provided	Amount (INR)

- Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template)
- Policy document on providing financial support to teachers
- List of teachers provided membership fee for professional bodies

- Receipts to be submitted
- Any other relevant information

56 6.3.3 (QnM) ***Average number of professional development / administrative training programmes organized by the Institution for teaching and non- teaching/technical staff during the last five years***
(Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,) (6)

Year	Title of the professional development Programme organised for teaching staff	Dates: From - To	No. of participants	Title of the administrative training Programme organised for non-teaching staff	Dates: From - To	No. of participants

Upload:

- 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)
- Reports of Academic Staff College or similar centers Verification of schedules of training programs
- Copy of circular/ brochure/report of training program self conducted program may also be considered
- Any other relevant information

57 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)

Year	Names of teachers who attended Faculty Development Programmes (including online programmes)	Total number of teachers	Title of the Programme	Duration From – To

	Upload: • AQARs for the last five years • Details of teachers who have attended FDPs during the last five years (Data Template) • E-copy of the certificate of the program attended by teacher • Days limits of program/course as prescribed by UGC/AICTE or Preferably Minimum one day programme conducted by recognised body/academic institution • Any other relevant information

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

58 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)

Year	Name of the government funding agency	Funds/ Grants received (INR in lakhs).	Name of the non-governmental funding agency/philanthropist	Funds/ Grants received (INR in lakhs).

Upload:
- Audited statements of accounts for the last five years.
- Copy of letter indicating the grants/funds received by respective agency as stated in metric
- Provide the budget extract of audited statement towards Grants received from Government / non-government bodies, individuals, philanthropist duly certified by chartered accountant / Finance Officer
- Information as per Data template
- Any other relevant information

Key Indicator - 6.5 Internal Quality Assurance System (30)

59 6.5.2 (QnM) *Average percentage of teachers attending programs/workshops/seminars specific to quality improvement in the last 5 years* (10)

Year	Title of the workshop/seminar specific to quality improvement	Venue	Total number of teachers in the Institution	Number of teachers attended

Upload:

- Details of programmes/workshops/seminars specific to quality improvement attended by teachers year-wise during the last five years
- List of teachers who attended programmes/workshops/seminars specific to quality improvement year-wise during the last five years
- Certificate of completion/participation in *programs/ workshops/seminars specific to quality improvement*
- Information as per Data Template
- Any other relevant information

60 6.5.3 (QnM) The Institution adopts several Quality Assurance initiatives: (10)

The Institution has implemented the following QA initiatives:

Year	Regular meetings of the Internal Quality Assurance Cell (IQAC)		Feedback from stakeholders collected, analysed and report submitted to College Management for improvements		Organization of workshops, seminars and orientation programmes on quality initiatives for teachers and administrative staff		Preparation of documents for Accreditation bodies (NAAC, NBA, ISO, NIRF, NABL, NABH etc.)	
	Yes	No	Yes	No	Yes	No	Yes	No

Upload:

- Annual reports of the College
- Minutes of the IQAC meetings
- Report of the feedback from the stakeholders duly attested by the Board of Management
- Report of the workshops, seminars and orientation program Copies of AQARs prepared by the IQAC
- e-copies of the accreditations and certifications.
- Any other relevant information.

Criterion VII – Institutional Values and Best Practices (100)

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

61

Gender equity (10)

7.1.1 (QnM) Total number of gender sensitization programmes organized by the Institution during the last five years (5)

Year	Title of the Gender sensitization programme	Duration (From – To)	Number of participants

Upload:

- List of gender sensitization programmes organized by the Institution year-wise during the last five years
- Copy of circular/brochure/ Report of the program
- Extract of Annual report
- Geo-tagged photographs of the events
- Any other relevant information.

62

Environmental Consciousness and Sustainability (10)

7.1.3 (QnM) The Institution has facilities for alternate sources of energy and energy ***conservation devices*** (data for the preceding academic year) (3)

Solar energy		Wind energy		Sensor-based energy conservation		Biogas plant		Use of LED bulbs/power efficient equipment	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No

Upload:

- Geo-tagged photographs of the facilities
- Installation receipts
- *Facilities for alternate sources of energy and energy conservation measures*
- Any other relevant information.

63	7.1.5 (QnM) Water conservation facilities available in the Institution (2)				
	Rain water harvesting	**Borewell / Open well recharge**	**Construction of tanks and bunds**	**Waste water recycling**	**Maintenance of water bodies and distribution system in the campus**
	Yes / No	**Yes / No**	**Yes / No**	**Yes / No**	**Yes / No**
	Upload • Geo-tagged photographs/videos of the facilities • Installation or maintenance reports of Water conservation facilities available in the Institution • Any other relevant information.				

64	7.1.6 (QnM) Green campus initiatives of the Institution include: (2)				
	Restricted entry of automobiles	**Battery-powered vehicles**	**Pedestrian-friendly pathways**	**Ban on the use of plastics**	**Landscaping with trees and plants**
	Yes / No	**Yes / No**	**Yes / No**	**Yes / No**	**Yes / No**
	Documents: • Geo-tagged photographs/videos of the facilities • Geotagged photo Code of conduct or visitor instruction displayed in the institution • Any other relevant information.				

	Differently-abled (Divyangjan) friendliness: (10)				
65	7.1.7: The Institution has disabled-friendly, barrier-free environment in the campus (10)				
	Built environment with ramps/lifts with easy access to classrooms	**Disabled-friendly washrooms**	**Signage including tactile paths, lights, display boards and signposts**	**Assistive technology and facilities for persons with disabilities (*Divyangjan*), accessible website, screen-reading software, mechanized equipment**	**Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

	Yes **No**	**Yes** **No**	**Yes** **No**	**Yes** **No**	**Yes** **No**
	Upload: • Geo tagged photos of the facilities as per the claim of the institution • Any other relevant information				

	Human Values and Professional Ethics (10)			
66	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)			
	The Code of conduct is displayed on the website	**Committee to monitor adherence to the code of conduct**	**Professional ethics programmes are organized regularly for students, teachers, academic and administrative staff**	**Annual awareness programmes on the code of conduct are organized**
	Yes **No**	**Yes** **No**	**Yes** **No**	**Yes** **No**
	Upload: • Information about the committee composition, number of programmes organized etc., in support of the claims • Weblink of the code of conduct • Details of the monitoring committee of the code of conduct • Details of Programs on professional ethics and awareness programs • Any other relevant information			

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC), BENGALURU

Unified Manual for Health Sciences 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.

Unified Manual for Health Sciences Colleges
Part- B- Health Science Disciplines

Key Indicator 8.1 – B 1 -Medical College

Weightage -100

<table>
<tr><th>Sl. No.</th><th></th><th>Weightage</th></tr>
<tr><td>8.1.1 QnM</td><td>
NEET percentile scores of students enrolled for the MBBS programme for the preceding academic year.

The range of NEET percentile scores of students enrolled for the MBBS programme during the preceding academic year:

<table>
<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>
<tr><td></td><td></td><td></td><td></td></tr>
</table>
1. Compute $\bar{X}$ (College), the mean NEET Score for the College
2. Let n denote the number of students admitted to the college
3. Compute the Z score

Formula: $Z = \frac{\bar{X}\text{ (College)} - \bar{X}\text{ (National)}}{\sqrt{\frac{\sigma}{n}}}$

General Objective of the metric:
The metric seeks to ascertain the relative standing of the College being assessed as reflected by students' preference for admission
Data requirement :
(a) National level Mean NEET score, call it $\bar{X}$ (National)
(b) National level Standard Deviation, call it σ

The college should provide data on the NEET scores of students admitted to it.

Upload:
• List of students enrolled for the MBBS programme for the preceding academic year
• NEET percentile scores of students enrolled for the MBBS programme during the preceding academic year.
• Any other relevant information
</td><td>8</td></tr>
<tr><td>8.1.2 QlM</td><td>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.</td><td>8</td></tr>
</table>

<table>
<tr><td></td><td>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.

Provide weblink to:
• Documents pertaining to quality of care and patient safety practices followed by the teaching hospital
• Any other relevant information</td><td></td></tr>
<tr><td>8.1.3 QnM</td><td>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 & IFME Fellowships, Ph D in Medical Education etc.)
(excluding those mentioned in metric 2.4.2)

Data to be provided for the last five years

<table>
<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>
Formula:
Percentage of full-time teachers in the last five years with additional PG Degrees/Diplomas/Fellowships in their specialties =

$$\frac{Number\ of\ fulltime\ teachers\ with\ additional\ Degrees,Diplomas\ or\ Fellowships\ in\ the\ last\ 5\ years}{Number\ of\ fulltime\ teachers\ during\ the\ last\ five\ years} \text{X100}$$

$$Average\ percentage = \frac{\sum \text{Percentage per year}}{5}$$
Upload:
• 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
• Attested e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships
• Any other relevant information</td><td>8</td></tr>
<tr><td>8.1.4. QlM</td><td>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

Describe the objective methods adopted by the College to measure and certify the attainment of clinical competencies by MBBS students/interns as stated in the undergraduate curriculum by the Medical Council of India</td><td>10</td></tr>
</table>

	Response to be provided within 500 words **Provide weblink to:** • 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 • Geotagged photographs of the objective methods used like OSCE/OSPE • Any other relevant information.	
8.1.5. QlM	***Instructional sessions for students introduced by the College on the Medical, Legal, Ethical and Social Issues involved in organ transplantation.*** Give a description of the instructional sessions for students introduced by the College on the Medical, Legal, Ethical and Social Issues involved in organ transplantation. Provide a response within 500 words. **Provide weblink to:** • National/State level policies on organ transplantation as adopted by the Institution • Report on the teaching sessions on medical, legal, ethical and social issues involved in organ transplantation • Any other relevant information	**10**
8.1.6. QlM	***Students are exposed to the organization and operational features of the Immunization Clinic functioning in the hospital as per WHO guidelines for childhood immunization.*** Describe the functioning of the Immunization Clinic in the Institution as per the quality specifications stated in WHO guidelines and the steps taken to provide students with information on its relevance and operational features within 500 words. **Provide weblink to:** • Report on the functioning of the Immunization Clinic • Report on the teaching sessions carried out on the relevance and operational features of the Immunization clinic. • Quality maintenance records in compliance with WHO guidelines during the preceding academic year • Any other relevant information.	**10**
8.1.7. QlM	***The College has adopted methods to define and implement Medical graduate attributes with a system of evaluation of attainment of the same.***	**10**

	Describe the **M**edical graduate attributes developed by the College and the steps taken to implement and assess the attainment of the same. Provide weblink to: • Medical graduate attributes as described in the website of the College. • Any other relevant information.	
8.1.8. Q_lM	***Activities of the Medical Education Unit of the College in conducting a range of Faculty Development Prgrammes in emerging trends in Medical Educational Technology.*** Describe the Faculty Development Programmes organized by the MEU of the College in the areas of emerging trends in Medical Educational Technology during the last 5 years. Response to be provided within 500 words **Provide weblink to:** • List of seminars/conferences/workshops on emerging trends in Medical Educational Technology organized by the MEU year-wise during the last five years. • 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 • Any other relevant information	**10**
8.1.9. QnM	***Is the teaching hospital / clinical laboratory accredited by any National Accrediting Agency?*** **1. NABH Accreditation of the teaching hospital** ☐ **2. NABL Accreditation of the laboratories** ☐ **3. ISO Certification of the departments / divisions** ☐ ***4.*** **Other Recognized Accreditation / Certifications** ☐ **Upload:** • e-copies of Certificate/s of Accreditations • Any other relevant documents	**10**
8.1.10. QnM	***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.***	**8**

Year	Number of students admitted in the first year of the teaching programmes during the last five years	Number of First year students administered immunization /prophylaxis

Year 1			
Year 2			
Year 3			
Year 4			
Year 5			

Formula:

Percentage per year =

$$\frac{\text{provided prophylactic immunization during last five year}}{\text{Number of first year Student s admitted in last five years}} \text{X100}$$

$$Average\ percentage = \frac{\sum \text{Percentage per year}}{5}$$

Upload:

- Policies documents regarding preventive immunization of students, teachers and hospital staff likely to be exposed to communicable diseases during their clinical work.
- List of first year students, teachers and hospital staff, who received such immunization Year-wise during the last five years
- Any other relevant information.

8.1.11 QlM	***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.*** Describe the procedure/method and policy the Institution follows within 500 words. **Provide weblink to:** • Policy documents regarding relevant laws, insurance policies medical indemnity insurance cover for the clinical faculty • List of clinical faculty covered by medical indemnity insurance policy by the Institution • Any other relevant information	**8**

Key Indicator 8.2 – B 2 Dental College

Weightage -100

<table>
<tr><th>Sl. No.</th><th></th><th>Weightage</th></tr>
<tr><td>8.1.1. QnM</td><td>

NEET percentile scores of students enrolled for the BDS programme for the preceding academic year.

The range of NEET percentile scores of students enrolled for the BDS programme during the preceding academic year:

<table>
<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>
<tr><td></td><td></td><td></td><td></td></tr>
</table>

1. Compute $\bar{X}$ (College), the mean NEET Score for the College
2. Let n denote the number of students admitted to the college
3. Compute the Z score

Formula: $Z = \frac{\bar{X}\text{ (College)} - \bar{X}\text{ (National)}}{\sqrt{\frac{\sigma}{n}}}$

General Objective of the metric:
The metric seeks to ascertain the **relative standing** of the College being assessed as reflected by students' preference for admission

Data requirement :
(c) National level Mean NEET score, call it $\bar{X}$ (National)
(d) National level Standard Deviation, call it σ

The college should provide data on the NEET scores of students admitted to it.

Upload:
- List of students enrolled for the BDS programme for the preceding academic year
- NEET **percentile scores** of students enrolled for the MBBS programme during the preceding academic year.
- Any other relevant information.

</td><td>5</td></tr>
<tr><td>8.1.2. Q1M</td><td>

The Institution ensures adequate training for students in pre-clinical skills

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)

File Description:
1. Geo tagged Photographs of the pre clinical laboratories
2. Any other relevant information

</td><td>5</td></tr>
</table>

8.1.3. QnM	***Institution follows infection control protocols during clinical teaching during preceding academic year*** 1. Central Sterile Supplies Department (CSSD) (records) 2. Provides Personal Protective Equipment (PPE) while working in the clinic ☐ 3. Patient safety manual ☐ 4. Periodic disinfection of all clinical areas (Register) ☐ 5. Immunization of all the care-givers (Registers maintained) ☐ 6. Needle stick ***injury*** record ☐ **Upload** • Central Sterile Supplies Department (CSSD) Register (Random Verification by DVV) • Disinfection register (Random Verification by DVV) • Immunization Register of preceding academic year • Relevant records / documents for all 6 parameteres .	**10**
8.1.4. Q1M	***Orientation / Foundation courses practiced in the institution for students entering the college / clinics / internship:*** Describe in less than 500 words about a. Orientation for fresh students b. White coat ceremony c. Workshops on patient care (community skills, infection control, biomedical waste management, professional ethics) d. Internship orientation e. Any other **Provide weblink to** • Orientation circulars • Programme report	**5**
8.1.5. QnM	***The students are trained for using High End Equipment for Diagnostic and therapeutic purposes in the Institution.*** ***Data for the preceding academic year*** 1. Cone Beam Computed Tomogram (CBCT) ☐ 2. CAD/CAM facility ☐ 3. Imaging and morphometric softwares ☐ 4. Endodontic microscope ☐ 5. Dental LASER Unit ☐ 6. Extended application of light based microscopy (phase contrast microscopy/polarized microscopy/fluorescent microscopy) ☐ 7. Immunohistochemical (IHC) set up ☐ **Upload:** • Invoice of Purchase • Usage registers • Geotagged photos of the facilities, and list of students trained in the opted facilities.	**10**

<table>
<tr><td>8.1.6.
QnM</td><td>Institution provides student training in specialized clinics and facilities for care and treatment such as:

1. Comprehensive / integrated clinic ☐
2. Implant clinic ☐
3. Geriatric clinic ☐
4. Special health care needs clinic ☐
5. Tobacco cessation clinic ☐
6. Esthetic clinic ☐

Upload:
• Certificate from the principal/competent authority
• Geotagged photos of the facilities, and list of students trained in the opted facilities
• Any other relevant information
.</td><td>10</td></tr>
<tr><td>8.1.7.
QnM</td><td>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 & IFME Fellowships, Ph D in Dental Education etc.) during last five years

Data to be provided for the last five years

<table><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>
Formula:
Percentage of full time teachers in the last five years with additional PG Degrees/Diplomas/Fellowships in their specialties =

$$\frac{Number\ of\ fulltime\ teachers\ with\ additional\ Degrees,Diplomas\ or\ Fellowships\ in\ the\ last\ five\ years}{Total\ number\ of\ fulltime\ teachers\ during\ the\ last\ five\ years} \text{X100}$$

$$Average\ percentage = \frac{\sum \text{Percentage per year}}{5}$$

Upload:
• 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
• Attest ed e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships
• Any other relevant information.</td><td>5</td></tr>
<tr><td>8.1.8.
QlM</td><td>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</td><td>10</td></tr>
</table>

	Describe the objective methods adopted by the College to measure and certify the attainment of clinical competencies by BDS students/interns as stated in the undergraduate curriculum by the Dental Council of India Response to be provided within 500 words **Provide weblink to:** • 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 • Geotagged photographs of the objective methods used like OSCE/OSPE • List of competencies • Any other relevant information	
8.1.9. QnM	***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.***	**10**

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		

Formula:

Percentage per year =

$$\frac{\text{Number of first year students provided prophylactic immunization} - \text{Hepatitis} - \text{B during last five year}}{\text{Number of first year Students admitted in last five years}} \text{X}100$$

$$Average\ percentage = \frac{\sum \text{Percentage per year}}{5}$$

Upload:

- Policies documents regarding preventive immunization of students, teachers and hospital staff likely to be exposed to communicable diseases during their clinical work.
- List of students, teachers and hospital staff, who received such immunization during the preceding academic year
- Any other relevant information.

8.1.10. QlM	***The College has adopted methods to define and implement Dental graduate attributes with a system of evaluation of attainment of such attributes.*** Describe the Dental graduate attributes developed by the College and the steps taken to implement and assess the attainment of such attributes.	**10**

	Provide weblink to: • Dental graduate attributes as described in the website of the College. • Any other relevant information.	
8.1.11. QnM	***Average per capita expenditure on Dental materials and other consumables used for student training during the last five years.*** **Year** | | | | | | **Amount in INR (Lakhs)** | | | | | | **Formula:** **Per capita expenditure per year :** $\frac{\text{Expenditure on consumables used for student clinical training in a year}}{\text{Total number of students in that year}}$ **Average Per capita expenditure** = $\frac{\sum \text{Per capita expenditure per year}}{5}$ Data Requirement for last five years:(As per Data Template in Section B) • Details of expenditure on consumables used for student clinical training during the last five years **Upload** • Audited statements of accounts. • Any other relevant information .	**10**
8.1.12. Q_1M	***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.*** 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. Response to be provided within 500 words Year | Name of the programme | Number of teachers attended | | | **Provide weblink to:** • List of seminars/conferences/workshops on emerging trends in Dental Educational Technology organized by the DEU year-wise during the last five years. • 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 • Any other relevant information	**10**

Key Indicator 8.3 – B 3 Nursing College

Weightage -100

<table>
<tr><th>Sl. No.</th><th></th><th>Weightage</th></tr>
<tr><td>8.1.1. QlM</td><td>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).

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).

Describe the mechanism for monitoring of student learning in the clinical skills labs.

Response to be provided within 500 words

Provide weblink to:
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.
Geotagged photographs/videos of the facilities
Student feedback on the effectiveness of the facilities.
Any other relevant information</td><td>20</td></tr>
<tr><td>8.1.2. QnM</td><td>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.)
Data to be provided for the last five years

<table><tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Number of fulltime teachers with additional PG Degrees /Diplomas /Fellowships/Master Trainer certificate</td><td></td><td></td><td></td><td></td><td></td></tr></table>
Formula:
Percentage of fulltime teachers in the last five years with additional PG Degrees/Diplomas/Fellowships in their specialties =
$\frac{\textit{Number of fulltime teachers with additional Degrees,Diplomas or Fellowships in a years}}{\textit{Total number of fulltime teachers during that year}}$ X100</td><td>10</td></tr>
</table>

	(**To be calculated for each year of the last five years**) $Average\ percentage = \frac{\sum \text{Percentage per year}}{5}$ **Upload:** • List of fulltime teachers with additional Degrees, Diplomas such as PG degree, Fellowships, Ph D, Master trainer etc. during the last 5 years • Attested e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships certificates. • Any other relevant information.	
8.1.3. **QlM**	***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.*** 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. **Provide weblink to:** • Documents pertaining to quality of care and patient safety practices followed by the teaching hospital • Any other relevant information	**15**
8.1.4. **QnM**	***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.***	**10**

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		

Formula:

Percentage per year **=**

$$\frac{\text{Number of first year Students addmitted in last five years provided prophylactic immunization during last five year}}{\text{Number of first year students}} \text{X100}$$

$$Average\ percentage = \frac{\sum \text{Percentage per year}}{5}$$

Upload:

- Policies documents regarding preventive immunization of students, teachers and hospital staff likely to be exposed to communicable

	diseases during their clinical work. • List of students, teachers and hospital staff, who received such immunization during the preceding academic year • Any other relevant information.	
8.1.5. **Q_nM**	***Is the teaching hospital / clinical laboratory accredited by any National Accrediting Agency?*** 1. NABH Accreditation of the teaching hospital ☐ 2. NABL Accreditation of the laboratories ☐ 3. ISO Certification of the departments / divisions ☐ 4. Other Recognized Accreditation / Certifications ☐ **Upload:** • e-copies of Certificate/s of Accreditations • Any other relevant documents.	**10**
8.1.6. **QlM**	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. Provide weblink to : • List of facilities used by other Institutions • List of Institutions utilizing facilities in the College • Any other relevant information	**10**
8.1.7. **QlM**	***College undertakes community oriented activities*** - Community mapping - Community survey - Health education - Camps and clinics - Celebrating national health and welfare programs - Organize in-service education for SC/PHC/CHC staff - School health program Describe the activities in less than 500 words Provide weblink to • Geo-tagging / Photographs of events / activities • Any other relevant document	**15**
8.1.8. **QnM**	***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.*** (Memberships included in 1.1.2 should not be included)	**10**

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

Upload :

- Nomination letter of the faculty or invitation letter to attend the meetings in various committees of the University/ Technical advisory group/ Core Committee members of various committees of Govt/WHO/INC/State/National Bodies
- Any other relevant information

Key Indicator 8.4 B 4 Pharmacy

Weightage -100

Sl. No.	Details of title of Metrics	Weightage
8.1.1. QnM	***Module * developed on competency based curriculum enrichment as per PCI / AICTE guidelines during the last five years***	10

1. Community Pharmacy training ☐
2. Instruments/Equipment handling ☐
3. Animal Handling for pharmacological experiments ☐
4. Clinical pharmacy training ☐
5. Clinical trial 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 who participated in the programme.**
- Detailed Report of the modules developed and photographs of the activities developed preferably hosted on the institutions website and links shred in response
- **Any other relevant information**.

8.1.2. QnM — 10

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 ☐

Data requirement as per data template in section B

Name of the program	Program code	Method adopted	No. of students who participated

Upload:

- List of students who participated in the Internal Assessment
- Certified year wise certificate from the principal with number of students participated
- Any other relevant information.

8.1.3. QnM — 10

Average percentage of Quality Improvement Programme (QIP)/ leadership training organized by SRA bodies and professional bodies and undergone by teachers

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

Year	No. of programmes	No. of teachers attended	Total No. of teachers
Year -1			
Year -2			
Year -3			
Year -4			
Year -5			

Percentage per year =

$$\frac{\text{No. of Teachers participated in QIP/leadership training during a year}}{\text{Total No. of full time teachers in that year}} \times 100$$

(**To be calculated for each year of the last five years**)

$$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$

Upload:

- List of QIP programme
- List of teachers who have participated in the QIP / Leadership training programme
- Detailed report of the Quality improvement programs with photographs
- Any other relevant information.

8.1.4. QnM	***Percentage of teachers who have membership in professional bodies (i.e., IPA, APTI, IPGA, IHPA,AASP, FIP , IACP etc.,) during the last five years*** Percentage of teachers with membership in Professional Bodies = $$\frac{\text{No. of teachers with membership in professional bodies during the last five years}}{\text{Average number of teachers during the last five years}} \times 100$$ Upload: • List of teachers who are registered members of professional bodies. • Any other relevant information.	5
8.1.5 QnM	***Safety norms adopted 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 ☐ **Upload :** • Geo tagged photographs of the emergency preparedness facilities • Details as per Data Templates. • Any other relevant information.	10
8.1.6. QlM	***New physical facilities created, Equipment added during the last 5 years*** **Describe the new physical facilities created and equipment added during the last 5 years within 500 words** **Provide weblink to :** • New physical facilities created, equipment added during the last 5 years • Photographs / Geo- tagging where ever possible • Any other relevant information	10
8.1.7 QnM	***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 ☐	10

<table>
<tr><td></td><td>Data requirement as per data template
<table>
<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>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
</table>
Upload:
• List of the Software for teaching Learning process
• Any other relevant information.</td><td></td></tr>
<tr><td>8.1.8.
QlM</td><td>Availability and usage of following facilities.

Write a brief note on each of facilities and its usages within 500 words.
1. Medicinal herbal garden
2. Model Pharmaceutical pilot plant
3. Departmental Museum
4. Drugs and Poison information centre
5. Sophisticated instrumentation facility

Write a brief note on each facility. The total write up should not exceed 500 words.

Provide weblink to :
• Details of the facilities
• Geotagged photographs
• Any other relevant document</td><td>10</td></tr>
<tr><td>8.1.9

QlM</td><td>Maintenance and Utilization of Equipment /Instruments

Describe the methodology/ies followed for the maintenance and optimum utilization of Equipment / Instruments adopting the following within 500 words.

1. Standard operating procedure
2. Log books (Usage records)
3. Calibration Records
4. Maintenance Records
5. Annual Maintenance Contracts

Provide weblink to
• The maintenance records of all the 4 categories
• Any other relevant information</td><td>10</td></tr>
</table>

8.1.10 QlM	***Annual Pharmacy internal Audits conducted in the following areas*** **Describe the following annual pharmacy internal Audits conducted in the last 5 years within 500 words.** 1. Equipment and Instruments audit 2. Glassware Audit 3. Chemicals Audit 4. Safety Audit Provide weblink to : • **Reports of the Annual Pharmacy Internal audits documents** • **Any other relevant information**	5
8.1.11. **QnM**	***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** ☐ **Upload:** • e-copies of Certificate/s of Accreditations • Any other relevant documents	**10**

Key Indicator 8.5 – B 5 Physiotherapy

Weightage -100

Sl.No.		Weightage
8.1.1. QnM	***The college/institution provides students/interns with physiotherapy exposure for hands-on practical training in the following clinical setups on an ongoing basis:*** 1. OPD and IPD ☐ 2. Surgical and Medical ICUs ☐ 3. Plastic Surgery and Burns ☐ 4. Transplant Units. ☐ 5. Orthopedic /Cardiac / Neuro units ☐ **Upload:** • Year wise OPD and IPD patient statistics of the attached teaching hospital for the last five years • Details of the posting of students / interns in the above units • Video evidence/geotagged pictures of hands on physiotherapy practice in the above setups • Any other relevant information.	**10**

<table>
<tr><td>8.1.2
QlM</td><td>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.

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 of students' learning in the clinical skills labs.

Response to be provided within 500 words

Provide weblink to:
• Examples of the use of clinical skills and simulation labs in the acquisition and enhancement of skills.
• Geotagged photographs/videos of the examples/facilities
• Student feedback on the effectiveness of the facilities.
• Any other relevant information</td><td>10</td></tr>
<tr><td>8.1.3
QlM</td><td>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.,

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.

Provide weblink to:
• Documents/policy and procedures pertaining to quality of care and patient safety practices followed by the teaching institution/hospital
• Any other relevant information</td><td>10</td></tr>
<tr><td>8.1.4
QnM</td><td>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 & Nerve conduction cert, post graduation in Medical Education etc.)

(Qualifications mentioned in 2.4.2. should not be included)

Data to be provided for the last five years

<table>
<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>
</td><td>10</td></tr>
</table>

	Formula: **Percentage of full-time teachers in the last five years with additional certifications/PG Degrees/Diplomas/Fellowships in their specialties** = $$\frac{Number\ of\ fulltime\ teachers\ with\ additional\ Qualifications\ in\ the\ last\ 5\ years}{Total\ number\ of\ fulltime\ teachers\ during\ the\ last\ five\ years} \text{X100}$$ $$Average\ percentage = \frac{\sum \text{Percentage per year}}{5}$$ **Upload:** • List of fulltime teachers with additional qualifications during the last 5 years • Attested e-copies of certificates, postgraduate Degrees, Diplomas or Fellowships • Any other relevant information.	
8.1.5 QlM	***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.*** Describe the objective methods adopted by the College to measure and certify the attainment of competency by the physiotherapy students. Response to be provided within 500 words **Provide weblink to:** • Report on the list and steps adopted by the College to measure attainment of specific competencies by the BPT students/interns. • Relevant Geotagged photographs/Video. • Any other relevant information	**10**
8.1.6 QnM	***Is the teaching Hospital / clinical laboratory accredited by any National Accrediting Agency?*** **1. NABH Accreditation of the teaching hospital** ☐ **2. NABL Accreditation of the laboratories** ☐ **3. ISO Certification of the departments / divisions** ☐ **4. Other Recognized Accreditation / Certifications** ☐ **Upload:** • e-copies of Certificate/s of Accreditations • Any other relevant documents.	**10**
8.1.7 QlM	***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.***	**10**

	Describe the procedure/method and policy the Institution follows within 500 words. **Provide weblink to:** • Policy documents regarding relevant laws, insurance policies medical indemnity insurance cover for the clinical faculty • List of clinical faculty covered by medical indemnity insurance policy by the Institution • Any other relevant information	
8.1.8 QlM	***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.*** Describe the steps/procedures that the College has followed during the last five years in less than 500 words. **Provide weblink to:** • Documents regarding steps initiated /procedures adopted etc. • Any other relevant information	**10**
8.1.9 QlM	***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.*** Describe the steps and procedures taken within the context of WHO guidelines/policies etc. within 500 words. **Provide weblink to:** • Report on the exposure to rehab and CBR facilities following WHO guidelines • Report on the teaching sessions carried out on the relevance and operational features of the facilities/procedures etc. • Any other relevant information.	**10**
8.5.10 **QlM**	***College has advanced Equipment / Instrumentation facilities for Evaluation and Treatment for Physiotherapy as follows:*** 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.) 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.) 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)	**10**

	Enumerate and describe the availability of the above treatment and tests in less than 500 words. **Provide weblink to:** • Documents establishing a record of the equipment/instrumentation. • Geo-tagged pictures/video evidence of tests/instruments/equipment • Any other relevant information	

Key Indicator 8.6 – B 6 Ayurveda

Weightage -100

Sl. No.	MODIFICATION/SUGGESTON	WEIGH TAGE
8.1.1. QlM	***Integration of different systems of health care in the teaching hospital.*** Describe the activities undertaken by the Institution to integrate other systems of AYUSH and with health care systems other than AYUSH, within 500 words Provide Web link to: • Institutional policy of integration • Letter of approval from the appropriate authority • Details of integration in terms of number of departments, faculty/consultants involved, clinical conditions considered for integration and integrated protocols developed • Any other relevant documents	**5**
8.1.2. QlM	***Institutional mechanism towards classical way of Ayurveda learning*** Describe the **a**dditional efforts made by the Institution to facilitate Sanskrit learning, spoken Sanskrit, Samhita Pathana, Nighantu / Rasasha Grantha pathana etc. within 500 words Provide link to: • Teaching schedule including total hours of teaching • Attendance and certificate of completion of schedule hours of teaching. • Assessment, feedback and outcome	**10**
8.1.3. QlM	***Promotion of seasonal Panchakarma and implementation of lifestyle modifications including Kaumarapanchakarma*** **Seasonal Panchakarma:** 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	**10**

	Provide web link to: • Protocols incorporating Principles of Ayurveda and their implementation • Number of activities to promote seasonal Panchakarma, and number of seasonal Panchakarma procedures performed. • Protocols developed for lifestyle modifications through Ayurveda and the promotional activities undertaken, number of people who were advised lifestyle modifications and the outcome thereof. **Kaumara Panchakarma:** Describe the details of activities undertaken by the Institution towards the practice of Kaumara Panchakarma in 500 words Provide Web link to: • Details of activities towards maintenance of quality, details of training content, frequency of training, skill development programs of therapists • SOPs of development, implementation, monitoring and revision of SOPs • Activities towards improvement of clinical documentation, details of new initiations in administering Panchakarma procedures. • Details of mock drill to manage complications etc.	**5**
8.1.4. QlM	***Steps adopted by the Institution towards implementation of Swasthavritta activities such as Sadvritta, Achararasayana, Dinacharya and Ritucharya etc. in the last five years*** 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: Provide Web link to: • Details of promotional measures undertaken for each activity • List of people who have undergone such activity and their outcomes, in the last five years	**05**
8.1.5. QnM	***The institution has taken adequate measures to develop and maintain Herbal Garden in terms of the number of species and plants.*** ○ **Total area**: ▪ 20 acres and above ▪ Between 10 and 15 acres ▪ Between 5 and 10 acres ▪ Between 2 and 5 acres ▪ Less than two acres ○ **Total number of Species plants**: ▪ 500 and above ▪ 400 to 500 ▪ 300 to 400 ▪ 200 than 300 ▪ Less than 200	**5**

Year	Number of of Menicinal Plant species	Area of the Garden in acres

Upload:

- List of medicinal plant species in the herbal garden
- Area in acres
- Geo tagged photographs of the herbal garden

.

8.1.6. QlM	***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*** Response to be provided within 500 words	**5**

Sr. No.	Name of the species	No. of plants	Total

Web link to

- Details of activities undertaken by the institution to promote conservation and propagation of rare and endangered plants.
- Geo tagged photographs of the facilities/garden
- Any other relevant information

8.1.7. QnM	***Average annual expenditure incurred towards herbal garden development and maintenance, purchase of raw-materials and Medicines during the last five years***	**5**

Year					
Amount (in INR Lakhs)					

Formula:

$$\frac{\text{Total expenditure incurred towards herbal garden development and maintenance, purchase of raw} - \text{materials and Medicines during the last five years}}{5}$$

Upload:

- Details of the land documents of the plantation area
- Report of activities undertaken by the institution for cultivation and propagation of medicinal plants.
- Expenditure on the purchase of raw-materials and Medicines
- Geotag photographs of the plantation area
- Audited statements of the accounts for the expenditure incurred during the last five years
- Any other relevant information

.

<table>
<tr>
<td>8.1.8.
QnM</td>
<td>
Efforts of the institution to involve students in Yogic practices & promotion of such practices among the public/community

1. Availability of full-fledged Yoga hall ☐
2. Availability of trained Yoga demonstrator ☐
3. Facility for Yoga for common public ☐
4. Facility for therapeutic Yoga ☐
5. Facility for advance Yogic practices like jala neti, sutra neti etc. ☐

<table>
<tr><td>Year</td><td></td><td></td><td></td><td></td><td></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>

Upload:

Geo tagged photographs
Documents relating to the qualification and experience of the Yoga demonstrator
Yearly data of attendance of common public and patients attending common Yoga and therapeutic Yoga.
Attendance certified by the principal for advanced Yogic practices

</td>
<td>5</td>
</tr>
<tr>
<td>8.1.9.
QnM</td>
<td>
Efforts of the Institution towards conservation and validation of local health traditions during the last five years

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

<table>
<tr><td>Year</td><td></td><td></td><td></td><td></td><td></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>

Upload:

Details of the activities / programme with geo tagging
Any other relevant information.

</td>
<td>10</td>
</tr>
<tr>
<td>8.1.10.
QlM</td>
<td>
Describe the availability of licenced and certified teaching Pharmacy for teaching and demonstration for students and medicine manufacturing within 500 words

Provide weblink to:

Blue print of the Pharmacy
List of functional equipments available,
Manufactured dosage forms
Copy of the license and GMP certificates
Any other relevant documents

</td>
<td>5</td>
</tr>
</table>

8.1.11. QlM	***Describe the activities undertaken by the Institution towards practice of various procedures of Kriyakalpa*** Describe the details of the activities undertaken by the Institution towards practice of various procedures of Kriyakalpa within 500 words Provide Web link to: • Details of activities towards maintenance of quality, details of training content, frequency of training, skill development programs of therapists • SOPs of development, implementation, monitoring and revision of SOPs • Activities towards improvement of clinical documentation, • Details of new initiations in administering Kriyakalpa procedures. • Details of availability of emergency kits and mock drill carried out to manage complications etc.	**5**
8.1.12. QlM	***Describe the activities undertaken by the Institution towards practice of various types of Anushastra*** Describe the details of the activities undertaken by the Institution towards practice of various types of Anushastra within 500 words Provide Web link to: • Details of activities towards maintenance of quality, details of training content, frequency of training, skill development programs of therapists • SOPs of development, implementation, monitoring and revision of SOPs • Activities towards improvement of clinical documentation, • Details of new initiatives in administering Anushastra Karma. • Details of availability of emergency kits and mock drill carried out to manage complications etc.	**05**
8.1.13. QlM	***Describe the activities undertaken by the Institution towards practice of various procedures related to Prasuti and streeroga (uttarabasti, garbha sanskara etc.)*** 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 Provide Web link to: • Details of activities towards maintenance of quality, details of training content, frequency of training, skill development programs of therapists • SOPs of development, implementation, monitoring and revision of SOPs • Activities towards improvement of clinical documentation, • Details of new initiations in administering Uttarabasti and following the practice of Garbha sanskara etc • Details of availability of emergency kits and mock drill carried out to manage complications etc.	**05**
8.1.14. QlM	***Describe the facilities available in the Institution towards delivering Pathya kalpana***	**05**

	Describe the facilities available in the Institution towards delivering Pathya kalpana within 500 words, such as : • Availability of well equipped and well maintained pathya facility • Training & skill development activities to improve the quality of human resource working in pathya • Documents of SOPs for pathya preparations • Facilities for instant preparations like svarasa, kalka, ksheerapaka etc. • Maintenance of Hygiene of raw material storage and finished products Provide web link to: • Details of activities and number of pathya preparations year wise • Any other relevant information	
8.1.15. QlM	***Efforts made by the Institution for carrying out Pharmacovigilance activities related to Ayurvedic drugs.*** Describe the efforts made by the institution for carrying out Pharmacovigilance-related activities to Ayurvedic drugs in 500 words Provide Web link to: • Documents related to established pharmacovigilance centre including minutes of the meetings • Mechanism of collection, analysis and reporting of ADRs • Details of the training of human resource • Year-wise data of reporting of ADRs • Certificates for supporting recognition by National Body	**05**
8.1.16. QnM	***Is the teaching hospital / clinical laboratory accredited by any National Accrediting Agency?*** **1. NABH Accreditation of the teaching hospital** ☐ **2. NABL Accreditation of the laboratories** ☐ **3. ISO Certification of the departments / divisions** ☐ **4. Other Recognized Accreditation / Certifications** ☐ **Upload:** • e-copies of Certificate/s of Accreditations • Any other relevant documents.	**5**

Key Indicator 8.7 – B 7 Unani

Weightage -100

S.No	Metric Definition	Weightage
8.1.1 QlM	***The College Hospital has the required Tashkhish Zaraye (Unani diagnostic units) for Teaching, Training and service delivery*** Describe the adequacy of the following within 500 words: 1. Nabz (Pulse) Examination unit 2. Moa'na Baul (Urine) Examination unit 3. Moa'na Braz (Stool) Examination unit 4. Other Diagnostic / Examination Units **Provide weblink to :** • OPD data and IPD data • Geotagged photographs of the units • Any other relevant information	**10**
8.1.2 QnM	***The College Hospital has Ilaj bit Tadbeer units as follows:*** 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 ☐ **Upload:** • List of Ilaj bit Tadbeer units available in the College Hospital • OPD and IPD /patient statistical / attendance • Any other relevant information. • Geotagged photographs of the facilities in options selected / confirmation certificate from the head of the Institution	**10**
8.1.3 QlM	***The College Hospital has the required Jild, Taziniyat and Tadabeer Mashayakh units for Teaching, Training and Service delivery*** Describe the adequacy of the following within 500 words: • Zeenat e Chehera • Zeenat e Shaar **Provide weblink to** • Jild, Taziniyat and Tadabeer Mashayakh facilities • **Any other relevant information**	**10**
8.1.4 **QlM**	***Describe the structure and functioning of the Unani Formulations Review Committee of the College within 500 words***	**5**

	Provide weblink to : • Minutes of the meetings of the Unani Formulation Review Committee for the last 5 years. • Any other relevant information	
8.1.5 QnM	***Number of formulations and dosage forms prepared by the Teaching Hospital in the preceding Academic year*** 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 ☐ **Upload:** • **List of** formulations and dosage forms prepared during the preceding academic year • Geotagged photographs of the facilities with confirmation certificate from the head of the Institution • Any other relevant information.	**10**
8.1.6 QlM	***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*** **Provide weblink to :** • Inventory of Equipment / Instruments in the department of Saidla • Any other relevant information	**10**
8.1.7 QnM	***The Department of Ilmul Saidla (Unani Pharmacy) has the following units / facilities:*** 1. Kushta Saazi unit ☐ 2. Stability chamber ☐ 3. Distillation unit ☐ 4. Quality Control unit ☐ **Upload:** • List of facilities available in the Department of Ilmul Saidla (Unani Pharmacy) • Geo tagged photos • Any other relevant information.	**10**

<table>
<tr>
<td>8.1.8

QlM</td>
<td>Describe the functioning of the Museums of Kulliyat, Ilmul Advia (Unani Pharmacology) and Mufridat within 500 words.

Provide weblink to :
• Specimens / Exhibits in the Museum
• Any other relevant information</td>
<td>10</td>
</tr>
<tr>
<td>8.1.9

QlM</td>
<td>Provide a description of Pharmocognosy lab / Pharmacology lab / Clinical Research Lab / Animal House facility / Herbal Garden available in the campus within 500 words:

Provide weblink to :
• Geotagged photographs of the facilities
• List of Equipments and Instruments
• Copy of the License of the CPCSEA, if available
• Any other relevant information.</td>
<td>10</td>
</tr>
<tr>
<td>8.1.10

QnM</td>
<td>The College provides training to the students in the following skills in respect of Unani Medicine:

1. Identification of Mizaj ☐
2. Identification of Nabz ☐
3. Identification of Drugs ☐
4. Nuskha Navesi (Prescription writing) ☐

Details of soft skill development record to be uploaded which should contain the following information

Data Template:
<table>
<tr><th>Skill</th><th>Identification of Mizaj</th><th>Identification of Nabz</th><th>Identification of Drugs</th><th>Nuskha Navesi (Prescription writing)</th></tr>
<tr><td>Number of Demonstrations/ Practical’s conducted</td><td></td><td></td><td></td><td></td></tr>
</table>
Upload:
• List out the details of the training in skills provided to students in respect of Unani Medicine
• List of practical demonstrations conducted / organized during the last five years.
• Any other relevant information</td>
<td>10</td>
</tr>
<tr>
<td>8.1.11

QnM</td>
<td>Institution provides student training in exclusive clinics and facilities for specialised treatment such as:

1. Geriatric care ☐
2. Neuro-rehabilitation ☐
3. Regimental ☐
4. Parasurgical Unani procedures ☐</td>
<td>5</td>
</tr>
</table>

	Data Template: | Exclusive clinic	Geriatric care	Neuro-rehabilitation	Regimenal Therapy	Parasurgical Unani procedures
---	---	---	---	---
Records of OPDs				| **Upload :** • List of training sessions in the exclusive clinics for specialized treatment year-wise during the last five years • Geo tagged photos • List of students undergone training • Any other relevant information.	

Key Indicator 8.8 - B 8 Siddha

Weightage -100

Sl. No	Details of Metrics	Weightage
8.1.1 **QnM**	***The college facilitates documentation, adoption and dissemination of traditional Siddha Knowledge acquired from traditional Siddha Vaidhyas, community/folklore during the last five years.*** 1. Field visits ☐ 2. Consent for knowledge transfer ☐ 3. Documentation of procedures including audio-visual recording ☐ 4. Presentations ☐ 5. Publications ☐ **Upload:** • Links of documentation preferably hosted in the institution's web site. • Field visits certified Consent for knowledge transfer, Publication • Documentation of procedures including audio-visual recording	**10**
8.1.2 **QnM**	***The students have scope/facility for collecting, reading, conserving and digitizing of Palm leaves/ cudgeon leaves/ manuscripts during the last five years.*** 1. Collection with consent from traditional vaidyas ☐ 2. Conservation ☐ 3. Reading ☐ 4. Digitizing ☐ 5. Publishing ☐ **Upload:** • Collection with consent and Conservation • Provide link for Digitized material with subtitles in english • Attach Published work. • Upload the consent from the Vaidyas with English translation	**10**

8.1.3 **QlM**	***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.*** • Workshops on disease specific culinary practices • Visiting Food related industry/institutions Upload : File description that includes the above points(500 words)	**5**
8.1.4 **QnM**	***Capacity building in Siddha diagnostic methods such as Naadi, Neerkkuri, Neikkuri, Manikkadai Nool, etc.adopted by the institution during the last five years.*** 1. Didactic learning ☐ 2. Hands on training ☐ 3. Documentation ☐ 4. Instrumentation development ☐ **Upload:** • Details of establishment of units and facilities available with Geo-tagged photos of the claimed units with due certification of the Head of the institution • Any other relevant information**.**	**10**
8.1.5 **QlM**	***Knowledge on traditional Siddha bone setting during the last five years.*** • Adaptation of the traditional methods from the community/vaidhyas **Provide weblink to:** • File description of the above points(500 words) • Geo tagged photographs • Any other relevant information	**5**
8.1.6 **QnM**	***Occupational/physiotherapy and Thokkanam for differently abled children during the last five years.*** **1 .**Podithimirthal ☐ 2. Thokkanam ☐ 3. Varmam ☐ 4. Occupational therapy ☐ 5. Physiotherapy ☐ **Upload:** • Provide the treatment record details • Links of Detailed Report of the event with certified photos hosted on the institutional website with geotagged photos • Any other relevant information.	**10**

8.1.7 **QnM**	***Hands on training on Siddha external therapy techniques/procedures during the last five years.*** 1. Chuttigai ☐ 2. Vedhu ☐ 3. Pugai ☐ 4. Poochu ☐ 5. Otradam ☐ 6. Keeral ☐ 7. Leech Therapy ☐ 8. Podi Thimirthal ☐ 9. Patru ☐ 10. Peechu ☐ **Upload** • Details of establishment of units and facilities available with Geo-tagged /videos photos of the claimed units with due certification of the Head of the institution • The treatment record details • Training records • Any other relevant information.	**10**
8.1.8 **QlM**	***Measures taken for providing applied knowledge on Sothidam (Astrology), Panchapatchi, Manikkadai Nool, etc. during the last five years.*** **Provide weblink to :** • File description of the above points(600-1000 words)	**5**
8.1.9 **QlM**	***Knowledge and training in palliative care in Siddha (current year)*** • **Visits to palliative care centres** **Provide weblink to :** • File description of the above points(500 words)	**6**
8.1.10 **QnM**	***Implementation of Hospital management software. (current year)*** 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. ☐ **Upload:** • Provide documents for the above for the assessment year. • Copy of AMC of the softwares claimed or procurement invoice of the software • Any other relevant information.	**7**

8.1.11 **QlM**	***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).*** **Weblink :** • Details of activities for skill up-gradation and training • Any other relevant information	**6**
8.1.12 **QlM**	***Functioning of Pharmacovigilance cell and its role in teaching learning process (500 words)*** **Provide Web link:** • List of training sessions conducted for the students in pharmacovigilence during the preceding academic year • List of trained staff on Pharmacovigilence. • Number of Reported cases during the reporting year	**6**
8.1.13 **QnM**	***Enhancement of knowledge related to preparation and documentation of Higher Order Siddha medicines/Unique Siddha preparations during last five years.*** • 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 ☐ **Upload:** • Field visit reports • Documentary evidences for training with geotagged photos • Training provided in the last five years • Any other relevant information.	**10**

Key Indicator 8.9 – B 9 Homeopathy College

Weightage -100

Sl. No	Title of the metric	Weightage
8.1.1 QlM	***Institution provides training for students and teachers in Homeopathic Practice Ethics. Provide a description within 500 words*** **Provide weblink to :** • Teaching and training sessions conducted for Students and Teachers in Ethics in Homeopathic practices • Any other relevant information	10

<table>
<tr>
<td>8.1.2

QnM</td>
<td>
Average percentage of full time teachers who have undergone orientation training in Pharmcovigilence / NAMSTP / NABH / other quality training in the last five years.

Formula:
<u>No. of full time Teachers undergone orientation training in a year</u> ×100
Average No. of full time teachers in that year

(To be calculated for each year of the last five years)

$Average\ percentage = \frac{\sum \text{Percentage per year}}{5}$

<table>
<tr><td rowspan="2">Year.</td><td colspan="4">Number of teachers trained</td></tr>
<tr><td>Pharmcovigilence Training</td><td>NAMSTP</td><td>NABH</td><td>Other Quality Training</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
</table>

Upload
• List of teachers undergoing such training with training completion certificate
• Training certificates of teachers year-wise during the last 5 years.
• Data Templates
• Any other relevant information..
</td>
<td>10</td>
</tr>
<tr>
<td>8.1.3

QlM</td>
<td>
Describe the standard Inspection Control Policy and the practices followed by the Institution within 500 words

Provide weblink to :
• The Inspection Control Policy of the Institutions
• Any other relevant information
</td>
<td>10</td>
</tr>
<tr>
<td>8.1.4

QlM</td>
<td>
The measures taken by the Institution to provide foundation courses in disciplines like the Humanities, Behavioral Sciences etc. Provide description within 500 words

Provide weblink to :
• Teaching sessions in the Humanities, Behavioral Sciences etc., during the last 5 years.
• Any other relevant information
</td>
<td>10</td>
</tr>
<tr>
<td>8.1.5

QlM</td>
<td>
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)

Provide weblink to
• Details of the teaching /training sessions conducted during the last 5 years.
• Details of software used
• Any other relevant information
</td>
<td>15</td>
</tr>
</table>

<table>
<tr><td>8.1.6

QlM</td><td>The Students are exposed to the requirements of The Clinical Establishments Act (Registration and Regulation) 2010 as applied to Homeopathy.

Describe the details of teaching sessions on The Clinical Establishments Act (Registration and Regulation) 2010 as applied to Homeopathy within 500 words.

Provide weblink to:
• List of teaching sessions conducted on The Clinical Establishments Act-2010 during the last five years.
• The Registration certificate of the Institutions as per the Act.
• Any other relevant information</td><td>5</td></tr>
<tr><td>8.1.7

QlM</td><td>Describe the activities of specialized units like Physiotherapy / Yoga and Naturopathy in the Institution within 500 words

Provide weblink to :
• List of teaching and practice session of the Physiotherapy / Yoga and Naturopathy unit for the last 5 years.
• List of students and teachers who participated in the specialized activities of Physiotherapy / Yoga and Naturopathy in the preceding academic year.
• Any other relevant information</td><td>15</td></tr>
<tr><td>8.1.8

QlM</td><td>Provide a description of the number and variety of Medicinal plants in the Herbal Garden in the campus within 500 words

<table><tr><td>Sl No.</td><td>Total Area (Minimum 250 sq meters)</td><td>No of Plants (No of Species----------) (as prescribed by regulatory authority, Minimum 30)</td><td>Whether any collaboration is established with NMPB</td></tr><tr><td></td><td></td><td></td><td></td></tr></table>
Provide weblink to:
• List of Medicinal plants /species in the Herbal Garden
• Geotagged photographs of the Herbal Garden in the campus
• Any other relevant information</td><td>10</td></tr>
<tr><td>8.1.9

QnM</td><td>Provision has been made to provide comprehensive student training in General, Exclusive Clinics, Research and in facilities for speciality treatments

1. General ☐
2. Speciality ☐
3. Research ☐
4. Outreach / Peripheral ☐

Upload:
• List of teaching / training sessions conducted during the last 5 years.
• Data Template
• Geotagged photos
• Any other relevant information.</td><td>10</td></tr>
</table>

8.1.10. **Q_nM**	***Is the teaching hospital / laboratory accredited by any National Accrediting Agency /Agencies?*** 1. NABH Accreditation of the teaching hospital ☐ 2. NABL Accreditation of the laboratories ☐ 3. ISO Certification of the departments / divisions ☐ 4. Other Recognized Accreditation / Certifications ☐ **Upload:** • e-copies of Certificate/s of Accreditations • Any other relevant documents	**5**

Key Indicator 8.10 – B 10 Allied Health Sciences College

Weightage -100

Sl. No		**Weightage**
8.1.1 **Q_lM**	***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.*** Provide weblink to: • Details of the programs/courses offered during the last 5 years • Minutes of relevant Academic Council/ BOS meetings • Any other relevant information	15
8.1.2 **QlM**	***Provide a description of how the Clinical / Equipment/ Instruments and Laboratory Learning Resources are used for the AHS students within 500 words.*** Provide weblink to: • Year-wise outpatient and inpatient statistics for the last 5 years • Link to hospital records / Clinical / Equipment/ Instruments and Laboratory Learning Resources / Hospital Management Information System • Any other relevant information	**20**
8.1.3 **Q_lM**	***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.*** **Provide weblink to :** • Details of disability certificates issued in the last 5 years • Any other relevant information	**10**

8.1.4 **QlM**	***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*** **Provide weblink to:** • List of schemes • Year-wise list of beneficiaries under different schemes during the last 5 years • Any other relevant information	**10**
8.1.5 **QlM**	***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.*** **Provide web link to:** • E-copies of approval letters from the Regulatory Bodies • Any other relevant information	**15**
8.1.6 **Qnm**	***Institution has up-to-date clinical instrumentations and tools as per the specifications of the Regulatory Bodies*** 1) Diagnostic equipment ☐ 2) Treatment equipment ☐ 3) Clinical tests and tools ☐ 4) Research equipment ☐ Upload: • List of Diagnostic, treatment, clinical tests and research equipment available in the College • Geotagged photos • Invoices of clinical instrumentation and tools • Any other relevant information.	**15**
8.1.7 **QlM**	***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.*** Provide weblink to : • Details of student postings in Clinical and community settings. • Any other relevant information.	**15**

Key Indicator 8.11 – B 11 Yoga and Naturopathy

Weightage-100

Metrics no.	Metric Description	Weightage
8.1.1 (QlM)	***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.*** Provide weblink to: • Lesson plans and practice plans • Minutes of Board of Studies /Governing Council / College Council / Academic Council • Any other relevant information	10
8.1.2 (QlM)	***The institution blends traditional and modern principles of Yoga and Naturopathy as learning outcome of the curriculum. Describe within 500 words.*** Provide weblink to: • Minutes of Board of Studies /Governing Council / College Council / Academic Council • Any other relevant information	5
8.1.3 (QnM)	***Teaching-Learning facilities available in the institution for Yoga and Naturopathy.*** a. Traditional classrooms ☐ b. Class rooms ICT enabled ☐ c. Yoga studio, museum, practice of shat karmas ☐ d. Provision for the practice of self study ☐ e. Provision for meditation and Gurukul Education, Sathkarma and sathvik ahara ☐ f. Naturopathy Infrastructure and Nature works ☐ **Upload :** • Detailed report and geotagged photos to explain the institutional claim • Any other relevant information.	10
8.1.4. (QlM)	***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*** Provide weblink to : • Geotagged photographs of the facilities • List of equipment in the cooking facility • Any other relevant information	10

<table>
<tr><td>8.1.5.
(QlM)</td><td>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

Provide weblink to :
• List of standardized tools and tests developed by the Institution.
• Any other relevant information</td><td>10</td></tr>
<tr><td>8.1.6.
(QnM)</td><td>The institution has received Funds/Grants from Govt./ non Govt. bodies, donors, philanthropists during the last five years.

The Institution has received funds / grants from:
1. Government ☐
2. Philanthropists / Donors ☐
3. Charities /Voluntary organizations ☐
4. Foundations ☐

Upload:
• Copies of the sanction orders for the grants and the amount received
• CA certified financial details of fund received from Govt./ non Govt. bodies, individuals, philanthropists year-wise during the last five years
• Any other relevant information.</td><td>10</td></tr>
<tr><td>8.1.7.
(QlM)</td><td>Describe the measures adopted by the institution to promote Yoga and Naturopathy as the main stream career for its students within 500 words

Provide weblink to:
• Analysis report of the measures adopted and certified by the head of the Institution.
• Any other relevant information</td><td>10</td></tr>
<tr><td>8.1.8.
(QnM)</td><td>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)

<table><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>
Upload:
• Copies of sanction letters
• Detailed report and geotagged photos to explain the institutional claim
• Any other relevant information.</td><td>10</td></tr>
</table>

8.1.9. (QnM)	***Total number of Yoga / Naturopathy-related events organized by the Institution for the public during the last 5 years***	05

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

Upload:

- List of Yoga / Naturopathy-related events organized year-wise by the Institution
- Detailed report and geotagged photos to explain the institutional claim
- Any other relevant information.

8.1.10. (QnM)	***Average percentage of teachers organizing teaching and training programmes through conferences / workshops /seminars /spiritual retreats/discourses / symposia etc in Yoga and Naturopathy during the last five years***	10

Year					
Number of teachers organizing teaching and training programmes					
Total number of teachers					

Formula:

$$\text{Percentage per year} = \frac{\text{number of teacher organising teaching and training programmes in a year}}{\text{Total number of teachers in that year}} \text{X100}$$

$$\text{Average percentage} = \frac{\sum Percentage\ per\ year}{5}$$

Upload:

- Year-wise list of teaching and training programmes conducted for public and students on Yoga / Naturopathy during the last five years.
- List of teachers who organized teaching and training programmes during the last five years
- Detailed report and geotagged photos to explain the institutional claim
- Any other relevant information.

8.1.11 (QnM)	***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.***	10

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						

Upload:

- Copies of Popular articles /programmes on Yoga / Naturopathy presented by teachers in State / Regional / National / International print and/or electronic media
- Links of telecast, electronic media
- Upload the published print media
- Any other relevant information.

Data templates for Part -B 1 – Medical College

(8.1.1) NEET percentile scores of students enrolled for the MBBS programme for the preceding academic year. (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

Upload:

- List of students enrolled for the MBBS programme for the preceding academic year
- NEET **percentile scores** of students enrolled for the MBBS programme during the preceding academic year.
- Any other relevant information

8.1.3 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 & IFME Fellowships, Ph D in Medical Education etc.) (excluding those mentioned in metric 2.4.2) (8)

Number of full-time teachers with additional PG Degrees /Diplomas /Fellowships	Year of completion	Instituion from which Degrees/Diplomas/Fellowships beyond the eligibility requirement obtained	Year of joing the present insituon

Note: additional Degrees, Diplomas such as AB, FRCS, MRCP, FAMS, FAIMER/IFME Fellowships, Ph.D in Medical Education etc only to be considered here

Upload:

- 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
- Attested e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships
- Any other relevant information

8.1.9 Is the teaching hospital / clinical laboratory accredited by any National Accrediting Agency? (10)

	Yes/NO	Year of Accreditiation
NABH Accreditation of the teaching hospital		
NABL Accreditation of the laboratories		
ISO Certification of the departments / divisions		
Other Recognized Accreditation / Certifications (Specifiy details)		

Upload:

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

8.1.10 **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. (8)**

Year	Number of students admitted in the first year of the teaching programmes during the last five years	Number of First year students administered immunization /prophylaxis
Year 1		
Year 2		
Year 3		
Year 4		
Year 5		

Upload:

- Policies documents regarding preventive immunization of students, teachers and hospital staff likely to be exposed to communicable diseases during their clinical work.
- List of first year students, teachers and hospital staff, who received such immunization Year-wise during the last five years
- Any other relevant information.

Data templates for Part -B 2 – Dental College

8.1.1 **NEET percentile scores of students enrolled for the BDS programme for the preceding academic year. (5)**

Number of students enrolled for the BDS programme during the preceding academic year	Range of NEET percentile scores	Mean NEET percentile	SD- NEET percentile Score

Upload:

- List of students enrolled for the BDS programme for the preceding academic year
- NEET **percentile scores** of students enrolled for the MBBS programme during the preceding academic year.
- Any other relevant information.

8.1.3 ***Institution follows infection control protocols during clinical teaching during preceding academic year*** **(10)**

Central Sterile Supplies Department (CSSD) (Registers maintained)	Provides Personal Protective Equipment (PPE) while working in the clinic	Patient safety curriculum	Periodic fumigation / fogging for all clinical areas (Registers maintained)	Immunization of all the caregivers (Registers maintained)	Needle stick ***injury*** Register
Yes/NO	Yes/NO	Yes/NO	Yes/NO	Yes/NO	Yes/NO

Upload

- Central Sterile Supplies Department (CSSD) Register (Random Verification by DVV)
- Disinfection register (Random Verification by DVV)
- Immunization Register of preceding academic year
- Relevant records / documents for all 6 parameteres

8.1.5 ***The students are trained for using High End Equipment for Diagnostic and therapeutic purposes in the Institution.*** **(10)**

Cone Beam Computed Tomogram (CBCT)	CAD/CAM facility	Imaging and morphometric softwares	Endodontic microscope	Dental LASER Unit	Extended application of light based microscopy (phase contrast microscopy/polarized microscopy/fluorescent microscopy)	Immunohistochemical (IHC) set up
Yes/NO	Yes/NO	Yes/NO	Yes/NO	Yes/NO	Yes/NO	Yes/NO

Upload:

- Invoice of Purchase
- Usage registers
- Geotagged photos of the facilities, and list of students trained in the opted facilities

8.1.6 **Institution provides student training in specialized clinics and facilities for care and treatment such as: (10)**

Comprehensive / integrated clinic	**Implant clinic**	**Geriatric clinic**	**Special health care needs clinic**	**Tobacco cessation clinic**	**Esthetic clinic**
Yes/NO	Yes/NO	Yes/NO	Yes/NO	Yes/NO	Yes/NO

Upload:

- Certificate from the principal/competent authority
- Geotagged photos of the facilities, and list of students trained in the opted facilities
- Any other relevant information

8.1.7 **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 & IFME Fellowships, Ph D in Dental Education etc.) during last five years (5)**

Number of full-time teachers with additional PG Degrees /Diplomas /Fellowships	Year of completion of degree (beyond eligibility)	Instituion from which Degrees/Diplomas/Fellowships beyond the eligibility requirement obtained	Year of joing the present insituon

Note: additional Degrees, Diplomas such as AB, FRCS, MRCP, FAMS, FAIMER/IFME Fellowships, Ph D in Medical Education etc only to be considered here

8.1.9 **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. (10)**

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		

Upload:

- Policies documents regarding preventive immunization of students, teachers and hospital staff likely to be exposed to communicable diseases during their clinical work.
- List of students, teachers and hospital staff, who received such immunization during the preceding academic year
- Any other relevant information.

8.1.11 **Average per capita expenditure on Dental materials and other consumables used for student training during the last five years. (10)**

Year	Name of the Dental materials and other consumables used for student training	Expenditure in Rupees

Upload

- Audited statements of accounts.
- Any other relevant information

Data templates for Part -B 3 – Nursing College

8.1.2 **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.) (10)**

Number of full-time teachers with additional PG Degrees /Diplomas /Fellowships	Year of completion of degree (beyond eligibility)	Instituion from which Degrees/Diplomas/Fellowships beyond the eligibility requirement obtained	Year of joing the present institution

Upload:

- List of fulltime teachers with additional Degrees, Diplomas such as PG degree, Fellowships, Ph D, Master trainer etc. during the last 5 years
- Attested e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships certificates.
- Any other relevant information.

Note: additional Degrees, Diplomas such as AB, FRCS, MRCP, FAMS, FAIMER/IFME Fellowships, Ph D in Medical Education etc only to be considered here

8.1.4 **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. (10)**

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		

Upload:

- Policies documents regarding preventive immunization of students, teachers and hospital staff likely to be exposed to communicable diseases during their clinical work.
- List of students, teachers and hospital staff, who received such immunization during the preceding academic year
- Any other relevant information.

8.1.5 **Is the teaching hospital / clinical laboratory accredited by any National Accrediting Agency? (10)**

	Yes/NO	Year of Accreditiation
NABH Accreditation of the teaching hospital		
NABL Accreditation of the laboratories		
ISO Certification of the departments / divisions		
Other Recognized Accreditation / Certifications (Specifiy details)		

Upload:

- e-copies of Certificate/s of Accreditations
- Any other relevant documents.

8.1.8 **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. (10)**

Year	Name of Faculty member	Name of committees of the University/ Technical advisory group/ Core Committee members of various committees of Govt/WHO/INC/State/National Bodies	Tenure of service

- Nomination letter of the faculty or invitation letter to attend the meetings in various committees of the University/ Technical advisory group/ Core Committee members of various committees of Govt/WHO/INC/State/National Bodies
- Any other relevant information

Data templates for Part B 4 Pharmacy

8.1.1 **Module * developed on competency based curriculum enrichment as per PCI / AICTE guidelines during the last five years (*10)***

Name of the module	Yes/No	Year	Name of the programme	Programme code	Name of the module developed	No. of students benefited
Community Pharmacy training						
Instruments/Equipment handling						
Animal Handling for pharmacological experiments						
Clinical pharmacy training						
Clinical trial training						

Upload:

- **List of modules for competency based curriculum enrichment developed by the college**
- **List of students who participated in the programme.**
- Detailed Report of the modules developed and photographs of the activities developed preferably hosted on the institutions website and links shred in response
- **Any other relevant information**.

8.1.2 **Internal assessment methods adopted (preceding academic year data) (10)**

	Name of the module	Yes/No	Name of the programme	Programme code	No. of students who participated
	Manuscripts /articles /monographs / official books Presentation				
	Project proposal presentation				
	Seminar				
	Lab-book/log-book				
	Written Examination				

Upload:

- List of students who participated in the Internal Assessment
- Certified year wise certificate from the principal with number of students participated
- Any other relevant information.

8.1.3 ***Average percentage of Quality Improvement Programme (QIP)/ leadership training organized by SRA bodies and professional bodies and undergone by teachers*** **(10)**

Name of the programmes	Name of the of teachers attended	Duration of the program (No. of Days)	From (DD/MM/YYYY)	To (DD/MM/YYYY)
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
- Detailed report of the Quality improvement programs with photographs
- Any other relevant information.

8.1.4 **Percentage of teachers who have membership in professional bodies (i.e., IPA, APTI, IPGA, IHPA,AASP, FIP , IACP etc.,) during the last five years (5)**

Name of the Teacher	Name of the Professional Body of which the faculty is the member	Year of Membership	Duration of membership (if applicable)

Upload:

- List of teachers who are registered members of professional bodies.
- Any other relevant information.

8.1.5 **Safety norms adopted and preparedness available in the college. 10**

Type of Safety Norms	Wheather exists in the Institution: Yes/ No	Year of Implementation	Name of the Agency involved with contact details
Maintenance of wiring and electrical installations and earthing			
Fire fighting measure			
Handling of hazardous chemicals			
Availability of emergency medical care			
Safety drills conducted as per prescribed protocol			

Upload :

- Geo tagged photographs of the emergency preparedness facilities
- Details as per Data Templates.
- Any other relevant information.

8.1.7 **Software available in the institution for Teaching-Learning Process and Research (10)**

Type pf Software	Name of the Software	Program(s) in which used	Licensed or Open Software	Date of Purchase if Licenced	Validity period
Statistical analysis					
Research (Ex: Quality by Design etc.,					
Monitoring of student activities in clinical/hospital training					
Drug discovery					
Pharmacology experiments					

Upload:

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

8.1.11 **Is the Pharmacy College / laboratory accredited by any National Accrediting agency? (10)**

	Yes/NO	Year of Accreditation
NABH Accreditation of the teaching hospital		
NABL Accreditation of the laboratories		
ISO Certification of the departments / divisions		
Other Recognized Accreditation / Certifications (Specifiy details)		

Upload:

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

Data templates for Part B 5 – Physiotherapy

8.1.1 **The college/institution provides students/interns with physiotherapy exposure for hands-on practical training in the following clinical setups on an ongoing basis: (10)**

Type of Physiotheraphy Exposure	Geotagged photographs of the claim	Supporting letters from the Head of the Instituions
OPD and IPD		
Surgical and Medical ICUs		
Plastic Surgery and Burn		
Transplant Units.		
Orthopedic /Cardiac / Neuro units		

Upload:

- Year wise OPD and IPD patient statistics of the attached teaching hospital for the last five years
- Details of the posting of students / interns in the above units
- Video evidence/geotagged pictures of hands on physiotherapy practice in the above setups
- Any other relevant information.

8.1.4 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 & Nerve conduction cert, post graduation in Medical Education etc.)

(Qualifications mentioned in 2.4.2. should not be included) (10)

Number of full-time teachers with additional PG Degrees /Diplomas /Fellowships	Year of completion	Instituion from which Degrees/Diplomas/Fellowships beyond the eligibility requirement obtained	Year of joing the present institution

Upload:

- List of fulltime teachers with additional qualifications during the last 5 years
- Attested e-copies of certificates, postgraduate Degrees, Diplomas or Fellowships
- Any other relevant information.

8.1.6 **Is the teaching Hospital / clinical laboratory accredited by any National Accrediting Agency? (10)**

	Yes/NO	Year of Accreditation
NABH Accreditation of the teaching hospital		
NABL Accreditation of the laboratories		
ISO Certification of the departments / divisions		
Other Recognized Accreditation / Certifications (Specifiy details)		

Upload:

- e-copies of Certificate/s of Accreditations
- Any other relevant documents.

Data templates for Part B 6 – Ayurveda

8.1.5 **The institution has taken adequate measures to develop and maintain Herbal Garden in terms of the number of species and plants. (5)**

Year	Number of of Medicinal Plant species	Area of the Garden in acres

Upload:

- List of medicinal plant species in the herbal garden
- Area in acres
- Geo tagged photographs of the herbal garden

8.1.7 **Average annual expenditure incurred towards herbal garden development and maintenance, purchase of raw-materials and Medicines during the last five years (5)**

Year	Expenditure incurred towards herbal garden development and maintenance, purchase of raw-materials and Medicines in Rupees

Upload:

- Details of the land documents of the plantation area
- Report of activities undertaken by the institution for cultivation and propagation of medicinal plants.
- Expenditure on the purchase of raw-materials and Medicines
- Geotag photographs of the plantation area
- Audited statements of the accounts for the expenditure incurred during the last five years
- Any other relevant information

8.1.8 **Efforts of the institution to involve students in Yogic practices & promotion of such practices among the public/community (5)**

Availability of full-fledged Yoga hall (Geotagged Photographs with area)	Availability of trained Yoga demonstrator (List of Yoga Demonstrator)	**Facility for Yoga for common public (Geotagged Photographs and attendence records for last academic year)**	**Facility for therapeutic Yoga (Geotagged Photographs and attendence records for last academic year)**	**Facility for advance Yogic practices like jala neti, sutra neti etc. (Geotagged Photographs and attendence records for last academic year)**
Yes/NO	Yes/NO	Yes/NO	Yes/NO	Yes/NO

Upload:

- Geo tagged photographs
- Documents relating to the qualification and experience of the Yoga demonstrator
- Yearly data of attendance of common public and patients attending common Yoga and therapeutic Yoga.
- Attendance certified by the principal for advanced Yogic practices

8.1.9 **Efforts of the Institution towards conservation and validation of local health traditions during the last five years (10)**

Year	**Name of the Program towards conservation and validation of local health traditions**	**Duration of the Program (No of days)**	**Start Date (DD/MM/YYYY)**	**End Date (DD/MM/YYYY)**	**Number of Participants**

Upload:

- Details of the activities / programme with geo tagging
- Any other relevant information.

8.1.16 **Is the teaching hospital / clinical laboratory accredited by any National Accrediting Agency? (5)**

	Yes/NO	**Year of Accreditation**
NABH Accreditation of the teaching hospital		
NABL Accreditation of the laboratories		
ISO Certification of the departments / divisions		
Other Recognized Accreditation / Certifications (Specifiy details)		

Upload:

- e-copies of Certificate/s of Accreditations
- Any other relevant documents.

Data templates for Part B 7 – Unani

8.1.2 **The College Hospital has Ilaj bit Tadbeer units as follows: (10)**

Name of the Unit	Yes/No
Hijama unit	
Dalk unit	
Hamam unit	
Irsal alaq unit	
Nutool unit	
Huquna unit	
Fasd unit	
Pashoya unit	
Aabzan unit	
Riyazat unit	

Upload:

- List of Ilaj bit Tadbeer units available in the College Hospital
- OPD and IPD /patient statistical / attendance
- Any other relevant information.
- Geotagged photographs of the facilities in options selected / confirmation certificate from the head of the Institution

8.1.5 **Number of formulations and dosage forms prepared by the Teaching Hospital in the preceding Academic year (10)**

formulations and dosage forms prepared by the Teaching Hospital	Yes/No
Joshanda	
Khisanda	
Nuqoo	
Sharbat	
Arq	
Kushta	
Majoon	
Khamira	
Huboob	
Zimad	
Roghaniyat	
Jawarishat	
Lauq	
Maraham	
Safoof	
Qurs	

Upload:

- List of formulations and dosage forms prepared during the preceding academic year
- Geotagged photographs of the facilities with confirmation certificate from the head of the Institution
- Any other relevant information.

8.1.7 **The Department of Ilmul Saidla (Unani Pharmacy) has the following units / facilities: (10)**

Kushta Saazi unit	Stability chamber	Distillation unit	Quality Control unit
Yes/NO	Yes/NO	Yes/NO	Yes/NO

Upload:

- List of facilities available in the Department of Ilmul Saidla (Unani Pharmacy)
- Geo tagged photos
- Any other relevant information.

8.1.10 **The College provides training to the students in the following skills in respect of Unani Medicine: (10)**

Identification of Mizaj	Identification of Nabz	Identification of Drugs	Nuskha Navesi (Prescription writing)
Yes/No	Yes/No	Yes/No	Yes/No

Upload:

- List out the details of the training in skills provided to students in respect of Unani Medicine
- List of practical demonstrations conducted / organized during the last five years.
- Any other relevant information

8.1.11 ***Institution provides student training in exclusive clinics and facilities for specialised treatment such as:*** **(5)**

Geriatric care	Neuro-rehabilitation	Regimental Therapy	Parasurgical Unani procedures
Yes/No	Yes/No	Yes/No	Yes/No

Upload :

- List of training sessions in the exclusive clinics for specialized treatment year-wise during the last five years
- Geo tagged photos
- List of students undergone training
- Any other relevant information.

Data templates for Part B 8 - Siddha

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

Year	Names of teachers /Students participated	Names /details of traditional Siddha vaidhyas, community/folklore from whom Knowledge acquired.	Number of publications/presentations/Field visits/Documentation s procedures including audiovisual recording	Links/Documentation of procedures including audio-visual recording

Upload:

- Links of documentation preferably hosted in the institution's web site.
- Field visits certified Consent for knowledge transfer, Publication
- Documentation of procedures including audio-visual recording

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

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 materia

Upload:

- Collection with consent and Conservation
- Provide link for Digitized material with subtitles in english
- Attach Published work.
- Upload the consent from the Vaidyas with English translation

8.1.4 ***Capacity building in Siddha diagnostic methods such as Naadi, Neerkkuri, Neikkuri, Manikkadai Nool, etc.adopted by the institution during the last five years.*** **(10)**

Year	Name of the capacity building programs	Names of students/Teachers participated	Links of Detailed Report of the evnet with photos / videos hosted on the insitutional website

Upload:

- Details of establishment of units and facilities available with Geo-tagged photos of the claimed units with due certification of the Head of the institution
- Any other relevant information**.**

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

Year	Name of the capacity building programs	Names of students/Teachers participated	Links of Detailed Report of the event with certified photos hosted on the institutional website

Upload:

- Provide the treatment record details
- Links of Detailed Report of the event with certified photos hosted on the institutional website with geotagged photos
- Any other relevant information.

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

Theraphy Techniques	Yes/No
Chuttigai	
Vedhu	
Pugai	
Poochu	
Otradam	
Keeral	

Leech Therapy	
Podi Thimirthal	
Patru	
Peechu	

Upload

- Details of establishment of units and facilities available with Geo-tagged /videos photos of the claimed units with due certification of the Head of the institution
- The treatment record details
- Training records
- Any other relevant information.

8.1.10 **Implementation of Hospital management software. (current year) (7)**

	Yes/No	Name of the Software	Licenced/ Opensource	Validity of Licence
Readiness for hospital information software				
Policy for hospital record management in Accordance with GoI.				
Hospital Data reflects disease codes as per NAMASTHE.				
Any other hospital management system.				

Upload:

- Provide documents for the above for the assessment year.
- Copy of AMC of the softwares claimed or procurement invoice of the software
- Any other relevant information.

8.1.13 **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**

Field visits related to the above processes	Documentation of photo/video evidences	Hands on Training	Ability to reproduce	Field application
Yes/No	Yes/No	Yes/No	Yes/No	Yes/No

Upload:

- Field visit reports
- Documentary evidences for training with geotagged photos
- Training provided in the last five years
- Any other relevant information.

Data templates for Part B 9 – Homeopathy College

8.1.2 **Average percentage of full time teachers who have undergone orientation training in Pharmcovigilence / NAMSTP / NABH / other quality training in the last five years. (10)**

Year.	Number of teachers trained			
	Pharmcovigilence Training	**NAMSTP**	**NABH**	**Other Quality Training**

Upload

- List of teachers undergoing such training with training completion certificate
- Training certificates of teachers year-wise during the last 5 years.
- Data Templates
- Any other relevant information.

8.1.9 **Provision has been made to provide comprehensive student training in General, Exclusive Clinics, Research and in facilities for speciality treatments (10)**

Year	**Type of training**	**No of Students trained**	(links of Photogrphs of the events

Upload:

- List of teaching / training sessions conducted during the last 5 years.
- Data Template
- Geotagged photos
- Any other relevant information.

8.1.10 **Is the teaching hospital / laboratory accredited by any National Accrediting Agency /Agencies? (5)**

	Yes/NO	**Year of Accreditation**
NABH Accreditation of the teaching hospital		
NABL Accreditation of the laboratories		
ISO Certification of the departments / divisions		
Other Recognized Accreditation / Certifications (Specifiy details)		

Upload:

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

Data templates for Part B 10 – Allied Health Sciences College

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

Diagnostic equipment	Treatment equipment	Clinical tests and tools	Research equipment
Yes/No	Yes/No	Yes/No	Yes/No

Upload:

- List of Diagnostic, treatment, clinical tests and research equipment available in the College
- Geotagged photos
- Invoices of clinical instrumentation and tools
- Any other relevant information.

Data templates for Part B 11 – Yoga & Naturopathy College

8.1.3 **Teaching-Learning facilities available in the institution for Yoga and Naturopathy. (10)**

Traditional Classrooms	Number of ICT enabled Classrooms	Number of Yoga studio/museum	Details of Facilities avaialble for self-study	Number of rooms for meditation/gurukula education	Number of rooms for Naturopathy/Nature works	links of Geotagged Photograps

Upload :

- Detailed report and geotagged photos to explain the institutional claim
- Any other relevant information.

8.1.6 ***The institution has received Funds/Grants from Govt./ non Govt. bodies, donors, philanthropists during the last five years..*** **(10)**

Amount Recieved in Rs. From

	Government	**Philanthropists / Donors**	**Charities /Voluntary organizations**	**Foundations**
Year 1				
Year 2				
Year 3				
Year 4				
Year 5				

Upload:

- Copies of the sanction orders for the grants and the amount received
- CA certified financial details of fund received from Govt./ non Govt. bodies, individuals, philanthropists year-wise during the last five years
- Any other relevant information.

8.1.8 **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) (10)**

Year	**Name of the research Project**	**Name of the Funding Agency**	**Amount in Rupees**	**Duration of the Project**	**Date of Sanction**

Upload:

- Copies of sanction letters
- Detailed report and geotagged photos to explain the institutional claim
- Any other relevant information***.***

8.1.9 ***Total number of Yoga / Naturopathy-related events organized by the Institution for the public during the last 5 years*** **(05)**

Year	**Number of Yoga / Naturopathy-related events organized**	**Duration of the event in days**	**From - to (DD/MM/YYYY)**	**Number of participants**

Upload:

- List of Yoga / Naturopathy-related events organized year-wise by the Institution
- Detailed report and geotagged photos to explain the institutional claim
- Any other relevant information***.***

8.1.10 ***Average percentage of teachers organizing teaching and training programmes through conferences / workshops /seminars /spiritual retreats/discourses / symposia etc in Yoga and Naturopathy during the last five years*** **(10)**

Year	Name of teachers organizing teaching and training programmes	Name of the Training Program	Duration of the event in days	From - to (DD/MM /YYYY)	Number of participants

Upload:

- Year-wise list of teaching and training programmes conducted for public and students on Yoga / Naturopathy during the last five years.
- List of teachers who organized teaching and training programmes during the last five years
- Detailed report and geotagged photos to explain the institutional claim
- Any other relevant information**.**

8.1.11 **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. (10)**

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 Publication

Upload:

- Copies of Popular articles /programmes on Yoga / Naturopathy presented by teachers in State / Regional / National / International print and/or electronic media
- Links of telecast, electronic media
- Upload the published print media
- Any other relevant information**.**

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

National Assessment and Accreditation Council (NAAC), Bengaluru

Manual of Health Sciences for Colleges

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

Standard Operating Procedure for Data Verification and Validation (SOP for Health Sciences Colleges for the use of DVV partners only)

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

- Prepared by expert committee (CWG) on 07/03/2019
- Revised internally on 22/04/2019 by DVV team
- Revised internally on 28/06/2019 by DVV team
- Revised after Orientation cum Training Programme for DVV partners held at NAAC on 18th – 19th July 2019

The Director,

National Assessment and Accreditation Council (NAAC), Bengaluru

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC), BENGALURU

Manual of Health Sciences for Colleges

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

Health Sciences Manual for Colleges with Qualitative Metrics and Quantitative Metrics (applicable for all cycles and for Re-Assessment) (Applicable for the first as well as subsequent Cycles) with data templates and Glossary.

UNIFIED Manual for Health Sciences Colleges

The SOP for DVV process has 2 sections namely – Part – A for 900 weightage which is generic in nature and Part –B for 100 weightage is discipline specific in nature. Sec-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 and Re-Assessment also. This is applicable to affiliated / Constituent Colleges only. While preparing SSRs, Health Sciences Colleges have to refer both manual and SOP for DVV.

Standard Operating Procedure for Data Verification and Validation (Health Sciences Colleges) - **For DVV Partners only**

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

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

1. Meaning and need of SOP in the NAAC context:

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

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

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

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

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

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

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

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

Note:

Date: 16/01/2019

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

Sd/-

Director, NAAC

Metric No.	Metric	Documents Needed	Specific Instruction to HEI	Not to be considered
Extended Profile				
1.1	Number of students year-wise during the last five years	• Please include all the students on campus in all the semester year-wise • All semester students year-wise.	• Ensure to fill in the template completely	
1.2	Number of outgoing / final year students year-wise during the last five years	• The final year students of different program in the years of assessment period should be considered here	• Ensure to fill in the template completely	
1.3	**Number of first year students admitted year-wise in the last five years**	• The first year students of different program in the years of assessment period should be considered here	• Ensure to fill in the template completely	
2.1	Number of full time teachers year wise during the last five years	This is a year wise metric. Please consider the teachers working in the institution year-wise (Repeat counting in years allowed)	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.	
2.2	Number of sanctioned posts year wise during the last five years	• Official letter of sanction of post from the statutory body or Government • Official letter from the Board of Management or Syndicate clearly mentioning the sanction of posts	• Please include State/Central Government sanction post • Please include Management sanctioned post	
3.1	Total Expenditure excluding salary- year wise during the last five years (INR in Lakhs)	• Extract of expenditure duly audited and certified by the Chartered Accountant/Finance Officer and Head of the institution	• Highlight the total Expenditure excluding salary- year wise during the last five years	

Metrics- wise

Health Science Manual- Part A (Generic)

Metric No.	Metric	Documents Needed	Specific Instructions to HEI	Not to be considered
1.1.2	Percentage of fulltime teachers participating in BoS /Academic Council of Universities during the last five years. (Restrict data to BoS /Academic Council only)	Provide Nomination letter such as BoS and Academic Council From University	• One Full-time teacher to be counted once in a year irrespective of number of participation in the same body. • Period of one tenure of membership on any Body to be	

			considered as one count in an year. • Eg. If one teacher is a member of BOS for tenure of two years (2016-18), the count should be considered as one in 2016-17 and one in 2017-18.	
1.2.1	***Percentage of interdisciplinary/interdepartmental courses/training across the Programmes offered by the college during the last five years***	• Minutes of relevant Academic Council/BoS meetings Clearly approving the interdisciplinary Courses with specifications of departments involved • Contents shared by the SRA / Affiliating University clearly mentioning the interdisciplinary subjects	• The introduction of the course should be with-in the assessment period • The courses should be interdisciplinary in nature	
	Number of courses in all Programmes year wise during the last five years	The specified total number of subjects (papers) that the students study and write exams in order to obtain the degree.	A course is a unit in both credit based and non-credit based formal programme. A 3-credit course will have three classroom sessions of one-hour duration during each week for the entire semester. Example: Non-credit Program: BDS; Course: Prosthodontics; Credit based programme; Human Genetics Course; Genetic Engineering (4 credits).	
1.2.2	Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years	• Year-wise List of the students enrolled in the Program as defined in 1.1.2 • Course completion certificate of students	The DVV may seek for certificates of random selected students during DVV clarification	
1.3.2	***Number of value-added courses offered during the last five years that impart transferable and life skills***	• Brochure or /Course content of Value added courses	• Courses of varying durations (of at least 16 contact hours), that are optional, and offered outside the curriculum that add value and helping them students in getting placed	• Avoid courses opted by student/students not offered by the institution
1.3.3	***Average percentage of students enrolled in the value-added courses during the last five years.***	• The institution should provide list of the students as per the requirement in the template failing which the claim will not be considered • Attendance copy	• The attendance copy of 5 % of random selected specific student list will be sought by DVV during DVV clarification process. • Course completion certificate of students	

		of the students enrolled for the course		
1.3.4	**Percentage of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings (data for the preceding academic year)**	• Completion certificate of field visits/Clinical / industry internships /research projects/industry visits/community postings from the organization where internship was completed. • Internship completion certificate given to the students by the host organisation will be asked during DVV process with specific student list. • In case of field visit, course content mentioning in favour of field visit, filed visit report with list of students duly attested by the Head of the institution to be provided • Community posting certificate should be duly certified by the Head of the institution.	Only data for the preceding academic year to be considered. • One student involved in multiple Field works and/or internship should be counted as one. • The metric emphasises over and above the mandatory curriculum requirements. • Photographs along with reports of the field visits/ Clinical / industry internships/research projects/industry visits/community postings	
1.4.1	***Mechanism is in place for obtaining structured feedback on curricula/syllabi from various stakeholders*** 1 Students 2 Teachers 3 Employers 4 Alumni 5 Professionals	• Sample filled in Structured Feedback to be provided by the institution for each category claimed in SSR • Stakeholder feedback reports as stated in the minutes of meetings of the College Council /IQAC/ Curriculum Committee • URL for feedback report Define professionals in Glossary	• The feedback about curriculum development only can be considered here • Only filled –in feedback report will be considered • provide three filled forms from each criteria claimed in the SSR • Provide	Feedback otherthan Curricula / Syllabi will not be considered

1.4.2	***Feedback on curricula and syllabi obtained from stakeholders is processed in terms of*:** **Options(***Opt any one that is applicable)***:** A. Feedback collected, analysed and action taken on feedback besides such documents made available on the institutional website B. Feedback collected, analysed and action has been taken C. Feedback collected and analysed D. Feedback collected E. Feedback not collected	• URL for Stakeholder feedback report. • Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management.	• In case of option A, only those links which leads directly to the concerned web page hosting action taken report will be considered • Un available websites will not be considered. • In case of option B,C and D reports of the same shall be provided.	• Feedback not related to design and review of syllabus will not be considered
2.1.1	***Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process.***	• Copy of letter issued by state govt. or and Central Government (which-ever applicable) Indicating the reserved categories to be considered as per the GO rule (translated in English) • Final admission list published by the HEI • Admission extract submitted to the state OBC, SC and ST cell every year. • Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution.	• Include only those reserved categories as specified by State/central Government orders for admission. • Only those seats filled against the quota should be counted here. • Number of admitted cannot go more than the number allocated.	

2.1.2	***Average percentage of seats filled for the various programmes as against the approved intake***	• Relevant details certified by the Head of the Institution clearly mentioning the programs that are not covered under CET and the number of applications received for the same	• Please provide only the number. The ratio will be worked out automatically by the system and will be visible in the response	
2.1.3	***Average percentage of students enrolled demonstrates a national spread and includes students from other states***	• E-copies of admission letters of the students enrolled from other states • Copy of the domicile certificate as part of the from other states and countries and/or Previous degree/Matriculation / HSC certificate from other state or country	• In case of large data, the DVV will seek document for specific list of students during DVV clarification. •	
2.2.1	***The Institution assesses the learning levels of the students after admission and organises special programmes for advanced learners and slow performers*** 1. Adopts measurable criteria to identify ***slow*** performers. 2. Adopts measurable criteria to identify advanced learners 3. Organizes special programmes for low performers and advanced learners 4. Follows protocols to measure students' achievement	• Consolidated report of special programs for advanced learners and slow learners duly attested by the Head of the Institution	The supporting document should clearly elicit the following: • Methodology and Criteria for the assessment of Learning levels Details of special programmes • Details of outcome measures	
2.2.2	***Student - Fulltime teacher ratio (data for the preceding academic year)***	This is an automatic metric. Both values used in the formula is obtained from extended profile	• A teacher employed for at least 90 per cent of the normal or statutory number of hours of work for a full-time teacher over a complete academic year is classified as a full-time teacher.	• Avoid inclusion of part-time / Ad-hoc / visiting faculty

2.3.2	***Institution facilitates the use of Clinical Skills Laboratory / Simulation Based Learning*** **The Institution:** 1. Has Basic Clinical Skills / Simulation Training Models and Trainers for skills in the relevant disciplines. 2. Has advanced simulators for simulation-based training 3. Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation based learning. ***4.*** Conducts training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning	• Proof of Establishment of Clinical Skill Laboratories • Proof of patient simulators for simulation-based training • Report on training programmes in Clinical skill lab/simulator Centre • Details of training programs conducted and details of participants. • Geotagged Photos of the ***Clinical Skills Laboratory***	Provide supporting documents mentioned as according to the choice of the institution among A,B,C,D	
2.3.4	***Student :Mentor Ratio (preceding academic year)***	• Copy of circular pertaining the details of mentor and their allotted mentees • Approved Mentor list as announced by the HEI • Allotment order of mentor to mentee • In addition, issues raised and resolved in the mentor system has to be attached mentor-wise	• Only full-time teachers can be considered as mentors.	
2.4.1	***Average percentage of fulltime teachers against sanctioned posts during the last five years***	• Sanction letters indicating number of posts (including Management sanctioned posts) by competent authority (in	• Appointment letter of selected faculty will be asked during DVV clarification stage • All full-time teachers with at least 90% prescribed workload should be counted as full-time teachers	

		English/translated in English) • This is automatic metric and the values are derived from the extended profile		
2.4.2	***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 /Affiliating Universities.***	• Copies of Guide-ship letters or authorization of research guide provide by the university	• These guide-ship awarded before the assessment period can be considered here • Repeat count of the guides in each year is allowed • If the data is large, details selected (about 5%)faculty will be asked during DVV clarification stage if the data is large • Please do not include those mentioned in 6.5.2	
2.4.3	***Average Teaching experience of fulltime teachers in number of years (preceding academic year)***	• Consolidated Experience certificate duly certified by the Head of the institution	• The experience certificate of selected faculty (about 5%) will be asked during DVV clarification stage (Consider the experience of the faculty in other institutions as well, if any)	
2.4.4	***Average percentage of teachers trained for development and delivery of e-content / e-courses during the last 5 years***	• Certificate of completion of training for development of *and delivery of e-contents / e-courses / video lectures / demonstrations* • Web-link to the contents delivered by the faculty hosted in the HEI's website o Reports of the e-training programmes o e-contents / e-courses developed	• Training completion certificate of selected faculty (about 5%) will be asked during DVV clarification stage	
2.4.5	***Average Percentage of fulltime teachers who received awards and recognitions for excellence in teaching, student mentoring, scholarships,***	• e-Copies of award letters (scanned or soft copy) • Awards claimed without certificates will not be considered	List of awards / recognition in Health Sciences • Award that are local in nature need to be avoided. Only State, National and International level from Government, recognised	Awards claimed without certificates will not be considered

	professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / academies during the last five years		bodies only should be considered • The date of award should fall with-in the assessment period • One Full-time teacher to be counted once for a year irrespective of number of awards or recognition in the same year.	
2.5.4	The Institution provides opportunities to students for midcourse improvement of performance through specific interventions Opportunities provided to students for midcourse improvement of performance through*:* **Options(***Opt one which is applicable to you)***:** 1. Timely administration of CIE 2. On time assessment and feedback 3. Make-up assignments and tests ***4.*** Remedial teaching	• Policy document of the options claimed by the instititution duly signed by the Head of the Institution • Re-test and Answer sheets • List of opportunities provided for the students for midcourse improvement of performance in the examinations	**Retest and answer papers** will be asked during DVV clarification stage**.**	
2.6.2	***Incremental performance in Pass percentage of final year students in the last five years***	• Reports from Controller of Exam (COE) office/ Registrar evaluation mentioning the relevant details and the result analysis performed by the institution duly attested by the Head of the Institution • Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the last five years.	• Consider only pass of final year examination thus qualifying the degree program	

2.7.1	***Online student satisfaction survey regarding teaching learning process.***	• Database of all currently enrolled students as per the Data Template (Details to be provided during SSR submission only)		
3.1.1	***Percentage of teachers recognized as PG/ Ph.D research guides by the respective University***	• Copies of Guide-ship letters or authorization of research guide provide by the university	• These guide-ship awarded before the assessment period can be considered here • Repeat count of the guides in each year is allowed • If the data is large, details selected (about 5%)faculty will be asked during DVV clarification stage if the data is large • Please do not include those mentioned in 6.5.2	
3.1.2	***Average Percentage of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research participation in conference during the last five years***	• Fellowship award letter / grant letter from the funding agency	• Claims without grant letter will not be accepted	
3.1.3	***Number of research projects/clinical trials funded by government, industries and non-governmental agencies during the last five years***	• E-copies of the grant award letters for research projects sponsored by Government, industries and non-government sources such as industries, corporate houses etc	• The funding should be from the external agencies not related to the institution • Funding grants for projects from the management etc. will not be admitted here • Data will not be considered without documentations prescribed	
3.2.2	***Number of workshops/seminars conducted on Intellectual Property Rights (IPR) Research methodology, Good Clinical, Laboratory, Pharmacy and Collection practices, writing for Research Grants and Industry-Academia Collaborations during the last five years***	• Report of the ***workshops/seminars with photos***	The focus of the workshop/seminar should be on Intellectual Property Rights (IPR), Research methodology, Good Clinical, Laboratory, Pharmacy and Collection Practices, Research Grant-writing and Industry-Academia Collaborations	
3.3.1	***The institution ensures implementation of its stated Code of Ethics for research.*** ***The implementation of***	• Web link of the approved code of Ethics • Minutes of meetings of the committees	• Provide the copy of code of ethics for research, preferably hosted in the web • If hosted in the web, provide the web link leading to the	

	the stated Code of Ethics for research is ensured by ***1. There is an institutional ethics committee that oversees implementation of all research projects*** ***2. All research projects including student projects are subjected to institutional ethics committee clearance.*** ***3. The Institution has plagiarism check software based on the institutional policy*** ***4. Norms and guidelines for research ethics and publication guidelines are followed***	with reference to the code of ethics	landing page where code of ethics for research is hosted. • If the link leads to the home page, the claim will not be considered.	
3.3.2	***Average number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines received per recognized PG teacher* of the Institution during the last five years***	PhD***/ DM/ M Ch/ PG Degree received*** letters of students (with guide's name mentioned)	• Number of PhD***/ DM/ M Ch/ PG received*** (not-ongoing) under every eligible research guide working as faculty in the institution should be considered. • The recognised guides should be authenticated with guide-ship letters awarded by the University. • If the data is large, details of guide-ship letter/award details for selected faculty will be asked during DVV clarification process • PhD awarded during the assessment year alone will be considered here	• Eligibility to become Ph. D guide as decided by SRA is 5 years of teaching experience and 4 publications • Approval letter from the Competent Authorities
3.3.3	***Average number of papers published per teacher in the Journals notified on UGC - CARE list in the UGC website/Scopus/ Web of Science/ PubMed during the last five years***	• This metric inputs will be verified by Inflibnet • Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	• Only ***Journals notified on UGC website / PubMed / Scopus / Web of Science*** approved Journals will be considered. • In the template paste the link of UGC approved list of journals available in this link: https://www.ugc.ac.in/journallist like https://www.ugc.ac.in/journallis t/ugc_admin_journal_report.aspx ?eid=Mjc2MDk= for each publication • In case of research papers published in deleted list of UGC until 2nd may 2018, the	

			details in the link column may please mentioned as: the S.No of the journal –Deleted list • In case of publications in journals indexed in *PubMed / Scopus / Web of Science please provide the links*	
3.3.4	***Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings indexed in UGC-CARE list on the UGC website/Scopus/Web of Science/PubMed/ durin g the last five years***	• This metric inputs will be verified by Inflibnet	• Publications without ISBN number will not be considered • Publications without ISBN/ISSN number will not be considered • If the data is large, specific sample publications will be sough bye DVV (about 5%) during DVV clarification during DVV clarification UGC care	
3.4.1	***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.***	• List of extension and outreach activities year-wise during the last five years • List of students in NSS/NCC/Red Cross/YRC involved in the extension and outreach activities year-wise during the last five years • Photographs or any supporting document in relevance • Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated	• Can be supplemented with News paper reports of events. • Total number of activities conducted, Certified by the Principal.	
3.4.2	**Average percentage of students participating in extension and outreach activities engaging/NSS/NCC/Re d Cross/ YRC/ *Institutional club setc.,* during the last 5 years**	• Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating	List of participated students signed by the Principal.	

		agency participated and amount generated • Photographs or any supporting document of relevance should have proper captions and dates		
3.5.1	***Average Number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc.., per year for the last five years***	• Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated and amount generated	• Photographs or any supporting document of relevance should have proper captions and dates	
3.5.2	***Total number of Functional MoUs with Institutions/ Industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. year-wise during the last five years***	• E-copies of the MoU's with institution/ industry/ corporate house, Indicating the start date and completion date	• The MoU should be functional during the assessment period • If the MoU is for three years viz 2011-2013, it shall be counted only once. • MoU without start date and end date shall be rejected • MoU signed before 5 year but now functional may be considered. • MoU need not be on stamp paper.	
4.1.4	***Average percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during the last five years***	• Provide the consolidated fund allocation towards infrastructure augmentation facilities duly certified by Finance Officer / Chartered Accountant • Highlight the relevant items in the balance sheet	• This metric is supposed to be looked at with the perspective of **infrastructure augmentation only** • In case of privately funded College the document should be certified by Chartered Accountant / Finance Officer.	• Avoid recurring expenditure on laboratory and acquisition of books and journals
4.2.2	***Average number of Patients per year treated as outpatients and in patients in the teaching hospitals for the last five years***	• Extract of patient details duly attested by the Head of the institution		
4.2.3	*Average number of*	• Detailed report of activities and		

	students per year exposed to learning resource such as Laboratories, Animal House & Herbal Garden (in house OR hired) during the last five years	list of students benefitted due to exposure to learning resource		
4.2.4	***Availability of infrastructure for community based learning*** **Institution has:** 1. Attached Satellite Primary Health Centers 2. Attached Rural Health Centers available for training of students 3. Attached Urban Health Centre for training of students ***4.*** Residential facility for students / trainees at the above peripheral health centers / hospitals	• Geotagged photos of health centres • Government Order on allotment/assignment of PHC to the institution • Documents of resident facility	• Supporting document to be provided as per the claim of the institution amongst A/B/C	
4.3.3	***Does the Institution have an e-Library with membership/subscription for the following:*** ***Options*** 1. e – journals / e-books consortia 2. e - ShodhSindhu 3. Shodhganga 4. SWAYAM Discipline-specific Databases	• E-copy of subscription letter/membership letter or related document with the mention of year to be submitted	• Scan copy of books claimed as ebooks cannot be accepted. • In the absence of appropriate subscription letter, the claims will not be considered	
4.3.4	***Average annual expenditure for purchase of books and journals*** including e-resources ***during the last five years***	• provide consolidated extract of expenditure for purchase of books and journals during the last five years duly attested by Chartered Accountant • **Audited Statement highlighting the expenditure for purchase of**		

		books and journal / library resources. • Proceedings of Library Committee meetings for allocation of fund and utilization of fund		
4.3.6	***E-content resources used by teachers :*** 1. NMEICT/NPTEL 2. other MOOCs platforms 3. SWAYAM 4. Institutional LMS 5. e-PG-Pathshala	• Give links e-content resources used by the teachers	• Informal e-content will not be accepted	
4.4.1	**Percentage of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities (data for the preceding academic year)**	• Geo-tagged photos of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities.		
4.4.3	***Available bandwidth of internet connection in the Institution (Leased line)*** Opt any one: A. ≥1 GBPS B. 500 MBPS - 1 GBPS C. 250 MBPS - 500 MBPS D. 50 MBPS - 250 MBPS ***E.*** <50 MBPS	• Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth		• Snap shot of speed test for wifi/internet facility will not be considered
4.5.1	***Average percentage of expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years***	• Provide balance sheet highlighting the items of expenditure incurred on **<u>maintenance</u>** of physical facilities and academic support facilities duly certified by Chartered Accountant. • Provide budget extract incurred on	• The emphasis of this metric is in the **maintenance of physical and academic support facilities**	

		<u>maintenance</u> o f physical facilities and academic support facilities duly certified by Chartered accountant.		
5.1.1	***Average percentage of students benefited by scholarships /free-ships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years***	• Upload sanction letter of scholarship. • Consolidated document of freeships and number of beneficiaries in each • Year-wise list and number of beneficiaries	• Government Scholarships (both state and central) / Non-Government Scholarships • For large data, the DVV will ask documents for specific no of students in specific schemes during DVV clarification	
5.1.2	***Capability enhancement and development schemes employed by the institution for students*** 1. Soft skills development 2. Language and communication skill development 3. Yoga and wellness 4. Analytical skill development 5. Human value development 6. Personality and professional development 7. Employability skill development	• Detailed report of the Capacity enhancement programs and other skill development schemes		
5.1.3	***Average percentage of students provided training and guidance for competitive examinations and career counselling offered by the Institution during the last five years***	• Institutional website. Web-link to particular program/scheme mentioned in the metric • Copy of circular/ brochure/report of the event/ activity report Annual report of Pre-Examination Coaching centres • Year-wise list of students attending each	• "Students benefited" refers to students enrolled / attending the said programs	

		of these schemes signed by competent authority		
5.1.5	***The Institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and prevention of ragging*** *a. Adoption of guidelines of Regulatory bodies* *b. Presence of the committee and mechanism of receiving student grievances (online/ offline)* *c. Periodic meetings of the committee with minutes* *d. Record of action taken*	• Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee. • Circular/web-link/ committee report justifying the objective of the metric	• Report of incident management of grievances from the concerned cell is essential. • The mechanism of redressal should be available as document and preferably hosted in the HEI's Website. The link of the same shall be provided to validate the same.	
5.2.1	***Average percentage of students qualifying in state/ national/ international level examinations (eg: GATE/GMAT/GPAT /CAT/ NEET/ GRE/ TOEFL/PLAB/USMLE /AYUSH/Civil Services/ Defence/UPSC/State Government examinations/ AIIMSP GET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) during the last five years***	• Pass Certificates of the examination • Copies of the qualifying letters of the candidate	• List of Students qualifying in the exams, certified by the Prinicipal of the College. In absence of certificate, the claim will not be considered. • In case of large data, certificates of specific list of students will be sought during DVV clarification	
5.2.2	***Average percentage of placement / self-employment (in relevant field) in professional services of outgoing students during the last five years***	• Annual reports of Placement Cell. • In case of ***self-*** employed professional services, registration with MCI or any other professional Body and documents for registered clinical Practitioner.	• In case of large data, documents of specific list of students will be sought during DVV clarification	
5.2.3	***Percentage of the batch of graduated students of the preceding year, who have progressed to***	• Upload supporting data for student/alumni as per data template. • Any proof of	• The details of selected students progressing to higher education will be asked by DVV during DVV clarification. The validating	

	higher education	admission to higher education	document for the same to be provided then.	
5.3.1	***Number of awards/medals for outstanding performance in sports/cultural activities at state /regional (Zonal) /national/international events (award for a team event should be counted as one) during the last five years***	• Duly certified e-copies of award letters and certificates.	• Only state /regional (Zonal*)* national or international achievements will be considered.`	• Participation/ appreciation certificates at the regional /local /institutional levels should be avoided • Inter collegiate competitions will not be considered here
5.3.3	***Average Number of sports and cultural activities / competitions organised in the Institution per year (during the last five years)***	• Report of the events/along with photographs appropriately dated and captioned year-wise. • Copy of circular/ brochure indicating such kind of activities	• Events cannot be split into activities • Only the activities organised by the institution need to be considered	
5.4.2	**Provide the areas of contribution by the Alumni Association / chapters during the last five years** A. Financial / kind B. Donation of books /Journals/ volumes C. Students placement D. Student exchanges E. Institutional endowments	• List of Alumni contributions made during the last 5 years • Annual audited statements of accounts. Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Chartered Accountant/ Finance Officer and Head of the Institutions • For B/C/D Certification by the head of the institution	• If the data is large, the DVV will seek for document of specific list of Alumni contributions during DVV clarification	
6.2.2	***Implementation of e-governance in the following areas of operation*** 1. Planning and Development 2. Administration	• Institutional budget statements allocated for the heads of E_governance implementation • ERP Document • Screen shots of user		

	(including Hospital Administration & Medical Records) 3. Finance and Accounts 4. Student Admission and Support 5. Examination	interfaces of each module • Annual e-governance report approved by Governing Council/ Board of Management/ Syndicate • Policy documents		
6.3.2	***Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years***	• Policy document on providing financial support to teachers • E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head. • Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies.	• Complimentary benefits incorporated in the policy of promotion of quality through financial support to attend conferences/ workshops and towards membership fee of professional bodies in institutions may be considered. • If the data is large, the DVV will seek for document of specific list of teachers during DVV clarification	
6.3.3	***Average number of professional development / administrative training programmes organized by the Institution for teaching and non-teaching/technical staff during the last five years***	• Detailed program report for each program should be made available Reports of the Human Resource Development Centres (UGC ASC or other relevant centres). • Reports of Academic Staff College or similar centers Verification of schedules of training programs • Copy of circular/ brochure/report of training program self conducted program may also be considered	• The program should be minimum of one day duration	
6.3.4	***Average percentage of teachers undergoing Faculty Development Programmes (FDP)***	• Annual reports of the AQAR submitted to NAAC (not	• Kind of programs undergone by the faculty for updating their knowledge in their subject related domain	

	including online programmes (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.) during the last five years	applicable to Cycle I Colleges) • E-copy of the certificate of the program attended by teacher • Days limits of program/course as prescribed by UGC/AICTE or Preferably Minimum one day programme conducted by recognised body/academic institution	• One teacher attending one or more professional development Program in a year to be counted as one only. • The DVV will ask for certificates of specific faculty during DVV process as a part of validation	
6.4.3	***Funds / Grants received from government / non-government bodies / philanthropists during the last five years (excluding scholarships and research grants covered under Criterion III)***	• Annual statements of accounts. • Copy of letter indicating the grants/funds received by respective agency as stated in metric • Provide the budget extract of audited statement towards Grants received from Government / non-government bodies, individuals, philanthropist duly certified by chartered accountant / Finance Officer	• If the data is large, the DVV will seek for document of specific list of *Funds / Grants received from government / non-government bodies / philanthropists* during DVV clarification	• Avoid duplication • Funds from own institutions/ own trust and sister institutions not to be considered
6.5.2	***Average percentage of teachers attending programs/workshops/seminars specific to quality improvement in the last five years***	• Details of programmes/workshops/seminars specific to quality improvement attended by teachers year-wise during the last five years • List of teachers who attended programmes/workshops/seminars specific to quality improvement year-wise during the	• The emphasis of the metric is orientation on institutional quality improvement • Exclude the ones claims in 6.3.4	

		last five years • Certificate of completion/participation in *programs/ workshops/seminars specific to quality improvement*		
6.5.3	***The Institution adopts several Quality Assurance initiatives: The institution has implemented the following QA initiatives:*** ***1. Regular meetings of the Internal Quality Assurance Cell (IQAC)*** ***2. Feedback from stakeholders collected, analysed and report submitted to College Management for improvements*** ***3. Organization of workshops, seminars and orientation programmes on quality initiatives for teachers and administrative staff*** **4. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF, NABH, NABL etc.,)**	• Minutes of the meetings of IQAC (not applicable to Cycle I) • Report of the feedback from the stakeholders duly attested by the Board of Management • Report of the workshops, seminars and orientation program • AQAR submitted to NAAC and other applicable certification from accreditation bodies (not applicable to Cycle I)	• Provide the supporting documents as per the claim of the institution in the metrics	
7.1.1	***Total number of gender equity sensitization programmes organised by the institution during the last five years***	• Detailed program report with photographs (date and caption) for each program should be made available • Copy of circular/brochure/ Report of the program • Extract of Annual report	• The focus of the program should be on gender equity/promotion	• Avoid programme which does not pertain to gender.
7.1.3	***The Institution has facilities for alternate sources of energy and energy conservation measures*** 1. Solar energy 2. Biogas plant 3. Wheeling to the Grid	• Geo tagged photos • Installation receipts • *Facilities for alternate sources of energy and energy*	• The documents to be provided as per the options chosen by the institution	

	4. Sensor-based energy conservation 5. Use of LED bulbs/ power efficient equipment	*conservation measures*		
7.1.5	***Water conservation facilities available in the Institution:*** 1. Rain water harvesting 2. Borewell /Open well recharge 3. Construction of tanks and bunds 4. Waste water recycling 5. Maintenance of water bodies and distribution system in the campus	• Geo tagged photos • Installation or maintenance reports of Water conservation facilities available in the Institution	• The documents to be provided as per the options chosen by the institution	
7.1.6	***Green campus initiatives include:*** 1. Restricted entry of automobiles 2. Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on the use of Plastics 5. Landscaping with trees and plants	• Geotagged photo Code of conduct or visitor instruction displayed in the institution • Geo tagged photos of the facilities as claimed by the institution		
7.1.7	***The Institution has disabled-friendly, barrier free environment*** • Built environment with ramps/lifts for easy access to classrooms. • Disabled-friendly washrooms • Signage including tactile path, lights, display boards and signposts • Assistive technology and facilities for persons with disabilities (*Divyangjan*) accessible website, screen-reading software, mechanized equipment • Provision for enquiry and information : Human assistance,	• Geo tagged photos of the facilities as per the claim of the institution		

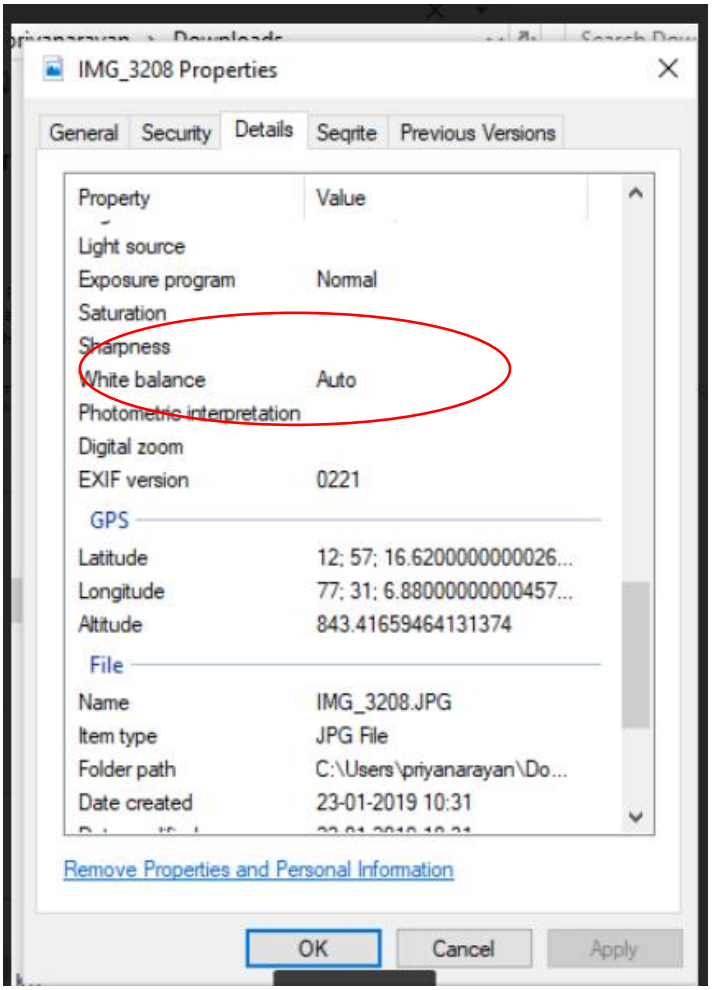
	reader, scribe, soft copies of reading material, screen reading			
7.1.9	***Code of conduct handbook exists for students, teachers and academic and administrative staff including the Dean / Principal /Officials and support staff.*** 1. The Code of conduct is displayed on the website 2. There is a committee to monitor adherence to the code of conduct 3. Institution organizes professional ethics programmes for students, teachers and the academic and administrative staff 4. Annual awareness programmes on the code of conduct are organized	• Weblink of the code of conduct • Details of the monitoring committee of the code of conduct • Details of Programs on professional ethics and awareness programs	These documents are expected to be hosted in the website of the HEI for public access	

General Guidelines:

- The NAAC Portal supports only 2MB data for each metric. To extent possible kindly upload the data in NAAC website only. If the attachments exceeds 2MB, please host the supporting documents in the HEI's website and provide the link of the same in the template and/or in the HEI-DVV clarification Space
- While proving the links of the HEI's website where the supporting documents are hosted, please provide the link in the HEI clarification box. While providing the links in running text, please press ''enter'' and then pate the link and again press ''enter''. This will enable hyperlink.
- Please provide the supporting documents during the SSR submission to facilitate speedy DVV clarification process.
- **I**t is mandatory to fill the templates in format provided by NAAC and attach the same in SSR. The HEI is not supposed to alter the format in which data is sought in template.
- It is mandatory to respond to all the DVV clarification raised in extended profile and metrics with in stipulated time. If the data is large, ensure to fill the data template. During DVV clarification, the DVV will seek for sample selective documents for validation. It is mandatory to provide documents of all the samples sought by DVV, failing which pro rata data will be implemented.
- Data should not be hosted in Google drive and in any third party websites. The data should be either in the NAACs portal or in the HEI website

- The data that are hosted in the HEI's website should not be changed after the submission of link to the NAAC. Such incidences will be viewed seriously as misappropriation of data and may lead to actions against the HEI.
- The instruction while providing links should ensure that the links work properly and are operational. The institution also should give the links as appropriate to the metric and not general links whose landing page is the HEI's home page. In case the links does not work during DVV clarification, it would deem fit to the decision of DVV.
- Content of the Supporting document s in regional languages should be translated in English and should be duly signed by the head o the institution. The translated copy should be uploaded along with the regional language document.
- Geotagging: Kindly follow the steps to obtain a Geo-tagged photo

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



Standard Operating Procedure for Data Verification and Validation (SOP for Health Sciences Colleges) for Part B

Metric ID	Metric	Documents Needed by DVV	Specific Instruction to HEI
Health Science Manual- Part B			
Part B 1 Medical			
8.1.1	NEET percentile scores of students enrolled for the MBBS programme for the preceding academic year.	• Data as per Data template • Calculation as per the formula	
8.1.3	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 & IFME Fellowships, Ph D in Medical Education etc.) (excluding those mentioned in metric 2.4.2)	List of teachers and their Course completion and degree certificate of additional postgraduate Degrees/ Diplomas /Fellowships beyond the eligibility requirements from recognized centers/universities in India or abroad	Along with the list of teachers, the degree certificates of the claim should also be asked for and verified
8.1.9	Is the teaching hospital / clinical laboratory accredited by any National Accrediting Agency?	Copy Valid Accreditation certificate of the agencies selected by the institution	accreditation certificates of the options given by the institutions should be asked
8.1.10	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.	List of the first year students provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work year-wise during the last five years duly certified by the Head of the institution	
Health Science Manual- Part B 2 - Dental			
8.1.1	NEET percentile scores of students enrolled for the BDS programme for the preceding academic year.	• Data as per Data template • Calculation as per the formula	
8.1.3	Institution follows infection control protocols during clinical teaching during during ***preceding academic year***	• Registers maintained by the institution for the selected option. • Central Sterile Supplies Department (CSSD) Register (Random Verification by DVV) • Disinfection register (Random Verification by DVV) • Immunization Register of preceding academic year • Relevant records / documents for all 6 parameters	
8.1.5	***The students are trained for using High End Equipment for Diagnostic and therapeutic purposes in the Institution.*** ***Data for the preceding academic year***	• Invoice of Purchase • Usage registers • Geotagged photos of the facilities, and list of students trained in the opted facilities	

8.1.6	Institution provides student training in specialized clinics and facilities for care and treatment such as	• Certificate from the principal/competent authority • Geotagged photos of the facilities, and list of students trained in the opted facilities • Any other relevant information	
8.1.7	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 & IFME Fellowships, Ph D in Dental Education etc.) during last five years	List of teachers and their Course completion and degree certificate of additional postgraduate Degrees/Diplomas/Fellowships beyond the eligibility requirements from recognized centers/universities in India or abroad	Along with the list of teachers, the degree certificates of the claim should also be asked for and verified
8.1.9	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.	Policies documents regarding preventive immunization of students, teachers and hospital staff likely to be exposed to communicable diseases during their clinical work. List of the first year students provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work for last five years duly certified by the Head of the institution	
8.1.11	Average per capita expenditure on Dental materials and other consumables used for student training during the last five years.	CA certified year-wise expenditure statement indicating extracts of per- capita expenditure on Dental materials and other consumables used for student training during the last five years Private Institutions have to submit audited reports along with certificate from the Principal.	The DVV Partners may use uniform format for the same
Health Science Manual- Part B 3 Nursing			
8.1.2	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.)	List of full time teachers and their Course completion and degree certificate of additional postgraduate Degrees/Diplomas/Fellowships beyond the eligibility requirements from recognized centers/universities in India or abroad Attested e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships certificates.	Along with the list of teachers, the degree certificates of the claim should also be asked for and verified

8.1.4	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	List of the first year students provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work for last five years duly certified by the Head of the institution Policies documents regarding preventive immunization of students, teachers and hospital staff likely to be exposed to communicable diseases during their clinical work.	
8.1.5	Is the teaching hospital / clinical laboratory accredited by any National Accrediting Agency?	Copy Valid Accreditation certificate of the agencies selected by the institution	Accreditation certificates of the options given by the institutions should be asked. ISO for Institutions / departments with validity period to be insisted. If the validity period is expired, renewal application made for ISO with proof to be considered.
8.1.8	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.	Nomination letter of the faculty or invitation letter to attend the meetings in various committees of the University/ Technical advisory group/ Core Committee members of various committees of Govt/WHO/INC/State/National Bodies	If the number is large, random selected details will be asked during DVV clarification
Health Science Manual- Part B 4 Pharmacy			
8.1.1	Module developed on competency based curriculum enrichment as per PCI / AICTE guidelines during the last five years	• Detailed Report of the modules developed and photographs of the activities developed preferably hosted on the institutions website and links shred in response • **List of modules for competency based curriculum enrichment developed by the college** • **List of students who participated in the programme.**	If the number is large, random selected details will be asked during DVV clarification
8.1.2	Internal assessment methods adopted (preceding academic year data)	Sample copy of the selected option except the written examination Certificate from the Principal of the Institutions	The DVV partner to moderate the sample as per the choice made in the metrics, and the DVV to exempt written examination

8.1.3	Average percentage of Quality Improvement Programme (QIP)/ leadership training organized by SRA bodies and professional bodies and undergone by teachers	• List of QIP programme • List of teachers who have participated in the QIP / Leadership training programme • Detailed report of the Quality improvement programs with photographs	If the number is large, random selected details will be asked during DVV clarification
8.1.4	Percentage of teachers who have membership in professional bodies (i.e., IPA, APTI, IPGA, IHPA,AASP, FIP , IACP etc.,) during the last five years	• List of teachers who are registered members of professional bodies. • Valid membership certificate of each claim made in the SSR.	If the number is large, random selected details will be asked during DVV clarification
8.1.5	Safety norms adopted and preparedness available in the college.	• Report of audit of maintenance of the facilities claimed with geo-tagged photos	The details to be asked as per the choice made by the institution in SSR
8.1.7	Software available in the institution for Teaching-Learning Process and Research	• List of the Software for teaching Learning process • Copy of AMC of the softwares claimed or procurement invoice of the sorftware	The details to be asked as per the choice made by the institution for the metric in SSR
8.1.11	Is the Pharmacy College / laboratory accredited by any National Accrediting agency?	Copy of Valid Accreditation certificate of the agencies selected by the institution	Accreditation certificates of the options given by the institutions should be asked
Health Science Manual- Part B 5 Physiotherapy			
8.1.1	The college/institution provides students/interns with physiotherapy exposure for hands-on practical training in the following clinical setups on an ongoing basis:	Links of Geotagged photographs of the claim and letters from the Head of the institution supporting the claim	The details to be asked as per the choice made by the institution for the metric in SSR
8.1.4	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 & Nerve conduction cert, post graduation in Medical Education etc.)	• Attested e-copies of certificates, postgraduate Degrees, Diplomas or Fellowships • List of full time teachers and their Course completion and degree certificate of additional postgraduate Degrees/Diplomas/Fellowships beyond the eligibility requirements from recognized centers/ universities in India or abroad	Along with the list of teachers, the degree certificates of the claim should also be asked for and verified
8.1.6	Is the teaching Hospital / clinical laboratory accredited by any National Accrediting Agency?	Copy Valid Accreditation certificate of the agencies selected by the institution	Accreditation certificates of the options given by the institutions should be asked

Health Science Manual- Part B 6 Ayurveda			
8.1.5	The institution has taken adequate measures to develop and maintain Herbal Garden in terms of the number of species and plants.	Geo-tagged photos of the medical garden with list of medicinal plants	If the number is large, random selected details will be asked during DVV clarification
8.1.7	Average annual expenditure incurred towards herbal garden development and maintenance, purchase of raw-materials and Medicines during the last five years	• CA /Finance Officer certified extract of expenditure incurred towards herbal garden development and maintenance, purchase of raw-materials and Medicines year wise for last five years duly signed by the Head of the Institution • Details of the land documents of the plantation area • Report of activities undertaken by the institution for cultivation and propagation of medicinal plants. • Expenditure on the purchase of raw-materials and Medicines • Geotag photographs of the plantation area • Audited statements of the accounts for the expenditure incurred during the last five years	If the number is large, random selected details will be asked during DVV clarification
8.1.8	Efforts of the institution to involve students in Yogic practices & promotion of such practices among the public/community	• Geotagged Photographs and attendance records for last academic year for programs claimed • Documents relating to the qualification and experience of the Yoga demonstrator • Yearly data of attendance of common public and patients attending common Yoga and therapeutic Yoga.	If the number is large, random selected details will be asked during DVV clarification
8.1.9	Efforts of the Institution towards conservation and validation of local health traditions during the last five years	Detailed report of the events of the programs claimed with Geo-tagged photos	If the number is large, random selected details will be asked during DVV clarification
8.1.16	Is the teaching hospital / clinical laboratory accredited by any National Accrediting Agency?	Copy Valid Accreditation certificate of the agencies selected by the institution	Accreditation certificates of the options given by the institutions should be asked
Health Science Manual- Part B 7 Unani			
8.1.2	The College Hospital has Ilaj bit Tadbeer units as follows:	• Details of establishment of units and facilities available with Geo-tagged photos of the	The details of all the choices made by the institution in the metric needs to be verified

		claimed units with due certification of the Head of the institution • OPD and IPD /patient statistical / attendance • List of Ilaj bit Tadbeer units available in the College Hospital	
8.1.5	Number of formulations and dosage forms prepared by the Teaching Hospital in the preceding Academic year	• Details of the formulations and dosage forms prepared by the Teaching Hospital duly certified by the head of the institution • Geotagged photographs of the facilities with confirmation certificate from the head of the Institution	The details of all the choices made by the institution in the metric needs to be verified
8.1.7	The Department of Ilmul Saidla (Unani Pharmacy) has the following units / facilities:	Details of establishment of units and facilities available with Geo-tagged photos of the claimed units with due certification of the Head of the institution	The details of all the choices made by the institution in the metric needs to be verified
8.1.10	The College provides training to the students in the following skills in respect of Unani Medicine:	• Details of list of students trained in the claimed skills duly attested by the head of the institution • List of practical demonstrations conducted / organized during the last five years.	The details of all the choices made by the institution in the metric needs to be verified
8.1.11	Institution provides student training in exclusive clinics and facilities for specialised treatment such as:	• Details of list of students trained in the claimed Specialised treatment duly certified by the head of the institution • List of training sessions in the exclusive clinics for specialized treatment year-wise during the last five years • Geo tagged photos	
Health Science Manual- Part B 8 Siddha			
8.1.1	The college facilitates documentation, adoption and dissemination of traditional Siddha Knowledge acquired from traditional Siddha Vaidhyas, community/folklore during the last five years.	• Links of documentation preferably hosted in the institution's web site. • Field visits certified Consent for knowledge transfer, Publication • Documentation of procedures including audio-visual recording	If the number is large, random selected details will be asked during DVV clarification
8.1.2	The students have scope/facility for collecting, reading, conserving and digitizing of Palm leaves/ cudgeon leaves/ manuscripts during the last five years	• Collection with consent and Conservation • Provide link for Digitized material with subtitles in english • Attach Published work. • Report on facilities for	If the number is large, random selected details will be asked during DVV clarification

		facility for collecting, reading, conserving and digitizing of Palm leaves/ cudgeon leaves/ manuscripts and report on activities on same • The consent from the Vaidyas with English translation	
8.1.4	Capacity building in Siddha diagnostic methods such as Naadi, Neerkkuri, Neikkuri, Manikkadai Nool, etc.adopted by the institution during the last five years.	• Details of establishment of units and facilities available with Geo-tagged photos of the claimed units with due certification of the Head of the institution	The details of all the choices made by the institution in the metric needs to be verified
8.1.6	Occupational/physiotherapy and Thokkanam for differently abled children during the last five years.	• Provide the treatment record details • Links of Detailed Report of the event with certified photos hosted on the institutional website with geotagged photos	The details of all the choices made by the institution in the metric needs to be verified
8.1.7	Hands on training on Siddha external therapy techniques/ procedures during the last five years.	• Details of establishment of units and facilities available with Geo-tagged /videos photos of the claimed units with due certification of the Head of the institution • The treatment record details • Training records	The details of all the choices made by the institution in the metric needs to be verified
8.1.10	Implementation of Hospital management software. (current year)	• Provide documents for the above for the assessment year. • Copy of AMC of the softwares claimed or procurement invoice of the software	The details to be asked as per the choice made by the institution for the metric in SSR
8.1.13	Enhancement of knowledge related to preparation and documentation of Higher Order Siddha medicines/Unique Siddha preparations during last five years. • Kattu, Kalangu, Chunnam, Pooneeru and muppu • Learning and documentation of purification processes of raw materials, methods of preparation	• Field visit reports • Documentary evidences for training with geotagged photos • Training provided in the last five years	The details to be asked as per the choice made by the institution for the metric in SSR
Health Science Manual- Part B 9 Homeopathy			
8.1.2	Average percentage of full time teachers who have undergone orientation training in Pharmcovigilence / NAMSTP / NABH / other quality training in the last five years.	• List of teachers undergoing such training with training completion certificate • Training certificates of teachers year-wise during the last 5 years.	Without training completion certificates, the claims cannot be admitted.

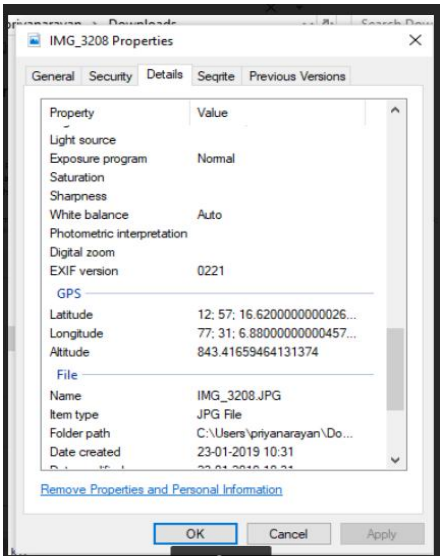
8.1.9	Provision has been made to provide comprehensive student training in General, Exclusive Clinics, Research and in facilities for speciality treatments	Report of the training with geotagged photos	
8.1.10	Is the teaching hospital / laboratory accredited by any National Accrediting Agency /Agencies?	Copy Valid Accreditation certificate of the agencies selected by the institution	Accreditation certificates of the options given by the institutions should be asked
Health Science Manual- Part B 10 Allied Health Sciences			
8.1.6	Institution has up-to-date clinical instrumentations and tools as per the specifications of the Regulatory Bodies	• Report on maintenance of clinical instrumentation and tools as per the specifications of the regulatory bodies, copies of concerned register duly certified by the Head of the Institution • Invoices of clinical instrumentation and tools and photos to be taken as proof.	
Health Science Manual- Part B 11 Yoga and Naturopathy			
8.1.3	Teaching-Learning facilities available in the institution for Yoga and Naturopathy.	Detailed report and geotagged photos to explain the institutional claim	The details to be asked as per the choice made by the institution for the metric in SSR
8.1.6	*The institution has received Funds/Grants from Govt./ non Govt. bodies, donors, philanthropists during the last five years..*	• CA certified financial details of fund received from Govt./ non Govt. bodies, individuals, philanthropists year-wise during the last five years • Copies of the sanction orders for the grants and the amount received	If the number is large, random selected details will be asked during DVV clarification
8.1.8	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)	• Detailed report and geotagged photos to explain the institutional claim • Copies of sanction letters	If the number is large, random selected details will be asked during DVV clarification
8.1.9	Total number of Yoga / Naturopathy-related events organized by the Institution for the public during the last 5 years	• List of Yoga / Naturopathy-related events organized year-wise by the Institution • Detailed report and geotagged photos to explain the institutional claim	If the number is large, random selected details will be asked during DVV clarification
8.1.10	Average percentage of teachers organizing teaching and training programmes through conferences / workshops /seminars /spiritual retreats/discourses / symposia etc in Yoga and Naturopathy during the last five years	• Detailed report and geotagged photos to explain the institutional claim • Year-wise list of teaching and training programmes conducted for public and students on Yoga /	If the number is large, random selected details will be asked during DVV clarification

		Naturopathy during the last five years. • List of teachers who organized teaching and training programmes during the last five years	
8.1.11	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.	• Copies of Popular articles /programmes on Yoga / Naturopathy presented by teachers in State / Regional / National / International print and/or electronic media • Links of telecast, electronic media • Upload the published print media	If the number is large, random selected details will be asked during DVV clarification

General Guidelines:

- The NAAC Portal supports only 5MB data for each metric. If the HEI's data exceeds 5MB, please host the supporting documents in the HEI's website and provide the link of the same in the template and/or in the HEI-DVV clarification Space
- Please provide the supporting documents during the SSR submission to facilitate speedy DVV clarification process.
- It is mandatory to respond to all the DVV clarification raised in extended profile and metrics with in stipulated time. If the data is large, ensure to fill the data template. During DVV clarification, the DVV will seek for sample selective documents for validation
- Data should not be hosted in google drive and third party websites. The data should be either in the NAACs portal or in the HEI website
- The data that are hosted in the HEI's website should not be changed after the submission of link to the NAAC. Such incidences will be viewed seriously as misappropriation of data and may lead to actions against the HEI.
- The instruction while providing links should ensure that the links work properly and are operational. The institution also should give the links as appropriate to the metric and not general links whose landing page is the HEI's home page.
- Content of the Supporting document s in regional languages should be translated in English and should be duly signed by the head o the institution. The translated copy should be uploaded along with the regional language document.
- Geotagging: Kindly follow the steps to obtain a Geo-tagged photo

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



Annexure - 1

Data Verification and Validation for Health Sciences Colleges

SUB: AUDITED REPORTS OF ACCOUNTS YEAR WISE as upload in SSR and Annexure in SOP-DVV (Relational Metrics)

This is a bulk data. The HEI have to keep ready audited report in the prescribed manner before the submission of the SSR online. In the following 8 General Metrics and 3 discipline specific metrics annexures to main audit report for 5 years data has to be prepared by

a. For Private Institutions : by the concerned Chartered Accountant and countersigned by Head of the Institution
b. For Government Institutions : By State Audit Cell/ Local Audit Cell and countersigned by Head of the Institution
c. For Universities : By Finance Officer of the University and countersigned by Head of the Institution

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

Metric no	details	Annexure no
4.1.4 -	4.1.4 - *Average percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during the last five years*	1a
4.3.4	*Average annual expenditure for the purchase of books and journals including e-journals during the last five years*	1b
4.5.1	*Average expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component as a percentage during the last five years*	1c

5.1.1	*Average percentage of students benefited by scholarships /freeships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years*	1d
6.2.2	*Implementation of e-governance in areas of operation*	1e
6.3.2	*Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years*	1f
6.4.3	*Funds / Grants received from government/non-government bodies, individuals, philanthropists* (INR in Lakhs) *during the last five years (not covered in Criterion III)*	1g
5.4.1Qlm	*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. -*	1h
8.1.11 DENTAL	Average per capita expenditure on Dental materials and other consumables used for student training during the last five years.	1 J
8.1.7 Ayurveda	Ayurvedha - *Average annual expenditure incurred towards herbal garden development and maintenance, purchase of raw-materials and Medicines during the last five years*	1k
8.1.6 YOGA	*The institution has received Funds/Grants from Govt./ non Govt. bodies, donors, philanthropists during the last five years.*	1L

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

2.6.2

Q_nM

Incremental performance in Pass percentage of final year students in the last five years

2.6.2.1: Number of final year students of all the programmes, who qualified in the university examinations in each of the last five years.

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.

Year						
Number of	UG					

final year students	PG					
Total						

Formula only for ICT :

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

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

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

Average pass percentage:

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

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

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

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

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

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

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

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

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

Upload:

- List of Programmes and the number of students passed and appeared in the final year examination each year for the last five years.
- Data Template
- Link for the annual report of examination results as placed before BOM/ Syndicate/ Governing Council for the last five years.
- Any other relevant information

Annexure – 3

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

Annexure – 4

Policy document about of performance of students

Metric 2.2.1 (HSM Universities)

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

2.2.1 **Q_nM**	***The Institution assesses the learning levels of the students after admission and organises special programmes for advanced learners and slow performers*** The Institution: 1. Adopts measurable criteria to identify slow performers. 2. Adopts measurable criteria to identify advanced learners 3. Organizes special programmes for slow performers and advanced learners 4. Follows protocols to measure students' achievement 5. Reviews profile of admitted students 6. Monitors performance of students in class room discussion, internal assessment test and participation in class room activities. 7. Uses question bank / special assignments / industry based projects.

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

2.5.4. **QnM**	***The Institution provides opportunities to students for midcourse improvement of performance through specific interventions*** Opportunities provided to students for midcourse improvement of performance through: 1. Timely administration of CIE 2. On time assessment and feedback 3. Makeup assignments/tests 4.Remedial teaching/support **Upload:** • List of opportunities provided for the students for midcourse improvement of performance in the examinations • Information as per Data Template. • Policy document of midcourse improvement of performance of students • Re-test and Answer sheets • Any other relevant information	**10**

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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	:	Students who perform very much better than the class averages
Assessment	:	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±2 for courses with 2 to 4 credits, and 8±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 : Budgeting and optimum utilization of financial resources.

Flexibility : A mechanism through which students have wider choices of Programmes to choose from, as well as, multiple entry and exit points for Programmes /courses.

Functional MoUs : Memoranda of Understanding that are currently operational, signed by the Institute with national and international agencies

Full Time Teachers : 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.

Gender Audit : 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.

Geotagging 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.

Graduate Attributes : 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.

Green Audit : The process of assessing the environmental impact of an organization, process, project, product, etc

Grievance Redressal : 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.

H-index (Hirsch Index) : 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.

Human Resource Management : 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.

Humanities International Complete : 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

ICT : 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**

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_nM after undergoing DVV process. As a Pre-qualifier, the Institution 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 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).

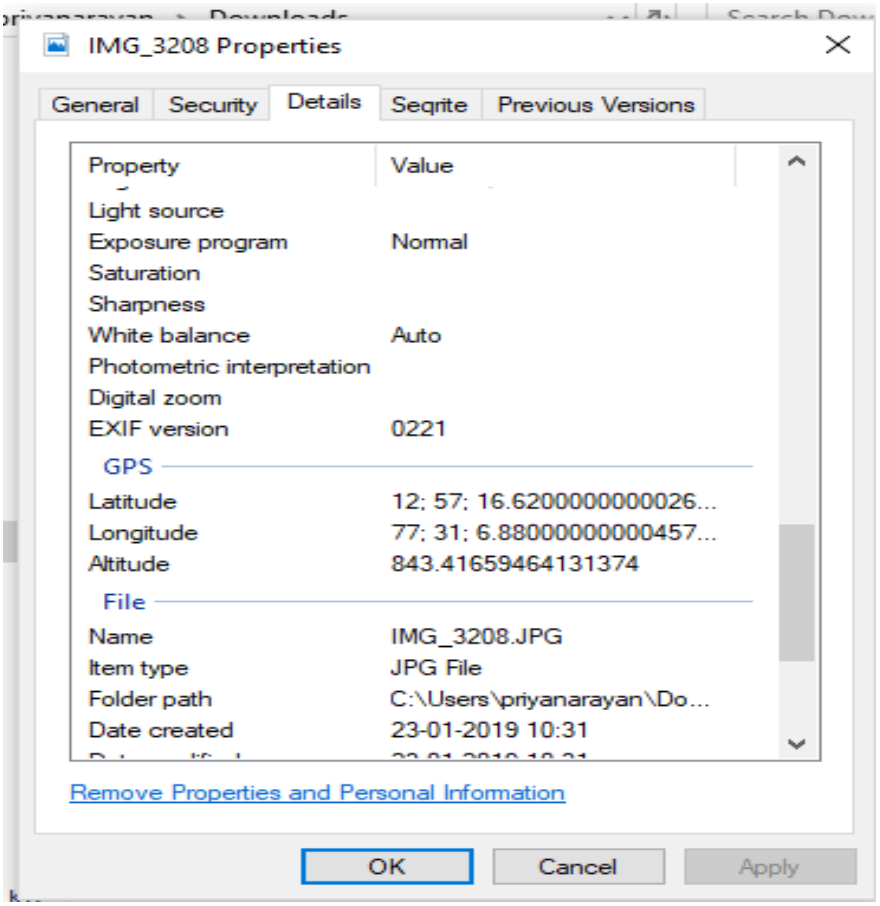
Slow Learners : Students who perform very much below the class averages

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

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

>>>>>>>>>>>>>>>>>>>>>>>>>> End >>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>

Annexure -1

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: 26th 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	**Prof. S.P. Thyagarajan**	Former Vice-Chancellor, University of Madras, 1st Street, Nehru Nagar, Adayar, Chennai - 600020, Tamil Nadu	Medical Microbiology **(Chairperson)**
2	**Dr. S. Rangaswami**	(Former Vice Chancellor, Sri Ramachandra University, Chennai) SL 404, Shriram Spandhana Apartments, Challghatta, Yemalur Post, Murugeshpalya, Bangalore - 560 037, Karnataka	Orthopaedics **(Co-Chairperson)**
3	**Dr. S. Chandrashekhar Shetty**	(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 (Member)
4	**Prof. H. R. Nagendra**	Chancellor, S-VYASA University (Deemed), Prashanti Kutiram, Vivekananda road, Kalluballu Post, Jigni, Anekal Taluk, Bengaluru	Yoga (Member CWG and Chairperson SWG)
5	**Dr. Bhaskar Rao,**	Former Vice-President DCI A-4, Bolleneni Homes, behind Hi-tech Theatre, Madhapur, Hyerabad 500 081	Dental (Member CWG and Chairperson SWG)
6	**Dr. Raju K. Parasher**	Director & Principal , Amar Jyothi Institute of Physiotherapy, Karkardooma, Vikas Marg, Delhi – 110092	Physiotherapy (Member)
7	**Prof. Rabinarayan Acharya**	Dept. Of Dravyaguna, Gujarat Ayurved University, Chanakya Bhavan, Jamnagar- 361 008, (**Gujarat**) India.	Ayurveda (Member CWG and Chairperson SWG)
8	**Dr. Shailendra Saraf**	Vice Chancellor, Durg University, Durg-491 001, Chhattisgarh	Pharmacy (Member CWG and Chairperson SWG)
9	**Dr. Manju Vatsa**	Principal College of Nursing, AIIMS, Ansari Nagar, New Delhi- 110029	Nursing (Member CWG and Chairperson SWG)

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

Sl. No.	Name	Designation & Address
1.	**Prof. K. M. Kaveriappa**	(Former Vice-Chancellor, Mangalore University) Excutive Director & Member Secretary, Government institutie of Printing and Technology Building , Palace Road, Bangalore – 560 001 Res:F-2/1, Vijaykiran Apartment, 32 Victoria Road, Bangalore-560 042
2.	**Dr. S. Ramananda Shetty**	(Former VC, RGUHS) Vice Chancellor, NITTE University Res: # 186, Amarjyoti Layout, Domlur, Bangalore – 560 071
3.	**Prof. Dr. (Mrs.) Saroj Chooramani Gopal**	(Former Vice Chancellor, K G Medical University, Lucknow and Distinguished Professor Department of Paediatric Surgery, BHU) , Resi: B-5/F2, Meera Colony, Banaras Hindu University, Varanasi – 221005, Uttar Pradesh
4.	**Dr. Y. M. Jayaraj**	Vice Chancellor, (Officiating) Pravara Institute of Medical Sciences –Deemed University, Loni Bk-413 736, Dist. Ahmed Nagar, Maharashtra
5.	**Dr. S. Sachidanand**	Vice Chancellor, Rajiv Gandhi University of Health Sciences, 4th T Block, Jayanagar, Bangalore-560 041
6.	**Prof. H. J. Vaman,**	(Former Head Statistics, Bangalore University) No.32, Govindappa Road, Basavanagudi, Bangalore-560 004
7.	**Prof. K. P. S. Unny**	(Former Professor & Registrar, Jawaharlal Nehru University) 5D, Bhadradeepam Apts., Opp. ATS Residency, D.P.O.Road, Palakkad – 678014, Kerala
8.	**Dr. Narahari**	Former Professor, BMS Engineering College, Former Syndicate member, Bangalore University & Tumkur University. Res: Chaithanya, 1357, 7th Main Road, 3rd Main, Srirampuram, Bangalore-560 021
9.	**Dr. Noor Topno**	Professor & Head, Dept. of Surgery, (also Medical Superintendent) North Eastern Indira Gandhi Regional, Institute of Health & Medical Sciences, (NEIGRIHMS), Mawdiangdiang, Shillong – 793 018,Meghalaya
10.	**Prof. (Mrs).Mandavi Singh**	Former Dean, Institute of Medical Sciences, Banaras Hindu University Varanasi-221005 Head, Department of Anatomy, HIMS, Varanasi
11.	**Dr. Shyam Ganvir**	Principal Coordinator IQAC – Vithalrao Vikhe Patil Group of Healthcare Institutions, Ahmednagar, Maharashtra
12.	**Mr. Nitesh Bansal**	Registrar G D Goenka University, Haryana Sohna Gurgaon Road Sohna- 122001 Haryana
13.	**Prof. Dinesh M.R**	Principal, DAPM, R.V Dental College, ITI Layout, 1st Phase, JP Nagar, Bengaluru-560041,
14.	**Dr Ranjitkumar Patil**	Prof and Head, Dept of Oral Medicine and Radiology Faculty of Dental Sciences, King George Medical University Lucknow-226003 Uttar Pradesh
15.	**Prof. Sr. Jacintha D'Souza**	Principal, Father Muller, College of Nursing, Mangalore– 575 001,Karnataka

16.	**Dr. Jaya Kuruvilla**	Principal, Hinduja College of Nursing Emerald Court, D Wing, Kondivita Road, Marol Pipe Line, Andheri (E), Mumbai- 400059,Maharashtra
17.	**Swami Atmapriyananda**	Ramakrishna Ashram Yoga, Kolkata, West Bengal
18.	**Dr Naveen KV**	President, INYGMA, Naturopathy, Bangalore, Karnataka ICMR Center for Advanced Research in Yoga and Neurophysiology, Swami Vivekananda Yoga Research Foundation, # 19, Eknath Bhavan, Gavipuram Circle, K.G. Nagar, Bengaluru – 560019
19.	**Dr Manchanda**	Director General, Central Council for Research in Homeopathy, CCRH, Homeopathy, 61-65, Sewa Marg, Opp 'D' Block, Institutional Area, Janakpuri, New Delhi, Delhi 110058 Delhi
20.	**Dr. B.R Ramakrishna**	I/c President, Central Council of Indian Medicine, Ministry of AYUSH, Government of Indian, New Delhi – 110058, (Res: No.2479/1, 17th Main, 25thCross, BSK 2nd Stage, Bangalore-560 070, Karnataka)
21.	**Prof. Mansoor Ahmad Siddiqui**	Former Director, National Institute of Unani Medicine, Kottigepalya, Magadi Main Road, Bengaluru- 560091 Karnataka
22.	**Dr R.S Ramaswamy**	Director General, Central Council for Research in Siddha, CCRS, Arignar Anna Govt Hospital Campus, Arumbakkam, Chennai-600 106, Tamil Nadu
23.	**Prof. Swarnlata Saraf**	Dean, Faculty of Technology & Professor in Pharmacy, University Institute of Pharmacy, Pt. Ravishankar Shukla University, Raipur – 492 010, Chhattisgarh
24.	**Dr. D. Chamundeeswari,**	Professor, Faculty of Pharmacy, Sri Ramachandra University, (Deemed to-be University) No. 1, Ramachandra Nagar, Porur, Chennai – 600 116, **Tamil Nadu**
25.	**Prof. N. K. Jain**	Emeritus Fellow (U.G.C.) (School of Pharmaceutical Sciences, Rajiv Gandhi Technical University Airport Bypass Road, Gandhi Nagar, BHOPAL 462 036 [M.P.]) G-6, Near Giraffe Park, Balak Complex, Tili Ward, Sagar—470 001, Madhya Pradesh
26.	**Prof. Vijayalakshmi Ravindranath,**	(Founder Director of National Brain Research Center (NBRC)), Professor, Centre For Neuroscience, Old TIFR Building, Indian Institute of Science, Bangalore-560012, Karnataka
27.	**Dr. N. M. Kithan**	Retd. Director, Department of Health & Family Welfare, Kohima, NagalandPost Box no. 111, Orchid Colony, P. O. Wokha-797 111 Nagaland
28.	**Smt. Rajalakshmi**	Associate Professor, Dr. MGR Medical University, Chennai
29.	**Dr. D. Sasikumar,**	Lecturer, Grade II Govt Siddha Medical College, Chennai
30.	**Dr. Satyapal Goswami,**	Professor, All India Institute of Speech and Hearing (AIISH), Mysore. Naimisham Campus, Road No.3, T K Layout, Manasagangothri, Mysuru -570006

31.	**Dr. Rajashekhar,**	Dean, School of Allied Health Sciences, Manipal, Dr, Madhav Nagar, Manipal, Karnataka 576104 MAHE, Manipal;
32.	**Dr. Mohd. Aftab Ahmad**	Professor & HOD (Ilmul Advia) Jamia Hamdard University Mehrauli - Badarpur Road, Near Batra Hospital, Hamdard Nagar, New Delhi, Delhi 110062
33.	**Prof. Mohd. Zulkifle**	Director (I/C), National Institute of Unani Medicine, Bengaluru - 91
34.	**Dr. Mohd Aleemuddin Quamri**	The Director i/c, National Institute of Unani Medicine, Kottigepalya, Magadi Main Road, Bengaluru- 560091
35.	**Dr. S. Mohan**	Director, Pharmaceutical Chemistry PES University, 50 Feet Road, Hanumanth Nagar, Bangalore – 560050
36.	**Prof. B. S. Prasad,**	Principal, BMK Ayurved Mahavidyalaya, Belgavi
37.	**Dr. B. R. Senthil Kumar**	Assistant Professor, National Institute of Siddha, Chennai.
38.	**Dr. P. Satya Rajeshwaran**	Assistant Director (Siddha), Siddha Central Research Institute, Anna Hospital Campus, Arumbakkam, Chennai - 600106
39.	**Dr Dilip Panakkada**	Professor & Head of Department. National Institute of Homoeopathy (An autonomous Institute under the Ministry of AYUSH, Govt. of India) Block - Ge, Sector - Iii, Salt Lake, Kolkata - 700 106 West Bengal
40.	**Dr. Munir Ahmed,**	Professor, Govt. Homoeopathic Medical College, Dr Siddhaiah Puranik Road, Basaveshwara Nagar, Bengaluru- 560079
41.	**Dr. Lokanath Behera**	Lecturer, National Institute of Homoeopathy (Govt of India), Block-GE, Sec-3, Salt Lake, Kolkata
42.	**Dr. K S Nagesh,**	Former Principal, R. V. Dental College, Bangalore Res. B-6-801, Elita Promenade, J P Nagar, 7th Phase, Bangalore -560 078
43.	**Dr. Madhura, & Dr. Suma**	Associate Professor R.V Dental college, ITI Layout, 1st Phase, JP Nagar, Bengaluru-560041,
44.	**Prof. Dr. Harsha Halahalli**	(Prof. of physiology, KSHEMA and Diriector (CD) Nitte University, Univerity Enclave, Medical Sciences Complex, Deralakatte, Mangalore-575018
45.	**Prof. Arup Bhattacharge**	Director and Chief H.R, M. S. Ramaiah University of Applied Sciences, University House,Gnanagangothri Campus, New BEL Road, MSR Nagar, Bangalore-560 054
46.	**Dr. A. G. Prathab,**	Registrar (Academics) & Professor & Head of Microbiology, M. S. Ramaiah Medical College, Bengaluru,

47.	**Dr. D. Venkatesh,**	Professor of Physiology, M. S. Ramaiah Medical College, Bengaluru,
48.	**Dr. Savitha Ravindra,**	Professor & Head of Physiotherapy, M. S. Ramaiah Medical College, Bengaluru
49.	**Dr. S. Bharath,**	Associate, Dean P.G. Faculty of Pharmacy M. S. Ramaiah University, Bengaluru,
50.	**Raju K. Parasher,**	Director & Principal , Amar Jyothi Institute of Physiotherapy, Karkardooma, Vikas Marg, Delhi – 110092
51.	**Dr.Madhavan**	Dean, Faculty of Pharmacy, M. S. Ramaiah University, Bengaluru
52.	**Lt. Col (Mrs.) Manonmani Venkat (rtd)**	Nursing Director, Bharati Hosptal & Research Centre, Bharati Deemed University, Dhankawadi, Katraj,Pune,411013, Postal address: A/001,Natasha Hill View, NIBM Road, Kondhwa, Pune -4110148, Maharashtra
53.	**Prof. N.C. Shekar**	Registrar & CFO M. S. Ramaiah University of Applied Sciences, University House, Gnanagangothri Campus, New BEL Road, MSR Nagar, Bangalore-560 054
54.	**Dr. Raman Dang**	Professor and Registrar Delhi University of Pharmaceutical Sciences and Research, DIPSAR Campus, MB Road, New Delhi
55.	**Dr Prasanna N Rao**	Principal, SDM College of Ayurveda, Ayurveda, Hassan
56.	**Prof. Santham Lilly Pet A**	Vice Principal Ramaiah Institute of Nursing Education and Research Bengaluru
57.	**Dr. G. Balamurugan**	Registrar (Administration) Ramaiah Institute of Nursing Education and Research, Bengaluru
58.	**Dr Rabinarayan Acharya**	Gujarat Ayurved University (GAU) Jamnagar -361008, Gujarat Member, Ayurveda Subcommittee,
59.	**Dr. B V. Sreenivasa Murthy**	Dean & Professor of Dental Sciences, Ramaiah University of Applied Sciences, Bengaluru
60.	**Prof. Dr. Ashuthosh Shetty**	Professor, Dept. of Orthodontics, ABSMIDS Nitte University, University Enclave,Medical Sciences Complex, Deralakatte,Mangalore – 575018
61.	**Prof. Seshagiri,**	Professor of English, Bangalore University, Bangalore (English Language vetting of 2 HSM Manuals)

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

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

At NAAC

Sl. No.	Name	Designation & Address
1.	**Prof. S. C. Sharma**,	Director, National Assessment and Accreditation Council (NAAC), Bengaluru
2.	**Dr. Latha Pillai**	Advisor, National Assessment and Accreditation Council (NAAC), Bengaluru And Process owner for Health Sciences Manual work
3.	**Dr. B. S. Madhukar**	(Former Adviser, NAAC) Flat No. T1, 4th Floor, R R Enclave, 5th Main, 6th Cross, KEB Layout, Sanjaynagar, Bengaluru-560 094 And Former Process owner for Health Sciences Manual work and later as Resource person
4.	**Prof. H. K. Anantha Subba Rao**	Academic Consultant, National Assessment and Accreditation Council (NAAC), Bengaluru And Convener of the meetings
5.	**Dr. Jagannath Patil,**	Advisor, National Assessment and Accreditation Council (NAAC), Bengaluru
6.	**Prof. Vishnukant S Chatpalli** **and** **Prof. Amiya Kumar Rath**	Advisors (ICT), National Assessment and Accreditation Council (NAAC), Bengaluru And ICT team
7.	**Dr. Vinita Sahu** **and** **Dr. Ruchi Tripathi**	Assistant Advisers and DVV team
8.	**Mr. B. S. Ponmudiraj,**	Deputy Advisor, National Assessment and Accreditation Council (NAAC), Bengaluru
9.	**Dr. Devender S. Kawday**	Deputy Advisor, National Assessment and Accreditation Council (NAAC), Bengaluru (Co-ordinated Pilot Study – University)
10.	**Mr. Kiran R Jere,**	Sr. Statistician National Assessment and Accreditation Council (NAAC), Bengaluru
11.	**Dr. Priya. N**	Assistant Adviser National Assessment and Accreditation Council (NAAC), Bengaluru (Co-ordinated Pilot Study – Colleges)
12.	**Dr. A. V. Prasad**	Assistant Adviser National Assessment and Accreditation Council (NAAC), Bengaluru (Co-ordinated Pilot Study – Colleges)

13.	**Dr. Vishnu Mahesh. K. R**	Assistant Adviser National Assessment and Accreditation Council (NAAC), Bengaluru (Co-ordinated Pilot Study – Colleges)
14.	**Dr. Darikhan Kamble**	Assistant Adviser National Assessment and Accreditation Council (NAAC), Bengaluru (Co-ordinated Pilot Study – Colleges)
15.	**Dr. Vinita Sahu**	Assistant Adviser National Assessment and Accreditation Council (NAAC), Bengaluru (Co-ordinated Pilot Study – Colleges)
16.	**Dr. Shyam Singh Inda**	Assistant Adviser National Assessment and Accreditation Council (NAAC), Bengaluru (Co-ordinated Pilot Study – Colleges)
17.	**Dr. Ruchi Tripathi**	Assistant Adviser National Assessment and Accreditation Council (NAAC), Bengaluru (Co-ordinated Pilot Study – Colleges)
18.	**Dr. Mohit Tiwari**	Assistant Adviser National Assessment and Accreditation Council (NAAC), Bengaluru
19.	**Dr. Srikanta Swamy**	Academic Consultant, National Assessment and Accreditation Council (NAAC), Bengaluru (Attended meetings as special Invitee)
20.	**Dr. Pramod Jali**	Academic Consultant, National Assessment and Accreditation Council (NAAC), Bengaluru (Assisted in the compilation of Pilot study inputs)
21.	**Dr. Mumtaj A**	Academic Consultant, National Assessment and Accreditation Council (NAAC), Bengaluru (Assisted in the compilation of Pilot study inputs)
22.	**Dr. B. G. Sudharshan**	Associate Professor, Instrumentation Technology and Resident Doctor, R. V. College of Engineering, Bengaluru (Assisted in the compilation of Pilot study inputs)
23.	**Dr.Nagabhushan S.V**	Software Architect National Assessment and Accreditation Council(NAAC) Bengaluru-560072 (Assisted in the compilation of Pilot study inputs)
24.	***Mr. Lakshmisha M***	*Assistant,* *National Assessment and Accreditation Council (NAAC), Bengaluru (Assisted in secretarial work)*
25.	**Mr. Sreenivasa V**	Assistant, National Assessment and Accreditation Council (NAAC), Bengaluru (Assisted in secretarial work)
26.	**Mrs. Mamatha**	Assistant, National Assessment and Accreditation Council (NAAC), Bengaluru (Assisted in secretarial work)
27.	**Mr. Kushal**	Assistant, National Assessment and Accreditation Council (NAAC), Bengaluru (Assisted in secretarial work)
28.	**Mr. Balaji P**	Data Application Manager, National Assessment and Accreditation Council (NAAC), Bengaluru (Assisted in secretarial work)

Summary :
CWG members : 09
SWG Members / Experts / resource persons : 62
EPSI Members : 06
NAAC Officials : 24
Total : 101 Persons
Note:
We hereby sincerely acknowledge services rendered by NAAC officials (directly or Indirectly)

Date: 22/02/2019

Annexure – 3

Manual for Health Sciences Universities and Colleges in RAF. Prepared by Expert Committees (CWG & SWGs)

From 3rd March 2018 to 10th 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
1st meeting	Prof. S.P. Thyagarajan Dr. S. Rangaswami Dr. S. Chandrashekhar Shetty Dr. Y. M. Jayaraj Prof. Dr. (Mrs.) Saroj Chooramani Gopal Prof. N. K. Jain Prof. Vijayalakshmi Ravindranath, Dr. N. M. Kithan	22nd January, 2018
2nd Meeting	Prof. S.P. Thyagarajan Dr. S. Rangaswami Dr. S. Chandrashekhar Shetty	2nd March, 2018
3rd Meeting 1st CWG Meeting	Prof. S.P. Thyagarajan Dr. S. Rangaswami Dr. S. Chandrashekhar Shetty Prof. H. R. Nagendra Dr. Shailendra Saraf Prof. C. Bhaskar Rao, Dr. Raju K. Parasher Prof. Rabinarayan Acharya Dr. Manju Vatsa Dr. B. S. Madhukar	28th March 2018

CWG & SWG Meetings held :

SWG	Chair Person	Members	No. of Meeting
Medicine	Dr. S. Rangaswami	Dr. S. Chandrashekhar Shetty Dr. Noor Topno Prof. (Mrs).Mandavi Singh	16/04/2018 & 07/05/2018
Dentistry	Prof. C. Bhaskar Rao,	Dr. S. Ramananda Shetty Prof. Dinesh M.R Dr Ranjitkumar Patil	19/04/2018 & 14/05/2018
Pharmacy	Dr. Shailendra Saraf	Prof. Swarnlata Saraf Dr. D. Chamundeeswari,	08/06/2018
AYUSH	Prof. H. R. Nagendra Prof. S. P. Thyagarajan	Swami Atmapriyananda Dr Naveen KV Dr Manchanda Dr. B.R Ramakrishna Dr Siddiqui Dr R.S Ramaswamy Dr Rabinarayan Acharya	07/05/2018, 14/05/2018 (for Yoga, Naturopathy, Homeopathy) 14th -15th May 2018 & 25th July 2018 (for Unani, Sidda & Ayurvedha)
Nursing	Dr. Manju Vatsa	Prof. Sr. Jacintha D'Souza Dr. Jaya Kuruvilla	30-31 May 2018
Physiotherapy & Allied Health Science	Prof. S.P. Thyagarajan	Dr. Raju K. Parasher, Dr. Shyam Ganvir Mr Nitesh Bansal	17/04/2018
IIQA	Prof. S.P. Thyagarajan	Dr. S. Rangaswami Prof. C. Bhaskar Rao	18/04/2018
SSS	Prof. S.P. Thyagarajan	Dr. S. Rangaswami Prof. K. P. S. Unny Prof. K. M. Kaveriappa Dr. Narahari	26th -27th June 2018 & 23th -24th July 2018
consolidate the work of Sectoral Working Group (SWG)	Prof. S.P. Thyagarajan	Dr. S. Rangaswami Prof. K. P. S. Unny Prof. K. M. Kaveriappa Dr. Narahari	26th -27thJune 2018 , 23th -24th July 2018 & 14th -16th September 2018
Siddha	Prof. S.P. Thyagarajan	Prof. R. S. Ramaswamy, Smt. Rajalakshmi K Dr. D Sasikumar	25th July 2018
Fine tune the final version	Prof. S.P. Thyagarajan	Dr. S. Rangaswami Dr. S. Chandrashekhar Shetty Prof. H. R. Nagendra Dr. Shailendra Saraf Prof. C. Bhaskar Rao, Dr. Raju K. Parasher Prof. Rabinarayan Acharya Dr. Manju Vatsa Prof. R. S. Ramaswamy Dr Dilip Panakkada Dr. B. Rajashekhar Dr. Satyapal Goswami Dr. B. S. Madhukar	06-07 October 2018
Fine tune the final version	Prof. S.P. Thyagarajan	Dr. S. Rangaswami Dr. S. Chandrashekhar Shetty Prof. H. J. Vaman, Dr. B. S. Madhukar	10th October 2018

Fine tune the final version Dental	Dr. S. Ramananda Shetty	Prof. Dinesh M.R Dr. K S Nagesh, Prof. Dr. Ashuthosh Shetty Dr. Madhura Dr. B. S. Madhukar	29/10/2018 to 31/10/2018
Fine tune the final version Medical	Dr. S. Chandrashekhar Shetty	Dr. S. Sachidanand Dr. B. Rajashekhar Dr. Noor Topno Dr. Satyapal Goswami, Prof. Dr. Harsha Halahalli Dr. Arup Bhattacharya Dr. A.G. Prathab Dr. D. Venkatesh Dr. Savitha Ravindra Dr. S. Bharath Dr. B. S. Madhukar	30th and 31st October, 2018
Fine tune the final version Medical	Dr. S. Chandrashekhar Shetty	Dr. Arup Bhattacharya Dr. A.G. Prathab Dr. D. Venkatesh Dr. B. S. Madhukar	01/11/2018
Pharmacy	Dr. D. Chamundeeswari,	Dr. S. Bharath Dr. S. Mohan	12/11/2018 & 13/11/2018
Siddha	Prof. R. S. Ramaswamy	Dr. Rajalakshmi K Dr. B. R. Senthil Kumar Dr. P. Satya Rajeshwaran	12-13 November 2018
Homeopathy	Dr Dilip Panakkada	Dr. Munir Ahmed, Dr. Lokanath Behera	12-13 November 2018
Ayurvedha	Prof. Rabinarayan Acharya	Prof. B. S. Prasad	12-13 November 2018
Unani	Prof. Mansoor Ahmad Siddiqui	Dr. Mohd Aleemuddin Quamri	12-13 November 2018
Nursing	Prof. Sr. Jacintha D'Souza	Dr. Jaya Kuruvilla Lt. Col (Mrs.) Manonmani Venkat (rtd) Prof. Santham Lilly Pet. A Dr. G Balamurugan	14/11/2018 & 15/11/2018
finalise the Manual for Health Sciences Universities & Colleges	Prof. S.P. Thyagarajan	Dr. S. Rangaswami Dr. B. S. Madhukar	18th -19th November 2018
finalise the Manual for Health Sciences Universities & Colleges	Prof. S.P. Thyagarajan	Dr. S. Rangaswami Prof. H. R. Nagendra Prof. C. Bhaskar Rao, Dr. Raju K. Parasher Prof. Rabinarayan Acharya Dr. Manju Vatsa Dr. B. S. Madhukar	20th November 2018
EPSI	Mr. P Palanivel	Dr. M R Jayaram, Dr. S Kumar Dr. Vedprakash Mishra, Dr. P N Razdan Dr. Shashank D Dalvi Dr. Amit Banerjee, Dr. Y M Jayraj Prof. N Ananthakrishnan	22/11/2018

		Dr. Harsha Halahalli, Dr. Arun A B, Mr. Chetan Singai,	
EPSI For Feedback on Manuals only		Dr. S. Kumar Dr. Shashank D Dalvi Dr. Y. M. Jayaraj Prof. Subhash Chandra Parija Dr. A. V. M. Kutty	1st December 2018
Revision of Manuals	Prof. S.P. Thyagarajan	Dr. S. Rangaswami Dr. S. Chandrashekhar Shetty Dr. B. S. Madhukar Dr. S. Kumar Dr. Shashank D Dalvi Dr. Y. M. Jayaraj Prof. Subhash Chandra Parija Dr. A. V. M. Kutty	2nd December 2018
Revision of Manuals	Prof. S.P. Thyagarajan	Dr. S. Rangaswami Dr. S. Chandrashekhar Shetty Dr. B. S. Madhukar Dr. H. J. Vaman	22 -24 January 2019
Revision of Manuals	Prof. S.P. Thyagarajan	Dr. S. Rangaswami Dr. S. Chandrashekhar Shetty Dr. B. S. Madhukar Dr. H. J. Vaman	02/02/2019 & 03/02/2019
Revision of Manuals	Prof. S.P. Thyagarajan	Dr. S. Rangaswami Dr. S. Chandrashekhar Shetty Dr. B. S. Madhukar Dr. H. J. Vaman	09/02/2019 & 10/02/2019

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

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

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

Prof. A. S. Rao
Convener of the meetings

Dr. Latha Pillai
Adviser,
NAAC

Date: 22/02/2019

2. **Orientation cum Training Programme was organised at NAAC for DVV Partners on 18th – 19th July 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
Dental	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
Medical	9	Father Muller	Father Muller Medical College, Mangalore
	10	Kasthurba	Kasthurba
	11	M S Ramaiah	M S Ramaiah Medical College
Nursing	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
Physio therapy	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
Pharmacy	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
	37	SJM	SJM College of Pharmacy
	38	SCP	Sreenivasarao College of Pharmacy
	39	SCVCP	Sri Venkateshwara College of Pharmacy

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

Annexure – 5

IIQA for Health Sciences Colleges

7/03/2019

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_i)	Criterion-wise weighted Grade Point ($CrWGP_i$)	Criterion- wise Grade Point Averages ($CrWGP_i$ /W_i)
Part – A				
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		
Part -B				
	Health Sciences discipline - ……	100		
Total		$\sum_{i=1}^{7} (W_i)$ =1000	$\sum_{i=1}^{7} (CrWGP_i)$ =	

Institutional CGPA = $\sum_{i=1}^{7} (CrWGP_i) / \sum_{i=1}^{7} (W_i)$ =------ =-----

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

Grade: ---

MEDICAL EDUCATION IN INDIA Date 17-5-2019

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

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

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

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

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

Medical Education Boosting Healthcare Delivery System

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

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

A saying goes, "Good doctors understand responsibility better than privilege and practice accountability better than business." We cannot think of having such a battery of doctors in the nation, if our education system is not adept to nurture such doctors. Sadly, the reality is just this. According to Deloitte 2015 study on medical tourism in India, there is a dearth of well qualified healthcare professionals in the country; one of the reasons for a high mortality rate in India.

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

At the root of it all

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

Fixing the problems

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

1.All India Institute of Medical Sciences (AIIMS), Delhi

2.Christian Medical College (CMC), Vellore

3.Armed Forces Medical College (AFMC), Pune

4.JIPMER College, Puducherry

5.Maulana Azad Medical College (MAMC), Delhi

6.Lady Hardinge Medical College (LHMC), Delhi

7.Madras Medical College, Chennai

8.Grant Medical College, Mumbai

9.Kasturba Medical College (KMC), Manipal

10.King George Medical College, CMM Medical University, Lucknow

But for those who can't make it to these, the only hope is the other private institutions. With selections based on a National Ability and Entrance Test, chances of securing a seat are bleak for the rest of the aspiring lot; and then curricula and governance at such colleges has also become questionable.

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

Problem solving- a mindset

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

Progressive evaluation

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

HEALTH SCIENCES UNIVERSITIES IN INDIA

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

5	MAHARASTRA University of Health Sciences NASHIK MH	369
6	BABA FARID University of Health Sciences Faridkot Punjab	145
7	KERALA University of Health Sciences THRISSUR, KERALA	305
8	Rajasthan University of Health Sciences Jaipur, Rajasthan	149
	TOTAL	2046

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

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

DEEMED TO BE HEALTH SCIENCES UNIVERSITIES =37

B.L.D.E. http://bldedu.ac.in/ Address: Bijapur Karantaka State: Karnataka -	**JSS Academy of Higher Education & Research** www.jssuni.edu.in Address: JSS Medical Institution Campus, Sri Shivarathreeshwara Nagara, Mysore, State: Karnataka - 570015
K.L.E. Academy of Higher Education and Research http://www.kleuniversity.edu.in Address: J.N. Medical College Campus, Nehru Nagar, Belgaum-590010 Karnataka State:Karnataka -	**NITTE** http://www.nitte.edu.in Address: University Enclave,Nedical Sciences complex, Post Nityananda Nagar, Deralakatte, Mangalore-575018 State:Karnataka - 575018
Sri Devraj Urs Academy of Higher Education and Research http://www.sduu.ac.in Address: Post Box No.62,Tamaka Kolar-563101, Karnataka State:Karnataka -	**Sri Siddhartha Academy of Higher Education** http://www.sahetumkur.ac.in Address: Agalakote, B.H. Road,Tumkur-572107 Karnataka State:Karnataka -
Swami Vivekananda Yoga Anusandhana Samsthana http://www.vyasa.org Address: No. 9 Appa Jappa Agrahara, Bangalore-560018 State:Karnataka -	**Yenepoya** http://yenepoya.edu.in Address: Mangalore, Karnataka State:Karnataka -
Manipal Academy of Higher Education http://www.manipal.edu Address:manipal.edu., Madhav Nagar Manipal-576119. KARNATAKA State:Karnataka -	**National Institute of Mental Health & Neuro Sciences** http://www.nimhans.kar.nic.in Address:Bangalore - 560 029. State:Karnataka -
Jamia Hamdard http://www.jamiahamdard.edu Address: Hamdard Nagar, New Delhi - 110 062. State: Delhi -	**Manav Rachna International Institute of Research and Studies** http://manavrachna.edu.in/ Address:5E/1A, Bungalow Plot, N.I.T. Faridabad-121001 Haryana State: Haryana – (Dental)
National Brain Research Centre http://www.nbrc.ac.in Address: SCO 5,6 & 7 Sector-XV Part-II Gurgaon -122001 (Haryana) State:Haryana -	**Bharati Vidyapeeth** http://bvuniversity.edu.in/ Address: Lal Bahadur Shastri Marg, Pune State: Maharashtra - 411030
D.Y Patil Educational Society http://www.dypatilunikop.org Address: 869, E, D.Y.Patil Vidyanagar,Kasada Kolhapur-416006 State: Maharashtra	**Datta Meghe Institute of Medical Sciences** http://www.dmims.edu.in Address: Wardha- Yavatmal Road, Sawangi (Meghe) Wardha State: Maharashtra - 442107

Dr. D.Y. Patil Vidyapeeth http://www.dpu.edu.in Address: Pimpri, Pune Maharashtra -411 018 State: Maharashtra -	**Krishna Institute of Medical Sciences** http:/www. kimsuniversity.in Address: Near Dhebewadi Road, malkapur, Tal.Karad,Distt. Satara,-415539 Maharashtra State: Maharashtra -
MGM Institute of Health Sciences http://www.mgmuhs.com Address: MGM Campus, Sector-18,Kamothe Maharashtra State: Maharashtra -	**Padmashree Dr.D.Y. Patil Vidyapeeeth** http://www.dypatil.ac.in Address: Vidyanagar, Nerul Navi Mumbai Pin-400 706 State: Maharashtra -
Pravara Institute of Medical Sciences http://www.pravara.com/ Address: P.O. Loni,B.K-413736, Tal., Rahata Dist; Ahmednagar (M S) State: Maharashtra -	**Tilak Maharashtra Vidyapeeth** http://www.tmv.edu.in Address:Vidyapeeth Bhavan, Mukundnagar Gultekdi, Pune-411037 State: Maharashtra – **(Ayurvedha & Yoga / Naturopathy**
Kalinga Institute of Industrial Technology http://www.kiit.ac.in Address: Bhubneshwar Orissa-751 024 State:Orissa -	**Sri Balaji Vidyapeeth (Deemed to be University)** http://www.sbvu.ac.in Address:Pondy-Cuddalore Main Road Pillaiyarkuppam, Pondicherry, Union Territory of Pudducherry State:Puducherry - 607402
Jain Vishva Bharati Institute http://jvbi.ac.in Address: B.No.6, Ladnun-341 306. RAJASTHAN State:Rajasthan - **(Yoga & Naturopathy)**	**Chettinad Academy of Research and Education (CARE)** http://www.chettinadhealthcity.com Address: Rajiv Gandhi Salai Kelambakkkam Chennai-603103 Kanchipuram Distt. Tamil Nadu State:Tamil Nadu -
Meenakshi Academy of Higher Education and Research http://www.maher.ac.in Address: No.12, vermbuliamman Kail St, K.K. Nagar(West) Chennai-600078 Tamil Nadu State: Tamil Nadu - **(Nursing)**	**Amrita Vishwa Vidyapeetham** http://www.amrita.edu Address: Coimbatore Tamil Nadu-641 105 State: Tamil Nadu - **(Medical, dental, Nursing, Ayurvedha etc.,)**
Karpagam Academy of Higher Education http://www.kahedu.edu.in Address: Pallachi Main Road, Coimbatore Eachanari Post, Tamil Nadu-641021 State: Tamil Nadu - 641021 **(Pharmacy)**	**Dr. M.G.R. Educational and Research Institute** http://www.drmgrdu.ac.in Address: Periyar E.V.R. High Road, Maduravoyal,Chennai-600095 State: Tamil Nadu -
S.R.M Institute of Science and Technology http://www.srmuniv.ac.in Address: 2, Veerasamy Street West Mambalam Chennai State:Tamil Nadu -	**Saveetha Institute of Medical and Technical Sciences** http://www.saveetha.com Address:Post Box No. 6 No. 162 Poonamalle High Road Velappanchavadi Chennai State:Tamil Nadu -
ri Ramachandra Medical College and Research Institute http://http://www.sriramachandra.edu.in Address: 1 Ramachandra Nagar Chennai. State: Tamil Nadu -	**Vinayaka Mission's Research Foundation** http://www.vinayakamission.com Address: Sankari Mani Road NH 47 Ariyanoor Salem State: Tamil Nadu -

Santosh http://santoshuniversity.com Address: Santosh Nagar Ghaziabad State: Uttar Pradesh - **(Medical and Dental)**	**Gurukul Kangri vidyapeeth** http://www.gkvharidwar.org Address: Haridwar Uttrakhand. State: Uttarakhand - **(Pharmacy & Bio-medical)**
Ramakrishna Mission Vivekananda Educational and Research Institute http://www.rkmvu.ac.in Address: P.O. Belur Math Distt Howrah West Bengal State: West Bengal - **(Yoga)**	

PRIVATE UNIVERSITIES [Health sciences] = 11

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

LIST OF MEDICAL INSTITUTIONS OF NATIONAL IMPORTANCE

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

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