Institutional Accreditation

Manual for Self-Study Report

Health Science Institutions

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राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्था

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

Vision

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

Mission

❖ *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 of teaching-learning and research in higher education institutions;*

❖ *To encourage self- evaluation, accountability, autonomy and innovation in higher education;*

❖ *To undertake quality-related studies, consultancy and training programmes, and*

❖ *To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.*

Value Framework

To promote the following core values among the HEIs of the country:

❖ *Contribution to National Development*

❖ *Fostering Global Competencies among Students*

❖ *Inculcating a Value System among Students*

❖ *Promoting the Use of Technology*

❖ *Quest for Excellence*

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NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

(An Autonomous Institution of the University Grants Commission)

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*This document on Institutional Accreditation of Health Science Institutions is presented in two sections. Section A is **Guidelines for Assessment and Accreditation.** Section B is **Preparation of Self- study Report** to be written in three parts. Part-I is **Profile of the Institution,** Part-II is **Criteria-wise Inputs** and Part-III is **Evaluative Report of the Department.***
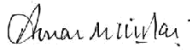
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PREFACE

National Assessment and Accreditation Council (NAAC) has been continuously fine-tuning its assessment and accreditation methodologies in tune with local, regional and global changes in higher education scenario. This helps in reaching out to HEIs and a wider acceptance of the methodology. The methodology of NAAC has stood the test of time for last 19 years, mainly because it has remained dynamic and responsive to the stakeholder feedback.

The Revised Manual, which comes into effect from 1st November 2013, is an outcome of the efforts of the National Consultative Committee (NCC) on Health Sciences represented by eminent practitioners and academics from the fields of Allopathy, Ayurveda, Dentistry, Homoeopathy, Nursing, Pharmacy, Physiotherapy and Yoga. Revision of the Manual commenced in 2012 under the initiative of Prof. H. A. Ranganath, Former Director, NAAC. The deliberations of the NCC and its various sub groups were conducted under the chairmanship of Prof. Chandrashekhar Shetty, Former VC, Rajiv Gandhi University of Health Sciences, who was ably supported by Prof. S. Rangaswami, Former VC, Sri Ramachandra University.

In addition, NAAC also solicited feedback from the general public by making the draft documents available in the public domain. The final drafts were pilot tested with two Health Sciences Universities, to whom NAAC is grateful for the inputs. The entire exercise was done in a spirit of openness realizing that the NAAC needs to set higher benchmarks in consonance with the changes taking place in higher education. The approach adopted is integrative of inputs, process, outputs, outcome and impact in an appropriately balanced manner suited to the health education sector. In an effort to enhance the accountability of the accrediting agency as well as the institutions applying for accreditation, the NAAC has articulated "Duties and Responsibilities of NAAC and HEIs", which is available on the NAAC website.

This Manual is organized into three sections: Section – (a) Guidelines for Assessment and Accreditation (b) Preparation of Self-study Report (c) Appendices.

The Institutions are encouraged to become familiar with the glossary and abbreviations of terms given as Appendices.

(Prof. A. N. Rai)
Director

Section A : Guidelines for Assessment and Accreditation

This section presents the NAAC framework of Assessment and Accreditation of all cycles essentially based on the core values, Criteria for assessment and Key Aspects. It also deals with the procedures for institutional preparation in compiling the Self-study Report, Peer Assessment and final outcome of Accreditation. The procedure for Re-Assessment and the mechanism for institutional appeals are also included in this section.

SECTION A
GUIDELINES FOR ASSESSMENT AND ACCREDITATION

I.   INTRODUCTION

India has one of the largest and diverse education systems, in the world. Privatization, widespread expansion, increased autonomy and introduction of programs in new and emerging areas has improved access to higher education. At the same time it 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) that spelt out strategic plans for the policies, 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). 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) where educational administrators, policy makers and senior academicians from a cross-section of Indian higher education system are represented. The Chairperson of the UGC is the President of the GC of the NAAC, 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, 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 specific tasks of NAAC 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 and external peer assessment by NAAC.

II.   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. Further to ensure external and internal validity and credibility, it is important to ground the QA process 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 remarkable 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 HEIs have a significant role 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 the 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. 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 requirements successfully. This requires that the HEIs be innovative, creative and entrepreneurial in their approach, to ensure skill development amongst the students. Towards achieving this, HEIs may establish collaborations with industries, network with the neighborhood agencies/bodies and foster a closer relationship between the "world of skilled work" and the "world of competent-learning".

(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. HEIs have to shoulder the responsibility of inculcating the desirable value systems amongst the 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 ample scope for debate about 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 sown in the early stages of education, mostly aimed at cooperation and mutual understanding, have to be reiterated and re-emphasized at the higher educational institutions, 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, leaves much to be desired. 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 the 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 learning resources, 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, institutions should demonstrate a drive to develop themselves into centre's of excellence. Excellence in all that they do, 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. In conformity with the goals and mission of the institution, the HEIs may also add to these their own core values.

III. ASSESSMENT AND ACCREDITATION OF HIGHER EDUCATION INSTITUTIONS

The forces of globalization and liberalization influenced the Indian Higher education in a big way. In a situation where Higher education, similar to the goods and other services has to compete internationally, quality assurance becomes inevitable. Further Indian HEIs operate within a larger framework comprising of several agencies, national contexts and societal expectations and each of these have a unique rendition of the goals. At the functional level, the effectiveness of the HEI is reflected in the extent to which all these layers of goals mutually concur. In such contexts the A&A process is a beginning to bring in uniform quality and position HEIs in such a way that they address more directly the quality provision and the expressed needs of the stakeholders.

(i) Focus of Assessment

NAAC's assessment lays focus on the institutional developments with reference to three aspects: *Quality initiative, Quality sustenance and Quality enhancement.* The overall quality assurance framework of NAAC thus focuses on the values and desirable practices of HEIs and incorporates the core elements of quality assurance i.e. internal and external assessment for continuous improvement. The value framework of NAAC starts with its choice of unit of evaluation i.e. the Institution as a whole. The A&A process of NAAC which involves a combination of self evaluation and external peer evaluation implicitly or explicitly is concerned with looking at the developmental aspects of the HEIs in the context of quality.

Self-evaluation is crucial in the process of A&A and has a tremendous contribution in promoting objectivity, self-analysis, reflection and

professionalism on the part of HEIs. The self-evaluation proforma of NAAC provided as "manuals for self study" maps out different inputs, processes and **outputs and facilitates HEIs to evaluate their strengths, weaknesses and areas** for improvement. 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 it is expected to serve as a catalyst for institutional self-improvement, promote innovation and *strengthen the urge to excel.*

NAAC's role in steering assessment does not stop with the coordinating function but extends to the ***post-accreditation activities*** especially in facilitating establishment of strategic quality management systems for ensuring continuous improvement. One of the major contributions of NAAC towards this is the promotion of ***Internal Quality Assurance Cell (IQAC)*** resulting in building a quality culture. The IQACs are not only expected to facilitate the internalization and institutionalization of quality, but also to activate the system and raise the institutional capabilities to higher levels ensuring continuous quality improvement.

(ii) Criteria and Key Aspects for Assessment

The criteria-based assessment of NAAC forms the backbone of the A&A. The seven criteria represent the core functions and activities of an institution and broadly focus on the issues which have a direct

impact on teaching-learning, research, community development and the holistic development of the students.

The NAAC has identified the following seven criteria to serve as the basis for assessment of HEIs:

1. Curricular Aspects

2. Teaching-Learning and Evaluation

3. Research, Consultancy and Extension

4. Infrastructure and Learning Resources

5. Student Support and Progression

6. Governance, Leadership and Management

7. Innovations and Best Practices

The Criteria-based assessment promotes judgment based on values. For example the Criterion on "Governance, Leadership and Management" promotes the values such as participation, transparency, team work, systems view, justice, self-reliance and probity in public finance.

The Key Aspects identified under each of the seven criteria reflect the processes and values of the HEI on which assessment is made. The questions under each of the Key Aspects focus in particular on the outcomes, the institutional provisions which contribute to these and their impact on student learning and development.

The strengths or weaknesses in one area may have an effect on quality in another area. Thus the issues addressed within the Criteria and Key Aspects are closely inter-related and may appear to be overlapping. The criteria and the Key Aspects are not a set of standards or measurement tools by themselves and do not cover everything which

happens in every HEI. They are the levers for transformational change and provide an external point of reference for evaluating the quality of the institution under assessment.

NAAC uses the same framework across the country. Using the same framework across the country provides a common language about quality and makes it much easier for everyone to go in one direction and in evidence based policy making.

1.   **Criterion I - Curricular Aspects :**

Depending on the responsibilities of various Institutions, this criterion deals with curriculum development and implementation process. The criterion looks into how the curriculum either assigned by a University or marginally supplemented or enriched by an institution, or totally remade, depending on the freedom allowed in curricular design, aligns with the institutional mission. It also considers 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 and involvement of stakeholders in curriculum updation, are also gauged under this criterion. The focus of this criterion is captured in the following Key Aspects:

KEY ASPECTS

> 1.1   Curriculum Design, Planning and Development
> 1.2   Academic Flexibility
> 1.3   Curriculum Enrichment
> 1.4   Feedback System

1.1 Curriculum Design, Planning and Development

Universities and colleges play a major role in the Curriculum Design, Planning and Development and thus are expected to have processes, systems and structures in place to shoulder this responsibility. Curriculum Design, Planning and Development is a complex process involving several steps and experts. It is a process of developing appropriate need-based curricula in consultation with expert groups, based on the feedback from stakeholders, resulting in the development of relevant programmes with flexibility, to suit the professional and personal needs of the students and realization of core values. The process involves orientation of the teachers who would handle the curriculum and proper planning of the transaction.

The key aspect 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.

1.2 Academic Flexibility

Academic flexibility refers to 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 aspect.

1.3 Curriculum Enrichment

Every academic institution translates the curriculum framework and the specified syllabus by rendering them into practical forms, in which the main focus is on the student attributes and on holistic

development of the students so that he/she can display multiple skills and qualities. For effective transaction of the curriculum it is required it is up-to date. For keeping the curriculum up-to-date and introduce appropriate changes within the given curriculum, several inputs are provided parallelly or sequentially. All these would be possible through introduction and use of quality materials which would enrich the curriculum and provide concrete referents for organizing the curriculum.

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/ environment are also considered in this key aspect.

2.   Criterion II - Teaching-Learning and Evaluation :

This criterion deals with 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 this criterion is captured in the following Key Aspects:

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KEY ASPECTS

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

2.1   Student Enrolment and Profile

The process of admitting students to the programmes is by 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 key aspect also considers the institutions efforts in ensuring equity and wide access as reflected from the student profile having representation of student community from different geographical area and socio-economic, cultural and educational backgrounds.

2.2   Catering to Student Diversity

The programmes and strategies adopted by institutions to satisfy the needs of the students from diverse backgrounds including backward community as well as from different locales. Gender equity and admission opportunity for differently-abled students are also considered.

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 facilitates effective learning. Teachers provide a variety of learning experiences, including individual and collaborative learning. The teachers employ interactive and participatory approach creating a feeling of responsibility in learning and makes learning a process of construction of knowledge.

2.4 Teacher Quality

'Teacher quality' is a composite term to indicate the quality of teachers in terms of teacher characteristics, professional development and recognition of teaching abilities. It is measured through the training received in teaching and learning processes (certified programs), quality of assessment and student feedback.

2.5 Evaluation Process and Reforms

This Key Aspect 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. Further it should also help the teacher to plan appropriate activities for enhancing student performance. 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.

2.6   Student Performance and Learning Outcomes

Learning outcomes are the specifications of what a student should learn and demonstrate on successful completion of the course or the programme. It can also be seen as the desired outcome of the learning

process in terms of acquisition of the skills and knowledge. They are embedded in the curriculum. Achieving Learning Outcomes needs specific experiences to be provided to the students and evaluation of their attainment. A programme that states Learning Outcomes that are not evaluated or assessed gets neglected in implementation. Hence all the stated Learning Outcomes must be part of the evaluation protocol of the programme. Student assessment provides an indication of the areas where learning has happened and where it has to be improved upon.

3.   **Criterion III - Research, Consultancy and Extension :**

This criterion seeks information on the policies, practices and outcomes of the institution, with reference to research, consultancy 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 this criterion is captured in the following Key Aspects:

KEY ASPECTS

3.1   **Promotion of Research**

3.2   **Resource Mobilization for Research**

3.3   **Research Facilities**

3.4   **Research Publications and Awards**

3.5   **Consultancy**

3.6   **Extension Activities and Institutional Social Responsibility**

3.7   **Collaborations**

3.1 Promotion of Research

The process of promoting research culture among faculty and students is ensured by facilitating participation in research and related activities, providing resources and other facilities.

3.2 Resource Mobilization 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 faculty is 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 Research Facilities

Required infrastructure in terms of space and equipment and support facilities are available on the campus for undertaking research. The institution collaborates with other agencies/institutions/research bodies for sharing research facilities and undertaking collaborative research.

3.4 Research Publications and Awards

Exploration and reflection are crucial for any teacher to be effective in his/her 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.

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 the consultancy is properly rewarded.

3.6 Extension Activities and Institutional Social Responsibility (ISR)

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. Mutual benefit from 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. Processes and strategies that relevantly sensitize students to the social issues and contexts.

Sustainable practices of the institution leading to superior performance resulting in successful outcome in terms of generating knowledge which will be 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 Collaborations

There are formal agreement/ understanding between the institution and other HEIs or agencies for training/student exchange/faculty exchange/ research/resource sharing etc.

4. Criterion IV - Infrastructure and Learning Resources :

This criterion seeks to elicit data on the adequacy and optimal use of the facilities available in an institution 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 this criterion is captured in the following Key Aspects:

KEY ASPECTS

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

4.1 Physical Facilities

Adequate infrastructure facilities are key for effective and efficient conduct of the educational programmes. The growth of the 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.

4.2 Clinical / Laboratory Learning Resources

This criterion elicits information on how the teaching hospital serves as a learning resource. Information about patient friendly services,

good clinical practice guidelines and safety measures adopted are sought.

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.

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 Facilities

The institution has sufficient resources allocated for regular upkeep of the infrastructure. There are effective mechanisms for the upkeep of the infrastructure facilities and promote the optimum use of the same.

5. Criterion V - Student Support and Progression :

The highlights of this criterion are the efforts of an institution to provide necessary assistance to students, 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 this criterion is captured in the following Key Aspects:

KEY ASPECTS

5.1   Student Mentoring and Support
5.2   Student Progression
5.3   Student Participation and Activities

5.1   Student Mentoring and Support

Facilitating mechanisms like guidance cell, placement cell, grievance redressal cell and welfare measures to support students. Specially designed inputs are 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.

5.2   Student Progression

The Institutions' concern for students' progression to higher studies and/or to employment is dealt with under this Key Aspect. 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.

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.

6. Criterion VI - Governance, Leadership and Management :

This criterion helps gather data on the policies and practices of an institution in the matter of planning human resources, recruitment, training, performance appraisal, financial management and the overall role of leadership in institution building. The focus of this criterion is on the following Key Aspects:

KEY ASPECTS

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 institutions 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, including mobilization of resources are the issues considered under this key aspect. 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 auditing. The institution adopts quality management strategies in all academic and administrative aspects. The institution has an IQAC and adopts a participatory approach in managing its provisions.

7. Criterion VII - Innovations and Best Practices :

This criterion focuses on the innovative efforts of an institution that help in its academic excellence. An innovative practice could be a pathway created to further the interest of the student and the institution, for internal quality assurance, inclusive practices and stakeholder relationships.

KEY ASPECTS

> **7.1 Environment Consciousness**
> **7.2 Innovations**
> **7.3 Best Practices**

7.1 Environment Consciousness

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, carbon neutral etc.

7.2 Innovations

The institution is geared to promote an ambience of creativity innovation and improving quality.

7.3 Best Practices

Practices of the institution leading to improvement and having visible impact on the quality of the institutional provisions are considered in this Key Aspect.

IV. ACCREDITATION OF HEALTH SCIENCE INSTITUTIONS (HSIs)

There has been an exponential growth in professional education in the country more so in health education institutions, medical, dental, nursing, pharmaceutical and allied disciplines during the past three decades or so. Even though the statutory or regulatory councils/bodies such as Medical Council of India, Dental Council of India, Pharmacy Council of India etc stipulate basic guidelines for running professional institutions, there have been lack of indicators (studies) to show need based expansion of these institutions/creation of institutions, requirements of qualified teachers, proper infrastructures and research facilities that could address the national needs. Indian physicians and health professionals are in great demand across the developed and developing world but little attention has been given to harmonize professional education in health science disciplines to bring it at par with developed countries. Under these circumstances it is important to set bench-marks for quality health education and its delivery in the country.

The National Assessment and Accreditation Council (NAAC) established by University Grants Commission (UGC) assesses various Institutions and Universities of higher education and grades them based on teaching and learning parameters. These assessments have helped many specific education seekers to choose institutions based on the facilities, quality teaching and research environment and employability parameters. In this background NAAC has decided to provide accreditation parameters and procedures specific to health science institutions. These assessment parameters are over and above the minimum requirements that are stipulated by the respective councils or regulatory bodies. As India is a destination not only for

health sciences education but also for treatment, it is imperative NAAC assessment of health science institutions would play a pivotal role in providing quality health education and services.

V. ELIGIBILITY FOR ASSESSMENT AND ACCREDITATION OF HEALTH SCIENCE INSTITUTIONS

Health Science Institutions (HSIs) for the purpose of NAAC's assessment comprises of Institutions exclusively / largely offering Allopathy, Ayurveda, Dentistry, Homoeopathy, Nursing, Pharmacy, Physiotherapy and Yoga.

HSIs are eligible to apply for accreditation by NAAC if they are

- duly recognized by their respective Statutory Councils.

- have completed 6 years since their establishment or with a record at least 2 batches of students having passed out, whichever is earlier. (UGC Regulations)

Unit for Assessment and Accreditation of Health Science Institutions

Initially, the Health Sciences Manual may be used for Health Science Colleges, Health Science Universities (provided they have campus teaching and research programs) and institutions which predominantly offer health science programs. If the university offers other programs in addition to Health Sciences, additional department input from the Manual for Self-study Universities may be incorporated. Departments / Schools / Institutes of Health Science of Universities will not be taken up as separate units for assessment.

VI. THE ASSESSMENT OUTCOME

The assessment by NAAC takes a holistic view of all the inputs, processes and outcomes of an institution and thus the HEIs are expected to demonstrate how they achieve the objectives of the core

values through the data and information detailed in the Self-study Reports (SSR). The Assessment and Accreditation outcome includes a qualitative and quantitative component. The qualitative part of the outcome is the Peer Team Report (PTR) and the quantitative part includes a Cumulative Grade Point Average (CGPA), a letter grade and a performance descriptor.

(i)   Weightages

Taking cognizance of the diversity in institutional functioning, universities and colleges offering Health Sciences have been assigned differential weightages for each of the seven criteria as detailed in the table below:

Criteria	Key Aspects	Universities	Affiliated Colleges
I. Curricular Aspects	1.1 Curriculum Design, Planning and Development	50	20
	1.2 Academic Flexibility	50	30
	1.3 Curriculum Enrichment	30	30
	1.4 Feedback System	20	20
	Total	**150**	**100**
II. Teaching-Learning and Evaluation	2.1 Student Enrolment and Profile	10	30
	2.2 Catering to Student Diversity	20	50
	2.3 Teaching-Learning Process	50	100
	2.4 Teacher Quality	50	80
	2.5 Evaluation Process and Reforms	40	50
	2.6 Student Performance and Learning Outcomes	30	40
	Total	**250**	**350**

Criteria	Key Aspects	Universities	Affiliated Colleges
III. Research, Consultancy and Extension	3.1 Promotion of Research	20	20
	3.2 Resource Mobilization for Research	20	10
	3.3 Research Facilities	30	10
	3.4 Research Publications and Awards	100	20
	3.5 Consultancy	20	10
	3.6 Extension Activities and Institutional Social Responsibility	40	60
	3.7 Collaborations	20	20
	Total	**250**	**150**
IV. Infrastructure and Learning Resources	4.1 Physical Facilities	20	20
	4.2 Clinical /Laboratory Learning Resources	20	20
	4.3 Library as a Learning Resource	20	20
	4.4 IT Infrastructure	20	20
	4.5 Maintenance of Campus Facilities	20	20
	Total	**100**	**100**
V. Student Support and Progression	5.1 Student Mentoring and Support	40	50
	5.2 Student Progression	40	30
	5.3 Student Participation and Activities	20	20
	Total	**100**	**100**

Criteria	Key Aspects	Universities	Affiliated Colleges
VI. Governance, Leadership and Management	6.1 Institutional Vision and Leadership	10	10
	6.2 Strategy Development and Deployment	10	10
	6.3 Faculty Empowerment Strategies	30	30
	6.4 Financial Management and Resource Mobilization	20	20
	6.5 Internal Quality Assurance System	30	30
	Total	**100**	**100**
VII. Innovations and Best Practices	7.1 Environment Consciousness	30	30
	7.2 Innovations	30	30
	7.3 Best Practices	40	40
	Total	**100**	**100**
	TOTAL	**1000**	**1000**

(ii) Grading System

A significant outcome of the Assessment is the final Institutional grading. After Assessment, the Cumulative Grade Point Average (CGPA) of an Institution is computed and the institution is assigned appropriate grade on a four point scale as detailed below.

(iii) Implement of Revised Grading System of NAAC w.e.f. 1st July, 2016

As per the decision of Executive Committee the Grading System of NAAC has been revised as below. The revised grading system comes into effect from 1st July, 2016.

Range of Institutional Cumulative Grade Point Average (CGPA)	Letter Grade	Status
3.76 – 4.00	A++	Accredited
3.51 – 3.75	A+	Accredited
3.01 – 3.50	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

The present system of descriptors for letter grades, i.e., Very Good, Good, Satisfactory and Unsatisfactory is discontinued in the revised grading system.

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

Calculation of Institutional CGPA

Arriving at Institutional CGPA includes calculation of the Key Aspect-wise Weighted Grade Point (KAWGP), the Criterion-wise Weighted Grade Point (CrWGP) and the Criterion-wise Grade Point Average (CrGPA). The involves use of the pre-determined Weightages (W) and the grade point assigned by the peer team for the 32 key aspects covering the seven criteria. The details for arriving at the KAWGP, CrGPA and CGPA are given below :

1. *Calculation of KAWGP*

NAAC has assigned predetermined weightages to each of 32 key aspects under seven criteria. To help the peer team in arriving at KAGP, NAAC provides suggestive guiding indicators. Using the guiding indicators and based on their observations and assessment of the institution (onsite visit and the validation of SSR), the peer team is expected to assign appropriate grade point to each of the key aspect by using five point scale (0-4).These grade points are assigned as 0/1/ 2/3/4 without using decimal points and are referred to as the Key Aspect-wise Grade Points (KAGP). *Unlike in the earlier methodology where the letter grades were converted to grade points, the current methodology directly assigns the grade points without assigning any letter grade.*

The Key Aspect-wise Weighted Grade Point (KAWGP) is arrived at by multiplying the predetermined Weightage (W) of a Key Aspect with respective KAGP assigned by the peer team. i.e., $KAWGP_i = (KAGP_i) \times (W_i)$

Where,

'i' - represents the Key Aspects

2. *Calculation of CrGPA*

Summation of Key Aspect-wise Weighted Grade Points (KAWGP) of a criterion is referred to as Criterion-wise Weighted Grade Point (CrWGP) of that criterion and the sumation of the predetermined weightages of the key aspects of a criterion is referred to as Weightage (W_j) of that criterion.

Criterion-wise Grade Point Average (CrGPA) is calculated by dividing the Criterion-wise Weighted Grade Point (CrWGP) by the Weightage of that Criterion (W_j).

$$CrGPA_j = \frac{(CrWGP)_j}{W_j}$$

Where,

'j' - represents the Criterion

A sample calculation of CGPA of a University

Criteria and Key Aspects	Predetermined Weightage (W$_i$)	Peer Team Assigned Key Aspect Grade Points (KAGP)$_i$ 4/3/2/1/0	Key Aspect-wise Weighted Grade Points KAWGP$_i$=KAGP$_i$ * W$_i$
Criterion I : Curricular Aspects			
Curriculum Design, Planning and Development	50	**3**	**150**
Academic Flexibility	50	**2**	**100**
Curriculum Enrichment	30	**0**	**0**
Feedback System	20	**2**	**40**
TOTAL	W$_I$ = 150		(CrWGP)$_I$ = 290
Calculated Cr GPA$_I$ =(CrWGP)$_I$ / W$_I$ = 290 / 150 = 1.93			
Criterion II : Teaching—Learning and Evaluation			
Student Enrolment and Profile	10	**3**	**30**
Catering to Student Diversity	20	**0**	**0**
Teaching-Learning Process	50	**3**	**150**
Teacher Quality	50	**3**	**150**
Evaluation Process and Reforms	40	**2**	**80**
Student Performance and Learning Outcomes	30	**3**	**90**
TOTAL	W$_{II}$ = 200		(CrWGP)$_{II}$ = 500
Calculated Cr GPA$_{II}$ =(CrWGP)$_{II}$ / W$_{II}$ = 500 / 200 = 2.50			

Criterion III : Research, Consultancy and Extension			
Promotion of Research	20	**2**	**40**
Resource Mobilization for Research	20	**1**	**20**
Research Facilities	30	**2**	**60**
Research Publications and Awards	100	**2**	**200**
Consultancy	20	**0**	**0**
Extension Activities and Institutional Social Responsibility	40	**4**	**160**
Collaborations	20	**2**	**40**
TOTAL	**W$_{III}$ = 250**		**(CrWGP)$_{III}$ = 520**
Calculated Cr GPA$_{III}$ = (CrWGP)$_{III}$ / W$_{III}$ = 520/250 = 2.08			
Criterion IV : Infrastructure and Learning Resources			
Physical Facilities	20	**3**	**60**
Clinical / Laboratory Learning Resources	20	**3**	**60**
Library as a Learning Resource	20	**3**	**60**
IT Infrastructure	20	**2**	**40**
Maintenance of Campus Facilities	20	**0**	**0**
TOTAL	**W$_{IV}$ = 100**		**(CrWGP)$_{IV}$ = 220**
Calculated Cr GPA$_{IV}$ = (CrWGP)$_{IV}$ / W$_{IV}$ = 220/100 = 2.20			
Criterion V : Student Support and Progression			
Student Mentoring and Support	40	**4**	**160**
Student Progression	40	**3**	**120**
Student Participation and Activities	20	**0**	**0**
TOTAL	**W$_V$ = 100**		**(CrWGP)$_V$ = 280**
Calculated Cr GPA$_V$ = (CrWGP)$_V$ / W$_V$ = 280/100 = 2.80			

Criterion VI : Governance, Leadership and Management			
Institutional Vision and Leadership	10	3	30
Strategy Development and Deployment	10	2	20
Faculty Empowerment Strategies	30	3	90
Financial Management and Resource Mobilization	20	2	40
Internal Quality Assurance System	30	0	0
TOTAL	$W_{VI} = 100$		$(CrWGP)_{VI} = 180$
Calculated Cr GPA$_{VI}$ = (CrWGP)$_{VI}$ / W$_{VI}$ = 180 / 100 = 1.80			
Criterion VII : Innovations and Best Practices			
Environment Consciousness	30	3	90
Innovations	30	0	0
Best Practices	40	2	80
TOTAL	$W_{VII} = 100$		$(CrWGP)_{VII} = 170$
Calculated Cr GPA$_{VII}$ = (CrWGP)$_{VII}$ / W$_{VII}$ = 170/100 = 1.70			
Grand Total	**1000**		**2160**

$$\text{Institutional CGPA} = \frac{\sum_{j=1}^{7} (CrW\,Gp_j)}{\sum_{j=1}^{7} W_i} = \frac{2160}{1000} = \boxed{2.16}$$

Final Outcome and Status of Accreditation

The Accreditation status of the institution in the above cited example would be : Institutional CGPA = 2.16, Grade = B

(iii) Validity Period of Accreditation

The accreditation status is valid for five years from the date of approval by the Executive Committee of the NAAC. To continue the status of accreditation the institution has to record its intent for the next cycle accreditation by submitting the LOI, six months before the expiry of the accreditation status and submitting the SSR to NAAC **Institutions that do not adhere to these timelines will lose the accreditation status.**

VII. THE ASSESSMENT PROCESS

NAAC believes that an institution that really understands itself – its strengths, its weaknesses, its potentials and limitations - is likely to be effective in carrying out its educational mission and make continuous improvement. Thus the A&A of NAAC includes a self evaluation by the institution that is expected to be done with honest introspection followed by an external Peer evaluation by NAAC. Self evaluation by the institution and an external peer assessment are inevitable for Quality assurance.

Some of the important stages in A&A of HEIs are given below:

Revised Timelines and Procedures for Assessment and Accreditation of HEIs

As approved by the competent authority of NAAC the following timelines and procedures will be applicable for processing the Assessment and Accreditation (A&A) applications of Higher Education Institutions (HEIs), **w.e.f. 1st August, 2015.**

1.	The Higher Education Institutions (HEIs) to submit the Letter of Intent (LOI) only after uploading the Self-study Report (SSR) on the institutional website.
2.	LOI will be processed by NAAC and the decision in this regard shall be communicated within **15 days.** The institutions will submit the registration fee (demand draft) so as to reach NAAC within **10 days** of submission of LOI.
3.	The Institutional Eligibility for Quality Assessment (IEQA) to be submitted within the **one week** of acceptance of LOI.

4.	The Institution will submit the SSR within **two weeks** of acceptance of LOI / IEQA.
5.	NAAC will decide on the dates of visit and constitute the teams to visit the institutions within **three weeks** of receipt of SSR.
6.	The visit should ordinarily be completed within **one month.**

In case the NAAC finds a deficiency in the LOI, the same will be rejected and the institutions will have to resubmit the LOI along with the registration charges again. The fee already submitted will not be returned by NAAC.

Henceforth institutions intending to submit their LOIs for A&A by NAAC are requested to take note of the above revised timelines / procedural changes and adhere to the same while submitting their LOIs/IEQA/SSRs.

a) *Preparation of the Self-Study Report (SSR)*

- The Higher Education Institutions (HEIs) to submit the Letter of Intent (LOI) only after uploading the Self-study Report (SSR) on the institutional website.

  The assessment process aims at providing an opportunity for the institution to measure its effectiveness and efficiency, identify its strengths and weaknesses and take necessary steps for improvement. Thus the most important step in the process of assessment and accreditation is the preparation of the SSR by the institution. While preparing the SSR, institutions should follow the guidelines provided by NAAC and ensure that the SSR contains information on the following:

  - Evidence of contributing to the core values

  - Evidence of building on the strengths identified by the institutions

  - Action taken to rectify the deficiencies noted by the institutions

  - Substantive efforts made by the institution over a period of time, towards quality enhancement

  - Specific future plans of the institution for quality enhancement

The institutional efforts to prepare the SSR will be an intensive but self-rewarding exercise for institutions. To maximize the benefits of such an effort, the self-evaluation must have the total commitment of the governing body, administration and every member of the faculty of the institution. All the constituents of the institution should not only be kept fully informed but also be as closely involved in the self-study as possible. To achieve the objectives of self-evaluation, the Head of the institution has to play a positive and creative role. To assist him/her a Steering Committee consisting of 4 to 6 members may be constituted which will co-ordinate the compilation and analysis of data related to the various aspects of the institution and its functions. This committee could be responsible for organizing the information and data and to prepare a comprehensive SSR, to be submitted to the NAAC. As the Steering Committee will have to play an active role in the preparation of the SSR, it should be ensured that the coordinator of the steering committee has considerable communication skills and the ability to organize and direct a complex institutional endeavour. S/he must be able to motivate others. During the on-site visit of the peer team, the coordinator of the steering committee may also function as the institutional facilitator.

The institution has to prepare the SSR following the structure given below and submit it to NAAC in five copies (in case of Affiliated/Constituent/Autonomous colleges)/in eight copies (in case of Universities) and a digital/electronic version (CD).

Structure of the SSR to be submitted to NAAC :

    A. Preface or cover letter from the Head of the Institution

    B. Executive Summary- The SWOC analysis of the institution

    C. Profile of the Institution

    D. Criteria-wise analytical report –The institution should provide consolidated response for each of the Key Aspects. It is not expected to respond question wise. The questions are only pointers and the responses should provide a holistic view

describing institutional inputs, processes and outcomes covering the Key Aspect.

E. Inputs from each of the Department in the format provided. However in smaller colleges where there are no specific departments in vogue, the college may use the proforma and provide programme wise details.

A bulky SSR with too many details and descriptions may result in lack of clarity. Such a report would also lack focus and would generate more information gaps than explanations. Even for a large and complex institution, it is possible to restrict the essential documentation to manageable proportions. Put together the Executive Summary, Profile of the Institution and Criteria-wise analytical report of the **SSR should not exceed 200 pages** (A4 size pages, both sides printing, MS WORD keeping single line space, 12 of Times New Roman font and one and half inches margin on each side of the page). The departmental inputs could be in addition to the above. Inclusion of Appendices in the SSR is to be avoided. Appendices may be made available to the Peer Team during the 'On-site visit'.

a) *On-line submission of Letter of Intent (LoI) and/or application for Institutional Eligibility for Quality Assessment (IEQA)*

All HEIs fulfilling the eligibility criteria (as at section V above) for undergoing A&A are expected to submit a LoI online to NAAC. On scrutiny of the LoI and confirming the fulfillment of the eligibility criteria by NAAC:

☐ Affiliated and Constituent colleges need to submit the application for IEQA status on-line. These institutions become eligible for submission of the SSR only after qualifying / acquiring the IEQA status.

☐ Affiliated/constituent colleges opting for second, third and Subsequent cycle of A&A, Universities, Autonomous colleges, colleges with Potential for Excellence (CPE) and Professional

Institutions (other than Teacher Education and Physical Education) need not undergo the IEQA stage and once found eligible can go ahead with submitting the SSR.

C) *Peer Assessment and Final Outcome*

On receipt of the SSR, NAAC undertakes an in-house analysis of the report and looks into its completeness. On ensuring the fulfillment of the various conditions NAAC processes for organizing the peer team visit to the institution. Depending on the size of the institution, the site visit may vary from two to four days. As the ultimate goal and the efforts of NAAC is to facilitate HEIs to excellence the external peers have an important role in evaluating and synthesizing the outcomes on individual Key Aspects within the contextual framework of the HEI and to arrive at an overall assessment. Thus NAAC periodically orients senior educationists and experts in specialized areas of study from across the country and empanels them to undertake the A&A exercise. As the whole exercise is a transparent and partnered activity, while constituting the peer team NAAC consults the institution about any justifiable reservation it may have about any member of the visiting team constituted by NAAC.

Peer Team Visit to the institution: The peer team constituted by NAAC visits the institution and assesses the quality of its provisions. To validate the self-study report, the team looks for evidences through interactions with the various constituents and stakeholders of the institution, checking documents and visiting the various units of the institution. At the end of the visit, for ensuring accuracy of institutional data / information the team shares the draft Peer Team Report (PTR) with the Head of the Institution. The PTR duly signed by the Head of the institution and the peer team members along with the Criterion-wise Grade Point Averages (GPA), the final Institutional Cumulative Grade Point Average (CGPA) and the Institutional Grade, is submitted to NAAC for further processing.

Final decision by NAAC: The Standing Committee (SC) constituted by Executive Committee (EC) of NAAC will review the peer team report, the Criterion-wise Grade Point Average (Cr.GPA), the final Institutional Cumulative Grade Point Average (CGPA), the Institutional Grade recommended by the Peer Team and the feedback received from the institution and the Peer team and takes the final decision on the accreditation status and the institutional grade. The status of accreditation along with the PTR and the institutional grade approved by the SC/EC will be made public by posting them on the website of the NAAC. Institutions which do not attain the accreditation status will be notified accordingly.

VII. MECHANISM FOR INSTITUTIONAL APPEALS

Provision for Appeals is one of the good practices followed by external Quality Assurance Agencies. NAAC has also prescribed the mechanism for appeals.

On announcement of the A&A outcome, the institution not satisfied with the accreditation status may submit:

1. The letter of intent for appeal along with a request to provide the criterion wise scores so as to reach NAAC within 30 days from the receipt of the letter intimating the accreditation status from NAAC.

2. The application for Appeal in the format prescribed by NAAC (refer Grievance Redressal Guidelines) should reach NAAC within 30 days from the date of receipt of the criterion wise scores from NAAC. The application for appeal should be submitted along with the requisite non-refundable fee of Rs. 1,00,000/- plus service tax @ 15%.

The five-member Appeals Committee constituted for the purpose will consider the appeal and make recommendations for the consideration of Executive Committee (EC) of NAAC. The EC decision is binding on the institutions. For details, refer to the NAAC website: www.naac.gov.in

VIII. RE-ASSESSMENT

Institutions, which would like to make an improvement in the accredited status, may volunteer for Re-assessment, after a minimum of one year or before three years of accreditation. The manual to be followed for re-assessment is the same as that for the Assessment and Accreditation. *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 during the intervening period.* The fee structure and other procedures would be the same as that for initial Assessment and Accreditation with the exception that the Institutions that volunteer for re-assessment will not be eligible for reimbursement of accreditation expenses, as per the "Guidelines for Financial Assistance for Assessment and Accreditation of Higher Education Institutions".

IX. SUBSEQUENT CYCLES OF ACCREDITATION

The methodology for subsequent cycles of accreditation i.e. second, third, fourth and so on would remain 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 and subsequent cycles of accreditation.

To volunteer for subsequent cycle of accreditation, institutions should record their intent six months before the expiry of the accreditation status and initiate institutional preparations for submission of SSRs. The institutions which record their intent to volunteer for subsequent cycle of accreditation and submit the SSRs within the expired of validity period may continue to use the outcome of the previous cycle of accreditation till the status of next cycle Accreditation is declared by NAAC.

Institutions which fail to express intent for subsequent cycle of accreditation within the stipulated time will lose their accreditation status on completion of the five year validity period.

X. THE FEE STRUCTURE AND OTHER FINANCIAL IMPLICATIONS

The Higher Education Institutions not covered under 2(f) and 12B provisions of UGC Act, are required to pay Assessment and Accreditation fees.

The details of the Fee Structure updated from time to time are available at NAAC website.

For more details log on to

http://www.naac.gov.in/docs/NAAC%20FEES%20STRUCTURE-2016-JUNE.pdf

Section B : Preparation of the Self-study Report

This section includes information on three aspects, viz., Profile of the Institution, Criteria-wise Inputs and Evaluative Reports of the Departments.

If the institution wishes to provide any additional information under each key aspect, they are free to include it under the head **"Any other information"**, wherever necessary.

Section B : PREPARATION OF SELF-STUDY REPORT

1. Profile of the Health Science Institutions

(To provide information whichever is relevant to the HSI)

1. Name and Address of the Institution:

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

2. For communication:

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

3. Status of the Institution:
    Autonomous College
    Constituent College
    Affiliated College
    State University
    State Private University
    Central University
    University under Section 3 of UGC (A Deemed to be University) Institution of National Importance
    Any other (specify)

4. Type of University:
   Unitary
   Affiliating

5. Type of College:
   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
   Corporate
   Any other (specify)

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

b. In the case of university, prior to the establishment of the university, was it a/an

i.   Autonomous College   Yes [ ]   No [ ]

ii. Constituent College   Yes [ ]   No [ ]

iii. Affiliated College   Yes [ ]   No [ ]

iv. PG Centre   Yes [ ]   No [ ]

v.   De novo institution   Yes [ ]   No [ ]

vi. Any other (specify) ....

c. In the case of college, university to which it is affiliated

8. State the vision and the mission of the institution.

9. 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*		
iii. 3*		

* Enclose the certificate of recognition, if applicable

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

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

(Enclose the Certificate of recognition/approval)

10. Has the institution 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 …………….……

11. Does the institution have off-campus centres?

    Yes ☐   No ☐

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

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

12. Does the institution have off-shore campuses?

Yes ☐   No ☐

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

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

13. Location of the campus and area:

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

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

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

14. Number of affiliated / constituent institutions in the university

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

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

Yes ☐   No ☐   Number ☐

16. Furnish the following information:

Particulars	Number
a. Accredited colleges by any professional body/ies	
b. Accredited course / department by any professional body/ies	
c. Affiliated colleges	
d. Autonomous colleges	
e. Colleges with Postgraduate Departments	
f. Colleges with Research Departments	
g. Constituent colleges	
h. University Departments Undergraduate Post graduate Research centres on the campus and on other campuses	
i. University recognized Research Institutes/Centres	

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

Yes ☐   No ☐

If the institution uses any other nomenclatures, specify.

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

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		

19. 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 Yes ☐ No ☐

     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 ☐

- Incinerator for laboratories Yes ☐ No ☐

- Power house Yes ☐ No ☐

- Fire safety measures Yes ☐ No ☐

- Waste management facility, particularly bio-hazardous waste Yes ☐ No ☐

- Potable water and water treatment Yes ☐ No ☐

- Any other facility (specify).

20. Working days / teaching days during the past four 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.)

21. Has the institution been reviewed or audited by any regulatory authority? If so, furnish copy of the report and action taken there upon (last four years).

22. Number of positions in the institution

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
      Recruited
      Yet to recruit								

Stipulated by the regulatory authority
      Cadre ratio
      Recruited
      Yet to recruit								

Number of persons working on contract basis								

23.   Qualifications of the teaching staff

Highest Qualification	Professor		Associate Professor/ Reader		Associate 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.												

Highest Qualification	Professor		Associate Professor/ Reader		Associate Professor		Lecturer		Tutor / Clinical Instructor		Senior Resident	
	M	F	M	F	M	F	M	F	M	F	M	F
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												
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												

24. Emeritus, Adjunct and Visiting Professors.

	Emeritus		Adjunct		Visiting	
	M	F	M	F	M	F
Number						

25. Distinguished Chairs instituted:

Department	Chairs

26. Hostel

*   Boys' hostel
    i.   Number of hostels
    ii.   Number of inmates
    iii. Facilities

*   Girls' hostel
    i.   Number of hostels
    ii.   Number of inmates
    iii. Facilities

*   Overseas students hostel

    i.   Number of hostels
    ii.   Number of inmates
    iii. Facilities

*   Hostel for interns

    i.   Number of hostels
    ii.   Number of inmates
    iii. Facilities

*   PG Hostel

    i.   Number of hostels
    ii.   Number of inmates
    iii. Facilities

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

Students	UG		PG						Integrated Masters		M. Phil		Ph.D.		Integrated Ph.D.	
			PG		DM		MCH									
	*M	*F	*M	*F	*M	*F	*M	*F	*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

28. Health Professional Education Unit / Cell / Department

   • Year of establishment …………

   • Number of continuing education programs conducted (with duration)

      * Induction

      * Orientation

      * Refresher

      * Post Graduate

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

   Yes [　　　]   No [　　　]

   If yes, indicate the number of programs offered.

   Are they recognized by the Distance Education Council ?

30. Is the institution applying for Accreditation or Re-Assessment ?

    Accreditation [   ]   Re-Assessment [   ]

    Cycle 1 [   ]   Cycle 2 [   ]   Cycle 3 [   ]   Cycle 4 [   ]

31. Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4)

    Cycle 4: …………………… (dd/mm/yyyy), Accreditation outcome/Result …...........…

    Cycle 3: …………………… (dd/mm/yyyy), Accreditation outcome/Result …...........…

    Cycle 2: …………………… (dd/mm/yyyy), Accreditation outcome/Result …...........…

    Cycle 1: …………………… (dd/mm/yyyy), Accreditation outcome/Result …...........…

    * Enclose copy of accreditation certificate(s) and peer team report(s)

32. Does the university provide the list of accredited institutions under its jurisdiction on its website? Provide details of the number of accredited affiliated / constituent / autonomous colleges under the university.

33. Date of establishment of Internal Quality Assurance Cell (IQAC) and dates of submission of Annual Quality Assurance Reports (AQAR).

    IQAC   ……………...……. (dd/mm/yyyy)

    AQAR   (i) ……………… (dd/mm/yyyy)

             (ii)   ……………… (dd/mm/yyyy)

             (iii) ……………… (dd/mm/yyyy)

             (iv) ……………… (dd/mm/yyyy)

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

2. Criteria-wise Inputs

CRITERION I : CURRICULAR ASPECTS

1.1   Curriculum Planning, Design and Development

1.1.1   Does the institution have clearly stated goals and objectives for its educational program?

1.1.2   How are the institutional goals and objectives reflected in the academic programs of the institution?

1.1.3   Does the institution follow a systematic process in the design, development and revision of the curriculum? If yes, give details of the process (need assessment, feedback, etc.).

1.1.4   How does the curriculum design and development meet the following requirements?

*   Community needs

*   Professional skills and competencies

*   Research in thrust / emerging areas

*   Innovation

*   Employability

1.1.5   To what extent does the institution use the guidelines of the regulatory bodies for developing and/or restructuring the curricula? Has the institution been instrumental in leading any curricular reform which has created a national impact?

1.1.6   Does the institution interact with industry, research bodies and the civil society in the curriculum revision process? If so, how has the institution benefitted through interactions with the stakeholders?

1.1.7   How are the global trends in health science education reflected in the curriculum?

1.1.8   Give details of how the institution facilitates the introduction of new programs of studies in its affiliated colleges.

1.1.9   Does the institution provide additional skill-oriented programs relevant to regional needs?

1.1.10 Explain the initiatives of the institution in the following areas:

*   Behavioral and Social Science.

*   Medical Ethics / Bio Ethics / Nursing Ethics.

*   Practice Management towards curriculum and/or services.

*   Orientation to research.

*   Rehabilitation.

*   Ancient scriptural practices.

*   Health Economics.

*   Medico legal issues.

*   Enhancement of quality of services and consumer satisfaction.

1.1.11   How does the institution ensure that evidence based medicine and clinical practice guidelines are adopted to guide patient care wherever possible?

1.1.12 What are the newly introduced value added programs and how are they related to the internship programs?

1.1.13 How does the institution contribute to the development of integrated learning methods and Integrated Health Care Management?

*   Vertical and horizontal integration of subjects taught.

*   Integration of subjects taught with their clinical application.

*   Integration of different systems of health care (Ayurveda, Yoga, Unani, Homeopathy, etc.) in the teaching hospital.

1.1.14 How is compatibility of programs with goals and objectives achieved with particular reference to priority of interface between Public Health, Medical Practice and Medical Education?

1.2   Academic Flexibility

1.2.1   Furnish the inventory for the following:

*   Programs offered on campus

*   Overseas programs offered on campus

*   Programs available for colleges/students to choose from

1.2.2   Give details on the following provisions with reference to academic flexibility a. Core options

b. Elective options

c. Bridge course

d. Enrichment courses

e. Credit accumulation and transfer facility

f. Courses offered in modular form

g. Lateral and vertical mobility within and across programs, courses and disciplines and between higher education institutions

h. Twinning programs

i. Dual degree programs

1.2.3   Does the institution have an explicit policy and strategy for attracting students from

*   other states,

*   socially and financially backward sections,

*   international students ?

1.2.4   Does the institution offer self-financing programs ? If yes, list them and indicate if policies regarding admission, fee structure, teacher qualification and salary are at par with the aided programs ?

1.2.5   Has the institution adopted the Choice Based Credit System (CBCS) / credit based system ? If yes, for how many programs ? What efforts have been made by the institution to encourage the introduction of CBCS in its affiliated colleges ?

1.2.6   What percentage of programs offered by the institution follow :

* Annual system

* Semester system

* Trimester system

1.2.7   How does the institution promote multi/inter-disciplinary programs ? Name a few programs and comment on their outcome.

1.2.8   What programs are offered for practicing health professionals for skills training and career advancement ?

1.3   Curriculum Enrichment

1.3.1   How often is the curriculum of the institution reviewed and upgraded for making it socially relevant and/or skill oriented / knowledge intensive and meeting the emerging needs of students and other stakeholders ?

1.3.2   During the last four years, how many new programs were introduced at the UG and PG levels ? Give details.

* multi/inter-disciplinary

* programs in emerging areas

1.3.3   What are the strategies adopted for the revision of the existing programs? What percentage of courses underwent a syllabus revision ?

1.3.4   What are the value-added courses offered by the institution and how does the institution ensure that all students have access to them ?

1.3.5   Has the institution introduced skills development programs in consonance with the national health programs ?

1.3.6   How does the institution incorporate the aspects of overall personality development addressing physical, mental, emotional and spiritual well being of the student ?

1.3.7   Does the curriculum provide for adequate emphasis on patient safety, confidentiality, rights and education ?

1.3.8   Does the curriculum cover additional value systems ?

1.4   Feedback System

1.4.1   Does the institution have a formal mechanism to obtain feedback from students regarding the curriculum and how is it made use of ?

1.4.2   Does the institution elicit feedback on the curriculum from national and international faculty? If yes, specify a few methods such as conducting webinars, workshops, online discussions, etc. and their impact.

1.4.3   Specify the mechanism through which affiliated institutions give feedback on curriculum and the extent to which it is made use of.

1.4.4   Based on feedback, what are the quality sustenance and quality enhancement measures undertaken by the institution in ensuring the effective development of the curricula?

1.4.5   What mechanisms are adopted by the management of the institution to obtain adequate information and feedback from faculty, students, patients, parents, industry, hospitals, general public, employers, alumni and interns, etc. and review the activities of the institution?

Any other information regarding Curricular Aspects which the institution would like to include.

CRITERION II : TEACHING-LEARNING AND EVALUATION

2.1   Student Enrolment and Profile

2.1.1   How does the institution ensure publicity and transparency in the admission process?

2.1.2   Explain in detail the process of admission put in place by the institution. List the criteria for admission: (e.g.: (i) merit, (ii) merit with entrance test, (iii) merit, entrance test, aptitude and interview, (iv) common entrance test conducted by state agencies and national agencies (v) any other criteria (specify).

2.1.3   Provide details of admission process in the affiliated colleges and the university's role in monitoring the same.

2.1.4   Does the institution have a mechanism to review its admission process and student profile annually ? If yes, what is the outcome of such an analysis and how has it contributed to the improvement of the process ?

2.1.5   What are the strategies adopted to increase / improve access for students belonging to the following categories :

*   SC/ST

*   OBC

*   Women

*   Persons with varied disabilities

*   Economically weaker sections

*   Outstanding achievers in sports and other extracurricular activities

2.1.6   Number of students admitted in the institution in the last four academic years:

Categories	Year 1		Year 2		Year 3		Year 4	
	Male	Female	Male	Female	Male	Female	Male	Female
SC								
ST								
OBC								
General								
Others								

2.1.7   Has the university conducted any analysis of demand ratio for the various programs of the university departments and affiliated colleges ? If so, highlight the significant trends explaining the reasons for increase / decrease.

2.1.8   Were any programs discontinued/staggered by the institution in the last four years ? If yes, specify the reasons.

2.2   Catering to Student Diversity

2.2.1   Does the institution organize orientation / induction program for freshers? If yes, give details such as the duration, issues covered, experts involved and mechanism for using the feedback in subsequent years.

2.2.2   Does the institution have a mechanism through which the "differential requirements of the student population" are analyzed after admission and before the commencement of classes? If so, how are the key issues identified and addressed ?

2.2.3   How does the institution identify and respond to the learning needs of advanced and slow learners ?

2.2.4   Does the institution offer bridge / remedial / add-on courses? If yes, how are they structured into the time table? Give details of the courses offered, department-wise/faculty-wise ?

2.2.5   Has the institution conducted any study on the academic growth of students from disadvantaged sections of society, economically disadvantaged, differently-abled, etc.? If yes, what are the main findings ?

2.2.6   Is there a provision to teach the local language to students from other states/countries ?

2.2.7   What are the institution's efforts to teach the students moral and ethical values and their citizenship roles ?

2.2.8   Describe details of orientation/ foundation courses which sensitize students to national integration, Constitution of India, art and culture, empathy, women's empowerment, etc.

2.2.9   Has the institution incorporated the principles of Life Style Modifications for students based on Eastern approaches in their day to day activities ?

2.2.10 Has Yoga/Meditation/any other such techniques been practiced by students regularly as self-discipline ?

2.2.11 How does the institution attend to the diverse health issues (physical and mental) of students and staff ?

2.2.12 Does the institution cater to the needs of groups / individuals requiring special attention by conducting group classes / special individual trainings / focused group discussion / additional training measures etc.?

2.3   Teaching-Learning Process

2.3.1   How does the institution plan and organize the teaching-learning and evaluation schedules such as

* academic calendar

* master plan

* teaching plan

* rotation plan

* course plan

* unit plan

* evaluation blue print

* outpatient teaching

* in-patient teaching

* clinical teaching in other sites

* teaching in the community

2.3.2   Does the institution provide course objectives, outlines and schedules at the commencement of the academic session ? If yes, how is the effectiveness of the process ensured ?

2.3.3   Does the institution face any challenges in completing the curriculum within the stipulated time frame and calendar ? If yes, elaborate on the challenges encountered and the institutional measures to overcome these.

2.3.4   How is learning made student-centric ? Give a list of participatory learning activities adopted by the faculty that contributes to holistic development and improved student learning, besides facilitating life-long learning and knowledge management.

2.3.5   What is the institution's policy on inviting experts / people of eminence to augment teaching-learning activities ?

2.3.6   Does the institution formally encourage learning by using e-learning resources ?

2.3.7 What are the technologies and facilities such as virtual laboratories, e-learning and open educational resources used by the faculty for effective teaching ?

2.3.8 Is there any designated group among the faculty to monitor the trends and issues regarding developments in Open Source Community and integrate its benefits in the institution's educational processes ?

2.3.9 What steps has the institution taken to transition from traditional classrooms into an e-learning environment ?

2.3.10 Is there provision for the services of counselors / mentors/ advisors for each class or group of students for academic, personal and psycho-social guidance ? If yes, give details of the process and the number of students who have benefitted.

2.3.11 Were any innovative teaching approaches/methods/practices adopted and implemented by the faculty during the last four years ? If yes, did they improve learning ? What were the methods used to evaluate the impact of such practices ? What are the efforts made by the institution in giving the faculty due recognition for innovation in teaching ?

2.3.12 How does the institution create a culture of instilling and nurturing creativity and scientific temper among the learners ?

2.3.13 Does the institution consider student projects mandatory in the learning program? If yes, for how many programs have they been (percentage of total) made mandatory ?

 * number of projects executed within the institution

 * names of external institutions for student project work

 * role of faculty in facilitating such projects

2.3.14 Does the institution have a well qualified pool of human resource to meet the requirements of the curriculum? If there is a shortfall, how is it supplemented ?

2.3.15 How are the faculty enabled to prepare computer-aided teaching/learning materials? What are the facilities available in the institution for such efforts ?

2.3.16 Does the institution have a mechanism for the evaluation of teachers by the students / alumni? If yes, how is the evaluation feedback used to improve the quality of the teaching-learning process ?

2.3.17 Does the institution use telemedicine facilities for teaching-learning processes ? If yes, cite a few instances.

2.3.18 Does the institution utilize any of the following innovations in its teaching-learning processes ?

* ICT enabled flexible teaching system.

* Reflective learning.

* Simulations.

* Evidence based medicine.

* Emphasis on development of required skills, adequate knowledge and appropriate attitude to practice medicine.

* Problem based learning (PBL).

* Student assisted teaching (SAT).

* Self directed learning and skills development (SDL).

* Narrative based medicine.

* Medical humanities.

* Drug and poison information assistance centre.

* Ayurveda practices.

* Yoga practices.

* Yoga therapy techniques.

* Naturopathy and its practices.

* Any other.

2.3.19 Does the institution have an Electronic Medical Records facility, staffed by trained and qualified personnel ? Is it used for teaching-learning process ?

2.3.20 Does the institution have well documented procedures for case sheet writing, obtaining informed consent and the discharge process of the patients ?

2.3.21 Does the institution produce videos of clinical cases and use them for teaching-learning processes ?

2.3.22 Does the institution perform medico legal/post-mortem procedures with a view to train the undergraduate and post-graduate students in medico legal procedures ?

2.3.23 Does the institution have drug and poison information and poison detection centres? How are these used to train the students ?

2.3.24 Does the institution have a Pharmacovigilance / Toxicology centre /clinical pharmacy facility / drug information centre/Centre for disease surveillance and control/ Prevention through Yoga/Promotion of positive health/Well-equipped Psychology Laboratory/ Naturopathic diagnostic centre, etc. ?

2.3.25 Laboratories / Diagnostics

* How is the student`s learning process in the laboratories / diagnostics monitored? Provide the laboratory time table (for the different courses).

* Student staff ratio in the laboratories / diagnostics.

2.3.26 How many procedures / clinical cases / surgeries are observed, assisted, performed with assistance and carried out independently by students in order to fulfill learning objectives ?

2.3.27 Does the institution provide patients with information on complementary and alternative systems of Medicine ?

2.3.28 What are the methods used to promote teaching-learning process in the clinical setting ?

2.3.29 Do students maintain log books of their teaching-learning activities ?

2.3.30 Is there a structured mechanism for post graduate teaching-learning process ?

2.3.31 Provide the following details about each of the teaching programs : * Number of didactic lectures

* Number of students in each batch

* Number of rotations

* Details of student case study / drug study

* Nursing Care Conference (NCC)

* Number of medical / dental procedures that the students get to see

* Mannequins / Simulation / skills laboratory for student teaching

* Number of students inside the operation rooms at a given time

* Average number of procedures in the ORs per week, month and year

* Autopsy / Post-mortem facility

2.4   Teacher Quality

2.4.1   How does the institution plan and facilitate its faculty to meet the changing requirements of the curriculum?

2.4.2   Does the institution encourage diversity in its faculty recruitment? Provide the following details (department / school-wise).

Department	% of faculty from the same institution	% of faculty from other institutions within the State	% of faculty from institutions outside the State	% of faculty from other countries
Total				

2.4.3   How does the institution ensure that qualified faculty are appointed for new programs / emerging areas of study ? How many faculty members were appointed to teach new programs during the last four years ?

2.4.4   How many Emeritus / Adjunct Faculty / Visiting Professors are on the rolls of the institution ?

2.4.5   What policies/systems are in place to academically recharge and rejuvenate teachers? (*e.g.* providing research grants, study leave, nomination to national/international conferences/seminars, in-service training, organizing national/international conferences etc.)

2.4.6 How many faculty received awards / recognitions for excellence in teaching at the state, national and international level during the last four years ?

2.4.7 How many faculty underwent professional development programs during the last four years? (add any other program if necessary)

Faculty Development Programs	Number of faculty attended
Induction programs	
Re-orientation programs	
Refresher courses	
Capacity building programs	
Programs by regulatory / apex bodies	

2.4.8 How often does the institution organize academic development programs (*e.g.*: curriculum development, teaching-learning methods, examination reforms, content / knowledge management, etc.) for its faculty aimed at enriching the teaching-learning process ?

2.4.9 Does the institution have a mechanism to retain faculty ? What is the annual attrition rate among the faculty ?

2.4.10 Does the institution have a mechanism to encourage

  * mobility of faculty between institutions /universities for teaching/research ?

  * faculty exchange programs with national and international bodies ?

  If yes, how have these schemes helped in enriching the quality of the faculty ?

2.4.11 Does the institution have well defined career advancement policy for Health Science professionals? If yes, outline the policy.

2.4.12 How does the institution create synergies with other PG institutes for generating required number of specialists and super specialists ?

2.4.13 Does the institution conduct capacity building programs / courses in subspecialties for its faculty ?

2.5 Evaluation Process and Reforms

2.5.1 How does the institution ensure that all the stakeholders are aware of the evaluation processes that are in place ?

2.5.2 What are the important examination reforms implemented by the institution ? Cite a few examples which have positively impacted the examination system.

2.5.3 What is the average time taken by the university for declaration of examination results ? In case of delay, what measures have been taken to address them ? Indicate the mode adopted by the institution for the publication of examination results (*e.g.* website, SMS, email, etc.).

2.5.4 How does the institution ensure transparency in the evaluation process ?

2.5.5 What are the rigorous features introduced by the university to ensure confidentiality in the conduct of the examinations ?

2.5.6 Does the institution have an integrated examination platform for the following processes ?

* pre-examination processes – Time table generation, hall ticket, OMR, student list generation, invigilators, squads, attendance sheet, online payment gateway, online transmission of questions and marks, etc.

* examination process – Examination material management, logistics, etc.

* post-examination process – Attendance capture, OMR-based exam result, auto processing, result processing, certification, etc.

2.5.7 Has the university / institution introduced any reforms in its evaluation process ?

2.5.8 What is the mechanism for redressal of grievances with reference to examinations ? Give details.

2.5.9 Does the institution have a Manual for Examinations and if yes, does it specifically take cognizance of examination malpractices by students, faculty and non-teaching staff ?

2.5.10 What efforts have been made by the university to streamline the operations at the Office of the Controller of Examinations? Mention any significant efforts which have improved the process and functioning of the examination division/section.

2.5.11 What are the efforts of the institution in the assessment of educational outcomes of its students? Give examples against the practices indicated below :

* Compatibility of education objectives and learning methods with assessment principles, methods and practices.

* Balance between formative and summative assessments.

* Increasing objectivity in formative assessments.

* Formative (theory / orals / clinical / practical) internal assessment; choice based credit system; grading / marking.

* Summative (theory / orals / clinical / practical).

* Theory – structure and setting of question papers – Essays, long answers, shorts answers and MCQs etc. Questions bank and Key answers.

* Objective Structured Clinical Examination (OSCE).

* Objective Structured Practical Examination (OSPE).

* Any other.

2.5.12 Describe the methods of prevention of malpractice, and mention the number of cases reported and how are they dealt with ?

2.6.   Student Performance and Learning Outcomes

2.6.1 Has the institution articulated its Graduate Attributes? If so, how does it facilitate and monitor its implementation and outcome ?

2.6.2 Does the institution have clearly stated learning outcomes for its academic programs/departments ? If yes, give details on how the students and staff are made aware of these ?

2.6.3 How are the institution's teaching-learning and assessment strategies structured to facilitate the achievement of the intended learning outcomes ?

2.6.4 How does the institution ensure that the stated learning outcomes have been achieved ?

Any other information regarding Teaching-Learning and Evaluation which the institution would like to include.

CRITERION III : RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

3.1.1 Is there an Institutional Research Committee which monitors and addresses issues related to research ? If yes, what is its composition ? Mention a few recommendations which have been implemented and their impact.

3.1.2 Does the institution have an institutional ethics committee to monitor matters related to the ethics of inclusion of humans and animals in research ?

3.1.3 What is the policy of the university to promote research in its affiliated / constituent colleges ?

3.1.4 What are the proactive mechanisms adopted by the institution to facilitate the smooth implementation of research schemes/projects ?

   a. Externally funded projects (both government and private agencies) :

   * advancing funds for sanctioned projects.

   * providing seed money.

   * simplification of procedures related to sanctions / purchases to be made by the investigators.

   * autonomy to the principal investigator/coordinator for utilizing overhead charges.

   * timely release of grants.

   * timely auditing.

   * submission of utilization certificate to the funding authorities.

   * writing proposals for funding.

   * any training given for writing proposals.

   b. Institution sponsored projects :

   * Proportion of funds dedicated for research in the annual budget.

   * Availability of funding for research /training/resources.

   * Availability of access to online data bases.

3.1.5 How is multidisciplinary / interdisciplinary / transdisciplinary research promoted within the institution ?

* between/among different departments / and

* collaboration with national/international institutes / industries.

3.1.6 Give details of workshops/ training programs/ sensitization programs conducted by the institution to promote a research culture in the institution.

3.1.7 How does the institution facilitate researchers of eminence to visit the campus ? What is the impact of such efforts on the research activities of the institution?

3.1.8 What percentage of the total budget is earmarked for research ? Give details of heads of expenditure, financial allocation and actual utilization.

3.1.9 In its budget, does the university earmark funds for promoting research in its affiliated colleges ? If yes, provide details.

3.1.10 Does the institution encourage research by awarding Postdoctoral Fellowships/Research Associateships ? If yes, provide details like number of students registered, funding by the institution and other sources.

3.1.11 What percentage of faculty have utilized facilities like sabbatical leave for pursuit of higher research in premier institutions within the country and abroad? How does the institution monitor the output of these scholars ?

3.1.12 Provide details of national and international conferences organized by the institution highlighting the names of eminent scientists/scholars who participated in these events.

3.1.13 Mention the initiatives of the institution to facilitate a research culture in the below mentioned areas:

* Training in research methodology, research ethics and biostatistics.

* Development of scientific temperament.

* Presence of Medical / Bio Ethics Committee.

* Research linkages with other institutions, universities and centers of excellence. (national and international).

* Research programs in Basic Sciences, Clinical, Operational Research, Epidemiology, Health Economics, etc.

* Promotional avenues for multi-disciplinary, inter-disciplinary research.

* Promotional avenues for translational research.

* Instilling a culture of research among undergraduate students.

* Publication-based promotion/incentives.

* Providing travel grant for attending national/international conference and workshops.

3.1.14 Does the institution facilitate

* R&D for capacity building and analytical skills in product development like diagnostic kits, biomedical products, etc. for the national / international market

* Development of entrepreneur skills in health care

* Taking leadership role for stem cell research, organ transplantation and harvesting, Biotechnology, Medical Informatics, Genomics, Proteomics, Cellular and Molecular Biology, Nanoscience, etc.

3.1.15 Are students encouraged to conduct any experimental research in Yoga and / or Naturopathy ?

3.2   Resource Mobilization for Research

3.2.1 How many departments of the institution have been recognized for their research activities by national / international agencies (ICMR, DST, DBT, WHO, UNESCO, AYUSH, CSIR, AICTE, etc.) and what is the quantum of assistance received? Mention any two significant outcomes or breakthroughs achieved by this recognition.

3.2.2   Provide the following details of ongoing research projects of faculty:

	Year-wise	Number	Name of the project	Name of the funding agency	Total grant received
A. University awarded projects					
Minor projects					
Major projects					
B. Other agencies - national and international (specify)					
Minor projects					
Major projects					

3.2.3   Does the institution have an Intellectual Property Rights (IPR) Cell ?

3.2.4   Has the institution taken any special efforts to encourage its faculty to file for patents? If so, how many have been registered and accepted ?

3.2.5   Does the institution have any projects sponsored by the industry / corporate houses? If yes, give details such as the name of the project, funding agency and grants received.

3.2.6   List details of

a.   Research projects completed and grants received during the last four years (funded by National/International agencies).

b.   Inter-institutional collaborative projects and grants received

i)   National collaborations

ii)   International collaborations

3.2.7   What are the financial provisions made in the institution budget for supporting students' research projects ?

3.3   **Research Facilities**

3.3.1   What efforts have been made by the institution to improve its infrastructure requirements to facilitate research? What strategies have been evolved to meet the needs of researchers in emerging disciplines ?

3.3.2 Does the institution have an Advanced Central Research facility? If yes, have the facilities been made available to research scholars? What is the funding allocated to the facility ?

3.3.3 Does the institution have a Drug Information Centre to cater to the needs of researchers? If yes, provide details of the facility.

3.3.4 Does the institution provide residential facilities (with computer and internet facilities) for research scholars, post-doctoral fellows, research associates, summer fellows of various academies and visiting scientists (national/international) ?

3.3.5 Does the institution have centres of national and international recognition/repute? Give a brief description of how these facilities are made use of by researchers from other laboratories.

3.3.6 Clinical trials and research

   * Are all the clinical trials registered with CTRI (Clinical Trials Research of India)?

   * List a few major clinical trials conducted with their outcomes.

3.4   Research Publications and Awards

3.4.1 Does the institution publish any research journal(s)? If yes, indicate the composition of the editorial board, editorial policies and state whether it/they is/are listed in any international database.

3.4.2 Give details of publications by the faculty and students:

   * Number of papers published in peer reviewed journals (national / international)

   * Monographs

   * Chapters in Books

   * Books edited

   * Books with ISBN with details of publishers

   * Number listed in International Database (For *e.g.* Web of Science, Scopus, Humanities International Complete, EBSCO host, Google scholar, etc.**)**

    *   Citation Index – range / average

    *   Impact Factor – range / average

    *   Source Normalized Impact per Paper (SNIP)

    *   SCImago Journal Rank (SJR)

    *   h-index

3.4.3   Does the institution publish any reports/compilations/clinical round-ups as a part of clinical research to enrich knowledge, skills and attitudes ?

3.4.4   Give details of

    *   faculty serving on the editorial boards of national and international journals

    *   faculty serving as members of steering committees of national and international conferences recognized by reputed organizations / societies

3.4.5   Provide details for the last four years

    *   research awards received by the faculty and students

    *   national and international recognition received by the faculty from reputed professional bodies and agencies

3.4.6   Indicate the average number of post graduate and doctoral scholars guided by each faculty during the last four years.

3.4.7   What is the official policy of the institution to check malpractices and plagiarism in research ? Mention the number of plagiarism cases reported and action taken.

3.4.8   Does the institution promote multi/interdisciplinary research ? If yes, how many such research projects have been undertaken and mention the number of departments involved in such endeavors ?

3.4.9   Has the university instituted any research awards ? If yes, list the awards.

3.4.10 What are the incentives given to the faculty and students for receiving state, national and international recognition for research contributions ?

3.4.11 Give details of the postgraduate and research guides of the institution during the last four years.

3.5   Consultancy

3.5.1   What are the official policy/rules of the institution for structured consultancy ? List a few important consultancies undertaken by the institution during the last four years.

3.5.2   Does the university have an industry institution partnership cell ? If yes, what is its scope and range of activities ?

3.5.3   What is the mode of publicizing the expertise of the institution for consultancy services ? Which are the departments from whom consultancy has been sought ?

3.5.4   How does the institution utilize the expertise of its faculty with regard to consultancy services ?

3.5.5   Give details regarding the consultancy services provided by the institution for secondary and tertiary health care centers and medical / dental practitioners.

3.5.6   List the broad areas of consultancy services provided by the institution and the revenue generated during the last four years.

3.6   Extension Activities and Institutional Social Responsibility (ISR)

3.6.1   How does the institution sensitize its faculty and students on its Institutional Social Responsibilities ? List the social outreach programs which have created an impact on students' campus experience during the last four years.

3.6.2   How does the institution promote university-neighborhood network and student engagement, contributing to the holistic development of students and sustained community development ?

3.6.3   How does the institution promote the participation of the students and faculty in extension activities including participation in NSS, NCC, YRC and other National/ International programs ?

3.6.4   Give details of social surveys, research or extension work, if any, undertaken by the institution to ensure social justice and empower the underprivileged and the most vulnerable sections of society ?

3.6.5   Does the institution have a mechanism to track the students' involvement in various social movements / activities that promote citizenship roles ?

3.6.6   How does the institution ensure the involvement of the community in its outreach activities and contribute to community development ? Give details of the initiatives of the institution that have encouraged community participation in its activities.

3.6.7   Give details of awards received by the institution for extension activities and/contributions to social/community development during the last four years.

3.6.8   What intervention strategies have been adopted by the institution to promote the overall development of students from rural/ tribal backgrounds ?

3.6.9   What initiatives have been taken by the institution to promote social-justice and good citizenship amongst its students and staff ? How have such initiatives reached out to the community ?

3.6.10   How does the institution align itself with the annual themes/programs of WHO/ICMR ?

3.6.11   What is the role of the institution in the following extension activities ?

* Community outreach health programs for prevention, detection, screening, management of diseases and rehabilitation by cost effective interventions.

* Awareness creation regarding potable water supply, sanitation and nutrition.

* Awareness creation regarding water-borne and air-borne communicable diseases.

* Awareness creation regarding non-communicable diseases - cardiovascular diseases, diabetes, cancer, mental health, accident and trauma, etc.

* Awareness creation regarding the role of healthy life styles and physical exercise for promotion of health and prevention of diseases.

* Awareness creation regarding AYUSH Systems of medicines in general and / or any system of medicine in particular.

* Complementary and alternative medicine.

* Pharmaco economic evaluation in drug utilization.

* Participation in national programs like Family Welfare, Mother and Child Welfare, Population Control, Immunization, HIVAIDS, Blindness control, Malaria, Tuberculosis, School Health, anti tobacco campaigns, oral health care, etc.

* Promotion of mental health and prevention of substance abuse.

* Adoption of population in the geographical area for total health care.

* Research or extension work to reach out to marginalized populations.

3.6.12 Do the faculty members participate in community health awareness programs ? If yes, give details.

3.6.13 How does the institution align itself and participate in National program for prevention and control of diseases ?

3.7 Collaborations

3.7.1 How has the institution's collaboration with other agencies impacted the visibility, identity and diversity of campus activities ? To what extent has the institution benefitted academically and financially because of collaborations ?

3.7.2 Mention specific examples of how these linkages promote

* Curriculum development

* Internship

* On-the-job training

* Faculty exchange and development

* Research

* Publication

* Consultancy

* Extension

* Student placement

* Any other (specify)

3.7.3 Has the institution signed MoUs or filed patents with institutions of national/international importance/other universities/industries/corporate houses etc.? If yes, how have they enhanced the research and development activities of the institution ?

3.7.4 Have the institution-industry interactions resulted in the establishment / creation of highly specialized laboratories / facilities ?

3.7.5 Give details of the collaborative activities of the institution with the following:

* Local bodies/ community

* State government / Central government /NGOs

* National bodies

* International agencies

* Health Care Industry – Biomedical, Pharmaceutical, Herbal, Clinical Research Organization (CRO)

* Service sector

* Any other (specify)

3.7.6 Give details of the activities of the institution under public-private partnership.

Any other information regarding Research, Consultancy and Extension, which the institution would like to include.

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

4.1.1 How does the institution plan and ensure adequate availability of physical infrastructure and ensure its optimal utilization ?

4.1.2 Does the institution have a policy for the creation and enhancement of infrastructure in order to promote a good teaching-learning environment ? If yes, mention a few recent initiatives.

4.1.3 Has the institution provided all its departments with facilities like office room, common room and separate rest rooms for women students and staff ?

4.1.4 How does the institution ensure that the infrastructure facilities are barrier free for providing easy access to college and hospital for the differently-abled persons ?

4.1.5 What special Facilities are available on campus to promote students' interest in sports and cultural events/activities ?

4.1.6 What measures does the institution take to ensure campus safety and security ?

4.1.7 Facility of Animal House

* Is animal house maintained as per CPCSEA guidelines ?

* Whether records of animal house are maintained for learning and research activities ?

* Does the animal house have approval for breeding and selling experimental animals as per CPCSEA guidelines ?

4.1.8 Provide the following details on the use of laboratories / museums as learning resources:

* Number

* Maintenance and up-gradation

* Descriptive catalogues in museums

* Usage of the above by the UG/PG students

4.1.9 Dentistry

* Dental chairs in clinic – specialty wise

* Total dental chairs

* Schedule of chair side teaching in clinics – specialty wise *

Number of procedures in clinics per month and year

* Mobile dental care unit

* Facilities for dental and maxillofacial procedures

* Dental laboratories

4.1.10 Pharmacy

* Pharmaceutical Science Laboratories *

Museum for drug formulations

* Machine room

* Herbarium / crude drug museum

* Balance room

* Chemical store

* Instrumentation facilities

* Pilot plant

* Computer aided laboratory

4.1.11 Yoga and Naturopathy

* Demonstration hall with teaching facility to cater to the needs of the students.

* Diet Service Management Department

* Yoga cum multipurpose hall for meditation and prayer

* Solarium compatible for multimedia presentation

* Mud Storage Unit

* Outdoor Facilities - Walking track with reflexology segment.

* Swimming Pool

* Naturopathy blocks

4.1.12 Homoeopathy

* Museum and demonstration room (Homoeopathic Pharmacy Laboratory, Pathology Laboratory, Community Medicine, Homoeopathic Materia Medica, Organon of Medicine including History of Medicine)

* Repertory with Computer Laboratory and Demonstration Room

4.1.13 Nursing

* Nursing Foundation Laboratory

* Medical Surgical Laboratory

* Community Health Nursing Laboratory

* Maternal and Child Health Laboratory

* Nutrition Laboratory

* Pre clinical Laboratories

* Specimens, Models and Mannequins

4.1.14 Ayurveda

* Herbal Gardens

* Museum Herbarium

* Panchakarma Facility

* Eye Exercises Clinic

* Kshara Sutra and Agni Karma Setup

* Ayurveda Pharmacy

4.1.15 Does the institution have the following facilities ? If so, indicate its special features, if any.

* Meditation Hall

* Naturopathy blocks

4.1.16 Provide details of sophisticated equipments procured during the last four years.

4.2 Clinical Learning Resources

4.2.1 Teaching Hospital

* Year of establishment

* Hospital institution distance

* Whether owned by the college or affiliated to any other institution?

* Are the teaching hospitals and laboratories accredited by NABH, NABL or any other national or international accrediting agency?

* Number of beds

* Number of specialty services

* Number of super-specialty services

* Number of beds in ICU / ICCU / PICU / NICU, etc.

* Number of operation theatres

* Number of Diagnostic Service Departments

* Clinical Laboratories

* Service areas viz. laundry, kitchen, CSSD, Backup power supply, AC plant, Manifold Rooms, pharmacy services

* Blood Bank services

* Ambulance services

* Hospital Pharmacy services

* Drug poison information service

* Pharmacovigilance

* Mortuary, cold storage facility

* Does the teaching hospital display the services provided free of cost ?

* What is the mechanism for effective redressal of complaints made by patients?

* Give four years statistics of inpatient and outpatient services provided.

* Does the hospital display charges levied for the paid services ?

* Are the names of the faculty and their field of specialization displayed prominently in the hospital ?

* Is pictorial representation of the various areas of the hospital displayed in a manner to be understood by illiterate patients ?

* Is there a prominent display of ante-natal, mother and child health care facilities ?

* How does the hospital ensure dissemination of factual information regarding rights, responsibilities and the health care costs to patient and the relatives/attendants ?

* How does the hospital ensure that proper informed consent is obtained ?

* Does the hospital have well-defined policies for prevention of hospital-acquired infections ?

* Does the hospital have good clinical practice guidelines and standard operating procedures ?

* Does the hospital have effective systems for disposal of bio-hazardous waste ?

* How does the hospital ensure the safety of the patients, students, doctors and other health care workers especially in emergency department, critical care unit and operation theatres? Are the safety measures displayed in the relevant areas ?

* How are the Casualty services/Accident and Emergency Services organized and effectively managed ?

* Whether the hospital provides patient friendly help-desks at various places.

* Does the hospital have medical insurance help desk ?

* What are the other measures taken to make the hospital patient friendly ?

* How does the hospital achieve continuous quality improvement in patient care and safety ?

* What are the measures available for collecting feedback information from patients and for remedial actions based on such information ?

* How does the institution ensure uniformity in treatment administered by the therapists ?

* Does the institution conduct any orientation training program for AYUSH-based para-medical staff ?

4.2.2 What specific features have been included for clinical learning in the out-patient, bedside, community and other clinical teaching sites ?

4.3 Library as a Learning Resource

4.3.1 Does the library have an Advisory Committee ? Specify the composition of the committee. What significant initiatives have been implemented by the committee to render the library student/user friendly ?

4.3.2 Provide details of the following:

* Total area of the library (in Sq. Mts.)

* Total seating capacity

* Working hours (on working days, on holidays, before examination, during examination, during vacation)

* Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)

* Clear and prominent display of floor plan; adequate sign boards; fire alarm; access to differently-abled users and mode of access to collection

* List of library staff with their qualifications

4.3.3   Give details of the library holdings :

* Print (books, back volumes, theses, journals)

* Average number of books added during the last three

years * Non Print (Microfiche, AV)

* Electronic (e-books, e-journals)

* Special collections (e.g. text books, reference books, standards, patents)

* Book bank

* Question bank

4.3.4   To what extent is ICT deployed in the library? Give details with regard to

* Library automation

* Total number of computers for general access

* Total numbers of printers for general access

* Internet band width speed   □ 2mbps □ 10 mbps □ 1 GB

* Institutional Repository

* Content management system for e-learning

* Participation in resource sharing networks/consortia (like INFLIBNET)

4.3.5   Give details of specialized services provided by the library with regard

to * Manuscripts

*   Reference

*   Reprography / scanning

*   Inter-library Loan Service

*   Information Deployment and Notification

*   OPACS

*   Internet Access

*   Downloads

*   Printouts

*   Reading list/ Bibliography compilation

*   In-house/remote access to e-resources

*   User Orientation

*   Assistance in searching Databases

*   INFLIBNET/HELINET

4.3.6   Provide details of the annual library budget and the amount spent for purchasing new books and journals.

4.3.7   What are the strategies used by the library to collect feedback from its users? How is the feedback analyzed and used for the improvement of the library services ?

4.3.8   List the efforts made towards the infrastructural development of the library in the last four years.

4.4   IT Infrastructure

4.4.1   Does the institution have a comprehensive IT policy with regard to:

*   IT Service Management

* Information Security

* Network Security

* Risk Management

* Software Asset Management

* Open Source Resources

* Green Computing

4.4.2 How does the institution maintain and update the following services ?

* Hospital Management Information System (HMIS)

* Electronic Medical Records System (EMR)

* Digital diagnostic and imaging systems including PACS

4.4.3 Give details of the institution's computing facilities i.e., hardware and software.

* Number of systems with individual configurations

* Computer-student ratio

* Dedicated computing facilities

* LAN facility

* Wi-Fi facility

* Proprietary software

* Number of nodes/ computers with internet facility

* Any other (specify)

4.4.4 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities ?

4.4.5 Give details on access to on-line teaching and learning resources and other knowledge and information database/packages provided to the staff and students for quality teaching-learning and research.

4.4.6   What are the new technologies deployed by the institution in enhancing student learning and evaluation during the last four years and how do they meet new / future challenges ?

4.4.7   What are the IT facilities available to individual teachers for effective teaching and quality research ?

4.4.8   Give details of ICT-enabled classrooms/learning spaces available within the institution. How are they utilized for enhancing the quality of teaching and learning ?

4.4.9   How are the faculty assisted in preparing computer-aided teaching-learning materials? What are the facilities available in the institution for such initiatives ?

4.4.10   Does the institution have annual maintenance contract for the computers and its accessories ?

4.4.11   Does the institution avail of the National Knowledge Network (NKN) connectivity ? If so, what are the services availed of ?

4.4.12   Does the institution avail of web resources such as Wikipedia, dictionary and other education enhancing resources? What are its policies in this regard ?

4.4.13   Provide details on the provision made in the annual budget for the update, deployment and maintenance of computers in the institution.

4.4.14   What plans have been envisioned for the transfer of teaching and learning from closed institution information network to open environment ?

4.5   Maintenance of Campus Facilities

4.5.1   Does the institution have an estate office / designated officer for overseeing the maintenance of buildings, class-rooms and laboratories ? If yes, mention a few campus specific initiatives undertaken to improve the physical ambience.

4.5.2   How are the infrastructure facilities, services and equipments maintained ? Give details.

4.5.3   Has the institution insured its equipments and buildings ?

Any other information regarding Infrastructure and Learning Resources which the institution would like to include.

CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1 Student Mentoring and Support

5.1.1 Does the institution have a system for student support and mentoring? If yes, what are its structural and functional features ?

5.1.2 Apart from classroom interaction, what are the provisions available for academic mentoring ?

5.1.3 Does the institution have any personal enhancement and development schemes such as career counseling, soft skills development, career-path-identification, and orientation to well-being for its students ? Give details of such schemes.

5.1.4 Does the institution have facilities for psycho social counseling for students ?

5.1.5 Does the institution provide assistance to students for obtaining educational loans from banks and other financial institutions ?

5.1.6 Does the institution publish its updated prospectus and handbook annually? If yes, what are the main issues / activities / information included / provided to students through these documents ? Is there a provision for online access ?

5.1.7 Specify the type and number of institution scholarships / freeships given to the students during the last four years. Was financial aid given to them on time ? Give details. (in a tabular form)

5.1.8 What percentage of students receive financial assistance from state government, central government and other national agencies ?

5.1.9 Does the institution have an International Student Cell to attract foreign students and cater to their needs ?

5.1.10 What types of support services are available

for * overseas students

* physically challenged / differently-abled students

* SC/ST, OBC and economically weaker sections

* students participating in various competitions/conferences in India and abroad

    *   health centre, health insurance etc.

    *   skill development (spoken English, computer literacy, etc.)

    *   performance enhancement for slow learners.

    *   exposure of students to other institutions of higher learning/ corporates/business houses, etc.

    *   publication of student magazines, newsletters.

5.1.11 Does the institution provide guidance and/or conduct coaching classes for students appearing for competitive examinations (such as USMLE, PLAB, GPAT, NCLEX, CGFNS, IELTS)? If yes, what is the outcome ?

5.1.12 Mention the policies of the institution for enhancing student participation in sports and extracurricular activities through strategies / schemes such as

    *   additional academic support and academic flexibility in examinations

    *   special dietary requirements, sports uniform and materials

    *   any other (specify)

5.1.13 Does the institution have an institutionalized mechanism for student Placement ?What are the services provided to help students identify job opportunities,
prepare themselves for interviews, and develop entrepreneurship skills ?

5.1.14 How does the institution provide an enriched academic ambience for advanced learners ?

5.1.15 What percentage of students drop-out annually? Has any study been conducted to ascertain the reasons and take remedial measures ?

5.1.16 Give the number of students selected during campus interviews by different employers (list the employers and the number of companies who visited the campus during the last four years).

5.1.17 Does the institution have a registered Alumni Association ? If yes, what are its activities and contributions to the development of the institution?

5.1.18 List a few prominent alumni of the institution.

5.1.19 In what ways does the institution respond to alumni requirements ?

5.1.20 Does the institution have a student grievance redressal cell ? Give details of the nature of grievances reported. How were they redressed ?

5.1.21 Does the institution promote a gender-sensitive environment by (i) conducting gender related programs (ii) establishing a cell and mechanism to deal with issues related to sexual harassment ? Give details.

5.1.22 Is there an anti-ragging committee ? How many instances, if any, have been reported during the last four years and what action has been taken in these cases ?

5.1.23 How does the institution elicit the cooperation of all its stakeholders to ensure the overall development of its students ?

5.1.24 How does the institution ensure the participation of women students in intra-and inter-institutional sports competitions and cultural activities ? Provide details of sports and cultural activities where such efforts were made.

5.1.25 Does the institution enhance the student learning experience by providing for rotation from the teaching hospital to the community and district hospital during the internship period ?

5.1.26 Does the institution have immunization policy for its students and staff ?

5.1.27 Does the institution give thrust on students growth in terms of :

* Physical development,

* Emotional control,

* Social dimension and

* Spiritual growth.

5.2   Student Progression

5.2.1 What is the student strength of the institution for the current academic year? Analyze the Program-wise data and provide the trends (UG to PG, PG to further studies) for the last four years.

5.2.2 What is the number and percentage of students who appeared/qualified in examinations for Central / State services, Defense, Civil Services, etc.?

5.2.3   Provide category-wise details regarding the number of post graduate dissertations, Ph.D. and D.Sc. theses submitted/accepted/ rejected in the last four years.

5.2.4   What is the percentage of graduates under AYUSH programs employed in the following ?

*   AYUSH departments/Hospitals,

*   Multinational companies,

*   Health clubs,

*   Spas,

*   Yoga wellness centers,

*   Yoga studios,

*   Health clubs,

*   Own Yoga cubes/studios ?

5.3   Student Participation and Activities

5.3.1   List the range of sports, cultural and extracurricular activities available to students. Furnish the program calendar and provide details of students' participation.

5.3.2   Give details of the achievements of students in co-curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. during the last four years.

5.3.3   Does the institution provide incentives for students who participate in national / regional levels in sports and cultural events ?

5.3.4   How does the institution involve and encourage its students to publish materials like catalogues, wall magazines, college magazine, and other material? List the major publications/ materials brought out by the students during the last four academic sessions.

5.3.5   Does the institution have a Student Council or any other similar body? Give details on its constitution, activities and funding.

5.3.6   Give details of various academic and administrative bodies that have student representatives in them. Also provide details of their activities.

Any other information regarding Student Support and Progression which the institution would like to include.

CRITERION VI : GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1   Institutional Vision and Leadership

6.1.1   State the vision and the mission of the institution.

6.1.2   Does the mission statement define the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, the institution's tradition and value orientations, its vision for the future, etc. ?

6.1.3   How is the leadership involved in

* developing E-Governance strategies for the institution ?

* ensuring the organization's management system development, implementation and continuous improvement ?

* interacting with its stakeholders ?

* reinforcing a culture of excellence ?

* identifying organizational needs and striving to fulfill them ?

6.1.4   Were any of the top leadership positions of the institution vacant for more than a year? If so, state the reasons.

6.1.5   Does the institution ensure that all positions in its various statutory bodies are filled and meetings conducted regularly ?

6.1.6   Does the institution promote a culture of participative management ? If yes, indicate the levels of participative management.

6.1.7   Give details of the academic and administrative leadership provided by the university to its affiliated colleges / constituent units and the support and encouragement given to them to become autonomous.

6.1.8   Have any provisions been incorporated / introduced in the University Act and Statutes to provide for conferment of degrees by autonomous colleges ?

6.1.9   How does the institution groom leadership at various levels? Give details.

6.1.10 Has the institution evolved a knowledge management strategy which encompasses the following aspects such as access to

* Information Technology,

* National Knowledge Network (NKN),

* Data Bank,

* Other open access resources along with effective intranet facilities with unrestricted access to learners.

    If yes, give details.

6.1.11   How are the following values reflected in the functioning of the institution?

* Contributing to National development

* Fostering global competencies among students

* Inculcating a sound value system among students

* Promoting use of technology

* Quest for excellence

6.1.12   Has the institution been indicted / given any adverse reports by National Regulatory bodies? If so, provide details.

6.1.13   What are the projected budgetary provisions towards teaching, health care services, research, faculty development, etc.?

6.2   Strategy Development and Deployment

6.2.1   Does the institution have a perspective plan for development? If yes, what aspects of the following are considered in the development of policies and strategies?

* Vision and mission

* Teaching and learning

* Research and development

* Community engagement / outreach activities

* Human resource planning and development

* Industry interaction

* Internationalization

6.2.2   Describe the institution's internal organizational structure (preferably through an organogram) and decision making processes and their effectiveness.

* Is there a system for auditing health care quality and patient safety? If yes, describe.

*   How often are these review meetings held with the administrative staff?

6.2.3   Does the institution conduct regular meetings of its various Authorities and Statutory bodies? Provide details.

6.2.4   Does the institution have a formal policy to ensure quality? How is it designed, driven, deployed and reviewed?

6.2.5   Does the institution encourage its academic departments to function independently and autonomously and how does it ensure accountability?

6.2.6   During the last four years, have there been any instances of court cases filed by and / or against the institution? What were the critical issues and verdicts of the courts on these issues?

6.2.7   How does the institution ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyze the nature of grievances for promoting better stakeholder-relationship?

6.2.8   Does the institution have a mechanism for analyzing student feedback on institutional performance? If yes, what was the institutional response?

6.2.9   Does the institution conduct performance audit of the various departments ?

6.2.10 What mechanisms have been evolved by the institution to identify the developmental needs of its affiliated / constituent institutions ?

6.2.11 Does the institution and hospital have their own updated websites ? If so, is the information regarding faculty and their areas of specialization, days of availability, timings, consultation charges available on the website ?

6.2.12 What are the feedback mechanisms and documentations to evaluate the outcomes of these exercises ?

6.3 Faculty Empowerment Strategies

6.3.1 What efforts have been made to enhance the professional development of teaching and non-teaching staff ? What is the impact of Continuing Professional Development Programs in enhancing the competencies of the university faculty?

6.3.2 What is the outcome of the review of various appraisal methods used by the institution? List the important decisions.

6.3.3 What are the welfare schemes available for teaching and non-teaching staff ? What percentage of staff have benefitted from these schemes in the last four years ? Give details.

6.3.4 What are the measures taken by the institution for attracting and retaining eminent faculty ?

6.3.5 Has the institution conducted a gender audit during the last four years ? If yes, mention a few salient findings.

6.3.6 Does the institution conduct any gender sensitization programs for its faculty ?

6.3.7 How does the institution train its support staff in better communication skills with patients ?

6.3.8 Whether the research interests of teaching faculty are displayed in the respective departments ?

6.3.9 Do faculty members mentor junior faculty and students ?

6.3.10 Does the institution offer incentives for faculty empowerment ?

6.4 Financial Management and Resource Mobilization

6.4.1 What is the institutional mechanism available to monitor the effective and efficient use of financial resources ?

6.4.2 Does the institution have a mechanism for internal and external audit? Give details.

6.4.3 Are the institution's accounts audited regularly ? Have there been any audit objections, if so, how were they addressed ?

6.4.4 Provide the audited statement of accounts with details of expenses for academic, research and administrative activities of the last four years.

6.4.5 Narrate the efforts taken by the institution for resource mobilization.

6.4.6   Is there any provision for the institution to create a corpus fund? If yes, give details.

6.4.7   What are the free / subsidized services provided to the patients in the hospital ?

6.4.8   Does the institutions receive fund from philanthropic organizations / individuals towards patient care ? If yes, give details.

6.4.9   Do patients from other states / abroad come for treatment, reflecting the unique quality health care provided by the institution ?

6.5   Internal Quality Assurance System

6.5.1   Does the institution conduct regular academic and administrative audits? If yes, give details.

6.5.2   Based on the recommendations of the Academic Audit, what specific follow up measures have been taken by the institution to improve its academic and administrative performance ?

6.5.3   Is there a central unit within the institution to review the teaching-learning process in an ongoing manner ? Give details of its structure, methodologies of operations and outcome ?

6.5.4   How has IQAC contributed to institutionalizing quality assurance strategies and processes ?

6.5.5   How many decisions of the IQAC have been placed before the statutory authorities of the institution for implementation ?

6.5.6   Are external members represented in the IQAC? If so, mention the significant contribution made by such members.

6.5.7   Has the IQAC conducted any study on the incremental academic growth of students from disadvantaged sections of society ?

6.5.8   Are there effective mechanisms to conduct regular clinical audit of the teaching hospital? Give details.

6.5.9   Has the institution or hospital been accredited by any other national/ international body ?

6.5.10 Does the hospital have institutional and individual insurance schemes to cover indemnity claims?

Any other information regarding Governance, Leadership and Management which the institution would like to include.

CRITERION VII : INNOVATIONS AND BEST PRACTICES

7.1   Environment Consciousness

7.1.1   Does the institution conduct a Green Audit of its campus ?

7.1.2   What are the initiatives taken by the institution to make the campus eco-friendly ?

* Energy conservation

* Use of renewable energy

* Water harvesting

* Solar panels

* Efforts for carbon neutrality

* Plantation - Botanical or Medicinal significance

* Bio-hazardous waste management

* E-waste management

* Effluent treatment and recycling plant

* Recognition / certification for environment friendliness

* Any other (specify)

7.1.3   How does the institution ensure that robust infection control and radiation safety measures are effectively implemented on campus ?

7.1.4   Has the institution been audited / accredited by any other agency such as NABL, NABH, etc. ?

7.2   Innovations

7.2.1   Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the institution.

7.3   Best Practices

7.3.1   Give details of any two best practices that have contributed to better academic and administrative functioning of the institution.

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**

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

7. **Notes**

    Optional. Add any other information that may be relevant for adopting/ implementing the Best Practice in other institutions (in about 150 words).

Any other information regarding Innovations and Best Practices which the institution would like to include.

3. Evaluative Report of the Department

1. Name of the Department

2. Year of establishment

3. Is the Department part of a college/Faculty of the university?

4. Names of programs offered (UG, PG, PharmD, Integrated Masters; M.Phil., Ph.D., Integrated Ph.D., Certificate, Diploma, PG Diploma, D.M./M.Ch., Super specialty fellowship, etc.)

5. Interdisciplinary programs and departments involved

6. Courses in collaboration with other universities, industries, foreign institutions, etc.

7. Details of programs discontinued, if any, with reasons

8. Examination System: Annual/Semester/Trimester/Choice Based Credit System

9. Participation of the department in the courses offered by other departments

10. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others)

	Sanctioned	Filled	Actual (including CAS & MPS)
Professor			
Associate Professor/Reader			
Assistant Professor			
Lecturer			
Tutor / Clinical Instructor			
Senior Resident			

11. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

Name	Qualification	Designation	Specialization	No. of Years of Experience

12. List of senior Visiting Fellows, adjunct faculty, emeritus professors

13. Percentage of classes taken by temporary faculty – program-wise information

14. Program-wise Student Teacher Ratio

15. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual

16. Research thrust areas as recognized by major funding agencies

17. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise.

18. Inter-institutional collaborative projects and associated grants received

    a) National collaboration   b) International collaboration

19. Departmental projects funded by ICMR; DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.

20. Research facility / centre with

    • state recognition

    • national recognition

    • international recognition

21. Special research laboratories sponsored by / created by industry or corporate bodies

22. Publications:

    * Number of papers published in peer reviewed journals (national / international)

    * Monographs

    * Chapters in Books

    * Books edited

    * Books with ISBN with details of publishers

    * Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, Medline, etc.)

    * Citation Index – range / average

    * SNIP

    * SJR

    * Impact Factor – range / average

    * h-index

23. Details of patents and income generated

24. Areas of consultancy and income generated

25. Faculty selected nationally / internationally to visit other laboratories / institutions / industries in India and abroad

26. Faculty serving in

    a) National committees b) International committees c) Editorial Boards
    d) any other (specify)

27. Faculty recharging strategies (Refresher / orientation programs, workshops, training programs and similar programs).

28. Student projects

    • percentage of students who have taken up in-house projects including inter-departmental projects

- percentage of students doing projects in collaboration with other universities / industry / institute

29. Awards / recognitions received at the national and international level by

   - Faculty

   - Doctoral / post doctoral fellows

   - Students

30. Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any.

31. Code of ethics for research followed by the departments

32. Student profile program-wise :

Name of the Program (refer to question no. 4)	Applications received	Selected		Pass percentage	
		Male	Female	Male	Female

33. Diversity of students

Name of the Program (refer to question no. 4)	% of students from the same university	% of students from other universities within the State	% of students from universities outside the State	% of students from other countries

34. How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE, USMLE, PLAB, GPAT, NCLEX, CGFNS, IELTS and other competitive examinations? Give details category-wise.

35.   Student progression

Student progression	Percentage against enrolled
UG to PG	
PG to M.Phil, DM / M Ch / DNB	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed • Campus selection • Other than campus recruitment	
Entrepreneurs	

36.   Diversity of staff

Percentage of faculty who are graduates	
of the same university	
from other universities within the State	
from universities from other States	
from universities outside the country	

37.   Number of faculty who were awarded M.Phil., DM, M Ch, Ph.D., D.Sc. and D.Litt. during the assessment period

38.   Present details of departmental infrastructural facilities with regard to

   a) Library

   b) Internet facilities for staff and students

   c) Total number of class rooms

   d) Class rooms with ICT facility and 'smart' class rooms

   e) Students' laboratories

   f) Research laboratories

39. List of doctoral, post-doctoral students and Research Associates

    a) from the host institution/university

    b) from other institutions/universities

40. Number of post graduate students getting financial assistance from the university.

41. Was any need assessment exercise undertaken before the development of new program(s) ? If so, highlight the methodology.

42. Does the department obtain feedback from

    a. faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback ?

    b. students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback ?

    c. alumni and employers on the programs offered and how does the department utilize the feedback ?

43. List the distinguished alumni of the department (maximum 10)

44. Give details of student enrichment programs (special lectures / workshops / seminar) involving external experts.

45. List the teaching methods adopted by the faculty for different programs including clinical teaching.

46. How does the department ensure that program objectives are constantly met and learning outcomes are monitored ?

47. Highlight the participation of students and faculty in extension activities.

48. Give details of "beyond syllabus scholarly activities" of the department.

49. State whether the program/ department is accredited/ graded by other agencies ? If yes, give details.

50. Briefly highlight the contributions of the department in generating new knowledge, basic or applied.

51. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.

52. Future plans of the department.

4. Declaration by the Head of the Institution

I certify that the data included in this Self-Study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SSR during the peer team visit.

Signature of the Head of the
institution with seal:

Place:

Date:

Section C : Appendices

1. Glossary

2. Abbreviations

3. Assessment Indicators

4. Members of the National Consultative Committee –
   Health Sciences

Appendix 1 : Glossary

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.
Accreditation	:	Certification of quality that is valid for a fixed period, which in the case of NAAC is five years.
Assessment	:	Performance evaluation of an institution or its units based on certain established criteria.
# 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.
Beyond syllabus	:	Participation in academic activities beyond the minimum scholarly activities requirements of the syllabus.
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.

Choice based credit system : 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 programme. It is popularly known as the cafeteria model.

Citation index : The number of times a research papers it is referred to by other researchers in refereed journals and is a measure of validity of its contents.

Collaboration : Formal agreement/ understanding between any two or more institutions for training, research, student/faculty exchange or extension support.

Counseling : Assisting and mentoring students individually or collectively for academic, career, personal and financial decision-making.

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.

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, etc.

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.

De novo institution	:	An institution devoted to innovations in teaching and research in unique and 'emerging areas of knowledge', so determined by eminent peers of the academic community in the concerned disciplines.
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.
EBSCOhost	:	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.
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.
Extension activities	:	The aspect of education, which emphasizes neighborhood 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 and pedagogical skills of faculty.

# Feedback	:	a) formative and evaluative comments given by tutors on the performance of individual learners.
		b) evaluative comments made by stakeholders to the institution on the quality and effectiveness of a defined process.
		c) response from students, academic peers and employers for review and design of curriculum.
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.
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.
Graduate Attributes	:	Qualities, skills and understandings a university community agrees its students should develop during their time with the institution. These attributes include, but go beyond, 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[1].
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.

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[1]Bowden et. al. 2000 from http://www.curtin.edu.my/ T&L/doc/Graduate_ Attributes.pdf

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. The index can also be applied to the productivity and impact of a group of scientists such as a department or university or country.
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, paintings and illustrations are also referenced.
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 two years after publication.
Incinerator	:	Waste destruction in a furnace by controlled burning at high temperatures.
Infrastructure	:	Physical facilities like building, play fields, hostels etc. which help run an institutional program.
Information and Communications Technology (ICT)	:	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 [2].
Institutional Eligibility for Quality Assessment (IEQA)	:	Eligibility granted to an Affiliated /Constituent colleges which are seeking assessment and accreditation for the first time.
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 behavior and the need to practice good citizenship.

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[2]World Bank http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION

Integrated Healthcare Management	:	Specifically refers to patient care in the hospital setting as opposed to teaching-learning activities.
# 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 System (IQAS)	:	Self regulated responsibilities of the higher education institutions aimed at continuous improvement of quality for achieving academic and administrative excellence.
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 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.
# New technologies	:	Digital tools and resources (hardware and software) and their application in the field of education.
Nursing Care Conference (NCC)	:	A group discussion using problem solving techniques to determine the ways of providing care for the patients to whom students are assigned as a part of their clinical 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 multi disciplinary programs.
Organizational structure	:	The structure and functions of an institution to co-ordinate academic and administrative planning.
Outreach activities	:	Is the practice of conducting local public awareness activities through targeted community interaction. They are guided by a local needs assessment.
Participative management	:	Refers to an open form of management where employees are actively involved in the institution's decision making process.
Physical facilities	:	Infrastructure facilities of the institution to run the educational programs efficiently and the growth of the infrastructure to keep pace with the academic growth of the institution.
Program options	:	A range of courses offered to students to choose at various levels leading to degrees/ diplomas/ certificates
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.
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.

SJR (Sclmago 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).
SNIP (Source Normalized Impact per Person)	:	Is the ratio of the source's average citation count per paper in a three year citation window over the "citation potential" of its subject field.
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 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.
Teacher quality	:	A composite term to indicate the qualification of the faculty, the adequacy meant for recruitment procedures, professional development, recognition and teachers characteristics.

Teaching-learning process	:	Learner-centered education through appropriate methodologies to facilitate effective teaching and learning.
Twinning programs	:	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 programs and awarding of degrees usually comply with national regulations of the provider in source Country A.
Web of Science	:	An online academic citation index designed for providing access to multiple databases, cross-disciplinary research, and in-depth exploration of specialized subfields within an academic or scientific discipline.
Weightages	:	Taking cognizance of the different types of educational institutions, differential scores are assigned to the criteria and key aspects.

\# From Quality Assurance Toolkit for Distance Higher Education Institutions and Programmes.

Appendix 2 : Abbreviations

Abbreviations

A&A (A/A)	-	Assessment and Accreditation
AICTE	-	All India Council for Technical Education
AQAR	-	Annual Quality Assurance Report
AYUSH	-	Ayurveda, Yoga, Unani, Siddha and Homeopathy
BoS	-	Board of Studies
CAS	-	Center for Advanced Studies
CBCS	-	Choice Based Credit System
CD	-	Compact Diskette
CGFNS	-	Commission on Graduates of Foreign Nursing Schools
CGPA	-	Cumulative Grade Point Average
CR	-	Criteria
CR-GPA(s)	-	Criterion-wise Grade Point Average(s)
CPCSEA	-	Committee for Purpose of Control and Supervision of Experimental Animals
CPE	-	Colleges with Potential for Excellence
CRO	-	Clinical Research Organization
CSIR	-	Council of Scientific and Industrial Research
CSSD	-	Central Sterile Services Department
CTRI	-	Clinical Trials Research of India
DBT	-	Department of Biotechnology
DCI	-	Dental Council of India
DEP	-	Distance Education Programs
DSIR	-	Department of Scientific and Industrial Research

DST	-	Department of Science and Technology
EMR	-	Electronic Medical Record
FIST	-	Fund for the Improvement of Science and Technology Infrastructure
GATE	-	Graduate Aptitude Test in Engineering
GMAT	-	Graduate Management Admission Test
GPAT	-	Graduate Pharmacy Aptitude Test
HEI	-	Higher Education Institution
HELINET	-	Health Science Library and Information Network
HMIS	-	Hospital Management Information System
HSI	-	Health Science Institutions
ICHR	-	Indian Council of Historical Research
ICMR	-	Indian Council of Medical Research
ICPR	-	Indian Council of Philosophical Research
ICSSR	-	Indian Council of Social Science Research
ICT	-	Information and Communication Technology
IELTS	-	International English Language Testing System
IEQA	-	Institutional Eligibility for Quality Assessment
INC	-	Indian Nursing Council
INFLIBNET	-	Information and Library Network
IPR	-	Intellectual Property Rights
IQAC	-	Internal Quality Assurance Cell
IQAS	-	Internal Quality Assurance System
ISR	-	Institutional Social Responsibility

IT	-	Information Technology
LoI	-	Letter of Intent
MCI	-	Medical Council of India
MCQ	-	Multiple Choice Questions
MHRD	-	Ministry of Human Resource and Development
MIR	-	Minimum Institutional Requirements
MoU	-	Memorandum of Understanding
NABH	-	National Accreditation Board for Hospitals and Healthcare Providers
NABL	-	National Accreditation Board for Testing and Calibration Laboratories
NCLEX	-	National Council Licensure Examination
NET	-	National Eligibility Test
NGO	-	Non Governmental Organization
NKN	-	National Knowledge Network
NICU	-	Neonatal Intensive Care Unit
NME-ICT	-	National Mission on Education through Information and Technology
NPE	-	National Policy Education
OBC	-	Other Backward Caste
OMR	-	Optical Mark Recognition
OPAC	-	Online Public Access Catalogue
OR	-	Operating Room
OSCE	-	Objective Structured Clinical Examination

OSPE	-	Picture Archiving and Communication System
PBL	-	Problem Based Learning
PCI	-	Pharmacy Council of India
PICU	-	Pediatric Intensive Care Unit
PLAB	-	Professional and Linguistics Assessment Board
PTR	-	Peer Team Report
RCI	-	Rehabilitation Council of India
SC	-	Scheduled Caste
SAP	-	Special Assistance Program
SET/SLET	-	State Level Eligibility Test
SJR	-	SCImago Journal Rank
SNIP	-	Source Normalized Impact per Paper
SWOC	-	Strengths, Weaknesses, Opportunities and Challenges
UGC	-	University Grants Commission
UGC-SAP	-	University Grants Commission – Special Assistance Programme
UNESCO	-	United Nations Educational, Scientific and Cultural Organization
UNICEF	-	United Nations Children Educational Foundation
USIC	-	University Science Instrumentation Centre
USMLE	-	United States Medical Licensing Examination
WHO	-	World Health Organization
Wi-Fi	-	Wireless Fidelity
YRC	-	Youth Red Cross

Appendix 3 : Assessment Indicators

Assessment Indicators

Criteria 1 - Curricular Aspects

Key Aspects	Assessment Indicators
1.1. Curriculum Design, Planning and Development	1. Curriculum design is aligned with the institutional goals and objectives.
	2. Curriculum design and development is done through a well defined process.
	3. Curricula developed/ adopted have relevance to the local/ national/regional/global developmental needs.
	4. Employability & entrepreneurship, pursuit of higher knowledge, overall development of students are major considerations in the design and development of the curriculum.
	5. Developing global competencies is evident in the curriculum design.
	6. Consultation with academic experts, industry/ employment sector /alumni / other stakeholders within and outside the institution is effectively done for developing the curricula.
	7. Leadership is provided to affiliated colleges (if applicable) for enriching the curriculum by encouraging skill development, need based programmes, etc.
1.2. Academic Flexibility	8. The institution offers a number of program options leading to different degrees, diplomas and certificates (UG/ PG/ PG Diploma/ Diploma Certificate).
	9. The curriculum offers a number of Choice Based Credit System (CBCS) / elective options.

Key Aspects	Assessment Indicators
	10. A number of new programs and program combinations are developed/adopted to meet the needs of the students and the society.
	11. Options are available to students for additional/ supplementary / enrichment courses along with their regular curricula. (Eg. UG degree + a Certificate PG degree + a diploma and so on).
	12. The institution provides for inter-institutional credit transfers.
	13. The institution follows a semester system.
1.3. Curriculum Enrichment	14. The institution revises the curriculum at regular intervals and analyses the impact.
	15. The curriculum provides adequate scope for introducing programmes in emerging thrust areas/interdisciplinary areas.
	16. All learners have access to value-added programmes, including communication skills / soft skills.
1.4. Feedback System	17. Structured feedback from students is an essential component in the curricular design and development process.
	18. The institution draws on the feedback from national and international faculty.
	19. Inputs from affiliated colleges are an essential part of the feedback system (if applicable).

Criteria 2 – Teaching-learning and Evaluation

Key Aspects	Assessment Indicators	
2.1. Student Enrolment and Profile	1.	The admission process of the institution is widely publicized and is transparent.
	2.	The institution has periodic reviews of its enrolment profile and the outcomes are used for improvement of the process.
	3.	The institution has an inclusive admission policy catering to diverse student groups.
	4.	The institution implements the statutory reservation policies.
2.2. Catering to Student Diversity	5.	The institution organises orientation programmes / induction programmes for freshers.
	6.	The institution assesses the learning levels of the students, after admission and designs programmes for advanced learners and slow learners.
	7.	Analyses the academic growth of differently-abled students and provides tutorials for needy students.
	8.	The institution fosters an inclusive academic ambience.
2.3. Teaching-learning Process	9.	The institution meticulously plans and organizes its teaching schedule.
	10.	Student centered methods are an integral part of the pedagogy adopted by the faculty.
	11.	Experiential learning, participative learning, problem solving methodologies are used.
	12.	The institution has formal linkages with national agencies like NMEICT to promote blended learning.

Key Aspects	Assessment Indicators
	13. Latest technologies are used by the faculty for effective teaching.
	14. The learning environment is conducive for critical thinking, creativity and scientific temper
	15. The institution follows a system of mentor-mentee to meet the academic and personal needs of students.
	16. The institution gives due recognition to innovative and creative contributions of its faculty and students.
	17. Projects / field experiences are integrated into the learning programmes.
	18. Feedback on the evaluation of teachers is leveraged for improvement of the quality of teaching-learning process.
2.4. Teacher Quality	19. The institution has adequate, well qualified faculty.
	20. Diversity in the recruitment of faculty is encouraged.
	21. The institution facilitates the participation of its teachers in teacher recharge programmes.
	22. The institution ensures that teaching positions against sanctioned posts are filled in reasonable time.
	23. The institution adheres to UGC/ State Govt. norms for faculty recruitment and promotion.
	24. The institution organizes induction and in-service academic development programmes for its faculty.
	25. The institution attracts distinguished faculty for appointment as emeritus / distinguished professors.
	26. The faculty are encouraged to demonstrate creativity and innovation in teaching.

Key Aspects	Assessment Indicators
	27. The institution facilitates mobility of its faculty through exchange programmes.
2.5. Evaluation Process and Reforms	28. The institution disseminates the evaluation processes to all its stakeholders.
	29. The institution adheres to the academic calendar for conduct of examinations.
	30. The institution ensures timely declaration of results.
	31. Reforms in the examination procedures and processes have positively impacted the examination management system.
	32. Transparency and security of evaluation system is ensured.
	33. Technology is effectively used in the examination management process.
	34. The institution has an effective mechanism for redressal of grievances pertaining to examinations.
2.6. Student Performance and Learning Outcomes	35. The graduate attributes of the institution are clearly defined /articulated.
	36. The institution ensures that its various programmes and activities help acheive the stated graduate attributes.
	37. The institution encourages all its departments to clearly state the learning outcomes of its programmes.
	38. The acheivement of intended learning outcomes is central to the pedagogical and assessment processes of the university.
	39. The institution has mechanisms in place to analyze short falls in achievement of learning outcomes and suggest improvement measures.
	40. New technologies are deployed by the institution to enhance student learning.

Criteria 3 – Research, Consultancy and Extension

Key Aspects	Assessment Indicators
3.1. Promotion of Research	1. The institution facilitates its faculty to undertake research by providing research funds (seed money).
	2. Provision for research facilities in terms of laboratory equipment, research journals and research incentives are made available to the faculty.
	3. The institution encourages and promotes a research culture (eg. teaching work load remission, opportunitites for attending conferences etc.).
	4. The faculty are encouraged to undertake research by colloborating with other research oraganizations/ industry.
	5. Faculty are given due recognition for guiding research.
	6. The institution has research committees for promoting and directing research.
	7. The institution encourages the establishment of specific research units/ centers by funding agency / university.
	8. The institution has a well defiend policy to promote research in its affiliated / constituent colleges.
	9. Workshops/ training programmes/sensitization programmes are conducted by the institution to promote a research culture on campus.
	10. The institution facilitates researchers of eminence to visit the campus as adjunct professors.
	11. The institution has a good percentage of faculty who have utilized sabbatical leave for pursuit of higher research in premier institutions within the country and abroad.

Key Aspects	Assessment Indicators
3.2. Resource Mobilization for Research	12. Financial provisions are made in the institution's budget for supporting students' research projects.
	13. The institution takes special efforts to encourage its faculty to file patents.
	14. Projects sponsored by the industry / corporate houses are availed by the institution.
	15. The institution receives quantum of research grants from external agencies for major and minor projects.
	16. The institution has recognized Research Centres. (National and international, eg. UGC, ICSSR, ICHR, ICPR, DST, DBT, UNESCO, UNICEF).
3.3. Research Facilities	17. Efforts are made by the institution to improve its infrastructure requirements to facilitate research.
	18. The institution has a University Science Instrumentation Centre (USIC).
	19. Residential facilities (with computer and internet facilities) for research scholars, post-doctoral fellows, research fellows of various academies and visiting scientists (national/international) are available.
	20. The institution has a specialized research centre/ workstation on-campus and off-campus to address the special challenges of research programmes.
	21. The institution has centres of national and international recognition/repute.
	22. Research facilities are enhanced through research projects.
3.4. Research Publications and Awards	23. Significant faculty involvement in research is evident.
	24. The institution has an official Code of Ethics to check malpractices and plagiarism in research.

Key Aspects	Assessment Indicators
	25. Interdepartmental / interdisciplinary research projects are undertaken.
	26. The institution has instituted research awards.
	27. Incentives are given to the faculty for receiving state, national and international recognition for research contributions.
	28. Research awards and recognition are received by the faculty and students from reputed professional bodies and agencies.
	29. Output in terms of M.Phil, Ph.D. students is significant.
	30. The institution has received research recognition and awards (including patents).
	31. The institution's research has contributed to the industry's requirements/ productivity.
	32. A significant number of research articles are published in reputed/ refereed journals.
	33. The institution has published books and proceedings based on research work of its faculty.
	34. The institution is acclaimed for its research as evidenced by metrics such as Citation Index, Impact Factor, h-index, SNIP, SJR, etc.
3.5. Consultancy	35. The institution publicises the expertise available for consultancy services.
	36. The institution renders consultancy services to industries.
	37. The institution renders consultancy services to Government / Non- Government organizations/ community/ public.

Key Aspects	Assessment Indicators
	38. Resources (financial and material) are generated through consultancy services of the institution.
	39. Mutual benefits accrued due to consultancy.
	40. The institution has an official policy for structured consultancy.
3.6. Extension Activities and Institutional Social Responsibility	41. The conduct of extension activities is promoted by the institution.
	42. Need-based extension programmes are organized.
	43. Students and faculty participate in extension programmes.
	44. NSS/NCC activities are organized.
	45. Awards and recognitions have been received for extension activities.
	46. The impact of extension activities on the community goes through a cycle of evaluation, review and upgrading the extension programmes.
	47. Partnerships with industry, community and NGOs for extension activities are established.
	48. The institution has a mechanism to track the students' involvement in various social movements / activities which promote citizenship roles.
	49. The institution is cognisant of its Institutional Social Responsibilities (ISR).
	50. All constitutents of the institution are made aware of its ISR.
3.7. Collaborations	51. The institution has linkages for various activities such as faculty exchange, student placement, etc.

Key Aspects	Assessment Indicators
	52. The linkages established by the institution have enhanced its academic profile.
	53. Specific examples of linkages to promote curriculum development, internship, on-the-job training, faculty exchange and development, research, etc.
	54. The institution has MoUs with institutions of national/international importance/other universities/ industries/corporate houses etc.
	55. Institute-industry interactions have resulted in the establishment / creation of highly specialized laboratories / facilities.
	56. The impact of the institutional collaborations are formally reviewed.

Criteria 4 – Infrastructure and Learning Resources

Key Aspects	Assessment Indicators	
4.1. Physical Facilities	1.	The institution has adequate facilities for teaching-learning.
	2.	The institution provides necessary facilities for laboratories. (Furniture, fixtures, equipment and good laboratory practices)
	3.	The institution has adequate facilities for general computer education of students.
	4.	Infrastructural facilities are augmented from time to time.
	5.	Infrastructure facilites are being utilized optimally.
	6.	Additional facilities for sports and extra-curricula activities (gymnasium, swimming pool, auditorium etc.) are provided.
	7.	Health services for students, teaching and non-teaching are provided by the institution.
	8.	The institution facilitates active academic participation of physically disabled students by providing the necessary facilities.
4.2 Clinical / Laboratory Learning Resources	9.	Adequacy of speciality / super speciality services.
	10.	Recognition of teaching hospital and laboratories by other accreditation agencies.
	11.	Layout of the hospital services and its user friendliness.
	12.	Adoption of standard operating procedures.
	13.	Effective management of causality services and accident / emergency services.

Key Aspects	Assessment Indicators
	14. Collecting feedback from patients for remedial actions.
4.3. Library as a Learning Resource	15. The library has adequte physical facilities such as reading room, reprography, internet.
	16. Number of book titles per student (in the central library) excluding book bank is greater than 80.
	17. The library is stocked with adequate number of journals (national + international) and other library resources (i.e. CDs/ cassettes, etc.).
	18. Library resources are augmented every year with newer editions and titles.
	19. The library operations (issue of books, getting the necessary references, etc) are effective and user-friendly.
	20. The Library Advisory Committee is responsible for the effective functioning of the library.
	21. The library collects feedback from users and incorporates the suggestions for its enhanced functioning.
	22. The library is computerized and networked with other libraries.
4.4. IT Infrastructure	23. The institution frequently upgrades its IT facility and has latest computing facilities - hardware and software.
	24. The faculties are provided with the requisite facilities for preparation of computer aided teaching learning material.
	25. The institution is connected with the National Knowledge Network and other such facilities.
	26. Budget provision is made for purchase, upgrading and maintenance of computers.

Key Aspects	Assessment Indicators
4.5. Maintenance of Campus Facilities	27. The institution has a budget for maintenance of the facilities available on the campus - physical facilities and academic support facilities.
	28. There are established procedures and systems for maintaining and utilising physical and academic support facilities - library, sports complexes, computer, classrooms, etc.
	29. The funds allocated for maintenance of infrastructure are utilized in total for the planned activities.

Criterion 5 - Student Support and Progression

Key Aspects	Assessment Indicators
5.1 Student Mentoring and Support	1. The institution has an independent system for student support and mentoring.
	2. Adequate student welfare measures (scholarships, freeships, insurance, etc.) are provided by the institution.
	3. Personal enhancement and development schemes - coaching classes for competitive examinations, career counseling, soft skill development, etc. are available to the students.
	4. Information about the institution is publicly accessible.
	5. The institution has an international students cell to cater to the requirements of foreign students.
	6. Student participation in co-curricular and extra-curricular activities is encouraged.
	7. The institution has a placement cell which helps to identify job opportunities and develop entrepreneurship skills.
	8. On-campus interviews are an essential mechanism to ensure student placement.
	9. The Alumni Association contributes significantly to the development plans of the institution.
	10. The institution has a mechanism for timely redressal of student greivanaces.
	11. The institution has an anti-ragging committee which monitors student interactions effectively.

Key Aspects	Assessment Indicators
	12. Specific student support is provided for SC, ST, OBC, PWD and economically weaker sections of society.
	13. The institution has a mechanism for prevention of sexual (gender) harassment.
5.2 Student Progression	14. The progression of students in various programmes of the institution is regularly monitored.
	15. The institution makes special efforts to reduce its dropout rate and increase its pass percentage.
	16. The institution facilitates and monitors timely submission of Ph.D./D.Litt./D.Sc. theses.
	17. The institution has a successful track record of students appearing and qualifying in competitive examinations.
5.3 Student Participation and Activities	18. The institution has a range of games, extra-curricular activities which contribute to overall development of students.
	19. Feedback from students is used for planning and developing support services.
	20. Active student participation through Student Councils is encouraged.
	21. Students are represented on academic and administrative bodies of the institution.
	22. Institution facilitates for students to publish materials like catalogues, wall magazines, institution magazines, etc.
	23. Student participation in state, national and international level sports events is encouraged.

Criteria 6 – Governance, Leadership and Management

Key Aspects	Assessment Indicators	
6.1. Institutional Vision and Leadership	1.	The vision, mission and goals of the institution are in tune with the objectives of higher education.
	2.	The governance of the institution is reflective of an effective leadership.
	3.	The institution practices decentralization and participative management.
	4.	The institution provides academic leadership to its affiliated colleges.
	5.	The institution formulates its strategic planning and interacts with stakeholders.
	6.	The institution monitors and evaluates its policies and plans.
	7.	The institution grooms leadership at various levels.
	8.	All decisions of the institution are governed by management of facts, information and objectives.
6.2. Strategy Development and Deployment	9.	Perspective plan document is an important component of the institution's strategy development and deployment process.
	10.	The institution has a well defined organisational structure with effective processes developed for all its major activities.
	11.	The institution has an effective feedback system involving all stakeholders.
	12.	The institution has a well defined Quality Policy and deployed with a systems perspective.

Key Aspects	Assessment Indicators
	13. The institution has an action plan and schedules for its future development.
	14. The institution has an effective Grievance Redressal Cell.
	15. Management and monitoring of the affiliated colleges is effectively handled by the institution.
	16. Student Satisfaction Survey is an integral input factor for all policies of the institution.
6.3. Faculty Empowerment Strategies	17. The institution takes sustained interest in recruitment and promotion aspects of its employees.
	18. The institution adheres to GOI/ State Govt. policies on recruitment (access, equity, gender sensitivity and physically disabled).
	19. The institution has an effective welfare mechanism for teaching and non-teaching staff.
	20. The institution ensures transparent use of Performance Appraisal Reports.
	21. The institution conducts programmes to enhance the competency of its faculty and non-teaching staff.
	22. Performance budgeting is a core planning activity used by the institution for informed decision making.
	23. The institution incorporates gender auditing to enhance inclusiveness.
	24. Effective welfare mechanisms of the institutions are available to its teaching and non-teaching staff.
	25. The institution conducts programme for professional development of its staff.
	26. Impact of Academic Staff College programmes forms an important feedback for improvement of programmes.

Key Aspects	Assessment Indicators
6.4. Financial Management and Resource Mobilization	27. The institution has adequate budgetary provisions for academic and administrative activities.
	28. Optimal utilization of budget is strictly adhered to by the institution.
	29. Monitoring financial management practices through internal audit is evidenced in the institution's financial health.
	30. The institution maintains a Reserve and Corpus fund.
	31. The institution has conducted internal and external audits are regularly conducted.
	32. The institution and leadership takes initiatives for mobilization of resources.
6.5. Internal Quality Assurance System	33. Academic audit of departments and its impact is an important quality initiative of the institution.
	34. The institution has an effective quality management and enhancement systems.
	35. The institution reviews its teaching learning process, structure, methodologies of operations and learning outcomes at periodic intervals.
	36. Internal Quality Assurance Cell (IQAC) has contributed significantly to institutionalizing quality assurance strategies and processes.
	37. External members contribute significantly in the functioning of the IQAC.
	38. Autonomy to academic departments is encouraged.

Criteria 7 – Innovations and Best Practices

Key Aspects	Assessment Indicators	
7.1 Environment Consciousness	1. Green audit.	
	2. Promotion of eco-friendly campus.	
	3. E-waste management.	
7.2. Innovations	4. Open ended - peer team members to identify the characteristics of the innovation.	
7.3. Best Practices	5. Open ended - peer team members to decide on the efficacy of the practice.	

Appendix 4 : Members of the National Consultative Committee – Health Sciences

Members of the National Consultative Committee – Health Sciences

SL. No.	Name and Address	Subject
1.	Prof. Dr. S. Chandrashekhar Shetty (Chairman) (Former VC, RGUHS) No. 130, 1st Main Road, MLA Layout, R T Nagar, Bangalore - 560 032	Allopathy
2.	Dr. K. Mohandas Vice Chancellor, Kerala University of Health Sciences Medical College, P.O., Thrissur - 680 596, Kerala	Allopathy
3.	Dr. S. Rangaswami (Former VC, Sri Ramachandra University) SK 402, Shriram Spandhana Apartments, Challghatta, Yemalur Post, Bangalore - 560 037	Allopathy
4.	Dr. S. Ramananda Shetty (Former VC, RGUHS) Vice Chancellor, Nitte University, 6th Flr, University Enclave, Medical Sciences Complex, Deralakatte, Mangalore - 575 018, Karnataka	Allopathy
5.	Dr. K. Ananda Kannan (Former VC, The Tamil Nadu Dr. M. G. R. Medical University) No. 59/30, 5th Street, Padmanaba Nagar, Adyar, Chennai - 600 020, Tamil Nadu	Allopathy
6.	Dr. Chandrakant Kokate Vice Chancellor, KLE University, JNMC Campus, Nehru Nagar, Belgaum - 590 010, Karnataka	Pharmacy
7.	Dr. C. Bhasker Rao (Former Vice President, DCI) Chief Mentor, Vasan Dental Care, Plot No. 29, Prestige Meridian 1, Unit 203 & 204, 2nd Floor, M. G. Road, Bangalore - 560 001	Dentistry
8.	Dr. S. K. Kulkarni (Emeritus Professor of Pharmacology & Former Pro-VC (DUI), Panjab University) Flat no. 404, Queens Court, Vaccine Depot Road, Tilakawadi Belgaum - 590 006, Karnataka	Pharmacy

SL. No.	Name and Address	Subject
9.	Dr. Sudheer Deshpande Registrar, Swami Vivekananda Yoga Anusandhana Samsthana (S-VYASA) Giddenahalli, Jigani Hobli, Anekal Taluk, Bangalore - 562 106	Yoga
10.	Dr. S. H. Ansari Professor, Faculty of Pharmacy, Jamia Hamdard, P.O - Hamdard Nagar, New Delhi - 110 062	Pharmacy
11.	Dr. Arunaloke Chakrabarti Professor of Medical Microbiology, Postgraduate Institute of Medical Education and Research, Sector-12, Chandigarh - 160 012	Allopathy
12.	Prof. M. D. Karvekar (Executive Member, Pharmacy Council of India) Professor, Krupanidhi College of Pharmacy Bangalore # 1449, Sector 7, 4th Main, 21st Cross, HSR Layout , Bangalore	Pharmacy
13.	Dr. B. H. Sripathi Rao Principal / Dean, Professor and Head, Department of Oral and Maxillofacial Surgery, Yenepoya Dental College, Deralakatte, Mangalore - 575 018, Karnataka	Dentistry
14.	Prof. Sr. Jacintha D'Souza Principal, Athena College of Nursing, Falnir Road, Mangalore - 575 002, Karnataka	Nursing
15.	Dr. Latha Venkatesan Principal, Apollo College of Nursing, Ayanambakkam, Chennai - 600 095, Tamil Nadu	Nursing
16.	Lt Col (Ms.) Manonmani Venkat Principal, Sadhu Vaswani College of Nursing, 10 & 10A, Koregaon Park, Pune - 411 001, Maharashtra	Nursing
17.	Dr. T. K. Ravi Principal, College of Pharmacy, Sri Rama Krishna Institute of Paramedical Sciences, # 395, Sarojini Naidu Road, Coimbatore - 641 044, Tamil Nadu	Pharmacy

SL. No.	Name and Address	Subject
18.	Prof. Rajesh Shenoy Principal & Chairman, Padmashree Institute of Medical Lab Technology, Nagarbhavi, Bangalore - 560 072	Physio-therapy
19.	Dr. Srinath Rao Dean of Faculty of Homoeopathy, Principal, Father Muller Homoeopathic Medical College & Hospital, University Road, Deralakatte, Mangalore - 574 160, Karnataka	Homoeo-pathy
20.	Dr. Vimal Kant Sikri, Principal, Government Dental College and Hospital, Amritsar - 143 001, Punjab	Dentistry
21.	Dr. Ms. Sabita M. Ram Principal, MGM Dental College, Junction of NH4 & Sion-Panvel Expressway, Sector 18, Kamothe, Navi Mumbai - 410 209	Dentistry
22.	Ms. Erna Judith Roach Associate Dean, Professor and H.O.D, Department of Child Health Nursing, Manipal College of Nursing, Manipal University, Manipal - 576 104, Karnataka	Nursing
23.	Dr. Prasanna N Rao Principal & CMO, Sri Dharmasthala Manjunatheshwara College of Ayurveda & Hospital, P B No. 164, Thannirhalla, B M Road, Hassan - 573 201, Karnataka	Ayurveda
24.	Dr. Lalitha B.R Professor, HOD, Dravyaguna Department Government Ayurveda Medical College Dhanvantri Road, Bangalore-560 009	Ayurveda
25.	Prof. M. A. Kuriachan Professor and Head Government College of Pharmaceutical Sciences, Medical College, Thiruvananthapuram - 695 011, Kerala	Pharmacy

For Communication with **NAAC**

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