# *Guidelines for the Creation of the* Internal Quality Assurance Cell (IQAC) and Submission of Annual Quality Assurance Report (AQAR) by Accredited Institutions

*(AQAR format in line with the Manual for Health Sciences Colleges,*

*with effect from the academic year 2020-21)*

राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

*An Autonomous Institution of the University Grants Commission*

P. O. Box. No. 1075, Opp: NLSIU, Nagarbhavi, Bengaluru - 560 072 India

# NAAC

### 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 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.*

### Value Framework

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

- *Contributing 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**

Date: 10ᵗʰ July 2020

**Academic Year 2019-2020**
**(Considering COVID 19 pandemic)**

For the academic years 2019-2020 and 2020-2021 depending on the spread and intensity of the Pandemic, the academic schedules will differ from State to State or University to University, NAAC shall relax the condition making flexible and open-ended provisions for deciding the academic years. Through this institutions will be permitted to make the submissions as and when they complete the academic year.

Further for those who have already submitted their applications, in view of the pandemic situation NAAC shall extend the time for submitting the data including the academic year 2019-2020 within three months from the Government notification to resume the normal academic activities and completion of the conduct of examinations and other academic processes by the Higher Education Institution.

Sd-
**Director, NAAC**

*Guidelines for the Creation of the*
**Internal Quality Assurance Cell (IQAC)**
**and Submission of Annual Quality Assurance Report (AQAR)**
**in Accredited Institutions**

**Introduction**
In pursuance of its action plan for performance evaluation, assessment and accreditation and quality up-gradation of institutions of higher education, the National Assessment and Accreditation Council (NAAC), Bengaluru proposes that every accredited institution should establish an Internal Quality Assurance Cell (IQAC) as a quality sustenance measure. Since quality enhancement is a continuous process, the IQAC will become a vital part of the institution's quality assurance system and work towards ensuring quality enhancement and sustenance. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of its institution. For this, during the post-accreditation period, institutions need to channelize their efforts towards promoting holistic academic excellence including the implementation of peer team's recommendations.

The guidelines provided in the following pages will facilitate the institution in the creation and operation of the IQAC. The establishment of the IQAC is the first step towards institutionalization and internalization of quality enhancement initiatives. Its success depends on its sense of belongingness and participation in all the activities of the institution. It will not be yet another hierarchical structure or a record-keeping unit of the institution but will be a facilitative and participative unit of the institution. It has the potential to become a vehicle for ushering in quality enhancement through its planned and interventionist strategies to remove deficiencies and enhance quality, as in Quality Circles in industries.

**IQAC – *Vision***
To promote quality culture as the prime concern of Higher Education Institutions through institutionalizing and internalizing all the quality-enhancing and sustaining initiatives taken with internal and external support.

**Objective**
*The primary aim of the IQAC is*

- To develop a mechanism to promote conscious, consistent and catalytic action plans to improve the academic and administrative performance of the institution.

- To promote institutional quality enhancement and sustenance through the internalization of quality culture and institutionalization of the best practices.

**Strategies**

*IQAC shall evolve a mechanism and procedures for*

a) Ensuring timely, efficient and progressive performance of academic, administrative and financial units;

b) Adoption of relevant and quality academic and research programmes;

c) Ensuring equitable access to and affordability of academic programmes for various sections of the society;

d) Optimization and integration of modern methods of teaching and learning;

e) Ensuring credible assessment and evaluation processes;

f) Ensuring the proper allocation, adequacy and maintenance of support structure and services; and

g) Sharing of research findings and networking with other institutions in India and abroad.

### Functions

a) Development and application of quality benchmarks;

b) Setting parameters for various academic and administrative activities of the institution;

c) Facilitating the creation of a learner-centric environment conducive to quality education and faculty development to adopt the required knowledge and technology for participatory teaching and learning process;

d) Collection and analysis of feedback from all the stakeholders on quality-related institutional processes;

d) Dissemination of information on various quality parameters to all the stakeholders;

e) Organization of intra- and inter-institutional workshops and seminars on quality-related themes and promotion of quality circles;

f) Documentation of various programmes/activities leading to quality improvement;

g) Acting as a nodal agency of the institution for coordinating quality-related activities, including adoption and dissemination of the best practices;

h) Development and maintenance of institutional database through MIS for the purpose of maintaining and enhancing institutional quality;

i) Periodical conduct of Academic and Administrative Audits along with their follow-up activities; and

j) Preparation and submission of the Annual Quality Assurance Report (AQAR) as per the guidelines and parameters of NAAC.

### Benefits

*IQAC will facilitate / contribute to*

a) Ensuring clarity and focus in the institution's march towards quality enhancement;

b) Ensuring internalization of quality culture;

b) Ensuring enhancement and coordination among the various units and activities of the institution and institutionalizing all good practices;

c) Providing a sound basis for decision-making to improve institutional functioning;

d) Acting as a dynamic system for quality changes in HEIs; and

e) Building a sound methodology for documentation and internal communication.

*Composition of the IQAC*

The IQAC should be constituted in every institution under the chairpersonship of the Head of the Institution with heads of key academic and administrative units and a few teachers and a few distinguished educationists and representatives of the local management and stakeholders as members.

The composition of the IQAC should be as follows:

1. Chairperson: Head of the Institution
2. Teachers to represent all levels (Assistant Professor and Associate Professor) (Three to eight)
3. One member from the Management
4. The senior administrative officer (Office Superintendent/Manager)
5. One nominee each from the Local Society/Trust, Students and Alumni
6. One nominee each from the Employer/Industrialists/Stakeholders
7. One of the senior teachers as the Coordinator of the IQAC

The composition of the IQAC will depend on the size and complexity of the institution and accordingly the representation of teachers may vary. The IQAC helps the institution in planning and monitoring quality-related activities. It ensures the various stakeholders' and beneficiaries' cross-sectional participation in the institution's quality-enhancement activities. The guidelines given here are only indicative and will help the institutions in their quality-sustenance activities.

The membership of the nominated members shall be for a period of two years. The IQAC should meet at least once in every quarter. The quorum for the meeting shall be two-thirds of the total number of members. The Agenda, Minutes and Action Taken Reports are to be documented and maintained electronically in a retrievable format.

While selecting these members, several precautions need to be taken. A few of them are listed below:

- It is advisable to choose persons from different backgrounds who have earned respect for their integrity and excellence in their teaching and research. Moreover, they should be aware of the ground realities of the institutional environment. They should be known for their commitment to improving the quality of teaching and learning.

- It is advisable to change the Coordinator every two/three years to usher in new thoughts and activities in the institution.

- ➧ It would be appropriate to choose senior administrators and persons in charge of institutional services such as library, computer centre, estate office, student welfare, administration, academic tasks, examination and planning and development.

- ➧ The management representative should be aware of the institution's objectives, strengths and limitations, and should be committed to its improvement. The local Society/Trust representatives should be of a high social standing and should have made significant contributions to society and to education, in particular.

**The Role of the Coordinator**

The role of the Coordinator of the IQAC is crucial in ensuring the effective functioning of all the members. The IQAC Coordinator may be a senior and competent person with rich experience and exposure to quality aspects. He/She may be a full-time functionary or a senior academician/administrator entrusted with additional responsibility as the IQAC Coordinator. Secretarial assistance should be ensured by the administration. It is essential that the coordinator has a sound knowledge of computers and data management.

**Operational Features of the IQAC**

Quality assurance is a by-product of the ongoing efforts of an institution to define its objectives and chalk out a work plan to achieve them and also specify the checks and balances to evaluate the degree to which each of the tasks is fulfilled. Hence devotion and commitment to improvement rather than mere institutional control is the basis for devising procedures and instruments for assuring quality. The IQAC has to ensure that whatever is done in the institution for higher education is done efficiently and effectively. In order to do this, the IQAC will have to first establish procedures and modalities to collect data and information on the various aspects of the functioning of the institution. The IQAC Coordinator has a major role in implementing these functions. The IQAC may derive support from the already existing units and mechanism that contribute to the functions listed above.

Institutions are requested to submit the AQAR every year and the submission should start after one year from the date of accreditation. A functional IQAC and timely submission of the AQAR are the minimum institutional requirements to go in for the second, third and subsequent cycles of accreditation. During the institutional visit, the NAAC peer team will interact with the IQAC to know about its functioning, progress, and the quality sustenance initiatives undertaken by it.

The AQAR may be part of the Annual Report. It shall be approved by the statutory body/bodies of the HEIs (such as the Syndicate/Governing Council/Executive Council/Board of Management) which will also monitor the quality enhancement measures undertaken by the IQAC.

The IQAC may create its exclusive window tab on its institutional website for keeping the documents pertaining to NAAC, Peer Team Reports, AQAR, and Certificate of Accreditation. It shall regularly upload/report on its activities and host the AQAR as well.

**Revised Accreditation Framework**

NAAC launched the Revised Accreditation Framework in July 2017 and hence the AQAR format also was modified in tune with the new methodology. The tools and parameters in the new AQAR format have been designed in such a way that the preparation of the AQAR would facilitate the HEI's SSR preparation for the upcoming cycle of accreditation. It is hoped that new AQAR format would facilitate Higher Education Institutions in creating a good database at the institutional level for enhancing a culture of excellence.

As per the Revised Accreditation Framework (RAF), NAAC-accredited institutions need to submit the AQAR online. Henceforth, HEIs need not submit the printed/hard copy of the AQAR to NAAC. The login ID for the online submission of the AQAR will be the e-mail ID used for the Institutional Information for Quality Assessment (IIQA). The AQAR of the preceding year should be submitted to NAAC before 31st December every year. When institutions submit the AQAR online. they will receive an automated response from the NAAC portal.

**Mandatory Submission of AQAR by IQAC**

The Executive Committee of NAAC has decided that with effect from 16th September 2016 regular submission of the AQAR is mandatory for the second and subsequent cycles of accreditation.

The following are the prerequisites for the submission of AQAR for all Higher Education Institutions opting for the second and subsequent cycles of Assessment and Accreditation:

- The institution should have a functional IQAC.
- The minutes of IQAC meeting(s) and compliance to the decisions taken should be uploaded on the institutional website.
- The institution should have uploaded the AQAR on its institutional website for access to all its stakeholders.

*Note: The terms and abbreviations used in the AQAR are in accordance with the respective NAAC manuals. Please refer to the glossary for the meaning of specific terms and abbreviations used in the AQAR.*

## Guidelines to HEIs to fill in AQAR

➢ All institutions have to submit AQAR online in the prescribed format only. They have to provide data for the academic year completed. Only one year's data needs to be provided in AQAR.

➢ Duly filled-in Data template has to be submitted online along with the AQAR in appropriate metrics. Data templates along with supporting documents need to be uploaded in the institutional website.

➢ QlM responses to be recorded in 100-200 words only.

➢ If the institution does not submit the AQARs on time, it will be recorded as late submission

➢ After the approval of AQAR, the edit option will not be provided.

➢ If institutions do not respond to the clarification(s) sought and do not edit AQAR accordingly within the stipulated time line even after 3 reminders, NAAC will accept AQAR as it is and an automated email will be sent to the HEI.

➢ All the terms provided in the glossary and used in the AQAR shall be read in conjunction with the respective manuals.

➢ The revised AQAR format will be implemented from the academic year 2020-2021. Format of AQAR for earlier years is also available on NAAC website.

➢ In the AQAR, during the year has been specified which means latest completed academic year.

➢ The HEI's which are submitting AQAR after the first cycle (and subsequent cycle) should provide previous year AQAR links, however, those HEI's which are submitting AQAR for the first year after first cycle of accreditation may provide the SSR link instead of AQAR link.

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

# PART - A

# The Annual Quality Assurance Report (AQAR) of the IQAC

# (For Health Sciences Colleges)

Institutions Accredited by NAAC need to submit an Annual self-reviewed progress report i.e. Annual Quality Assurance Report (AQAR) to NAAC, through its IQAC. The report is to detail the tangible results achieved in key areas, specifically identified by the IQAC at the beginning of the Academic year. *The AQAR period would be the Academic Year. (For example, June 1, 2017 to May 31, 2018)*

## Data of the Institution
*(Data may be captured from IIQA)*
**1.** Name of the Institution:

- Name of the Head of the Institution:

- Designation:

- Does the institution function from its own campus?

- Phone No. of the Principal

- Alternate Phone No:

- Mobile No. (Principal):

- Registered Email ID (Principal):

- Alternate Email ID:

- Address:

- City/Town:

- State/UT:

- Pin Code:

**2.** Institutional status:
- Affiliated / Constitution Colleges :
- Type of Institution: Co-education/Men/Women
- Location : Rural/Semi-urban/Urban:
- Financial Status:  Grants-in aid/ UGC 2f and 12 (B)/ Self financing
  (please specify)

- Name of the Affiliating University:

- Name of the IQAC Co-ordinator :

- Phone no. :

- Alternate phone no.

- Mobile no:

- IQAC E-mail ID:

- Alternate Email ID:

**3.** Website address:
   Web-link of the AQAR: (Previous Academic Year):
   For ex. http://www.ladykeanecollege.edu.in/AQAR2012-13.doc

**4.** Was Academic Calendar prepared during the year?

Yes/No....., if yes, was it is uploaded in the Institutional website:

Weblink:

**5.** Accreditation Details:

| Cycle | Grade | CGPA | Year of Accreditation | Validity Period |
|---|---|---|---|---|
| 1st | | | | from:          to: |
| 2nd | | | | from:          to: |
| 3rd | | | | from:          to: |
| 4th | | | | from:          to: |
| 5th | | | | from:          to: |

**6.** Date of Establishment of IQAC:  DD/MM/YYYY:

**7.** Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

| Institution/ Department/Faculty | Scheme | Funding agency | Year of award with duration | Amount |
|---|---|---|---|---|
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**8.** Is the composition of IQAC as per latest NAAC guidelines: Yes/No:
\*upload latest notification of formation of IQAC

**9.** No. of IQAC meetings held during the year:

Have the minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website…….
Yes/No
 (Please upload, minutes of meetings and action taken report)

**10.** Did IQAC received funding from any of the funding agency to support its activities during the year?    Yes                No

         If yes, mention the amount:              Year:

**11.** Significant contributions made by IQAC during the current year (maximum five bullets)
   *
   *
   *
   *
   *

**12.** Plan of action chalked out by the IQAC in the beginning of the Academic year towards

     Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

| Plan of Action | Achievements/Outcomes |
|---|---|
|  |  |

**13.** Whether the AQAR was placed before statutory body?    Yes /No:

    Name of the Statutory body:                Date of meeting(s):

**14.** Does the Institution have Management Information System?
**Yes** **No**

If yes, give a brief description and a list of modules currently operational.
(Maximum 100-200 words)

### 3. Extended Profile of the Institution

**1 Students:**

**1.1 Number of students during the year**

| Year |  |
|---|---|
| **Number** |  |

**1.2 Number of outgoing/ final year students during the year**

| Year |  |
|---|---|
| **Number** |  |

**1.3 . Number of first year students admitted during the year**

| Year |  |
|---|---|
| **Number** |  |

**2 Teachers:**

**2.1 Number of full time teachers during the year**

| Year |  |
|---|---|
| **Number** |  |

**2.2     Number of Sanctioned posts during the year**

| Year |  |
|---|---|
| **Number** |  |

### 3. Institution:

**3.1 Total expenditure excluding salary during the year (INR lakhs)**

| Year |  |
|---|---|
| **Number** |  |

# Criterion 1 – Curricular Aspects

| | |
|---|---|
| **Key Indicator – 1.1 Curricular Planning and Implementation** ||
| **Metric No.** | |
| **1.1.1 QlM** | *The Institution ensures effective curriculum planning, delivery and evaluation through a well defined process as prescribed by the respective regulatory councils and the affiliating University.* <br><br> Provide description of above mentioned process within 100 - 200 words <br><br> **Provide web link to:** <br> • Minutes of the meeting of the college curriculum committee. <br> • Any other relevant information. |
| **1.1.2 QnM** | *Number of fulltime teachers participating in BoS /Academic Council of Universities during the year. (Restrict data to BoS /Academic Council only)* <br><br> Number of teachers of the Institution participating in BoS/Academic Council of universities during the year <br><br> **Data requirement:** <br> • Number of teachers participated <br> • Name of the body in which fulltime teachers participated <br> • Total number of teachers <br> **Upload**: <br> • Details of participation of teachers in various bodies <br> • Scanned copies of the letters supporting the participation of teachers <br> • Any other relevant information |
| **Key Indicator- 1.2 Academic Flexibility** ||
| **Metric No.** | |
| **1.2.1 QnM** | *Number of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the year* <br><br> 1.2.1.1 : Number of *courses* offered across all *programmes* during the year <br> 1.2.1.2 : Number of inter-disciplinary /inter-departmental courses /training offered during the year <br> **Upload:** <br> • List of Interdisciplinary /interdepartmental courses /training across all the programmes offered by the College during the year |

|  |  |
|---|---|
|  | • Minutes of relevant Academic Council/BoS meetings<br>• Institutional data in prescribed format (Data Template)<br>• Any other relevant information |
| **1.2.2 QnM** | *Number of students enrolled in subject-related Certificate/ Diploma / Add-on courses as against the total number of students during the year*<br><br>Number of students enrolled in subject-related Certificate or Diploma or add-on courses during the year<br>**Data Requirement: (As per Data Template)**<br>• Total number of students enrolled in certificate/ diploma/Add-on courses<br>• Total number of students across all programs<br>**Upload:**<br>• Details of the students enrolled in subject-related<br>• Certificate/Diploma/Add-on courses<br>• Any other relevant information |
| **Key Indicator- 1.3 Curriculum Enrichment** |
| **Metric No.** |  |
| **1.3.1. QlM** | *The Institution integrates cross-cutting issues relevant to gender, environment and sustainability, human values, health determinants, Right to Health and emerging demographic issues and Professional Ethics into the Curriculum as prescribed by the University / respective regulative councils*<br>Provide description of curriculum integration as per the above within 100 - 200 words<br>**Provide web link to :**<br>• List of courses with their descriptions<br>• Any other relevant information |
| **1.3.2. QnM** | *Number of value-added courses offered during the year that impart transferable and life skills*<br><br>Number of value-added courses offered during the year that impart transferable and life skills<br><br><table><tr><td>Year</td><td></td></tr><tr><td>Number of value-added courses offered</td><td></td></tr></table><br>**Data Requirement for the year:**<br>• Name of the value-added courses with 15 or more contact hours<br>• Number of times that a course is offered during a specified year<br>• Total number of students completing such course in the year<br><br><br>**Upload:**<br>• Brochure or any other document related to value-added course/s |

| | |
|---|---|
| | • List of-value added courses (Data template)<br>• Any other relevant information |
| **1.3.3. QnM** | *Number of students enrolled in the value-added courses during the year*<br><br>Number of students enrolled in value-added courses offered during the year that impart transferable and life skills<br><br><table><tr><td>**Year**</td><td></td></tr><tr><td>**Number of students enrolled**</td><td></td></tr></table><br>**Data Requirement for the year:**<br>• Names of the value-added courses with 15 or more contact hours<br>• Number of times a course was offered during the specified year<br>• Total number of students completing such course/s in the specified year<br><br>**Upload:**<br>☐ List of students enrolled in value-added courses (Data template)<br>☐ Any other relevant information |
| **1.3.4 QnM** | *Number of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings (data for the academic year)*<br><br>Number of students undertaking field visits/ internships/research projects/industry visits/community postings<br><br>**Data Requirement:**<br>• Names of the programmes<br>• Number of students undertaking field visits/ internships/ research projects/ industry visits/community postings<br>• Total number of students in the Institution<br>**Upload:**<br>• List of programmes and number of students undertaking field visits/internships/research projects/industry visits/community postings (Data template)<br>• Total number of students in the Institution<br>• Any other relevant information |
| | **Key Indicator- 1.4 Feedback System** |
| **1.4.1.** | *Mechanism is in place to obtain structured feedback on* |

| | |
|---|---|
| **QnM** | *curricula/syllabi from various stake holders* <br><br> ***Structured feedback received from*** <br> 1) Students <br> 2) Teachers <br> 3) Employers <br> 4) Alumni <br> 5) Professionals <br> **Upload:** <br> • Stakeholder feedback reports as stated in the minutes of meetings of the College Council /IQAC/ Curriculum Committee <br> • URL for feedback report <br> • Data template <br> • Any other relevant information |
| **1.4.2** <br> **QnM** | *Feedback on curricula and syllabi obtained from stakeholders is processed in terms of*: <br> **Options** (*Opt any one that is applicable*)**:** <br> A. Feedback collected, analyzed and action taken on feedback besides such documents made available on the institutional website <br> B. Feedback collected, analyzed and action has been taken <br> C. Feedback collected unanalyzed <br> D. Feedback collected <br> E. Feedback not collected <br> **Upload:** <br> • URL for stakeholder feedback report <br> • Action taken report of the Institution on the feedback report as stated in the minutes of meetings of the College Council/IQAC <br> • Any other relevant information |

# Criterion 2- Teaching- Learning and Evaluation

| | Key Indicator- 2.1 Student Enrolment and Profile | |
|---|---|---|
| **Metric No.** | | |
| **2.1.1. QnM** | *Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process.*<br><br>*Number of seats filled against seats reserved for various categories as per applicable reservation policy during the year*<br>*Number of students admitted from the reserved categories as per GOI or State Government norms during year*<br><br><table><tr><td>**Year**</td><td></td></tr><tr><td>**Number of students admitted under the reserved categories**</td><td></td></tr><tr><td>**Total number of seats earmarked for reserved categories**</td><td></td></tr></table><br>**Upload:**<br>• Copy of letter issued by State Govt. or and Central Government (which-ever applicable) Indicating there served categories to be considered as per the GO rule (translated in English)<br>• Final admission list published by the HEI<br>• Admission extract submitted to the state OBC, SC and ST cell every year.<br>• Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution.<br>• Information as per data template<br>• Any other relevant information | |
| **2.1.2 QnM** | *Number of seats filled in for the various programmes as against the approved intake*<br><br>Number of seats filled-in for various programmes offered by the College as against the approved intake during the year:<br><br><table><tr><td>**Year**</td><td></td><td></td></tr><tr><td>**Number of seats filled in**</td><td>UG:<br>PG:<br>Super Specialty :</td><td></td></tr><tr><td>**Number of approved seats**</td><td>UG:<br>PG:<br>Super Specialty :</td><td></td></tr></table> | |

| | |
|---|---|
| | **Upload:** <br> • Relevant details certified by the Head of the Institution clearly mentioning the programs that are not covered under CET and the number of applications received for the same <br> • Data template <br> • Any other relevant information |
| **2.1.3** <br> **QnM** | *Number of Students enrolled demonstrates a national spread and includes students from other states* <br><br> Number of students enrolled from other states during the year <br>     2.1.3.1    Number of students from other states; during the year <br>     2.1.3.2    Total number of students enrolled in the specified year <br><br> <table><tr><td>Year</td><td></td></tr><tr><td>**Number of students enrolled from other states**</td><td></td></tr><tr><td>**Total number of students enrolled in the specified year**</td><td></td></tr></table> <br> **Upload:** <br> • List of students enrolled from other states during the year <br> • E-copies of admission letters of the students enrolled from other states <br> • Institutional data in prescribed format (Data template) <br> • Any other relevant information |
| | **Key Indicator- 2.2. Catering to Student Diversity** |
| **2.2.1.** <br> **QnM** | *The Institution assesses the learning levels of the students, after admission and organizes special Programmes for advanced learners and slow performers* <br> **The Institution:** <br> 1. Follows measurable criteria to identify slow performers <br> 2. Follows measurable criteria to identify advanced learners <br> 3. Organizes special programmes for slow performers <br> 4. Follows protocol to measure student achievement <br><br> **Upload:** <br> • Criteria to identify slow performers and advanced learners and assessment methodology <br> • Details of special programmes for slow performers and advanced Learners <br> • Student participation details and outcome records <br> • Any other relevant information |
| **2.2.2.** | *Student - Fulltime teacher ratio (data for the academic year)* |

| **QnM** | **Data Requirement:** |
|---|---|
| | • Total number of students enrolled in the College |
| | • Total number of fulltime teachers in the College |
| | |
| | **Upload :** |
| | • List of students enrolled in the preceding academic year |
| | • List of full time teachers in the preceding academic year in the college |
| | • Institutional data in prescribed format (data templates) |
| | • Any other relevant information |
| **2.2.3**<br>**QlM** | *Institution facilitates building and sustenance of innate talent /aptitude of individual students (extramural activities/beyond the classroom activities such as student clubs, cultural societies, etc)* |
| | Describe the initiatives to facilitate innate talent/ aptitude of individual students (extramural activities/beyond the classroom activities such as student clubs, cultural societies, etc) within 100 - 200words. |
| | **Provide web link to** |
| | • Appropriate document ary evidence |
| | • Any other relevant information |

### Key Indicator- 2.3. Teaching- Learning Process

| **Metric No.** | |
|---|---|
| **2.3.1.**<br>**QlM** | *Student-centric methods are used for enhancing learning experiences by:* |
| | • Experiential learning |
| | • Integrated/inter disciplinary learning |
| | • Participatory learning |
| | • Problem solving methodologies |
| | • Self-directed learning |
| | • Patient-Centric and Evidence-Based Learning |
| | • Learning in the Humanities |
| | • Project-based learning |
| | • Role play |
| | |
| | Response to be provided within 100 - 200 words |
| | |
| | **Provide web link to:** |
| | • Learning environment facilities with geo tagged photographs |
| | • Any other relevant information |
| **2.3.2**<br>**QnM** | *Institution facilitates the use of Clinical Skills Laboratory / Simulation Based Learning* |

| | |
|---|---|
| | **The Institution:**<br>1. Has Basic Clinical Skills / Simulation Training Models and Trainers for skills in the relevant disciplines.<br>2. Has advanced simulators for simulation-based training<br>3. Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation based learning.<br>4. Conducts training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning<br><br>**Upload :**<br>• List of clinical skills models.<br>• Geo tagged photographs of clinical skills lab and simulation centre<br>• List of training programmes conducted in the facilities during the year<br>• Any other relevant information |
| **2.3.3.**<br>**QlM** | *Teachers use ICT-enabled tools for effective teaching and learning process including online e-resources*<br>Response to be provided within 100 - 200 words<br><br>**Provide web link to:**<br>• Details of ICT-enabled tools used for teaching and learning<br>• List of teachers using ICT-enabled tools (including LMS)<br>• Webpage describing the "LMS/ Academic Management System"<br>• Any other relevant information |
| **2.3.4.**<br>**QnM** | *Student :Mentor Ratio (preceding academic year)*<br><br><table><tr><td>Total number of mentors in the academic year</td><td></td></tr><tr><td>Total number of students in the academic year</td><td></td></tr></table><br>**Data Requirement**<br>• Number of mentors<br>• Number of students assigned to each Mentor<br>• Data template<br><br>**Upload**<br>• Details of fulltime teachers/other recognized mentors and students<br>• Any other relevant information |
| **2.3.5**<br>**QlM** | *The teaching learning process of the institution nurtures creativity, analytical skills and innovation among students*<br><br>Describe the process by providing examples to illustrate the development of creativity, analytical skills and innovation among students within 100 - 200 words |

| | |
|---|---|
| | **Provide web link to :** <br> • Appropriate documentary evidence <br> • Any other relevant information |

<table>
<tr><td colspan="2" align="center"><strong>Key Indicator- 2.4 Teacher Profile and Quality</strong></td></tr>
<tr><td><strong>Metric No.</strong></td><td></td></tr>
<tr>
<td><strong>2.4.1.<br>QnM</strong></td>
<td>

*Number of fulltime teachers against sanctioned posts during the year*

Data Requirement for the year:
- Number of full time teachers
- Number of sanctioned posts

**Upload:**
- list of fulltime teachers and sanctioned posts for year certified by the Head of the Institution (Data template)
- Sanction letters indicating number of posts (including Management sanctioned posts) by competent authority (in English/ translated in English)
- Any other relevant information

</td>
</tr>
<tr>
<td><strong>2.4.2.<br>QnM</strong></td>
<td>

*Number of fulltime teachers with Ph.D./D.Sc./ D.Lit./DM/M Ch/DNB in super specialities /other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences (like MD/ MS/ MDS etc.,) for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils/Affiliating Universities.*

Number of fulltime teachers with Ph.D/ D.Sc./ D.Lit./DM/ M Ch/ DNB in super specialities / other PG degrees in Health Sciences (like MD/ MS/ MDS etc.,) for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils. During the year data to be entered.

| **Year** | |
|---|---|
| **Number fulltime teachers** | |

**Data Requirement for the year:**
- Number of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities /other PG degrees in Health Sciences (like MD/ MS/ MDS etc.,) for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils */Affiliating Universities.*
- Total number of fulltime teachers

**Upload :**
- List of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees in Health Sciences (like MD/ MS/ MDS etc.,)

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

| | | |
|---|---|---|
| | for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils */Affiliating Universities* and the number of fulltime teachers for the year<br>• Copies of Guide-ship letters or authorization of research guide provided by the university<br>• Any other relevant information | |
| **2.4.3.**<br>**QnM** | *Total Teaching experience of fulltime teachers in number of years (data for the academic year)*<br><br>Number of teaching experience of full-time teachers (cadre-wise) in number of years.<br><br>**Data Requirement:**<br>• List of fulltime teachers with number of years of teaching experience<br><br>**Upload:**<br>• List of teachers including their designation, qualifications, department and number of years of teaching experience (Data Template)<br>• Any other relevant information | |
| **2.4.4.**<br>**QnM** | *Number of teachers trained for development and delivery of e-content / e-courses during the year*<br>• Number of fulltime teachers in the Institution during the year<br>• Number of teachers trained for development and delivery of e-content / e-courses during the year | |

| Year | |
|---|---|
| **Number of teachers trained** | |
| **Total number of teachers** | |

| | | |
|---|---|---|
| | **Upload:**<br>• Reports of the e-training programmes<br>• e-contents / e-courses developed<br>• Year –wise list of full time teachers trained during the year<br>• Certificate of completion of training for development of *and delivery of e-contents / e-courses / Video lectures / demonstrations*<br>• Web-link to the contents delivered by the faculty hosted in the HEI's website<br>• Any other relevant information | |
| **2.4.5**<br>**QnM** | *Number of fulltime teachers who received awards and recognitions for excellence in teaching, student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / academies during the year*<br><br>Number of fulltime teachers who received awards and recognitions for excellence in | |

teaching and student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations */ academies* during the year.

| Year | |
|---|---|
| **Number of teachers who received awards etc.,** | |
| **Number of fulltime teachers** | |

**Data Requirement for year:**
- List of fulltime teachers who received awards etc., from State, National, International levels from Govt. and Govt. –recognised agencies
- Data template

**Upload**
- Institutional data in the prescribed format/ Data template
- e-copies of award letters (scanned or softcopy)
- Any other relevant information

## Key Indicator- 2.5. Evaluation Process and Reforms

| | |
|---|---|
| **2.5.1.**<br>**QlM** | *The Institution adheres to the academic calendar for the conduct of Continuous Internal Evaluation and ensures that it is robust and transparent*<br><br>Provide a description within 100 - 200 words<br><br>**Provide web link to:**<br>• Academic calendar<br>• Dates of conduct of internal assessment examinations<br>• Any other relevant information |
| **2.5.2.**<br><br>**QlM** | *Mechanism to deal with examination-related grievances is transparent, time-bound and efficient*<br><br>Provide a description on Grievance redressal mechanism with reference to continuous internal evaluation, matters relating to University examination for submission of appeals, providing access to answer scripts, provision of re-totaling and provision for re-assessment within 100 - 200 words<br><br>**Data requirement for the last year:**<br>• Details of University examinations / Continuous Internal Evaluations (CIE) conducted during the last year<br>• Number of grievances regarding University examinations/ Internal Evaluation<br>• Any other relevant information |

| | |
|---|---|
| **2.5.3.**<br>**QlM** | *Reforms in the process and procedure in the conduct of evaluation/examination; including the automation of the examination system*<br><br>Describe the reforms implemented in internal evaluation/ examinations with reference to the following within 100 - 200 words<br>• Examination procedures<br>• Processes integrating IT<br>• Continuous internal assessment system<br>• Competency-based assessment<br>• Workplace-based assessment<br>• Self assessment<br>• OSCE/OSPE<br>**Provide web link:**<br>• Information on examination reforms<br>• Any other relevant information |
| **2.5.4.**<br>**QnM** | *The Institution provides opportunities to students for midcourse improvement of performance through specific interventions*<br><br>Opportunities provided to students for midcourse improvement of performance through:<br>1.Timely administration of CIE<br>2.On time assessment and feedback<br>3.Makeup assignments /tests<br>4.Remedial teaching/ support<br>**Upload:**<br>• List of opportunities provided for the students for midcourse improvement of performance in the examinations<br>• Information as per Data template.<br>• Policy document of midcourse improvement of performance of students<br>• Re-test and Answer sheets<br>• Any other relevant information |
| **Key Indicator- 2.6 Student Performance and Learning Outcome** | |
| **Metric No.** | |
| **2.6.1.**<br>**QlM** | *The Institution has stated the learning outcomes (generic and programme-specific) and graduate attributes as per the provisions of the Regulatory bodies and the University; which are communicated to the students and teachers through the website and other documents*<br>Provide details of the stated learning outcomes for each programme / course as stipulated by the appropriate Regulatory bodies and the University and the methods followed by the Institution for assessment of the same within 100 - 200 words.<br>**Provide Web link to:** |

|  |  |
|---|---|
|  | • Relevant documents pertaining to learning outcomes and graduate attributes<br>• Methods of the assessment of learning outcomes and graduate attributes<br>• Upload Course Outcomes for all courses (exemplars from Glossary)<br>• Any other relevant information |
| **2.6.2**<br>**QnM** | *Incremental performance in Pass percentage of final year students in the year*<br><br>2.6.2.1 : Number of final year students of all the programmes, who have qualified in the university examinations in the year.<br><br>2.6.2.2 : Number of final year students of all the programmes, who appeared for the examinations in the year.<br><br><table><tr><td>**Year**</td><td></td><td></td></tr><tr><td rowspan="2">**Number of Final Year Students**</td><td>UG</td><td></td></tr><tr><td>PG</td><td></td></tr><tr><td>**Total**</td><td></td><td></td></tr></table><br>**Upload:**<br>• List of Programmes and the number of students passed and appeared in the final year examination for the year.<br>• Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the year.<br>• Reports from Controller of Exam (COE) office/ Registrar evaluation mentioning the relevant details and the result analysis performed by the institution duly attested by the Head of the Institution<br>• Trend analysis for the last year in graphical form<br>• Data template<br>• Any other relevant information |
| **2.6.3**<br>**QlM** | *The teaching learning and assessment processes of the Institution are aligned with the stated learning outcomes.*<br><br>Provide details on how teaching learning and assessment processes are mapped to achieve the generic and program-specific learning outcomes (for each program) within 100 – 200 words.<br><br>**Provide web link to**<br>• Programme-specific learning outcomes<br>• Any other relevant information |
| **2.6.4**<br>**QlM** | *Presence and periodicity of parent-teachers meetings, remedial measures undertaken and outcome analysis*<br><br>Describe structured mechanism for parent-teachers meetings, follow-up action taken and outcome analysis within 100 - 200 words<br>Provide web link to: |

| | |
|---|---|
| | • Proceedings of parent –teachers meetings held during the year<br>• Follow up reports on the action taken and outcome analysis.<br>• Any other relevant information |
| | **Key Indicator- 2.7 Student Satisfaction Survey** |
| **2.7.1**<br><br>**QₙM** | *Online student satisfaction survey regarding teaching learning process*<br><br>Data Requirement: (As per Data Template)<br><br>• Name/Class/Gender<br>• Student Id Number<br>• Mobile number<br>• Email Id<br>• Degree Programme<br><br>(Database of all currently enrolled students need to be prepared and shared with NAAC along with the online submission of QIF)<br><br>**Upload:**<br><br>• Database of all currently enrolled students (Data Template)<br>• Any other relevant information<br><br>**(Data template is not applicable to this metric)** |

# Criterion 3- Research, Innovations and Extension

| | |
|---|---|
| **Key Indicator 3.1 - Resource Mobilization for Research** | |
| **Metric No.** | |
| **3.1.1 QnM** | *Number of teachers recognized as PG/ Ph.D research guides by the respective University*<br><br>3.1.1.1. Number of teachers recognized as *PG/* Ph.D research guides during the year<br>3.1.1.2. Number of full time teachers in the Institution during the year<br>**Upload :**<br>• List of full time teachers recognized as *PG/* Ph.D guides during the year.<br>• List of full time teacher during the year.<br>• Copies of Guide-ship letters or authorization of research guide provide by the university<br>• Information as per Data template<br>• Any other relevant information |
| **3.1.2 QnM** | *Number of teachers awarded national /international fellowships / financial support for advanced studies/collaborative research and participation in conferences during the year*<br>Number of teachers awarded national /international fellowships / financial support for advanced studies / collaborative research and conference participation in Indian and Overseas Institutions during the year.<br><br>| Year | |<br>|---|---|<br>| Number of teachers awarded fellowships/ financial support | |<br><br>**Data Requirements for year:**<br>• List of the teachers awarded national/international fellowships/ Financial support  for the year<br>• List of the awards<br>• Year of Awards<br>• Awarding Agencies<br>**Upload:**<br>• Fellowship award letter / grant letter from the funding agency<br>• List of teachers and their national/international fellowship details (Data templates)<br>• E-copies of the award letters of the teachers<br>• Any other relevant information |
| **3.1.3 QnM** | *Number of research projects/clinical trials funded by government, industries and non-governmental agencies during the year*<br><br>3.1.3.1     Number of research projects/clinical trials funded by government, industries |

and non-governmental agencies during the year

3.1.3.2     Number of fulltime teachers who worked in the Institution during the year

| Year | |
|---|---|
| **Number of Research Projects** | |
| **Amount / Funds Received** | |

**Data Requirements for the year: (As per Data Template)**

- Names of Principal Investigators
- Duration of projects
- Names of research project/clinical trials
- Amount/Funds Received
- Names of funding agencies
- Year of sanction
- Recipient Departments

**Upload:**

- List of research projects and funding details during the year (Data template)
- Supporting documents from Funding Agencies
- Link for funding agencies websites
- Any other relevant information

## Key Indicator 3.2- Innovation Ecosystem

| Metric No. | |
|---|---|
| **3.2.1 QlM** | *The Institution has created an ecosystem for innovations including Incubation Centre and other initiatives for creation and transfer of knowledge*<br><br>Describe the available Incubation Centre and evidence of its functioning (activities) within 100 - 200 words<br><br>**Provide web link to :**<br>• Details of the facilities and innovations made<br>• Any other relevant information |
| **3.2.2 QnM** | *Number of workshops/seminars conducted on Intellectual Property Rights (IPR) Research methodology, Good Clinical, Laboratory, Pharmacy and Collection practices, writing for Research Grants and Industry-Academia Collaborations during the year*<br><br><table><tr><td>**Year**</td><td></td></tr><tr><td>**Number of workshops / seminars conducted**</td><td></td></tr></table><br>**Data Requirements for the year: (As per Data Template)**<br>• Name of the workshops /seminars<br>• Number of Participants |

|  |  |
|---|---|
|  | • Dates (From-to) <br> **Upload:** <br> • List of workshops/seminars during the year(Data template) <br> • Reports of the events <br> • Any other relevant information |
| **Key Indicator 3.3- Research Publications and Awards** ||
| **3.3.1 QnM** | ***The Institution ensures implementation of its stated Code of Ethics for research.*** <br><br> The Institution has a stated Code of Ethics for research, the implementation of which is ensured by the following: <br> 1. There is an Institutional ethics committee which oversees the implementation of all research projects <br> 2. All the projects including student project work are subjected to the Institutional ethics committee clearance <br> 3. The Institution has plagiarism check software based on the Institutional policy <br> 4. Norms and guidelines for research ethics and publication guidelines are followed <br> **Upload** <br> • Institutional Code of Ethics document <br> • Minutes of meetings of the committees with reference to the code of ethics <br> • Any other relevant information |
| **3.3.2 QnM** | ***Number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines received per recognized PG teachers\* of the Institution during the year*** <br><br> *3.3.2.1* Number of Ph.D.s */DM/M Ch/PG degrees in the respective disciplines **received** per recognized PG teachers\* of the Institution during the year* <br> *3.3.2.2* Number of PG teachers recognized as guides by the Regulatory Bodies / Universities during the year <br><br> \* Eligible PG teachers are those who are recognized as PG/PhD guides by the University / respective Regulatory Bodies <br><br> **Upload:** <br> • List of Ph.D.s */DM/MCh/PG degrees in the respective disciplines **received** during the year* <br> • List of teachers recognized as guides during the year <br> • Information as per Data template <br> • Letter of PG guide recognition from competent authority <br> • Any other relevant information |
| **3.3.3** | ***Number of papers published per teacher in the Journals notified on UGC -*** |

| | |
|---|---|
| **QnM** | *CARE list in the UGC website/Scopus/ Web of Science/ PubMed during the year*<br><br>Number of research papers *published per teacher in the Journals notified on UGC website/Scopus/ Web of Science/ PubMed during the year*<br><br><table><tr><td>**Year**</td><td></td></tr><tr><td>**Number of papers**</td><td></td></tr></table><br>**Upload:**<br>• List of papers published per teacher in the Journals notified on UGC website/Scopus/ Web of Science/ PubMed  during the year<br>• Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list<br>• Information as per Data template<br>• Any other relevant information |
| **3.3.4 QnM** | *Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings indexed in UGC-CARE list on the UGC website/ Scopus/ Web of Science/ PubMed/ during the year*<br><br><table><tr><td>**Year**</td><td></td></tr><tr><td>**Number**</td><td></td></tr></table><br>**Upload:**<br>• List of books and chapters in edited volumes/books published with ISBN and ISSN number and papers in national/ international conference proceedings during the year<br>• Information as per Data template<br>• Any other relevant information |
| **Key Indicator 3.4 - Extension Activities** |
| **3.4.1 QnM** | *Number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, the community, Government and Non-Government organized bodies through NSS/NCC during the year*<br><br><table><tr><td>**Year**</td><td></td></tr><tr><td>**No. of extension /outreach activities**</td><td></td></tr></table><br>**Upload:**<br>• List of extension and outreach activities  during the year<br>• List of students in NSS/NCC involved in the extension and outreach activities during the year<br>• Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated |

| | | |
|---|---|---|
| | • Any other relevant information | |
| **3.4.2 QnM** | **Number of students participating in extension and outreach activities during the year** | |

| Year | |
|---|---|
| **No. of students participating in extension / outreach activities** | |

**Data Requirement for the year: (As per Data Template)**
- **Details of students participating in extension and outreach activities as per 3.4.1**
- Programmes **through NSS/NCC** *etc.,*
    - Names of the collaborating agencies: Non- government, industry, community with contact details
- Number of students who participated in each of the programmes

 **Upload:**
- Reports of the events organized
- Data template
- List of extension and outreach activities conducted with industry, community etc for the last year (Data template)
- List of students who participated in extension activities during the year
- Geotagged photographs of extension activities

| **3.4.3 QlM** | *Number of awards and recognitions received for extension and outreach activities from Government / other recognised bodies during the year* |
|---|---|

Describe the nature and basis of awards /recognitions received for extension and outreach activities of the Institutions from Government /other recognised bodies during the year within 100 - 200 words

| Year | |
|---|---|
| Number of awards / recognitions | |

**Data Requirement for the year:**
- Names of the activities
- Names of the Awards/recognitions
- Names of the Awarding Government agency/other recognized bodies
- Year of the Awards

**Provide web link to:**
- List of awards for extension activities in the year
- e-copies of the award letters

| | |
|---|---|
| | • Any other relevant information |
| **3.4.4 QlM** | *Institutional social responsibility activities in the neighbourhood community in terms of education, environmental issues like Swachh Bharath, health and hygiene awareness and socio-economic development issues carried out by the students and staff during the year.*<br><br>Describe the impact of extension activities in sensitizing students to social issues and holistic development within 100 - 200 words.<br><br>**Provide Web link to:**<br>• Details of Institutional social responsibility activities in the neighbourhood community during the year<br>• Any other relevant information |

## Key Indicator - 3.5 Collaboration

| **Metric No.** | |
|---|---|
| **3.5.1. QnM** | *Number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc. per year for the year*<br><br>Total number of Collaborative activities for research, faculty exchange, student exchange during the year<br><br><table><tr><td>**Year**</td><td></td></tr><tr><td>**Number of Collaborative active activities**</td><td></td></tr></table><br>**Data Requirements for the year: (As per Data Template)**<br>• Titles of the collaborating activities<br>• Names of the collaborating agencies with contact details<br>• Source of financial support<br>• Year of collaboration<br>• Duration(From-To)<br>• Nature of activities<br>**Upload:**<br>• List of collaborative activities for research, faculty/student exchange etc. (Data template)<br>• Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated and amount generated<br>• Certified copies of collaboration documents and exchange visits<br>• Any other relevant information |
| **3.5.2 QnM** | *Total number of Functional MoUs with Institutions/ Industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. during the year* |

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

| Year | |
|---|---|
| **Number of MoUs / linkages** | |

**Data Requirement for the year: (As per Data Template)**

- Title of the MoU
- Names of the partnering Institutions/ Industries /research labs with contact details
- Year of commencement
- Duration(From-to)
- Nature of MoUs
- Details of activities

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

# Criterion 4 - Infrastructure and Learning Resources

<table>
<tr><td colspan="2" align="center">**Key Indicator – 4.1 Physical Facilities**</td></tr>
<tr><td>**Metric No.**</td><td></td></tr>
<tr><td>**4.1.1 QlM**</td><td>*The Institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.*<br><br>Describe the adequacy of facilities for teaching-learning viz., classrooms, ICT-enabled classrooms, seminar halls, facilities for clinical learning, learning in the community, Teleconferences, AYUSH-related learning cum therapy centre, well-equipped laboratories, skills labs etc. as stipulated by the appropriate Regulatory bodies within 100 - 200words<br><br>**Provide web link to:**<br>• List of available teaching-learning facilities such as Class rooms, Laboratories, ICT enabled facilities including Teleconference facilities etc., mentioned above.<br>• Geo tagged photographs<br>• Any other relevant information</td></tr>
<tr><td>**4.1.2 QlM**</td><td>*The Institution has adequate facilities to support physical and recreational requirements of students and staff - sports, games (indoor, outdoor), gymnasium, auditorium, yoga centre, etc.) and for cultural activities*<br><br>Describe the adequacy of facilities for sports, games and cultural activities including specification about area/size, year of establishment and user rate within 100 - 200 words<br>**Provide web link to :**<br>• List of available sports and cultural facilities<br>• Geo tagged photographs<br>• Any other relevant information</td></tr>
<tr><td>**4.1.3 QlM**</td><td>*Availability and adequacy of general campus facilities and overall ambience:*<br>Describe the availability and adequacy of campus facilities such as hostels, medical facilities, toilets, canteen, post office, bank, roads and signage, greenery, alternate sources of energy, STP, water purification plant, etc. (within 100 - 200 words)<br>**Provide web link to:**<br>• Photographs/ Geo tagging of Campus facilities<br>• Any other relevant information</td></tr>
<tr><td>**4.1.4 QnM**</td><td>*Number of expenditure incurred, excluding salary, for infrastructure development and augmentation during the year*<br><br><table><tr><td>**Year**</td><td></td></tr><tr><td>**Amount (INR in lakhs)**</td><td></td></tr></table><br>**Data Requirement for the year: (As per Data Template)**</td></tr>
</table>

|  | • Budget allocated for infrastructure development and augmentation<br>• Total expenditure excluding salary<br>**Upload:**<br>• Audited utilization statements (highlight relevant items)<br>• Details of budget allocation, excluding salary during the year (Data template)<br>• Any other relevant information |
|---|---|

## Key Indicator - 4.2 Clinical, Equipment and Laboratory Learning Resources

| **Metric No.** |  |
|---|---|
| **4.2.1 QlM** | *Teaching Hospital, equipment, clinical teaching-learning and laboratory facilities as stipulated by the respective Regulatory Bodies*<br>Describe the adequacy of the Teaching Hospital, equipment, clinical teaching- learning and laboratory facilities as stipulated by the respective Regulatory Bodies within 100 - 200 words<br>**Provide Web link to:**<br>• The facilities as per the stipulations of the respective Regulatory Bodies with Geo tagging<br>• The list of facilities available for patient care, teaching-learning and research<br>• Any other relevant information |
| **4.2.2 QnM** | *Number of patients per year treated as outpatients and inpatients in the teaching hospital for the year*<br><br>4.2.2.1    : Number of patients treated as outpatients in the teaching hospital during the year.<br>4.2.2.2    : Number of patients treated as inpatients in the teaching hospital during the year.<br><br><table><tr><td>**Year**</td><td></td></tr><tr><td>**No. of outpatients**</td><td></td></tr><tr><td>**No. of inpatients**</td><td></td></tr></table><br>*Total number of patients (OP+IP) in during the year*<br>**Upload:**<br>• Details of the teaching hospitals (attached hospital or shared hospitals after due approval by the Regulatory Council/ University) where the students receive their clinical training.<br>• Outpatient and inpatient statistics for the year |

| | |
|---|---|
| | • Link to hospital records/ Hospital Management Information System<br>• Any other relevant information |
| **4.2.3**<br>**QnM** | *Number of students exposed to learning resource such as Laboratories, Animal House & Herbal Garden (in house OR hired) during the year*<br><br>4.2.3.1  : Number of UG students exposed to learning resource such as Laboratories, Animal House & Herbal Garden *(in house OR hired)* during the year.<br><br>4.2.3.2  : Number of PG students exposed to learning resource such as Laboratories, Animal House & Herbal Garden during the year.<br><br>_table_<br><br>**Upload:**<br>• Detailed report of activities and list of students benefitted due to exposure to learning resource<br>• Details of the Laboratories, Animal House & Herbal Garden<br>• Number of UG, PG students exposed to Laboratories, Animal House & Herbal Garden *(in house OR hired)* per year based on time-table and attendance<br>• Any other relevant information |
| **4.2.4**<br>**QnM** | *Availability of infrastructure for community based learning*<br><br>**Institution has:**<br>1. Attached Satellite Primary Health Center/s<br>2. Attached Rural Health Center/s other than College teaching hospital available for training of students<br>3. Residential facility for students / trainees at the above peripheral health centers /hospitals<br>4. Mobile clinical service facilities to reach remote rural locations<br>**Upload:**<br>• Description of community-based Teaching Learning activities<br>• Details of Rural and Urban Health Centers involved in Teaching Learning activities and student participation in such activities<br>• Government Order on allotment/assignment of PHC to the institution<br>• Any other relevant information |
| | **Key Indicator – 4.3 Library as a learning Resource** |
| **4.3.1.**<br>**QlM** | *Library is automated using Integrated Library Management System (ILMS)*<br><br>Describe the Management System of the Library within 100 - 200 words<br>• Name and features of the ILMS software<br>• Nature and extent of automation (full or partial) |

The table within section 4.2.3:

| Year | |
|---|---|
| **No. of UG Students exposed** | |
| **No. of PG Students exposed** | |

| | |
|---|---|
| | • Year of commencement and completion of automation |
| | **Provide web link to:** |
| | • Geo tagged photographs of library facilities |
| | • Any other relevant information |
| **4.3.2 QlM** | *Total number of textbooks, reference volumes, journals, collection of rare books, manuscripts, Digitalized traditional manuscripts, Discipline-specific learning resources from ancient Indian languages, special reports or any other knowledge resource for library enrichment* |
| | Provide details of the total number of textbooks, reference volumes, journals, collection of rare books, manuscripts, Digitalized traditional manuscripts, Discipline-specific learning resources from ancient Indian languages, special reports or any other knowledge resource for library enrichment within 100 - 200 words |
| | **Data Requirement for the year:** |
| | Provide a description of library acquisition / enrichment including |
| | • Names of the books/journals/manuscripts |
| | • Names of the publishers |
| | • Names of the authors |
| | • Number of copies |
| | • Year of publication |
| | **Provide web link to:** |
| | • Data on acquisition of books / journals /Manuscripts /ancient books etc., in the library. |
| | • Geotagged photographs of library ambiance |
| | • Any other relevant information |
| **4.3.3. QnM** | *Does the Institution have an e-Library with membership / registration for the following:* |
| | 1. e – journals / e-books consortia |
| | 2. E-Shodh Sindhu |
| | 3. Shodh ganga |
| | 4. SWAYAM |
| | 5. Discipline-specific Databases |
| | **Data Requirement for the year:** (As per Data Template) |
| | • Details of memberships/subscriptions |
| | • Details of e-resources with full text access |
| | • Details of subscriptions with validity period |
| | • Data template. |
| | **Upload:** |
| | • Details of subscriptions like e-journals, e-Shodh Sindhu, Shodh ganga Membership etc. (Data template) |
| | • E-copy of subscription letter/member ship letter or related document with the |

| 4.3.4 QnM | **Number of annual expenditure for the purchase of books and journals including e-journals during the year** |
| | Annual expenditure for the purchase of books and journals including e- journals during the year (INR in Lakhs) |
| | **Data Requirement for the year: (As per Data Template)**<br>• Expenditure on the purchase of books<br>• Expenditure on the purchase of journals including e-journals in the year<br>• Year of Expenditure Where: **Expd$_i$**= Expenditure in rupees on the purchase of books **including e-journals** in the Year<br><br>**Upload:**<br>• **Audited Statement highlighting the expenditure for purchase of books and journal / library resources.**<br>• Details of annual expenditure for the purchase of books and journals including e-journals during the year (Data template)<br>• Any other relevant information |
| 4.3.5 QlM | **In-person and remote access usage of library and the learner sessions/library usage programmes organized for the teachers and students (data for the academic year)**<br><br>Describe in-person and remote access usage of library and the learner sessions/library usage programmes organized for the teachers and students data for the preceding academic year within 100 - 200 word<br><br>**Provide web link to:**<br>• Details of library usage by teachers and students<br>• Details of learner sessions / Library user programmes organized<br>• Any other relevant information |
| 4.3.6 QnM | **E-content resources used by teachers:**<br><br>1. MOOCs platforms<br>2. SWAYAM<br>3. Institutional LMS<br>4. e-PG-Pathshala<br>5. Any Other<br>**Upload:**<br>• Links to documents of e-contents used |

Inside the 4.3.4 cell, the following appears:

| Year | |
| --- | --- |
| Amount (Rs. In Lakh.) | |

The row above 4.3.4:

mention of year to be submitted
• Any other relevant information

| | |
|---|---|
| | • Data template<br>• Any other relevant information |

<div align="center">

## Key Indicator- 4.4 IT Infrastructure

</div>

| Metric No. | |
|---|---|
| **4.4.1**<br>**QnM** | *Number of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi-enabled ICT facilities (data for the academic year)*<br>Data Requirements: (As per Data Template)<br>**Upload:**<br>• Number of classrooms and seminar halls and demonstration rooms linked with internet /Wi-Fi-enabled ICT facilities (Data Template)<br>• Geo-tagged photos of the facilities<br>• Any other relevant information |
| **4.4.2**<br>**QlM** | *Institution frequently updates its IT facilities and computer availability for students including Wi-Fi*<br>Describe computer availability for students and IT facilities including Wi-Fi with the date(s) and nature of updation within 100 - 200 words<br>**Provide web link to:**<br>• Documents related to updation of IT and Wi-Fi facilities<br>• Any other relevant information |
| **4.4.3**<br>**QnM** | *Available bandwidth of internet connection in the Institution (Leased line)*<br>**Opt any one:**<br>A. ≥1GBPS<br>B. 500 MBPS - 1GBPS<br>C. 250 MBPS - 500MBPS<br>D. 50 MBPS - 250MBPS<br>E. <50MBPS<br><br>**Upload:**<br>• Details of available bandwidth of internet connection in the Institution<br>• Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth<br>• Any other relevant information |

<div align="center">

## Key Indicator – 4.5 Maintenance of Campus Infrastructure

</div>

| **4.5.1**<br>**QnM** | *Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component as a percentage during the year* |
|---|---|

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

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

**Data Requirement for the year: (As per Data Template)**
- Details of non-salary expenditure incurred on the maintenance of physical facilities and academic support facilities for the year in INR lakhs

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

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

**4.5.2 QlM**

</td>
<td>

*There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports facilities, computers, classrooms etc.*

Describe policy details of systems and procedures for maintaining and utilizing physical and academic support facilities within a maximum of 100 -200 words.

**Provide web link to:**
- Minutes of the meetings of the Maintenance Committee
- Log book or other records regarding maintenance works
- Any other relevant information

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

# Criterion 5- Student Support and Progression

| Key Indicator- 5.1 Student Support | |
|---|---|
| **Metric No.** | |
| **5.1.1 QnM** | *Number of students benefited by scholarships/ freeships / fee-waivers by Government / Non-Governmental agencies / Institution during the year*<br><br>Number of students benefited by scholarships/ freeships / fee- waivers by Government /Non-Governmental agencies/ Institution - during the year<br><br><table><tr><td>**Year**</td><td></td></tr><tr><td>**Number of students benefited**</td><td></td></tr></table><br>**Data Requirement for the year: (As per Data Template)**<br>• Name of the scheme<br>• Number of students benefited<br>**Upload :**<br>• Attested copies of the sanction letters from the sanctioning authorities<br>• List of students who received scholarships/ free ships/fee-waivers<br>• Data template<br>• Any other relevant information |
| **5.1.2 QnM** | *Capability enhancement and development schemes employed by the Institution for students:*<br><br>1. Soft skill development<br>2. Language and communication skill development<br>3. Yoga and wellness<br>4. Analytical skill development<br>5. Human value development<br>6. Personality and professional development<br>7. Employability skill development<br><br>**Data Requirement: (As per Data Template)**<br>• Name of the capability enhancement scheme<br>• Year of implementation<br>• Number of students enrolled<br>• Name of the agencies involved with contact details<br><br>**Upload:**<br>• Link to Institutional website<br>• Details of capability enhancement and development schemes(Data Template) |

|  |  |
|---|---|
|  | • Any other relevant information |
| **5.1.3**<br>**QnM** | *Number of students provided training and guidance for competitive examinations and career counseling offered by the Institution during the year*<br><br>Number of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the year<br><br>| **Year** | |<br>| **Number of students** | |<br><br>**Data Requirement for the year (As per Data Template)**<br>• Name of the scheme<br>• Number of students who passed in competitive exams<br>• Number of students placed<br>**Upload:**<br>• List of students benefited by guidance for competitive examinations and career counselling during the year (Data template)<br>• Institutional website. Web-link to particular program/scheme mentioned in the metric<br>• Copy of circular/ brochure/report of the event/ activity report Annual report of Pre-Examination Coaching centres<br>• list of students attending each of these schemes signed by competent authority<br>• Any other relevant information |
| **5.1.4**<br>**QlM** | *The Institution has an active international student cell to facilitate study in India program etc..,*<br><br>Describe the international student cell activities within 100 - 200 words.<br>**Provide web link to :**<br>• for international student cell<br>• Any other relevant information |
| **5.1.5.**<br>**QnM** | *The Institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment /prevention of ragging*<br><br>1. Adoption of guidelines of Regulatory bodies<br>2. Presence of the committee and mechanism for receiving student grievances (online/offline)<br>3. Periodic meetings of the committee with minutes<br>4. Record of action taken |

| | |
|---|---|
| | **Data Requirement:** (As per Data Template) <br> **Upload** <br> • Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell <br> • Circular/web-link/ committee report justifying the objective of the metric <br> • Details of student grievances and action taken (Data template) <br> • Any other relevant information |
| **Key Indicator- 5.2 Student Progression** |
| **Metric No.** | |
| **5.2.1 QnM** | *Number of students qualifying in state/ national/ international level examinations (eg: GATE/ GMAT/ GPAT /CAT/ NEET/ GRE/ TOEFL/ PLAB/ USMLE/ AYUSH/ Civil Services/ Defence/ UPSC/ State Government examinations/ AIIMS PG CET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) during the year.* <br><br> 5.2.1.1: Number of students qualifying in state/ national/ international level examinations (eg: GATE/ GMAT/ GPAT/ CAT/ NEET/ GRE/ TOEFL/ PLAB/ USMLE/ AYUSH/ Civil Services/ Defence/ UPSC/ State government examinations*/* AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) during the year. <br><br> 5.2.1.2   Number of students appearing in state/ national/ international level examinations (eg: GATE/ GMAT/ **GPAT** / CAT/ NEET/ GRE/ TOEFL/ PLAB/ USMLE/ AYUSH/ Civil Services/ Defence/ UPSC/ State government examinations */* AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) during the year <br><br> <table><tr><td>Year</td><td></td></tr><tr><td>Number of students -Qualifying</td><td></td></tr><tr><td>Number of students -Appeared</td><td></td></tr></table> <br><br> **Number of students qualified in:** <br> • GATE <br> • GMAT <br> • GPAT <br> • CAT <br> • NEET <br> • GRE <br> • TOEFL <br> • AYUSH <br> **Upload:** <br> • List of students qualifying in state/ national/ international level examinations during the year (Data template) |

| | |
|---|---|
| | • Pass Certificates of the examination<br>• Copies of the qualifying letters of the candidate<br>• Any other relevant information |
| **5.2.2.**<br>**QnM** | *Number of placement / self-employment (in relevant field) in professional services of outgoing students during the year*<br><br>Number of outgoing students who got placed / self-employed during the year<br><br><table><tr><td>**Year**</td><td></td></tr><tr><td>**Number of students placed/self-employed**</td><td></td></tr></table><br>**Data Requirement for the year: (As per Data Template)**<br>• Name of the employer with contact details<br>• Names of self-employed professionals with Register Number and contact details<br>• Number of students placed<br>**Upload:**<br>• Annual reports of Placement Cell.<br>• Self-attested list of students placed /self-employed<br>• Details of student placement / self-employment during the year (Data template)<br>• Any other relevant information |
| **5.2.3**<br>**QnM** | *Number of the batch of graduated students of the preceding year, who have progressed to higher education*<br><br>Number of outgoing student progression to higher education<br><br>**Data for the preceding academic year** (As per Data Template)<br>Number of students proceeding from<br>• UG to PG:<br>• PG to DM/ M. Ch/DNB (Super specialties)<br>• PG to PhD:<br>• PhD to Postdoctoral:<br>**Upload:**<br>• Supporting data for students/alumni as per data template<br>• Details of student progression to higher education (Data template)<br>• Any other relevant information |
| | **Key Indicator- 5.3 Student Participation and Activities** |

| Metric No. | |
|---|---|
| **5.3.1 QnM** | *Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/ National / International levels (award for a team event should be counted as one) during the year.*<br><br>Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/National / International levels (award for a team event should be counted as one)  during the year.<br><br><table><tr><td>**Year**</td><td></td></tr><tr><td>**Number of awards/medals**</td><td></td></tr></table><br>**Data Requirement for the year: (As per Data Template)**<br>• Name of the award/medal<br>• National/International<br>• Sports/ Cultural<br><br>**Upload:**<br>• Duly certified e-copies of award letters and certificates<br>• Any other relevant information |
| **5.3.2 QlM** | *Presence of a Student Council, its activities related to student welfare and student representation in academic & administrative bodies/ committees of the Institution*<br><br>Describe the Student Council, its activities related to student welfare and student representation in academic & administrative bodies /committees of the Institution within 100 - 200words<br><br>**Provide web link to :**<br>• Reports on the student council activities<br>• Any other relevant information |
| **5.3.3. QnM** | *Number of sports and cultural activities/competitions organised by the Institution during the year*<br><br>Number of sports and cultural activities/competitions organised by the Institution during the year<br><br><table><tr><td>Year</td><td></td></tr><tr><td>Number of events</td><td></td></tr></table> |

| | |
|---|---|
| | **Data Requirement for the year:** (As per Data template) <br><br> **Upload:** <br> • List of sports and cultural activities / competitions organized during the year (Data Template) <br> • Report of the events with photographs <br> • Any other relevant information |
| **Key Indicator- 5.4 Alumni Engagement** |
| **Metric No.** | |
| **5.4.1 QlM** | *The Alumni Association is registered and holds regular meetings to plan its involvement and developmental activates with the support of the college during the year.* <br><br> Describe the contributions of the Alumni Association to the Institution during the year within 100 – 200 words <br><br> **Provide web link to:** <br> • Registration of Alumni association. <br> • Details of Alumni Association activities <br> • Frequency of meetings of Alumni Association with minutes <br> • Quantum of financial contribution <br> • Audited statement of accounts of the Alumni Association |
| **5.4.2 QnM** | *Provide the areas of contribution by the Alumni Association / chapters during the year* <br><br> 1. Financial /kind <br> 2. Donation of books /Journals/volumes <br> 3. Students placement <br> 4. Student exchanges <br> 5. Institutional endowments <br> **Upload:** <br> • List of Alumni contributions made during the year <br> • Extract of Audited statements of highlighting Alumni Association contribution <br> • Certified statement of the contributions by the head of the Institution. <br> • Any other relevant information <br><br> **(Data template is not applicable to this metric)** |

# Criterion VI - Governance, Leadership and Management

| | Key Indicator- 6.1 Institutional Vision and Leadership |
|---|---|
| **Metric No.** | |
| **6.1.1 QlM** | *The Institution has clearly stated Vision and Mission which are reflected in its academic and administrative governance.* Describe the Vision and Mission of the Institution, nature of governance, perspective plans and stakeholders' participation in the decision-making bodies highlighting the activities leading to Institutional excellence. Response to be provided within 100 - 200 words **Provide web link for:** <ul><li>Vision and Mission documents approved by the College bodies</li><li>Achievements which led to Institutional excellence</li><li>Any other relevant information</li></ul> |
| **6.1.2 QlM** | *Effective leadership is reflected in various Institutional practices such as decentralization and participative management.* Describe the organogram of the college management structure and its functioning system highlighting decentralized and participatory management and its outcomes in the Institutional governance within 100 - 200 words **Provide web link to:** <ul><li>Relevant information /documents</li><li>Any other relevant information</li></ul> |
| | **Key Indicator- 6.2 Strategy Development and Deployment** |
| **Metric No.** | |
| **6.2.1 QlM** | *The Institutional has well defined organisational structure, Statutory Bodies/committees of the College with relevant rules, norms and guidelines along with Strategic Plan effectively deployed. Provide the write-up within 100 - 200 words* **Provide web link to:** <ul><li>Organisational structure</li><li>Strategic Plan document(s)</li><li>Minutes of the College Council/ other relevant bodies for deployment/ deliverables of the strategic plan</li><li>Any other relevant information</li></ul> |
| **6.2.2 QnM** | *Implementation of e-governance in areas of operation* <ol><li>Academic Planning and Development</li><li>Administration`</li></ol> |

| | |
|---|---|
| | 3. Finance and Accounts<br>4. Student Admission and Support<br>5. Examination<br>**Upload:**<br>• Data template<br>• Institutional budget statements allocated for the heads of E_governance implementation<br>• e-Governance architecture document<br>• Screen shots of user interfaces<br>• Policy documents<br>• Any other relevant information |
| **Key Indicator- 6.3 Faculty Empowerment Strategies** |
| **Metric No.** | |
| **6.3.1**<br><br>**QlM** | *The Institution has effective welfare measures for teaching and non- teaching staff*<br><br>**Provide web link to:**<br>• Policy document on the welfare measures<br>• List of beneficiaries of welfare measures<br>• Any other relevant document |
| **6.3.2**<br>**QnM** | *Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year*<br><br>Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year<br><br>| Year | |<br>|---|---|<br>| **Number of teachers provided with financial support** | |<br>| **Total Number of teachers** | |<br><br>**Data Requirement for the year:** (As per Data Template)<br>• Name of the teacher<br>• Name of conference/ workshop attended for which financial support was provided<br>• Name of the professional body for which membership fee is provided<br>**Upload:**<br>• Details of teachers provided with financial support to attend conferences, workshops etc. during the year (Data Template)<br>• Policy document on providing financial support to teachers<br>• List of teachers provided membership fee for professional bodies<br>• Receipts to be submitted |

| | | |
|---|---|---|
| | | • Any other relevant information |
| **6.3.3 QnM** | | *Number of professional development / administrative training programmes organized by the Institution for teaching and non- teaching/technical staff during the year*<br><br>(Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,)<br><br>Total number of professional development /administrative training programmes organized by the Institution for teaching and non-teaching */technical* staff during the year |

| Year | |
|---|---|
| **Number of Training Programmes** | |

**Data Requirement for the year:** (As per Data Template)
- Title of the professional development Programme organised for teaching staff
- Title of the administrative raining Programme organized for non- teaching staff
- Dates (From- to)

**Upload:**
- List of professional development / administrative training programmes organized by the Institution during the year and the lists of participants who attended them (Data template)
- Reports of Academic Staff College or similar centers Verification of schedules of training programs
- Copy of circular/ brochure/ report of training program self conducted program may also be considered
- Any other relevant information

| **6.3.4 QnM** | *Number of teachers undergoing Faculty Development Programmes (FDP) including online programmes during the year (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)*<br><br>Number of teachers who have undergone Faculty Development Programmes including online programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course and any other course y during the year |
|---|---|

| Year | |
|---|---|
| **Number of teachers undergoing Faculty Development Programme** | |
| **Total Number of Teachers** | |

**Data Requirement for the year:** (As per Data Template)

|  |  |
|---|---|
|  | • Names of teachers who have undergone such programmes<br>• Title of the Programme<br>• Duration (From–to)<br>**Upload:**<br>• Details of teachers who have attended FDPs during the year (Data template)<br>• E-copy of the certificate of the program attended by teacher<br>• Days limits of program/course as prescribed by UGC/ AICTE or Preferably Minimum one day programme conducted by recognised body/academic institution<br>• Any other relevant information |
| **6.3.5 QlM** | *Institution has Performance Appraisal System for teaching and non- teaching staff*<br><br>Describe the functioning of the Performance Appraisal System for teaching and non-teaching staff within 100 - 200 words<br><br>**Provide web link to:**<br>• Performance Appraisal System<br>• Any other relevant information |
| **Key Indicator- 6.4 Financial Management and Resource Mobilization** ||
| **Metric No.** |  |
| **6.4.1 QlM** | *Institutional strategies for mobilisation of funds and the optimal utilisation of resources*<br><br>Describe the resource mobilisation policy and procedures for optimal utilization of resources within 100 -200 words<br>**Provide web link to:**<br>• Resource mobilization policy document duly approved by College Council/other administrative bodies<br>• Procedures for optimal resource utilization<br>• Any other relevant information |
| **6.4.2 QlM** | *Institution conducts internal and external financial audits regularly*<br><br>Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling any audit objections within 100 -200 words<br>**Provide web link to:**<br>• Documents pertaining to internal and external audits for the last year<br>• Any other relevant information |
| **6.4.3 QnM** | *Funds / Grants received from government/non-government bodies, individuals, philanthropists* **(INR in Lakhs)** *during the year (not covered in Criterion III)*<br><br>Total Grants received from government/non-government bodies, individuals, philanthropists during the year (INR in **Lakhs**) |

| Year | |
|---|---|
| **Funds/grants received from government bodies (INR in Lakhs)** | |
| **Funds/grants received from non-government bodies (INR in Lakhs)** | |

*Upload:*

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

## Key Indicator- 6.5 Internal Quality Assurance System

| Metric No. | |
|---|---|
| **6.5.1 QlM** | *Instituion has a streamlined Internal Quality Assurance Mechanism*<br><br>Describe the Internal Quality Assurance Mechanism in the Institution and the activities of IQAC within 100 - 200 words<br>**Provide web link to**<br>• The structure and mechanism for Internal Quality Assurance<br>• Minutes of the IQAC meetings.<br>• Any other relevant information |
| **6.5.2 QnM** | *Number of teachers attending programs/ workshops/ seminars specific to quality improvement in the year*<br>(Please exclude participations in Faculty Development Programmes (FDP) mentioned in metric 6.3.4)<br><br>Number of quality initiatives by IQAC for promoting quality for the year<br><br>

| Year | |
|---|---|
| **Number of Quality Improvement Programme** | |
| **Number of teachers who attended such programme** | |

Upload:
- Details of programmes/ workshops/ seminars specific to quality improvement attended by teachers during the year
- List of teachers who attended programmes/ workshops/ seminars specific to |

| | |
|---|---|
| | quality improvement during the year |
| | • Certificate of completion/participation in *programs/ workshops/ seminars specific to quality improvement* |
| | • Information as per Data template |
| | • Any other relevant information |
| **6.5.3 QnM** | *The Institution adopts several Quality Assurance initiatives The Institution has implemented the following QA initiatives:* |
| | 1. Regular meeting of Internal Quality Assurance Cell (IQAC) |
| | 2. Feedback from stakeholder collected, analysed and report submitted to college management for improvements |
| | 3. Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff. |
| | 4. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF, NABH, NABL etc.,) |
| | **Upload:** |
| | • Information as per Data template |
| | • Annual report of the College |
| | • Minutes of the IQAC meetings |
| | • Copies of AQAR |
| | • Report of the feedback from the stakeholders duly attested by the Board of Management |
| | • Report of the workshops, seminars and orientation program |
| | • Copies of the documents for accreditation |
| | • Any other relevant information |

# Criterion 7- Institutional Values and Best Practices

| **Key Indicator- 7.1 Institutional Values and Social Responsibilities** | |
|---|---|
| **Metric No.** | |
| | **Gender Equality** |
| **7.1.1 QnM** | *Total number of gender equity sensitization programmes organized by the Institution during the year*<br><br>Total number of gender equity sensitization programmes organized by the Institution during the year<br><br><table><tr><td>**Year**</td><td></td></tr><tr><td>**Number of gender Equity sensitization programme organized**</td><td></td></tr></table><br>**Data Requirement for the year:** (As per Data Template)<br>&#9633; Title of the programmes<br>&#9633; Duration(From-to)<br>&#9633; Number of participants<br>**Upload:**<br>&#9633; List of gender equity sensitization programmes organized by the Institution (Data template)<br>&#9633; Copy of circular/brochure/ Report of the program<br>&#9633; Extract of Annual report<br>&#9633; Geo tagged photographs of the events |
| **7.1.2 QlM** | *Measures initiated by the Institution for the promotion of gender equity during the year.*<br>Describe gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus within 100 - 200 words<br>**Provide Web link to:**<br>&bull; Annual gender sensitization action plan<br>&bull; Specific facilities provided for women in terms of<br>    a. Safety and security<br>    b. Counselling<br>    c. Common Rooms<br>    d. Day care centre for young children<br>&bull; Any other relevant information |
| | **Environmental Consciousness and Sustainability** |
| **7.1.3** | *The Institution has facilities for alternate sources of energy and energy* |

| | |
|---|---|
| **QnM** | *conservation devices* |
| | 1. Solar energy |
| | 2. Wheeling to the Grid |
| | 3. Sensor based energy conservation |
| | 4. Biogas plant |
| | 5. Use of LED bulbs/ power efficient equipment |
| | *Upload:* |
| | • Geotagged Photos |
| | • Installation receipts |
| | • Facilities for alternate sources of energy and energy conservation measures |
| | • Any other relevant information |
| **7.1.4****QlM** | *Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 100 - 200 words)* |
| | • Solid waste management |
| | • Liquid waste management |
| | • Biomedical waste management |
| | • E-waste management |
| | • Waste recycling system |
| | • Hazardous chemicals and radioactive waste management |
| | **Provide web link to:** |
| | • Relevant documents like agreements/MoUs with Government and other approved agencies |
| | • Geotagged photographs of the facilities |
| | • Any other relevant information |
| **7.1.5****QnM** | *Water conservation facilities available in the Institution:* |
| | 1. Rain water harvesting |
| | 2. Bore well /Open well recharge |
| | 3. Construction of tanks and bunds |
| | 4. Waste water recycling |
| | 5. Maintenance of water bodies and distribution system in the campus |
| | **Upload :** |
| | • Geotagged photos / videos of the facilities |
| | • Installation or maintenance reports of Water conservation facilities available in the Institution |
| | • Any other relevant information |
| **7.1.6****QnM** | *Green campus initiatives of the Institution include:* |
| | 1. Restricted entry of automobiles |
| | 2. Battery-powered vehicles |
| | 3. Pedestrian-friendly pathways |
| | 4. Ban on use of plastics |
| | 5. Landscaping with trees and plants |
| | **Upload:** |
| | • Geotagged photos / videos of the facilities if available |

| | |
|---|---|
| | • Geotagged photo Code of conduct or visitor instruction displayed in the institution |
| | • Any other relevant information |
| | • Reports to be uploaded |
| | **Differently-abled (Divyangjan) friendliness** |
| **7.1.7 QnM** | ***The Institution has Divyangjan -friendly, barrier-free environment in the campus***<br>• Built environment with ramps/lifts for easy access to classrooms<br>• Disabled-friendly washrooms<br>• Signage including tactile path, lights, display boards and signposts<br>• Assistive technology and facilities for persons with *Divyangjan* access website, screen-reading software, mechanized equipment<br>• Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading<br>**Upload:**<br>• Geo tagged photos of the facilities as per the claim of the institution<br>• Any other relevant information<br>• Data template<br>• Relevant documents |
| | *Inclusion and Situatedness* |
| **7.1.8 QlM** | ***Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socio-economic and other diversities.***<br>Add a note on how the Institution has leveraged its location for the services of the community (within 100- 200 words).<br>**Provide Web link to:**<br>• Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)<br>• Any other relevant information/documents |
| | *Human Values and Professional Ethics* |
| **7.1.9 QnM** | ***Code of conduct handbook exists for students, teachers and academic and administrative staff including the Dean / Principal /Officials and support staff.***<br>1. The Code of conduct is displayed on the website<br>2. There is a committee to monitor adherence to the code of conduct<br>3. Institution organizes professional ethics programmes for students, teachers and the academic and administrative staff<br>4. Annual awareness programmes on the code of conduct are organized<br>**Upload**:<br>• Information about the committee composition, number of programmes organized etc., in support of the claims<br>• Web link of the code of conduct<br>• Details of the monitoring committee of the code of conduct<br>• Details of Programs on professional ethics and awareness programs<br>• Any other relevant information |

| 7.1.10 QlM | *The Institution celebrates/ organizes national and international commemorative days, events and festivals* |
|---|---|
| | Describe the efforts of the Institution in celebrating /organizing National and International commemorative days and events and festivals within 100 - 200 words |

| Key Indicator- 7.2 Best Practices ||
|---|---|
| **Metric No.** | |
| 7.2.1 QlM | **Describe two Institutional Best Practices as per the NAAC format provided in the Manual (Respond within 100 - 200 words) Provide  web link to:** <br> • Best practices page in the Institutional website <br> • Any other relevant information |

**Note:**

### Format for Presentation of Best Practices

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

2. **Objectives of the Practice**
   What are the objectives / intended outcomes of this "best practice" and what are the underlying principles or concepts of this practice (in about 100 - 200 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 100 - 200 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 100 - 200 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 100 - 200 words.

6. **Problems Encountered and Resources Required**
   Please identify the problems encountered and resources required to implement the practice (in about 100 - 200 words).

7. **Notes (Optional)**

   Please add any other information that may be relevant for adopting/ implementing the Best Practice in other Institutions (in about 100 – 200 words).

| Key Indicator- 7.3 Institutional Distinctiveness | |
|---|---|
| | |
| **7.3.1 QlM** | **Portray the performance of the Institution in one area distinctive to its priority and thrust within 100 - 200 words**<br><br>**Provide web link to:**<br>• Appropriate web page in the institutional website<br>• Any other relevant information |

# Part -B

# AQAR format in line with the Manual for Health Sciences Colleges

## *(with effect from the academic year 2020-21)*

### Health Sciences Colleges - Part –B

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

## Key Indicator 8.1 – B 1 -Medical College

| Metric Sl. No. | |
|---|---|
| 8.1.1 QnM | *NEET percentile scores of students enrolled for the MBBS programme for the preceding academic year.*<br><br>**The range of NEET percentile scores of students enrolled for the MBBS programme during the preceding academic year:**<br><br>  |
| | **Upload:**<br>• List of students enrolled for the MBBS programme for the preceding academic year<br>• NEET percentile scores of students enrolled for the MBBS programme during the preceding academic year.<br>• Any other relevant information |
| 8.1.2 QlM | *Students are exposed to quality of care and patient safety procedures including infection prevention and control practices as practiced by the teaching hospital in didactic and practical sessions during their clinical postings.*<br><br>Describe the procedures followed by the College in providing theoretical and practical exposure to quality of care and patient safety issues and practices followed by the teaching hospital within 100 - 200 words.<br><br>**Provide weblink to:**<br>• Documents pertaining to quality of care and patient safety practices    followed by the teaching hospital<br>• Any other relevant information |
| 8.1.3 QnM | *Number of fulltime teachers who have acquired additional postgraduate Degrees/Diplomas/Fellowships beyond the eligibility requirements from recognized centers/universities in India or abroad. (Eg: AB, FRCS, MRCP, FAMS, FAIMER & IFME Fellowships, PhD in Medical Education etc.)*<br>*(excluding those mentioned in metric 2.4.2)*<br>Data to be provided for  during the year |

Within the 8.1.1 row, the inner table:

| Number of students enrolled for the MBBS programme during the preceding academic year | Range of NEET percentil e scores Mean NEET percentile score SDNEET percentile score | Mean NEET percentile score | SDNEET percentile score |
|---|---|---|---|

Within the 8.1.3 row, the inner table:

| Year | |
|---|---|
| Number of full-time teachers with additional PG Degrees /Diplomas /Fellowships | |

**Upload:**
• List of fulltime teachers with additional Degrees, Diplomas such as AB, FRCS, MRCP, FAMS, FAIMER/IFME Fellowships, Ph D in Medical Education etc. during the year

| | |
|---|---|
| | • Attested e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships |
| | • Any other relevant information |
| **8.1.4 QlM** | *The Institution has introduced objective methods to measure and certify attainment of specific clinical competencies by MBBS students/interns as stated in the undergraduate curriculum by the Medical Council of India*<br><br>Describe the objective methods adopted by the College to measure and certify the attainment of clinical competencies by MBBS students/interns as stated in the undergraduate curriculum by the Medical Council of India<br><br>Response to be provided within 100 - 200 words<br><br>**Provide weblink to:**<br>• Report on the list and steps taken by the College to measure attainment of specific clinical competencies by the MBBS students/interns stated in the undergraduate curriculum during the year<br>• Geotagged photographs of the objective methods used like OSCE/OSPE<br>• Any other relevant information. |
| **8.1.5. QlM** | *Instructional sessions for students introduced by the College on the Medical, Legal, Ethical and Social Issues involved in organ transplantation.*<br><br>Give a description of the instructional sessions for students introduced by the College on the Medical, Legal, Ethical and Social Issues involved in organ transplantation.<br><br>Provide a response within 100-200 words.<br><br>**Provide weblink to:**<br>• National/State level policies on organ transplantation as adopted by the Institution<br>• Report on the teaching sessions on medical, legal, ethical and social issues involved in organ transplantation<br>• Any other relevant information |
| **8.1.6. QlM** | *Students are exposed to the organization and operational features of the Immunization Clinic functioning in the hospital as per WHO guidelines for childhood immunization.*<br><br>Describe the functioning of the Immunization Clinic in the Institution as per the quality specifications stated in WHO guidelines and the steps taken to provide students with information on its relevance and operational features within 100-200 words.<br><br>**Provide weblink to:**<br>• Report on the functioning of the Immunization Clinic<br>• Report on the teaching sessions carried out on the relevance and operational features of the Immunization clinic.<br>• Quality maintenance records in compliance with WHO guidelines during the preceding academic year<br>• Any other relevant information. |
| **8.1.7. QlM** | *The College has adopted methods to define and implement Medical graduate attributes with a system of evaluation of attainment of the same.* |

| | |
|---|---|
| | Describe the Medical graduate attributes developed by the College and the steps taken to implement and assess the attainment of the same (100-200 words). Provide weblink to: <br> • Medical graduate attributes as described in the website of the College. <br> • Any other relevant information. |
| **8.1.8.** **QlM** | *Activities of the Medical Education Unit of the College in conducting a range of Faculty Development Programmes in emerging trends in Medical Educational Technology.* <br><br> Describe the Faculty Development Programmes organized by the MEU of the College in the areas of emerging trends in Medical Educational Technology during the year. <br><br> Response to be provided within 100-200 words <br> **Provide weblink to:** <br> • List of seminars/conferences/workshops on emerging trends in Medical Educational Technology organized by the MEU year- wise during the last year. <br><br> • list of teachers who participated in the seminars/conferences/ workshops on emerging trends in Medical Educational technology organized by the MEU of the College during the year <br><br> • Any other relevant information |
| **8.1.9.** **QnM** | *Is the teaching hospital / clinical laboratory accredited by any National Accrediting Agency?* <br><br> 1. **NABH Accreditation of the teaching hospital** <br> 2. **NABL Accreditation of the laboratories** <br> 3. **ISO Certification of the departments / divisions** <br> 4. **Other Recognized Accreditation / Certifications** <br> **Upload:** <br> • e-copies of Certificate/s of Accreditations <br> • Any other relevant documents |
| **8.1.10.** **QnM** | *Number of first year students, provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work during the year.* <br><br> <table><tr><td>Year</td><td>Number of students admitted in the first year of the teaching programmes during the year</td><td>Number of First year students administered immunization /prophylaxis</td></tr><tr><td></td><td></td><td></td></tr></table> <br> **Upload:** <br> • Policies documents regarding preventive immunization of students, teachers and hospital staff likely to be exposed to communicable diseases during their clinical work. <br> • List of first year students, teachers and hospital staff, who received such immunization during the year <br> • Any other relevant information. |
| **8.1.11** | *Steps/procedures adopted by the College to expose students to contemporary medico-legal* |

| QlM | *practices and third-party payers/insurance mechanisms, indemnity insurance protection etc. relevant to the clinician/provider as well as the patient/recipient.* |
|---|---|
| | Describe the procedure/method and policy the Institution follows within 100-200 words. |
| | **Provide weblink to:**<br>• Policy documents regarding relevant laws, insurance policies medical indemnity insurance cover for the clinical faculty<br>• List of clinical faculty covered by medical indemnity insurance policy by the Institution<br>• Any other relevant information |

## Key Indicator 8.2 – B 2 Dental College

| Metric Sl. No. | |
|---|---|
| 8.1.1 QnM | *NEET percentile scores of students enrolled for the BDS programme for the preceding academic year.*<br><br>**The range of NEET percentile scores of students enrolled for the BDS programme during the preceding academic year:**<br><br>Upload:<br>• List of students enrolled for the BDS programme for the preceding academic year<br>• NEET percentile scores of students enrolled for the BDS programme during the preceding academic year.<br>• Any other relevant information |
| 8.1.2. QlM | *The Institution ensures adequate training for students in pre-clinical skills*<br>Describe the steps taken to improve pre-clinical skills along with details of facilities available for students such as pre-clinical skill labs<br><br>(within 100-200 words)<br><br>**File Description:**<br>1. Geo tagged Photographs of the pre clinical laboratories<br>Any other relevant information |

Table within metric 8.1.1:

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

| | |
|---|---|
| **8.1.3. QnM** | *Institution follows infection control protocols during clinical teaching during preceding academic year* <br><br> 1. Central Sterile Supplies Department (CSSD) (records) <br><br> 2. Provides Personal Protective Equipment (PPE) while working in the clinic <br><br> 3. Patient safety manual <br><br> 4. Periodic disinfection of all clinical areas (Register) <br><br> 5. Immunization of all the care-givers (Registers maintained) <br><br> 6. Needle stick *injury* record <br><br> **Upload** <br> • Central Sterile Supplies Department (CSSD) Register (Random Verification by DVV) <br> • Disinfection register (Random Verification by DVV) <br> • Immunization Register of preceding academic year <br> • Relevant records / documents for all 6 parameters |
| **8.1.4. QlM** | *Orientation / Foundation courses practiced in the institution for* <br> *students entering the college / clinics / internship:* <br><br> Describe in less than 100-200 words about <br><br> a. Orientation for fresh students <br> b. White coat ceremony <br> c. Workshops on patient care (community skills, infection control, biomedical waste management, professional ethics) <br> d. Internship orientation <br> e. Any other <br><br> **Provide weblink to** <br> • Orientation circulars <br> • Programme report |
| **8.1.5. QnM** | *The students are trained for using High End Equipment for* <br> *Diagnostic and therapeutic purposes in the Institution. Data for the* <br><br> *preceding academic year* <br><br> 1. Cone Beam Computed Tomogram (CBCT) <br> 2. CAD/CAM facility <br> 3. Imaging and morphometric softwares <br> 4. Endodontic microscope <br> 5. Dental LASER Unit <br> 6. Extended application of light based microscopy (phase contrast microscopy/polarized microscopy/fluorescent microscopy) <br> 7. Immunohistochemical (IHC) set up <br><br> **Upload:** <br> • Invoice of Purchase <br> • Usage registers <br> • Geotagged photos of the facilities, and list of students trained in the opted facilities. |

| | |
|---|---|
| **8.1.6. QnM** | *Institution provides student training in specialized clinics and facilities for care and treatment such as:*<br>  1. Comprehensive / integrated clinic<br>  2. Implant clinic<br>  3. Geriatric clinic<br>  4. Special health care needs clinic<br>  5. Tobacco cessation clinic<br>  6. Esthetic clinic<br><br>**Upload:**<br>  • Certificate from the principal/competent authority<br>  • Geotagged photos of the facilities, and list of students trained in the opted facilities<br>  • Any other relevant information |
| **8.1.7. QnM** | *Number of full-time teachers who have acquired additional postgraduate Degrees/Diplomas/Fellowships beyond the eligibility requirements from recognized centers/universities in India or abroad. (Eg: AB, FRCS, MRCP, FAMS, FAIMER & IFME, Fellowships, Ph D in Dental Education etc.) during the year*<br><br>Data to be provided for the last year<br><br>{table below}<br><br>**Upload:**<br>• List of fulltime teachers with additional Degrees, Diplomas such as AB, FRCS, MRCP, FAMS, FAIMER/IFME Fellowships, Ph D in Dental Education etc. during the year<br>• Attest ed e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships<br>• Any other relevant information |
| **8.1.8. QlM** | *The Institution has introduced objective methods to measure and certify attainment of specific clinical competencies by BDS students/interns as stated in the undergraduate curriculum by the Dental Council of India*<br><br>Describe the objective methods adopted by the College to measure and certify the attainment of clinical competencies by BDS students/interns as stated in the undergraduate curriculum by the Dental Council of India. Response to be provided within 100-200 words<br><br>**Provide weblink to:**<br>  • Report on the list and steps taken by the College to measure attainment of specific competencies by the BDS students/interns stated in the undergraduate curriculum during the year<br><br>  • Geotagged photographs of the objective methods used like OSCE/OSPE<br><br>  • List of competencies<br><br>  • Any other relevant information |
| **8.1.9. QnM** | *Number of first year students, provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work during the year.* |

**8.1.7 table:**

| During the Year | |
|---|---|
| Number of fulltime teachers with additional PG Degrees /Diplomas /Fellowships | |

**8.1.9 table:**

| Year | Number of students admitted in the first year of the teaching | Number of First year students administered immunization /prophylaxis for Hepatitis-B |
|---|---|---|

| | | programmes | |
|---|---|---|---|
| | | | |

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

| **8.1.10.**<br>**QlM** | ***The College has adopted methods to define and implement Dental graduate attributes with a system of evaluation of attainment of such attributes.***<br>Describe the Dental graduate attributes developed by the College and the steps taken to implement and assess the attainment of such attributes (within 100-200 words).<br><br>Provide weblink to:<br>• Dental graduate attributes as described in the website of the College.<br>• Any other relevant information. |
|---|---|
| **8.1.11.**<br>**QnM** | ***Per capita expenditure on Dental materials and other consumables used for student training during the year.***<br><br>表<br><br>Data Requirement for during the year:(As per Data Template in Section B)<br>• Details of expenditure on consumables used for student clinical training during the year<br><br>**Upload**<br>• Audited statements of accounts.<br>• Any other relevant information |
| **8.1.12.**<br>**QlM** | ***Establishment of Dental Education Department by the College for***<br>***the range and quality of Faculty Development Programmes in emerging trends in Dental Educational Technology organized by it.***<br><br>Describe the Faculty Development Programmes organized by the<br><br>department of the College in the areas of emerging trends in Dental Educational Technology during the year.<br><br>Response to be provided within 100-200 words<br><br>表2<br><br>**Provide weblink to:**<br>• List of seminars/conferences/workshops on emerging trends in Dental Educational |

For 8.1.11:

| Year | |
|---|---|
| **Amount in INR (Lakhs)** | |

For 8.1.12:

| Year | Name of the programme | Number of teachers attended |
|---|---|---|

| | |
|---|---|
| | Technology organized by the DEU year- wise during the year. |
| | • List of teachers who participated in the seminars/conferences/ workshops on emerging trends in Medical Educational technology organized by the DEU of the College during the year |
| | • Any other relevant information |

# Key Indicator 8.3 – B 3 Nursing College

| Metric Sl. No. | |
|---|---|
| **8.1.1. QlM** | *Training in the clinical skills and simulation labs are organized with reference to acquisition and enhancement of skills in basic and advance procedures such as BLS/ALS, Venepuncture, ET intubation/suctioning, central line insertion procedures (PG- as per clinical specialty).*<br><br>Describe the organization and functioning of the clinical skills and simulation labs with reference to acquisition and enhancement of skills in basic and advance procedures such as BLS/ALS, Venepuncture, ET intubation/suctioning, central line insertion procedures (PG- as per clinical specialty).<br>Describe the mechanism for monitoring of student learning in the clinical skills labs.<br>Response to be provided within 100-200 words<br>**Provide weblink to:**<br>• Policy on the use of clinical skills and simulation labs in the acquisition and enhancement of skills in basic and complex procedures such as endoscopic surgery and interventional procedures.<br>• Geotagged photographs/videos of the facilities<br>• Student feedback on the effectiveness of the facilities.<br>• Any other relevant information |
| **8.1.2. QnM** | *Number of fulltime teachers who have acquired additional postgraduate Degrees/Diplomas/Fellowships/ Master trainer certifications beyond the eligibility requirements from Universities/ Recognized Centers/ /Professional bodies in India or abroad. (Eg: additional PG degree, Ph D, Fellowships, Master trainer certifications etc.)*<br>Data to be provided for during the year<br><br>{table below}<br><br>**Upload:**<br>• List of fulltime teachers with additional Degrees, Diplomas such as PG degree, Fellowships, Ph D, Master trainer etc. during the year<br><br>• Attested e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships certificates.<br><br>• Any other relevant information. |

| Year | |
|---|---|
| Number of fulltime teachers with additional PG Degrees /Diplomas/Fellowships/Master Trainer certificate | |

| | |
|---|---|
| **8.1.3.**<br><br>**QlM** | *Students are exposed to quality of care and patient safety procedures including infection prevention and control practices as practiced by the teaching hospital in didactic and practical sessions during their clinical postings.*<br><br>Describe the procedures followed by the College in providing theoretical and practical exposure to quality of care and patient safety issues and practices followed by the teaching hospital within 100-200 words.<br>**Provide weblink to:**<br>• Documents pertaining to quality of care and patient safety practices followed by the teaching hospital<br><br>• Any other relevant information |
| **8.1.4.**<br><br>**QnM** | *Number of first year students, provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work during the year.*<br><br><table><tr><td>Year</td><td>Number of students admitted in the first year of the teaching programmes</td><td>Number of First year students administered immunization /prophylaxis for Hepatitis-B</td></tr><tr><td></td><td></td><td></td></tr></table><br>**Upload:**<br>• Policies documents regarding preventive immunization of students, teachers and hospital staff likely to be exposed to communicable diseases during their clinical work.<br>• List of students, teachers and hospital staff, who received such immunization during the preceding academic year<br>• Any other relevant information. |
| **8.1.5.**<br>**QnM** | *Is the teaching hospital / clinical laboratory accredited by any National Accrediting Agency?*<br><br>1. NABH Accreditation of the teaching hospital<br>2. NABL Accreditation of the laboratories<br>3. ISO Certification of the departments / divisions<br>4. Other Recognized Accreditation / Certifications<br>**Upload:**<br>• e-copies of Certificate/s of Accreditations<br><br>• Any other relevant documents. |
| **8.1.6.**<br><br>**QlM** | **Describe how the College facilities were utilized by students from other institutions (PG/UG/GNM) for administrative/educational visits and critical evaluation during the year within 100-200 words.**<br><br>Provide weblink to :<br>• List of facilities used by other Institutions<br>• List of Institutions utilizing facilities in the College<br>• Any other relevant information |
| **8.1.7.**<br><br>**QlM** | *College undertakes community oriented activities*<br><br>• Community mapping<br>• Community survey<br>• Health education<br>• Camps and clinics |

|  |  |
|---|---|
|  | • Celebrating national health and welfare programs<br>• Organize in-service education for SC/PHC/CHC staff<br>• School health program<br><br>Describe the activities in less than 100 -200 words<br><br>Provide weblink to<br>• Geo-tagging / Photographs of events / activities<br><br>• Any other relevant document |
| **8.1.8.**<br><br>**QnM** | *Number of full time faculty serving in various committees of the University/ Technical advisory group/ Core Committee members of various committees of Govt/WHO/INC/State/National Bodies during the year.*<br>(Memberships included in 1.1.2 should not be included)<br><br>{table}<br>**Upload :**<br><br>• Nomination letter of the faculty or invitation letter to attend the meetings in various committees of the University/ Technical advisory group/ Core Committee members of various committees of Govt/WHO/INC/State/National Bodies<br>• Any other relevant information |

Table inside 8.1.8:

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

## Key Indicator 8.4 – B 4 Physiotherapy

| Metric<br>Sl. No. |  |
|---|---|
| **8.1.1.**<br>**QnM** | *The college/institution provides students/interns with physiotherapy exposure for hands-on practical training in the following clinical setups on an ongoing basis:*<br><br>1. OPD and IPD<br>2. Surgical and Medical ICUs<br>3. Plastic Surgery and Burns<br>4. Transplant Units.<br>5. Orthopedic /Cardiac / Neuro units<br>**Upload:**<br>• OPD and IPD patient statistics of the attached teaching hospital for during the year<br><br>• Details of the posting of students / interns in the above units<br><br>• Video evidence/geotagged pictures of hands on physiotherapy practice in the above setups |

| | | |
|---|---|---|
| | • Any other relevant information. | |
| **8.1.2 QlM** | *Steps/procedures adopted by the college to train students in Clinical Skills and Simulation Laboratories in advanced physiotherapy techniques such as manual therapy, functional electrical stimulation, Biofeedback, etc.* | |
| | Describe the organization and functioning of the clinical skills and simulation labs with reference to acquisition and enhancement of skills in advanced physiotherapy techniques. Describe the mechanism for monitoring of students' learning in the clinical skills labs. | |
| | Response to be provided within 100 - 200 words | |
| | **Provide weblink to:** | |
| | • Examples of the use of clinical skills and simulation labs in the acquisition and enhancement of skills. | |
| | • Geotagged photographs/videos of the examples/facilities | |
| | • Student feedback on the effectiveness of the facilities. | |
| | • Any other relevant information | |
| **8.1.3 QlM** | *Steps/procedures adopted by the College to expose students to Quality of care and Patient Safety procedures including Falls Prevention, Equipment Safety, utilization of principles of ergonomics, infection prevention and*<br><br>*control practices etc.,* | |
| | Describe the procedures followed by the College in providing theoretical and practical exposure to quality of care, patient safety issues and practices followed by the teaching hospital/facilities/institutions within 100 - 200 words. | |
| | **Provide weblink to:** | |
| | • Documents/policy and procedures pertaining to quality of care and patient safety practices followed by the teaching institution/hospital | |
| | • Any other relevant information | |
| **8.1.4 QnM** | *Number of full-time teachers who have acquired additional certifications/postgraduate Degrees/Diplomas/Fellowships, in addition to the minimum eligibility requirements from recognized agencies/centers/universities/associations in India or abroad. (e.g.: NDT certificate, various Manual therapy certificate (e.g., Paris, McKenzie, Maitland, Kaltenborg, Cyriax etc.), SI certificate and certification in orthopedics/neurology/women's health/pediatrics/geriatrics/acute care, EMG & Nerve conduction cert, post graduation in Medical Education etc.)* | |
| | **(Qualifications mentioned in 2.4.2. should not be included)** | |
| | Data to be provided for during the year | |

| Year | |
|---|---|
| Number of full-time teachers with additional qualifications as above | |

**Upload:**
- List of fulltime teachers with additional qualifications during the year
- Attested e-copies of certificates, postgraduate Degrees, Diplomas or

| | | |
|---|---|---|
| | | Fellowships |
| | | • Any other relevant information. |
| **8.1.5 QlM** | *The Institution has introduced objective methods to measure and certify attainment of specific clinical competencies by BPT students/interns as defined in the undergraduate curriculum.* | |
| | Describe the objective methods adopted by the College to measure and certify the attainment of competency by the physiotherapy students. | |
| | Response to be provided within 100-200 words | |
| | **Provide weblink to:** | |
| | • Report on the list and steps adopted by the College to measure attainment of specific competencies by the BPT students/interns. | |
| | • Relevant Geotagged photographs/Video. | |
| | • Any other relevant information | |
| **8.1.6 QnM** | *Is the teaching Hospital / clinical laboratory accredited by any National Accrediting Agency?* | |
| | **1. NABH Accreditation of the teaching hospital** | |
| | **2. NABL Accreditation of the laboratories** | |
| | **3. ISO Certification of the departments / divisions** | |
| | **4. Other Recognized Accreditation / Certifications** | |
| | **Upload:** | |
| | • e-copies of Certificate/s of Accreditations | |
| | • Any other relevant documents | |
| **8.1.7 QlM** | *Steps/procedures adopted by the college to sensitize students to contemporary medico-legal practices and third-party payers/insurance mechanisms, indemnity insurance protection etc. relevant to the clinician/provider as well as the patient/recipient.* | |
| | Describe the procedure/method and policy the Institution follows within 100-200 words. | |
| | **Provide weblink to:** | |
| | • Policy documents regarding relevant laws, insurance policies medical indemnity insurance cover for the clinical faculty | |
| | • List of clinical faculty covered by medical indemnity insurance policy by the Institution | |
| | • Any other relevant information | |
| **8.1.8 QlM** | *Steps/procedures adopted by the college to introduce students to healthcare practices that are inter-disciplinary, such as clinical psychology, social work, wellness programs, Yoga etc. during their clinical training during the year.* | |
| | Describe the steps/procedures that the College has followed during the year in less than 100-200 words. | |
| | **Provide weblink to:** | |
| | • Documents regarding steps initiated /procedures adopted etc. | |
| | • Any other relevant information | |
| **8.1.9 QlM** | *Measures taken by the college to familiarize students to Rehabilitation and Disability practices as per WHO guidelines relevant to community-based rehab (CBR) and* | |

| | |
|---|---|
| | *rehabilitation in India.*<br><br>Describe the steps and procedures taken within the context of WHO guidelines/policies etc. within 100-200 words.<br>**Provide weblink to:**<br>• Report on the exposure to rehab and CBR facilities following WHO guidelines<br><br>• Report on the teaching sessions carried out on the relevance and operational features of the facilities/procedures etc.<br><br>• Any other relevant information. |
| **8.1.10**<br><br>**QlM** | *College has advanced Equipment / Instrumentation facilities for Evaluation and Treatment for Physiotherapy as follows:*<br><br>A. Treatment (Low tech and high tech – ranging from paraffin wax/moist heat to low level LASER/combinations of multiple currents/advanced manual techniques etc.)<br><br>B. Clinical, functional and behavioral assessments (Uni-dimensional measures to assess pain, balance, coordination and locomotion to scales measuring multidimensional constructs such as activities of daily living, cognition, community living function and gait etc.)<br><br>C. Diagnostic/assessment test and tools (Low tech solutions such as Paper and pencil tests/stop watches to high tech solutions such as gait, balance, ergonomic analysis labs)<br><br>Enumerate and describe the availability of the above treatment and tests in less than 100-200 words.<br>**Provide weblink to:**<br>• Documents establishing a record of the equipment/instrumentation.<br>• Geo-tagged pictures/video evidence of tests/instruments/equipment<br>• Any other relevant information |

## Key Indicator 8.5 – B 5 Ayurveda

| **Metrics**<br><br>**Sl.no** | |
|---|---|
| **8.1.1.**<br>**QlM** | *Integration of different systems of health care in the teaching hospital.*<br>Describe the activities undertaken by the Institution to integrate other systems of AYUSH and with health care systems other than AYUSH, within 100 - 200 words<br><br>Provide Web link to:<br>• Institutional policy of integration<br>• Letter of approval from the appropriate authority<br>• Details of integration in terms of number of departments, faculty/consultants involved, clinical conditions considered for integration and integrated protocols |

| | |
|---|---|
| | developed |
| | • Any other relevant documents |
| **8.1.2. QlM** | *Institutional mechanism towards classical way of Ayurveda learning*<br>Describe the additional efforts made by the Institution to facilitate Sanskrit learning, spoken Sanskrit, Samhita Pathana, Nighantu / Rasasha Grantha pathana etc. within 100 -200 words<br>Provide link to:<br>• Teaching schedule including total hours of teaching<br>• Attendance and certificate of completion of schedule hours of teaching.<br>• Assessment, feedback and outcome |
| **8.1.3. QlM** | *Promotion of seasonal Panchakarma and implementation of lifestyle modifications including Kaumarapanchakarma*<br>**Seasonal Panchakarma:**<br>Describe the steps taken by the Institution to promote Seasonal Panchakarma including both Vasantika Vamana and Sarada Virechana and life style modifications through the principles of Ayurveda within 100-200 words<br>**Provide web link to:**<br>• Protocols incorporating Principles of Ayurveda and their implementation<br>• Number of activities to promote seasonal Panchakarma, and number of seasonal Panchakarma procedures performed.<br>Protocols developed for lifestyle modifications through Ayurveda and the promotional activities undertaken, number of people who were advised lifestyle modifications and the outcome thereof.<br>**Kaumara Panchakarma:**<br>Describe the details of activities undertaken by the Institution towards the practice of Kaumara Panchakarma in 100-200 words<br>Provide Web link to:<br>• Details of activities towards maintenance of quality, details of training content, frequency of training, skill development programs of therapists<br>• SOPs of development, implementation, monitoring and revision of SOPs<br>• Activities towards improvement of clinical documentation, details of new initiations in administering Panchakarma procedures.<br>• Details of mock drill to manage complications etc. |
| **8.1.4. QlM** | *Steps adopted by the Institution towards implementation of Swasthavritta activities such as Sadvritta, Achararasayana, Dinacharya and Ritucharya etc. during the year*<br>Describe the details of activities undertaken by the Institution towards implementation of Swasthavritta activities such as Sadvritta, Achararasayana, Dinacharya and Ritucharya etc. during the year in 100-200 words:<br><br>Provide Web link to:<br>• Details of promotional measures undertaken for each activity<br>• List of people who have undergone such activity and their outcomes, in during the year |
| **8.1.5. QnM** | *The institution has taken adequate measures to develop and maintain Herbal Garden in terms of the number of species and plants.*<br>○ **Total area**:<br>   • 20 acres and above<br>   • Between 10 and 15 acres<br>   • Between 5 and 10 acres<br>   • Between 2 and 5 acres<br>   • Less than two acres |

|  |  |
|---|---|
|  | o **Total number of Species plants**: <br> • 500 and above <br> • 400 to 500 <br> • 300 to 400 <br> • 200 than 300 <br> • Less than 200 |

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

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

| **8.1.6. QlM** | *The institution has taken adequate measures for the preservation and propagation of rare and endangered medicinal plants as per the list provided by the National Medicinal Plant Board* <br> Response to be provided within 100-200 words <br><br> Web link to : <br> • Details of activities undertaken by the institution to promote conservation and propagation of rare and endangered plants. <br> • Geo tagged photographs of the facilities/garden <br> • Any other relevant information |
|---|---|

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

| **8.1.7. QnM** | *Number of annual expenditure incurred towards herbal garden development and maintenance, purchase of raw-materials and Medicines during the year* |
|---|---|

| Year |  |
|---|---|
| Amount (in INR Lakhs) |  |

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

| **8.1.8. QnM** | *Efforts of the institution to involve students in Yogic practices & promotion of such practices among the public/community* <br><br> 1. Availability of full-fledged Yoga hall <br> 2. Availability of trained Yoga demonstrator <br> 3. Facility for Yoga for common public <br> 4. Facility for therapeutic Yoga <br> 5. Facility for advance Yogic practices like jala neti, sutra neti etc. |
|---|---|

| Year |  |
|---|---|
| Attendance for Common Yoga |  |

| | | |
|---|---|---|
| | Attendance for Therapeutic Yoga | |
| | Attendance for Advance Yogic practices | |

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

| | |
|---|---|
| **8.1.9. QnM** | *Efforts of the Institution towards conservation and validation of local health traditions during the year*<br>Number of activities/interactive programmes organized by the Institution towards conservation and validation of local health traditions in collaboration with traditional healers, during the year<br><br>| Year | |<br>|---|---|<br>| Number of programmes | |<br>| Number of participants | |<br><br>**Upload:**<br>- Details of the activities / programme with geo tagging<br>- Any other relevant information. |
| **8.1.10. QlM** | *Describe the availability of licenced and certified teaching Pharmacy for teaching and demonstration for students and medicine manufacturing within 100-200 words*<br>**Provide weblink to:**<br>- Blue print of the Pharmacy<br>- List of functional equipments available,<br>- Manufactured dosage forms<br>- Copy of the license and GMP certificates<br>- Any other relevant documents |
| **8.1.11. QlM** | *Describe the activities undertaken by the Institution towards practice of various procedures of Kriyakalpa*<br>Describe the details of the activities undertaken by the Institution towards practice of various procedures of Kriyakalpa within 100-200 words<br>Provide Web link to:<br>- Details of activities towards maintenance of quality, details of training content, frequency of training, skill development programs of therapists<br>- SOPs of development, implementation, monitoring and revision of SOPs<br>- Activities towards improvement of clinical documentation,<br>- Details of new initiations in administering Kriyakalpa procedures.<br>- Details of availability of emergency kits and mock drill carried out to manage complications etc. |
| **8.1.12. QlM** | *Describe the activities undertaken by the Institution towards practice of various types of Anushastra*<br>Describe the details of the activities undertaken by the Institution towards practice of various types of Anushastra within 100-200 words<br>Provide Web link to:<br>- Details of activities towards maintenance of quality, details of training content, frequency of training, skill development programs of therapists<br>- SOPs of development, implementation, monitoring and revision of SOPs<br>- Activities towards improvement of clinical documentation, |

| | |
|---|---|
| | • Details of new initiatives in administering Anushastra Karma.<br>• Details of availability of emergency kits and mock drill carried out to manage complications etc. |
| **8.1.13.**<br>**QIM** | ***Describe the activities undertaken by the Institution towards practice of various procedures related to Prasuti and streeroga (uttarabasti, garbha sanskara etc.)***<br><br>Describe the details of activities undertaken by the Institution towards practice of various procedures related to Prasuti and streeroga (uttarabasti, garbha sanskara etc) within 100-200 words<br>Provide Web link to:<br>• Details of activities towards maintenance of quality, details of training content, frequency of training, skill development programs of therapists<br>• SOPs of development, implementation, monitoring and revision of SOPs<br>• Activities towards improvement of clinical documentation,<br>• Details of new initiations in administering Uttarabasti and following the practice of Garbha sanskara etc<br>• Details of availability of emergency kits and mock drill carried out to manage complications etc. |
| **8.1.14.**<br>**QIM** | ***Describe the facilities available in the Institution towards delivering Pathya kalpana***<br><br>Describe the facilities available in the Institution towards delivering Pathya kalpana within 100-200 words, such as :<br><br>• Availability of well equipped and well maintained pathya facility<br>• Training & skill development activities to improve the quality of human resource working in pathya<br>• Documents of SOPs for pathya preparations<br>• Facilities for instant preparations like svarasa, kalka, ksheerapaka etc.<br>• Maintenance of Hygiene of raw material storage and finished products<br><br>Provide web link to:<br>• Details of activities and number of pathya preparations<br>• Any other relevant information |
| **8.1.15.**<br>**QIM** | ***Efforts made by the Institution for carrying out Pharmacovigilance activities related to Ayurvedic drugs.***<br><br>Describe the efforts made by the institution for carrying out Pharmacovigilance-related activities to Ayurvedic drugs within 100-200 words<br><br>Provide Web link to:<br><br>• Documents related to established pharmacovigilance centre including minutes of the meetings<br>• Mechanism of collection, analysis and reporting of ADRs<br>• Details of the training of human resource<br>• Data of reporting of ADRs<br>• Certificates for supporting recognition by National Body |
| **8.1.16.**<br>**QnM** | ***Is the teaching hospital / clinical laboratory accredited by any National Accrediting Agency?*** |

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

**NABH Accreditation of the teaching hospital**

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

**Upload:**
- e-copies of Certificate/s of Accreditations

- Any other relevant documents.

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

# Key Indicator 8.6 – B 6 Unani

| Metric<br>Sl.no | |
|---|---|
| **8.1.1**<br><br>**QlM** | *The College Hospital has the required Tashkhish Zaraye (Unani diagnostic units) for Teaching, Training and service delivery*<br><br>**Describe the adequacy of the following within 100-200 words:**<br>1. Nabz (Pulse) Examination unit<br>2. Moa'na Baul (Urine) Examination unit<br>3. Moa'na Braz (Stool) Examination unit<br>4. Other Diagnostic / Examination Units<br>**Provide weblink to :**<br>• OPD data and IPD data<br>• Geotagged photographs of the units<br>• Any other relevant information |
| **8.1.2**<br><br>**QnM** | *The College Hospital has Ilaj bit Tadbeer units as follows:*<br><br>1. Hijama unit<br>2. Dalk unit<br>3. Hamam unit<br>4. Irsal alaq unit<br>5. Nutool unit<br>6. Huquna unit<br>7. Fasd unit<br>8. Pashoya unit<br>9. Aabzan unit<br>10. Riyazat unit<br>**Upload:**<br>• List of Ilaj bit Tadbeer units available in the College Hospital<br>• OPD and IPD /patient statistical / attendance<br>• Any other relevant information.<br><br>• Geotagged photographs of the facilities in options selected / confirmation certificate from the head of the Institution |
| **8.1.3** | *The College Hospital has the required Jild, Taziniyat and Tadabeer Mashayakh* |

| | |
|---|---|
| **QlM** | *units for Teaching, Training and Service delivery*<br><br>Describe the adequacy of the following within 100-200 words:<br>• Zeenat e Chehera<br>• Zeenat e Shaar<br><br>**Provide weblink to**<br>• Jild, Taziniyat and Tadabeer Mashayakh facilities<br>• Any other relevant information |
| **8.1.4 QlM** | *Describe the structure and functioning of the Unani Formulations Review Committee of the College within 100-200 words*<br>**Provide weblink to** :<br>• Minutes of the meetings of the Unani Formulation Review Committee for during the year.<br>• Any other relevant information |
| **8.1.5 QnM** | *Number of formulations and dosage forms prepared by the Teaching Hospital in the preceding Academic year*<br><br>1. Joshanda<br>2. Khisanda<br>3. Nuqoo<br>4. Sharbat<br>5. Arq<br>6. Kushta<br>7. Majoon<br>8. Khamira<br>9. Huboob<br>10. Zimad<br>11. Roghaniyat<br>12. Jawarishat<br>13. Lauq<br>14. Maraham<br>15. Safoof<br>16. Qurs<br><br>**Upload:**<br>• List of formulations and dosage forms prepared during the preceding academic year<br>• Geotagged photographs of the facilities with confirmation certificate from the head of the Institution<br>• Any other relevant information |
| **8.1.6 QlM** | *Describe the structure and functioning of the Dawasazi (Classical pharmacy) laboratory with the available equipment / instruments for Teaching, Training and service delivery within 100-200 words*<br><br>**Provide weblink to** :<br>• Inventory of Equipment / Instruments in the department of Saidla<br>• Any other relevant information |
| **8.1.7 QnM** | *The Department of Ilmul Saidla (Unani Pharmacy) has the following units / facilities:*<br>1. Kushta Saazi unit<br>2. Stability chamber<br>3. Distillation unit<br>4. Quality Control unit<br>**Upload:** |

| | |
|---|---|
| | • List of facilities available in the Department of Ilmul Saidla (Unani Pharmacy) <br> • Geo tagged photos <br> • Any other relevant information. |
| **8.1.8** <br><br> QlM | *Describe the functioning of the Museums of Kulliyat, Ilmul Advia (Unani Pharmacology) and Mufridat within 100-200 words.* <br><br> **Provide weblink to :** <br> • Specimens / Exhibits in the Museum <br> • Any other relevant information |
| **8.1.9** <br><br> QlM | *Provide a description of Pharmocognosy lab / Pharmacology lab / Clinical Research Lab / Animal House facility / Herbal Garden available in the campus within 100-200 words:* <br><br> **Provide weblink to :** <br> • Geotagged photographs of the facilities <br><br> • List of Equipments and Instruments <br> • Copy of the License of the CPCSEA, if available <br> • Any other relevant information. |
| **8.1.10** <br><br> QnM | *The College provides training to the students in the following skills in respect of Unani Medicine:* <br><br> 1. Identification of Mizaj <br> 2. Identification of Nabz <br> 3. Identification of Drugs <br> 4. Nuskha Navesi (Prescription writing) <br><br> Details of soft skill development record to be uploaded which should contain the following information <br> **Data Template:** <br><br> **Upload:** <br> • List out the details of the training in skills provided to students in respect of Unani Medicine <br> • List of practical demonstrations conducted / organized during the year. <br> • Any other relevant information |
| **8.1.11** <br> QnM | *Institution provides student training in exclusive clinics and facilities for specialised treatment such as:* <br> 1. Geriatric care <br> 2. Neuro-rehabilitation <br> 3. Regimental |

Data Template for 8.1.10:

| Skill | Identification of Mizaj | Identification of Nabz | Identification of Drugs | Nuskha Navesi (Prescription writing) |
|---|---|---|---|---|
| Number of Demonstrations/ Practical's conducted | | | | |

4. Parasurgical Unani procedures

**Data Template:**

| Exclusive clinic | Geriatric care | Neuro-rehabilitation | Regimenal Therapy | Parasurgical Unani procedure |
|---|---|---|---|---|
| Records of OPDs | | | | |

**Upload :**
- List of training sessions in the exclusive clinics for specialized treatment  during the year
- Geo tagged photos
- List of students undergone training
- Any other relevant information.

# Key Indicator 8.7 -  B 7 Siddha

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

| | | |
|---|---|---|
| | | • Upload the consent from the Vaidyas with English translation |
| **8.1.3**<br><br>**QlM** | | *Describe the measures taken by the college to provide the Knowledge on Siddha Nutraceutical and traditional Siddha foods: (Unave Marunthu; Marunthe unavu) to the students during the year.*<br><br>• Workshops on disease specific culinary practices<br>• Visiting Food related industry/institutions<br><br>Upload :<br>File description that includes the above points(100-200 words) |
| **8.1.4**<br><br>**QnM** | | *Capacity building in Siddha diagnostic methods such as Naadi, Neerkkuri, Neikkuri, Manikkadai Nool, etc.adopted by the institution during the year.*<br><br>1. Didactic learning<br>2. Hands on training<br>3. Documentation<br>4. Instrumentation development<br><br>**Upload:**<br>• Details of establishment of units and facilities available with Geo- tagged photos of the claimed units with due certification of the Head of the institution<br>• Any other relevant information**.** |
| **8.1.5**<br><br>**QlM** | | *Knowledge on traditional Siddha bone setting during the year.*<br>• Adaptation of the traditional methods from the community/vaidhyas<br>**Provide weblink to:**<br>• File description of the above points(100-200 words)<br>• Geo tagged photographs<br>• Any other relevant information |
| **8.1.6**<br><br>**QnM** | | *Occupational/physiotherapy and Thokkanam for differently abled children during the year.*<br>1 .Podithimirthal<br>2. Thokkanam<br>3. Varmam<br>4. Occupational therapy<br>5. Physiotherapy<br><br>**Upload:**<br>• Provide the treatment record details<br>• Links of Detailed Report of the event with certified photos hosted on the institutional website with geotagged photos<br>• Any other relevant information. |
| **8.1.7**<br><br>**QnM** | | *Hands on training on Siddha external therapy techniques/procedures during the year.*<br>1. Chuttigai<br>2. Vedhu<br>3. Pugai<br>4. Poochu<br>5. Otradam<br>6. Keeral<br>7. Leech Therapy<br>8. Podi Thimirthal |

| | |
|---|---|
| | 9.  Patru<br>10.  Peechu<br>**Upload**<br> • Details of establishment of units and facilities available with Geo- tagged /videos photos of the claimed units with due certification of the Head of the institution<br> • The treatment record details<br> • Training records<br> • Any other relevant information. |
| **8.1.8**<br><br>**QlM** | *Measures taken for providing applied knowledge on Sothidam (Astrology), Panchapatchi, Manikkadai Nool, etc. during the year.*<br> **Provide weblink to :**<br> • File description of the above points(100-200 words) |
| **8.1.9**<br><br>**QlM** | *Knowledge and training in palliative care in Siddha (current year)*<br><br> • **Visits to palliative care centres**<br>**Provide weblink to :**<br> • File description of the above points(100-200 words) |
| **8.1.10**<br><br>**QnM** | *Implementation of Hospital management software. (current year)*<br><br>1.  Readiness for hospital information software<br>2.  Policy for hospital record management in Accordance with GoI.<br>3.  Hospital Data reflects disease codes as per NAMASTHE.<br>4.  Any other hospital management system.<br><br>**Upload:**<br> • Provide documents for the above for the assessment year.<br> • Copy of AMC of the softwares claimed or procurement invoice of the software<br><br> • Any other relevant information. |
| **8.1.11**<br><br>**QlM** | *Describe the measures taken by the college to provide continuous skill up-gradation and training for the Siddha Teaching Hospital/College staff on patient care and dispensing of medicines, etc. during the year (within 100-200 words).*<br>**Weblink :**<br> • Details of activities for skill up-gradation and training<br> • Any other relevant information |
| **8.1.12**<br>**QlM** | *Functioning of Pharmacovigilance cell and its role in teaching learning process (within 100-200 words)*<br>**Provide Web link:**<br> • List of training sessions conducted for the students in pharmacovigilence during the preceding academic year<br> • List of trained staff on Pharmacovigilence.<br> • Number of Reported cases during the reporting year |
| **8.1.13**<br><br>**QnM** | *Enhancement of knowledge related to preparation and documentation of Higher Order Siddha medicines/Unique Siddha preparations during year.*<br><br> • Kattu, Kalangu, Chunnam, Pooneeru and muppu<br> • Learning and documentation of purification processes of raw materials, methods of preparation<br><br>1. Field visits related to the above processes<br>2. Documentation of photo/video evidences<br>3. Hands on Training |

| | 4. Ability to reproduce<br>5. Field application<br><br>**Upload:**<br>• Field visit reports<br>• Documentary evidences for training with geotagged photos<br>• Training provided during the year<br>• Any other relevant information. |
| --- | --- |

# Key Indicator 8.8 – B 8 Homeopathy College

| Metric<br><br>Sl.no | |
| --- | --- |
| **8.1.1**<br><br>**QlM** | *Institution provides training for students and teachers in Homeopathic Practice Ethics. Provide a description within 100-200 words*<br>**Provide weblink to :**<br>• Teaching and training sessions conducted for Students and Teachers in Ethics in Homeopathic practices<br><br>• Any other relevant information |
| **8.1.2**<br><br>**QnM** | *Number of full time teachers who have undergone orientation training in Pharmcovigilence / NAMSTP / NABH / other quality training in during the year.* |

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

| | **Upload**<br>• List of teachers undergoing such training with training completion certificate<br>• Training certificates of teachers during the year.<br>• Data Templates<br>• Any other relevant information.. |
| --- | --- |
| **8.1.3**<br><br>**QlM** | *Describe the standard Inspection Control Policy and the practices followed by the Institution within 100-200 words*<br><br>**Provide weblink to :**<br>• The Inspection Control Policy of the Institutions<br>• Any other relevant information |
| **8.1.4**<br><br>**QlM** | *The measures taken by the Institution to provide foundation courses in disciplines like the Humanities, Behavioral Sciences etc. Provide description within 100-200 words*<br>**Provide weblink to :**<br>• Teaching sessions in the Humanities, Behavioral Sciences etc., during the year.<br>• Any other relevant information |

| | |
|---|---|
| **8.1.5**<br><br>**QlM** | *The Institution uses methods including software for training of students and teachers in Homoeopathic Clinical Decision making and Medicine Selection, (Provide description within 100-200 words)*<br><br>**Provide weblink to**<br>• Details of the teaching /training sessions conducted during the year.<br>• Details of software used<br>• Any other relevant information |
| **8.1.6**<br><br>**QlM** | *The Students are exposed to the requirements of The Clinical Establishments Act (Registration and Regulation) 2010 as applied to Homeopathy.*<br>**Describe the details of teaching sessions on The Clinical Establishments Act (Registration and Regulation) 2010 as applied to Homeopathy within 100-200 words.**<br><br>**Provide weblink to:**<br>• List of teaching sessions conducted on **The Clinical Establishments Act-2010** during the year.<br>• The Registration certificate of the Institutions as per the Act.<br>• Any other relevant information |
| **8.1.7**<br><br>**QlM** | *Describe the activities of specialized units like Physiotherapy / Yogaand Naturopathy in the Institution within 100-200 words*<br>Provide weblink to :<br>• List of teaching and practice session of the Physiotherapy / Yoga and Naturopathy unit for during the year.<br><br>• List of students and teachers who participated in the specialized activities of Physiotherapy / Yoga and Naturopathy in the preceding academic year.<br><br>• Any other relevant information |
| **8.1.8**<br><br>**QlM** | *Provide a description of the number and variety of Medicinal plants in the Herbal Garden in the campus within 100-200 words*<br><br>{TABLE}<br><br>**Provide weblink to:**<br>• List of Medicinal plants /species in the Herbal Garden<br>• Geotagged photographs of the Herbal Garden in the campus<br>• Any other relevant information |
| **8.1.9**<br><br>**QnM** | *Provision has been made to provide comprehensive student training in General, Exclusive Clinics, Research and in facilities for speciality treatments*<br>1. General<br>2. Speciality |

Table within 8.1.8:

| Sl No. | Total Area (Minimum 250 sq meters) | No of Plants (No of Species ----- ) (prescribed by regulatory authority, Minimum 30) | Whether any collaboration is established with NMPB |
|---|---|---|---|
| | | | |

| | |
|---|---|
| | 3. Research<br>4. Outreach / Peripheral<br><br>Upload:<br><ul><li>List of teaching / training sessions conducted during the year.</li><li>Data Template</li><li>Geotagged photos</li><li>Any other relevant information.</li></ul> |
| **8.1.10.**<br><br>**QnM** | *Is the teaching hospital / laboratory accredited by any National Accrediting Agency /Agencies?*<br><br>1. NABH Accreditation of the teaching hospital<br>2. NABL Accreditation of the laboratories<br>3. ISO Certification of the departments / divisions<br>4. Other Recognized Accreditation / Certifications<br><br>**Upload:**<br><ul><li>e-copies of Certificate/s of Accreditations</li><li>Any other relevant documents</li></ul> |

## Key Indicator 8.9 –  B 9 Allied Health Sciences College

| **Metric**<br><br>**Sl.no** | |
|---|---|
| **8.1.1**<br><br>**QlM** | *Describe the programmes offered by the Institution during year add a note on the percentage of programmes approved by the Regulatory Body/ies within 100- 200 words.*<br>**Provide weblink to:**<br><ul><li>Details of the programs/courses offered during the year</li><li>Minutes of relevant Academic Council/ BOS meetings</li><li>Any other relevant information</li></ul> |
| **8.1.2**<br><br>**QlM** | *Provide a description of how the Clinical / Equipment/ Instruments and Laboratory Learning Resources are used for the AHS students within 100 – 200 words.*<br><br>**Provide weblink to:**<br><br><ul><li>outpatient and inpatient statistics for during the year</li><li>Link to hospital records / Clinical / Equipment/ Instruments and Laboratory Learning Resources **/** Hospital Management Information System</li><li>Any other relevant information</li></ul> |
| **8.1.3** | *Mechanism in place in the teaching Institute/ Hospital for providing disability certificates/ concessional facilities to the needy population as per RPWD Act* |

| Q<sub>l</sub>M | *2016.  Describe within 100-200 words.* |
| | **Provide weblink to :** |
| | <ul><li>Details of disability certificates issued in during the year</li><li>Any other relevant information</li></ul> |
| **8.1.4**<br><br>**Q<sub>l</sub>M** | *Describe the mechanism in place in the teaching Institute/ Hospital for implementing the various schemes for the needy population under schemes such as Assistance to Disabled Persons (ADIP) scheme/ Empanelled professionals, within 100-200 words* |
| | **Provide weblink to:** |
| | <ul><li>List of schemes</li><li>List of beneficiaries under different schemes during the year</li><li>Any other relevant information</li></ul> |
| **8.1.5**<br><br>**Q<sub>l</sub>M** | *Provide details of continuous approval received by the Institution from the Regulatory Bodies for continuing the courses offered by it, during the year within 100 - 200 words.* |
| | **Provide web link to:** |
| | <ul><li>E-copies of approval letters from the Regulatory Bodies</li><li>Any other relevant information</li></ul> |
| **8.1.6**<br><br>**Qnm** | *Institution has up-to-date clinical instrumentations and tools as per the specifications of the Regulatory Bodies*<br><br>Diagnostic equipment<br><br>1) Treatment equipment<br>2) Clinical tests and tools<br>3) Research equipment |
| | **Upload:** |
| | <ul><li>List of Diagnostic, treatment, clinical tests and research equipment available in the College</li><li>Geotagged photos</li><li>Invoices of clinical instrumentation and tools</li><li>Any other relevant information.</li></ul> |
| **8.1.7**<br><br>**QlM** | *Describe the opportunities provided to the students for hands-on training in Clinical and Community settings and for exposure to diagnostic and therapeutic equipment within 100 - 200 words.* |
| | **Provide weblink to :** |
| | <ul><li>Details of student postings in Clinical and community settings.</li><li>Any other relevant information.</li></ul> |

## Key Indicator 8.10 – B 10 Yoga and Naturopathy

| Metirc Sl.no | |
|---|---|
| **8.1.1** **(QlM)** | *Describe the Institutional practice of blending the theory  and practices for implementing the curriculum for various programmes and courses offered by the institution of Yoga and Naturopathy within 100-200 words.* <br> Provide weblink to: <br> • Lesson plans and practice plans <br> • Minutes of Board of Studies /Governing Council /College Council / Academic Council <br> • Any other relevant information |
| **8.1.2** **(QlM)** | *The  institution  blends  traditional  and  modern  principles  of  Yoga  and Naturopathy  as  learning  outcome  of  the  curriculum. Describe within 100-200 words.* <br> Provide weblink to: <br> •  Minutes of Board of Studies /Governing Council /College Council / Academic Council <br> • Any other relevant information |
| **8.1.3** **(QnM )** | *Teaching-Learning facilities available in the institution for Yoga and Naturopathy.* <br> a. Traditional classrooms <br> b. Class rooms ICT enabled <br> c. Yoga studio, museum, practice of shat karmas <br> d. Provision for the practice of self study <br> e. Provision for meditation and Gurukul Education, Sathkarma and sathvik ahara <br> f. Naturopathy Infrastructure and Nature works <br> **Upload :** <br> • Detailed report and geotagged photos to explain the institutional claim <br> • Any other relevant  information. |
| **8.1.4 .** **(QlM)** | *Detail the activities of the specialized diet unit of the Institution for the  preparation  of  diet  charts,  diet  for  different  diseases  and  appropriate cooking facility within 100-200 words* <br> Provide weblink to : <br> • Geotagged photographs of the facilities <br> • List of equipment in the cooking facility <br> • Any other relevant information |
| **8.1.5.** **(QlM )** | *Describe the evaluation process of the spiritual progress and subjective experiences of the aspirants / students using standardized tools and tests (biomarkers) evolved by the institution within 100-200 words* <br> Provide weblink to : <br> • List of standardized tools and tests developed by the Institution. |

| | |
|---|---|
| | • Any other relevant information |
| **8.1.6. (QnM)** | *The institution has received Funds/Grants from Govt./ non Govt. bodies, donors, philanthropists during the year.*<br>The Institution has received funds / grants from:<br>1. Government<br>2. Philanthropists / Donors<br>3. Charities /Voluntary organizations<br>4. Foundations<br><br>Upload:<br>• Copies of the sanction orders for the grants and the amount received<br>• CA certified financial details of fund received from Govt./ non Govt. bodies, individuals, philanthropists during the year<br>• Any other relevant information. |
| **8.1.7. (QlM)** | *Describe the measures adopted by the institution to promote Yoga and Naturopathy as the main stream career for its students*<br>*within 100-200 words*<br>Provide weblink to:<br>• Analysis report of the measures adopted and certified by the head of the Institution.<br>• Any other relevant information |
| **8.1.8. (QnM)** | *Funds generated from Yoga Research projects / Clinical trials / Standardizations funded by government as well as non-government agencies during the year (INR in Lakhs)*<br><br>  |

| Year | |
|---|---|
| Number of funded research projects | |
| Funds generated (INR in lakhs) | |

| | |
|---|---|
| | **Upload:**<br>• Copies of sanction letters<br>• Detailed report and geotagged photos to explain the institutional claim<br>• Any other relevant information. |
| **8.1.9. (QnM)** | *Total number of Yoga / Naturopathy-related events organized by the Institution for the public during the year*<br><br>  |

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

| | |
|---|---|
| | **Upload:**<br>• List of Yoga / Naturopathy-related events organized by the Institution<br>• Detailed report and geotagged photos to explain the institutional claim<br>• Any other relevant information. |
| **8.1.10. (QnM)** | *Number of teachers organizing teaching and training programmes through conferences / workshops /seminars /spiritual retreats/discourses / symposia etc in Yoga and Naturopathy during the year*<br><br>  |

| Year | |
|---|---|

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

**Upload:**

- list of teaching and training programmes conducted for public and students on Yoga / Naturopathy during the year.

- List of teachers who organized teaching and training programmes during the year

- Detailed report and geotagged photos to explain the institutional claim

- Any other relevant information

**8.1.11 (QnM)** *Number of popular articles/programmes on Yoga / Naturopathy presented by teachers in State / Regional / National / International print and/or electronic media during the year*

| | |
|---|---|
| Year | |
| Name of of popular articles/programmes on Yoga / Naturopathy presented | |
| Name of teachers presented of popular articles/programmes on Yoga / Naturopathy | |
| Name of the State / Regional / National / International print and/or electronic media/ Date of Publicaion | |

**Upload:**

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

### 8.Future Plans of action for next academic year (100 - 200 words)

*Name _____*      *Name _____*


*_____*      *_____*

*Signature of the Coordinator, IQAC*      *Signature of the Chairperson, IQAC*


_____***_____

# Abbreviations:

| | | |
|---|---|---|
| CAS | - | Career Advancement Scheme |
| CAT | - | Common Admission Test |
| CBCS | - | Choice Based Credit System |
| CE | - | Centre for Excellence |
| COP | - | Career Oriented Programme |
| CPE | - | College with Potential for Excellence |
| DPE | - | Department with Potential for Excellence |
| GATE | - | Graduate Aptitude Test |
| NET | - | National Eligibility Test |
| SAP | - | Special Assistance Programme |
| SF | - | Self Financing |
| SLET | - | State Level Eligibility Test |
| UPE | - | University with Potential Excellence |

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## Part - C
# Frequently Asked Questions (FAQ) on AQAR

### (update on 15-04-2021)

*1. What is IQAC?*

Internal Quality Assurance Cell (IQAC) is a cell propagated by NAAC for every accredited institution for quality sustenance initiatives. Institutions may establish IQAC for enhance the quality culture.

*2. How to establish IQAC?*

To establish IQAC, NAAC has formulated the Internal Quality Assurance Cell guidelines. Kindly visit www.naac.gov.in and click on *http://www.naac.gov.in/info-for-institutions#agar* and download the guidelines.

 3. *What is the role of IQAC?*

Roles and responsibilities are given in the guidelines document. Please see the IQAC guidelines.

4. *What is the AQAR?*

Annual Quality Assurance Report – (AQAR) is a yearly report, which should be submitted to NAAC every year by all Accredited Institutions as per the format prescribed by online. Please visit NAAC website: www.naac.gov.in

*5. Where can we see the AQAR format?*

The latest AQAR format is available at NAAC website, kindly follow the link..... *http://www.naac.gov.in/info-for-institutions/2-uncategorised/68-guidelines*

*6. Why Institution should submit AQAR?*

All the HEI's accredited by NAAC should submit AQAR report to NAAC every year. The AQAR period would be the Academic Year. For example, June 1, 2012 to May 31, 2013. AQAR would be helpful to know the improvements of the institution after the accreditation.

*7. What is the use of AQAR?*

AQAR is a useful document which gives overall picture of the institutional growth in all the seven criteria's identified by NAAC for the year . It also provides systematic data with respect to various improvements to be taken up by the institution.

*8. What will happen if institution does not submit AQAR?*

AQAR submission is mandatory for all Accredited Institutions. It is one of the mandatory requirement for subsequent cycle of accreditation. If the institution has not submitted earlier

AQAR, it needs to submit before filling up the IIQA or at least before submission of RAR report to NAAC. **From January 1, 2019 onwards only online AQAR will be accepted**. Institutions are requested to look into NAAC portal. AQAR submission is must for Accredited HEIs. During the Institutional visit the NAAC peer teams will interact with the IQACs to know the progress, functioning as well quality sustenance initiatives undertaken.

### 9. How to do the Submission of AQAR online at NAAC?

The online AQAR has been designed by NAAC and same is available in the NAAC website in word file. *http://www.naac.gov.in/info-for-institutions/2-uncategorised/68-guidelines*

The submission of the AQAR by email has been closed on 31st December 2018 (in old format). The HEI's are requested to submit the AQAR online through application available at NAAC web portal only. The following steps to be followed.

- If the Institutions has been accredited by NAAC before 2017, Institutions need to register in the NAAC portal by clicking New Registration.
- Create on HEI Portal by registering in the NAAC web portal, https://assessmentonline.naac.gov.in/public/index.php/hei
- Download the AQAR (word file) and prepare the AQAR data to be submitted online through NAAC portal.
- Submit AQAR by online by using Institutional Password.
- The Institutions willing to submit the AQAR in the New format by online are welcome. The AQAR for the year 2017-18 may be submitted through online by NAAC Portal only.
- Please note that the changes can be done in each Criteria after saving the file. Once final version is submitted to the NAAC you can't change the data.
- Refer "how to submit AQAR by online''

**10.** Institution has not submitted any AQAR to NAAC, what needs to be done?

If the institution did not submit AQAR to NAAC, institution needs to submit all previous AQAR online only in new format. The AQAR upto 2019-20 need to be submitted in the previous format of AQAR. Please ref. http://www.naac.gov.in/info-for-institutions/2-uncategorised/68-guidelines

**AQAR format old (Up to academic year 2019- 2020)**

| IQAC - AQAR Guidelines for | English Version |
|---|---|
| University |  |
| Autonomous Colleges |  |

| Affiliated/Constituent Colleges |  |
|---|---|

***11. Our institution was accredited in 2004..!! 2005..!! etc., we have not submitted single AQAR to NAAC, what should institution do now? We are applying to NAAC.***

AQAR needs to be submitted to NAAC Annually. The AQAR period would be the Academic Year. For example, June 1, 2015 to May 31, 2016.

NAAC has revised the Guidelines for the Creation of the Internal Quality Assurance Cell (IQAC) and Submission of Annual Quality Assurance Report (AQAR) in Accredited Institutions. The revised guidelines has come into effect from August,2020 for the Academic session 2020-2021..

The Higher Education institutions which are submitting the Annual Quality Assurance Report (AQAR) from 01-01-2019 onwards need to submit in the revised format only. The Guidelines for the Creation of the Internal Quality Assurance Cell (IQAC) and Submission of Annual Quality Assurance Report (AQAR) in Accredited Institutions is placed below in word file. The AQAR submission in online please visit NAAC website www.naac.gov.in. Only online AQAR is accepted by NAAC.

***12. We have submitted our AQAR previously through E-mail, now also we can submit through E-mail?***

No. The institutions are advised to submit the AQAR by online only from 01-01-2019.

No email submissions are encouraged after 01-01-2019

***13. We are accredited in the year 2004/ 2004/2005 etc., whether AQAR need to be submitted in old format or New format?***

New format only. The revised guidelines has come into effect from 1st June 2018. NAAC has revised the Guidelines for the Creation of the Internal Quality Assurance Cell (IQAC) and Submission of Annual Quality Assurance Report (AQAR) in Accredited Institutions. Those institutions who have not submitted the AQAR need to submit in the new format only. Please visit our website link ***http://www.naac.gov.in/info-for-institutions/2-uncategorised/68-guidelines***

**AQAR format old (Up to academic year 2019- 2020)**

| IQAC - AQAR Guidelines for | English Version |
|---|---|
| University |  |
| Autonomous Colleges |  |

| Affiliated/Constituent Colleges | |
|---|---|

*14. We have sent the HARD copy of AQAR's but we have not sent the SOFT copy (by email)?*

No Hard copy is required to submit. The AQAR submission is online. Kindly visit the link *http://www.naac.gov.in/info-for-institutions#aqar*.

The AQAR needs to be submitted on-line. No hard copy submissions are encouraged.

*15. Can we fill all five year dat a in on e A QAR ' report an d send it to NAAC?*

NO, there should be separate AQAR submission to NAAC for each year. The institutions are advised to submit online AQAR every year.

*16. How sh ould w e send A QAR 's ?*

All AQAR should be submitted online only.

*17. How will we receive the acknowledgement?*

The Online submission of AQAR will have automatic Acknowledgement. If the institutions couldn't get the Acknowledgement, please call on 080-23005258/192.

*18. Whether the institution should keep the AQAR copy for reference?*

Yes, it is always suggested to save the final copy for institutional future reference. One copy may be kept at Vice Chancellor / Director / Principal / Head of Institution office / room and other copy at IQAC centre and one more copy with NAAC coordinator of the institution.

It is also encouraged to host the AQAR in their institutional website.

*19.* **NAAC has declared grade HEI need to submit AQAR?**

Ex. i): If an HEI is accredited on 16 Sept. 2019, the HEI needs to submit the AQAR of 2018-2019 before December 31, 2019. It means, previous Completed Academic Year (2018-2019) AQAR needs to be submitted.

Ex. ii): If an HEI is accredited on 12 March 2020, the HEI needs to submit the AQAR of 2019-2020 before December 31, 2020. It means, the previous Completed Academic Year (2019-2020) AQAR needs to be submitted.

*20.* **What data should be filled whether it is as per academic year or calendar year?**

Ans : Academic year should be considered.

**21. Should we fill data in the portal also and in the attachment also?**

Ans : Yes. If you have more than 10 entries then kindly enter a few data in the data table and other details you can upload using the upload option.

**22. In the portal only 10 records are taken but we have huge data for a metric. How should we enter that?**

Ans : . If you have more data then kindly enter a few data in the data table and other details you can upload using the upload option.

**23. How many AQARs are to be submitted for 1 cycle?**

Ans : AQAR need to be submitted for previous four academic years.

**24. HEI has received clarification for metrics, HEI does not have any data for metrics but the portal is not saving Zero / NIL / NA in those metrics. How to provide data for these metrics?**

Ans: The software is designed to take 0 or NIL, if any difficulty, please raise the issues using support/ helpdesk in HEI portal.

**25. Ours is an autonomous college, but in the respective academic year of the AQAR it was an affiliated college, so we should submit AQAR as an affiliated / autonomous college?**

Ans: For ex. Academic year 2015-16 the HEI is affiliated, please submit in affiliated AQAR, for Academic year 2017-18 the HEI has been conferred with Autonomous status for AQAR 2017-18. Please submit AQAR in Autonomous college format only.

After completion one year of Autonomous status, the data need to be filling in Autonomous Category.

**26. The HEI has submitted AQAR previously through E-mail, now also HEI can submit Through Email?**

Ans: No. the HEI need to submit the AQAR online mode only.

**27. AQAR reopened after submission. There is no updation required and no need for adding in this case what I should do.**

Ans: To help the HEI at least for few data updation in the submitting of AQAR, NAAC re-opens the AQAR for HEI to cross check and updation if any. If HEI does not have any updation, Kindly reply in the response box state that no updation required, which is available in the submission page.

**28. Our HEI is first time/first cycle applying to NAAC, IQAC is mandatory.**

Ans: Yes, the HEI need to establish the IQAS as per NAAC guidelines. It will facilitate the HEI to internalise the quality cultures, AQAR submission is not required during First cycle. But for Second cycle onwards the AQAR submission is mandatory.

**29. Whether NAAC will extend the date of submission for all previous AQAR?**

Ans: NAAC will not extend the dates of submission of AQAR every year the AQAR, the AQAR need to be submitted before 31$^{st}$ December. In case of any national emergencies or exigencies then take a decision. Refer to NAAC notification of extension if any in regular situations, HEIs are advised to submit all previous AQAR to NAAC with the usual deadline.

**30. The recent notification from NAAC about SSR submission asks for data to be submitted from 1st June 2019 to 31st December 2020 for the academic year 2019-20. Does the same instruction apply for submission of data for AQAR for the academic year**

**2019-20 and 2020-21 ?**

Ans: Yes. The same has been adopted for AQAR also. The data to be submitted from 1$^{st}$ June 2019 to 31$^{st}$ December 2020 for the AQAR Academic year 2019-20 for 2020-21 data to be submitted from 1$^{st}$ June 2020 to 31$^{st}$ December 2021.

**31. What are the mandatory disclosures to put on the HEIs Website?**

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

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

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

**32. What is the format for AQAR Academic year 2020-21?**

The NAAC has recently brought out AQAR new guideline in line with different manuals. The AQAR guideline is available in NAAC website.

**AQAR format of the revised Manual (with effect from the academic year 2020-21)**

| IQAC - AQAR Guidelines for | PDF file | Word file | Data Template |
| --- | --- | --- | --- |

| | | | | |
|---|---|---|---|---|
| 1 | Universities | PDF | DOC | X |
| 2 | Autonomous Colleges | PDF | DOC | X |
| 3 | Affiliated/Constituent UG Colleges | PDF | DOC | X |
| 4 | Affiliated/Constituent PG Colleges | PDF | DOC | X |
| 5 | Teacher Education Institutions | PDF | DOC | X |
| 6 | Health Science Universities | PDF | DOC | X |
| 7 | Part-A Health Science Colleges | PDF | DOC | X |
| 8 | Part-B Allied Health Sciences | PDF | DOC | X |
| 9 | Part-B Ayurveda | PDF | DOC | X |
| 10 | Part-B Dental | PDF | DOC | X |
| 11 | Part-B Homeopathy | PDF | DOC | X |
| 12 | Part-B Medical | PDF | DOC | X |
| 13 | Part-B Nursing | PDF | DOC | X |
| 14 | Part-B Physiotherapy | PDF | DOC | X |

| 15 | Part-B Siddha | PDF | DOC | X |
| 16 | Part-B Unani | PDF | DOC | X |
| 17 | Part-B Yoga & Naturopathy | PDF | DOC | X |

*33*. **The Institution has submitted and uploaded the AQAR of previous years in the NAAC portal. The same has been accepted by NAAC. Some more data for AQAR 2017-18 and 2018-19 need to be add/edit, please allow the Institution to edit the same.**

**Ans:** Once the AQAR has been accepted by NAAC, HEI cannot add or edit the accepted AQAR file.

**34. Whether the AQAR undergo the process of Data Validation and Verification.**

**Ans:** No the submitted AQAR does not undergo the process of Data Validation and Verification.

**35. HEI would like to inform NAAC that Institution has got the Autonomous Status in the month of November, 2020. Autonomous status in the college has been implemented from the Academic year 2020-21. NAAC accreditation validity as an Affiliated College is up to 15 February, 2020. At this juncture, HEI would like to know that in which AQAR format to be used. (Autonomous or Affiliated College) Kindly clarify?**

**Ans:** The College has conferred with Autonomous Status from the Academic year 2019-2020. The previous year AQAR data be submitted to NAAC as Affiliated College. From the Academic year 2020-21 on wards it is suggested to submit in Autonomous College AQAR format.

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# For Communication with NAAC

**The Director**

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

*(An Autonomous Institution of the University Grants Commission)*

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