

Institutional Accreditation

Manual for Self-Study for Health Science Institutions



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद्

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

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Published by :

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P.B. No. 1075, Nagarbhavi, Bangalore - 560 072, India.

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Printed by :
Pentaplust Printers Private Limited
Bangalore - 560 044. Tel : 91-80-2310 9417

This document on institutional accreditation/Re-accreditation/re-assessment is presented in two sections. Section A is a general introduction to the process of assessment and accreditation. Section B gives guidelines on organizing the Self-study Report to be written in two parts. Part – I is the format for providing quantifiable data/information of the institution for Self-study and Part – II has the provision for giving descriptive/qualitative information of the institution.

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Section A

Guidelines for Assessment and Accreditation

This section gives overall guidelines for the process of assessment and accreditation of Health Science Institutions (HSIs). It details on the eligibility criteria, methodology and fee structure for assessment and accreditation of HSIs. This section also explains the core values, the criteria, key aspects and the rationale of Self-appraisal, which is the backbone of the whole process of assessment and accreditation.

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Section-A

Guidelines for Assessment and Accreditation

1. INTRODUCTION

THE NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC) is an autonomous institution established by the University Grants Commission (UGC) of India, to assess and accredit institutions of higher education in the country. The system of higher education in India has expanded rapidly during the last sixty years. In spite of the built-in regulatory mechanisms that lead to satisfactory functioning of higher education institutions, there has been a significant increase in the number of institutions of higher education, which perhaps has resulted in the dilution of standards. To address the issue of quality, the National Policy on Education (NPE, 1986) and the Programme of Action (PoA, 1992) that spelt out strategic plans for the policies, advocated the establishment of independent National Accreditation Body. Consequently, the NAAC was established in 1994 with its headquarters in Bangalore. At present, NAAC functions from its new building complex, with all modern facilities located at Nagarbhavi, Bangalore.

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

2. VISION AND MISSION

The activities and future plans of the NAAC are guided by its vision and mission that focus on making quality assurance an integral part of the functioning of higher education institutions.

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The vision of the NAAC is:

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

The mission statements of the NAAC aim at translating the NAAC's vision into action plans, to define the following specific tasks of NAAC engagement and endeavour:

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

Striving to achieve its goals as guided by its vision and mission statements, NAAC primarily focuses on assessment of the quality of eligible higher education institutions of the country. NAAC uses an internationally accepted methodology, which consists of self-assessment and external quality assessment.

Accreditation of Health Science Institutions

There has been an explosion of medical institutions, dental institutions, and other para medical institutions in India in the last quarter of the century. There are no uniform standards for infrastructure, faculty size, patient care, and research in all these institutions, although the minimum requirements of the regulatory councils like the Medical Council of India, Dental Council of India, Nursing Council etc., are a pre-requisite for recognition. The fact that the Regulatory Councils recognise a particular institution does not, by itself, make an outsider (student, parent, or patient), to have an idea of the comparative standards of these institutions in the country.

Indian medical education, being internationally recognized, our graduates clamouring to go abroad for further studies and / or employment, make it necessary and imperative that the Health Science

Institutions be properly evaluated for its quality. Just as the UGC established National Assessment and Accreditation Council (NAAC) in 1994 to assess and grade the institutions of higher learning on a voluntary basis, it is now thought necessary by the NAAC to have similar accreditation facilities made available to the medical institutions as well. This would be a double edged sword, making it possible for institutions with excellent facilities to be known while the institutions with inadequate facilities would be made to do a bit of soul-searching to catch up with international standards and strive for excellence. Whereas minimum requirements are to be fulfilled for recognition as per respective regulatory councils minimum standards, the competition in pursuit of excellence is increasing with the possibility of excellent international institutions opening their campuses / offering programmes in India after 2003 AD.

3. GENERAL ELIGIBILITY FOR ASSESSMENT AND ACCREDITATION

The NAAC has adopted its New Methodology of Assessment and Accreditation from 1st April 2007. While there are diverse types of Higher Education Institutions (HEIs) in the country, some coming under the provisions of other Regulatory Bodies, with their own Quality Assurance Agencies, NAAC Assessment and Accreditation shall cover the following Institutions, as per the eligibility criteria mentioned therein:

1. Universities recognized under Sections 2(f), 2(f) and 12 B of the UGC Act, which have completed 5 years since establishment or with a record of at least 2 batches of students having completed their degree programmes, whichever is earlier (hereinafter referred to as 'Recognized Universities'). For purposes of Assessment and Accreditation of Universities, their Schools, Departments, Centres and Units shall be taken as the components.
2. All Universities recognized under Section 3 of the UGC Act are eligible regardless of the number of years of establishment
3. Colleges/ Institutions/ Autonomous Colleges, affiliated to a 'Recognized University', and Constituent Colleges coming under the jurisdiction of 'Recognized Universities' (as defined in 1 above) and which have completed 5 years since their establishment or with a record of at least 2 batches of students having completed their degree programmes, whichever is earlier (hereinafter referred to as 'Recognized Colleges', 'Recognized Autonomous Colleges' and 'Recognized Constituent Colleges' respectively);
4. Colleges/ Institutions/ Autonomous Colleges, affiliated to a 'Recognized University', and Constituent Colleges of 'Recognized Universities' coming under the jurisdiction of Professional Regulatory councils are eligible if they are duly recognized by the Councils Concerned and which have

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completed 5 years since their establishment or with a record of at least 2 batches of students having completed their degree programmes, whichever is earlier;

5. Any other Institutions/ Units (including cross-border and trans-national Indian/ Foreign Institutions) may also be taken up for Assessment and Accreditation by the NAAC if directed by the UGC and/ or the Ministry of Human Resources Development, Government of India.

Eligibility for HSIs

Health Science Institutions **are eligible if they are duly recognized by the Councils Concerned** and which have completed 5 years since their establishment or with a record of at least 2 batches of students having completed their degree programmes, whichever is earlier;

Fee Structure

Fee structure for institutions primarily conducting professional courses may be as determined by the NAAC from time to time. At present, medical and allied institutions are charged fees as given below

- Up to four departments – Rs. 75,000/-
- More than four but upto ten departments – Rs. 75,000/- + Rs. 7,500/- for each additional department.
- More than ten departments – Rs. 1,20,000/- + Rs. 5,000/- for each additional department
- The accreditation fee will be limited to a maximum amount of Rs. 3.00 lakhs per institution.

4. CORE VALUES

Throughout the world, Higher Education Institutions (HEIs) function in a dynamic environment. In India also, the institutions of higher education are facing many challenges and are undergoing significant changes from time to time. The need to expand the system of higher education, the impact of technology on the educational delivery, the increasing private participation in higher education and the impact of globalization (including liberal cross-border and trans-border educational imperatives), have necessitated such marked changes in the Indian higher education scenario. These changes and the consequent shift in values have been taken into cognizance by the NAAC while formulating the following core values for its accreditation framework.

(i) Contributing to National Development

Most of the HEIs have a remarkable capacity to adapt to changes, and at the same time pursue the goals and objectives that they have set forth for themselves. Contributing to National Development

has always been an implicit goal of Indian HEIs. The HEIs have a significant role in human resource development and capacity building of individuals, to cater to the needs of the economy, society and the country as a whole, thereby contributing to the development of the Nation. Serving the cause of social justice, ensuring equity, and increasing access to higher education are a few ways by which HEIs can contribute to the National Development. It is therefore appropriate that the A and A process of the NAAC looks into the ways HEIs have been responding to and contributing towards National Development.

(ii) Fostering Global Competencies among Students

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

(iii) Inculcating a Value System among Students

Although skill development is crucial to the success of students in the job market, skills are of less value in the absence of appropriate value systems. HEIs have to shoulder the responsibility of inculcating the desirable value systems amongst the students. In a country like India, with cultural pluralities and diversities, it is essential that students imbibe the appropriate values commensurate with social, cultural, economic and environmental realities, at the local, national and universal levels. Whatever be the pluralities and diversities that exist in the country, there is no scope for debate about inculcating the core universal values like truth and righteousness apart from other values emphasised in the various policy documents of the country. The seeds of values sown in the early stages of education, mostly aimed at cooperation and mutual understanding, have to be reiterated and re-emphasized at the higher education institutions, through appropriate learning experiences and opportunities. The NAAC assessment, therefore, examines how these essential and desirable values are being inculcated in the students, by the HEIs.

(iv) Promoting the Use of Technology

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

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

(v) Quest for Excellence

Although contributing to nation -building and skill development of students, institutions should also demonstrate a drive to develop themselves into centres of excellence. Excellence in all that they do, will contribute to the overall development of the system of higher education of the country as a whole. This ‘Quest for Excellence’ could start with the assessment or even earlier, by the establishment of the Steering Committee for the preparation of the SSR of an institution. Another step in this direction could be the identification of the strengths and weaknesses in the teaching and learning processes as

carried out by the institution.

The five core values as outlined above form the foundation for assessment of institutions that volunteer for accreditation by the NAAC. The institution may feel free to expand or modify the Core Values in conformity with the goals and mission of the institution.

5. CRITERIA FOR ASSESSMENT

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

1. Curricular Aspects
2. Teaching-Learning and Evaluation
3. Research, Consultancy and Extension
4. Infrastructure and Learning Resources
5. Student Support and Progression
6. Governance and Leadership and
7. Innovative Practices

The SSR is expected to highlight the functioning of an institution with reference to these seven criteria. Each criterion has Key Aspects which form the basis of criterion-wise assessment. One key aspect is dedicated to Best Practices under each criterion.

6. FOCUS OF ASSESSMENT

The NAAC assesses institutional functioning with reference to the contributions made by HEIs towards the five core values. In general, HEIs are expected to demonstrate how they achieve the objectives of the core values through the data and information detailed in the SSR. The assessment by the NAAC will take a holistic view of all the inputs, processes and outputs of an institution. In essence, the NAAC assessment lays focus on the institutional developments with reference to three aspects: *Quality initiatives, Quality sustenance and Quality enhancement.*

The preparation of the SSR is expected to serve as a catalyst for institutional self-improvement. The participation of the faculty members, administrative staff, students, parents and alumni in the quality assurance

activities in higher education could lead to newer initiatives. Interaction with the stakeholders would also facilitate the development process of the institutions and their educational services.

The seven criteria identified by the NAAC are in fact the seven main processes of developing the capabilities of an institution. The Internal Quality Assurance Cell (IQAC) is expected to activate the system and raise the institutional capabilities to higher levels so that the institution makes continuous improvement in Quality. This may involve identifying various processes that develop capabilities and augment institutional quality under each of the seven criteria; such as

- Developing mechanisms and competencies among members of the institution, to deal with quality enhancement.
- Developing mechanisms for seeking feedback responses from all stakeholders.
- Obtaining information both in quantitative and qualitative forms, and use the same in reforming the processes.

Establishing a strategic quality management system would ensure a continuous reform process. One of the major outcomes of the process would be the internalization and institutionalization of quality so that the institution strives to excel in serving its student community. The quest for excellence is a quality virtue that HEIs have to imbibe and demonstrate in their overall functioning.

Thus overall the Manual includes seven criteria that subsume and account for practices that can lead to quality improvement in Health Science. The SSR prepared by the institution and submitted to the NAAC, therefore, should conform to the NAAC's seven criteria for assessment and the inputs under the seven criteria when collated should give adequate details on the quality of the academic, administrative and financial aspects of the institution.

7. CRITERIA AND KEY ASPECTS

Criterion I—Curricular Aspects: This criterion deals with how the curriculum - either assigned by a University or marginally supplemented or enriched by an institution, or totally remade, depending on the freedom allowed in curricular design, aligns with the mission statement of the institution. It also considers the practices of an institution in initiating a wide range of programme options and courses that are relevant to the local needs and in tune with the emerging national and global trends. Apart from issues of academic flexibility and diversity, to suit different levels of learners, aspects on career orientation, multi-skill development and involvement of stakeholders in curriculum updation, are also gauged under this criterion.

The focus of this criterion is captured in the following criterion statements and key aspects:

CRITERION STATEMENTS

The institution has clearly stated goals and objectives that are communicated systematically to all its constituencies.

- The programmes of the institution are consistent with its goals and objectives.
- The institution has a wide range of programme offerings that provide adequate academic flexibility.
- Feedback from academic peers, students, employers and other stakeholders are used in the initiation, review and redesign of programmes.
- The institution practices sustainable curricular practices, to achieve academic excellence.

The description of the key aspects is given below:

Curriculum design and development

It is a process of developing appropriate need based curricula in consultation with expert groups, based on

KEY ASPECTS
◆ Curricular Design & Development
◆ Academic Flexibility
◆ Feedback on Curriculum
◆ Curriculum Update
◆ Best Practices in Curricular Aspects

the feedback from stakeholders, resulting in the development of relevant programmes with flexibility, to suit the professional and personal needs of the students and realization of core values.

Academic flexibility

Choice offered in the curriculum, in terms of programme, curricular

transactions and time-frame options.

Feedback on curriculum

Responses from students, academic peers and employers for review and re-design of curricula.

Curriculum update

The process of revision and redesign of curricula, based on recent trends and developments, the feedback from all stakeholders and catering to the needs of the society/ economy/ environment.

Best practices in curricular aspects

Sustainable curricular practices which lead to academic effectiveness and excellence.

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

The focus of this criterion is captured in the following criterion statements and key aspects:

CRITERION STATEMENTS

- The institution has a transparent admission process.
- The programmes of teaching and learning cater to individual differences amongst learners.
- The institution facilitates the effective conduct of the teaching-learning processes.
- The institution has provision for use of ICT in the enhancement of teaching process.
- The institution has a well-conceived plan for continuously monitoring student progress.
- The institution has an effective mechanism to recruit adequate qualified faculty.
- The student evaluation processes are reliable and valid.
- The institution has an open and participative mechanism for evaluation of teaching and promoting work satisfaction of the faculty.
- The teachers have opportunities for continued academic growth and professional development.

KEY ASPECTS
◆ Admission Process and Student Profile
◆ Catering to Diverse Needs
◆ Teaching –learning Process
◆ Teacher Quality
◆ Evaluation Process and Reforms
◆ Best Practices in Teaching Learning and Evaluation

➤ The institution has sustainable good practices in teaching, learning and evaluation to achieve academic excellence.

The description of the key aspects are given below:

Admission process and student profile

The process of admitting students to the programmes is by a

transparent, well-administered mechanism, complying with all the educational norms of the Government. The student profile is reflected from the composition of the student community representing different socio-economic and learner backgrounds.

Catering to diverse needs

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

Teaching-Learning process

Learner-centered education through appropriate methodologies to facilitate effective learning outcome.

Teacher quality

‘Teacher quality’ is a composite term to indicate the quality of teachers in terms of qualification of the faculty, teacher characteristics, the adequacy of recruitment procedures, faculty availability, professional development and recognition of teaching abilities.

Evaluation process and reforms

Assessment of teaching, learning and evaluative processes and reforms, to increase the efficiency and effectiveness of the system is made. Innovative evaluation process is to gauge the knowledge and skills acquired at various levels of the programmes.

Best practices in teaching- learning and evaluation

The institution has sustainable practices in teaching-learning and evaluation, which have the greatest impact on performance, leading to successful end result in Teaching, Learning and Evaluation

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

The focus of this criterion is captured in the following criterion statements and key aspects:

CRITERION STATEMENTS

- The institution promotes research culture among faculty and students.
- The institution encourages faculty to publish in academic journals.
- The institution encourages faculty to participate in professional academic programmes.
- The institution promotes faculty participation in consultancy work.
- The institution is responsive to community needs and conducts relevant extension programmes.
- The institution has sustainable good practices in research, consultancy and extension to achieve academic excellence.

The description of the Key Aspects is given below:

Promotion of research

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

Research and publication output

KEY ASPECTS
<ul style="list-style-type: none">◆ Promotion of Research◆ Research and Publication Output◆ Consultancy◆ Extension Activities◆ Collaborations◆ Best Practices in Research, Consultancy and Extension

Quality research outcome, beneficial for the discipline/ society/ industry/ region and the nation. Dissemination of knowledge including theoretical and practical findings of research, through various media.

Consultancy

Activity with or without remuneration, for which the expertise and the specific knowledge base of the faculty becomes the major input.

Extension activities

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

Collaborations

A formal agreement/ understanding between any two or more institutions for training/student exchange/faculty exchange or research with or without resource sharing.

Best practices in research, consultancy and extension

Sustainable practices in Research, Consultancy and Extension leading to superior performance resulting in successful outcome in terms of generating knowledge which will be useful for the learner as well as the community.

Criterion IV—Infrastructure and Learning Resources: This criterion seeks to elicit data on the adequacy and optimal use of the facilities available in an institution to maintain the quality of academic and other programmes on the campus. It also requires information on how every constituent of the institution - students, teachers and staff - benefit from these facilities. Expansion of facilities to meet future development is included among other concerns.

The focus of this criterion is captured in the following criterion statements and key aspects:

CRITERION STATEMENTS

- The institution has adequate physical facilities for the conduct of the educational programmes efficiently.
- The growth of the infrastructure keeps pace with the academic growth of the institution.
- The institution has effective mechanisms for maintenance and optimal use of infrastructure.
- The institution has adequate library, computer facilities and other learning resources, with easy access to all its constituencies.
- The institution has sustainable good practices for ensuring adequate infrastructure and learning resources and its optimum use to facilitate student learning.

The description of the key aspects is given below:

Physical infrastructure

Adequate infrastructure facilities to conduct the educational programmes are provided. The growth of the infrastructure keeps pace with the academic developments in the institution.

Maintenance of infrastructure

KEY ASPECTS
<ul style="list-style-type: none">◆ Physical Infrastructure◆ Maintenance of Infrastructure◆ Library as a Learning Resource◆ ICT as Learning Resources◆ Other Facilities◆ Best Practices in Infrastructure and Learning Resources

Effective mechanism for the upkeep of the infrastructure facilities and promote the optimum use of the same is maintained.

Library as a learning resource

The library holdings in terms of books, journals and other learning materials and technology-aided learning mechanisms enable students

to acquire information, knowledge and skills required for their study programmes.

ICT as learning resources

The ICT facilities and other learning resources are adequately available in the institution for academic purposes.

Other facilities

The other supportive facilities on the campus, contribute to the effective ambience for curricular, extra-curricular and administrative activities.

Best practices in the development of infrastructure and learning resources

Sustained practices leading to continuous improvement of infrastructure and learning resource development to create an optimum learning ambience.

Criterion V-Student Support and Progression: The highlights of this criterion are the efforts of an institution to provide necessary assistance to students, to acquire meaningful experiences for learning at the campus and to facilitate their holistic progression. It also seeks information on student and alumni profiles.

The focus of this criterion is captured in the following criterion statements and key aspects:

CRITERION STATEMENTS

- The institution provides clear information to students about admission, completion requirements for all programmes; the fee-structure and refund policies; financial aid and student support services.
- The institution has sufficient and well-run support services to all its students.
- Student progression is monitored effectively.
- Institution has mechanisms for student counseling and placement services.

- The institution has an effective mechanism to use student feedback for quality enhancement.
- The institution has good sustainable practices for effective student support and progression.

The descriptions of the key aspects are given below:

Student progression

Vertical movement of students from one level of education to the next higher level or towards gainful employment.

Student support

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

KEY ASPECTS
<ul style="list-style-type: none"> ◆ Student Progression ◆ Student Support ◆ Student Activities ◆ Best Practices in Student Support and Progression

Student activities

The participation of the students in activities, which can develop various skills, to foster holistic personality development.

Best practices in student support and progression

Sustainable good practices which effectively support the students

and facilitate optimal progression. Benefits often include the assurance of quality results.

Criterion VI—Governance and Leadership: This criterion helps to gather data on the policies and practices of an institution in the matter of planning human power requirement, recruitment, training, performance appraisal, finance management and the role of leadership in institution building.

The focus of this criterion is captured in the following criterion statements and key aspects:

CRITERION STATEMENTS

- The leadership provides clear vision and mission to the institution.
- The functions of the institution and its academic and administrative units are governed by the principles of participation and transparency.
- Academic and administrative planning in the institution moves hand in hand.
- The institution practices relevant welfare schemes for all its constituencies.
- There are fair and expeditious grievance redressal mechanisms at all levels of the institution's

functioning.

- The institution is effective in resource mobilization and planning development strategies.
- The finances of the institution are judiciously allocated and effectively utilized by proper budgeting system.
- Auditing procedures and the follow up actions are systematized.
- Institution has sustainable practices for governance and leadership

The description of the key aspects is given below:

Institutional vision and leadership

Effective leadership in building the organizational culture by setting values, and demonstrating effectiveness through participative decision-making process is shown to achieve the vision, mission and goals of the institution.

KEY ASPECTS
◆ Institutional Vision and Leadership
◆ Organizational Arrangements
◆ Strategy Development and Deployment
◆ Human Resource Management
◆ Financial Management and Resource Mobilization
◆ Best Practices in Governance and Leadership

Organizational arrangements

The formal and informal arrangements in the institution to co-ordinate the academic and administrative planning and implementation.

Strategy development and deployment

Formulation of development objectives, directives and guidelines

with specific plans for implementation

Human resource management

The process of assessing adequate human power requirements; staff recruiting, monitoring and planning professional development programmes for personnel development and seeking appropriate feedback responses.

Finance management and resource mobilization

Budgeting and optimum utilization of finance, including mobilization of resources. The planning and development strategies adopted by the institution, for mobilizing resources.

Best practices in governance and leadership

Sustainable good practices of Governance and Leadership that would lead to administrative and academic excellence.

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

The focus of this criterion is captured in the following criterion statements and key aspects:

CRITERION STATEMENTS

- The institution displays sensitivity to changing educational, social and market demands.
- The institution is geared to promote an ambience of creativity innovation and improving quality.
- The institution promotes inclusive practices for social justice and better stakeholder relationships.
- The institution adopts quality management strategies in all academic and administrative aspects.
- The institution promote value-based education for inculcating social responsibilities and good citizenry amongst its student community.

The description of the key aspects is given below:

Internal quality assurance system

Self-regulated responsibilities of the higher education institutions, aimed at continuous improvement of quality, for achieving academic excellence.

Inclusive practices

New and creative approaches in education involving all stakeholders for adopting inclusive practices to promote social justice.

Stakeholder relationships

Affiliation and interaction with groups or individuals who have an interest in the activities of the institution and the ability to influence the actions, decisions, policies, practices or goals of the organization.

8. WEIGHTAGES

KEY ASPECTS
♦ Internal Quality Assurance System
♦ Inclusive Practices
♦ Stakeholder Relationships

Taking cognizance of the diversity in institutional functioning of the three major categories of institutions: universities, autonomous colleges and affiliated colleges, differential weightages for each of the seven criteria are included as detailed in the table below:

	Criteria	University	Autonomous College	Affiliated/ Constituent College
I	Curricular Aspects	150 (15)	100 (10)	50 (5)
II	Teaching-Learning and Evaluation	250 (25)	350 (35)	450 (45)
III	Research, Consultancy and Extension	200 (20)	150 (15)	100 (10)
IV	Infrastructure and Learning Resources	100 (10)	100 (10)	100 (10)
V	Student Support and Progression	100 (10)	100 (10)	100 (10)
VI	Governance and Leadership	150 (15)	150 (15)	150 (15)
VII	Innovative practices	50 (5)	50 (5)	50 (5)
	Total Score	1000	1000	1000

(The numbers in the parentheses indicate the weightages as percentages of the total score)

The Key Aspects and the Key Aspect-wise differential Weightages under each Criterion are also specified as detailed in the following table:

Criteria	Key Aspects	University	Autonomous College	Affiliated/ Constituent College
		Weightages		
I. Curricular Aspects	1.1 Curricular design and development	90	50	10
	1.2 Academic flexibility	30	20	15
	1.3 Feedback on curriculum	10	10	10
	1.4 Curriculum update	10	10	05
	1.5 Best Practices in curricular Aspects	10	10	
	Total	150	100	50
II. Teaching-Learning and Evaluation	2.1 Admission process and student profile	20	30	30
	2.2 Catering to diverse needs	20	35	45
	2.3 Teaching-learning process	90	170	270
	2.4 Teacher quality	60	65	65
	2.5 Evaluation process and reforms	50	40	30
	2.6 Best practices in teaching, learning and evaluation	10	10	10
	Total	250	350	450

Criteria	Key Aspects	University	Autonomous College	Affiliated/ Constituent College
		Weightages		
III. Research, Consultancy and Extension	3.1 Promotion of research	40	30	15
	3.2 Research and publication output	90	50	25
	3.3 Consultancy	20	10	05
	3.4 Extension activities	30	40	40
	3.5 Collaborations	10	10	05
	3.6 Best practices in research, consultancy & extension	10	10	10
	Total	200	150	100
IV. Infrastructure and Learning Resources	4.1 Physical facilities	20	20	20
	4.2 Maintenance of infrastructure	10	10	10
	4.3 Library as a learning resource	35	35	35
	4.4 ICT as learning resources	15	15	15
	4.5 Other facilities	10	10	10
	4.6 Best Practices in the development of infrastructure and learning resources	10	10	10
	Total	100	100	100

Criteria	Key Aspects	University	Autonomous College	Affiliated/ Constituent College
		Weightages		
V. Student Support and Progression				
	5.1 Student progression	30	30	30
	5.2 Student support	30	30	30
	5.3 Student activities	30	30	30
	5.4 Best practices in student support and progression	10	10	10
VI. Governance and Leadership	Total	100	100	100
	6.1 Institutional vision and leadership	15	15	15
	6.2 Organizational arrangements	20	20	20
	6.3 Strategy development and deployment	30	30	30
	6.4 Human resource management	40	40	40
	6.5 Financial management and resource mobilization	35	35	35
	6.6 Best practices in governance and leadership	10	10	10
	Total	150	150	150
VII. Innovative Practices	7.1 Internal quality assurance system	20	20	20
	7.2 Inclusive practices	15	15	15
	7.3 Stakeholder relationships	15	15	15
	Total	50	50	50
	TOTAL SCORE	1000	1000	1000

9. GRADING SYSTEM

A significant outcome of the Assessment is the final Institutional grading. After Assessment, the Cumulative Grade Point Average (CGPA) of an Institution is computed. If the overall CGPA is more than 1.50, the institution will get the “Accredited” status and a CGPA equal to or less than 1.50, will lead to the “Not Accredited” status.

The accredited institutions will be graded on a 3- letter grade as follows:

Range of institutional Cumulative Grade Point Average (CGPA)	Letter Grade	Performance Descriptor
3.01-4.00	A	Very Good (Accredited)
2.01-3.00	B	Good (Accredited)
1.51-2.00	C	Satisfactory (Accredited)

Institutions which secure a CGPA equal to or less than 1.50, are notionally categorized under the letter grade “D” (Performance Descriptor: Unsatisfactory; Status: Not Accredited). Such institutions will also be intimated and notified by the NAAC as “Assessed and Found not Qualified for Accreditation”.

10. METHODOLOGY

For the assessment of a University/Autonomous College/ College with Potential for Excellence / Affiliated College /Constituent College as a unit that is eligible to be assessed, the NAAC follows a four-stage process, which is a combination of self-study and peer review. The four stages are:

- I. On-line submission of a Letter of Intent (LoI)
- II. Preparation and submission of a Self-Study Report (SSR) by the institution;
- III. Peer Team visit to the institution.
- IV. Final decision by the NAAC.

Stage I: On-line submission of LoI:

All HSIs are expected to submit a LoI online to the NAAC to undergo Assessment and Accreditation by the NAAC.

Stage II: Preparation of the Self-Study Report (SSR):

The most important step in the process of assessment and accreditation is the preparation of the SSR by the institution following the guidelines formulated by the NAAC. The institution has to prepare the SSR in two parts, Part I is the institutional data and Part II is the evaluative report. This will be an internal exercise by the institution that is expected to be done with honest introspection. It aims at providing an opportunity for the institution to measure its effectiveness and efficiency, and to identify its strengths and weaknesses. The NAAC believes that an institution that really understands itself - its strengths and weaknesses, its potentials and limitations - is likely to be effective in carrying out its educational mission and make continuous improvement. Self-study is thus envisaged as the base document for the process of assessment and accreditation. The five core values listed by the NAAC form the value framework for assessment of HEIs.

It is through the self-study report that the peer team understands the institution, and gets the required information, for assessment. Hence the institution needs to present the factual details of all aspects of its functioning, namely the inputs, processes and the outputs. As the entire assessment exercise would be based on this document, it should be prepared with utmost care, giving all the relevant information according to the criteria defined by the NAAC.

Stage III: Peer Team Visit to the Institution:

On receiving the self-study report from the institution, the NAAC constitutes the peer team and consults the institution about any justifiable reservation it may have about any member of the team. The peer team visits the institution and looks for evidences, to validate the self-study report, through interactions with the various constituents of the institution, checking documents and visiting the various units of the institution. At the end of the visit, the team shares the draft Peer Team Report with the institution. The PTR duly signed by the Head of the institution and the peer team members, is submitted to the NAAC. The team also recommends the criterion-wise Grade Point Averages (GPA), the final Institutional Cumulative Grade Point Average (CGPA) and the Institutional Grade to the NAAC.

Stage IV: Final decision by the NAAC:

The Executive Committee of the NAAC reviews the PTR and takes a decision about the institutional CGPA and the Grade. The accreditation certification by the NAAC is valid for a period of five years.

11. INSTITUTIONAL PREPARATION

With the assessment framework of the NAAC, institutions who would like to get themselves accredited have to fulfil certain requirements and submit the SSR to the NAAC along the guidelines given in the manual. The institutional efforts to prepare the SSR will be an intensive but self-rewarding exercise for institutions. To maximise the benefits of such an effort, operational guidelines on institutional preparations are provided.

A successful self-study must have the total commitment of the governing body, administration and every member of the faculty of the institution. All the constituents of the institution should not only be kept fully informed but also be as closely involved in the self-study as possible. Three basic commitments are essential for a successful self-evaluation, viz.,

- Willingness to invest the necessary time and effort
- The support of all institutional personnel, and
- A conscious dedication at all levels to perform the task

To achieve these objectives, the leadership - the Head of the institution - has to play a positive and creative role. To assist him/her a Steering Committee consisting of 4 to 6 members is to be constituted which will co-ordinate the compilation and analysis of data related to the various aspects of the institution and its functions. This committee will be responsible for organizing the information and data, to prepare the comprehensive report. The coordinator of this committee will function as the institutional facilitator during the on-site visit of the peer team. She/He should have considerable communication skills and the ability to organize and direct a complex institutional endeavor. She/He must be able to motivate others. The requisite clerical and other office support may have to be provided. Additionally, computer facilities are also necessary for the institution, to use the computer package, which is enclosed along with this document.

If the committee plans the data collection in a systematic way and sets deadlines for various stages of the SSR writing, like preparing the criterion-wise draft analysis, circulating it among the members

of the institution, preparing the final version etc., the whole process will be completed in a few weeks' time. Thus, the Steering Committee will have to play an active role in the preparation of the SSR, which has to be submitted to the NAAC.

12. SELF-STUDY REPORT (SSR)

While preparing the SSR, institutions may bear in mind that the report should provide information on the following:

- Evidence of contributing to the core values
- Evidence of building on the strengths identified by the institutions
- Action taken to rectify the deficiencies noted by the institutions
- Substantive efforts made by the institution over a period of time, towards quality enhancement
- Specific future plans of the institution for quality enhancement

The SSR shall be in two parts - Part I is *institutional data* and Part II is *an evaluative report* under the seven criteria of the NAAC, along with *the inputs from the Departments*. The institution has to submit the SSR in hardcopy as well as a CD containing soft copy.

A bulky SSR with too many details and descriptions may result in lack of clarity. Such a report would also lack focus and would generate more information gaps than explanations. Even for a large and complex institution, it is possible to restrict the essential documentation to manageable proportions. With these considerations, institutions are required to restrict the SSR to the following two aspects only:

- **Institutional data**
- **Criterion-wise Evaluative Report**

Inclusion of Appendices is to be avoided; Appendices may be made available to the Peer Team during the 'On-site visit'

13. PEER ASSESSMENT AND FINAL OUTCOME

On receipt of the SSR, the NAAC would perform an in-house analysis of the report for its completeness. For eligible institutions, peer team visits will be organized. Depending on the size of

the institution, the site visit may vary from two to four days. The on-site visit will result in a focused PTR, denoting the strengths and areas of the institution concerned. The draft report of the peer team will be shared with the Head of the Institution for ensuring accuracy of institutional data / information and then submitted to the NAAC for further processing. The Executive Committee of the NAAC will take the final decision about the accreditation status and declaration of the institutional grade. The PTR and the institutional grade will be made public by posting them on the website of the NAAC. Institutions which do not attain the accreditation status will be notified accordingly. The assessment outcome is valid for a period of five years. Institutions that complete the five-year accredited period may volunteer for re-accreditation.

14. RE-ASSESSMENT

Institutions, which would like to make an improvement in the accredited status, may volunteer for Re-assessment, after completing at least one year but not after the completion of three years. **The manual to be followed for re-assessment is the same as that for the Assessment and Accreditation.** *However, the institution shall make specific responses based on the recommendations made by the peer team in the first assessment and accreditation report, as well as the specific quality improvements made by the institution.* The fee structure would be the same as that for Assessment and Accreditation. The Institutions that volunteer for re-assessment will not be eligible for reimbursement of accreditation expenses, as per the “Guidelines of UGC assistance for Assessment and Accreditation”.

15. RE-ACCREDITATION

The methodology for re-accreditation has been modified by incorporating post-accreditation reviews, feedback from the accredited institutions and the outcome of national consultations. Accordingly, after the completion of five years of accreditation, the next two years will be the period of institutional preparations and implementation of assessment processes for higher education institutions that volunteer for re-accreditation. The institutions should record their intent to volunteer for re-accreditation by the end of the fifth year of accreditation and begin institutional preparations. The institutions which record their intent to volunteer for re-accreditation may continue to use the outcome of the first accreditation till the end of the two-year institutional preparation period or till the re-accreditation outcome is declared, whichever is earlier.

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A functional Internal Quality Assurance Cell (IQAC) and institutional website are the Minimum Institutional Requirements (MIR) to volunteer for re-accreditation. **If the institution fails to express intent for Re-accreditation within the stipulated time, it will lose its accreditation status.**

Focus of Re-accreditation

The institutions shall follow the same 4-stage process of accreditation for Re-accreditation also. The specific focus of the Re-accreditation framework will be on the impact of first accreditation, especially on:

- The compliance of the suggestions and recommendations made in the Peer Team Report of the institutions during the first assessment and accreditation
- Quality sustenance and quality enhancement efforts of the institution during the post-accreditation tenure

Re-accreditation outcome

- a) Outcome:* Institutional quality status as a Cumulative Grade Point Average on a 4-point scale as per the new methodology effective from 1st April 2007 and
- b) Re-accreditation Report (RAR):* Institutional quality profile as related to the seven criteria.

Period of re-accreditation and the fee structure

The validity period of the Re-accredited status will be for five years from the date of approval of the status by the Executive Committee. The re-accredited institution has to record its intent for the next accreditation by the end of the fifth year and initiate institutional preparations during the sixth year, SSR should be submitted to the NAAC by the end of the sixth year and the NAAC will conduct the assessment process and declare the re-accreditation outcome before the end of the seventh year.

Institutions that do not follow these deadlines will lose the accreditation status.

The fee structure and other financial implications for Re-accreditation will be similar to that which is followed for the first-time assessment and accreditation. For the HEIs recognized under 2(f) & 12B of the UGC Act, the expenditure on Re-accreditation also would be reimbursed by UGC through the NAAC to the extent it was not subsidized for the first accreditation.

16. MECHANISM FOR INSTITUTIONAL APPEALS

Provision for Appeals is one of the good practices followed by external Quality Assurance Agencies. NAAC has also prescribed the mechanism for appeals. An aggrieved institution can make a written representation to the Director, the NAAC with the payment of a non-refundable fee of Rs.20, 000/- within one month from the date of receipt of the accreditation certificate from the NAAC. The five-member Appeals Committee constituted for the purpose will consider the appeal and make recommendations for the consideration of Executive Committee (EC) of the NAAC. The EC decision is binding on the institutions. For details, refer to the NAAC website www.naacindia.org

Section B:

Preparation of the Self-Study Report

This section is presented in two parts.

Part – I of the self-study report is called Institutional Data, which seeks information in three categories, viz., Profile of the Institution, Criterion-wise Inputs and Profile of the Departments.

Part – II of the Self-study report is called Evaluative Report. It consists of Executive Summary, Criterion-wise Evaluative Report and Evaluation Reports of Departments. If the institution wishes to provide any information in addition to the questions under each key indicator, they are free to include it under the head “*any other information*”, wherever necessary.

Section B

Preparation of the Self-Study Report

For institutions undergoing accreditation, the institutional website should display the following information, as in a typical brochure or student handbook: goals and objectives of the institution and its mission/vision statement; programme options; eligibility criteria for admission; admission policy and process; academic calendar; examination and other assessment; schedules and procedures; infrastructure facilities available for teaching/learning, sports, residence, research and recreation; scholarships given by the state and the institution; and the fee structure. Information overlaps may be avoided by including details in the relevant sections of the website, wherever possible, and by providing links to such data as required.

Institutions are requested to submit the following:

- Part I – Institutional Data (the institutional website may display the details.)
- Part II – An Evaluative Report not exceeding 200 pages.

The Institutions preparing SSR for re accreditation may bear in mind that in line with the focus of re-accreditation, the report should provide information on the following:

- Evidence of building on the strengths identified during the first assessment
- Action taken to rectify the deficiencies noted in the first assessment
- Substantive changes made during the accredited period towards quality enhancement
- Future plans of the institution for quality enhancement

To facilitate institutional preparations, guiding questions have been developed and they are given in this section. The questions given are not exhaustive but only indicative of the type of information that may be useful to systematically organize the SSR. Since the questions are generic in nature, the institutions may adapt them suitably and incorporate aspects reflecting their strengths, significant developments, future plans and distinct characteristics in a meaningful way. If the institution wishes to provide any information in addition to the questions under each Key Aspect, they are free to include it as “*any other information*”.

Part I: Institutional Data

A) Profile of the Institution

1. Name and address of the institution:

Name:					
Address:					
City:		District:		State:	
Pin code:					
Website:					

2. For communication:

Office

Name	Area/ STD code	Tel. No.	Mobile No.	Fax No.	E-mail
Vice Chancellor / Principal					
Registrar / Vice Principal					
Steering Committee Coordinator					

Residence

Name	Area/ STD code	Tel. No.	Mobile No.	Fax No.	E-mail
Vice Chancellor / Principal					
Registrar / Vice Principal					
Steering Committee Coordinator					

3. Financial category of the institution:

Grant-in-aid

Self-financing

Government funded

Any other (Please Specify)

4.	a.	Type of university	i. Unitary <input type="checkbox"/> ii. Affiliating <input type="checkbox"/>
		Type of college	i. Government <input type="checkbox"/> ii. Affiliated <input type="checkbox"/> iii. Constituent <input type="checkbox"/> iv. Autonomous <input type="checkbox"/> v. Any other (Specify the type) <input type="checkbox"/>
	b.	Status of university	i. State <input type="checkbox"/> ii. Central <input type="checkbox"/> iii. Recognized under section 3 of UGC Act <input type="checkbox"/>

5. Is it a recognized minority institution?

Yes

No

If yes, specify the minority status (Religious/linguistic/ any other)

(Provide the necessary supporting documents)

6. a) Date of establishment of the institution : **Date, Month & Year**

(**dd - mm - yyyy**)

--	--	--	--	--	--	--	--

b) University to which the college is affiliated:

7. Is it recognized by UGC/MCI/DCI?

Yes

No

If yes, date of recognition:

(**dd - mm - yyyy**)

--	--	--	--	--	--	--	--

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8. Does the University Act provide for autonomy?

Yes No

If yes, has the college applied for autonomy?

Yes No

9. Campus area in acres/sq.mts:

10. Location of the institution:

Urban

Semi-urban

Rural

Tribal

Hilly area

Any other (specify)

11. Details of programmes offered by the institution: (Give last year's data)

Sl. No.	Programme Level	Name of the Programme/ Course	Duration	Entry Qualification	Medium of instruction	Sanctioned Student Strength	Number of students admitted
i)	Under-graduate						
ii)	Post-graduate						
iii)	M.Phil						
iv)	Ph. D.						
v)	Certificate course						
vi)	UG Diploma						
vii)	PG Diploma						
viii)	Any Other (specify)						

12. How many departments are there in your institution? List the departments.

13. Unit Cost of Education

(Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)

(a) including the salary component = Rs.

(b) excluding the salary component = Rs.

B) Criterion-wise inputs

1. Criterion I: Curricular Aspects

1. Does the College have a stated

Vision?

Yes

No

Mission?

Yes

No

Objectives?

Yes

No

2. Number of programme options

3. Number of subjects taught in the institution

4. Number of overseas programmes on campus

Number	Agency
<input type="text"/>	<input type="text"/>

5. Does the institution offer self-funded programmes? Yes No

If yes, how many courses?

6. Inter/multidisciplinary programmes

Yes

No

Number

7. Programmes with semester system

Yes

No

Number

8. Programmes with choice based credit system

Yes

No

Number

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9. Programmes with elective options. Yes No Number
10. Courses offered in modular form
11. Courses with ICT enabled teaching learning process Yes No Number
12. Programmes where assessment of teachers by the students is practised Yes No Number
13. Programmes with faculty exchange/ visiting faculty Yes No Number
14. New programmes (UG and PG) introduced during the last five years Yes No Number
15. Subjects in which major syllabus revision was done during the last five years Yes No Number
16. Obligatory internship Yes No Number
17. Introduction of contemporary courses Yes No Number
18. Is there any mechanism to obtain feedback on curricular aspects from
- a. Academic Peers? Yes No
- b. Alumni? Yes No
- c. Students? Yes No
- d. Employers? Yes No
- e. Any other(Please Specify) ? Yes No
19. Course evaluation made Yes No Number
20. Programmes with twinning arrangement/ international collaboration Yes No Number
21. Any others (specify)

3. Criterion II: Teaching-Learning and Evaluation

1. How are students selected for admission to various courses?

- a) Through an entrance test developed by the institution
- b) Common entrance test conducted by the University/Government
- c) Through interview
- d) Entrance test and interview
- e) Merit at the previous qualifying examination
- f) Any other (specify)

(If more than one method is followed, kindly specify the weightages)

2. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic year

Programmes (UG and PG)	Open category		SC/ST category		Any other (specify)	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)

3. Number of working days in the last academic year

4. Number of teaching days in the last academic year

5. Number of positions sanctioned and filled

	Sanctioned	Filled
Teaching		
Non-teaching		
Technical		

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6. a. Number of regular and permanent teachers (gender-wise)

Professors	M	<input type="checkbox"/>	F	<input type="checkbox"/>
Readers	M	<input type="checkbox"/>	F	<input type="checkbox"/>
Lecturers	M	<input type="checkbox"/>	F	<input type="checkbox"/>

b. Number of temporary teachers(gender-wise)

Lecturers – Full- time	M	<input type="checkbox"/>	F	<input type="checkbox"/>
Lecturers – Part- time	M	<input type="checkbox"/>	F	<input type="checkbox"/>
Lecturers (Management appointees) - Full time	M	<input type="checkbox"/>	F	<input type="checkbox"/>
Lecturers (Management appointees) - Part time	M	<input type="checkbox"/>	F	<input type="checkbox"/>

Any other	M	<input type="text"/>	F	<input type="text"/>
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Total	M	<input type="text"/>	F	<input type="text"/>
-------	---	----------------------	---	----------------------

* M – Male F - Female

c. Number of teachers

Same state	M	<input type="text"/>	F	<input type="text"/>
------------	---	----------------------	---	----------------------

Other states	M	<input type="text"/>	F	<input type="text"/>
--------------	---	----------------------	---	----------------------

Overseas	M	<input type="text"/>	F	<input type="text"/>
----------	---	----------------------	---	----------------------

7. a. Number of qualified/ permanent teachers and their percentage to the total number of faculty

Number	%
<input type="text"/>	<input type="text"/>

b. Teacher: student ratio

<input type="text"/>	<input type="text"/>
----------------------	----------------------

c. Number of teachers with Ph.D. as the highest qualification and their percentage to the total faculty strength

<input type="text"/>	<input type="text"/>
----------------------	----------------------

d. Number of teachers with M. Phil as the highest qualification and their percentage to the total faculty strength

<input type="text"/>	<input type="text"/>
----------------------	----------------------

e. Number and Percentage of the teachers who have completed NET and SLET exams

<input type="text"/>	<input type="text"/>
----------------------	----------------------

f. Number and Percentage of the faculty served as resource persons in Workshops/ Seminars/ Conferences during the last five years.

<input type="text"/>	<input type="text"/>
----------------------	----------------------

g. Number of faculty development programmes availed of by teachers

1	2	3	4	5

Refresher:

Orientation:

Any other (specify)

h. Number of faculty development programmes organized by the college during the last five years

1	2	3	4	5

Seminars/ workshops/symposia on curricular development, teaching- learning, assessment, etc.

Research management

Invited/endowment lectures

Any other (specify)

8. Does the institution have the tutor-ward system?

Yes No

If yes, how many students are under the care of a teacher for systematic academic work?

9. Remedial programmes offered

Yes

No Number

10. Bridge courses offered

Yes

No Number

11. Are there Courses with ICT-enabled teaching-learning processes?

Yes

No Number

12. Is there a mechanism for:

a. Self appraisal of faculty ?

Yes No

b. Student assessment of faculty performance?

Yes No

c. Expert /Peer assessment of faculty performance?

Yes No

13. Additional administrative work done by faculty / staff Yes

No

If yes, number of hours spent by the faculty per week

14. Any others (specify)

3. Criterion III: Research, Consultancy and Extension

1. How many teaching faculty are actively involved in research? (Guiding student research, managing research projects etc.,)

Number	% of total

2. Research collaborations

a) National Yes No
 If yes, how many?

b) International Yes No
 If yes, how many?

3. Is the faculty involved in consultancy work?
 If yes, consultancy earnings/ year
 (average of last two years may be given) Yes No

4. Furnish the following details for the **past five years**

a. Number of teachers who have availed themselves of the faculty improvement programmes

b. Number of national/international conferences organized by the institution

National	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>
International	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>

5. a. Does the institution have ongoing/ completed research projects? Yes No
 If yes, how many? On going
Completed

b. Provide the following details about the ongoing research projects

Major projects	Yes		No		Number		Agency	Amt.
Minor projects	Yes		No		Number		Agency	Amt.
University/ College Projects	Yes		No		Number	Amount		

Industry sponsored	Yes		No		Number	Industry		Amt.
Any other (specify)								
No. of student research projects	Yes		No		Number	Amount sanctioned by the College		

6. Research publications:

International journals	Yes		No		Number	
National journals – refereed papers	Yes		No		Number	
University / College journal	Yes		No		Number	
Books	Yes		No		Number	
Abstracts	Yes		No		Number	
Any other (specify)	Yes		No		Number	
Mean Impact Factor of the research journals in which publications were made (last 5 years)						
Awards, recognition, patents etc. if any (specify)						

7. Presentation of research papers:

Yes No

If yes, number of papers presented at

national seminars

international seminars

Any other research activity, specify

8. Number of other extra curricular/co-curricular activities organized in collaboration with other agencies/NGOs (such as Rotary/Lion's etc.) on campus

9. Extension centres:

Yes No Year of Estb.

10. Number of regular extension programmes organized by NSS, NCC, etc.

11. Number of NCC cadets M F
12. Number of NSS volunteers M F

4. Criterion IV: Infrastructure and Learning Resources

1. (a) Campus area in acres
- (b) Built in area in sq. meters

(*1 sq.ft. = 0.093 sq.mt)

2. Working hours of the library
- On working days
- On holidays
- On Examination days
3. Average number of faculty visiting the library/day
4. Average number of students visiting the library/day
5. Stock of books in the library
- a. Number of Titles
- b. Number of Volumes
6. Furnish the information regarding the number of journals subscribed by the institution
7. Open access: Yes No
8. Total collection
- a. Books
- b. Textbooks
- c. Reference books
- d. Magazines

e. Current journals

Indian journals

Foreign journals

f. Peer reviewed journals

g. Back volumes of journals

h. E-information resources

CDs/ DVDs

Databases

Online journals

Other AV resources

i. Special collection

UNO Depository Centre

World Bank Repository

Materials acquired under special schemes
(IEEE, ACM, NBHM, DST etc.)

Competitive examinations

Book Bank

Braille materials

Manuscripts

Any other. Please specify

9. Number of books/journals / periodicals added during the last five years and their cost

	The year before last		The year before	
	Number	Total Cost	Number	Total Cost
Text books				
Other books				
Journals/Periodicals				
Any other				

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10. Mention the

Total carpet area of the Central Library (in sq. ft)

Number of departmental libraries

Average carpet area of the departmental libraries

Seating capacity of the Central Library

11. Automation of Library

Yes No

If yes, fully automated

partially automated

name the application software used

12. Percentage of library budget in relation to total budget

13. Services/facilities in the library

Circulation

Clipping

Bibliographic compilation

Reference

Photocopying

Computer and Printing

Internet

Digitalization

Inter-library loan

Power back up

Information display and notification

User orientation /information literacy

Any others. Please specify

14. Are students allowed to retain books for examinations? Yes No

15. Furnish

Average number of books issued/returned per day

Average number of users who visited/consulted per month

Ratio of library books to the number of students enrolled

16. Computer terminals

Number of computers in the college

Number of Departments with computer facilities

Central computer facility (Number of terminals)

Budget allotted for computers in the last academic year

Amount spent on maintenance and upgrading of computer facilities in the last academic year

Internet Connecting facility:

Dialup

Baseline

Broadband

Number of terminals with Internet facility available to

students

teachers

non-teaching staff

Workshop/Instrumentation Centre Yes No

Year of Estb.

Any other (specify)

17. Health Centre Yes No

Year of Estb.

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Residential accommodation

Faculty	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Year of Estb.	<input type="text"/>
Non-teaching staff	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Year of Estb.	<input type="text"/>
19. Hostels	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		
If yes, number of students residing in hostels						
Male	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Number	<input type="text"/>
Female	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Number	<input type="text"/>
20. Sports field	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Year of Estb.	<input type="text"/>
21. Gymnasium	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Year of Estb.	<input type="text"/>
22. Women's rest rooms	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Year of Estb.	<input type="text"/>
23. Transport	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Year of Estb.	<input type="text"/>
24. Canteen	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Year of Estb.	<input type="text"/>
25. Students centre	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Year of Estb.	<input type="text"/>
26. Media centre	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Year of Estb.	<input type="text"/>
27. Equipments/teaching aids: LCD projectors						<input type="text"/>
OHP						<input type="text"/>
Slide projectors						<input type="text"/>
TV/VCP/Cable connection						<input type="text"/>
DVD players						<input type="text"/>
Edusat/Vsat						<input type="text"/>
28. Indoor sports facilities	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Year of Estb.	<input type="text"/>
29. Any others (specify)						<input type="text"/>

5. Criterion V: Student Support and Progression

1. a Student strength

(Provide information in the following format for the past 5 years)

Student enrolment	UG			PG			M.Phil			Ph.D			Diploma / Certificate			Self-Funded		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Number of students from the same state where the institution is located																		
Number of students from other states																		
Number of NRI students																		
Number of overseas students																		

M – Male, F- Female, T-Total

2. Student freeships and scholarships: (last year)

	Number	Amount
Endowments:		
Freeships:		
Scholarship (Government)		
Scholarship (Institution)		
Number of loan facilities:		
Any other student financial support schemes (specify)		

3. Does the institution obtain feedback from students on their campus experience? Yes No

4. Major Cultural Events (Last year data)

	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate						
Inter-university						
National						
Any other (specify)						

5. Examination Results (past five years)

	UG					PG					M. Phil				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
% of passes															
Number of first classes															
Number of distinctions															
Rank if any															

6. Are there any overseas students?

Yes No

If yes, how many?

7. How many students have pursued post-graduation, qualified the DNB during the last five years?

8. Student personal counselling centre

Yes

No

Year of Estb.

9. Grievance Redressal Cell

Yes

No

Year of Estb.

10. Alumni Association

Yes

No

Year of Estb.

11. Parent-teacher Association

Yes

No

Year of Estb.

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5. Percentage of posts filled under reserved categories:

a. Teaching	SC/ST	<input type="text"/>
	MBC	<input type="text"/>
	BC	<input type="text"/>
	OC	<input type="text"/>
	Any other (specify)	<input type="text"/>
	b. Non-Teaching	SC/ST
MBC		<input type="text"/>
BC		<input type="text"/>
OC		<input type="text"/>
Any other (specify)		<input type="text"/>

6. Number of non-teaching staff development programmes

7. Financial resources of the institution (approximate amounts) – Last year data

Grant-in-aid	<input type="text"/>
Fees	<input type="text"/>
Donation	<input type="text"/>
Self-funded courses	<input type="text"/>
Alumni association	<input type="text"/>
Any other (specify)	<input type="text"/>

8. Financial resources of the Institution (approximate amount) – Before last year's data

Grant-in-aid	<input type="text"/>
Fees	<input type="text"/>
Donation	<input type="text"/>

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Self-funded courses

Alumni association

Any other (specify)

9.

Expenditure	200 – 200	200 - 200
% spent on the salary of faculty		
% spent on books and journals		
% spent on the salary of non teaching employees including estate workers		
% spent on building developmental assistance		
% spent on maintenance, electricity, water, sports, examinations, hostels, student amenities, etc.		
% spent on academic activities of departments, laboratories, green house, animal house, etc.		
% spent on equipment, research, teaching aids, seminars, contingency etc.		

10.

Number of meetings of Academic and Administrative Bodies:	200 - 200
Governing Body	
Internal Administrative Bodies (mention only three most important bodies)	
Any others (specify)	

11. Welfare Schemes for the academic community (past 5 years) Amount

Loans: Yes No

Medical attention Yes No

Any other (specify)

12. Are there ICT supported / Computerised units/processes/activities for the following?

- a) Administrative section/ Office Yes No
- b) Finance Unit Yes No
- c) Student Admissions Yes No
- d) Placements Yes No
- e) Aptitude Testing Yes No
- f) Examinations Yes No
- g) Student Records Yes No

13. Any others (specify)

7. Criterion VII: : Innovative Practices

- 1. Has the institution established Internal Quality Assurance Mechanisms ?
- 2. Do students participate in the Quality Enhancement initiatives of the Institution?
- 3. What is the percentage of the following student categories in the institution?

- a. SC
- b. ST
- c. OBC
- d. Women
- e. Differently-abled
- f. Rural
- i. Any other (specify)

4. What is the percentage of the following category of staff?

Category	Teaching staff	%	Non-teaching staff	%
a SC				
b ST				
c OBC				
d Women				
e Physically-challenged				
f General Category				
g Any other (specify)				

5. What is the percentage incremental academic growth of the following category of students for the last two batches?

Category		At Admission		On completion of the course	
		Batch I	Batch II	Batch I	Batch II
a.	SC				
b.	ST				
c.	OBC				
d.	Women				
e.	Physically challenged				
f.	General Category				
g	Any other (specify)				

6. Any others (specify)

C. Profile of the Departments (If applicable)

		Responses
1.	Name of the Department	
2.	Year of Establishment	
3.	Number of Teachers sanctioned and present position	
4.	Number of Administrative Staff	
5.	Number of Technical Staff	
6.	Number of Students	
7.	Demand Ratio (No. of seats : No. of applications)	
8.	Ratio of Teachers to Students	
9.	Number of research scholars who had their master's degree from other institutions	
10.	The year when the curriculum was revised last	
11.	Number of students passed NET/SLET etc. (last two years)	
12.	Success Rate of students (What is the pass percentage as compared to the University average?)	
13.	University Distinction/Ranks	
14.	Publications by faculty (last 5 years)	
15.	Awards and recognition received by faculty (last five years)	
16.	Faculty who have Attended National and International Seminars (last five years)	
17.	Number of National and International seminars organized (Last five years)	
18.	Number of teachers engaged in consultancy and the revenue generated	
19.	Number of Ongoing projects and its total outlay	
20.	Research projects completed during last two years & its total outlay	
21.	Number of inventions and patents	
22.	Number of Ph. D theses guided during the last two years	
23.	Number of Books in the Departmental Library, if any	
24.	Number of Journals/Periodicals	
25.	Number of Computers	
26.	Number of specialty clinics in the department	
27.	Annual Budget	

* Use separate sheets for each department (If applicable)

Part II: Evaluative Report

The Evaluative Report has to present a meaningful self-evaluation of the institution with reference to the core values and specific focus on assessment. It may be organized in the following three sections – an Executive Summary, Criterion-wise Evaluative Report and a brief Evaluation Report of Departments. Quantitative data given in the preceding section may be used only to provide evidence. Questions are intended to elicit qualitative responses, to facilitate evaluation by the Peer Team.

Dental Institutions

In addition to the information requested in Part I and Part II questions, under subsection D of Part II seek information specific to dental institutions.

A Executive Summary

This should be a brief summary, covering the institution-specific information and key aspects under the seven criteria. The Executive Summary should not exceed two pages.

B. Criterion-wise Evaluative Report

Care may be taken to make this part of the report brief and evaluative. The questions under each criterion will help the institution to collect and collate the information required for the preparation of the SSR. The institutions are advised to answer question-wise, to justify their claims and evaluative remarks. Repetitions and overlapping of information should be avoided.

1. Criterion I: Curricular Aspects

1.1 Curriculum Design and Development

- 1.1.1 State the vision and mission of the institution, and how it is communicated to the students, teachers, staff and other stakeholders.
- 1.1.2 How does the mission statement reflect the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientation?

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- 1.1.3 Are the academic programmes in line with the institution's goals and objectives? If yes, give details on how the curricula developed / adopted, address the needs of the society and have relevance to the regional / national and global trends and developmental needs. (access to the Disadvantaged, Equity, Self development, Community and National Development, Ecology and environment, Value orientation, Employment, ICT introduction, Global and National demands and so on)
- 1.1.4 How is compatibility of programmes with goals and objectives achieved with particular reference to priority of interface between Public Health, Medical Practice and Medical Education?
- 1.1.5 How is the internship structure oriented towards the set goals and objectives of Medical Education?
- 1.1.6 Explain the initiatives of the institution in the following areas
 - a. Orientation to research and rehabilitation.
 - b. Behavioral and Social Science.
 - c. Medical Ethics.
 - d. Medico legal issues.
 - e. Enhancement of quality of services and consumer affairs.
- 1.1.7 How does the curriculum cater to inclusion/integration of Information and Communication Technology (ICT) in the curriculum, for equipping the students to compete in the global employment markets?
- 1.1.8 Specify the initiatives and contributions of the institution in the curriculum design and development process. (Need assessment, development of information database, feedback from faculty, students, alumni, employees and academic peers, and communicating the information and feedback for appropriate inclusion and decisions in statutory academic bodies, Membership of BOS and by sending agenda items etc.)
- 1.1.9 How are the institutional goals translated into the academic programmes, research and extension activities of the institution?
- 1.1.10 How do the Boards of Studies ensure the currency and relevance of the programmes offered?
- 1.1.11 What are the interdisciplinary courses introduced during the last five years?
- 1.1.12 What value added courses are introduced which would

- a) develop skills?
- b) offer career training?
- c) promote community orientation?

1.1.13 What percentage of the courses focus on experiential learning including practical and work experience?

1.1.14 Does the institution focus on multi skill development in its programmes? If yes, illustrate.

1.1.15 Is there a provision for incorporating computer skills in curriculum for all students?

1.1.16 What are the courses aiming to promote value education or social citizenship roles?

1.1.17 What thrust is given to 'Information Communication Technology' for equipping the students for global demands in the curriculum?

1.1.18 What programmes are developed for physically challenged students and how is the same implemented?

1.1.19 List the twinning/collaborative arrangements within and outside the country for various programme offerings.

1.2 Academic Flexibility

1.2.1 What are the range of programme options available to learners in terms of Degrees, Certificates and Diplomas?

1.2.2 Give details on the following provisions with reference to academic flexibility, value addition and course enrichment:

- a) Core options b) Elective options c) Add on courses d) Interdisciplinary courses
- e) Flexibility to the students to move from one discipline to another f) flexibility to pursue the programme with reference to the time frame (flexible time for completion)

1.2.3 Give details of the programmes and other facilities available for international Students (if any)

1.2.4 Does the institution offer any self-financed programmes in the institution? If yes, list them and indicate how they differ from other programmes, with reference to admission, curriculum, fee structure, teacher qualification and salary etc.

1.2.5 What programmes are offered for practicing medical / paramedical professionals in terms of training for career advancement?

- 1.2.6 Does the institution provide facilities for credit transfer, if the students migrates from one institution to another institution in or outside the country?

1.3 Feedback on Curriculum

- 1.3.1. How does the college obtain feedback on curriculum from

- a) Students?
- b) Alumni?
- c) Parents?
- d) Employers / industries?
- e) Academic peers?
- f) Community?

- 1.3.2. How is the above feedback analyzed and the outcome / suggestions used for continuous improvements, and communicated to the affiliating university for appropriate inclusion?

- 1.3.3. Which courses have undergone a major syllabus revision during the last five years? (with changes in title and content)

1.4 Curriculum update

- 1.4.1 What is the frequency and the basis for syllabus revision and what are the major revisions made during the last two years?

- 1.4.2 How does the institution ensure that the curriculum bears a thrust on core values adopted by the NAAC?

- 1.4.3 Does the institution use the guidelines of statutory bodies (UGC/ AICTE / State Councils of HE and other bodies) for developing and/or restructuring the curricula?

- 1.4.4 How are the existing courses modified to meet the emerging/ changing national and global trends?

- 1.4.5 How are the global trends in medical education reflected in the curriculum?

- 1.4.6 How does the institution ensure that the curriculum bears some thrust on issues affecting national development?

1.5 Best Practices in Curricular Aspects

- 1.5.1 What are the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects?

1.5.2 What best practices in ‘Curricular Aspects’ have been planned/ implemented by the institution?

For Re-accreditation:

The same assessment framework will be used. However, additional information has to be provided for the following probes:

- 1. What were the evaluative observations made under Curricular Aspects in the previous assessment report and how have they been acted upon?**
- 2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Curricular Aspects?**

*** Responses to questions from 1.1.1 to 1.5.2 should be based on data of five years after accreditation.**

2. Criterion II: Teaching – Learning and Evaluation

2.1 Admission Process and Student Profile.

2.1.1 How does the institution ensure wide publicity to the admission process?

- a. Prospectus
- b. Institutional Website
- c. Advertisement in Regional/ National Newspapers
- d. Any other (specify)

2.1.2 How are the students selected for admission to the following courses? Give the cut off percentage for admission at the entry level

- a) General
- b) Professional
- c) Vocational

2.1.3 How does the Institution ensure transparency in the Admission process?

2.1.4 How do you promote access to ensure equity?

- a) Students from disadvantaged community
- b) Women
- c) Differently-abled
- d) Economically-weaker sections
- e) Sports personnel
- f) Any other (specify)

2.1.5 What is the ratio of applications received to admissions granted? (Demand ratio)

- a. Professional courses
- b. General courses
- c. Vocational courses
- d. Post-graduate courses
- e. Undergraduate courses
- f. For all courses

2.2 Catering to Diverse Needs

2.2.1 Is there a provision for assessing the students' knowledge and skills before the commencement of the programme? If yes, give details on the strategies of the institution to bridge the knowledge gap of the incoming students for enabling them to cope with

the programme to which they are enrolled.

- 2.2.2 How does the institution identify slow and advanced learners? Give details on the strategies adopted for facilitating slow and advanced learners
- 2.2.3 Does the institution have a provision for tutorials for the students? If yes, give details.
- 2.2.4 Is there a provision for counsellors / mentors/ advisors for each class or group of students for academic and personal guidance? If yes, please specify.
- 2.2.5 How does the institution cater to the needs of differently- abled students?
- 2.2.6 How many procedures / clinical cases / surgeries are observed, assisted, performed with assistance and done independently?

2.3 Teaching -Learning Process

- 2.3.1 How does the institution plan and organize the teaching-learning and evaluation schedules? (Academic calendar, teaching plan and evaluation blue print, etc.)
- 2.3.2 What are the various teaching- learning methods (lecture method, interactive method, project-based learning, computer-assisted learning, experiential learning, seminars and others) used by the teachers? Give details.
- 2.3.3 How is learning made student-centric? What are the institutional strategies, which contribute to acquisition of life skills, knowledge management skills and lifelong learning?
- 2.3.4 To what extent is the institution geared to use computer based telemedicine facilities?
- 2.3.5 Provide the following details about each one of the teaching programmes:
 - a. Complete time table
 - b. Number of didactic lectures
 - c. Number of students in each class
 - d. Number of medical procedures that the students get to see
 - e. Details of the labour theatre, operating rooms, treatment rooms in medicine, post-operative and post-natal care facilities
 - f. Mannequins for student teaching
 - g. Number of students inside the theatres at a given time
 - h. Number of procedures in the theatres per week, month and year

Out-Patient Teaching:

- a. Number of students
- b. Average attendance: New and old cases
- c. Total period of posting for UG students in the OP
- d. Special clinics and their details
- e. Casualty training and night emergencies
- f. Organisation of OP teaching

Hospital Teaching:

- a. Co-ordinator of hospital teaching
- b. Institution-Hospital distance
- c. Resident staff: Accommodation for staff and students inside
- d. Total Number of beds in different sections including the sub-speciality beds
- e. Average number of students at a time in a given ward; their seniority and class
- f. Number of hours that the student spends in the ward per day
- g. Number of hours that the staff spends in the wards

Clinical teaching:

- a. Time table for Bedside clinics
- b. Details of Student Case sheets
- c. Corrected case-sheets: by whom?
- d. Periodic assessment of clinical acumen: frequency, modalities, and review
- e. Clinico-pathological conferences
- f. Frequency and details of student participation
- g. Details of Postgraduate grand rounds
- h. Sub-speciality training facilities for UGs and also PGs

2.3.6 How does the institution ensure that the students have effective learning experiences?
(Use of modern teaching aids and tools like computers, audio-visuals multi-media, ICT, CAL , Internet and other information /materials)

2.3.7 How do the students and faculty keep pace with the recent developments in the various subjects?

2.3.8 Are there departmental libraries for the use of faculty and students? If yes, how effectively are they used for the enhancement of teaching and learning?

- 2.3.9 Has the institution introduced evaluation of the teachers by students? If yes, how is the feedback analyzed and implemented for the improvement of teaching?
- 2.3.10 How are the following principles of teaching learning implemented by the institution?
- a. Learner centered teaching methods.
 - b. ICT enabled flexible teaching system.
 - c. Distance Education.
 - d. Self directed active learning system.
 - e. Problem based learning.
 - f. Evidence based medicine.
 - g. Emphasis on development of required skills, adequate knowledge and appropriate attitude to practice medicine.
- 2.3.11 Does the teaching hospital carry out an established initial assessment of the patients cared for, in terms of
- a. Outpatient services?
 - b. Emergency services?
 - c. In-patients services?
- 2.3.12 Does the teaching hospital provide
- a. Laboratory services as per the requirements of the patients including established laboratory quality assurance programme, and
 - b. Laboratory safety programme?
- 2.3.13 Does the teaching hospital provide Imaging services as per the requirements of the patients including
- a. established quality assurance programme for imaging services and
 - b. established radiation safety programme?
- 2.3.14 Does the teaching hospital provide continuous and multi-disciplinary nature of patient care services?
- 2.3.15 Does the institution have a medical record department, staffed by trained and qualified personnel and whether the institution has a well-documented discharge process of the admitted patients?
- 2.3.16 Does the institution perform medico legal/post-mortem procedures with a view to train the undergraduate and post-graduate students in medico legal procedures?

2.4 Teacher Quality

- 2.4.1 How are the members of the faculty selected? Does the college have the required number of qualified and competent teachers to handle all the courses? If not, how does the institution cope with the requirements?
- 2.4.2 How does the college appoint additional faculty to teach new programmes/ modern areas of study? How many such appointments were made during the last three years?
- 2.4.3 What efforts are made by the management for professional development of the faculty? (eg: research grants, study leave, deputation to national/ international conferences/ seminars, training programmes, organizing national/ international conferences etc)? How many faculty have availed these facilities during the last three years?
- 2.4.4 Give details on the awards/ recognitions received by the faculty during the last five years?
- 2.4.5 How often does the institution organize training programmes for the faculty in the use of
- a) Computers?
 - b) Internet?
 - c) Audio Visual Aids?
 - d) Computer-Aided Packages?
 - e) Material development for CAL, multi-media etc.?

2.5 Evaluation Process and Reforms

- 2.5.1 How are the evaluation methods communicated to the students and other institutional members?
- 2.5.2 How does the institution monitor the progress of the students and communicate it to the students and their parents?
- 2.5.3 What is the mechanism for redressal of grievances regarding evaluation?
- 2.5.4 What are the major evaluation reforms initiated by the institution/affiliating University? How does the institution ensure effective implementation of these reforms?
- 2.5.5 Is the feedback used for improving the quality of teaching? If yes, illustrate.
- 2.5.6 Does the institution have an academic audit of the departments? If yes, illustrate.
- 2.5.7 When are the examination results declared? Give the time frame.
- 2.5.8 Does the mechanism of programme evaluation address all components (input, process, output

and outcome) and context, as well as the totality of Medical Education System of Relevance, Quality, Equity and Cost Effectiveness (social accountability of medical education)?

- 2.5.9 What are some of the reforms made with reference to evaluation?
(Peer evaluation, Double evaluation, Open book examination, Question Bank, Moderation, internal assessment, etc.)
- 2.5.10 How is the transparency evaluation process ensured?
- 2.5.11 Does the institution have continuous assessment? Specify the weightage.
- 2.5.12 Give details of the number of question papers set, examinations conducted per year.
- 2.5.13 What methods of evaluation of answer script does the institution follow?
- 2.5.14 Mention the number of malpractice cases reported and how they are dealt with.
- 2.5.15 Does the institution provide the photocopy of answer scripts to students? Give details of the practice.
- 2.5.16 Give details regarding the computerization of the examination system?
- 2.5.17 What are the efforts of the institution in the assessment of educational outcomes of its students? Give examples against the practices indicated below:
- Compatibility of education objectives and learning methods with assessment principles, methods and practices.
 - Balance between formative and summative evaluations
 - Increasing objectivity in formative evaluations
 - Formative (theory / orals / clinical / practical) internal assessment; choice based credit system; grading / marking.
 - Summative (theory / orals / clinical / practical)
 - Theory – structure and setting of question papers – Essays, long answers, shorts answers and MCQs etc. Questions bank and Key answers.
 - Objective Structured Clinical Examination (OSCE)

2.6 Best Practices in Teaching -Learning Process

- 2.6.1 Detail any significant innovations in teaching/learning/evaluation introduced by the institution.

For Re-accreditation:

The same assessment framework will be used. However, additional information has to be provided for the following probes:

- 1. What were the evaluative observations made under Teaching-Learning and Evaluation in the previous assessment report and how have they been acted upon?**

- 1. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Teaching-Learning and Evaluation?**

*** Responses to questions from 2.1.1 to 2.6.1 should be based on data of five years after accreditation**

3. Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

- 3.1.1 Is there a Research Committee to facilitate and monitor research activity? If yes, give details on its activities, major decisions taken (during last year) and composition of the Committee.
- 3.1.2 How does the institution promote faculty participation in research? (providing seed money, research grants, leave , other facilities)
- 3.1.3. Does the institutional budget have a provision for research and development? If yes, give details.
- 3.1.4 Does the institution promote participation of students in research activities? If yes, give details.
- 3.1.5 What are the major research facilities developed on the campus?
- 3.1.6 Give details of the initiatives taken by the institution for collaborative research (with national/ foreign Universities/ Research/Scientific organisations / Industries / NGOs)
- 3.1.7 Does the institution subscribe research journals for reference as per the different departmental requirements?
- 3.1.8 What are the initiatives of the institution in the following areas to facilitate a research culture?
 - a. Training in Research methodology.
 - b. Development of scientific temperament.
 - c. Presence of Research Committee.
 - d. Presence of Medical Ethics Committee.
 - e. Research collaboration with Pharmaceutical, Bio Medical and other Industries.
 - f. Research linkages with other Institutions, Universities and centers of excellence. (National and International).
 - g. Research programmes in Basic Sciences, Clinical and Operational research, Epidemiology, Health Economics etc.

3.2 Research and Publication Output

- 3.2.1 Give details of the research guides and research students of the institution (Number of students registered for Ph.D. and M. Phil., fellowship/scholarship, funding agency,

Ph.Ds and M.Phils awarded during the last five years, major achievements, etc.,)

3.2.2 Give details of the following:

- a) Departments recognized as research centres
- b) Faculty recognized as research guides
- c) Priority areas for research
- d) Ongoing Faculty Research Projects (minor and major projects ,funding from the Government, UGC, DST, CSIR, AICTE, Industry, NGO or International agencies)
- e) Ongoing Student Research Projects (title, duration, funding agency, total funding received for the project).

3.2.3 What are the major achievements of the research activities of the institution (findings contributed to subject knowledge, to the Industry needs, community development, patents etc.)?

3.2.4 Are there research papers published in refereed journals by the faculty? If yes, give details for the last five years including citation index and impact factor.

3.2.5 Give list of publications of the faculty.

- a. Books
- b. Articles
- c. Conference/Seminar Proceedings
- d. Course materials (for Distance Education)
- e. Software packages or other learning materials
- f. Any other (specify)

3.2.6 Give the highlights of the collaborative research done by the faculty

3.3 Consultancy

3.3.1 List the broad areas of consultancy services provided by the Institution during the last five years (free of cost and/or remunerative). Who are the beneficiaries of such consultancy?

3.3.2 How does the institution publicize the expertise available for consultancy services?

3.3.3 How does the institution reward the staff for the consultation provided by them?

3.3.4 How does the institution utilize the revenue generated through consultancy services?

3.3.5 Give details regarding the consultancy services for Secondary, Primary Care Centers and Medical Practitioners.

3.4 Extension Activities

- 3.4.1 How does the institution promote the participation of students and faculty in extension activities? (NSS, NCC, YRC and other NGOs)
- 3.4.2 What are the outreach programmes organized by the institution? How are they integrated with the academic curricula?
- 3.4.3 How does the institution promote college-neighbourhood network in which students acquire attitude for service and training, contributive to community development?
- 3.4.4 What are the initiatives taken by the institution to have a partnership with University / Research institutions / Industries / NGOs etc. for extension activities?
- 3.4.5 How has the local community benefited by the institution? (Contribution of the institution through various extension activities, outreach programmes, partnering with NGOs and GOs)
- 3.4.6 How has the institution involved the community in its extension activities? (Community participation in institutional development, institution-community networking etc.)
- 3.4.7 Any awards or recognition received by the faculty / students / Institution for the extension activities.
- 3.4.8 How does the institution promote institution-neighborhood network in which students acquire service training, which they contribute to sustained community development?
- 3.4.9 Give details of percentage of paid and non-paid services
- 3.4.10 What is the role of the institution in the following extension activities?
 - a. Adaptation of the population in the geographical area for total health care.
 - b. Awareness creation for prevention of diseases and promotion of health through Information, Education and Communication. (IEC)
 - c. Community outreach health programmes for Screening, Diagnosis and management of diseases by cost effective interventions.
 - d. Awareness creation regarding potable water supply, sanitation and nutrition.
 - e. Awareness creation regarding water born and air-borne communicable diseases.
 - f. Awareness creation regarding emerging diseases (Communicable and non communicable).
 - g. Awareness creation regarding the role of healthy life styles and physical exercise.
 - h. Participation in national programmes like Family Welfare, Population Control,

Immunization, HIV Aids, Blindness control, Malaria, Tuberculosis etc.

3.4.11 Is there any research or extension work to reach out under-privileged sections in particular women and children?

3.5 Collaborations

3.5.1 Give details of the collaborative activities of the institution with the following organizations:

- local bodies/ community
- State
- National
- International
- Industry
- Service sector
- Agriculture sector
- Administrative agencies
- Any other (specify)

3.5.2 How has the institution benefited from the collaboration?

- (a) Curriculum development
- (b) Internship
- (c) On-the-job training
- (d) Faculty exchange and development
- (e) Research
- (f) Consultancy
- (g) Extension
- (h) Publication
- (i) Student Placement

3.5.3 Does the institution have any MoU/MoC / mutually beneficial agreements signed with

- Other academic institutions?
- Industry?
- Other agencies?

3.6 Best Practices in Research, Consultancy and Extension

3.6.1 What are the significant innovations / good practices in Research, Consultancy and Extension activities of the institution?

For Re-accreditation:

The same assessment framework will be used. However, additional information has to be provided for the following probes:

- 1. What were the evaluative observations made under Research, Consultancy and Extension in the previous assessment report and how have they been acted upon?**
- 2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Research, Consultancy and Extension?**

*** Responses to questions from 3.1.1 to 3.6.1 should be based on data of five years after accreditation**

4. Criterion IV: Infrastructure and Learning Resources

4.1 Physical Facilities

- 4.1.1 What are the infrastructure facilities available for
- (a) Academic activities?
 - (b) Co-curricular activities?
 - (c) Extra –curricular activities and sports?
- 4.1.2 Enclose the Master Plan of the college campus indicating the existing physical infrastructure and the projected future expansions.
- 4.1.3 Has the institution augmented the infrastructure to keep pace with its academic growth? If yes, specify the facilities and the amount spent during the last five years.
- 4.1.4 Does the institution provide facilities like common room, separate rest rooms for women students and staff?
- 4.1.5 How does the institution plan and ensure that the available infrastructure is optimally utilized?
- 4.1.6 How does the institution ensure that the infrastructure facilities meet the requirements of the differently-abled students?
- 4.1.7 Provide the following details:
- a. Lecture theatre
 - b. Number
 - c. Arrangement of Seats
 - d. Accommodation in each
 - e. Light
 - f. Ventilation
 - g. Audio-visual facilities
- Out-patient (OP) departments:
- a. Casualty services – Accident and Emergency Services
 - b. Facilities available

4.2 Maintenance of Infrastructure

- 4.2.1 What is the budget allocation for the maintenance of (last year's data)
- a. Land?
 - b. Building?

- c. Furniture?
- d. Equipment?
- e. Computers?
- f. Vehicles?

4.2.2 How does the institution ensure optimal utilization of budget allocated for various activities?

4.2.3 Does the institution appoint staff for maintenance and repair? If not, how are the infrastructure facilities, services and equipment maintained?

4.3 Library as a Learning Resource

4.3.1 Does the library have a Library Advisory Committee? What are its major responsibilities?

4.3.2 How does the library ensure access, use and security of materials?

4.3.3 What are the various support facilities available in the library? (computers, internet, band width, reprographic facilities etc.)

4.3.4 How does the library ensure purchase and use of current titles, important journals and other reading materials? Specify the amount spent on new books and journals during the last five years.

4.3.5 Give details on the access of the on-line and Internet services in the library to the students and faculty. (hours, frequency of use , subscriptions, licensed software etc.,).

4.3.6 Are the library services computerized? If yes, to what extent?

4.3.7 Does the institution make use of INFLIBNET / DELNET/IUC facilities? If yes, give details.

4.3.8 What initiatives are taken by the library staff to enrich the faculty and students with its latest acquisitions?

4.3.9 Does the library have interlibrary borrowing facility? If yes, give details of the facility

4.3.10 What are the special facilities offered by the library to the visually- and physically-challenged persons?

4.3.11 List the infrastructural development of the library over the last two years

4.3.12 What other information services are provided by the library to its users?

4.3.13 If the library has an archives section, to what extent is it used by the readers and researchers?

4.4 ICT as Learning Resources

- 4.4.1 Does the Institution have up-to-date computer facility? If yes, give details on the available hardware and software (Number of computers, computer-students ratio, stand alone facility, LAN facility, configuration, licenced software etc.)
- 4.4.2 Is there a central computing facility? If yes, how is it utilized for staff to students?
- 4.4.3 How are the faculty facilitated to prepare computer-aided teaching/ learning materials? What are the facilities available in the college for such efforts?
- 4.4.4 Does the Institution have a website? How frequently is it updated? Give details.
- 4.4.5 How often does the institution plan and upgrade its computer systems? What is the provision made in the annual budget for update, deployment and maintenance of the computers in the institution?
- 4.4.6 How are the computers and their accessories maintained? (AMC etc.)

4.5 Other Facilities

- 4.5.1 Give details of the following facilities:
 - a) Capacity of the hostels (to be given separately for boys and Girls)
 - b) Occupancy
 - c) Rooms in the hostel (to be given separately for boys and Girls)
 - d) Recreational facilities
 - e) Sports and Games (Indoor and Outdoor) facilities
 - f) Health and Hygiene
- 4.5.2 How does the institution ensure participation of women in intra-and inter- institutional sports competitions and cultural activities?
- 4.5.3 Give details of the common facilities available with the Institution (Staff room, day care centre, common room for students, rest rooms, health centre, vehicle parking, guest house, Canteen, telephone, internet cafe, transport, drinking water etc.)
- 4.5.4 What physical facilities does the teaching institution/hospital provide in terms of building (for the medical institution, hospital and residential quarters), diagnostic and therapeutic equipments, computers, management and information system and the important fittings and fixtures?:
 - a. civil, electrical and mechanical maintenance organization,
 - b. annual maintenance contract for bio-medical equipments, computers and other such

machines/gazettes’

c. in-house equipment maintenance & repair workshop.

4.6 Best Practices in Infrastructure and Learning Resources

4.6.1 What innovations/best practices in ‘Infrastructure and Learning Resources’ are in vogue or adopted/adapted by the institution?

For Re-accreditation:

The same assessment framework will be used. However, additional information has to be provided for the following probes:

- 1. What were the evaluative observations made under Infrastructure and Learning Resources in the previous assessment report and how have they been acted upon?**
- 2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Infrastructure and Learning Resources?**

*** Responses to questions from 4.1.1 to 4.6.1 should be based on data of five years after accreditation**

5. Criterion V: Student Support and Progression

5.1 Student Progression

- 5.1.1 Give the socio-economic profile (General, SC/ST, OBC etc.,) of the students of the last two batches.
- 5.1.2 What are the efforts made by the Institution to minimize the dropout rate and facilitate the students to complete the course?
- 5.1.3 On an average, what percentage of the students progress to further studies and for employment? Give details for the last two years. (UG to PG to Ph.D and /or to employment)
- 5.1.4 How does the institution facilitate the placement of its outgoing students? What proportion of the graduating students have been employed? (average of last five years)
- 5.1.5 How does the institution facilitate and support students for appearing and qualifying in various competitive examinations? Give details on the number of students coached, appeared and qualified in various competitive examinations (Average of last five years) (UGC-CSIR-NET, SLET, GATE, CAT, GRE, TOFEL, GMAT, Civil Services- IAS,IPS,IFS, Central/State services etc.)
- 5.1.6 Give a comparative analysis of the institutional academic performance with reference to other colleges of the affiliating University and the university average. (Pass percentage, Distinctions, Gold medals and University Ranks, Marks obtained in relation to university average etc.(Last five years' data)

5.2 Student Support

- 5.2.1 Does the institution publish its updated prospectus, handbook and other student information material annually? If yes, what is the information disseminated to students through these publications?
- 5.2.2 Does the institution provide financial aid to students? If yes, specify the type and number of scholarships/ freeships given to the students during the last academic year by the institution (other than those provided by the social welfare departments of the State or Central Governments).
- 5.2.3 Give details of schemes for student welfare. (insurance, subsidized canteen facilities, special diets, student counseling support, “earn while you learn” scheme etc.)
- 5.2.4 What type of support services are available to overseas students.

- 5.2.5 Give details of the placement and counseling services for the students.
- 5.2.6 How does the institution encourage and develop entrepreneurial skills among the students?
- 5.2.7 Does the faculty participate in academic and personal counseling? If yes, give details on services provided during the last academic year.
- 5.2.8 Is there a separate guidance and counseling centre for women students? If yes, enumerate the activities of the centre
- 5.2.9 Is there a Cell /Committee constituted for prevention/ action against sexual harassment of women students? If yes, detail its constitution and enumerate its activities (issues addressed during the last two years)
- 5.2.10 Does the institution have a grievance redressal cell? If yes, what are its functions? Detail the major grievances redressed during the last two years.
- 5.2.11 Is there a provision for acquiring computer skills / literacy for all students, in the curriculum? If yes, give details on how it is imparted, and level of proficiency.
- 5.2.12 What value-added courses are introduced by the institution to develop life skills; career training; community orientation; good citizenship and personality development of students?
- 5.2.13 How does the institution ensure safety and security of the students, faculty and the institutional assets?
- 5.2.14 What support services are available to SC/ST students?
- 5.2.15 What are the support services made available to physically challenged students?

5.3 Student Activities

- 5.3.1 Does the institution have an Alumni Association? If yes,
 - i. List its current Office bearers
 - ii. List its activities during the last two years.
 - iii. Give details of the top ten alumni occupying prominent positions.
 - iv. Give details of the contribution of alumni to the growth and development of the institution.
- 5.3.2 How does the institution encourage its students to participate in extra-curricular activities including sports and games? Give details on the achievements of students during the last two years. (Institution level/ inter-collegiate / Inter-University/ Inter-state/ National/

International)

- 5.3.3 How does the institution involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material? List the major publications/ materials brought out by the students during the previous academic session.
- 5.3.4 Does the institution have a Student Council or any similar body? Give details on its constitution, major activities and funding.
- 5.3.5 Give details of the various academic and administrative bodies and their activities (academic and administrative), which have student representations on them.
- 5.3.6 Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers, to improve the growth and development of the institution?

5.6 Best Practices in Student Support and Progression

- 5.6.1 Give details of institutional best practices towards Student Support and Progression.

For Re-accreditation:

The same assessment framework will be used. However, additional information has to be provided for the following probes:

- 1. What were the evaluative observations made under Student Support and Progression in the previous assessment report and how have they been acted upon?**
- 2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Student Support and Progression?**

*** Responses to questions from 5.1.1 to 5.4.1 should be based on data of five years after accreditation**

6. Criterion VI: Governance and Leadership

6.1 Institutional Vision and Leadership

- 6.1.1 State the Vision and Mission statement of the institution and give details on how the institution
- a) ensures that the vision and mission of the institution is in tune with the objectives of the Higher Education policies of the Nation.
 - b) translates its vision statement into its activities.
- 6.1.2 Enumerate the Management's commitment, leadership-role and involvement for effective and efficient transaction of the teaching-learning processes.
- 6.1.3 How does the management and the Head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?
- 6.1.4 How does the Management/Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the management, to review the activities of the institution?
- 6.1.5 How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?
- 6.1.6 Describe the leadership role of the Head of the institution, in governance and management of the institution.

6.2 Organizational Arrangements

- 6.2.1 Give the organizational structure and details of the academic and administrative bodies of the institution. Give details of the meetings held, and the decisions taken by these bodies, regarding finance, infrastructure, faculty recruitment, performance evaluation of teaching and non-teaching staff, research and extension activities, linkages and examinations held during the last two years.
- 6.2.2 To what extent is the administration decentralized? How does the institution collaborate with different sections/departments and personnel of the institution to improve the quality of its educational provisions?
- 6.2.3 Does the institution have effective internal coordination and monitoring mechanisms? If yes, specify.
- 6.2.4 Does the institution have a Grievance Redressal Cell for its employees? If yes, what are its functions? List the number of grievances redressed during the last two years.

- 6.2.5 How many times does the management meet the staff in an academic year? What are the major issues discussed during the last meeting?
- 6.2.6 Is there a Cell to prevent sexual harassment of women staff? How effective is the functioning of the Cell?
- 6.2.7 Does the teaching hospital define and display the services that it can provide, i.e.
 - a. The services being provided are clearly defined
 - b. Services defined are prominently displayed
 - c. Staff is oriented to these services

6.3 Strategy Development and Deployment

- 6.3.1 Describe the procedure of developing the perspective institutional plan. How are the Teachers, Students and Administrators involved in the planning process?
- 6.3.2 How are the objectives communicated and deployed to all levels, to ensure individual employee's contribution for the institutional development?
- 6.3.3 List the different committees constituted for the management of different institutional activities? Give details of the meetings held and the decisions taken, regarding academic management, finance, infrastructure, faculty, research, extension and linkages, and examinations held during the last two years.
- 6.3.4 Has the institution an MIS in place, to select, collect, align and integrate data and information on the academic and administrative aspects of the institution?
- 6.3.5 Does the institution use the various data and information obtained from the feedback, in decision-making and performance improvement? If yes, give details.
- 6.3.6 What are the institution's initiatives for promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments, creating/ providing conducive environment, etc.)

6.4 Human Resource Management

- 6.4.1 What are the mechanisms for performance assessment (teaching, research, service) of faculty and staff? (Self-appraisal method, comprehensive evaluation by students and peers). Does the institution use the evaluations to improve teaching/ research of the faculty and service of the faculty by other staff? If yes, how?
- 6.4.2 What are the welfare measures for the staff and faculty? (mention only those which

affect and improve staff well-being, satisfaction and motivation)

- 6.4.3 What are the strategies and implementation plans of the institution, to recruit and retain faculty and other staff who have the desired qualifications, knowledge and skills?
- 6.4.4 What are the criteria for employing part-time/adhoc faculty? How are the recruitment conditions of part-time/adhoc faculty different from that of the regular faculty? (Eg. salary structure, workload, specialisations).
- 6.4.5 What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (Eg. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).
- 6.4.6 How do you assess the needs of the faculty development? Has the institution conducted any staff development programmes for skill up-gradation and training of the staff? If yes, give details.
- 6.4.7 What are the facilities provided to faculty? (Well-maintained and functional office, infrastructure and other space to carry out their work effectively etc.,)

6.5 Financial Management and Resource Mobilization

- 6.5.1 Does the institution get financial support from the Government? If yes, mention the grants received in the last three years under different heads. If no, give details of the sources of revenue and income generated during the last three years.
- 6.5.2 What is the quantum of resources mobilized through donations? Give information for the last two years.
- 6.5.3 Is there adequate budget to cover the day-to-day expenses? If no, how is the deficit met?
- 6.5.4 What are the budgetary resources to fulfill the institution's mission and offer quality programmes? (Budget allocations over the past two years (provide income expenditure statements)
- 6.5.5 Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and the audit reports for last two years.
- 6.5.6 Has the institution computerized its finance management systems? If yes, give details.

6.6 Best Practices in Governance and Leadership

6.6.1 What are the significant best practices in Governance and Leadership carried out by the institution?

For Re-accreditation:

The same assessment framework will be used. However, additional information has to be provided for the following probes:

- 1. What were the evaluative observations made under Organisation and Management in the previous assessment report and how have they been acted upon?**
- 2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Organisation and Management?**

*** Responses to questions from 6.1.1 to 6.6.1. should be based on data of five years after accreditation**

7. Criterion VII : Innovative Practices

7.1 Internal Quality Assurance System

- 7.1.1 What mechanisms have been developed by the institution for quality assurance within the existing academic and administrative systems?
- 7.1.2 What are the functions carried out by the above mechanisms in the quality enhancement of the institution?
- 7.1.3 What role is played by students in assuring quality of education imparted by the institution?
- 7.1.4 What initiatives have been taken up by the institution to promote best practices in the institution?
How does the institution ensure that the Best Practices have been internalized?
- 7.1.5 Which way has the institution added value to the quality enhancement of students in?
- 7.1.6 Has the institution or hospital been accredited by any other national / international body?

7.2 Inclusive practices

- 7.2.1 a) What practices have been taken up by the institution to provide access to students from the following sections of the society?
 - a) Socially-backward
 - b) Economically-weaker and
 - c) Differently-abled
- b) What efforts have been made by the institution to recruit 1) Staff from the disadvantaged communities? Specify?
 - a) teaching
 - b) non-teaching
- 7.2.2 What special efforts are made to achieve gender balance amongst students and staff?
- 7.2.3 Has the institution done a gender audit and/or any gender-related sensitizing courses for the staff/ students? Give details.
- 7.2.4 What intervention strategies have been adopted by the institution to promote the overall development of students from rural/ tribal backgrounds?
- 7.2.5 Does the institution have a mechanism to record the incremental academic growth of the students admitted from the disadvantaged sections?

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

7.3 Stakeholder relationships

- 7.3.1 How does the institution involve all its stakeholders in planning, implementation and evaluation of the academic programmes?
- 7.3.2 How does the institution develop new programmes to create an overall climate conducive to learning?
- 7.3.3 What are the key factors that attract students and stakeholders, to the institution and result in stakeholder satisfaction?
- 7.3.4 How does the institution elicit the cooperation from all stakeholders to ensure overall development of the students, considering the curricular and co-curricular activities, research, community orientation and the personal/ spiritual development of the students?
- 7.3.5 How do you anticipate public concerns in your current and future programme offerings and operations?
- 7.3.6 How does the institution promote social responsibilities and citizenship roles among the students? Does it have any exclusive programme for the same?
- 7.3.7 What are the institutional efforts to bring in community-orientation in its activities?
- 7.3.8 a) How does your institution actively support and strengthen the neighborhood communities? How do you identify community needs and determine areas of emphasis for organizational involvement and support?
- b) How do the faculty and students contribute in these activities?
- 7.3.9 Describe how your institution determines student satisfaction, relative to academic benchmarks? Do you update the approach in view of the current and future educational needs and challenges?
- 7.3.10 How do you build relationships?
- to attract and retain students
 - to enhance students performance and
 - to meet their expectations of learning

- What is your complaint management process? How do you ensure that these complaints are resolved promptly and effectively? How are complaints aggregated and analyzed for use in the improvement of the organization, and for better stakeholder-relationship and satisfaction?

For Re-accreditation:

The same assessment framework will be used. However, additional information has to be provided for the following probes:

- 1. How are the Core Values of NAAC reflected in the various functions of the institution?**

*** Responses to questions from 7.1.1 to 7.3.11 should be based on data of five years after accreditation**

C. Evaluative Report of the Departments (If applicable)

This section is not applicable for Institutions which do not have separate departments.. In case of applicable institutions, the brief self-evaluation of each department may be provided separately. Care needs to be taken to highlight the achievements of each department with reference to teaching-learning processes, student and faculty achievements, Research, Innovation etc. This part of the report is meant to provide information specific to individual departments which could not be covered under the overall institutional report provided in the previous sections. It is therefore suggested that only Department-specific achievements and plans for improvement are covered in this section . Suggestive but not all inclusive issues to be detailed in this section are:

1. Faculty profile - adequacy and competency of faculty
2. Student profile – entry level competencies, socioeconomic status, language proficiency etc.,
3. Changes made in the courses or programmes during the past two years and the contribution of the faculty to those changes
4. Trends in the success and drop out rates of students during the past two years
5. Learning resources of the departments - library, computers, laboratories and other resources
6. Modern teaching methods practiced and use of ICT in teaching - learning
7. Participation of teachers in academic and personal counseling of students
8. Details of faculty development programmes and teachers who have been benefited during the past two years
9. Participation / contribution of teachers to the academic activities including teaching , consultancy and research
10. Collaboration with other departments/ institutions, at the State, National and International levels, and their outcome during the past two years
11. Priority areas for Research and details of the ongoing projects, important and noteworthy publications of the faculty, during past two years
12. Placement record of the past students and the contribution of the department to aid student placements
13. Plan of action of the department for the next five years

D. Declaration by the Head of the Institution

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

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

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

**Signature of the Head of the institution
with seal:**

Place:

Date:

D. Additional Inputs for Dental Institutions

Criteria II: Teaching Learning and Evaluation Education

- Complete Timetable for all years
- Post graduate training – Day log book
- Clinical competencies - specialty wise
 - Ⓟ Performed independently
 - Ⓟ Performed with assistance
 - Ⓟ Assisted
 - Ⓟ Observed
- Organisation of clinical training
- Academic monitoring process
- Ratio of number of dental chairs and students in the clinic - specialty wise
- Number of procedures in clinics per month and year
- Pre clinical laboratory experiences
- Clinical teaching
- Dental chairs and distribution – specialty wise
- Average patients attending specialty wise
- Number of hours students spend in clinic per day - specialty wise
- Schedule of chair side teaching in clinics – specialty wise
- Students case sheets and corrected by whom? – specialty wise
- PG skills, how achieved? – specialty wise
- PG knowledge how achieved? – specialty wise
- Special clinics and their details
- Academic ambience
- Casualty and emergency training
- Average attendance of new and old patients – specialty wise
- Professional and managerial skills for staff
- Professional personality development
- Innovations in learning experiences

Services

- Services offered – specialty wise
- Patient education and informed decision
- Patient re assessment schedule – specialty wise
- Imaging services, processes
- Radiation safety measures and compliance

- Multi disciplinary patient care
- Dental records
- Patient referral procedures
- Patient and family rights during patient care
- Cardio pulmonary resuscitation facility
- Vulnerable and physically challenged patients
- Rehabilitative services
- Nutritional therapy
- Patient satisfaction
- Pharmacy
- Storage of chemicals and drugs
- Dispensing medication
- Radioactive and investigational drug administration
- Infection control programme
- Patient care management
- Compliance to regulations
- Clinical trials and research
- Community education and service

Criteria IV: Infrastructure and learning resources

- Infrastructure for curricular activities
- Space and equipments – specialty wise
- Dental chairs in clinic – specialty wise
- New and old patients – specialty wise
- Information communication transmission facilities
- Number of computers, laptops, scanners, printers, softwares and other accessories – specialty wise and total with configuration – updated when?
- Browsing centre and broadband facility
- Number of book titles, volumes, journals , national and international – specialty wise
- Library, budget and timings
- Organisation of learning resources
- Organization of website, frequency of update
- Infrastructure for co-curricular activities
- Community integration of curriculum
- Teaching aids – specialty wise
- Mobile dental clinic

Section C:

Appendices

1. Sample Questionnaires for feedback from Students
2. Sample formats for Teacher appraisal Reports
3. Value Framework for Assessment of Higher Education Institution and Suggested Parameters
4. Documents to be annexed with the Self-appraisal Report
5. Data Sheet to record the “Best Practice”

Glossary

Abbreviations

Sample suggestive questionnaires are given in this Appendices. As the sample questionnaires are framed for institutions catering to liberal Arts and Science streams it is advised that the HSI's evolve suitable questionnaires as for the programme requirements. The data/information collected through such questionnaire , analysed and appropriately used is expected to form an important input for quality enhancement of the institution.

Sample Questionnaires for Feedback from Students Affiliated / Constituent Colleges

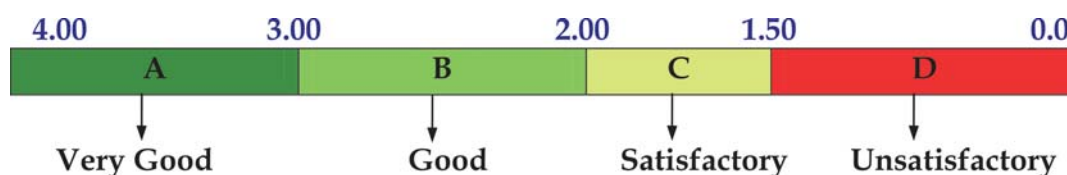
Questionnaire No. 1 College XYZ

Programme:

Department:

Semester/Term/Year:

Students are required to rate the courses on the following attributes using the 4 -point scale shown. The format given is for one course. Do the same for other courses on separate page.



Course-I

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Depth of the course content including project work if any				
2. Extent of coverage of course				
3. Applicability/relevance to real life situations				
4. Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)				
5. Clarity and relevance of textual reading material				
6. Relevance of additional source material (Library)				
7. Extent of effort required by students				
8. Overall rating				

Questionnaire No. 2

College XYZ

Student Feedback on Teachers

Department :

Semester/Term/Year :

Please rate the teacher on the following attributes using the 4 -point scale shown



Name of the Teacher:

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Knowledge base of the teacher (as perceived by you)				
2. Communication Skills (in terms of articulation and comprehensibility)				
3. Sincerity / Commitment of the teacher				
4. Interest generated by the teacher				
5. Ability to integrate course material with environment/other issues, to provide a broader perspective				
6. Ability to integrate content with other courses				
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)				
8. Ability to design quizzes /Tests / assignments / examinations and projects to evaluate students understanding of the course				
9. Provision of sufficient time for feedback				
10. Overall rating				

Questionnaire No. 3

College XYZ

Students' overall Evaluation of the programme and Teaching

(To be filled only after the course results are declared)

Department : Course :

Teacher : Year :

Your responses will be seen only after your course results have been finalised and recorded.

The information will be used only for the improvement of the course and teaching in future.

You need not disclose your name if you do not wish to.

You may tick more than one answer to a question to the extent that they do not contradict each other.

1. The syllabus of each course was
 - a) adequate
 - b) inadequate
 - c) challenging
 - d) dull
2. Background for benefiting from the course was
 - a) more than adequate
 - b) adequate
 - c) inadequate
 - d) cannot say
3. Was the course easy or difficult to understand?
 - a) easy
 - b) manageable
 - c) difficult
 - d) very difficult
4. How much of the syllabus was covered in the class?
 - a) 85 to 100%
 - b) 70 to 85%
 - c) 55 to 70%
 - d) less than 55%
5. What is your opinion about the library material and facilities for the course?
 - a) more than adequate
 - b) adequate
 - c) inadequate
 - d) very poor
6. What extent were you able to get material for the prescribed reading to?
 - a) Easily
 - b) with some difficulty
 - c) not available at all
 - d) with great difficulty
7. How well did the teacher prepare for the classes?
 - a) thoroughly
 - b) satisfactorily
 - c) poorly
 - d) indifferently

Sample formats for Teacher appraisal Reports

(Source: UGC)

Format- 1

PERFORMANCE APPRAISAL REPORT

FOR SELF APPRAISAL OF TEACHERS

i) General Information

a) Name :

b) Address (Residential) :

Ph. No. :

c) Designation :

d) Department :

e) Date of Birth :

f) Area of Specialization :

A) Academic Qualifications

Exam Passed	Board/ University	Subjects	Year	Division/Grade Merit etc.
High School				
Higher Secondary or Pre-degree				
Bachelor's Degree (s)				
Master's Degree (s)				
Research Degree (s)				
Other Diploma / Certificates etc.				

* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

ii) Research Experience & Training

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent		
Ph.D.		
Post-Doctoral		
Publications (give a list separately)		
Research Guidance (give names of students guided successfully)		
Training (please specify)		

B) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks

C) Seminars, Conferences, Symposia Workshops etc. attended

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date

iii) Teaching Experience

Courses Taught	Name of the University/ College / Institution	Duration
a) U.G. (B.A./B.Sc., etc. Pass) (B.A./B.Sc. etc. Hons.) b) P.G. (M.A./ M.Sc., etc.) c) M.Phil d) Any other		

Total Teaching Experience: _____

a) Under-graduate (Pass) : _____

b) Under-graduate (Hons): _____

c) Post-graduate : _____

iv) Innovations/Contributions in Teaching

- a) Design of Curriculum
- b) Teaching methods
- c) Laboratory experiments
- d) Evaluation methods
- e) Preparation of resource material
Including books, reading materials,
Laboratory manuals etc.
- f) Remedial Teaching / Student Counseling (academic)
- g) Any Other

v) Extension Work/Community Service

- a) Please give a short account of your contribution to:
 - i) Community work
such as values of National Integration,
secularism, democracy, socialism, humanism, peace,

scientific temper, flood or drought relief, small family norms etc.

ii) National Literacy Mission

b) Positions held/Leadership role played in organizations linked with Extension Work and National Service Scheme (NSS), or NCC or any other similar activity

D. Participation in Corporate Life:

Please give a short account of your contribution to :

a) College/University/Institution

b) Co-curricular Activities

c) Enrichment of Campus Life
(Hostels, sports, games, cultural activities)

d) Students Welfare and Discipline

e) Membership/Participation in Bodies/Committees
on Education and National Development

f) Professional Organization of Teachers.

E. (a) Membership of Professional Bodies, Societies etc.

(b) Editorship of Journals

F. Any other information

(Signature of the Teacher)

Format- 2**PERFORMANCE APPRAISAL REPORT
FOR SELF APPRAISAL OF TEACHERS****A. General Information**

- a) Name
- b) Date of Birth
- c) Address (Residential) Ph.No.
- d) Designation
- e) Department
- f) Area of Specialization
- g) Date of Appointment
 (i) in the institution
 (ii) in the present post
- h) Honors Conferred

B. Teaching

- (a) Classes Taught

Class	Periods		
	Assigned per week **L T/P (1)	Taught in the year L T/P (2)	Steps taken for the teaching of periods missed during absence or leave (3)
i) U.G. (B.A./B.Sc.etc. pass) (B.A./B.Sc.etc. Hons)			
ii) PG (M.A./M.Sc.etc.)			
iii) M.Phil			
iv) Any other			

* (To be filled at the end of every academic year)

** L=Lecture T=Tutorial P=Practical

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- b) Regularity and Punctuality

- c) Details of course teaching plan, synopses of lecturers, and reading lists supplied to students

- d) Details of participation in the following:
 - (i) University Education
 - (ii) Internal Evaluation
 - (iii) Paper Setting
 - (iv) Assessment of Home assignments
 - (v) Conduct of Examinations
 - (vi) Evaluation of Dissertation etc.

C. Details of Innovations / Contribution in Teaching, during the year :

- a) Design of curriculum
- b) Teaching methods
- c) Laboratory experiments
- d) Evaluation methods
- e) Preparation of resource material including books, reading materials, laboratory manuals etc.
- f) Remedial Teaching / Student Counseling (academic)
- g) Any other

D. Improvement of Professional Competence:

- (a) Details regarding refresher courses/orientation attended, participation in summer schools, workshops, seminars, symposia etc. including open university courses/M.Phil., Ph.D.

E. Research Contributions:

- a) Number of students (M.Phil./ Ph.D.)

At the beginning of the year		Registered during the year	Completed during the year
M.Phil			
Ph.D.			

- b) No. of research papers published (please enclose list)

- c) Research Projects:

Title of the Project	Name of the funding agency	Duration

- d) Details of Seminars, Conferences, Symposia organized

- e) Patents taken, if any, give a brief description

- f) Membership of Professional Bodies, Editorship of Journals etc.

F. Extension Work/Community Service

- a) Please give a short account of your contribution to:
- i) Community work such as values of National Integration, secularism, democracy, socialism, humanism, peace, scientific temper, flood or drought relief, small family norms etc.
 - ii) National Literacy Mission
- b) Positions held/Leadership role played in organizations linked with Extension work and National Service Scheme (NSS), or NCC or any other similar activity.

G. Participation in Corporate Life:

Please give a short account of your contribution to:

- a) College/University/Institution
- b) Co-curricular activities
- c) Enrichment of campus life
(hostels, sports, games, cultural activities)
- d) Students welfare and Discipline
- e) Membership/Participation in Bodies/Committees on
Education and National Development
- f) Professional Organizations of Teachers

H. Assessment

- a) Steps taken by you for the evaluation of the course programme taught

I. General Data

State brief assessment of your performance indicating (a) achievements, (b) difficulties faced and (c) suggestions for improvement.

(Signature of the Teacher)

J. * Verification of factual data

- A. General Information
- B. Teaching
- C. Details of Innovations/Contribution in teaching, during the year
- D. Improvement of Professional competence
- E. Research contributions
- F. Extension work/community service
- G. Participation in Corporate Life

(Signature of the Person authorized*)

*By a person to be nominated by Principal/Vice-Chancellor.

**Value Framework for Assessment of
Higher Education Institution* and Suggested Parameters**

Values/Goals	Suggested Parameters/Activities
1. Contribution to National Development	<ul style="list-style-type: none"> ⇒ More access with equity ⇒ Developmental thrust in identification of research areas and academic programmes ⇒ Community engagement
2. Fostering Global Competencies among Students	<ul style="list-style-type: none"> ⇒ Development of generic skills ⇒ Development of application skills ⇒ Development of life skills
3. Inculcating Value System in Students	<ul style="list-style-type: none"> ⇒ Value integration in academic programmes ⇒ Value integration in management practices ⇒ Value inculcation through co-curricular and extra-curricular activities
4. Promoting the Use of Technology	<ul style="list-style-type: none"> ⇒ For enrichment of learning ⇒ For increasing the access-online programmes ⇒ For system management
5. Quest for Excellence	<ul style="list-style-type: none"> ⇒ Development of benchmarks of excellence ⇒ Best Practices application ⇒ Institutionalization of continuous improvement systems

* *The list is only illustrative. Institutions may identify many other parameters/activities depending on their context.*

Documents to be annexed with the Self-Study Report

The SSR should be accompanied by the supporting documents for the statements made. The following list gives the details of some of the important documents to be sent to the NAAC along with the SSR. These will help the NAAC and the peer team in its pre-visit preparation.

1. A brief note on health science education scenario in the state, rules and policies on academic and administrative governance issued by the state and central Govt. / regulatory bodies and affiliating University/board (not exceeding two A4 size pages)
2. Institutional academic calendar and timetable.
3. Master plan of the institution
4. Sample of student feedback on curriculum and faculty, if any
5. Audited income-expenditure statement for the previous financial year
6. A copy of the latest recognition order issued by authority concerned
7. University results for previous academic year

Besides these, any other records (supporting documents) necessary to make an objective study, such as minutes of meetings, excerpts of administrative records, etc., may have to be made available as and when they are called for during peer team visit. You may be required to arrange for Photocopies of some of them on request of the peer team.

Note: All the supporting documents annexed with the self-study report have to be signed by the Principal/Head of the institution and seal affixed.

Data Sheet to record the ‘Best Practices’

There may be many ‘Best Practices’ in your institution that add value to the education you are offering. You may identify one or two validated ‘Best Practices’ and provide details on them in the format given here. Care may be taken to avoid general/superfluous description and to focus on concrete practice.

1. Title of the practice
2. The context that required initiation of the practice (100-200 words)
3. Objectives of the practice (50-60 words)
4. The Practice (250-300 words)
5. Obstacles faced if any and strategies adopted to overcome them (150-200 words)
6. Impact of the practice (1000 words)
7. Resources required
8. Contact person for further details.

2. GLOSSARY

- Academic calendar - the schedule of the institution for the academic year giving details like dates of reopening and closing, holidays, exams, declaration of results, convocation, etc.
- Academic growth - enhancement in the teaching, learning, research and extension activities of the institution in quality as well as quantity.
- Accreditation - Certification that is valid for a fixed period. In the case of NAAC's re-accreditation, the period of validity is seven years.
- Affiliated college - a college which functions under the governance of a University which legislates on courses of study and holds examinations centrally on common syllabi.
- Assessment - performance evaluation of an institution
- Autonomous college - colleges that have been conferred a special status by the UGC to design their curriculum and conduct examinations within the broad framework of the parent University. However, the degree awarding power is vested with the University. It has academic, but no financial, autonomy.
- Beneficiaries - students, teachers, staff, employers, funding agencies, parents, society and other stakeholders.
- Bridge courses - courses designed for students who have general difficulties to cope with a curriculum owing to the sudden transition to a higher level of study. The bridge course is often of a short duration and it intends to bridge the gap between two levels of competence, one, present and the other, to be acquired.
- CBCS
(Choice Based Credit system) - the system envisages facilities created for a learner to augment his 'credits' by maximizing performance within a given timeframe or outside; only a wide range of course choices can make the system possible; such an arrangement is called in the West 'the cafeteria model'
- Citation index - of a research paper expresses the number of times it is referred to by other researchers in refereed journals and is a measure of validity of its contents.
- Co-curricular Activities - activities, which support the curriculum such as field trips, display of academic achievements (as in science exhibition) etc.

Constituencies	- various departments in the institution including administration and other wings.
Constituent college	- colleges run or managed by the University directly.
Consultancy	- activity with or without remuneration for which the expertise and the specific knowledge base of the faculty become the major input.
Key indicators	- are the focal aspects in terms of which each of the seven criteria is expressed to enable greater efficiency in writing the SSR as well as assessment by the Peer Team.
Core values	- are the values to which all HEI should relate in the re-accreditation context. As enumerated by the NAAC, these are five: 1. Contributing to National Development, 2. Fostering global competencies among students, 3. Inculcating a value system in students, 4. Promoting the use of technology, and 5. Quest for excellence.
Counselling	- exhorting, assisting and guiding students individually or collectively for academic, career, personal and financial decision-making.
Criteria	- pre-determined standards for functioning of an institution of higher education that form the basis of assessment and accreditation.
Curricular design/model	- a curriculum is the way of selecting and organizing courses of study offered to learners on the basis of the educational policy of an agency; the pattern of organization may be called 'design'; the different ways in which the design is made manifest are 'models' the University Grants Commission(UGC), for instance, organizes courses at the U.G level of study in terms of core, foundation and elective courses; there are also other models such as cafeteria model popular in the West
Drop-out rate	- is a measure of the number of students who left the institution and discontinued their studies in the middle of the course; the number does not include those who may have gone in for other courses/institutions.
E – format	- format for enabling submission of institutional data, mostly quantitative, in electronic mode; this data also needs to be put on institutional website for the benefit of various stakeholders.

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- Elective options - a choice available to students to select from among a large number of subjects
- Faculty development programmes - programmes meant for the updating of knowledge and pedagogical skills for the professional development of teachers.
- Healthy practices - innovative practices of an institution that augment its academic quality, and achievement of its educational goals.
- Horizontal mobility - the option for movement of students within and across disciplines
- ICT - Information and Communication Technology; the term refers to computer and allied gadgetry that have a bearing on efficiency of services, both academic and administrative, which an institution provides.
- Infrastructure - physical facilities like buildings, play fields, hostels etc. which help run an institutional program.
- Institutional Accreditation - evaluation of the functioning of an institution in its totality with its central governance structure and all its departments/ centers.
- Institutionalization - formalization of a practice; it is the opposite of any adhoc arrangement which offers extensive flexibility.
- Learning resources - facilities like library, laboratory, computer centre etc., that are essential resources for the learning experience.
- Master plan - a systematic and planned projection of the institution's path of growth in the years ahead.
- Modular curricula - courses offered in units, which are complete in themselves.
- Peers - experts in various fields of higher education who would assist the NAAC in assessment of institutions. They are 'Peers', being colleagues in the teaching profession.
- Self-Study Report (SSR) - report prepared by the institution along the guidelines of the NAAC to be submitted to the NAAC as a pre-requisite for assessment and accreditation.

- Remedial programmes - courses offered to academically disadvantaged students in order to help them cope with academic requirements.
- Research grant - the grant generated by the faculty by taking up research projects funded by research agencies.
- Self-appraisal - Individual's own evaluation of his/ her performance.
- Unit of accreditation - A college or a department or a University constitutes the 'unit' of assessment. The holistic observation, judgement and assessment underlie the meaning of the term.
- Weightages - taking cognizance of the different types of relationship between the colleges and universities, each of the seven criteria has been given a differential weightage in order to fairly distribute scores without any handicap, incidental to a particular type of affiliation, affecting fair judgement.

3. Abbreviations

ACM	-	Association of Computing Machinery
AICTE	-	All India Council for Technical Education
DCI	-	Dental Council of India
DELNET	-	Developing Library Network
DNB	-	Diploma in National Board
DST	-	Department of Science and Technology
HEI	-	Higher Education Institution
ICT	-	Information and Communication Technology
IEEE	-	Institute of Electrical and Electronics Engineers
INFLIBNET	-	Information and Library Network
IT	-	Information Technology
LCD	-	Liquid Crystal Display
MoU	-	Memorandum of Understanding
MCI	-	Medical Council of India
NBHM	-	National Board for Higher Mathematics
NET	-	National Eligibility Test
OP	-	Out Patient
SET/SLET	-	State Level Eligibility Test
SSR	-	Self-Study Report
TOFEL	-	Test of English as a Foreign Language
UGC	-	University Grants Commission
UNO	-	United Nations Organization
YRC	-	Youth Red Cross

