SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

IIHMR UNIVERSITY

IIHMR UNIVERSITY, 1 PRABHU DAYAL MARG, NEAR SANGANER AIRPORT, JAIPUR
302029
www.iihmr.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
BANGALORE

Revised Version
4th August 2019

1. <u>EXECUTIVE SUMMARY</u>

1.1 INTRODUCTION

The University

The IIHMR University has been established and incorporated as a post graduate research University by Government of Rajasthan vide the IIHMR University Ordinance, 2013 (Ordinance No 30 of 2013) promulgated on September 27, 2013 by the Governor which was replaced by the IIHMR University Act, 2014 (Act No. 3, of 2014) passed by the State Legislature on February 07, 2014. The Act of 2014 received the assent of the Governor on 25th day of February 2014 and was notified in Rajasthan Gazette Extraordinary on February 26, 2014. It has deemed to have come in to force on and from September 27, 2013.

Origin

The genesis of the IIHMR University dates back to October 5, 1984 when its sponsoring body, the Indian Institute of Health Management Research (IIHMR) was established and registered as a non-profit Society under the Rajasthan Societies Registration Act, 1958. The Institute was established with a mission of improvement in standards of health through improved management of health care and related programmes through management research, education, training, consultation and institutional networking in a national and global perspective. IIHMR successfully created and established a new discipline of health management in the country, and over last 34 years IIHMR has established itself as a unique research, education and training organization in India and South- East Asian Region. After having pursued the cause of management research, academics and capacity building exclusively in the health sector for about three decades, the institute submitted a proposal before the State Government in accordance with the guidelines for the establishment of private universities by separate Act. The proposal of the university was accepted by the government.

Objectives

As defined in Section 4 of the IIHMR University Act, 2014, the objective of the University shall be to undertake only post graduate education and research in the disciplines specified in Schedule II and such other disciplines as the University may with prior approval of the State Government, determine from time to time and to achieve excellence and impart and disseminate knowledge in the said disciplines. The mandated disciplines which have been mentioned in Schedule II of the Act are as under:

- Public Health
- Health and Hospital Management
- Population and Reproductive Health
- Nursing Management
- Pharmaceutical Management
- Rural Management
- Health Economics and Finance
- Urban Health
- Nutrition and Health
- Health Communication
- Social and Behavioral Sciences
- Environmental Health
- Information Technology in Health Sector

- • NGO Management and Entrepreneurship
- • General and Human Resource Management
- • Health Research Ethics

Vision

To emerge as a world-class post-graduate and research University in generating and disseminating knowledge and providing students a unique learning experience in management education and research that will best serve the betterment of society.

Mission

IIHMR University is dedicated to the improvement in standards of health through better management of health care and related programs. It seeks to accomplish this through management research, training, consultation and institutional networking in a national and global perspective.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. IIHMR University is a unique organization exclusively focused on research and education at the postgraduate level at the national and international levels. The University has conducted 800 research studies and projects at the national and international levels in the past 3.5 decades published several policy and program relevant publications
2. It has active collaboration with eminent institutions, such as World Health Organization, UNFPA, UNICEF, SAARC, Johns Hopkins University, USA, University of Chester, UK, Ministry of Health, GOI, National Institute of Health and Family Welfare, National Health Systems Resource Centre, New Delhi, and several hospitals and pharmaceutical industry in India and abroad
3. IIHMR has created and established a new discipline and career in Hospital and Health Management; and Pharmaceutical Management. IIHMR University's MBA in Hospital and Health Management is perhaps the largest academic program in the world and holds a leadership position in India. It has produced strong Alumni of over 2500 management graduates specialized in management of hospital and health systems in India who have transformed management in health systems and hospitals in the country.
4. Highly experienced multidisciplinary Faculty (Public Health, Management, Population Science, Pharmaceutical, Development, Economics, Behavior Sciences, Biostatistics) and Research Teams
5. Modern infrastructure and technology for teaching, research, large scale national surveys and data analytics. The library is fully automated, DELNET integrated and run 24x7.It's a green campus with unique building architecture.
6. University has an excellent learning environment and organization culture with, trust, transparency, autonomy and accountability (Students and Faculty OCTAPACE Evaluation).
7. University has a excellent learning environment for catering the students in south Asian countries.

Institutional Weakness

1. Limited number of faculty are generating revenue under consultancy.
2. Financial contribution by Alumni is not available.

Institutional Opportunity

1. The health and pharmaceutical sectors are growing at CAGR 18% and 15%, respectively, especially in the private sector. The health systems and hospitals are growing in number at a rapid pace
2. The sector undergoing policy reforms and transformation to make health care accessible and affordable
3. IIHMR is designated as 'Institute of Excellence' by Government of India, WHO has designated it as a Collaborating Centre for District Health Systems based on Primary Health Care.
4. Opportunities for research in training in management research in policy and health programs have increased. IIHMR University being a unique research and postgraduate university, has an advantage of a first call for providing support to the government, private sector and international developmental agencies and partners to build partnerships and collaborations
5. Foreign universities and organizations are increasingly interested in collaboration education, research, training and consulting medical and health care
6. Rising economic and GDP growth, and globalization

Institutional Challenge

Keeping pace with changing technology and learning pedagogical innovations in teaching learning process.

1.3   CRITERIA WISE SUMMARY

Curricular Aspects

The IIHMR University is a growth extension of Institute of Health Management Research (IIHMR) that sprouted as a standalone Institution during 1984. At that time the Institution was created as a response to the void in the realm of health management, not only locally but also globally. The world at large and India in particular was struggling to meet the health goals without much success despite tremendous pumping of funds and energy to the clinical, medicinal and disease control aspect of health.

The faculty has been integral part in giving suggestions and providing inputs to policy makers from block to district level and state to central government level and going beyond to south East Asia and WHO level. In the reciprocal process has revised the curricula every three years incorporating professional advices from not only the Public Sector policy makers but also from eminent professionals from the private sector. The learning objectives including programme outcomes, Programme specific outcomes and course outcomes have been responsibly responsive to the dynamic environmental and developmental nuances and as a natural extension new faculty of specialization like Pharmaceutical Management and Rural Management were created to contribute holistically to healthcare.

The last course revision was done in 2017. Inputs from academia, industry experts were considered. The formal and informal inputs received from students, alumni and recruiters received from time to time were also considered. The specific courses are offered as elective courses considering outcomes desired of the programmes.

Periodic review of syllabus, addition of new core courses and elective courses, exploration of new courses to be launched, field segments and dissertations rooted in sound scientific research, extensive industry-academia collaboration, wide canvas of lectures, diverse faculty base, diverse membership of Board of Studies, Academic Council and Board of Management are a few efforts directed to keep the curricula relevant, contemporary and serving needs of the tectonic environment in which the IIHMR University is situated.

Teaching-learning and Evaluation

The program outcomes, course outcomes and program specific outcomes for all the academic programs are the guiding milestones that are kept in mind in the academic roll out. Before the commencement of the course faculty meeting to share the course outcomes and work towards attainment of that in a synergistic manner discussed and decided. The syllabus, learning objectives, course outcomes, session plan, pre reads and suggested readings, and rubrics for assessment are shared with all students before the commencement of each module. These are discussed and shared with visiting faculty contributing to modules. In case of field learning segments clear guidelines are shared with host organizations and a system of co evaluation put in place depending on the specific learning outcomes.

The programme outcomes are displayed on the website along with programme objectives for each programme. The Teaching module issued to the students consist of course outcome in the beginning of the module.

Every student will be attached with one of the faculty members as their mentor in the first year. The second-year students will work for their dissertation under the guidance of faculty member/s as his/her guide. The students are encouraged to participate in extracurricular activities.

Summer training is an integral part of the program. The students get training for 2 months in various organizations in the country and abroad for practical exposure and hands-on training to: 4.4.1 learn through assisting the manager/administrator in daily operational management, and, if possible, 4.4.2 Help the management to study and address some identified issues/problems associated with some specific operational area/program. The main purpose of the summer training is, therefore, to learn the functioning of the organizations. During summer training, students are expected to acquaint themselves with various departments and functioning of the organization.

Research, Innovations and Extension

The three major verticals of the University are Research , Teaching and Training in the realm of Healthcare, Development Studies and Pharmaceutical Management. Given the very specialized nature of University, catering to specific niche' service sector (healthcare and Development), there are no product innovations to showcase.

Innovations in Research: IIHMR is now stepping into the fourth decade of research in the healthcare sector. Over the past three decades IIHMR has conducted more than 800 research projects and studies at the national and international levels. There are several research methodology innovations carried out by the University like innovative mobile technology to routinely gather data on family planning and water, sanitation and hygiene, Real time data collection on 24 hours recall method on OPTIFOOD and others

Innovations in Teaching: Innovations in teaching range from unconventional modules to pedagogical innovations like teaching through films, live projects, multimedia case studies, integrated module simulations, extensive field immersions, participation of students in research work and using psychometry techniques for self-exploration etc. Many a faculty member of the University have adorned prestigious positions in policy making of elite national and international forums like the WHO, SEAPHEIN (South East Asia Public Health Institutions Education Network), and are NABH assessors, PhD evaluators and on Board of Studies, Board of management of several prestigious Institutions.

Innovations in Training : The University has trained more than 10,000 participants all over the world using HRD instruments, most of them developed and validated in house by Dr Udai Pareek and his team

of Professors from our University. A great many training modules including disaster management, Leadership and Strategic Management for Healthcare, Qualitative research methods in Healthcare are developed in-house and are subscribed by public, private, international agencies. The University is also a WHO Collaborating Centre for research and training for the SEAR countries.

Health camps including mental health, blood donation <u>camps</u> are organized by IIHMR university by the students with the technical support from Santokba Durlabhji Memorial Hospital, Jaipur. The Students are participating in creating awareness by visiting nearby areas.

Infrastructure and Learning Resources

The IIHMR University is a specialized Research University in management research, postgraduate education and training in the health sector. The University aims to generate new knowledge and technologies to provide evidence and inputs for developing effective policies and health interventions and strategies. The Mission of IIHMR University is to "Improve the standards of health through better management of health care and related programs through management research, education, training and institutional networking in a national and global perspective, in the health sector".

All the lecture halls are specious, well equipped with modern teaching aids and specially designed to facilitate participative learning environment. Every lecture hall has a computer connected to the wi-fi network that allows the faculty to retrieve relevant information real time, some lecture halls are equipped with interactive display boards.

Library is automated using Integrated Library Management System (ILMS) during last five years.

The Dr. D. A. Henderson Library & Documentation, IIHMR University, are automated all its routine activities through library management software "LIBSYS" since 1990.

The University library work is handled with the help of Window based LIBSYS-4 (6.3) Software. A Windows 2000 server, connected with all terminals in the university, handles the library catalog, information regarding new arrivals, circulation-based inquires, journals, articles base inquires and compilation of bibliographies. The software has Web OPAC features.

The University Library work with all five modules of LIBSYS - Acquisition System, Cataloguing System, Circulation System, Serials System and OPAC.

Student Support and Progression

To support the students we have placement cell, grievance redressal and other committee for promoting student welfare and satisfaction.

The students are encouraged to actively participate in social, cultural, leisure activities extracurricular activities.

The University organizes various activities to facilitate developing various skills and competencies and foster holistic development of the student.

The Alumni are the strong support to the University. An active alumni association can contribute in academic matters, student support as well as mobilization of resources.

Governance, Leadership and Management

The University is managed by an efficient governing structure as outlined in the IIHMR University Act, 2014. The Board 0f Management is the principal executive body of the University and is headed by the Chairperson (Chancellor). The university has an Academic Council which steers the academic activities of the University. The President (Vice Chancellor) is the ex-officio chairperson of the Council. The University also has Boards of Studies for each School, each one of which is chaired by the Dean of the respective School. The existing Governing structures are as under:

- Board of Management

- Academic Council

- Board of Studies (Institute of Health Management Research)

- Board of Studies (School of Pharmaceutical Management)

- Board of Studies (School of Development Studies)

The faculty at IIHMR University is entrusted with the responsibility of gearing the University in three domains of teaching , training and research with complete autonomy and freedom to choose what to do, and how to do. The senior management members provide direction, guidance and extend all round support when needed to clear the bottlenecks in pursuance of individual and organizational goals.

Performance Appraisal System for teaching and non-teaching staff

IIHMR University has an increment and promotion system through appraisal system. University also gives reward good performers by providing in cash.

Incremental Improvements

The University engages itself to be a renowned center of higher learning, and work towards academic, professional, cultural and social enrichment of the lives of individuals and communities. In its continuous efforts, notable incremental improvements made during the preceding five years are:

- Establishing Computer Labs for data analysis with new software.
- Establishing Centers of Excellence – Center of Injury Research, Center for Health Systems and Policy Research, Center for Health Economics; and Center for Mindfulness, Wellness and Ethics
- Initiating elective course for students on new areas.
- Started course on "Quality Management in HealthCare" on MOOCS platform. Initiated ERP for improving quality of various academic administration processes. Establishing Solar plant for generating energy.

Institutional Values and Best Practices

- The IIHMR University organizes gender equity promotion programs.
- The University displays sensitivity to issues like climate change and environmental issues.
- The University adopts environment friendly practices and takes necessary actions such as energy conservation, rainwater harvesting, green practices, waste management and STP water conservation.
- The University facilitates the differently abled, effective dealing of location advantage and disadvantage explicit concern for human values and professional ethics.
- IIHMR University took a positive stride to completely ban the plastic in the campus. Like plastic bags, plastic carry bag, bottled water, cold drinks in plastic bottle, forks, straws, spoons, cups, glass Styrofoam plates and others.
- Canteen is also being advised to restrict to use or serve food, water, tea, or beverage in plastic containers.

Innovations in teaching and using its research in teaching has enabled it to provide quality education and training to prepare future ready management graduates in hospital and health management and Pharmaceutical management**.**

Student Organization Climate Survey of IIHMR University

Each year, student conduct an organization climate survey to assess as how they perceive the learning environment and culture in the campus from the point of organization behavior and core values of the University.

An HRD Instrument – OCTAPACE (Openness, Confrontation, Trust, Authenticity, Proaction, Authenticity, Autonomy, Collaboration and Experimentation) is administered on each student and findings of analysis (Mean Scores and Standard Deviation) are posted on the notice board.

As per the UGC guidelines on Gender Champion Scheme (D.O. No.9l-2R01 (GS) dated August 3, 2015, Center for Gender Studies at IIHMR University implemented the scheme since 2016. Each year gender chamois are selected using the prescribed proforma. They were sensitized on gender issues and the scheme.

Sewage Treatment Plant at The IIHMR University (STP)

Waste Management Steps in The IIHMR University- Placed dustbins with garbage bags at proper places as per requirement and housekeeping staff collect the waste in Dustbins after cleaning and the time of full of waste take out the garbage bag from dustbin put the note and kept them at prescribed area (store room). It has hired agency on daily basis to take away all garbage bags from campus and get disposed it off at municipal / Nagar Nigam prescribed area. Organization using Sewage Treatment Plant for liquid waste management. There was a Roof Top Rainwater Harvesting at the IIHMR University.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	IIHMR UNIVERSITY
Address	IIHMR University, 1 Prabhu Dayal Marg, Near Sanganer Airport, Jaipur
City	Jaipur
State	Rajasthan
Pin	302029
Website	www.iihmr.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
President	Pankaj Gupta	0141-3924700	7073999965	0141-3924738	president@iihmr.edu.in
Pro-President	P R Sodani	0141-3924700	9829120956	0141-3924738	sodani@iihmr.edu. in

Nature of University	
Nature of University	State Private University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	25-02-2014
Status Prior to Establishment, If applicable	Other
Establishment Date	-
Any Other, Please Specify	-

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	**Date**	**View Document**
2f of UGC		
12B of UGC		

* Section 22 of the UGC Act on 1956

With reference to your letter no. IIHMRU/Reg/2017/ dated 04-01-2017 on the above subject, I am directed to say that IIHMR University, Jaipur, Rajasthan established by an Act of State Legislature of Rajasthan as a Private University and is empowered to award degrees as specified under Section 22 of the UGC Act, 1956 through its main campus in regular mode with the approval of Statuary Bodies/ Councils, wherever its required.

University with Potential for Excellence	
Is the University Recognized as a University with Potential for Excellence (UPE) by the UGC?	No

Location, Area and Activity of Campus							
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**	**Programmes Offered**	**Date of Establishment**	**Date of Recognition by UGC/ MHRD**
Main campus	IIHMR University 1, Prabhu Dayal Marg, Near Sanganer Airport Jaipur	Semi-urban	14.37	13720.9	Five	25-Feb-2014	18 Jan 2017

2.2 ACADEMIC INFORMATION
Furnish the Details of Colleges of University

Type of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	0
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	0
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognized by any Statutory Regulatory Authority (SRA)	: No

Details of Teaching & Non-Teaching Staff of University

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned				8				14				18
Recruited	7	3	0	10	11	5	0	16	8	7	0	15
Yet to Recruit				1				0				1
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

	Non-Teaching Staff			
	Male	Female	Others	Total
Sanctioned				99
Recruited	55	20	0	75
Yet to Recruit				6
On Contract				

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				11
Recruited	6	2	0	8
Yet to Recruit				
On Contract				

Qualification Details of the Teaching Staff (2019-20)

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	7	2	0	10	5	0	2	4	0	30
M.Phil.	0	0	0	1	0	0	2	0	0	3
PG	0	1	0	0	0	0	4	3	0	8
Total										41

Temporary Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Distinguished Academicians Appointed As

	Male	**Female**	**Others**	**Total**
Emeritus Professor	0	0	0	0
Adjunct Professor	10	4	0	14
Visiting Professor	0	0	0	0

Chairs Instituted by the University

Sl. No	**Name of the Department**	**Name of the Chair**	**Name of the Sponsor Organisation/Agency**
1	Institute of Health Management Research	Dr A S Paintal Distinguished Scientist Chair	Indian Council of Medical Research

Provide the Following Details of Students Enrolled in the University During the Current Academic Year

Programme		**From the State Where University is Located**	**From Other States of India**	**NRI Students**	**Foreign Students**	**Total**
PG	Male	33	129	0	1	162
	Female	57	267	0	0	324
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	16	36	0	8	60
	Female	13	29	0	1	43
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	No

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	NA
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Institute of Health Management Research	View Document
School of Pharmaceutical Management	View Document
School of Development Studies	View Document

3. Extended Profile

3.1 Program

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
5	5	5	8	5

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of departments offering academic programes

Response: 3

File Description	Document
Institutional Data in Prescribed Format	View Document

3.2 Students

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
451 (Ph.D. – 14)	441 (Ph.D. – 11)	389 (Ph.D. – 25)	317 (Ph.D. – 20)	288 (Ph.D. 14)

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
227	201	180	133	141

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
231	203	180	134	141

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of revaluation applications year-wise during the last 5 years

2018-19	2017-18	2016-17	2015-16	2014-15
74	57	6	25	23

Number of courses in all programs year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
147	146	138	153	103

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2018-19	2017-18	2016-17	2015-16	2014-15
42	36	41	40	34

File Description	Document
Institutional Data in Prescribed Format	View Document

* As on date there are 41 full-time faculty

Number of sanctioned posts year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
30	30	30	28	28

File Description	Document
Institutional Data in Prescribed Format	View Document

3.4 Institution

Number of eligible applications received for admissions to all the programs year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
604	663	566	666	490

File Description	Document
Institutional Data in Prescribed Format	[View Document](#)

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

2017-18	2017-18	2016-17	2015-16	2014-15
156	156	156	138	147

File Description	Document
Institutional Data in Prescribed Format	[View Document](#)

Total number of classrooms and seminar halls

Response: 14

Total number of computers in the campus for academic purpose

Response: 454

Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
946.07	830.11	1510.61	1768.52	1423.24

Response: Average Expenditure: 1295. 71 Lakh

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including Programme outcomes, Programme specific outcomes and course outcomes of all the Programme offered by the University - Yes

Program Objectives (PO) - MBA Hospital and Health Management

The broad objective of the program is to build knowledge and skills to facilitate high performance as effective professionals in health and hospital systems, both in the public and private sectors. The syllabus and course content are designed keeping in mind the current requirements of the healthcare industry. The objectives are as under:

- To develop skills in planning, building and managing healthcare organizations.
- To enhance decision making and administrative competence of the students to enable them to face challenges of the healthcare industry.
- To participate and contribute to the formulation of public health policies.
- To promote knowledge through applied and conceptual research relevant to management and to disseminate this knowledge through publications.
- To collaborate with other institutions in India and abroad for furtherance of professional exposure.
- Management education towards institution building in a meaningful manner.

Program Outcome - MBA Hospital and Health Management

- Understanding of the latest concepts and techniques of management and their application in making the managerial roles of the participants efficient and effective.
- Capability of analyzing, diagnosing and solving operational problems in the delivery of healthcare and hospital services.
- Adeptness of appropriate strategies for effective planning, implementation and evaluation of institutional and community-based health and family welfare program.
- Wisdom for using the application of qualitative and quantitative analytical tools as applicable to health and hospital management related problems.
- Capacity to understand and appreciate methodologies of health/hospital management training and develop skills with focus on strategic responsibility for training and human resource development for health care delivery.
- Broadening the outlook and vision of participants about the larger background and context of health care and health management in their historical, sociological and cultural framework.
- Logistics expertise to promote the efficient and equitable allocation of resources and development of strategies to promote public health and cost-effective healthcare.
- Financial aptness in use of application of scientific approach to reduce cost of care through better material and money management.

Program Objectives (PO) - MBA Pharmaceutical Management

The broad objective of the program is to build knowledge and skills to facilitate high performance as effective professionals in pharmaceutical sector. The syllabus and course content are designed keeping in mind the current requirements of the pharmaceutical industry. The objectives are as under:

- To develop skills in planning, building and managing pharmaceutical organizations.

- To enhance decision making and administrative competence of the students to enable them to face challenges of the pharmaceutical industry.
- To promote knowledge through applied and conceptual research relevant to management and to disseminate this knowledge through publications.

Program Outcome - MBA Pharmaceutical Management

On successfully completing the program the student will be able to:

- Demonstrate the knowledge of pharma management to solve complex corporate problems using optimum resources.
- Function effectively as an individual, and-as a member on leader in diverse terms, and in multidisciplinary settings.
- Communicate effectively with all stakeholders in their role as a manager.
- Apply appropriate business strategies for effective planning, implementation and evaluation of policies in pharma sector.

Program Objectives - MBA Rural Management

- Critical thinking, active engagement with multiple stakeholders, and lateral thinking that allows students to think practically and strategically. .
- Foundational managerial skills associated with development praxis, ideally for all sectors (government, civil society sector, and private sector); and more specifically, those skills relevant for the specializations that the students choose.
- Strong fieldwork and organizational skills based on off campus learning experiences so that once they graduate, students can hit the ground running.

1.1.2 Percentage of programs where syllabus revision was carried out during the last five years
Response: 60

1.1.2.1 How many programs were revised out of total number of programs offered during the last five years
Response: 3

1.1.2.2 Number of all programs offered by the institution during the last five years
Response: 5

File Description	Document
Details of program syllabus revision in last 5 years	[View Document](View%20Document)

1.1.3 Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years
Response: 72%

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
100	100	90	95	100

File Description	Document
Program/ Curriculum/ Syllabus of the courses	[View Document](#)
MoU's with relevant organizations for these courses, if any	[View Document](#)
Average percentage of courses having focus on employability/ entrepreneurship	[View Document](#)
Any additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 2.6%

1.2.1.1 How many new courses are introduced within the last five years

Response: 27

1.2.1.2 Number of courses offered by the institution across all programs during the last five years

Response: 147

File Description	Document
Institutional data in prescribed format	[View Document](#)

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 40

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.

Response: 2

File Description	Document
Institutional data in prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1 Institution integrates cross cutting issues relevant to Gender, Environment and Sustainability. Human Values and Professional Ethics into the curriculum:

The University given adequate attain to important issues such as Gender, Environmental and sustainability, Human Values and Professional ethic. Thus, we have many modules which cater to the above needs. The details of which are as follow:

Response:
1. Agro-based Value Chain and livelihood
2. Applied Demography and Population Dynamics
3. Applied Epidemiology
4. Basic Services and Entitlement
5. Biostatistics
6. Business Communication
7. Business Ethics and Corporate Governance
8. Business Strategy and Strategic Human Resource Management
9. Clinical Epidemiology
10. Clinical Research and Development
11. Commons and Community Management of Water, Land and Forest Resources (Foundation for Ecological Security)
12. Communication Planning and Management
13. Community Based Empowerment and Livelihood Solution through SHG (IBTADA)
14. Data Management Analysis
15. Disaster Management
16. Essentials of Economics for Rural Managers
17. Essentials of Epidemiology
18. Essentials of Health Economics and Financing
19. Essentials of Hospital Services
20. Essentials of Pharmaco-epidemiology
21. Field Segments: Land and Water Management
22. Field Segments: Livelihood
23. Field Work Segments*
24. Financial Management
25. Forest, Grass Lands and Farm Based livelihood
26. Gender and Development
27. Health and Development
28. Health Insurance and Managed Care
29. Health Management Information System
30. Health Policy and Health Care Delivery System
31. Health Survey Research Methods
32. Hospital Management Information System
33. HR Analytics for Health
34. Human Resource Management
35. ICT in Rural Development
36. Individual and Group Behaviour
37. Information Communication Technology in Rural Development
38. Intellectual Property Right
39. International Health
40. Introduction to Epidemiology
41. Introduction to Medical Pharmacology
42. Labour Economics and Compensation Systems in Healthcare
43. Legal Environment
44. Legal Framework in Health Care

45. Livelihood Entitlement and Advocacy
46. Logistics and Supply Chain Management
47. Management Accounting
48. Management Information System
49. Managerial Analysis and Communication
50. Managerial Communication and Counseling (Including Soft Skills)
51. Marketing Management
52. Marketing Management of Hospital Services
53. Material and Equipment Management
54. National and International Environment for Pharmaceutical Industry
55. National Health Programs
56. NGO Management (+CSR)
57. Non-Farm, Skill and Enterprise
58. Operation Research
59. Oral and Written Communication in English
60. Organization and Management of Clinical Services
61. Organization and Management of Support Services
62. Organization and Management of Utility Services
63. Organization Behaviour
64. Organization Change and Development
65. Participatory Ground Water Management
66. Pharmaceutical International Business Management
67. Pharmaceutical Marketing
68. Pharmaceutical Production Management
69. PIM and Watershed Management
70. Principal of Management
71. Product and Brand Management
72. Production and Operation Management
73. Programme Planning, Implementation, Monitoring and Evaluation
74. Project and Entrepreneurship Management
75. Project Management
76. Public Governance and System Management
77. Quality Management and Patients' Safety
78. Quantitative Analysis
79. Quantitative Analysis for Development Practitioners
80. Regulatory Environment for Pharma Business
81. Research Method
82. Rural and Rurban Society
83. Rural Finance and Banking
84. Rural Health and Water, Sanitation, Hygiene and Nutrition
85. Rural Livelihood System
86. Rural Marketing
87. Rurban Society and Polity
88. Sociology of Work and Employment and Employer Employee Relations
89. Strategic Management
90. Talent Acquisition, Retention and Management for Health
91. Quality Management
92. Understanding Development Organization

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	View Document

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

Response: 4

1.3.2.1 How many new value-added courses are added within the last 5 years

Response: 4

File Description	Document
List of value-added courses	View Document

1.3.3 Average percentage of students enrolled in the courses under 1.3.2 above

Response: 86.20 %

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

2018-19	2017-18	2016-17	2015-16	2014-15
212	222	194	162	134

1.3.4 Percentage of students undertaking field projects / internships

Response: 100%

1.3.4.1 Number of students undertaking field projects or internships

Response: 234

File Description	Document
List of programs and number of students undertaking field projects / internships	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year-wise

A. Any 4 of above

B. Any 3 of above

C. Any 2 of above

D. Any 1 of above

Response: C. Any 2 of above

File Description	Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback processes of the institution may be classified as follows:

A. Feedback collected, analyzed and action taken and feedback available on website

B. Feedback collected, analyzed and action has been taken

C. Feedback collected and analyzed

D. Feedback collected

Response: C. Feedback collected and analyzed

File Description	Document
Any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 76.16

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
193	182	164	153	121

File Description	Document
List of students (other states and countries)	View Document
Institutional data in prescribed format	View Document

2.1.2 Demand Ratio (Average of last five years)

Response: 2.9

2.1.2.1 Number of seats available year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
315	320	320	280	300

*It includes MBA, MPH and PhD

File Description	Document
Demand Ratio (Average of Last five years)	View Document

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 26.64

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
43	45	52	34	29

File Description	Document
Average percentage of seats filled against seats reserved	[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organizes special programs for advanced learners and slow learners

Response:

The University organizes the programme for Slow learner and advance with in consultation with Indian

Society for Applied Behavioural Science (ISABS) HPL and the objective of the programme is as follow:

HPL is an experiential programme based on T- Group Methodology. In T-Groups, learning process involves sharing of experiences generated in 'here and now' in small groups of around 8-12 members. The experiential methodology known as T-Group is used for enhancing sensitivity or greater understanding of another person's feelings, thoughts and behaviours. The experiential learning in this manner is highly participant-centric i.e. the participants share, receive and give feedback, get insights and learnings, experiment with new awareness and practice some of the learnings and changes in their behaviour.

This process-oriented learning in an unstructured manner allows participants and groups to encounter various unique situations, problems, dilemmas and thereby provides an opportunity to present self, appreciate different points of view and develop and emerge along with the development of group, i.e. as the individuals discover their own identity in the group, the group also becomes an identity itself. The focus of the methodology is on sharing feelings which provides an opportunity for authentic behaviour and owning self. The unique aspect is the 'here and now' focus. The methodology is such that for each group, though the content is unique but the processes are similar.

Objectives:

The HPL provides a learning opportunity where the participants can:

- Become aware of their own patterns of behavior
- Know the impact of their behavior on others.
- Know the impact of others' behavior on themselves.
- Recognising feelings and become more sensitive to their own and others' feelings.
- Improve their effectiveness in interpersonal interactions to derive greater mutual satisfaction from them.
- Understand group processes and their own behaviour in groups.
- Discover their potential to live more effectively and meaningfully.

File Description	Document
Any additional information	[View Document](#)
link for additional information	[View Document](#)

2.2.2 Student - Full time teacher ratio

Response: 11.85

2.2.3 Percentage of differently abled students (Divyangjan) on rolls	
Response: 0	

2.2.3.1 Number of differently abled students on rolls	
File Description	**Document**
Institutional data in prescribed format	[View Document](#)

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences

The University has adopted all-inclusive pedagogy

1. Use of case study method for teaching modules. Student centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences Experimental studies of students by asking them to devise a new work area in their respective fields, after visiting such places of work such as Hospital, national health programme or rural development programmes. Internship and Summer training are the most important method which we adopt.

2. Stimulation studies: Use of professional Simulation program is being carried out in various modules such as human resource management, organization behavior, marketing management and communication planning management.

3. Problem solving methodologies: Case study-based problem are widely used to enhance the learning of the students.

4. Capstone projects are used in SPM and MPH courses.

5. Dissertations are mandatory for all students to promote independent learning.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 41

File Description	Document
List of teachers (using ICT for teaching)	[View Document](#)
Provide link for webpage describing the " LMS/ Academic management system"	[View Document](#)

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 11.85

2.3.3.1 Number of mentors

Response: 41

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 130.24

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	[View Document](#)
List of the faculty members authenticated by the Head of HEI	[View Document](#)
Any additional information	[View Document](#)

Response: 71.04

2.4.2.1 Number of full-time teachers with Ph.D. year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
30	26	29	27	24

File Description	Document
List of number of full-time teachers with PhD and number of full time teachers for 5 years	[View Document](#)

2.4.3 Teaching experience per full time teacher in number of years

Response: 21.06

2.4.3.1 Total experience of full-time teachers

Response: 758

File Description	Document
Any additional information	[View Document](#)

2.4.4 Percentage of full-time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognized bodies during the last five years

Response: 5.3

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognized bodies year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	1	1	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

Response: 62.02

2.4.5.1 Number of full-time teachers from other states year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
19	19	19	16	18

File Description	Document
List of full-time teachers from other state and state from which qualifying degree was obtained	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results during the last five years

Response: 45.25

2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
66	49	27	51	55

File Description	Document
List of programs and date of last semester and date of declaration of result	View Document

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 0

2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Any additional information	[View Document](#)

2.5.3 Average percentage of applications for revaluation leading to change in marks during the last five years

Response: 51.31

2.5.3.1 Number of applications for revaluation leading to change in marks year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
59	33	2	12	12

2.5.4 Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system

Response:
The IIHMR university periodically conducts Academic council meeting after receiving feedback from our stakeholders like students, Alumni, Pharma industries, Hospitals and NGOs and formulate the rules and regulations of university examinations.
The following reforms have taken from 2015- to till date as follows

Reforms	Positive Impacts
Two Sets of question papers are prepared for each subject by the internal & External faculty	• Confidentiality in the question paper selection. • Chances of question paper leakage are prevented. • Promotes Double Blinding of selection. • Prevention of Bias in Question paper selection
Selection of question paper by Moderation committee.	• Confidentiality in the question paper selection. • Chances of question paper leakage are prevented. • Promotes Double Blinding of selection. • Prevention of Bias in Question paper selection
Preparation of detailed scheme of evaluation by internal subject experts	• Uniformity in the evaluation among the evaluation • Fair judgement for the students
Initiation of Flying Squad team consisting of senior faculty members	• Strict vigilance for smooth conduct of examination. • prevention of malpractices in exam.
Inclusion of CCTV cameras in Examination Hall and Central valuation Room (in progress)	• Eliminates possibilities of use of unfair means by the candidates. • Prevention of malpractices in exam. • Prevention of Impersonation. • Avoidance of External assistance via any electronic devices. • Prevention of Ghost Centers: Fictitious examination centers.

Implementation of ERP Soft ware	• Promotes pre-exam preparation like Exam courses and student registration. • Hall Ticket generation. • Generation of Exam schedule. • Student attendance management at Exams. • Marks entry • Grade, Percentage, GPA, CGPA management • Prevention of Impersonation. • Preparation of results. • Result Analysis. • Chances of manipulations are nullified. • Date processing has become more accurate. • Absolutely no human error. • Reliable & no scope for manipulation.
Establishment of Central evaluation center	• Continuous monitoring of activities of answer booklet evaluation.
Rotation of controller of examination in every academic year (permanent position of CoE has processed and the offer letter to the candidate has been issued and the consent is awaited.	• Prevention of unfair means.
Inclusion of security features in grade cards	• Improved security to the Examination Management system
Inclusion of unique code in answer booklet.	• Ensured uniform evaluation.
Complete Automation of Examination Management system	• Declaration of results within the stipulated time. • Confidentiality and custody of answer scripts are ensured.
	• Ensures the uniform evaluation among the valuers. • Fair judgement for the student
	• Considerable improvement in the speed, reliability, efficiency, security, transparency, confidentiality and accuracy in the entire process of the examination process.
	• Delayed declaration of results and the tedious in manual system are avoided • The system is more transparent and reliable.

2.5.5 Status of automation of Examination division along with approved Examination Manual
A. 100% automation of entire division & implementation of Examination Management System (EMS)

B. Only student registration, Hall ticket issue & Result Processing

C. Only student registration and result processing

D. Only result processing

Response: B

Complete Automation of Examination Management system	
ERP System Features	Illustrations
- Promotes pre-exam preparation like Exam courses and student registration. - Hall Ticket generation. - Generation of Exam schedule. - Student attendance management at Exams. - Marks entry - Grade, Percentage, GPA, CGPA management - Prevention of Impersonation. - Preparation of results. - Result Analysis.	- Declaration of results within the stipulated time. - Confidentiality and custody of answer scripts are ensured. - Ensures the uniform evaluation among the valuers. - Fair judgement for the student. - Considerable improvement in the speed, reliability, efficiency, security, transparency, confidentiality and accuracy in the entire process of the examination process. - Delayed declaration of results and the tedious in manual system are avoided - The system is more transparent and reliable.

Response: A. 100% automation of entire division & implementation of examination Management system. (EMS)

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	View Document
Current Manual of examination automation system	View Document
Any additional information	View Document
Annual reports of examination including the present status of automation	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

Objectives of the Program of MBA Hospital and Health Management

The broad objective of the program is to build knowledge and skills to facilitate high performance as effective professionals in health and hospital systems, both in the public and private sectors. The syllabus and course content are designed keeping in mind the current requirements of the healthcare industry. The objectives are as under:

To develop skills in planning, building and managing healthcare organizations.

To enhance decision making and administrative competence of the students to enable them to face challenges of the healthcare industry.

To participate and contribute to the formulation of public health policies.

To promote knowledge through applied and conceptual research relevant to management and to disseminate this knowledge through publications.

To collaborate with other institutions in India and abroad for furtherance of professional exposure.

Management education towards institution building in a meaningful manner.

Program Outcome

Understanding of the latest concepts and techniques of management and their application in making the managerial roles of the participants efficient and effective.

Capability of analyzing, diagnosing and solving operational problems in the delivery of healthcare and hospital services.

Adeptness of appropriate strategies for effective planning, implementation and evaluation of institutional and community based health and family welfare program.

Wisdom for using the application of qualitative and quantitative analytical tools as applicable to health and hospital management related problems.

Capacity to understand and appreciate methodologies of health/hospital management training and develop skills with focus on strategic responsibility for training and human resource development for health care delivery.

Broadening the outlook and vision of participants about the larger background and context of health care

and health management in their historical, sociological and cultural framework.

Logistics expertise to promote the efficient and equitable allocation of resources and development of strategies to promote public health and cost-effective healthcare.

Financial aptness in use of application of scientific approach to reduce cost of care through better material and money management.

Program Outcome of MBA Pharmaceutical Management

On successfully completing the program the student will be able to:

Demonstrate the knowledge of pharma management to solve complex corporate problems using optimum resources.

Function effectively as an individual, and-as a member on leader in diverse terms, and in multidisciplinary settings.

Communicate effectively with all stakeholders in their role as a manager.

Apply appropriate business strategies for effective planning, implementation and evaluation of policies in pharma sector.

Objectives of the Program of MBA Rural Management

Critical thinking, active engagement with multiple stakeholders, and lateral thinking that allows students to think practically and strategically. .

Foundational managerial skills associated with development praxis, ideally for all sectors (government, civil society sector, and private sector); and more specifically, those skills relevant for the specializations that the students choose.

Strong fieldwork and organizational skills based on off campus learning experiences so that once they graduate, students can hit the ground running.

File Description	Document
COs for all courses (exemplars from Glossary)	View Document
Any additional information	View Document
Link for Additional Information	View Document

The program outcomes, program specific outcomes and course outcomes are evaluated through a rigorous and transparent system of assessment. The rubrics of assessment are bifurcated into mid -term, internal and end term examinations. The summer training, dissertation and other field learning segments are evaluated through a process that is shared and discussed with students as well as the participating organizations / resource persons. In the field learning segments, a lot of emphasis is laid on student peer learning.

The mid- term and internal assessment are drawn from a basket of choices that may vary from module to module. These consist of case study analysis, quiz, class participation in group discussions, individual and group assignments / presentations. The end term is a written exam. The weightage accorded to internal / mid- term and end term exam is in the ratio of 30:70.

The assessment of course outcomes for individual modules is aggregated to measure the attainment of program outcomes and program specific outcomes. This is achieved through faculty discussions and sharing feedback with students

Apart from this formal assessment, a system of mentorship and guide facilitates personal monitoring of students in their life journey in attainment of desired learning outcomes.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6.2 Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution

In order to ascertain the successful implementation of our programs, we have mapped our COs against POs after putting our students through various direct and indirect assessments and measuring their performance against identified PO, we could determine the CO and PO attainment levels.

Our faculty has been empowered to choose the assessment method and their frequency. It was done because of the specialized nature of our programs. Our teachers are experts in their fields, and we have reasons to believe that they are the best in their own domain and their judgement is correct.

| 2.6.3 Average pass percentage of Students |
|---|
| **Response:** 98.26 |
| 2.6.3.1 Total number of final year students who passed the examination conducted by Institution. |
| Response: 227 |
| 2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution |
| Response: 231 |

File Description	Document
List of programs and number of students passed and appeared in the final year examination	View Document

| Any additional information | View Document |
| Link for annual report | View Document |

2.7 Student Satisfaction Survey

Response:

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution has a well-defined policy for promotion of research and the same is uploaded on the institutional website

Response: Yes

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	[View Document](#)
Any additional information	[View Document](#)
URL of Policy document on promotion of research uploaded on website	[View Document](#)

3.1.2 The institution provides seed money to its teachers for research (average per year)

Response: 2.41 Lakhs

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
0.25	0	9.71	2.07	0	NA

2.07 + 9.71 + 0.25 = 12.03

12.03 / 5 = 2.41 Lakhs

File Description	Document
Minutes of the relevant bodies of the University	[View Document](#)
List of teachers receiving grant and details of grant received	[View Document](#)
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	[View Document](#)
Any additional information	[View Document](#)

3.1.3 Number of teachers awarded international fellowship for advanced studies/ research during the last five years

Response: 2 (Dr. P.R. Sodani and Dr. Mohan Bairwa sent to JHU, US for orientation of MPH programme.

3.1.3.1 The number of teachers awarded international fellowship for advanced studies / research year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
0	0	1	0	1	NA

File Description	Document
List of teachers and their international fellowship details	View Document
Any additional information	View Document

3.1.4 Number of JRFs, SRFs, Post-Doctoral Fellows, Research Associates, other research fellows in the university enrolled during the last five years

Response: 0

3.1.4.1 The Number of JRFs, SRFs, Post-Doctoral Fellows, Research Associates and other research fellows in the university enrolled year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	NA

File Description	Document
List of research fellows and their fellowship details	View Document

3.1.5. University has the following facilities:

1. Central Instrumentation Centre
1. Animal House/Green House Museum
2. Central Fabrication facility
3. Media laboratory/business Lab/studios
4. Research/Statistical Databases

A. Any four facilities exist
B. Three of the facilities exist
C. Two of the facilities exist
D. One of the facilities exist
E. None of the facilities exist

B. Response: One of the facilities exist.

The IIHMR University has Research/ Statistical/ Data depositary of large date sets – Census Data, NSSO Data, **NFHS Data**, DLHS Data

File Description	Document
List of facilities provided by the university and their year of establishment	View Document
Any additional information	View Document
Link to videos and photographs geotagged	View Document

3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognition by government agency

Response: 1
1/3 = 33%

University works on ICMR, ICCSR, WHO , Ministry of drinking water & Sanitation research projects.

3.1.6.1 The Number of departments with UGC-SAP, CAS, DST-FIST ,DBT,ICSSR and other similar recognition by government agency

File Description	Document
List of departments and award details	View Document
e-version of departmental recognition award letters	View Document
Any additional information	View Document

3.2 Resource Mobilization for Research

3.2.1 Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution during the last five years (INR in Lakhs)

Response: 5450.47 (INR in Lakhs)

3.2.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
567.43	178.33	1517.06	2003.91	1183.74	NA

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document
Any additional information	View Document

3.2.2 Grants for research projects sponsored by the government sources during the last five years

Response: 118.81 (INR in Lakhs)

3.2.2.1 Total Grants for research projects sponsored by the government sources year-wise during the last five years(INR in Lakhs)

Response- 118.81

2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
43.58	43.54	7.67	2.15	21.88	NA

43.58 + 43.54 + 7.67 + 2.15 + 21.88 = 118.81

File Description	Document
e-copies of the grant award letters for research projects sponsored by government	View Document
Any additional information	View Document

3.2.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 1.99 (2 research projects/teacher)

3.2.3.1 Number of research projects funded by government and non-government agencies during the last five years

Response: 76   (76/38.2= 1.99)

3.2.3.2 Number of full-time teachers worked in the institution during the last 5 years

Response: 151+ 40 = 191 Teachers   (191/5=38.2)

File Description	Document
Any additional information	View Document
Link for funding agency website	View Document

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco-system for innovations including Incubation Centre and other initiatives for creation and transfer of knowledge Response:

The three major verticals of the University are Research , Teaching and Training in the realm of Healthcare, Development Studies and Pharmaceutical Management. Given the very specialized nature of University, catering to specific niche' service sector (healthcare and Development), there are no product innovations to showcase. However, several policy innovations, healthcare practices, healthcare knowledge capital generation, and innovative thoughts and ideas have been incubated in the University that thrives on a wide canvas of ecosystem for innovations. The University prospers on boundaryless thinking by faculty and research staff to explore and undertake researches in never-ventured areas which is made possible by extending autonomy, promoting a learning culture and teamwork of intellectually diverse human capital.

Innovations in Research:
IIHMR is now stepping into the fourth decade of research in the healthcare sector. Over the past three decades IIHMR has conducted more than 600 research projects and studies at the national and international levels. There are several research methodology innovations carried out by the University like innovative mobile technology to routinely gather data on family planning and water, sanitation and hygiene, Real time data collection on 24 hours recall method on OPTIFOOD and others Many a projects like Future Health Systems, PMA 2020, PMA agile, Food Fortification, MHAT, Aapni Yojana, Vikalp, TSU for RSACS are first of its kind to be ever taken up by any Indian University. The University boasts of 2000+ dissertations in the realm of healthcare, pharmaceutical management and development praxis and 75+ PhD Scholars enrolled and engaged in creating, validating and forwarding new knowledge in the focus areas of the University.

Innovations in Teaching:
Innovations in teaching range from unconventional modules to pedagogical innovations like teaching through movies, live projects, multimedia case studies, integrated module simulations, extensive field immersions, participation of students in research work and using psychometry techniques for self-exploration etc. The University It has a rich repository of academic modules, whitepapers, policy papers, research papers, meta-analysis-based publications, research reports and research output-based cases. Many a faculty member of the University have adorned prestigious positions in policy making of elite national and international forums like the WHO, SEAPHEIN (South-East Asia Public Health Education Institutions Network), and are NABH assessors, PhD evaluators and on Board of Studies, Board of management of several prestigious Institutions.

Innovations in Training :
The University has trained more than 10,000 participants all over the world using HRD instruments, most of them developed and validated in house by Dr Udai Pareek and his team of Professors from our University. A great many training modules including disaster management, leadership and strategic management for healthcare, Qualitative research methods in Healthcare are developed in-house and are subscribed by public, private, international agencies. The University is also a WHO Collaborating Centre for research and training for the SEAR countries till 2017

The IIHMR University has started following Centre of excellence for Transfer of Knowledge

Centre's of Excellence
1) Key Resource Centre for Water and Sanitation. (Ministry of Drinking Water & Sanitation)
2) Centre for Gender Studies
3) Centre for Injury Research
4) Centre for Health Systems and Policy Research
5) Centre for Health Economics
6) Centre for Mindfulness, Wellness and Ethics
7) Centre for Innovation, Incubation and Entrepreneurship

Collaborating center for research and training for the SEAR countries.

File Description	Document
Any additional information	View Document
link for additional information	View Document

3.3.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry - Academia Innovative practices during the last five years

Response: 0

3.3.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	NA

File Description	Document
List of workshops/seminars during the last 5 years	View Document
Any additional information	View Document

3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years

Response: 01
Dr. Rahul Gupta won III position for his Innovative Business Model in Clairvoyance-2018- The Health Odyssey in November 2018 organized by TISS- Mumbai

3.3.3.1 Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	NA

File Description	Document
List of innovation and award details	View Document
Any additional information	View Document

3.3.4 Number of start-ups incubated on campus during the last five years

Response: 0

3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	NA

File Description	Document
List of startups details like name of startup, nature, year of commencement etc.	[View Document](#)

3.4 Research Publications and Awards

3.4.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

File Description	Document
Any additional information	[View Document](#)

3.4.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: No

File Description	Document
Any additional information	[View Document](#)

3.4.3 Number of Patents published/awarded during the last five years

Response: 0

3.4.3.1 Total number of Patents published/awarded year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	NA

File Description	Document
List of patents and year it was awarded	[View Document](#)

3.4.4 Number of Ph.Ds awarded per teacher during the last five years

Response: 2/24=0.08

3.4.4.1 How many Ph.Ds are awarded within last 5 years

Response: 2

3.4.4.2 Number of teachers recognized as guides during the last five years

Response: 24 * teachers recognized as guides (Average)

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc.	[View Document](#)
URL to the research page on HEI web site	[View Document](#)

3.4.5 Number of research papers per teacher in the Journals notified on UGC website during the last five years

Response: 3.79

3.4.5.1 Number of research papers in the Journals notified on UGC website during the last five years

2018	2017	2016	2015	2014	2013-14
21	36	27	34	27	NA

21+36+27+34+27 = 145

145 /38= 3.789

File Description	Document
List of research papers by title, author, department, name and year of publication	[View Document](#)
Any additional information	[View Document](#)

3.4.6 Number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings per teacher during the last five years
Response: 12

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

2018	2017	2016	2015	2014
0	2	2	4	4

File Description	Document
List books and chapters in edited volumes / books published	View Document

3.4.7 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Response: 1.82

File Description	Document
Bibliometrics of the publications during the last five years	View Document
Any additional information	View Document

3.4.8 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response: 7 (Scopus) 4 web of sciences

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the University	View Document
Any additional information	View Document

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual

Response: Yes

File Description	Document
Soft copy of the Consultancy Policy	View Document
Minutes of the Governing Council/ Syndicate/Board of Management related to Consultancy policy	View Document
Any additional information	View Document
URL of the consultancy policy document	View Document

3.5.2 Revenue generated from consultancy during the last five years

Response: 644.02 Lacs

3.5.2.1 Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
83.69	108.80	78.89	153.73	218.91	NA

83.69 + 108.80+78.89+153.73+218.91=644.02

File Description	Document
List of consultants and revenue generated by them	View Document
Audited statements of accounts indicating the revenue generated through consultancy	View Document
Any additional information	View Document

3.5.3 Revenue generated from corporate training by the institution during the last five years

Response: 767.77

3.5.3.1 Total amount generated from corporate training by the institution year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
115.43	87.61	208.85	91.33	264.55	NA

115.43+87.61+208.85+91.33+264.55 =767.77

File Description	Document
List of teacher consultants and revenue generated by them	[View Document](#)
Any additional information	[View Document](#)

3.6 Extension Activities

3.6.1 Extension activities in the neighborhood community in terms of impact and sensitizing students to social issues and holistic development during the last five years

Response:

The IIHMR University organized Health camps including mental health, blood donation by the students with the technical support from Santokba Durlabhji Memorial Hospital, Jaipur. Students used to create awareness by visiting the nearby areas.

The students organize blood donation drive on September 17 every year to remember Late Shri. P.D. Agarwal. Recently, the event was organized on September 15. Santokhba Durlabhji Hospital helps in organizing the drive.

Year	Unit blood collected
2018	70 Units
2017	85 Units
2016	46 Units
2015	62 Units
2014	47 Units

Under the Community Studies module for the MBA-HM first year, the students visit the households in the community for five days. The exposure to the community is designed with a purpose to make the students understand the community perspectives of health of the members of the family and the factors which influence them in maintaining good health. The family record tool aims at generating comprehensive dataset from the household.

Report of activities undertaken by Dr Kiran Katoch as Dr AS Paintal Distinguished Scientist Chair of ICMR at IIHMR University, Jaipur. (October 2018 to March 2019)

1. A **school health survey** was initiated in the MRHRU area of Bhanpur Kala, District Jaipur, to understand the health and growth patterns of children studying in rural schools of the area. The study was initiated after taking Ethical approval from the Institutional Ethics Committee of IIHMR University. The aims and objectives of the proposal and questionnaire was explained to the school authorities, and after obtaining a written informed consent from the Principals of these schools, individual class teachers were told the details of the project. A written information (Information sheet) details regarding health, diet and activities of children was provided to each student to take home, share and interact with the parents. Children of .the age group of 7 to !7 years whose parents agreed for the participation of their wards in the study, signed the written informed consent, were included from three Government run schools and 4 private schools of the area. Written informed consent was taken from the parents and written assent from each child was taken, after explaining the objectives and relevant details of the project. The main objectives of the study are as follows:

49

- To assess the routine health status and habits of children attending school in Bhanpur Kalan (rural area) of Jaipur district.
- To analyze the health (hygienic) habits, nutrition, smoking, alcohol intake, tobacco chewing, substance abuse, physical activity, school attendance, illnesses and hospitalization etc.
- To discuss and provide IEC activities for better health, on basis of the analysis of the observations gathered.
- To observe the impact of the intervention (IEC) by conducting a re-survey in the same subject groups, after an interval of 6 months.

This is a Questionnaire based method of assessing the health (height, weight, BMI), food habits, physical activity, hygienic habits etc. of the children. Four field staff and one data entry operator were recruited as per IIHMR norms and trained in detail about the Questionnaire, how to record the details in it after obtaining the consent of parents and assent of students. The data entry operator was trained on data entry from the Questionnaire Form to the SPSS software.

About 855 students of 3 Government run schools and 4 Private Schools of age group7-17 years have been enrolled, and their Questionnaires filled. Data entry is in progress. The observations will be analyzed, and the results/observations presented subsequently.

- **Participated in the project** "Assessing and managing Mental health problems through frontline workers: a pilot study "undertaken by IIHMR University and SMS Medical College. The study is supported and funded by ICMR. Using the G MAT tool, which is a handheld device, ANMs and MOs of PHC of Rajgarh, Alwar District were trained on using the IT enabled handheld device. Signs and symptoms of suspected mentally ill patients, are being filled in the preformed Questionnaire loaded on the device and sent to the study supervisor (Psychiatrist). Diagnosis is confirmed and appropriate treatment given to the patient at the PHC. IEC activities were also undertaken to make the population aware of the mental illnesses.

File Description	Document
Any additional information	View Document
link for additional information	View Document

3.6.2 Number of awards and recognition received for extension activities from Government /recognized bodies during the last five years

Response: 4

3.6.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	4	0	0	NA

4 Awards received
1) Ling Raj Das Memorial Trophy.
2) Safai Giri Award
3) Swatch Bharat award.
4) 360 Degree consultation for sanitation work

File Description	Document
Number of awards for extension activities in last 5 years	View Document

3.6.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response:12

3.6.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
4	2	2	2	2	NA

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document

3.6.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 59.98

3.6.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
215	222	174	151	0	NA

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	View Document

3.7 Collaboration

3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year

Response: 77 MOU / 5 Years

Average =15.4

3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
13	9	14	30	11	NA

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document
Any additional information	View Document

3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years

Response: 870

3.7.2.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc. year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
135	128	115	115	117	NA

File Description	Document
e-copies of linkage related Document	View Document
Details of linkages with institutions/industries for internship	View Document
Any additional information	View Document

3.7.3 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 10

3.7.3.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
3	1	1	4	1*	NA

*WHO Collaborating center is up to 2017

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance,other universities etc during the last five years	View Document
Any additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

The IIHMR University is a specialized Research University in management research, postgraduate education and training in the health sector. The University aims to generate new knowledge and technologies to provide evidence and inputs for developing effective policies and health interventions and strategies. The Mission of IIHMR University is to "Improve the standards of health through better management of health care and related programs through management research, education, training and institutional networking in a national and global perspective, in the health sector".

All the lecture halls are specious, equipped with modern teaching aids and specially designed to facilitate participative learning environment. Every lecture hall has a computer connected to the wi-fi network that allows the faculty to retrieve relevant information real time, some lecture halls are equipped with interactive display boards.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

Outdoor & Indoor Sports Facility

S. No	Sports Facility	Qty.
1.	Cricket/ Football Ground	1
2.	Lawn Tennis Court	1
3.	Badminton Court	3
4.	Basketball Court	1
5.	Volleyball Court	1
6.	Swimming pool with coach	1
7.	Gymnasium hall with trainer	1
8.	Yoga & Mindfulness center	1
9.	Carrom, Chess, Table Tennis (Indoor)	3
10.	Auditorium & common rooms for cultural activities	2

File Description	Document
Any additional information	View Document
link for additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc.

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 18

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
Link for additional information which is optional	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 7.18%
= (8.42%+6.68%+6.52%+8.39%+5.87)/5=7.18%

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
260.10	284.40	288.41	259.15	169.13

File Description	Document
Audited utilization statements	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response: Yes

4.2.1. Library is automated using Integrated Library Management System (ILMS) during last five years.

Dr. D.A. Henderson library & documentation Centre, The IIHMR University, Jaipur, a one-stop place in meeting your information needs. The university library is well-equipped infrastructure to complement the requirements for reading and research.

It is well fitted-out and well stocked with relevant and appropriate learning and information resources, both in print and electronic. The resources are armed with latest collection of Books, Journals, Magazines, e-Journals, e-Books and Databases from globally known publishers. Our major aim is to procure online/digital learning resources which allow users to access them anytime, anywhere, 24×7. The University library is fully automated using KOHA – Integrated Library Management System.

It is the first automated library in the state. The University library are work all with all modules of automated software example of Acquisition System, Cataloguing System, Circulation System, Serials System and OPAC. Apart from automating, as part of modernizing the Library all books, thesis, reports, CDs, are barcoded and User card also barcoded. its routine activities through library management software "LIBSYS" since 1990. Now the University library are migrated on KOHA Integrated Library System (ILS) from June 2019.

The University Library are using KOHA version 18.11.04.000, OS version: Linux Koha Server 4.15.0-52-generic-56-Ubuntu SMP. Koha is the first free software library automation package. In use worldwide, its development is steered by a growing community of users collaborating to achieve their technology goals. It is **Full-featured ILS.** In use worldwide in libraries of all sizes, Koha is a

true enterprise-class ILS with comprehensive functionality including basic and advanced options. Koha includes modules for acquisitions, circulation, cataloging, serials management, authorities, flexible reporting, label printing, multi-format notices, offline circulation for when Internet access is not available, and much more.

Library is automated using Integrated Library Management System (ILMS)

Data Requirement for last five years: Provide a description of library with
- **Name of the ILMS software**
  KOHA Integrated Library System (ILS)

- **Nature of automation -** Fully automated
  The University library are work all with all modules of automated software example of Acquisition System, Cataloguing System, Circulation System, Serials System and OPAC

Version KOHA version 18.11.04.000

File Description	Document
Any additional information	View Document

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment

Response: Yes

4.2.2. Collection of rare books, manuscripts, special reports as knowledge resource for library enrichment in last five years.

The IIHMR University library has a good Collection of Rare Books the collection of rare books also supports and enhance the teaching-learning process. it aims to highlight the understanding that there is always more than one truth in history! This is an attempt to create a forum where those elusive connoisseurs come together to discuss and share their knowledge of Indian rare books. rare book collectors have now transformed into a forum for history buffs, scholars and of course the silent curious. Discussions and comments range from sanguine to educative to irreverent, all providing for an interesting cerebral buzz. Many of these books might be considered to be history, opinion or plain propaganda - but the aim is to show that there is no wasteful source in the study of history, and there is only an added perspective.

The University has a fully automated library which houses a sufficient number of books of all disciplines, the collection of rare books, includes a large, general collection of rare books, several smaller, named collections and include a variety of materials, such as Holy Bible, Pavitra Qur'an, Four Vedas (Rigveda, Samaveda, Yajurveda, Atharvaveda), Rajasthani Language books like Rajasthani Hindi kahawat kosh, Bataan Ri Fulwari, and there are some rare books related to Psychology, Social Science, Cultural, education, Capitalism, Public Administration Public Health, Autobiography, Village life and other subjects published before year 1960. For example of these books "Religion and The Rise of Capitalism: A Historical Study (1926), Autobiography or the Story of My Experiments With Truth by Gandhi (1927), Seven Pillars of Wisdom : A Triumph (1935), Materialism and Empirio-Criticism: Critical Comments on A Reactionary Philosophy (1947), Sociology of Georg Simmel (1950), Education and the Significance of Life (1953) and others rare books".

This Section provides a forum for discussion and exchange of information on matters of particular concern to rare books including the collection and use of such materials, in all the IIHMR University library. the aim is to show that there is no wasteful source in the study of history, and there is only an added perspective.

File Description	Document
Any additional information	View Document
link for additional information	View Document

4.2.3 Does the institution have the following

    1.e-journals
    2.e-ShodhSindhu
    3.Shodhganga Membership
    4.e-books
    5.Databases

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 24.04

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
16.12	28.67	32.03	22.03	21.34

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 4.72

4.2.6.1 Number of teachers and students using library per day over last one year

Response: 27

4.2.7 E-content is developed by teachers :

1. For e-PG-Pathshala
2. For CEC (Under Graduate)
3. For SWAYAM
4. For other MOOCs platform
5. For NPTEL/NMEICT/any other Government Initiatives
6. For Institutional LMS

Any 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: Any 1 of the above

File Description	Document
Details of e-content developed by teachers for e-PG- Pathshala, CEC (UG)	View Document
Give links or upload document of e-content developed	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response- Yes

The University IT Centre is one of the most modern ones. We provide support to the ongoing activities of the University like research, teaching, training and consultancy. The Centre is well versed in technically competent man and machine resources to give services for high end servers, laptops and Desktops, Laser printers, Online UPS, LCD projectors and video- conferencing equipment. The University network is linked to the Internet via a dedicated leased line enabling round-the-clock fast Internet connectivity. Presently we have entered into collaboration with Serosoft to implement ERP in the campus so that we ensure that all official transactions would be paperless in future.

We have a dedicated website for the University. Our website is www.iihmr.edu.in , which has sufficient web hosting space and 24X7 AMC support for website maintenance. All faculty, staff and students are provided with email id's through Microsoft Ofice-365.

Regarding hardware, we have Four advanced HP servers, all client desktops have latest configuration processors ranging core-i5/ core-i3/C2D/Dual Core. We also have sufficient Laser printers, MFP, Color printers, Scanners, Video conferencing equipment, LCD projectors, speakers and other peripherals. Each individual faculty, staff, library and other offices , all classrooms , auditorium, conference hall, board room have permanently installed multimedia enabled computing equipment.

There are 273 laptops and desktops issued to faculty, staff and others and 138 dedicated computers are installed in the computer labs for use of students. Similarly, we have 89 printers installed in faculty and staff wing and 14 laser printers in the student labs.

We have 104 MBPS Lease Line connections with 1:1 contention Ratio to provide uninterrupted internet accessibility. This internet speed has been increased over the years. Initially when we started as a University the total bandwidth was only 24 MBPS and we continued to upgrade it on yearly basis depending on our requirements. It also includes 4 MBPS of backup internet bandwidth.

Our 100% terminals are connected through Local Area Network(LAN) and Wi-Fi connectivity is throughout the campus with 26 high end wireless access points and a centralized controller. Our centralized LAN networking is fibre optic based and we also have unified threat management device (UTM) -Cyberoam for centralized authentication of all users.

To ensure continuous power supply to all computing equipment we have five online UPS of total 111 KVA load for smooth functioning .

As the IT sector is ever changing we also strive to provide the latest technology to all users and clients.

File Description	Document
link for additional information	[View Document](#)

4.3.2 Student - Computer ratio

Response: 0.24

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)
1 GBPS

500 MBPS - 1 GBPS

50 MBPS-250 MBPS

250 MBPS-500 MBPS

Response: 50 MBPS-250 MBPS (100 MBPS)

File Description	Document
Any additional information	[View Document](#)

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility, LCS	[View Document](#)
Any additional information	[View Document](#)
Link to photographs	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response 16.70%
(19.08% + 19.65% + 17.33% + 13.67% + 13.76)/5= 16.70%

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
180.52	163.16	261.84	241.58	195.89

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	[View Document](#)
Audited statements of accounts.	[View Document](#)

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

Response: Yes

Procedure for maintenance of class room, library & sports grounds –

1. Incorporate Expenditure for class rooms, library & sports in yearly budget as per requirement.
2. Daily cleaning of classrooms, library after class over by housekeeping staff, Regular dusting.
3. Time to time maintenance of class rooms furniture's by carpenter, dusting & cleaning of electric & electronics fixtures by electricians, servicing of AC's, audio – visual systems, pest control in rainy seasons & as per requirement, paint work (as per requirement) etc.

File Description	Document
Any additional information	View Document
link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Response: 21.23 (Scholarship received by School of Development studies students in last five years)

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
6	6	0	0	0

File Description	Document
Average percentage of students benefited by scholarships and free-ships provided by the Government during the last five years	[View Document](#)
Any additional information	[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 7.48

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
65	52	19	2	10

File Description	Document
Average percentage of students benefited by scholarships and free-ships provided by the Government during the last five years	[View Document](#)
Any additional information	[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

1. Guidance for competitive examinations
2. Career Counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and Meditation

8.Personal Counselling 7 or more of the above

Any 6 of the above

Any 5 of the above

Any 4 of the above

Response: Any 5 of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 93.81 (The below given number is based on the placed students-Students have participated in Mock GDPI)

5.1.4.1 Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years.

2018-19	2017-18	2016-17	2015-16	2014-15
204	176	152	122	128

- Only career counselling is being done

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document

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5.1.5	*The institution has an active international students cell to cater to the requirements of foreign students*

The University has international students are regularly admitted to MPH & PhD. These students come from countries like Afghanistan, Nepal etc. The university has established international cell wherein the guidance about admission process and career opportunity are given on regular basis. The cell is headed by a faculty and a full-time executive is appointed for helping him. The cell provides assistance to foreign students who are seeking admission. Helps during admission process and acclimatization during initial days. Their day to day problems which are unique to foreign students are dealt by the cell. A few of the task assigned to this cell the given below.

The international cell also handles incoming visits by international students under student exchange programme. Providing guidance, arranging requisite travel documents, reception in India and provision of accommodation to such student is integral function of the cell. Sometimes foreign students need counselling to get accustomed to new environment, the cell is actively involved to settle them in the country so that they can peruse their educational goals.

File Description	Document
Link for Additional Information	View Document

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

Response: Yes

File Description	Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 93.81

5.2.1.1 Number of outgoing students placed year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
204	176	152	122	128

File Description	Document
Details of student placement during the last five years	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 14 students progression to higher education (denominator is not available)

5.2.2.1 Number of outgoing students progressing to higher education

File Description	Document
Details of student progression to higher education	[View Document](#)

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 563 (Denominator is not available)

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
106	135	125	106	91

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT, GRE/TOEFL/ Civil Services/State government examinations) year-wise during the last five years

Details not available

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	[View Document](#)

5.3 Student Participation and Activities

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year-wise during the last five years.

Response:

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	3

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	[View Document](#)

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

The students are encouraged to participate in extracurricular activities. The following avenues are available for students: • Annual Conference of the University • Participation in conferences in other institutions • Sports and games • Cultural activities

The University offers a variety of recreation facilities. The campus includes courts for outdoor games like Tennis, Volleyball, Basketball, Badminton and Gymnasium. In addition, there is an open playground. Depending on the interest of students the ground could be made ready for games like Football/Cricket. In addition, indoor games including Table Tennis, Carom and Chess are available in the recreation/ common room.

The University has following student committees for coordination with faculty members nominated for various events: • Placement Committee • Conference Committee • Cultural Committee • Alumni Committee • Campus Welfare Committee • Hostel and Mess Committee • Sports Committee

File Description	Document
Any additional information	[View Document](#)

5.3.3 Average number of sports and cultural activities / competitions organised at the institution level per year

Response: 5 (eg. Foundation day, Independence Day, Teacher's day, Republic day)

5.3.3.1 Number of sports and cultural activities / competitions organized at the institution level year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
5	5	5	5	5

File Description	Document
Number of sports and cultural activities / competitions organized per year	View Document

5.4 Alumni Engagement

5.4.1 *The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non-financial means during the last five years*

The non-financial contribution and activities in which alumni have engaged in the following activities:

- Alumni Meet
- Coffee with IIHMR
- Invited for Orientation to New students
- Invited for Summer training poster presentation evaluation
- Invited for Dissertation evaluation
- Invited for Admission Process (GD/PI)
- Invited for Guest Lecture
- ERP Portal (platform to communicate and to share information with alumni)
- Newsletter (has been sent to alumni about the activities of IIHMR)
- Board Management (member)
- Board of Studies (member)

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

5.4.2 Alumni contribution during the last five years (INR in Lakhs)
? 100 Lakhs

50 Lakhs -100 Lakhs

20 Lakhs -50 Lakhs

5 Lakhs -20 Lakhs

Response: <5 Lakhs

File Description	Document
Alumni association audited statements	[View Document](#)

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response:

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
3	1	2	2	1

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	[View Document](#)
Additional Information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the University

Response:
The University is managed by an efficient governing structure as outlined in the IIHMR University Act, 2014. The Board 0f Management is the principal executive body of the University and is headed by the Chairperson (Chancellor). The university has an Academic Council which steers the academic activities of the University. The President (Vice Chancellor) is the ex-officio chairperson of the Council. The University also has Boards of Studies for each School, each one of which is chaired by the Director/Dean of the respective School. The existing Governing structures are as under:

- Board of Management
- Academic Council
- Board of Studies (Institute of Health Management)
- Board of Studies (School of Pharmaceutical Studies)
- Board of Studies (School of Development Studies)

6.1.2 The institution practices decentralization and participative management
Response:
A typical meeting in IIHMR
Setting : IIHMR
Date and Time : 18 August 2018 , 11 :30 am
Context : Meeting to review the researches planned for next quarter (1September-19-31 December-19)
Members Present : Chairman (CS), President (PS), Research Dean (RD), GM Finance (GMF), three faculty members(one incharge of NFHS V, one incharge of Nestle Project (NP), one Incharge of PMA 2020), One Research Officer (BC) involved in an ongoing BCC research funded by The Union.
Chairman : Good Morning, So RD, What's the update and engagement of next quarter?
Research Dean : Sir, the going is good and our hands are full. We have already rolled out the NFHS for two states and third will be rolled out in first week of September. There is a little delay in the fourth state as the budget is yet to be finalized.

President (Interrupting): What's the glitch there? As per our last discussion, all should be rolling by first week of September. Any thing that needs my attention?

RD: Thank you sir, We are good to go, its just that some faculty members have volunteered their involvement in NFHS this year. Since it's their first time in such big project , they are treading slowly. The internal budget draft they prepared is being looked upon by senior experienced faculty members. The show will be on sooner.

Also wish to share that The Nestle-IIHMR research partnership of the first phase which involves 6-month long (January-June 2017) desk research by IIHMR that reviews and summarizes existing research to inform the design the FITS-KNHS was finalized yesterday and our colleague (NP) will brief us on same today. We also have a presentation on the ongoing BCC research by our research officer (BC) involved in the team.

In the words of the longest serving Director of IIHMR, an Institution Builder, and the present Chairperson of IIHMR University, Dr S D Gupta, the University is like a Wonderland and the faculty and staff are in the role of Alice. From vision, mission to execution the university has thrived on the values of co-creation where all efforts, practices and work converges to the shared mission.

The faculty at IIHMR University is entrusted with the responsibility of gearing the University in three domains of teaching , training and research with complete autonomy and freedom to chose what to do, and how to do. The senior management members provide direction, guidance and extend all round support when needed to clear the bottlenecks in pursuance of individual and organizational goals. The founder members have created the University with a cushion that absorbs shocks, promotes learnings from failures and promotes experimentation. The conversations in galleries centre around new strides in health, advancement in technology, radical changes in pedagogy and novel ideas to work upon rooted in complete autonomy and accountability. And the policies and practices are arrived at through participatory management and decentralized decision making.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.2 Strategy Development and Deployment

Response: Yes

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response: Yes

1. Academic Excellence: Launch of new academic programme which are cross section of various disciplines as per the University Act.

2. Centre of Excellence: Launch of new COEs which are aligned to industry requirement and national/state priorities such as public health, mindfulness, mental health, urban health, public health nutrition.

3. Faculty Strength: Multidisciplinary faculty will be recruited and retained from national and international reputed organizations for implementing new academic programme, innovative research and MDPs.

4. Collaborations: More collaborations will be done with national and international organization for joint research and faculty/student exchange.

5. Social impact: More programmes will be undertaken which give more benefit to the community and society at large.

6. Infrastructure: More infrastructure will be created in term of classrooms, conference hall, seminar halls and student hostels to enhance the academic and research activity. More technology will be installed for academic excellence.

7. Accreditation: Focus on national and global accreditations.

6.2.2 Organizational structure of the University including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism
Response:

Organizational structure of the University including governing body, administrative setup, service rules, recruitment, promotional policies.

Organizational Structure of the University

The IIHMR Society has done pioneer work in the field of healthcare and training in the lasts 35 years. The IIHMR University became a post graduate private research university in 2014 by an act of Government of Rajasthan. Even during our days as primer institute of healthcare we were conducting post graduate diploma program in hospital and Health management, Pharmaceutical management and Rural Management. We also had collaboration with university of North Carolina and later with Blomberg school of public health John Hopkins University Since 2012. The IIHMR Society has had transferred the beautiful campus to the University and the Association of Indian Universities had conferred equiveillance with MBA for our PGDM courses and we also ran FPM courses which was equivalent to Phd program.

On becoming a University our director of 17 years became the first vice chancellor of the University and former Chief Secretary of Rajasthan state became our first chairman. We have Management board, Finance Committee for the society and Board of Management, Academic Council, Board of Studies as regular Authority of the University which makes all policy decisions.

The Chairman of the University is also the Trustee Secretary and the President or Vice Chancellor is the final authority for taking decisions of the university maters. All Statutory officers like Pro-President, Deans of the respective schools, Registrar, Controller of the Examinations and Chief Finance and Accounts Officer are recruited and salaried officer of the University. Normally there is no interference or favoritism in taking administrative decisions. The Registrar has been designated as Compliance Officer of the University and he ensures that all directions of the UGC and AICTE are followed by the University and same is reported in the meetings of the authority. The essential committees like Anti Ragging Committee, Internal complaints committee, The Minority cell, The OBC Cell and Anti Discriminatory committee have regular meetings to review the situation. We have a proctor in the University who look after Law and Order and Grievance redressal mechanism. We have a dynamic website and all minutes of the authorities are uploaded on our website as mandatory disclosures. The finance department of our University is also robust, and our budget and all financial records are regularly audited and all due taxes are paid and documented.

As per our act the statutes and ordinances are to be got approved by the state government, we have already submitted the draft statutes to the State Government for approval which is pending. In order to run the University without bias we have developed various policies like the HR Policy, purchase policy, admission policy, examination policy, research policy, training policy etc which are interim arrangements approved by the board of management.

The organogram of the University is as follows: -

University Organogram

Chairman				
President				
Pro-President				
Dean (Academic/ Research/Training)/ Proctor		Registrar		
School Deans	Faculty	CFAO/	COE	HR/Librarian/ IT Manager
Support Staff	Research Officers	Accounts and Finance Staff	Examination Cell Staff	a... m...

File Description	Document
Any additional information	View Document
Link to Organogram of the University webpage	View Document
Link for Additional Information	View Document

6.2.3 Implementation of e-governance in areas of operation

     1. **Planning and Development**
     2. **Administration**
     3. **Finance and Accounts**
     4. **Student Admission and Support**
     5. **Examination**

All 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: All 5 of the above

File Description	Document
Screen shots of user interfaces	[View Document](#)
ERP Document	[View Document](#)
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	[View Document](#)

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions
Response:

The Board of Management

The IIHMR University is managed by a Board of Management. The Board of Management is the principal executive body of the University. All the movable and immovable property of the University vests in the Board of Management. It provides general superintendence, directions and control of the functioning of the University by using all such powers as are provided by this Act or the Statues, Ordinances, Regulations or Rules made there under. The first Board of Management of the University was constituted on November 18, 2013 for three years. The reconstitution of the Board of Management took place on February 15, 2017.

The Academic Council

The Academic Council is the principal academic body of the University and subject to the provisions of the Act and the Statues, Regulations and Ordinances, it co-ordinates and exercises general supervision over the academic policies of the University. The first Academic Council was constituted on December 07, 2013 for two years and the reconstitution of the Council was done on February 15, 2016 for two years. Again, the Council was reconstituted in February 2019.

The Board of Studies

The University constituted separate Board of Studies (BOS) for the Institute/schools in accordance with the decision of the Academic Council. The Board of Studies so constituted to recommend introduction of new courses, their curriculum and review the existing curriculum of the Course in the respective stream. The school-wise details on Constitution of Board of studies are as under:

Institute of Health Management Research: The constitution of first Board of he Studies for the Institute of Health Management Research (IHMR) was notified on September 09, 2014 for two years. The reconstitution of the Board took place on January 11, 2017. Recently, the BOS has been reconstituted.

School of Pharmaceutical Management (SPM)

The constitution of the first Board of Studies for the School of Pharmaceutical Management was done on September 09, 2014for two years. The reconstitution of the Board was notified on January 13, 2017. Recently, the BOS has been reconstituted.

School of Rural Management (SRM)
The constitution of the first Board of Studies for the School of Rural Management was done on October 14, 2014 for two years. The reconstitution of the Board was notified on January 09, 2017. Recently, the BOS has been reconstituted.

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff
Response:
6.3.1. Effective Welfare Measures for Teaching and Non-Teaching Staffs.
List of Welfare measures provided by University for teaching and non-teaching staff are as follows:
1. Teaching staff are promoted for self-development programs such as higher education like

Ph.D., MPH Program.

2. Capacity building programs and opportunity and facilitate to participate in various workshops/conferences nationally and internationally.
3. Faculty staff is encouraging to write publication and same are being awarded.
4. Individual consulting provision is also available for teaching staff for 30 days in a year.
5. The University is firmly committed to the cause of planned and small family. Employee having two children of which one or both are females, will be provided a 16-year fixed deposit scheme in the name of each girl equivalent to maturity value of Rs. 40000.
6. Any employee formally wishing to adopt a child will be paid Rs. 400/- per month till that child attains at the age of 18 years.
7. Any childless couple after 5 years of marriage willing to undergo medical treatment for fertility.
8. Various medical facilities.
9. Provision of leaves.
   - Joining leave
   - Casual leave
   - Earned Leaves
   - Paternity leave
   - Maternity leave
   - Restricted holiday and closed holidays

10. Statutory benefits: Provides Employee Provident Fund, ESIC, Employee pension scheme and Gratuity benefits.
11. Accommodation facility for Teaching and non-teaching staff.
12. Sick room, doctor and transport facilities are available in the campus.
13. Transport facility for teaching and non-teaching staff.
14. Recreation facilities and activities-
    - GYM, Badminton, swimming pool, Basketball, volleyball, Lawn tennis, Table tennis and common room facility is available in the campus.
    - Annual picnic
    - Republic, Independent day celebration
    - Kite festival celebration
    - Various festival celebration
    - Art of living program
    - Yoga
    - Mindfulness and wellness programs
    - Staff get together on various occasions
    - Safe workplace for women
    - Guest house facility
    - Loan facility is available
15. Relocation benefit: New employee are supported to meeting out their expenses incurred due to relocation (cargo and travel for self and family) and provides free stay in the guest house in initial days
16. Felicitation of teaching & non-teaching staff on their achievements.

File Description	Document
Link for Additional Information	[View Document](#)

6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years

Response: 13.37

6.3.2.1 Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
16	12	18	22	12	14

File Description	Document
Details of teachers provided with financial support to attend conferences, workshops etc during the last five years	View Document
Any additional information	View Document

6.3.3 Average number of professional development / administrative training programs organized by the University for teaching and non-teaching staff during the last five years

Response: 7.8 (8 programs/year)

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non-teaching staff year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
17	7	4	10	1

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	View Document
Details of professional development / administrative training programs organized by the University for teaching and non-teaching staff	View Document
Any additional information	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 35.75

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
13	15	14	12	NA

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers).	[View Document](#)
Details of teachers attending professional development programs during the last five years	[View Document](#)

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff
Response:

IIHMR University has an increment and promotion system through performance. Increments are on the basis of time scale prescribed and effected in April every year. University also gives reward good performers. Those confirmed on regular basis on or before 1st October (i.e. six months) are eligible for increment in April next year. Though, normally, increments will be granted to every person, poor performance or other negative factors may lead to increment not being granted.

Process

HR department initiates the process of annual appraisal every year in the month of February in consultation with the President of the University. Appraisal forms are sent to all eligible employee of the university through email with a request to fill and route it through supervisor for performance review and submit to the President office. President Office sends all the appraisal to HR Department for consolidation of the data along with employee's existing professional and educational information.HR department prepares and submit to President officer for further direction.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The Finance and Accounts department of the IIHMR University is very prompt and efficient in managing the finance and accounts of the University. The IIHMR University has an approved accounting manual and all activities and operations of the Accounts and Finance Department are conducted in accordance with the manual. The University has a mechanism for internal and statutory audit. W.e.f FY 2017-18, M/s H. S. Darda & Co., Chartered Accountants' were appointed as an internal auditor. Appointment of a separate internal auditor will further strengthen the internal control mechanism of the IIHMR University and accountability. Before FY 2017-18, no separate internal auditor was appointed by the IIHMR University but the statutory auditor (M/s M L Sharma & Co.) of the IIHMR university scope of work covers many elements of an internal audit & their scope includes following activities which ideally be a part of an internal auditor:-

100 % vouching of all the revenue income and expenditure, also capital expenditure incurred by the University, as per approved budget and according to approved laid down rules & system mentioned in the Accounting & Personnel policy of the University
- Give comments and observations on the maintenance of accounting records, internal systems and control examined during the course of the audit
Identify specific deficiencies and areas of weakness in the internal control systems that have come
- to the auditor's attention and make recommendations for their improvements
Checking of all records maintained by various department of the University e.g. Admin, and HR,
- Library, Hostel & Guest House, IT department etc.
To check whether all tour programs and travelling bills of the staff, duly approved from the
- concerned authorities and bills are passed according to rules laid down in the personnel policy of the University.
- 100% checking of salary & other payments made to staff members according to their appointment letters, attendance register and leave record

Internal auditor as well as statutory auditor perform their audit as per their scope of work & submit the audit report. The auditors meticulously undertake the auditing processes. Minor errors or omissions which are pointed out by the audit team are immediately corrected and rectified and precautionary steps are taken to avoid recurrence of such and furthermore errors in future.
 IIHMR University review their system, processes, controls, checks as per the suggestions of the auditor and implement those suggestions which are acceptable to them.

File Description	Document
Any additional information	View Document

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

Response: 0

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropist's year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document

6.4.3 Institutional strategies for mobilization of funds and the optimal utilization of

Response:

IIHMR University mobilize resources of both short-term and long-term nature to meet the funding requirements for the development and operation of ongoing and upcoming research projects, training activities, educational activities and capital expenditure that are technically feasible and economically viable. IIHMR University consider availing overdraft facility from the banks for short term fund requirements for research project, education and training purposes on collateral basis. IIHMR University also borrow money from banks in the form of term loan on collateral basis for long term resource mobilization which are required for the capital expenditure like procurement of any capital asset or construction or any other expenditure of capital nature. Internal accruals are also used for long as well as short term fund requirements. IIHMR University makes endeavor to keep its cost of financial resources at the lowest possible level by utilizing the fund to the optimum. Surplus fund of the IIHMR University is invested as per the mode of investments prescribed under section 11(5) of the Income Tax Act, 1961.

6.5 Internal Quality Assurance System (IQAS)

6.5.1 Internal Quality assurance Cell (IQAC) has contributed significantly for institutionalizing quality assurance strategies and processes.

Response: Yes

- Developing/ strengthening quality benchmarks parameters for various administrative and academic activities of the institution by enabling the creation of a learner-centric environment favorable to quality education and faculty growth for participatory teaching and learning process.
- IQAC have initiated to ensure timely, efficient and progressive performance of academic, administrative and financial tasks.
- Activating mechanism to collect and analysis of feedback from all stakeholders on quality-related institutional processes followed by dissemination of information to all the stake holders.
- Organizes of inter and intra institutional workshops, seminars on quality related themes and promotion of modern methods of teaching and learning.

6.5.2 The institution reviews it teaching learning process, structures and methodologies of operations and learning outcomes at periodic intervals through IQAC setup as per norms.

Response: Yes

- IQAC arranges periodic assessment and accreditation of the institute for specific academic programmes and projects. It stimulates the academic environment which promotes quality teaching, learning and research in the institute by encouraging self-evaluation, accountability, autonomy and innovation.

- Periodical conduct of Academic and Administrative Audit and its follow-up .

- Ensuring the adequacy, maintenance and proper allocation of support structure and services

- Enhancement and coordination among various activities of the institution and institutionalize all good practices.

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 0.5

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	0	0	0	NA

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 3 of the above

File Description	Document
e-copies of the accreditations and certifications	View Document
Details of Quality assurance initiatives of the institution	View Document

6.5.5 Incremental improvements made during the preceding five years *(in case of first cycle)* **Post accreditation quality initiatives** *(second and subsequent cycles)*

Response:

The University engages itself to be a renowned center of higher learning, and work towards academic, professional, cultural and social enrichment of the lives of individuals and communities. In its continuous efforts, noteworthy incremental improvements made during the preceding five years are:

Promoting Research and Innovations.
- Establishing Computer Labs for data analysis with new software.
- Along with promotion of research and innovation, to improve quality of education programmes IIHMR University proposes to build capacities of the students in essential professional and soft skills, promote their bond with society and implement a mandatory human process lab.
- Establishing Centers of Excellence – Center of Injury Research, Center for Health Systems and Policy Research, Center for Health Economics; and Center for Ethics and Mindfulness.
- Strengthening Alumni Relations and conducting Alumni Meeting in various parts of the country.
  - Starting Faculty Development Programmes for enhancing quality of teaching and research.
  - Collaborating with National and International agencies for joint research, exchange of faculty and
  - students.
  Initiating elective course for students on new areas.
  Conducting MDPs for senior level executives
  - Started course on "Quality Management in HealthCare" on MOOCS platform.
  Initiated ERP for improving quality of various academic administration processes.
  - Establishing Solar plant for generating energy.

File Description	Document
Any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 27

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years:

2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
7	9	8	1	2	NA

File Description	Document
Report of the event	[View Document](#)
List of gender equity promotion programs organized by the institution	[View Document](#)
Any additional information	[View Document](#)

7.1.2 Institution shows gender sensitivity in providing facilities such as
a) Safety and Security
b) Counselling
c) Common Room

Response: Yes

The IIHMR University is working effectively to advocate gender equality and shows gender sensitivity in providing all above-mentioned 3 facilities such as Safety and Security, Counselling Common Room for Boys and Girls.

- **Safety and Security**

  a) Warden
  b) Guards 24*7 (5 Lady for girl hostel and 13 for campus)
  c) CC TV Camera (37 HD Night vision no) monitored at reception and at administration. Recording at
  d) First Aid Box (reception, hostels, medical room, guest house office)
  e) Fire extinguisher (65 no)
  f) In and out Register at the Hostel Gate and at Reception for staff.
  g) 24*7 hours office of housekeeping is open for any support
  h) 24*7 hours vehicle available for any emergency

- **Counselling through Mentor Mentee program**

The students at IIHMR are allotted faculty mentors in first year and guides in second year. To reap the maximum benefit out of mentor – mentee relationship students should remember that it is a bilateral and reciprocal relationship. The mentors are required to meet students periodically to mentor their overall development and guide them in areas of concern. Students should meet their mentors/guides periodically and as and when required by the mentors will endeavor to strength the relationship and mentors will provide continuous support to students to acquire knowledge and develop requisite quality if they feel necessary the parents involvement van also be sought for benefit of students.

Mentors play a critical role during summer training by providence guidance. Regular touch between mentee and mentor goes a long way in improvement of project work and conduct at ST organisation. Similarly, for second year faculty guides provide valuable inputs for dissertation.

- **Common Room**

There are 2 common rooms for Boys and Girls. these common rooms serve as an open space for discussions, exchange of ideas and entertainment which facilitates socializing among students.
- Common room: Separate for Boys (1no) & Girls (2 no)
- Class rooms: Class rooms open for assignments after class hours as per requirement.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.3 Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 19.22

7.1.3.1 Annual power requirement met by renewable energy sources (in KWH) Jun-2018 to June-2019

Response: 161020

7.1.3.2 Total annual power requirement (in KWH)

Response: 830305

File Description	Document
Details of power requirement of the university met by renewable energy sources	View Document
Any additional information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs (updated 2018)

Response: 14%   (12968/91846 x100   = 14%)

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 12968

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 91846

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

7.1.5. Waste Management steps including:
- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response: Yes

The IIHMR University has a

a) STP plant with a capacity of 40KLD used for watering garden and other toilets for flushing. The concept of STP working is *Submersed Aerated fixed film process & Regenerative Adsorption.*

b) Garbage Collection and Management
- Garbage and canteen garbage are been collected daily by two different vendors from the intermediate garbage collection center and then it has been recycled for producing manure at the vendor recycled unit. *(M/s Omprakash Ranva, Malviya Nagar,Jaipur)*

c) MOU for E waste ETCO e-waste M/s: Recycler Private Ltd, Jaipur.

File Description	Document
Any additional information	View Document

File Description	Document
Any additional information	View Document

7.1.6 Rainwater harvesting structures and utilization in the campus

Response: The IIHMR University - Ground water recharge system.

- The IIHMR University is using Rainwater to recharge Ground water.
- All buildings of the IIHMR University were constructed with an ability for the catchment of rainwater from which paved into lawns.
- The surface runoff water paved and unpaved areas surrounding the IIHMR University is collected and is diverted into a Channel (*Nala*) which is near back side of Canteen.
- Similarly, the surface runoff water paved and unpaved areas surrounding Staff quarters, Hostel is diverted in to *Nala* which passes via Staff Quarters and Hostel and diverted to a recharge well which has a Borewell to recharge the ground water.

7.1.7 Green Practices
Students staff using
        a. Bicycle
        b. Public transport
        c. Pedestrian friendly roads
        d. Plastic free campus
        e. Paperless office
        f. Green Land scaping with trees and plants.

Response: Yes

The IIHMR University adopted plastic free campus policy, Paperless office by adopting E- Governance, and has a Green land scaping with trees and plants.

- Plastic-free campus

Recently the IIHMR University adopted plastic free campus policy. Use of single-use plastics like plastic bags, bottled water, cold-drinks in plastic bottle, forks, straws, spoons, cups, glass Styrofoam plates and others are completed restricted. Being a health university, we are committed to maintain health, hygiene, and cleanness as a part of *Swaach and* Green Campus. Students are expected to keep the campus, hostel, and washroom clean.

- Paperless office – ERP

IIHMR university has recently adopt ERP to promote transparency, accountability and fair judgement in all the academic and related activities. The IIHMR University has implemented e-governance in areas of operation in following areas: -

    1. Planning and Development
    2. Administration
    3. Finance and Accounts
    4. Student Admission and Support
    5. Examination

Students can get Academics information: Timetable, Schedule, Attendance report, Assignment, Courses. In Examination feature student can view, download and print their Exam hall ticket and also view their result. Hostel details: Hostel name, building name, Floor number, Room number, Room Type, Allotment date are

also available in their ERP portal.

- Green landscaping with trees and plants

IHMR University's beautiful campus is among the best designed and landscaped campuses in the country. Spread over 14.37 acres, the campus is lush green and punctuated by wonderful buildings, tall trees, and pathways. Green landscaping covers 66% of the total land area of the University.

The University's campus is spread over with a lush green cover, characterized by stunning architecture. The serene ambience inspires students to strive for excellence. The University is well equipped with student friendly infrastructure. The spacious campus provides the perfect atmosphere to push the boundaries of learning and innovation.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 0.17%
= (0.24%+0.22%+0.144%+0.125%+0.137%)/5=.17%

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
5.14	3.98	4.52	3.98	4.37

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	View Document
Any additional information	View Document

7.1.9 *Differently abled (Divyangjan) Friendliness Resources available in the institution*

1) Physical facilities
2) Provision for lift
3) Ramp / Rails
4) Braille Software/facilities
5) Rest Rooms
6) Scribes for examination
7) Special skill development for differently abled students
8) Any other similar facility (Specify)

Options:
  A. 7 and more of the above
  B. At least 6 of the above
  C. At least 4 of the above
  D. At least 2 of the above   **Opt one**

None of the above

Response: C
  1. Separate parking facility, reserved seating place in library, reserved seating place in canteen
  2. Provision for lift available (2 numbers)
  3. Ramp / Rails (Reception, Canteen area, IT Center, Corridor etc)
  4. Rest/Common room and medical room is available
  5. Provision has been kept. but currently no such student is enrolled at the University

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7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 1

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	1	NA

Our University is in accessible areas of the city. The area is also closer to the road, bus-stand, railway-stations, airport, hospitals and markets.

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

- Blood Bank
- Mental Health camp
- Fire Drill
- Water awareness campaign in 1131 GPs of 4 districts of Rajasthan
- Water supply system in 18 villages of Uttarakhand by involving community participation.
- Providing support to NHM and UNICEF in WASH in health in 196 HCF in 9 HP districts of MP.

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

Response: 4 times

2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	0	1	NA

- *2018-19 –* Providing support to NHM and UNICEF in WASH in health in 196 HCF in 9 HP districts of MP (*84 lacs)*
- *2017-18 -* Providing support to NHM and UNICEF in WASH in health in 196 HCF in 9 HP districts of MP (*34 lacs)*
- Water supply system in 18 villages of Uttarakhand by involving community participation *(5 crore)*
- *2016-17 – p*roviding support to NHM and UNICEF in WASH in health in 196 HCF in 9 HP districts of MP (*59 lacs)*
- Water supply system in 18 villages of Uttarakhand by involving community participation. *(1.14 crore)*

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
Any additional information	[View Document](#)
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	[View Document](#)

7.1.13 Display of core values in the institution and on its website

Response: yes

File Description	Document
Provide URL of website that displays core values	[View Document](#)

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: National days, health days and other important days.

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	[View Document](#)
Any additional information	[View Document](#)

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Provide link to Courses on Human Values and professional ethics on Institutional website	[View Document](#)

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Board of Management, Academic Council, Board of Studies, and Internal Quality Assurance Cell (IQAC)

File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 13
(National days, health days, Lori, Pongal, Diwali, Ganesh Chaturthi, Makar Sankranti, Durga Pooja, Janmashtami , Holi and Eid)

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
2	3	3	3	2	NA

File Description	Document
List of activities conducted for promotion of universal values	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response: Children day, Teachers day, Republic Day, Independence Day, Gandhi Jayanti

Every year IIHMR University engaged in conducting of Cultural Programs and National Festivals of our country.

University celebrates its foundation day on 5 October, Republic day on 26 Jan and Independence day on 15 Aug in every calendar year where students of the University plan, organize, execute the programs it full of passion and enthusiasm.

University motivates to students to organize other religious events like Holi, Diwali, Lohari, Pongal and Games festival as students belongs to various state of the country It gives a harmony among the students to understand the value and culture of different region of nation.

 University excel the talent of students in a way of assessing their sociocultural habits and allowed inculcate them throughout the year to participate in all events of the University.

Sports is also game of relaxation, moral boosting, energy engaging and motivation among youths. Various activities like cricket, badminton, chess, tennis, swimming and many more are the favorite of students to play and enjoy.

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Sports is also game of relaxation, moral boosting, energy engaging and motivation among youths. various activities like cricket, badminton, chess, tennis, swimming and many more are the favorite of students to play and enjoy.

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response: Yes, The University maintains complete transparency in its financial, academic, administrative functions:

Finance: The finance department of the University maintains transparency by completing the internal and external audits on regular intervals and update the management about the audit reports. Based on the audit reports, University takes certain decisions to further smoothen and strengthen the systems for improving the efficiency of the system. The University encourage the digital transactions. The salary of all the teaching and non-teaching staff is directly transferred into their bank account. A purchase committee has been formed which provides final decision for the purchase of any items for the university.

Academic: The recruitment of faculty and staff is done through open advertisement. The profile is provided on the University website for general information. The courses along with their details like eligibility, and fee structure are also uploaded on the University website. The admissions in the various programmes of the University is done as per information shared on the University website and admission brochures. The assessments/examinations are conducted with full notification to the students and results are shared with the students.

Administrative: The University maintains transparency in selection and hiring of the teaching and non-teaching staff. The promotions are based on the staff performance which is measured on annual basis. The personal policy provides details on salary structure, staff welfare measures, and is available to every staff member. The University constituted various committees represented by faculty and staff as per the UGC requirement.

7.2 Best Practices

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

- Measuring Organizational Culture through OCTAPACE Score.
- Engagement of Students for understanding the community need

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

Philosophy is primarily noted as the "underlying spirit or character of an entity or group and is made up of its beliefs, customs or practices". It always gives positive or negative impacts of the development of organization. Every organization is run with the concept of culture development and can be seen through the lens of multi-level concepts. In this series, the core (first) level values are openness, confrontation, trust, authenticity, pro-action, autonomy, collaboration and experimentation, which give a distinct identity to a group. Keeping the rationale, the University conducts OCTOPACE study every year, for which the objective was to:

- Study the openness, confrontation, trust, authenticity, pro-action, autonomy, collaboration and experimentation of the University. This objective was measured through eight steps to create functional ethos in any organization.

By, conducting the study, it would help the organization to understand the current practices going on at the organization level and recommended the strategies to bridge the gaps.

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

The Challenges basically faced to collect information are with the limitation of respondent as many of the old employees gets retired or left the organization due to some reasons. Second, if random selection applied it may be possible that some of the respondent may be found new one. So in implementation, the criteria for selection of respondent must be defined first which will be clearly include every respondent.

The features are

Openness: Openness can be defined as a spontaneous expression of feelings and thoughts, and the sharing of these without defensiveness. Openness is in both directions, receiving and giving. Both these may relate to ideas (including suggestions), feedback (including criticism), and feelings.

Confrontation: Confrontation can be defined as facing rather than shying away from problems. It also implies deeper analysis of interpersonal problems. All this involves taking up challenges. The term confrontation is being used with some reservation and means putting up a front, as contrasted with putting one's back (escaping) to the problem. A better term would be confrontation-cum-exploration (CE).

Trust: Trust is not used here in the moral sense. It is reflected in maintaining the confidentiality of information shared by others, and in not misusing it. It is also reflected in a sense of assurance that others will help, when such help is needed and will honour mutual commitments and obligations. Trust is also reflected in accepting what another person says at face value, and not searching for ulterior motives. Trust is an extremely important ingredient in organization building processes.

Authenticity: Authenticity is the congruence between what one feels, says and does. It is reflected in owning up one's mistakes, and in unreserved sharing of feelings. Authenticity is closer to openness.

Proaction: Proaction means taking initiative, preplanning, taking preventive action, and calculating the payoffs of an alternative course before taking action.

Autonomy: Autonomy is using and giving freedom to plan and act in one's own sphere. It means respecting and encouraging individual and role autonomy. It develops mutual respect and is likely to result in willingness to take responsibility, individual initiative, better succession planning.

Collaboration: Collaboration is giving help to, and asking for help from, others. It means working together (individuals and groups) to solve problems and team spirit.

Experimenting: Experimenting means using and encouraging innovative approaches to solve problems; using feedback for improving, taking a fresh look at things, and encouraging creativity.

4. The Practice

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

Understanding organization ethos is an important aspect to understand the emerging needs in higher academic institutions in India. In most of the organization, these are practiced by the internal academia, whereas, it is suggested that it must be carried out through a higher academic cell formulated by UGC.

Second, the results must be shown in the Dashboard on a public platform through which the students also can be able to know the ethos of the organization where they would like to go or study.

5. Evidence of Success

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

The IIHMR University always believes on transparency, accountability and responsiveness towards it's mission and vision. In this regard, the academic cell has developed a rigorous curriculum and established Internal Quality Assurance Cell (IQAC). But every criterion cannot be measured through IQAC, therefore, to understand the current practices and gaps. The University conducts the OCTOPACE study every year with post graduate students who are one of the most important beneficiaries of the university.

For this, the University has kept a target to achieve all the eight parameters which details the organizational practices very briefly as well as comprehensively and facilitate to bridge the gaps.

6. Problems Encountered and Resources Required

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

The University did not get any challenges in executing the OCTOPACE study, however, the information was gathered on two-three days. As the selections are made randomly, the availability of the respondent makes delay sometimes in collecting the information on eight indicators.

7. Notes (Optional)

Please add any other information that may be relevant for adopting/ implementing the Best Practice in other institutions (in about150 words).

Besides, the University also conduct a community-based research study to understand the need of the community in different perspective such as health and hygiene, child nourishment, nutritional value. The Post graduate students of the University go to the field for two days, gather the information from 2 Households and analyze that information to find out the gaps. Later on at University level, the Key result were shared with the local leaders to bridge the gaps and for this counseling sessions are organized, if required and on the demand of the university.

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

ORGANIZATIONAL CULTURE: OCTAPACE SCORES

Organizational Ethos

The culture-related concepts can be seen as multi-level concepts. The core (first level) are the values, which give a distinct identity to a group. This is the ethos of the group or organization. Ethos can be defined as the underlying spirit or character of an entity or group and is made up of its beliefs, customs or practices. The eight important values relevant to organizations are: openness, confrontation, trust, authenticity, proaction, autonomy, collaboration and experimentation. In addition to being an acronym for these values, OCTAPACE is a meaningful term, indicating eight (octa) steps (pace) to create functional ethos.

Openness: Openness can be defined as a spontaneous expression of feelings and thoughts, and the sharing of these without defensiveness. Openness is in both directions, receiving and giving. Both these may relate to ideas (including suggestions), feedback (including criticism), and feelings.

Confrontation: Confrontation can be defined as facing rather than shying away from problems. It also implies deeper analysis of interpersonal problems. All this involves taking up challenges. The term confrontation is being used with some reservation and means *putting up a front,* as contrasted with *putting one's back* (escaping) to the problem. A better term would be confrontation-cum-exploration (CE).

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Autonomy: Autonomy is using and giving freedom to plan and act in one's own sphere. It means respecting and encouraging individual and role autonomy. It develops mutual respect and is likely to result in willingness to take responsibility, individual initiative, better succession planning.

Collaboration: Collaboration is giving help to, and asking for help from, others. It means working together (individuals and groups) to solve problems and team spirit.

Experimenting: Experimenting means using and encouraging innovative approaches to solve problems; using feedback for improving, taking a fresh look at things, and encouraging creativity.

An instrument, Octapace Profile (Pareek, 2002b) was used to study organizational ethos at IIHMR. As a part of the organizational module the students were asked to reflect the organizational culture. The students were asked not to write their name and data were analyzed anonymously.

Dimensions	Managers from 10 organizations		IIHMR PG Students									
			Nov-Dec 2013		Nov-Dec 2014		Nov-Dec 2015		Dec 2016-Jan 2017		Nov-Dec 2017	
	(n=500)		(n=92)		(n=103)		(n=136)		(n=123)		(n=127)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Openness	15	±4	17	±2.9	16	±2.0	16	±2.1	15	±2.3	15	±2.2
Confrontation	14	±4	16	±1.6	15	±1.9	15	±2.0	14	±2.3	15	±2.0
Trust	14	±4	15	±2.1	14	±1.8	15	±2.0	14	±2.3	15	±1.9
Authenticity	12	±4	14	±1.9	13	±2.3	13	±2.2	13	± 2.2	13	±2.1
Proaction	14	±4	16	±2.1	16	±2.2	16	±2.3	15	±2.3	16	±2.2
Autonomy	14	±4	14	±1.9	14	±1.4	14	±2.0	14	±1.8	14	±1.7
Collaboration	14	±4	15	±1.9	15	±1.5	15	±2.0	15	±1.9	15	±1.7
Experimenting	14	±4	15	±2.0	15	±2.0	15	±2.1	14	± 2.1	15	±2.3
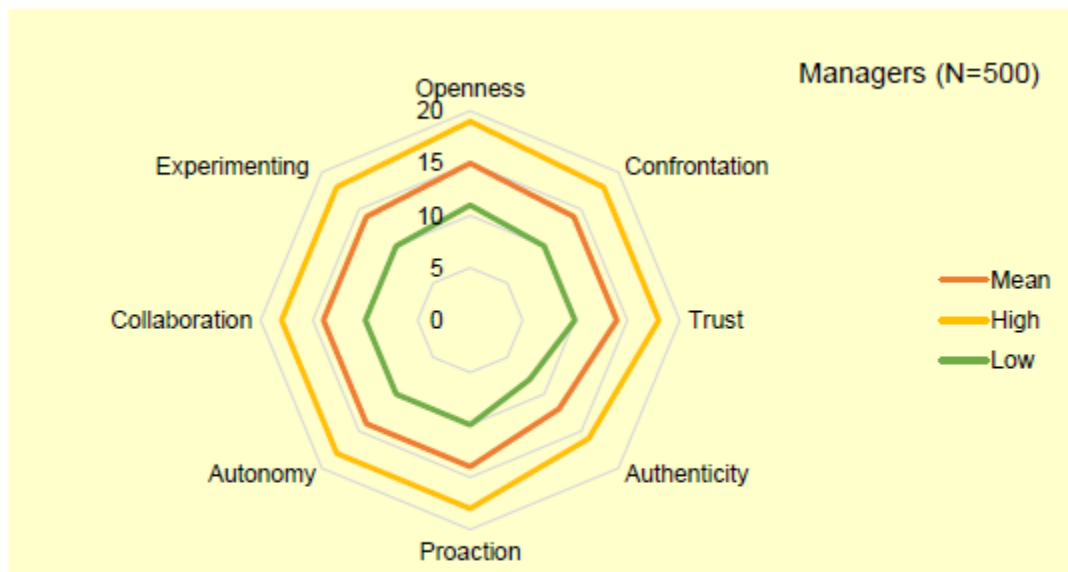
Figure 1.Octapace for Managers from 10 organizations
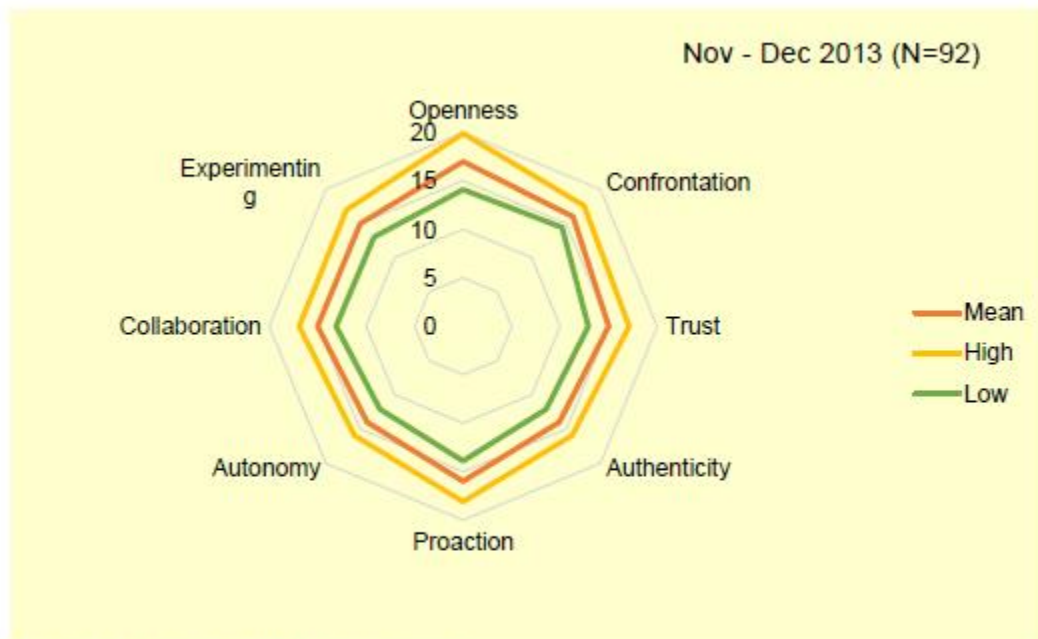
Figure 2. Octapace for IIHMR students - 2013
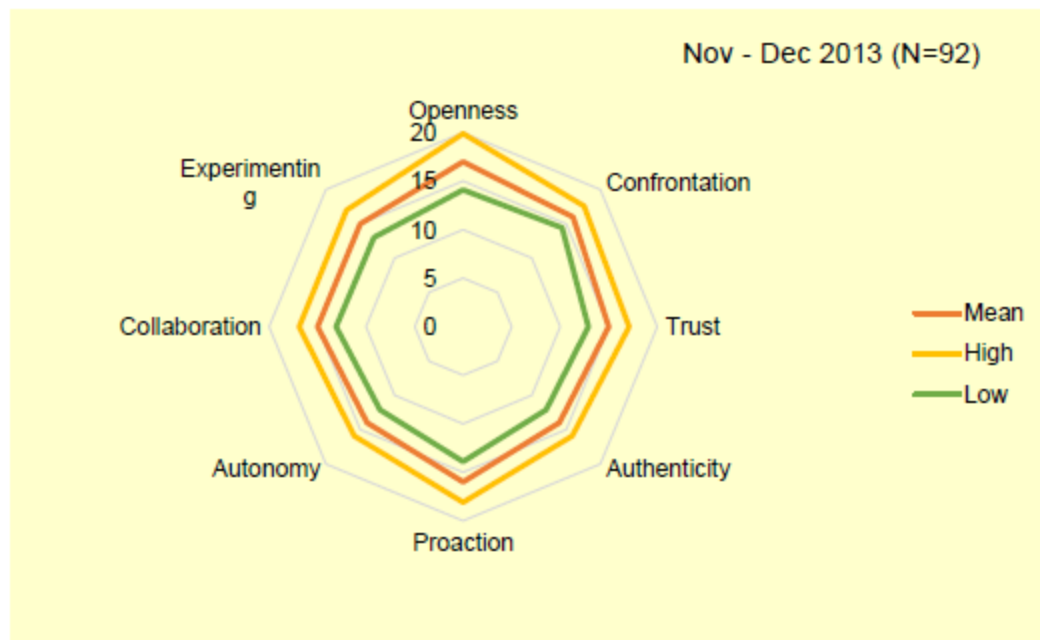
Figure 2. Octapace for IIHMR students - 2013
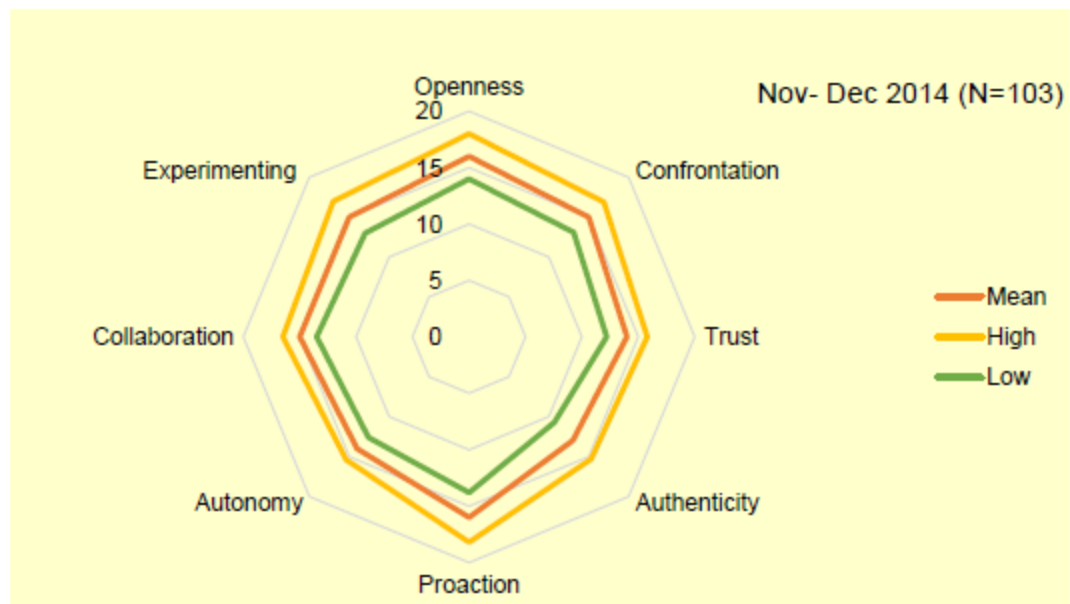

Figure 3. Octa pace for IIHMR students - 2014
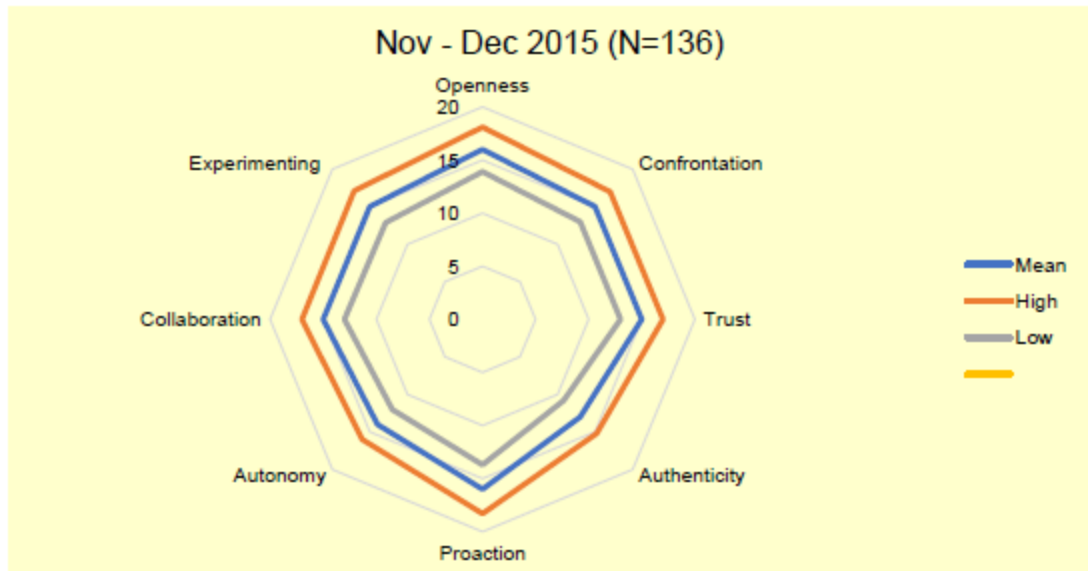
Figure 4. Octa pace for IIHMR students - 2015
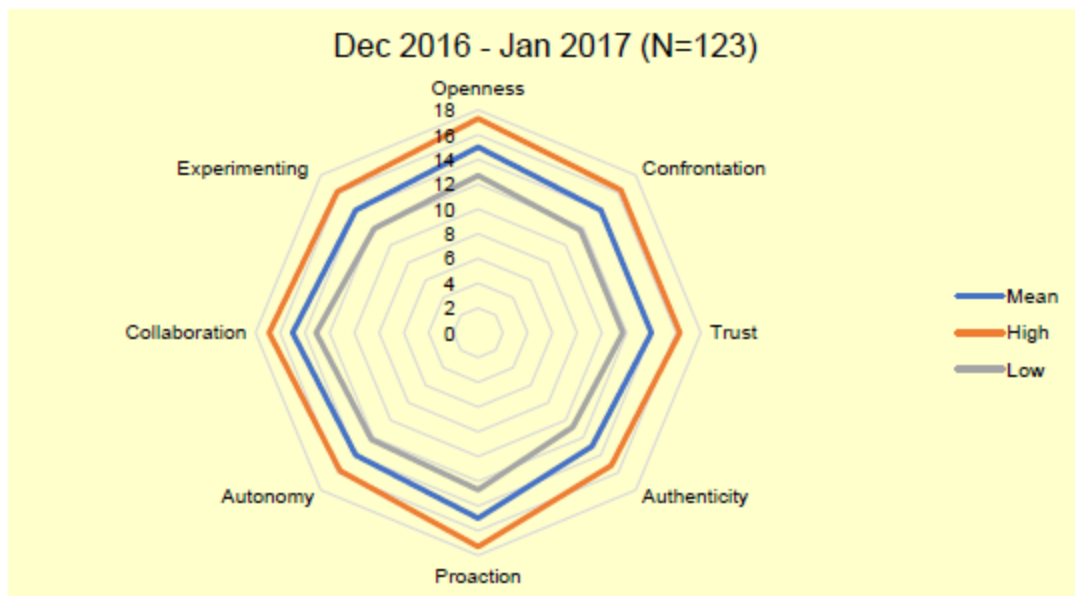

Figure 5. Octa pace for IIHMR students – 2016
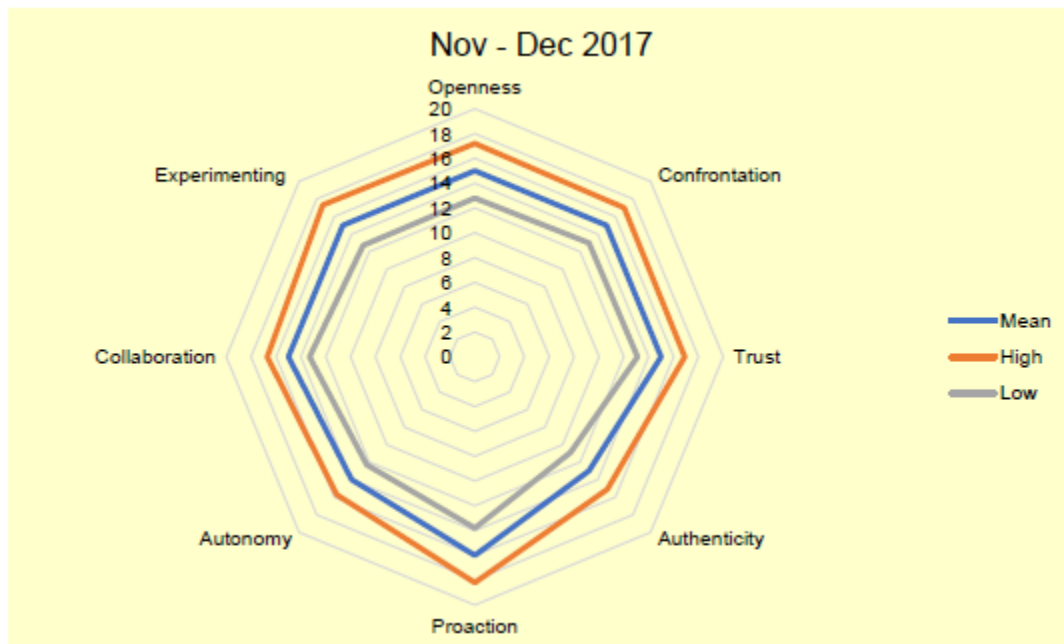
Figure 6. Octa pace for IIHMR students – 2017

Key Findings:

The data reveals that Openness in the university needs to be improve as earlier. Only towards mid of 2017 the openness has reduced a bit. This may be due to subjective specification of the students. However, the same study among the employees can facilitate more clearly. The data also depicts that the confrontation has started decreased as compared to the earlier times. IT was also reported that the trust building among the students has also increase. This may be due to involvement of alumni relationship with each other. Authenticity has been reported to be decreased however, the pro-action of the university for addressing the problems was very responsive and good. This highlights that the University always proactively takes decision to address the problem. The autonomy of the students and faculty, collaboration with other partners and experimentation was reported to be very high and sustainable.

Hence, from the overall design it could be conclude that the university maintains its philosophy to justify the value, ethics and mission which it establishes much earlier till today.

1. Title of the Practice -2
This title should capture the keywords that describe the practice.

- Engagement of Students for understanding the community need

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

The purpose of the study was building the capacity of the students on understanding community need and involve them to provide solutions to those issues to the social leaders.

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

The University also conduct a community-based research study to understand the need of the community in different perspective such as health and hygiene, child nourishment, nutritional value. The Post graduate students of the University go to the field for two days, gather the information from 2 Households and analyze that information to find out the gaps. Later on at University level, the Key result were shared with the local leaders to bridge the gaps and for this counseling sessions are organized, if required and on the demand of the university.

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

The practice helps to involve the student in participatory mode so that real life exposure could be given. Academic teaching and real-life experiences prepared the students to understand the problem in more critical and comprehensive manner. It should be teaching as a mandatory course with some credit hour.

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

The current best practices have been observed at the University every year so that proper industry and community exposure will be given to its students. The faculty coordinated the activities with the students and ensure that quality data comes from the field. The communities are involved in these processes in advance and informed that they must share the problems. Later on, the data were analyzed and key findings were shared with other stakeholders.

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

No problem has been reported during last five years or earlier.

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

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

7.3 Institutional Distinctiveness

Response:

The IIHMR University is a post graduate research university and research is one area which is distinct in our vision priority and thrust. As per our vision statement IIHMR is a global institution for promoting health research to encourage innovations, better management and use of technology in healthcare delivery and for developing cost effective and culturally relevant health interventions to improve the health and productivity of the people of India and Globally. The University has conducted more then 600 research studies and projects at the national and international levels in the past three decades and published several policy and programs relevant publication. It has been an active collaboration with eminent institution such as World Health Organization, UNFPA, UNICEF, SAARC, John Hopkins University USA, University of Chester UK, Ministry of Health Government of India, NIHFW, NHSRC New Delhi and The Medical and Health Department of Rajasthan and Many other State Government.

IIHMR Is designated as Institute of Excellence by Government of India and WHO has designated it as collaborating center for district health system for primary health care and quality of service. We have been partners in the different cycles of NHFS- National Health Family Survey over the years and even conducting survey in 5 states in NHFS-5. We have an excellent organizational culture focused core ethos of openness, trust, transparency, accountability, autonomy and experimentation. It promotes team learning and sharing information. Research at the university has contributed in India in eradication of polio through management audit of National Polio surveillance Project 1998, safe drinking water and sanitation (WASH) effective implementation of TB control in India, elimination of leprosy (2002) and reducing malnutrition through food fortification with micronutrients iron vitamin A & B. We are also involved in various interventions in the Aysuhman Bharat Campaign.

We have submitted 35 research proposal during 2018-19 including Indian iodine survey 2018, partnered with Nestle research center on FITS and KNSH research collocated with UNFPA for RKSK, conducted facility passement in women hospital in5 states DIMPA project, have done pre and post assessment of wash in West Bengal, conducted NFHS with IIPS Mumbai in Bihar, Rajasthan, West Bengal , Uttarakhand, Sikkim, Orissa, Chhattisgarh, COPD research with Rajasthan with Cipla Foundation, Accessed demand and gap of villages of Uttarakhand with HANS foundation, rice fortification in Maharashtra with Tata trust and Poshan 2 for concurrent monitoring and validation.

The ongoing awarded projects includes integrated road traffic injury surveillance with ICMR , Dietary advise to pregnant and lactating women in Rajasthan with women and child development department, LASI in Punjab and Chandigarh edible oil project GAIN, Global Asthma network study, Performance monitoring and accountability (PMA-Agile) in UP, MP , Orrisa with John Hopkins USA, Ganganager NCD project primal swasthya and cost benefit analysis of health system and access adolescent health issues with Tata Trust Copenhagen. We are conducting research climate change, vulnerability assessment, eye health assessment, informal health providers , intuitional mapping of Sundar Bans with various international agencies like Norwegian University, John Hopkins University and OAK Foundation in West Bengal.

File Description	Document
Link for Additional Information	View Document

5. CONCLUSION

Additional Information :

The IIHMR University undertakes education, training, research and consultancy in hospital management, health management, pharmaceutical management, rural management and related areas. The University has the best faculty pool who possess national and international experience. IIHMR is the first of its kind knowledge institution in India, established in 1984 in Jaipur, with attention solely focused on health systems management. IIHMR University has been ranked No.1 in Healthcare Management Program by Outlook India, 2018.

Concluding Remarks :

The IIHMR University (formerly known as Institute of Health Management Research) is the first of its kind knowledge institution in India established in 1984. The institute was upgraded as a postgraduate research university vide ACT No 3 of 2014 of the Government of Rajasthan.

It is a specialized research university in management research, postgraduate education and training with focus on the health sector. The university aims to generate new knowledge and technology to provide evidence and inputs where developing effective polices, health intervention and strategies.

The origin of the IIHMR University has its roots in pioneering and significant contribution of IIHMR in last more than three decades to policy and programme management, research and capacity development in the health sector throughout South East Asia.

The IIHMR University was established with the fundamental purpose of creating new knowledge and developing alternate modes through research, education, training in India and overseas. The university has conducted more than 600 research studies and has over 2500 alumni, managing hospital and healthcare both at national and international levels. More than ten thousand policy makers health administrator, programme manager have been trained to build capacity and we have also been involved in conducting national family health survey over the years to facilitate Government of India and to generate evidence for policy and strengthening programmes.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years 1.2.1.1. How many new courses are introduced within the last five years Answer before DVV Verification : 46 Answer after DVV Verification: 44 1.2.1.2. Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 523
1.2.2	Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented 1.2.2.1. Number of programs in which CBCS/ Elective course system implemented. Answer before DVV Verification : 2 Answer after DVV Verification: 2 Remark : As per clarification provided by HEI
1.3.2	Number of value-added courses imparting transferable and life skills offered during the last five years 1.3.2.1. How many new value-added courses are added within the last 5 years Answer before DVV Verification : 16 Answer after DVV Verification: 13
1.3.3	Average percentage of students enrolled in the courses under 1.3.2 above 1.3.3.1. Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
222	194	162	134	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

Remark : No supporting documents provided by HEI. |
| 1.4.1 | Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year-wise

Answer before DVV Verification : B. Any 3 of above |

	Answer After DVV Verification: D. Any 1 of above Remark : DVV made the changes as per feedback report provided in metric 1.4.2.
2.3.3	Ratio of students to mentor for academic and stress related issues 2.3.3.1. Number of mentors Answer before DVV Verification : 160 Answer after DVV Verification: 35 Remark : As per mentor list provided by HEI.
2.4.4	Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognized bodies during the last five years 2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognized bodies year-wise during the last five years Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1	2	2	1	

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	1	1	0	0

2.6.3	Average pass percentage of Students 2.6.3.1. Total number of final year students who passed the examination conducted by Institution. Answer before DVV Verification : 620 Answer after DVV Verification: 201 2.6.3.2. Total number of final year students who appeared for the examination conducted by the institution Answer before DVV Verification : 620 Answer after DVV Verification: 204 Remark : As per Annual Report of final year students who passed/who appeared provided by HEI.
3.1.2	The institution provides seed money to its teachers for research (average per year) 3.1.2.1. The amount of seed money provided by institution to its faculty year-wise during the last five years(INR in Lakhs) Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1.9	0	13.59	4.8	

	Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	11.27	2.68	0	0

Remark : DVV made the changes as per amount of seed money provided by institution for 2015-16 and 2016-17.

3.1.6	Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognition by government agency

3.1.6.1. The Number of departments with UGC-SAP, CAS, DST-FIST ,DBT,ICSSR and other similar recognition by government agency
Answer before DVV Verification : 3
Answer after DVV Verification: 0

3.3.2	Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry - Academia Innovative practices during the last five years

3.3.2.1. Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years
Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
35	4	16	15	

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
15	4	15	14	0

3.3.3	Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years

3.3.3.1. Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years
Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
13	9	8	7	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	8	7	0

	Remark : DVV has not considered awards received for paper presentation and poster presentation. And e-copies for 2014-15 and 2015-16 not provided by HEI.
3.4.1	The institution has a stated Code of Ethics to check malpractices and plagiarism in Research Answer before DVV Verification : Yes Answer After DVV Verification: No Remark : DVV has not consider word sheet provided by HEI.
3.4.5	Number of research papers per teacher in the Journals notified on UGC website during the last five years 3.4.5.1. Number of research papers in the Journals notified on UGC website during the last five years Answer before DVV Verification: *[table]* Answer After DVV Verification : *[table]*

3.5.2	Revenue generated from consultancy during the last five years
	
	    3.5.2.1. Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)
	Answer before DVV Verification:
	
	[table]
	
	Answer After DVV Verification :
	
	[table]
	
	    Remark : DVV made the changes as per amount generated from consultancy for 2014-15, 2015-16, 2016-17 and 2017-18 provided by HEI.

3.7.1	Number of Collaborative activities for research, faculty exchange, student exchange per year 3.7.1.1. Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years Answer before DVV Verification:

3.4.5 — Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
36	30	36	24	

3.4.5 — Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
36	23	18	19	0

3.5.2 — Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
87.6	208.85	91.3	264	0

3.5.2 — Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
108.80	78.89	153.73	218.91	0

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	5	2	

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	5	2	0

3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years

3.7.2.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	4	4	

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1235	1527	1884	1549	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
284.40	288.41	259.15	169.13	0

Remark : DVV made the changes as per allocation for infrastructure augmentation, excluding salary in audited statement provided by HEI.

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

4.2.4.1. Annual expenditure for purchase of books and journals year-wise during the last five

years (INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
16.12	28.67	32.03	22.03	21.34

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
16.12	28.67	32.03	22.03	21.34

Remark : DVV made the changes as per Annual expenditure for purchase of books and journals in audited statement provided by HEI.

| 4.2.6 | Percentage per day usage of library by teachers and students

4.2.6.1. Number of teachers and students using library per day over last one year
Answer before DVV Verification : 347
Answer after DVV Verification: 20

Remark : As per students using library on 16/11/2017, 22/12/2017, 16/01/2018, 5/12/2018 and 31/10/2017. |

| 4.2.7 | E-content is developed by teachers :

1. For e-PG-Pathshala
2. For CEC (Under Graduate)
3. For SWAYAM
4. For other MOOCs platform
5. For NPTEL/NMEICT/any other Government Initiatives
6. For Institutional LMS

Answer before DVV Verification : Any 3 of the above
Answer After DVV Verification: None of the above
Remark : Provided link is not accessible. |

| 4.4.1 | Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

4.4.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs)
Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
175.4	286.6	239.8	197.3	0

Answer After DVV Verification : |

2017-18	2016-17	2015-16	2014-15	2013-14
163.16	261.84	241.58	195.89	0

Remark : DVV made the changes as per Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary in audited statement provided by HEI.

5.1.3	Number of capability enhancement and development schemes –

1. Guidance for competitive examinations
2. Career Counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and Meditation
8. Personal Counselling

    Answer before DVV Verification : Any 6 of the above
    Answer After DVV Verification: 3 or less of the above
Remark : DVV made the changes as per links for yoga and meditation, softs skill development provided by HEI.

5.1.4	Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

    5.1.4.1. Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years
    Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
222	193	161	129	0

    Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
222	193	161	129	0

    Remark : Provided Carrier counselling report not reflect number of students benefited by guidance for competitive examination for 2014-15, 2015-16 and 2016-17 and 2017-18.

5.3.3	Average number of sports and cultural activities / competitions organised at the institution level per year

    5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years
    Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
7	6	6	6	

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1	3	1	1	0

6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years

6.3.2.1. Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
10	3	5	3	

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
10	3	5	2	0

6.3.3 Average number of professional development / administrative training programs organized by the University for teaching and non teaching staff during the last five years

6.3.3.1. Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
13	17	18	25	

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

Remark : DVV has not consider excel sheet provided by HEI.

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation

Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
13	17	18	25	

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
13	15	14	12	0

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

6.4.2.1. Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
17.03	0	0	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

Remark : As per Grants received from non-government bodies, individuals, philanthropists provided by HEI.

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
0	2	5	0	

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	2	4	0	0

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

Answer before DVV Verification : C. At least 4 of the above
Answer After DVV Verification: E. None of the above
Remark : Relevant document not provided by HEI.

| 7.1.11 | Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years
Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	1	

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

| 7.1.17 | Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

7.1.17.1. Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years
Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2	4	3	2	

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	3	2	0

2.Extended Profile Deviations

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
203	178	133	141	0

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
201	178	133	141	0

1.3	Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
203	178	133	141	0

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
201	178	133	141	0

1.4	Number of revaluation applications year-wise during the last 5 years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
46	6	25	23	0

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
57	6	25	23	0

2.3	Number of sanctioned posts year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
30	30	28	28	0

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
36	41	40	34	0

| 3.5 | Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs) |

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1235	1527	1884	1549	0

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
830.11	1510.61	1768.51	1423.24	0