



**INSTITUTIONAL ASSESSMENT AND ACCREDITATION  
(Effective from July 2017)**

**Accreditation - (Cycle - 2)**

**PEER TEAM REPORT ON  
INSTITUTIONAL ACCREDITATION OF  
Yenepoya (Deemed to be University)  
U-0250**

**Mangalore  
Karnataka  
575018**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL  
An Autonomous Institution of the University Grants Commission  
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

**Section I:GENERAL INFORMATION**

|  |   |  |
|--|---|--|
| 1.Name & Address of the institution:   | Yenepoya (Deemed to be University)<br>Mangalore<br>Karnataka<br>575018  |  |
| 2.Year of Establishment  | 2008  |  |
| 3.Current Academic Activities at the Institution(Numbers):                                 |   |  |
| Faculties/Schools:   | 10  |  |
| Departments/Centres:   | 90  |  |
| Programmes/Course offered:   | 91  |  |
| Permanent Faculty Members:   | 601   |  |
| Permanent Support Staff:   | 2167  |  |
| Students:  | 7175  |  |
| 4.Three major features in the institutional Context (Asperceived by the Peer Team):        | 1. State of art simulation center and cadaver cum large animal based surgical training center<br>2. Multi-disciplinary university<br>3. Curricular delivery and outcome based education |  |
| 5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure): | From : 01-08-2022<br>To : 03-08-2022  |  |
| 6.Composition of Peer Team which undertook the on site visit:                              |   |  |
|  | <b>Name</b>   | <b>Designation &amp; Organisation Name</b>                                 |
| Chairperson  | DR. P V VIJAYARAGHAVAN<br>PHAGALVARTHI VASUDEVAN  | Vice Chancellor,Sri Ramachandra Institute of Higher Education and Research |
| Member Co-ordinator:   | DR. ANAND MISHRA  | Professor,Institute Of Medical Sciences Banaras Hindu University Varanasi  |
| Member:  | DR. ALKA SHARMA   | Professor,THE BUSINESS SCHOOL UNIVERSITY OF JAMMU                          |
| Member:  | DR. SACHIN SARODE   | Professor,Dr DY Patil Dental College and Hospital Pune                     |
| Member:  | DR. RABINARAYAN ACHARYA   | Director,Central Council for Research in Ayurvedic Sciences                |
| Member:  | DR. SANJAY KUMAR SINGH  | Professor,Gauhati University   |
| Member:  | DR. PAWAN KRISHAN   | Professor,DEPT OF PHARMACEUTICAL SCIENCES AND DRUG RESEARCH                |

**Section I:GENERAL INFORMATION**

|                      |                       |                               |
|----------------------|-----------------------|-------------------------------|
|                      |                       | PUNJABI UNIVERSITY<br>PATIALA |
| NAAC Co - ordinator: | Dr. M.s. Shyamasundar |                               |

## Section II: CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

| Criterion 1 - Curricular Aspects (Key Indicator and Qualitative Metrics (QIM) in Criterion 1) |   |
|---|---|
| 1.1   | Curriculum Design and Development   |
| 1.1.1<br>QIM  | Curricula developed and implemented have relevance to the local, national, regional and global health care needs which are visible in Programme Outcomes (POs), and Course Outcomes (COs) offered by the University, as per the norms of the Regulatory Bodies. |
| 1.1.3<br>QIM  | Provide a description of courses having focus on competency/ employability/ entrepreneurship/ skill-development offered either by the University or in collaboration with partner Institutions/Industries during the last five years                            |
| 1.2   | Academic Flexibility  |
| 1.3   | Curriculum Enrichment   |
| 1.3.1<br>QIM  | Institution integrates crosscutting issues relevant to Gender, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics in the curricula                                 |
| 1.3.4<br>QIM  | Students undertaking field visits / research projects / Industry internships/ visits/Community postings as a part of curriculum enrichment  |
| 1.4   | Feedback System   |

### Qualitative analysis of Criterion 1

The institution runs about 91 programmes which come both under statutory councils and also under the university purview. They have practiced curricular enrichment in programmes which come under the statutory councils and formal curricular reforms in other programs. Some of the reforms are based upon the feedback from the stakeholders keeping in view local, regional, national and global needs while designing and developing curricula. They have also developed program specific outcomes and course outcomes for almost all the programs and for healthcare intense university which is appreciable. They have also done Radar analysis of the outcomes defined. This attempt of analysis has suggested satisfactory attainment of outcomes. The curriculum development process is structured and initiated by Departmental Curriculum Committee and duly deliberated and approved by Board of Studies and Academic Council. Ever since the introduction of Competency Based Medical Education by National Medical Council in 2019, the institution is following the competencies development in knowledge, skill and attitude through appropriate objectives, Teaching Learning strategy and assessment in the MBBS program. For other under graduate programs, they are following Outcome Based Education by developing outcomes and measuring them. The skill development has been given special focus by development of state of art clinical skill training centre and simulation centre and also advanced surgical skill centre. They provide for cadaver and animal models. The teaching hospital also provides for clinical patient experience to the UG, PG Medical and allied health science students. The Choice Based Credit System is in place for the programs which do not come under the purview of regulatory bodies. The programs under regulatory bodies have a provision for elective courses to provide academic flexibility in the CBCS system. Medical, Nursing and Dental Students are also being given the opportunity to experience community-based education. The curriculum also provides opportunity to the students to experience cross cutting issues like Environment, Gender, human values, health determinants, right to health issues and professional ethics. The students undertake field visits and rural community trainings and internships. The institution has a well-defined process to collect curricular feedback from all the stakeholders and the feedback has been duly analysed to implement changes in their curriculum.

| Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2) |  |
|--|--|
| 2.1  | Student Enrollment and Profile   |
| 2.2  | Catering to Student Diversity  |
| 2.3  | Teaching- Learning Process   |
| 2.3.1<br>QIM   | <p>Student-centric methods, are used for enhancing learning experiences by:</p> <ul style="list-style-type: none"> <li>• Experiential learning</li> <li>• Integrated/Inter-disciplinary learning</li> <li>• Participatory learning</li> <li>• Problem-solving methodologies</li> <li>• Self-directed learning</li> <li>• Patient-centric and Evidence-based learning</li> <li>• The Humanities</li> <li>• Project-based learning</li> <li>• Role play</li> </ul> |
| 2.3.3<br>QIM   | Teachers use ICT-enabled tools for effective teaching and learning process, including online e-resources   |
| 2.4  | Teacher Profile and Quality  |
| 2.5  | Evaluation Process and Reforms   |
| 2.5.4<br>QIM   | Reforms in the process and procedure in the conduct of evaluation/examination; including Continuous Internal Assessment to improve the examination system.   |
| 2.6  | Student Performance and Learning Outcomes  |
| 2.6.1<br>QIM   | The institution has stated learning outcomes /graduate attributes as per the provision of Regulatory bodies which are integrated into the assessment process and widely publicized through the website and other documents   |
| 2.7  | Student Satisfaction Survey  |

#### Qualitative analysis of Criterion 2

All the constituent units of the institution cater to diverse learning styles and needs of the students by adapting student centric teaching learning methods like experiential learning, skill-based learning, integrated interdisciplinary learning, participatory learning, self- directed learning, clinical postings and project- based learning.

The humanities and environmental issues are also taught to the students. The AETCOM module developed for MBBS students is being practiced. Such module can be introduced in other courses also. The institution has an indigenous Learning Management System, which improves interaction between students and teachers. It also provides for discussion forums and use of digital library. They are using online/ blended mode of teaching and learning. Sufficient online databases are available for the students and teachers for an effective teaching learning process. The institution has developed examination manual and declared standard operation procedures for smooth conduct and have automated examination system. They have started practicing proctored online examination also. There is a system to address grievances and malpractices in examination. The institution has a continuous Internal Assessment which include unit test, seminar, presentation. End of posting practical examination, viva voce, skill assessment etc. The departments own the responsibility of Internal assessments and objective methods of assessment are being followed.

The goals and objectives of the institution are towards holistic development of the students' knowledge, skill,

professional competence, attitude and ethics - oriented behaviour and these are taught by utilising latest technology and groom them to be globally competent. The outcome based educational framework helps to know the attainment of the learning outcomes of the students in terms of knowledge and skills. The course outcomes and program outcomes are defined by the respective colleges as per the regulatory bodies. They have formative and summative assessment tools for all the programs. The institution has a well-defined mechanism to identify the slow and advanced learners among students and accordingly take remedial measures for slow learners and opportunities to advanced learners. They have an effective mentoring system in place.

| Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3) |   |
|---|---|
| 3.1   | Promotion of Research and Facilities  |
| 3.1.1<br>QIM  | The institution has a well defined Research promotion policy and the same is uploaded on the institutional website  |
| 3.2   | Resource Mobilization for Research  |
| 3.3   | Innovation Ecosystem  |
| 3.3.1<br>QIM  | Institution has created an ecosystem for innovations and entrepreneurship with an Incubation centre, entrepreneurship cell  |
| 3.3.2<br>QIM  | Workshops/seminars conducted on Intellectual Property Rights (IPR) Research methodology, Good clinical Practice, Laboratory, Pharmacy and Collection practices, Research Grant writing and Industry-Academia Collaborations during the last five years  |
| 3.4   | Research Publications and Awards  |
| 3.5   | Consultancy   |
| 3.5.1<br>QIM  | Institution has a policy on IPR and consultancy including revenue sharing between the Institution and the individual, besides a training cum capacity building programme for teachers, students and staff for undertaking consultancy   |
| 3.6   | Extension Activities  |
| 3.6.3<br>QIM  | Number of awards and recognition received for extension and outreach activities from Government / other recognised bodies during the last five years  |
| 3.6.4<br>QIM  | Institutional social responsibility activities in the neighborhood community in terms of education, environmental issues like Swachh Bharath, health and hygiene awareness, delivery of free/ subsidized health care and socio economic development issues carried out by the students and staff, including the amount of expenditure incurred during the last five years |
| 3.7   | Collaboration   |

#### Qualitative analysis of Criterion 3

The university has a well-formulated research policy document and it has been uploaded on the university website. The policy document covered aspects of research such as ethics, promotion schemes for faculty and students, capacity building, research supervision of students (UG, PG, and Doctoral), collaborative research, research grants, research misconduct, conflict of interest, and publication quality. Implementations of research promotional activities are visible through various schemes for which an adequate annual budget is allocated. The Ethics Committee has NABH accreditation and recognition in Forum for Ethical Review Committees in the Asian and Western Pacific Region. However, there is a need for a more robust monitoring mechanism for seed money utilization, methods for implementation and monitoring.

The university has a start-up and incubation center registered as per Section 8 of the Companies Act and Rule 18 of the Companies Rules 2014. It is recognized by BIRAC under the SPARSH scheme. The Rapid

Prototyping Facility is supported by BIRAC and has 3D Printing, CNC-Machining, Bio-printing, PCB-Fabrication and Vacuum Casting. The Institutional Innovation Council has been awarded a 3-Star rating in the annual performance (3.0) in the University category for 2020–21. The university is a part of the INSPIRE Program of DST and Ministry of Education, Govt. of India has recognized the university as a "Band A" institution (ranked between 06 and 25) in the category of Private-self-financed in ARIIA 2020 along with Times Higher Education impact ranking in the band of 201 to 300.

The University has conducted a satisfactory number of workshops and seminars on various domains of research, IPR, and start-ups.

The university has an IPR policy dealing with different aspects such as its management, consultancy work, and revenue sharing. The Incubation centre conducts formal and non-formal training sessions for students and teachers on the identification of potential IP, commercialization, management, and technology transfers. Formulating a well-structured training and capacity-building program on IPR and related e-content is recommended. Although the teacher profile and facility details are published on the university, research centre, and incubation center webpages, they need to be augmented with a consultancy component.

Extension and outreach activities carried out through the Rural Health Care and Development Centre are recognized and awarded by various government and non-governmental organizations.

The university's social responsibility is reflected in community activities involving faculty and students with adequate budgetary provision. Highlights in the last 5 years include: educational support, Academic Excellence Awards, Delivery of Free/Subsidized Healthcare, Charitable Healthcare, Samraksha (Student-initiated support), etc. National recognition for the N-TB, a mobile-based application.

The university has adopted five villages and has family adoption programs. The university also has Kara Seva, which is a unique self-sustaining student initiative. There are 12 NSS units with 1,200 students and 13 teachers. Activities like Swachh Bharat, Ek-Bharath-Sreshth-Bharath, Beti-Bachav-Beti-Padavo, school and rural development, environmental and health and hygiene programs, Unnat Bharat Abhiyan, etc. have been conducted on a regular basis.

| Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4) |  |
|---|--|
| 4.1   | Physical Facilities  |
| 4.1.1<br>QIM  | The institution has adequate physical facilities for teaching – learning, skills acquisition etc   |
| 4.1.2<br>QIM  | The institution has adequate facilities to support physical and recreational requirements of students and staff – sports, games (indoor, outdoor), gymnasium, auditorium, yoga centre, etc. and for cultural activities  |
| 4.1.3<br>QIM  | Availability and adequacy of general campus facilities and overall ambience  |
| 4.2   | Clinical, Equipment and Laboratory Learning Resources  |
| 4.2.1<br>QIM  | Teaching Hospital/s, Equipments, Laboratory and clinical teaching-learning facilities including equipment as per the norms of the respective Regulatory Bodies   |
| 4.2.2<br>QIM  | Describe the adequacy of both outpatients and inpatients in the teaching hospital during the last five years vis-à-vis the number of students trained and programmes offered (based on HIMS / EMR) within 500 words.   |
| 4.3   | Library as a Learning Resource   |
| 4.3.1<br>QIM  | Library is automated using Integrated Library Management System (ILMS)   |
| 4.3.2<br>QIM  | Total number of books and reference volumes as well as collection of ancient books, manuscripts, Digitalized traditional manuscripts, Discipline-specific learning resources from ancient Indian languages, special reports or any other knowledge resource for library enrichment especially with reference to traditional systems of medicines |
| 4.4   | IT Infrastructure  |
| 4.4.2<br>QIM  | Institution frequently updates its computer availability for students and IT facilities including Wi-Fi  |
| 4.4.4<br>QIM  | Facilities for e-content development such as Media centre, audio visual centre, Lecture Capturing System(LCS), etc.,   |
| 4.5   | Maintenance of Campus Infrastructure   |
| 4.5.2<br>QIM  | There are established systems and processes for maintaining physical and academic support facilities: (laboratory, library, sports facilities, computers, classrooms, etc.)  |

| Qualitative analysis of Criterion 4  |
|--|
| <p>The university has 10 constituent units, 90 departments and 18 Centers under its ambit located in total of 95 acres at four different campuses. The overall built up area is 1.4 lakh square meters with adequate facilities for teaching-learning and skill acquisition as per required norms. There are enough ICT enabled classrooms, smart classrooms, seminar halls, practical laboratories and demonstration rooms at the constituent units. AYUSH related teaching learning cum therapy facilities are available in faculty of Ayurveda, Homoeopathy, Naturopathy and Yogic sciences. Facilities for advanced skill, simulation-based training and advanced surgical skill enhancement are available. There are six large size auditoria for large group teaching and interactions. The teaching facilities are Wi-Fi enabled with adequate LCD and other teaching-learning media. Examination halls are under CCTV surveillance. Medical college teaching hospital has all the infrastructure for patient care in broad-specialty and some super-specialty. Medical hospital has modern modular operation theater with state of art equipment and facilities for robotic surgery. These facilities also support the training needs of nursing, physiotherapy, pharmacy, and allied health sciences students at UG and PG level. The Dental College was earliest to be established and has adequate dental chairs supporting the UG and PG dental education. The Ayurveda and Homoeopathy, Naturopathy and Yogic science are in separate building supported by</p> |



independent hospital with adequate in-patient beds and ambulatory care facilities. Recently, they have established an advanced cancer center in collaboration with TATA trust. There are museums, animal houses (small and large animals), and medicinal plant garden. They have also created centers for ethics, environmental studies, technology incubator, prototyping and 3D printing. The maintenance and cleanliness of the infrastructure is appreciable.

Community-based learning is supported by infrastructure in the form of several rural and urban health centers, providing healthcare to the nearby villages. There is a separate central research facility with sophisticated instruments. The institution has adequate facilities for sports and extracurricular activities in the form on indoor and outdoor sport complex encouraging various games. There is a well-equipped gymnasium, auditoria and yoga center. The general campus facility includes student hostels, staff quarters, laundry, catering services, banks and ATM, stationary shops, adequate washrooms and toilets some of which are specially designed for differently abled. Institute used alternative sources of energy like solar energy, water recycling, sewage treatment plant, and rainwater harvesting ponds.

The libraries are well-established and have adequate books and recent journals both printed and electronic form. ILMS software provides for OPAC with facilities such as new arrival listing, membership registration and book issue. They subscribe to standard digital resources and part of the institutional repository. The department of Information and Communication Technology sever the university and provide the adequate procurement and maintenance of both hard and software facilitating. They provide adequate bandwidth for WIFI. There are facilities for content development through media center, studio and indigenously developed LMS. There is a functional maintenance department. There is scope for improving the website design and functionality.

**Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)**

|              |   |
|--------------|---|
| 5.1          | Student Support   |
| 5.1.4<br>QIM | The institution has an active international student cell  |
| 5.2          | Student Progression   |
| 5.3          | Student Participation and Activities  |
| 5.3.2<br>QIM | Presence of Student Council and its activities for institutional development and student welfare  |
| 5.4          | Alumni Engagement   |
| 5.4.1<br>QIM | The Alumni Association/Chapters (registered and functional) has contributed significantly to the development of the Institution through financial and other support services during the last five years |

**Qualitative analysis of Criterion 5**

The students are provided with adequate and necessary support in the form of several systems and practices to become professionally competent. The university has an International Relations Centre with a dedicated officer in charge and support services. The center assists international students in completing various government formalities and sensitize them on local environment, language, and customs through orientation programs. The faculty and student exchange programs have been carried out with the various national and international Universities.

The university has central as well as constituent unit-wise student councils which are involved in sports, cultural, literary events, NSS, orientation programs and other co-curricular activities such as quiz

competitions, health and hygiene camps, environmental awareness programs, and anti-ragging and gender sensitization programs. The students have received a **National Award by the UGC** for the short film on Anti-ragging.

**The student organization named Kara Seva** delivers talks on menstrual hygiene and good and bad touch, covering 3326 students from 28 schools. This organization has adopted a government rural primary school. **Samraksha**, a subsidiary organization of students, organizes entertainment programs and games in the wards for patients admitted for palliative care. Along with orphanage/old age home visits, students also organizes "Art for Charity" program every year for fundraising to support the poor and needy patients. Other activities include Visual Art Club, Encircle, and commemorative national and international holidays.

**The Cancer Awareness Outreach Program** creates community awareness through NSS with student participation from all units of the university. This practice has been appreciated by the Karnataka government and adopted by the other universities. The alumni association is formally registered and has a designated website. The association has three international chapters, and the office bearers are selected annually through a nomination process. Registration of the alumni is done through the YUAA application, available on Android and iOS. The alumni meetings and general body meetings are conducted annually.

Some of the alumni initiatives and activities are Yen to Aspire (interaction), Yen-lighten (alumni lectures), Global Alumni Meet (UAE, Kingdom of Saudi Arabia and Malaysia), Reuni-Yen (reunions), book bank facility, *Van Mahotsava* (Green initiative), *group insurance scheme*, and *sports event organization*. Alumni contributed financially towards Dr. B. H. Sripathi Rao endowment fund. An innovative and notable alumni event is the hair donation event for making wigs for cancer patients. Alumni are involved in placement and training of students and also work with the employment and placement cell.

| Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6) |  |
|---|--|
| 6.1   | Institutional Vision and Leadership  |
| 6.1.1<br>QIM  | The Institution has clearly stated vision and mission which are reflected in its academic and administrative governance.   |
| 6.1.2<br>QIM  | Effective leadership is reflected in various institutional practices such as decentralization and participative management etc.  |
| 6.2   | Strategy Development and Deployment  |
| 6.2.1<br>QIM  | The institutional Strategic plan is effectively deployed.  |
| 6.2.2<br>QIM  | Effectiveness and efficiency of functioning of the institutional bodies as evidenced by policies, administrative setup, appointment and service rules, procedures etc. |
| 6.3   | Faculty and Staff Empowerment Strategies   |
| 6.3.1<br>QIM  | The institution has effective welfare measures for teaching and non-teaching staff, and other beneficiaries.   |
| 6.3.5<br>QIM  | Institution has Performance Appraisal System for teaching and non-teaching staff   |
| 6.4   | Financial Management and Resource Mobilization   |
| 6.4.1<br>QIM  | Institutional strategies for mobilisation of funds and the optimal utilisation of resources  |
| 6.4.3<br>QIM  | Institution conducts internal and external financial audits regularly  |
| 6.5   | Internal Quality Assurance System  |
| 6.5.1<br>QIM  | Institution has a streamlined Internal Quality Assurance Mechanism   |
| 6.5.3<br>QIM  | Impact analysis of the various initiatives carried out and used for quality improvement  |

#### Qualitative analysis of Criterion 6

The university has a clearly stated vision, mission, goals, and objectives reflected in the academic and administrative governance. Transparent strategic planning and participative management/ leadership are there. Policies for human resources management, infrastructure, ICT development, and research development are in place. However, there is scope for improvement. The calendar of events needs to be pinpointed and displayed for easy accessibility. Annual time table development for every program is recommended.

The university has a number of statutory bodies and committees like the Board of management, academic council, planning monitoring board, board of studies, and finance committee, which look after the proper implementation and effective execution of day-to-day and goal-oriented activities. The meetings are agenda based and conducted regularly as per norms.

Various empowerment and welfare schemes for teaching and non-teaching staff are in place such as staff welfare fund, PF, gratuity, Yen health card, Group Insurance Scheme, etc. Battery-operated vehicles help to maintain and ensure a green campus.

The institution has a defined appraisal process, being carried out through Annual Performance Review and Development format for teaching staff along with the promotional scheme exists. It needs further improvement according to the needs of the constituent colleges. Various leave such as casual, maternity,

earned, medical, and sabbatical are provided. The seed money for research is available and also there is fee concession available for the wards of the employees.

University adheres to a rigorous discipline with necessary checks and balances. There is a functional IQAC for the university supported by IQAU in each constituent college to facilitate the functioning of the central IQAC. The IQAC plays a pivotal role in strategic planning, quality initiatives, its implementation, impact, and analysis, and review apart from documentation and coordination with various constituent colleges. However, there is scope for development in the functionality of IQAC/ IQAU by engaging a full-time and dedicated IQAC Director.

YDU, a self-financed institution, mobilizes its funds majorly through tuition fees, the other sources of revenue are research grants, research funds and income from consultancy services, income from fixed deposits, donations from NGOs, and development funds. Other sources include schemes by the Government on certain treatment facilities at hospitals, and grants received for the conduct of educational/professional programmes.

There are ample opportunities for personal and professional growth of staff. Regular faculty development workshops are conducted. There is provision for sabbatical leave and additional qualifications of the faculty members are given incentives, promotions, etc. Faculty and staff retention is good.

A decentralized and participative governance system is reflected at several levels. ILIYAS software is used for administrative work through e governance catering to students' examinations, finance, and HRD functions. There is a well-defined rule book, MoA, and code of conduct.

The institution should explore other sources of revenue for sustainability and effective functioning and there should be more decentralized budgeting.

| Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7) |   |
|---|---|
| 7.1   | Institutional Values and Social Responsibilities  |
| 7.1.1<br>QIM  | Measures initiated by the institution for the promotion of gender equity during the last five years.  |
| 7.1.3<br>QIM  | Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within 500 words) <ul style="list-style-type: none"> <li>• Solid waste management</li> <li>• Liquid waste management</li> <li>• Biomedical waste management</li> <li>• E-waste management</li> <li>• Waste recycling system</li> <li>• Hazardous chemicals and radioactive waste management</li> </ul> |
| 7.1.8<br>QIM  | Describe the institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words)  |
| 7.1.9<br>QIM  | Sensitization of students and employees of the institution to the constitutional obligations: values, rights, duties and responsibilities of citizens   |
| 7.1.11<br>QIM   | Institution celebrates / organizes national and international commemorative days, events and festivals  |
| 7.2   | Best Practices  |
| 7.2.1<br>QIM  | Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.  |
| 7.3   | Institutional Distinctiveness   |
| 7.3.1<br>QIM  | Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words   |

#### Qualitative analysis of Criterion 7

The facilities for the women in the campus in terms of safety, security, counselling, common rooms for girls, day care facility for young children have been provided. Workshops are organised for gender sensitisation. No Gender issues have been raised for the consideration of international complaints committee during this period of review.

The university has imbibed the principles and practices of waste management for solid, liquid, biomedical and e-waste and they have got a waste recycling system. Specific steps have been taken in the hospital for hazardous waste management.

The university has an equal opportunity cell which creates awareness on equality and social equity. The institution celebrates all religious festival with full vigour and the centre for ethics sensitize students to

differentiate right from wrong. The NSS scheme encourages student to practice national integration, Ek Bharat Shrestha Bharat activities, Swacch Bharat and Unnat Bharat Abhiyaan activities, Rashtriya Ekta divas is celebrated.

Programs are conducted to sensitise students on rights, duties, values and harmony as envisaged in the Indian constitution. The republic and independence day are celebrated with fervour. They also observe days and weeks outlined by WHO, UNICEF, Government of India, Government of Karnataka and local district administration. They also observe Armed forces flag day on 7th December.

The institution has identified fostering research in health science institution and clear objectives have been laid down. However, this is too broad based and brings out entire research ecosystem in the institution. This could be more specific and creation of centre of ethics through NIH grant could have been taken for outcome analysis.

The institution has identified participatory learning and rural health care extension through rural health care and development centre. The objectives of practice focuses on family adoption program, preventive, promotive and curative health care to rural population through network of health centres, implementation of national health programs and technology enabled health care. The outcomes of the best practice has yielded good community based training to students and comprehensive health care to rural population

The institute lays stress and focus on skills training of all students at UG and PG level and provides a comprehensive training through simulation in clinical skills, communication skills and procedural skills. The establishment of skill centres and advanced surgical skill centre and robotic training centre are helping the training of students. The concept of cadaver training and animal model training is unique.

### **Section III: OVERALL ANALYSIS** based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC) (up to 500 words)

#### Overall Analysis

##### **Strength:**

1. Advanced skill and simulation centric healthcare education.
2. NABL and NABH accreditations of medical college hospital and laboratories.
3. GLP certified multi-disciplinary research facility.
4. On campus rigorous technology incubation.
5. Well-established rural health development centre offering outreach services to the neighbouring areas.
6. Well-developed learning management systems for teaching learning process.
7. Robust hospital management system for maintaining medical record section.
8. Effective LMS for tracking and issuing of books and journals.
9. Robotic surgical skill development centre.

##### **Weaknesses:**

1. Website updating needs improvement.
2. No dedicated sports ground/field for the UG institute of Art, Science, Commerce and Management.
3. Insufficient indexed publications and research grants.
4. International exchange programs for faculty and students.

5. Perception of the institute in a national scenario.
6. Effective human resource management system.

**Opportunities:**

1. Starting of integrated PG-PhD programs.
2. Opening up more streams of education like law, agriculture and engineering.
3. Integrative approach towards education and research.
4. Implementation of NEP.
5. To strengthen the alumni cell.
6. Implementation of research data management (RDM) by the central library.

**Challenges:**

1. Sustain and grow the university in the changed scenario of education.
2. To excel in the national and international ranking in view of the location of the university.
3. Retention of highly qualified faculty members.
4. Industry-academia interface.
5. Intra-mural and extra-mural research grants.

#### **Section IV: Recommendations for Quality Enhancement of the Institution**

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- University should grow more in the newer disciplines like Engineering, agriculture, law and liberal arts.
- To enhance more online and blended learning programs.
- To encourage research ecosystems by increasing the intramural funding from institution.
- To enhance the infrastructure by developing off-site and offshore campuses.
- To encourage participative and decentralize governance.
- To appoint a full time IQAC director to further strengthen the quality initiative of the university.
- To develop institution of excellence in the university based on the rubrics.
- To encourage more super-specialty programs in the NMC/National Board streams.
- To improve internationalization of education by encouraging more international adjunct/visiting/fulltime faculty and international student recruitment.
- Most suited to bring in programs on wellness medicine, integrative medicine and integrated multidisciplinary research and enriching library resources on traditional medicine, ancient manuscript, history and constitution.
- Further strengthening of the human resource centre for training and enriching the faculty and staff of the university.

**I have gone through the observations of the Peer Team as mentioned in this report**

**Signature of the Head of the Institution**

**Seal of the Institution**



| Sl.No | Name   |                     | Signature with date |
|-------|--|---------------------|---------------------|
| 1     | DR. P V VIJAYARAGHAVAN<br>PHAGALVARTHI VASUDEVAN | Chairperson         |                     |
| 2     | DR. ANAND MISHRA                                 | Member Co-ordinator |                     |
| 3     | DR. ALKA SHARMA                                  | Member              |                     |
| 4     | DR. SACHIN SARODE                                | Member              |                     |
| 5     | DR. RABINARAYAN ACHARYA                          | Member              |                     |
| 6     | DR. SANJAY KUMAR SINGH                           | Member              |                     |
| 7     | DR. PAWAN KRISHAN                                | Member              |                     |
| 8     | Dr. M.s. Shyamasundar                            | NAAC Co - ordinator |                     |

Place

Date