

National Assessment and Accreditation Council (NAAC), Bengaluru

## Manual of Health Sciences for Colleges

(Revised Accreditation Frame work - Applicable for all cycles and for Re-Assessment)

### Standard Operating Procedure for Data Verification and Validation (SOP for Health Sciences Colleges)

While preparing SSRs, Health Sciences Colleges have to refer both  
manual and SOP for DVV

- Prepared by expert committee (CWG) on 07/03/2019
- Revised internally on 22/04/2019 by DVV team
- Revised internally on 28/06/2019 by DVV team
- Revised after Orientation cum Training Programme for DVV partners held at NAAC on 18<sup>th</sup> – 19<sup>th</sup> July 2019
- Revised on 23/09/2019

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The Director,  
National Assessment and Accreditation Council  
(NAAC), Bengaluru



National Assessment and Accreditation Council (NAAC), Bengaluru

## **SOP for DVV process for Health Sciences Colleges**

**Meeting on 23/09/2019 at NAAC**



### **Standard Operating Procedure for Data Verification and Validation (SOP for Health Sciences Colleges)**

Health Sciences Manual for Colleges with Qualitative Metrics and Quantitative Metrics (applicable for all cycles and for Re-Assessment) (Applicable for the first as well as subsequent Cycles) with data templates and Glossary.

## UNIFIED Manual for Health Sciences Colleges

The SOP for DVV process has 2 sections namely – Part – A for 900 weightage which is generic in nature and Part –B for 100 weightage is discipline specific in nature. Sec-A is applicable to all types of Health Sciences Colleges where as Part -B is discipline specific (Medical, Dental, Pharmacy, Nursing, Ayurveda, Yoga / Naturopathy, Unani, Siddha, Homeopathy, Physiotherapy and Allied Health Sciences). This Manual is applicable for all cycles and Re-Assessment also. This is applicable to affiliated / Constituent Colleges only. While preparing SSRs, Health Sciences Colleges have to refer both manual and SOP for DVV.

## Standard Operating Procedure for Data Verification and Validation (Health Sciences Colleges) –

General Guidelines: It is essential that the DVV Partners ensure the following:

**Note:** Relevant original documents signed by the concerned authorities, and/or members of the committee should be scanned and uploaded. Insertion of signature(s) and insertion of the header of the Institutional letterhead in the documents for proof of evidence shall not be acceptable.

- Along with the data to be provided by the HEI in the SSR, those in the template as well as the supporting documents are seen in consonance during the process of Verification and Validation.
- If, for any Metric, documents provided by the HEI are insufficient, insist on and procure appropriate documents during Clarification.
- Ensure that the relevant data from “third party sources” such as NIRF, AISHE, are also utilized to cross check wherever relevant data are available.
- Seek details on random sample basis from the HEI wherever the dataset is large in respect of metrics for which SOP specifies to do so. Selection of sample to be done by DVV partner and sample to be done by DVV partner and not by HEI.
- Ensure the SOP is followed wherever strictly for each Metric.
- In case the ‘recommended’ input is different from the HEI claim, provide ‘remarks’ with justification.
- Cross check related data given in difference metrics.
- In case the HEIs provide documents in a regional language, English translation of the same should be sought.

### 1. Meaning and need of SOP in the NAAC context:

**NAAC as a quality organization** must first create a culture where quality objectives are transparent and well understood. Undoubtedly these goals can be achieved by following certain sets of procedures called as “**Standard Operating Procedures**” (**SOP**). A Standard Operating Procedure (**SOP**) is a set of written instructions that document a routine or repetitive activity which is followed by employees in an organization. The development and use of **SOPs** are an integral part of a successful quality system. Procedures are essential for effectiveness and efficiency in work and they are regulatory requirement in the NAAC processes. It provides information to perform a job properly, and consistently in order to achieve pre-determined specification and quality end-result.

**SOPs** detail the regularly recurring work processes that are to be conducted or followed within an organization. They document the way activities are to be performed to facilitate consistent conformance to quality system requirements and to support data quality. . Sops are intended to be specific to the organization or facility whose activities are described and assist that organization to maintain their quality control and quality assurance processes and ensure compliance with

governmental regulations. **SOP** contains step by step instructions that employee must refer in daily work to complete various tasks more reliably and consistently. **SOP** makes clear about followings -

- What is the objective of SOP (Purpose) ?
- What are its applicability and use of SOP (Scope)?
- Who will perform tasks (Responsibility) ?
- Who will ensure implementation of procedure (Accountability) ?
- How tasks will be performed (Procedure) ?

Procedures are not an end in themselves but support process/ people .They do not guarantee good performance or results. More important are well-designed systems and processes, qualified employees, and a motivating work culture that guarantee good performance.

SOP is a dynamic process and hence it is decided not to print the material. We will provide only soft copy. It is because NAAC rules /norms /standards keep on changing from time to time. Accordingly changes will be incorporated in SOP periodically.

Further this SOP material is prepared based on existing practices/rules/norms/standards and is for internal use in NAAC . Any changes may be incorporated later on.

Many activities use **checklists** to ensure that steps are followed in order. Checklists are also used to document completed actions. Any checklists or forms included as part of an activity should be referenced at the points in the procedure where they are to be used and then attached to the SOP. In some cases, detailed checklists are prepared specifically for a given activity. In those cases, the SOP should describe, at least generally, how the checklist is to be prepared, or on what it is to be based. Copies of specific checklists should be then maintained in the file with the activity results and/or with the SOP. Remember that the checklist is not the SOP, but a part of the SOP.

***It shall be noted that the Best written SOPs will fail if they are not followed.***

### **Note:**

Date: 16/01/2019

Modification of Time Line for Submission of Self Study Report (SSR) Time line for online submission of Self Study Report for Higher Education Institutions (HEIs) shall be 45 days from the date of acceptance of Institutional Information for Quality Assessment (IIQA). This is applicable to all the Higher Education Institutions (HEIs) whose Institutional Information for Quality Assessment (IIQA) is accepted.

Sd/-

Director, NAAC

<b>Metric No.</b>	<b>Metric</b>	<b>Documents Needed</b>	<b>Specific Instruction to HEI</b>	<b>Not to be considered</b>
<b>Extended Profile</b>				
<b>1.1</b>	Number of students year-wise during the last five years	<ul style="list-style-type: none"> <li>Please include all the students on campus in all the semester year-wise</li> <li>All semester students year-wise.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure to fill in the template completely</li> </ul>	
<b>1.2</b>	Number of outgoing / final year students year-wise during the last five years	<ul style="list-style-type: none"> <li>The final year students of different program in the years of assessment period should be considered here</li> </ul>	<ul style="list-style-type: none"> <li>Ensure to fill in the template completely</li> </ul>	
<b>1.3</b>	<b>Number of first year students admitted year-wise in the last five years</b>	<ul style="list-style-type: none"> <li>The first year students of different program in the years of assessment period should be considered here</li> </ul>	<ul style="list-style-type: none"> <li>Ensure to fill in the template completely</li> </ul>	
<b>2.1</b>	Number of full time teachers year wise during the last five years	This is a year wise metric. Please consider the teachers working in the institution year-wise (Repeat counting in years allowed)	A teacher employed for at least 90 per cent of the normal or statutory number of hours of work for a full-time teacher over a complete academic year is classified as a full-time teacher.	
<b>2.2</b>	Number of sanctioned posts year wise during the last five years	<ul style="list-style-type: none"> <li>Official letter of sanction of post from the statutory body or Government</li> <li>Official letter from the Board of Management or Syndicate clearly mentioning the sanction of posts</li> </ul>	<ul style="list-style-type: none"> <li>Please include State/Central Government sanctionpost</li> <li>Please include Management sanctionedpost</li> </ul>	
<b>3.1</b>	Total Expenditure excluding salary- year wise during the last five years (INR in Lakhs)	<ul style="list-style-type: none"> <li>Extract of expenditure duly audited and certified by the Chartered Accountant/Finance Officer and Head of the institution</li> </ul>	<ul style="list-style-type: none"> <li>Highlight the total Expenditure excluding salary- year wise during the last five years</li> </ul>	
<b>Metrics- wise</b>				
<b>Health Science Manual- Part A (Generic)</b>				
<b>Metric No.</b>	<b>Metric</b>	<b>Documents Needed</b>	<b>Specific Instructions to HEI</b>	<b>Not to be considered</b>
<b>1.1.2</b>	Percentage of fulltime teachers participating in BoS /Academic Council of Universities during the last five years. (Restrict data to BoS /Academic Council only)	Provide Nomination letter such as BoS and Academic Council From University	<ul style="list-style-type: none"> <li>One Full-time teacher to be counted once in a year irrespective of number of participation in the same body.</li> </ul>	

The list of the documents is only suggestive. If the Institution has any other relevant documents besides those mentioned by NAAC, the same may be uploaded

			<ul style="list-style-type: none"> <li>• Period of one tenure of membership on any Body to be considered as one count in an year.</li> <li>• Eg. If one teacher is a member of BOS for tenure of two years (2016-18), the count should be considered as one in 2016-17 and one in 2017-18.</li> </ul>	
<b>1.2.1</b>	Percentage of interdisciplinary/inter departmental courses/training across the Programmes offered by the college during the last five years	<ul style="list-style-type: none"> <li>• Minutes of relevant Academic Council/BoS meetings clearly approving the interdisciplinary Courses with specifications of departments involved</li> <li>• Contents shared by the SRA / Affiliating University clearly mentioning the interdisciplinary subjects</li> </ul>	<ul style="list-style-type: none"> <li>• The introduction of the course should be within the assessment period</li> <li>• The courses should be interdisciplinary in nature</li> </ul>	
	Number of courses in all Programmes year wise during the last five years	The specified total number of subjects (papers) that the students study and write exams in order to obtain the degree.	A course is a unit in both credit based and non-credit based formal programme. A 3-credit course will have three classroom sessions of one-hour duration during each week for the entire semester. Example: Non-credit Program: BDS; Course: Prosthodontics; Credit based programme; Human Genetics Course; Genetic Engineering (4 credits).	
<b>1.2.2</b>	Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years	<ul style="list-style-type: none"> <li>• Year-wise List of the students enrolled in the Program as defined in 1.1.2</li> <li>• Course completion certificate of students</li> </ul>	The DVV may seek for certificates of random selected students during DVV clarification	
<b>1.3.2</b>	Number of value-added courses offered during the last five years that impart transferable and life skills	<ul style="list-style-type: none"> <li>• Brochure or /Course content of Value added courses</li> </ul>	<ul style="list-style-type: none"> <li>• Courses of varying durations (of at least 15 contact hours), that are optional, and offered outside the curriculum that add value and helping them students in getting placed</li> </ul>	<ul style="list-style-type: none"> <li>• Avoid courses opted by student/students not offered by the institution</li> </ul>

<b>1.3.3</b>	Average percentage of students enrolled in the value-added courses during the last five years.	<ul style="list-style-type: none"> <li>The institution should provide list of the students as per the requirement in the template failing which the claim will not be considered</li> <li>Attendance copy of the students enrolled for the course</li> </ul>	<ul style="list-style-type: none"> <li>The attendance copy of 5 % of random selected specific student list will be sought by DVV during DVV clarification process.</li> <li>Course completion certificate of students</li> </ul>	
<b>1.3.4</b>	Percentage of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings (data for the preceding academic year)	<ul style="list-style-type: none"> <li>Completion certificate of field visits/Clinical / industry internships /research projects/industry visits/community postings from the organization where internship was completed.</li> <li>Internship completion certificate given to the students by the host organization will be asked during DVV process with specific student list.</li> <li>In case of field visit, course content mentioning in favour of field visit, filed visit report with list of students duly attested by the Head of the institution to be provided</li> <li>Community posting certificate should be duly certified by the Head of the institution.</li> </ul>	<p>Only data for the preceding academic year to be considered.</p> <ul style="list-style-type: none"> <li>One student involved in multiple Field works and/or internship should be counted as one.</li> <li>The metric emphasizes over and above the mandatory curriculum requirements.</li> <li>Photographs along with reports of the field visits/ Clinical / industry internships/research projects/industry visits/community postings</li> </ul>	
<b>1.4.1</b>	<p>Mechanism is in place for obtaining structured feedback on curricula/syllabi from various stakeholders</p> <ol style="list-style-type: none"> <li>1 Students</li> <li>2 Teachers</li> <li>3 Employers</li> <li>4 Alumni</li> <li>5 Professionals</li> </ol>	<ul style="list-style-type: none"> <li>Sample filled in Structured Feedback to be provided by the institution for each category claimed in SSR</li> <li>Stakeholder feedback reports as stated in the minutes of meetings of the College Council /IQAC/ Curriculum Committee</li> <li>URL for feedback report Define professionals in Glossary</li> </ul>	<ul style="list-style-type: none"> <li>The feedback about curriculum development only can be considered here</li> <li>Only filled -in feedback report will be considered</li> <li>provide three filled forms from each criteria claimed in the SSR</li> <li>Provide</li> </ul>	



<b>1.4.2</b>	<p>Feedback on curricula and syllabi obtained from stakeholders is processed in terms of:</p> <p><b>Options</b>(<i>Opt any one that is applicable</i>):</p> <p>A. Feedback collected, analyzed and action taken on feedback besides such documents made available on the institutional website</p> <p>B. Feedback collected, analyzed and action has been taken</p> <p>C. Feedback collected and analyzed</p> <p>D. Feedback collected</p> <p>E. Feedback not collected</p>	<ul style="list-style-type: none"> <li>• URL for Stakeholder feedback report.</li> <li>• Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management.</li> </ul>	<ul style="list-style-type: none"> <li>• In case of option A, only those links which leads directly to the concerned web page hosting action taken report will be considered</li> <li>• Un available websites will not be considered.</li> <li>• In case of option B,C and D reports of the same shall be provided.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback not related to design and review of syllabus will not be considered</li> </ul>
<b>2.1.1</b>	<p>Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process.</p>	<ul style="list-style-type: none"> <li>• Copy of letter issued by state govt. or and Central Government (which-ever applicable) Indicating the reserved categories to be considered as per the GO rule (translated in English)</li> <li>• Final admission list published by the HEI</li> <li>• Admission extract submitted to the state OBC, SC and ST cell every year.</li> <li>• Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution.</li> </ul>	<ul style="list-style-type: none"> <li>• Include only those reserved categories as specified by State/central Government orders for admission.</li> <li>• Only those seats filled against the quota should be counted here.</li> <li>• Number of admitted cannot go more than the number allocated.</li> <li>• For minority institutions and other private institutions where reservations are not applicable, consider the total admitted students as reserved.</li> </ul>	
<b>2.1.2</b>	<p>Average percentage of seats filled for the various programmes as against the approved intake</p>	<ul style="list-style-type: none"> <li>• Relevant details certified by the Head of the Institution clearly mentioning the programs that are not covered under CET and the number of applications received for the same</li> </ul>	<ul style="list-style-type: none"> <li>• Please provide only the number. The ratio will be worked out automatically by the system and will be visible in the response</li> </ul>	
<b>2.1.3</b>	<p>Average percentage of students enrolled demonstrates a national spread and includes students from other states</p>	<ul style="list-style-type: none"> <li>• E-copies of admission letters of the students enrolled from other states</li> <li>• Copy of the domicile</li> </ul>	<ul style="list-style-type: none"> <li>• In case of large data, the DVV will seek document for specific list of students during DVV clarification.</li> </ul>	



		certificate as part of the from other states and countries and/or Previous degree/Matriculation / HSC certificate from other state or country	•	
<b>2.2.1</b>	<p>The Institution assesses the learning levels of the students after admission and organizes special programmes for advanced learners and Slow performers</p> <ol style="list-style-type: none"> <li>1. Adopts measurable criteria to identify Slow performers.</li> <li>2. Adopts measurable criteria to identify advanced learners</li> <li>3. Organizes special programmes for low performers and advanced learners</li> <li>4. Follows protocols to measure students' achievement</li> </ol>	<ul style="list-style-type: none"> <li>• Consolidated report of special programs for advanced learners and slow learners duly attested by the Head of the Institution</li> </ul>	<p>The supporting document should clearly elicit the following:</p> <ul style="list-style-type: none"> <li>• Methodology and Criteria for the assessment of Learning levels</li> <li>• Details of special programmes</li> <li>• Details of outcome measures</li> </ul>	
<b>2.2.2</b>	Student - Fulltime teacher ratio (data for the preceding academic year)	This is an automatic metric. Both values used in the formula is obtained from extended profile	<ul style="list-style-type: none"> <li>• A teacher employed for at least 90 per cent of the normal or statutory number of hours of work for a full-time teacher over a complete academic year is classified as a full-time teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Avoid inclusion of part-time / Ad-hoc / visiting faculty</li> </ul>
<b>2.3.2</b>	<p>Institution facilitates the use of Clinical Skills Laboratory / Simulation Based Learning</p> <p>The Institution:</p> <ol style="list-style-type: none"> <li>1. Has Basic Clinical Skills / Simulation Training Models and Trainers for skills in the relevant disciplines.</li> <li>2. Has advanced simulators for simulation-based training</li> <li>3. Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation based learning.</li> <li>4. Conducts training programs for the faculty in the use of</li> </ol>	<ul style="list-style-type: none"> <li>• Proof of Establishment of Clinical Skill Laboratories</li> <li>• Proof of patient simulators for simulation-based training</li> <li>• Report on training programmes in Clinical skill lab/simulator Centre</li> <li>• Details of training programs conducted and details of participants.</li> <li>• Geotagged Photos of the <b>Clinical Skills Laboratory</b></li> </ul>	<p>Provide supporting documents mentioned as according to the choice of the institution among A,B,C,D</p>	

The list of the documents is only suggestive. If the Institution has any other relevant documents besides those mentioned by NAAC, the same may be uploaded

	clinical skills lab and simulation methods of teaching-learning			
<b>2.3.4</b>	Student :Mentor Ratio (preceding academic year)	<ul style="list-style-type: none"> <li>• Copy of circular pertaining the details of mentor and their allotted mentees</li> <li>• Approved Mentor list as announced by the HEI</li> <li>• Allotment order of mentor to mentee</li> <li>• In addition, issues raised and resolved in the mentor system has to be attached mentor-wise</li> </ul>	<ul style="list-style-type: none"> <li>• Only full-time teachers can be considered as mentors.</li> </ul>	
<b>2.4.1</b>	Average percentage of fulltime teachers against sanctioned posts during the last five years	<ul style="list-style-type: none"> <li>• Sanction letters indicating number of posts (including Management sanctioned posts) by competent authority (in English/translated in English)</li> <li>• This is automatic metric and the values are derived from the extended profile</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Appointment letter of selected faculty will be asked during DVV clarification stage</li> <li>• All full-time teachers with at least 90% prescribed workload should be counted as full-time teachers</li> </ul>	
<b>2.4.2</b>	Average percentage of fulltime teachers with Ph.D./D.Sc./ D.Lit./DM/M Ch/DNB in super specialties /other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences (like MD/ MS/ MDS etc.,) for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils /Affiliating Universities.	<ul style="list-style-type: none"> <li>• Copies of Guide-ship letters or authorization of research guide provide by the university</li> </ul>	<ul style="list-style-type: none"> <li>• These guide-ship awarded before the assessment period can be considered here</li> <li>• Repeat count of the guides in each year is allowed</li> <li>• If the data is large, details selected (about 5% )faculty will be asked during DVV clarification stage if the data is large</li> <li>• Please do not include those mentioned in 6.5.2</li> </ul>	
<b>2.4.3</b>	Average Teaching experience of fulltime teachers in number of years (preceding academic year)	<ul style="list-style-type: none"> <li>• Consolidated Experience certificate duly certified by the Head of the institution</li> </ul>	<ul style="list-style-type: none"> <li>• The experience certificate of selected faculty (about 5% ) will be asked during DVV clarification stage (Consider the experience of the faculty in other institutions as well, if any)</li> </ul>	
<b>2.4.4</b>	Average percentage of teachers trained for development and delivery of e-content / e-courses during the last 5 years	<ul style="list-style-type: none"> <li>• Certificate of completion of training for development of and delivery of e-contents / e-courses /</li> </ul>	<ul style="list-style-type: none"> <li>• Training completion certificate of selected faculty (about 5% ) will be asked during DVV clarification stage</li> </ul>	

		<i>video lectures / demonstrations</i> <ul style="list-style-type: none"> <li>• Web-link to the contents delivered by the faculty hosted in the HEI's website                             <ul style="list-style-type: none"> <li>○ Reports of the e-training programmes</li> <li>○ e-contents / e-courses developed</li> </ul> </li> </ul>		
<b>2.4.5</b>	Average Percentage of fulltime teachers who received awards and recognitions for excellence in teaching, student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies/registered professional associations / academies during the last five years	<ul style="list-style-type: none"> <li>• e-Copies of award letters (scanned or soft copy)</li> <li>• Awards claimed without certificates will not be considered</li> </ul>	List of awards / recognition in Health Sciences <ul style="list-style-type: none"> <li>• Award that are local in nature need to be avoided. Only State, National and International level from Government, recognized bodies only should be considered</li> <li>• The date of award should fall with-in the assessment period</li> <li>• One Full-time teacher to be counted once for a year irrespective of number of awards or recognition in the same year.</li> </ul>	
<b>2.5.4</b>	The Institution provides opportunities to students for midcourse improvement of performance through specific interventions  Opportunities provided to students for midcourse improvement of performance through:  <b>Options</b> ( <i>Opt one which is applicable to you</i> ): <ol style="list-style-type: none"> <li>1. Timely administration of CIE</li> <li>2. On time assessment and feedback</li> <li>3. Make-up assignments and tests</li> <li>4. Remedial teaching</li> </ol>	<ul style="list-style-type: none"> <li>• Policy document of the options claimed by the institution duly signed by the Head of the Institution</li> <li>• Re-test and Answer sheets</li> <li>• List of opportunities provided for the students for midcourse improvement of performance in the examinations</li> </ul>	<b>Retest and answer papers</b> will be asked during DVV clarification stage.	
<b>2.6.2</b>	Incremental performance in Pass percentage of final year students in the last five years	<ul style="list-style-type: none"> <li>• Reports from Controller of Exam (COE) office/ Registrar</li> </ul>	<ul style="list-style-type: none"> <li>• Consider only pass of final year examination thus qualifying the</li> </ul>	

		<p>evaluation mentioning the relevant details and the result analysis performed by the institution duly attested by the Head of the Institution</p> <ul style="list-style-type: none"> <li>• Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the last five years.</li> </ul>	degree program	
<b>2.7.1</b>	Online student satisfaction survey regarding teaching learning process.	<ul style="list-style-type: none"> <li>• Database of all currently enrolled students as per the Data Template (Details to be provided during SSR submission only)</li> </ul>		
<b>3.1.1</b>	Percentage of teachers recognized as <i>PG/ Ph.D</i> research guides by the respective University	<ul style="list-style-type: none"> <li>• Copies of Guide-ship letters or authorization of research guide provide by the university</li> </ul>	<ul style="list-style-type: none"> <li>• These guide-ship awarded before the assessment period can be considered here</li> <li>• Repeat count of the guides in each year is allowed</li> <li>• If the data is large, details selected (about 5% )faculty will be asked during DVV clarification stage if the data is large</li> <li>• Please do not include those mentioned in 6.5.2</li> </ul>	
<b>3.1.2</b>	<i>Average Percentage of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research participation in conference during the last five years</i>	<ul style="list-style-type: none"> <li>• Fellowship award letter / grant letter from the funding agency</li> </ul>	<ul style="list-style-type: none"> <li>• Claims without grant letter will not be accepted</li> </ul>	
<b>3.1.3</b>	Number of research projects/clinical trials funded by government, industries and non-governmental agencies during the last five years	<ul style="list-style-type: none"> <li>• E-copies of the grant award letters for research projects sponsored by Government, industries and non-government sources such as industries, corporate houses etc</li> </ul>	<ul style="list-style-type: none"> <li>• The funding should be from the external agencies not related to the institution</li> <li>• Funding grants for projects from the management etc. will not be admitted here</li> <li>• Data will not be considered without documentations prescribed</li> </ul>	

<b>3.2.2</b>	Number of workshops/seminars conducted on Intellectual Property Rights (IPR) Research methodology, Good Clinical, Laboratory, Pharmacy and Collection practices, writing for Research Grants and Industry-Academia Collaborations during the last five years	<ul style="list-style-type: none"> <li>Report of the <b><i>workshops/seminars with photos</i></b></li> </ul>	The focus of the workshop/seminar should be on Intellectual Property Rights (IPR), Research methodology, Good Clinical, Laboratory, Pharmacy and Collection Practices, Research Grant-writing and Industry-Academia Collaborations	
<b>3.3.1</b>	<p>The institution ensures implementation of its stated Code of Ethics for research. The implementation of the stated Code of Ethics for research is ensured by</p> <ol style="list-style-type: none"> <li>1. There is an institutional ethics committee that oversees implementation of all research projects</li> <li>2. All research projects including student projects are subjected to institutional ethics committee clearance.</li> <li>3. The Institution has plagiarism check software based on the institutional policy</li> <li>4. Norms and guidelines for research ethics and publication guidelines are followed</li> </ol>	<ul style="list-style-type: none"> <li>Web link of the approved code of Ethics</li> <li>Minutes of meetings of the committees with reference to the code of ethics</li> </ul>	<ul style="list-style-type: none"> <li>Provide the copy of code of ethics for research, preferably hosted in the web</li> <li>If hosted in the web, provide the web link leading to the landing page where code of ethics for research is hosted.</li> <li>If the link leads to the home page, the claim will not be considered.</li> </ul>	
<b>3.3.2</b>	<i>Average number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines received per recognized PG teacher* of the Institution during the last five years</i>	PhD/ DM/ M Ch/ PG Degree received letters of students (with guide's name mentioned)	<ul style="list-style-type: none"> <li>Number of PhD/ DM/ M Ch/ PG received (not-ongoing) under every eligible research guide working as faculty in the institution should be considered.</li> <li>The recognized guides should be authenticated with guide-ship letters awarded by the University.</li> <li>If the data is large, details of guide-ship letter/award details for selected faculty will be asked during DVV clarification process</li> <li>PhD awarded during the assessment year</li> </ul>	<ul style="list-style-type: none"> <li>Eligibility to become Ph. D guide as decided by SRA is 5 years of teaching experience and 4 publications</li> <li>Approval letter from the Competent Authorities</li> </ul>

			alone will be considered here	
<b>3.3.3</b>	Average number of papers published per teacher in the Journals notified on UGC - CARE list in the UGC website/Scopus/ Web of Science/ PubMed during the last five years	<ul style="list-style-type: none"> <li>This metric inputs will be verified by Inflibnet</li> <li>Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list</li> </ul>	<ul style="list-style-type: none"> <li>Only <b>Journals notified on UGC website / PubMed / Scopus / Web of Science</b> approved Journals will be considered.</li> <li>In the template paste the link of UGC approved list of journals available in this link:  <a href="https://www.ugc.ac.in/journallist">https://www.ugc.ac.in/journallist</a> like  <a href="https://www.ugc.ac.in/journallist/ugc_admin_journal_report.aspx?eid=Mjc2MDk=">https://www.ugc.ac.in/journallist/ugc_admin_journal_report.aspx?eid=Mjc2MDk=</a> for each publication</li> <li>In case of research papers published in deleted list of UGC until 2nd may 2018, the details in the link column may please mentioned as: the S.No of the journal –Deleted list</li> <li>In case of publications in journals indexed in <i>PubMed / Scopus / Web of Science</i> please provide the links</li> </ul>	
<b>3.3.4</b>	Number of books and chapters in edited volumes/books published and papers published in national/international conference proceedings indexed in UGC-CARE list on the UGC website/Scopus/Web of Science/PubMed/ during the last five years	<ul style="list-style-type: none"> <li>This metric inputs will be verified by Inflibnet</li> </ul>	<ul style="list-style-type: none"> <li>Publications without ISBN number will not be considered</li> <li>Publications without ISBN/ISSN number will not be considered</li> <li>If the data is large, specific sample publications will be sought by DVV (about 5%) during DVV clarification during DVV clarification UGC care</li> </ul>	
<b>3.4.1</b>	Total number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, the community, Government and Non-Government organizations	<ul style="list-style-type: none"> <li>List of extension and outreach activities year-wise during the last five years</li> <li>List of students in NSS/NCC/Red Cross/YRC involved in</li> </ul>	<ul style="list-style-type: none"> <li>Can be supplemented with News paper reports of events.</li> <li>Total number of activities conducted, Certified by the Principal.</li> </ul>	

	engaging NSS/NCC/Red Cross/YRC/Institutional clubs etc. during the last five years.	<p>the extension and outreach activities year-wise during the last five years</p> <ul style="list-style-type: none"> <li>• Photographs or any supporting document in relevance</li> <li>• Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated</li> </ul>		
<b>3.4.2</b>	Average percentage of students participating in extension and outreach activities engaging/NSS/NCC/Red Cross/ YRC/ Institutional club setc., during the last 5 years	<ul style="list-style-type: none"> <li>• Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated and amount generated</li> <li>• Photographs or any supporting document of relevance should have proper captions and dates</li> </ul>	List of participated students signed by the Principal.	
<b>3.5.1</b>	Average Number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc., per year for the last five years	<ul style="list-style-type: none"> <li>• Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated and amount generated</li> </ul>	<ul style="list-style-type: none"> <li>• Photographs or any supporting document of relevance should have proper captions and dates</li> </ul>	
<b>3.5.2</b>	Total number of Functional MoUs with Institutions/ Industries in India and abroad for academic, clinical training /internship, on-the job training, project work, student /faculty exchange, collaborative research programmes etc. year-wise during the last five years	<ul style="list-style-type: none"> <li>• E-copies of the MoU's with institution/ industry/ corporate house, Indicating the start date and completion date</li> </ul>	<ul style="list-style-type: none"> <li>• The MoU should be functional during the assessment period</li> <li>• If the MoU is for three years viz 2011-2013, it shall be counted only once.</li> <li>• MoU without start date and end date shall be rejected</li> <li>• MoU signed before 5 year but now functional may be</li> </ul>	



			<ul style="list-style-type: none"> <li>considered.</li> <li>MoU need not be on stamp paper.</li> </ul>	
<b>4.1.4</b>	Average percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during the last five years	<ul style="list-style-type: none"> <li>Provide the consolidated fund allocation towards infrastructure augmentation facilities duly certified by Finance Officer / Chartered Accountant</li> <li>Highlight the relevant items in the balance sheet</li> </ul>	<ul style="list-style-type: none"> <li>This metric is supposed to be looked at with the perspective of <b><u>infrastructure augmentation only</u></b></li> <li>In case of privately funded College the document should be certified by Chartered Accountant / Finance Officer.</li> </ul>	<ul style="list-style-type: none"> <li>Avoid recurring expenditure on laboratory and acquisition of books and journals</li> </ul>
<b>4.2.2</b>	Average number of Patients per year treated as outpatients and in patients in the teaching hospitals for the last five years	<ul style="list-style-type: none"> <li>Extract of patient details duly attested by the Head of the institution</li> </ul>		
<b>4.2.3</b>	Average number of students per year exposed to learning resource such as Laboratories, Animal House & Herbal Garden (in house OR hired) during the last five years	<ul style="list-style-type: none"> <li>Detailed report of activities and list of students benefitted due to exposure to learning resource</li> </ul>		
<b>4.2.4</b>	<p>Availability of infrastructure for community based learning</p> <p>Institution has:</p> <ol style="list-style-type: none"> <li>1. Attached Satellite Primary Health Centers</li> <li>2. Attached Rural Health Centers available for training of students</li> <li>3. Attached Urban Health Centre for training of students</li> <li>4. Residential facility for students / trainees at the above peripheral health centers / hospitals</li> </ol>	<ul style="list-style-type: none"> <li>Geotagged photos of health centers</li> <li>Government Order on allotment/assignment of PHC to the institution</li> <li>Documents of resident facility</li> </ul>	<ul style="list-style-type: none"> <li>Supporting document to be provided as per the claim of the institution amongst A/B/C</li> </ul>	
<b>4.3.3</b>	<p>Does the Institution have an e-Library with membership/subscription for the following:</p> <p>Options</p> <ol style="list-style-type: none"> <li>1. e – journals / e-books consortia</li> <li>2. e - ShodhSindhu</li> <li>3. Shodhganga</li> <li>4. SWAYAM</li> </ol> <p>Discipline-specific Databases</p>	<ul style="list-style-type: none"> <li>E-copy of subscription letter/member ship letter or related document with the mention of year to be submitted</li> </ul>	<ul style="list-style-type: none"> <li>Scan copy of books claimed as e-books cannot be accepted.</li> <li>In the absence of appropriate subscription letter, the claims will not be considered</li> </ul>	
<b>4.3.4</b>	Average annual expenditure for purchase of books and journals including e-resources during the last five years	<ul style="list-style-type: none"> <li>Provide consolidated extract of expenditure for</li> </ul>		

		<p>purchase of books and journals during the last five years duly attested by Chartered Accountant</p> <ul style="list-style-type: none"> <li>• <b>Audited Statement highlighting the expenditure for purchase of books and journal / library resources.</b></li> <li>• Proceedings of Library Committee meetings for allocation of fund and utilization of fund</li> </ul>		
<b>4.3.6</b>	<p>E-content resources used by teachers :</p> <ol style="list-style-type: none"> <li>1. NMEICT/NPTEL</li> <li>2. other MOOCs platforms</li> <li>3. SWAYAM</li> <li>4. Institutional LMS</li> <li>5. e-PG-Pathshala</li> </ol>	<ul style="list-style-type: none"> <li>• Give links e-content resources used by the teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Informal e-content will not be accepted</li> </ul>	
<b>4.4.1</b>	<p>Percentage of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities (data for the preceding academic year)</p>	<ul style="list-style-type: none"> <li>• Geo-tagged photos of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities.</li> </ul>		
<b>4.4.3</b>	<p>Available bandwidth of internet connection in the Institution (Leased line)</p> <p>Opt any one:</p> <ol style="list-style-type: none"> <li>A. ≥1 GBPS</li> <li>B. 500 MBPS - 1 GBPS</li> <li>C. 250 MBPS - 500 MBPS</li> <li>D. 50 MBPS - 250 MBPS</li> <li>E. &lt;50 MBPS</li> </ol>	<ul style="list-style-type: none"> <li>• Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth</li> </ul>		<ul style="list-style-type: none"> <li>• Snap shot of speed test for wifi/internet facility will not be considered</li> </ul>

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<b>4.5.1</b>	Average percentage of expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years	<ul style="list-style-type: none"> <li>• Provide balance sheet highlighting the items of expenditure incurred on <b><u>maintenance</u></b> of physical facilities and academic support facilities duly certified by Chartered Accountant.</li> <li>• Provide budget extract incurred on <b><u>maintenance</u></b> of physical facilities and</li> </ul>	<ul style="list-style-type: none"> <li>• The emphasis of this metric is in the <b>maintenance of physical and academic support facilities</b></li> </ul>	
		academic support facilities duly certified by Chartered accountant.		
<b>5.1.1</b>	Average percentage of students benefited by scholarships /free-ships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years	<ul style="list-style-type: none"> <li>• Upload sanction letter of scholarship.</li> <li>• Consolidated document of freeships and number of beneficiaries in each</li> <li>• Year-wise list and number of beneficiaries</li> </ul>	<ul style="list-style-type: none"> <li>• Government Scholarships (both state and central) / Non-Government Scholarships</li> <li>• For large data, the DVV will ask documents for specific no of students in specific schemes during DVV clarification</li> </ul>	
<b>5.1.2</b>	<p>Capability enhancement and development schemes employed by the institution for students</p> <ol style="list-style-type: none"> <li>1. Soft skills development</li> <li>2. Language and communication skill development</li> <li>3. Yoga and wellness</li> <li>4. Analytical skill development</li> <li>5. Human value development</li> <li>6. Personality and professional development</li> <li>7. Employability skill development</li> </ol>	<ul style="list-style-type: none"> <li>• Detailed report of the Capacity enhancement programs and other skill development schemes</li> </ul>		

<b>5.1.3</b>	Average percentage of students provided training and guidance for competitive examinations and career counseling offered by the Institution during the last five years	<ul style="list-style-type: none"> <li>• Institutional website. Web-link to particular program/scheme mentioned in the metric</li> <li>• Copy of circular/ brochure/report of the event/ activity report Annual report of Pre-Examination Coaching centers</li> <li>• Year-wise list of students attending each of these schemes signed by competent authority</li> </ul>	<ul style="list-style-type: none"> <li>• “Students benefited” refers to students enrolled / attending the said programs</li> </ul>	
<b>5.1.5</b>	<p>The Institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and prevention of ragging</p> <p>a. Adoption of guidelines of Regulatory bodies b. Presence of the committee and mechanism of receiving student grievances (online/ offline) c. Periodic meetings of the committee with minutes d. Record of action taken</p>	<ul style="list-style-type: none"> <li>• Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee.</li> <li>• Circular/web-link/ committee report justifying the objective of the metric</li> </ul>	<ul style="list-style-type: none"> <li>• Report of incident management of grievances from the concerned cell is essential.</li> <li>• The mechanism of redressal should be available as document and preferably hosted in the HEI’s Website. The link of the same shall be provided to validate the same.</li> </ul>	
<b>5.2.1</b>	Average percentage of students qualifying in state/ national/ international level examinations (eg: GATE/GMAT/GPAT /CAT/ NEET/ GRE/ TOEFL/PLAB/USMLE/AYUSH /Civil Services/ Defence/UPSC/State Government examinations/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) during the last five years	<ul style="list-style-type: none"> <li>• Pass Certificates of the examination</li> <li>• Copies of the qualifying letters of the candidate</li> </ul>	<ul style="list-style-type: none"> <li>• List of Students qualifying in the exams, certified by the Principal of the College. In absence of certificate, the claim will not be considered.</li> <li>• In case of large data, certificates of specific list of students will be sought during DVV clarification</li> </ul>	
<b>5.2.2</b>	Average percentage of placement / self-employment (in relevant field) in professional services of outgoing students during the last five years	<ul style="list-style-type: none"> <li>• Annual reports of Placement Cell.</li> <li>• In case of <b>self</b>-employed professional services, registration with MCI or any other professional Body and documents for registered clinical Practitioner.</li> </ul>	<ul style="list-style-type: none"> <li>• In case of large data, documents of specific list of students will be sought during DVV clarification</li> </ul>	

<b>5.2.3</b>	Percentage of the batch of graduated students of the preceding year, who have progressed to higher education	<ul style="list-style-type: none"> <li>• Upload supporting data for student/alumni as per data template.</li> <li>• Any proof of admission to higher education</li> </ul>	<ul style="list-style-type: none"> <li>• The details of selected students progressing to higher education will be asked by DVV during DVV clarification. The validating document for the same to be provided then.</li> </ul>	
<b>5.3.1</b>	Number of awards/medals for outstanding performance in sports/cultural activities at state /regional (Zonal) /national/international events (award for a team event should be counted as one) during the last five years	<ul style="list-style-type: none"> <li>• Duly certified e-copies of award letters and certificates.</li> </ul>	<ul style="list-style-type: none"> <li>• Only state /regional (Zonal) national or international achievements will be considered.`</li> </ul>	<ul style="list-style-type: none"> <li>• Participation/ appreciation certificates at the regional /local /institutional levels should be avoided</li> <li>• Inter collegiate competitions will not be considered here</li> </ul>
<b>5.3.3</b>	Average Number of sports and cultural activities / competitions organized in the Institution per year (during the last five years)	<ul style="list-style-type: none"> <li>• Report of the events/along with photographs appropriately dated and captioned year-wise.</li> <li>• Copy of circular/ brochure indicating such kind of activities</li> </ul>	<ul style="list-style-type: none"> <li>• Events cannot be split into activities</li> <li>• Only the activities organized by the institution need to be considered</li> </ul>	
<b>5.4.2</b>	Provide the areas of contribution by the Alumni Association / chapters during the last five years A. Financial / kind B. Donation of books /Journals/ volumes C. Students placement D. Student exchanges E. Institutional endowments	<ul style="list-style-type: none"> <li>• List of Alumni contributions made during the last 5 years</li> <li>• Annual audited statements of accounts. Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Chartered Accountant/Finance Officer and Head of the Institutions</li> <li>• For B/C/D Certification by the head of the institution</li> </ul>	<ul style="list-style-type: none"> <li>• If the data is large, the DVV will seek for document of specific list of Alumni contributions during DVV clarification</li> </ul>	

<b>6.2.2</b>	<p>Implementation of e-governance in the following areas of operation</p> <ol style="list-style-type: none"> <li>1. Planning and Development</li> <li>2. Administration (including Hospital Administration &amp; Medical Records)</li> <li>3. Finance and Accounts</li> <li>4. Student Admission and Support</li> <li>5. Examination</li> </ol>	<ul style="list-style-type: none"> <li>• Institutional budget statements allocated for the heads of E_governance implementation</li> <li>• ERP Document</li> <li>• Screen shots of user interfaces of each module</li> <li>• Annual e-governance report approved by Governing Council/ Board of Management/ Syndicate</li> <li>• Policy documents</li> </ul>		
<b>6.3.2</b>	<p>Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years</p>	<ul style="list-style-type: none"> <li>• Policy document on providing financial support to teachers</li> <li>• E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.</li> <li>• Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies.</li> </ul>	<ul style="list-style-type: none"> <li>• Complimentary benefits incorporated in the policy of promotion of quality through financial support to attend conferences/ workshops and towards membership fee of professional bodies in institutions may be considered.</li> <li>• If the data is large, the DVV will seek for document of specific list of teachers during DVV clarification</li> </ul>	
<b>6.3.3</b>	<p>Average number of professional development / administrative training programmes organized by the Institution for teaching and non-teaching/technical staff during the last five years</p>	<ul style="list-style-type: none"> <li>• Detailed program report for each program should be made available Reports of the Human Resource Development Centers (UGC ASC or other relevant centers).</li> <li>• Reports of Academic Staff College or similar centers Verification of schedules of training programs</li> <li>• Copy of circular/ brochure/report of training program self conducted program may also be considered</li> </ul>	<ul style="list-style-type: none"> <li>• The program should be minimum of one day duration</li> </ul>	

<b>6.3.4</b>	Average percentage of teachers undergoing Faculty Development Programmes (FDP) including online programmes (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.) during the last five years	<ul style="list-style-type: none"> <li>• Annual reports of the AQAR submitted to NAAC (not applicable to Cycle I Colleges)</li> <li>• E-copy of the certificate of the program attended by teacher</li> <li>• Days limits of program/course as prescribed by UGC/AICTE or Preferably Minimum one day programme conducted by recognized body/academic institution</li> </ul>	<ul style="list-style-type: none"> <li>• Kind of programs undergone by the faculty for updating their knowledge in their subject related domain</li> <li>• One teacher attending one or more professional development Program in a year to be counted as one only.</li> <li>• The DVV will ask for certificates of specific faculty during DVV process as a part of validation</li> </ul>	
<b>6.4.3</b>	Funds / Grants received from government / non-government bodies / philanthropists during the last five years (excluding scholarships and research grants covered under Criterion III)	<ul style="list-style-type: none"> <li>• Annual statements of accounts.</li> <li>• Copy of letter indicating the grants/funds received by respective agency as stated in metric</li> <li>• Provide the budget extract of audited statement towards Grants received from Government / non-government bodies, individuals, philanthropist duly certified by chartered accountant / Finance Officer</li> </ul>	<ul style="list-style-type: none"> <li>• If the data is large, the DVV will seek for document of specific list of <i>Funds / Grants received from government / non-government bodies / philanthropists during DVV clarification</i></li> </ul>	<ul style="list-style-type: none"> <li>• Avoid duplication</li> <li>• Funds from own institutions/ own trust and sister institutions not to be considered</li> </ul>
<b>6.5.2</b>	Average percentage of teachers attending programs/workshops/seminars specific to quality improvement in the last five years	<ul style="list-style-type: none"> <li>• Details of programmes/workshops/seminars specific to quality improvement attended by teachers year-wise during the last five years</li> <li>• List of teachers who attended programmes/workshops/seminars specific to quality improvement year-wise during the last five years</li> <li>• Certificate of completion/participation in <i>programs/workshops/seminars specific to quality improvement</i></li> </ul>	<ul style="list-style-type: none"> <li>• The emphasis of the metric is orientation on institutional quality improvement</li> <li>• Exclude the ones claims in 6.3.4</li> </ul>	



<b>6.5.3</b>	<p>The Institution adopts several Quality Assurance initiatives: The institution has implemented the following QA initiatives:</p> <ol style="list-style-type: none"> <li>1. Regular meetings of the Internal Quality Assurance Cell (IQAC)</li> <li>2. Feedback from stakeholders collected, analyzed and report submitted to College Management for improvements</li> <li>3. Organization of workshops, seminars and orientation programmes on quality initiatives for teachers and administrative staff</li> <li>4. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF, NABH, NABL etc.,)</li> </ol>	<ul style="list-style-type: none"> <li>• Minutes of the meetings of IQAC (not applicable to Cycle I)</li> <li>• Report of the feedback from the stakeholders duly attested by the Board of Management</li> <li>• Report of the workshops, seminars and orientation program</li> <li>• AQAR submitted to NAAC and other applicable certification bodies (not applicable to Cycle I)</li> </ul>	<ul style="list-style-type: none"> <li>• Provide the supporting documents as per the claim of the institution in the metrics</li> </ul>	
<b>7.1.1</b>	Total number of gender equity sensitization programmes organized by the institution during the last five years	<ul style="list-style-type: none"> <li>• Detailed program report with photographs (date and caption) for each program should be made available</li> <li>• Copy of circular/ brochure / Report of the program</li> <li>• Extract of Annual report</li> </ul>	<ul style="list-style-type: none"> <li>• The focus of the program should be on gender equity/promotion</li> </ul>	<ul style="list-style-type: none"> <li>• Avoid programme which does not pertain to gender</li> </ul>
<b>7.1.3</b>	The Institution has facilities for alternate sources of energy and energy conservation measures	<ul style="list-style-type: none"> <li>• Geo tagged photos</li> <li>• Installation receipts</li> <li>• <i>Facilities for alternate sources of energy and energy conservation measures</i></li> </ul>	<ul style="list-style-type: none"> <li>• The documents to be provided as per the options chosen by the institution</li> </ul>	
	<ol style="list-style-type: none"> <li>1. Solar energy</li> <li>2. Biogas plant</li> <li>3. Wheeling to the Grid</li> <li>4. Sensor-based energy conservation</li> <li>5. Use of LED bulbs/ power efficient equipment</li> </ol>			
<b>7.1.5</b>	<p>Water conservation facilities available in the Institution:</p> <ol style="list-style-type: none"> <li>1. Rain water harvesting</li> <li>2. Bore-well /Open well recharge</li> <li>3. Construction of tanks and bunds</li> <li>4. Waste water recycling</li> <li>5. Maintenance of water bodies and distribution system in the campus</li> </ol>	<ul style="list-style-type: none"> <li>• Geo tagged photos</li> <li>• Installation or maintenance reports of Water conservation facilities available in the Institution</li> </ul>	<ul style="list-style-type: none"> <li>• The documents to be provided as per the options chosen by the institution</li> </ul>	

<b>7.1.6</b>	<p>Green campus initiatives include:</p> <ol style="list-style-type: none"> <li>1. Restricted entry of automobiles</li> <li>2. Battery-powered vehicles</li> <li>3. Pedestrian-friendly pathways</li> <li>4. Ban on the use of Plastics</li> <li>5. Landscaping with trees and plants</li> </ol>	<ul style="list-style-type: none"> <li>• Geotagged photo Code of conduct or visitor instruction displayed in the institution</li> <li>• Geo tagged photos of the facilities as claimed by the institution</li> </ul>		
<b>7.1.7</b>	<p>The Institution has disabled-friendly, barrier free environment</p> <ul style="list-style-type: none"> <li>• Built environment with ramps/lifts for easy access to classrooms.</li> <li>• Disabled-friendly washrooms</li> <li>• Signage including tactile path, lights, display boards and signposts</li> <li>• Assistive technology and facilities for persons with disabilities ( <i>Divyangjan</i>) accessible website, screen-reading software, mechanized equipment</li> <li>• Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading</li> </ul>	<ul style="list-style-type: none"> <li>• Geo tagged photos of the facilities as per the claim of the institution</li> </ul>		
<b>7.1.9</b>	<p>Code of conduct handbook exists for students, teachers and academic and administrative staff including the Dean / Principal /Officials</p>	<ul style="list-style-type: none"> <li>• Weblink of the code of conduct</li> <li>• Details of the monitoring committee of the code of conduct</li> </ul>	These documents are expected to be hosted in the website of the HEI for public access	
	<p>and support staff.</p> <ol style="list-style-type: none"> <li>1. The Code of conduct is displayed on the website</li> <li>2. There is a committee to monitor adherence to the code of conduct</li> <li>3. Institution organizes professional ethics programmes for students, teachers and the academic and administrative staff</li> <li>4. Annual awareness programmes on the code of conduct are organized</li> </ol>	<ul style="list-style-type: none"> <li>• Details of Programs on professional ethics and awareness programs</li> </ul>		

## General Guidelines:

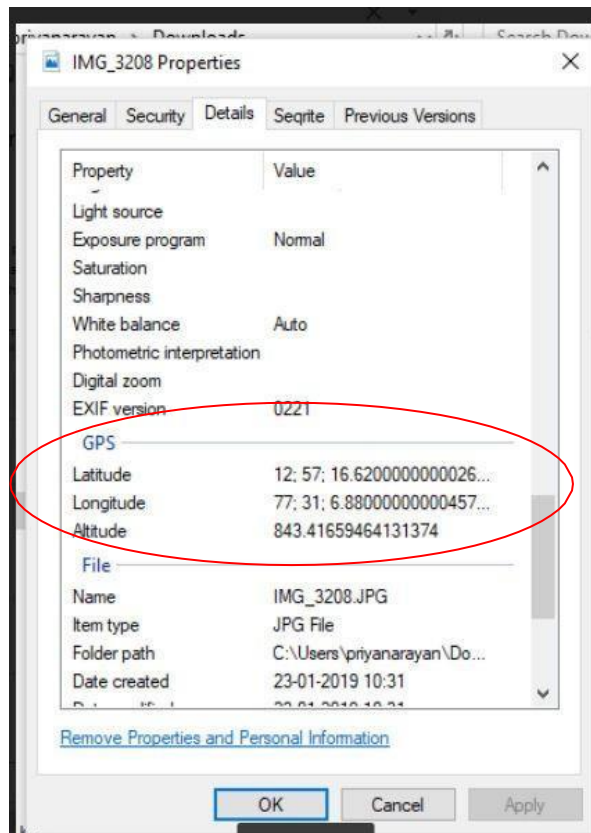
- The NAAC Portal supports only 2MB data for each metric. To extent possible kindly upload the data in NAAC website only. If the attachments exceeds 2MB, please host the supporting documents in the HEI's website and provide the link of the same in the template and/or in the HEI-DVV clarification Space
- While proving the links of the HEI's website where the supporting documents are hosted, please provide the link in the HEI clarification box. While providing the links in running text, please press "enter" and then paste the link and again press "enter". This will enable hyperlink.
- Please provide the supporting documents during the SSR submission to facilitate speedy DVV clarification process.
- It is mandatory to fill the templates in format provided by NAAC and attach the same in SSR. The HEI is not supposed to alter the format in which data is sought in template.
- It is mandatory to respond to all the DVV clarification raised in extended profile and metrics with in stipulated time. If the data is large, ensure to fill the data template. During DVV clarification, the DVV will seek for sample selective documents for validation. It is mandatory to provide documents of all the samples sought by DVV, failing which pro rata data will be implemented.
- Data should not be hosted in Google drive and in any third party websites. The data should be either in the NAACs portal or in the HEI website
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- The instruction while providing links should ensure that the links work properly and are operational. The institution also should give the links as appropriate to the metric and not general links whose landing page is the HEI's home page. In case the links does not work during DVV clarification, it would deem fit to the decision of DVV.
- Content of the Supporting documents in regional languages should be translated in English and should be duly signed by the head of the institution. The translated copy should be uploaded along with the regional language document.
- Geotagging: Kindly follow the steps to obtain a Geo-tagged photo

(1) In setting of your digital camera, set the location on

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(3) Take pictures after setting the location on.

(4) Download the pictures in a computer system and examine the properties. In properties, click on the details tab, scroll down to see GPS: you will see something like the picture provided below, the value entries in Latitude and longitude will determine the location in which the photo was taken.



## Standard Operating Procedure for Data Verification and Validation (SOP for Health Sciences Colleges) for Part B

Metric ID	Metric	Documents Needed by DVV	Specific Instruction to HEI
<b>Health Science Manual- Part B</b>			
<b>Part B 1 Medical</b>			
<b>8.1.1</b>	NEET percentile scores of students enrolled for the MBBS programme for the preceding academic year.	<ul style="list-style-type: none"> <li>Data as per Data template</li> <li>Calculation as per the formula</li> </ul>	
<b>8.1.3</b>	Average percentage of fulltime teachers who have acquired additional postgraduate Degrees/Diplomas/Fellowships beyond the eligibility requirements from recognized centers/universities in India or abroad. (Eg: AB, FRCS, MRCP, FAMS, FAIMER & IFME Fellowships, Ph D in Medical Education etc.) (excluding those mentioned in metric 2.4.2)	List of teachers and their Course completion and degree certificate of additional postgraduate Degrees/ Diplomas /Fellowships beyond the eligibility requirements from recognized centers/universities in India or abroad	Along with the list of teachers, the degree certificates of the claim should also be asked for and verified
<b>8.1.9</b>	Is the teaching hospital / clinical laboratory accredited by any National Accrediting Agency?	Copy Valid Accreditation certificate of the agencies selected by the institution	accreditation certificates of the options given by the institutions should be asked
<b>8.1.10</b>	Average percentage of first year students, provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work in the last five years.	List of the first year students provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work year-wise during the last five years duly certified by the Head of the institution	
<b>Health Science Manual- Part B 2 - Dental</b>			
<b>8.1.1</b>	NEET percentile scores of students enrolled for the BDS programme for the preceding academic year.	<ul style="list-style-type: none"> <li>Data as per Data template</li> <li>Calculation as per the formula</li> </ul>	
<b>8.1.3</b>	Institution follows infection control protocols during clinical teaching during <i>preceding academic year</i>	<ul style="list-style-type: none"> <li>Registers maintained by the institution for the selected option.</li> <li>Central Sterile Supplies Department (CSSD) Register (Random Verification by DVV)</li> <li>Disinfection register (Random Verification by DVV)</li> <li>Immunization Register of preceding academic year</li> <li>Relevant records / documents for all 6 parameters</li> </ul>	

The list of the documents is only suggestive. If the Institution has any other relevant documents besides those mentioned by NAAC, the same may be uploaded

<b>8.1.5</b>	<b><i>The students are trained for using High End Equipment for Diagnostic and therapeutic purposes in the Institution. Data for the preceding academic year</i></b>	<ul style="list-style-type: none"> <li>• Invoice of Purchase</li> <li>• Usage registers</li> <li>• Geotagged photos of the facilities, and list of students trained in the opted facilities</li> </ul>	
<b>8.1.6</b>	Institution provides student training in specialized clinics and facilities for care and treatment such as	<ul style="list-style-type: none"> <li>• Certificate from the principal /competent authority</li> <li>• Geotagged photos of the facilities, and list of students trained in the opted facilities</li> <li>• Any other relevant information</li> </ul>	
<b>8.1.7</b>	Average percentage of full-time teachers who have acquired additional postgraduate Degrees/Diplomas/Fellowships beyond the eligibility requirements from recognized centers/universities in India or abroad. (Eg: AB, FRCS, MRCP, FAMS, FAIMER & IFME Fellowships, Ph D in Dental Education etc.) during last five years	List of teachers and their Course completion and degree certificate of additional postgraduate Degrees/Diplomas/Fellowships beyond the eligibility requirements from recognized centers/universities in India or abroad	Along with the list of teachers, the degree certificates of the claim should also be asked for and verified
<b>8.1.9</b>	Average percentage of first year students, provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work in the last five years.	<p>Policies documents regarding preventive immunization of students, teachers and hospital staff likely to be exposed to communicable diseases during their clinical work.</p> <p>List of the first year students provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work for last five years duly certified by the Head of the institution</p>	
<b>8.1.11</b>	Average per capita expenditure on Dental materials and other consumables used for student training during the last five years.	<p>CA certified year-wise expenditure statement indicating extracts of per-capita expenditure on Dental materials and other consumables used for student training during the last five years</p> <p>Private Institutions have to submit audited reports along with certificate from the Principal.</p>	The DVV Partners may use uniform format for the same

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<b>Health Science Manual- Part B 3 Nursing</b>			
<b>8.1.2</b>	Average percentage of fulltime teachers who have acquired additional postgraduate Degrees/Diplomas/Fellowships/ Master trainer certifications beyond the eligibility requirements from Universities/ Recognized Centers/ /Professional bodies in India or abroad. (Eg: additional PG degree, Ph D, Fellowships, Master trainer certifications etc.)	<p>List of full time teachers and their Course completion and degree certificate of additional postgraduate Degrees/Diplomas/Fellowships beyond the eligibility requirements from recognized centers/universities in India or abroad</p> <p>Attested e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships certificates.</p>	Along with the list of teachers, the degree certificates of the claim should also be asked for and verified
<b>8.1.4</b>	Average percentage of first year students, provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work in the last five years	<p>List of the first year students provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work for last five years duly certified by the Head of the institution</p> <p>Policies documents regarding preventive immunization of students, teachers and hospital staff likely to be exposed to communicable diseases during their clinical work.</p>	
<b>8.1.5</b>	Is the teaching hospital / clinical laboratory accredited by any National Accrediting Agency?	Copy Valid Accreditation certificate of the agencies selected by the institution	<p>Accreditation certificates of the options given by the institutions should be asked.</p> <p>ISO for Institutions / departments with validity period to be insisted. If the validity period is expired, renewal application made for ISO with proof to be considered.</p>
<b>8.1.8</b>	Number of full time faculty serving in various committees of the University/ Technical advisory group/ Core Committee members of various committees of Govt/WHO/INC/State/National Bodies during the last 5 years.	Nomination letter of the faculty or invitation letter to attend the meetings in various committees of the University/ Technical advisory group/ Core Committee members of various committees of Govt/WHO/INC/State/National Bodies	If the number is large, random selected details will be asked during DVV clarification

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<b>Health Science Manual- Part B 4 Pharmacy</b>			
<b>8.1.1</b>	Module developed on competency based curriculum enrichment as per PCI / AICTE guidelines during the last five years	<ul style="list-style-type: none"> <li>Detailed Report of the modules developed and photographs of the activities developed preferably hosted on the institutions website and links shared in response</li> <li>List of modules for competency based curriculum enrichment developed by the college</li> <li>List of students who participated in the programme.</li> </ul>	If the number is large, random selected details will be asked during DVV clarification
<b>8.1.2</b>	Internal assessment methods adopted (preceding academic year data)	<p>Sample copy of the selected option except the written examination</p> <p>Certificate from the Principal of the Institutions</p>	The DVV partner to moderate the sample as per the choice made in the metrics, and the DVV to exempt written examination
<b>8.1.3</b>	Average percentage of Quality Improvement Programme (QIP)/ leadership training organized by SRA bodies and professional bodies and undergone by teachers	<ul style="list-style-type: none"> <li>List of QIP programme</li> <li>List of teachers who have participated in the QIP / Leadership training programme</li> <li>Detailed report of the Quality improvement programs with photographs</li> </ul>	If the number is large, random selected details will be asked during DVV clarification
<b>8.1.4</b>	Percentage of teachers who have membership in professional bodies (i.e., IPA, APTI, IPGA, IHPA, AASP, FIP, IACP etc.,) during the last five years	<ul style="list-style-type: none"> <li>List of teachers who are registered members of professional bodies.</li> <li>Valid membership certificate of each claim made in the SSR.</li> </ul>	If the number is large, random selected details will be asked during DVV clarification
<b>8.1.5</b>	Safety norms adopted and preparedness available in the college.	<ul style="list-style-type: none"> <li>Report of audit of maintenance of the facilities claimed with geo-tagged photos</li> </ul>	The details to be asked as per the choice made by the institution in SSR
<b>8.1.7</b>	Software available in the institution for Teaching-Learning Process and Research	<ul style="list-style-type: none"> <li>List of the Software for teaching Learning process</li> <li>Copy of AMC of the softwares claimed or procurement invoice of the software</li> </ul>	The details to be asked as per the choice made by the institution for the metric in SSR
<b>8.1.11</b>	Is the Pharmacy College / laboratory accredited by any National Accrediting agency?	Copy of Valid Accreditation certificate of the agencies selected by the institution	Accreditation certificates of the options given by the institutions should be asked

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<b>Health Science Manual- Part B 5 Physiotherapy</b>			
<b>8.1.1</b>	The college/institution provides students/interns with physiotherapy exposure for hands-on practical training in the following clinical setups on an ongoing basis:	Links of Geotagged photographs of the claim and letters from the Head of the institution supporting the claim	The details to be asked as per the choice made by the institution for the metric in SSR
<b>8.1.4</b>	Average percentage of full-time teachers who have acquired additional certifications/postgraduate Degrees/Diplomas/Fellowships, in addition to the minimum eligibility requirements from recognized agencies/centers/universities/associations in India or abroad. (e.g.: NDT certificate, various Manual therapy certificate (e.g., Paris, McKenzie, Maitland, Kaltenborg, Cyriax etc.), SI certificate and certification in orthopedics/neurology/women's health/pediatrics/geriatrics/acute care, EMG & Nerve conduction cert, post graduation in Medical Education etc.)	<ul style="list-style-type: none"> <li>Attested e-copies of certificates, postgraduate Degrees, Diplomas or Fellowships</li> <li>List of full time teachers and their Course completion and degree certificate of additional postgraduate Degrees/Diplomas/Fellowships beyond the eligibility requirements from recognized centers/ universities in India or abroad</li> </ul>	Along with the list of teachers, the degree certificates of the claim should also be asked for and verified
<b>8.1.6</b>	Is the teaching Hospital / clinical laboratory accredited by any National Accrediting Agency?	Copy Valid Accreditation certificate of the agencies selected by the institution	Accreditation certificates of the options given by the institutions should be asked
<b>Health Science Manual- Part B 6 Ayurveda</b>			
<b>8.1.5</b>	The institution has taken adequate measures to develop and maintain Herbal Garden in terms of the number of species and plants.	Geo-tagged photos of the medical garden with list of medicinal plants	If the number is large, random selected details will be asked during DVV clarification
<b>8.1.7</b>	Average annual expenditure incurred towards herbal garden development and maintenance, purchase of raw-materials and Medicines during the last five years	<ul style="list-style-type: none"> <li>CA /Finance Officer certified extract of expenditure incurred towards herbal garden development and maintenance, purchase of raw-materials and Medicines year wise for last five years duly signed by the Head of the Institution</li> <li>Details of the land documents of the plantation area</li> <li>Report of activities undertaken by the institution for cultivation and propagation of medicinal plants.</li> <li>Expenditure on the purchase of raw-materials and Medicines</li> <li>Geotag photographs of the plantation area</li> <li>Audited statements of the accounts for the expenditure incurred during the last five years</li> </ul>	If the number is large, random selected details will be asked during DVV clarification

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<b>8.1.8</b>	Efforts of the institution to involve students in Yogic practices & promotion of such practices among the public/community	<ul style="list-style-type: none"> <li>• Geotagged Photographs and attendance records for last academic year for programs claimed</li> <li>• Documents relating to the qualification and experience of the Yoga demonstrator</li> <li>• Yearly data of attendance of common public and patients attending common Yoga and therapeutic Yoga.</li> </ul>	If the number is large, random selected details will be asked during DVV clarification
<b>8.1.9</b>	Efforts of the Institution towards conservation and validation of local health traditions during the last five years	Detailed report of the events of the programs claimed with Geo-tagged photos	If the number is large, random selected details will be asked during DVV clarification
<b>8.1.16</b>	Is the teaching hospital / clinical laboratory accredited by any National Accrediting Agency?	Copy Valid Accreditation certificate of the agencies selected by the institution	Accreditation certificates of the options given by the institutions should be asked
<b>Health Science Manual- Part B 7 Unani</b>			
<b>8.1.2</b>	The College Hospital has Ilaj bit Tadbeer units as follows:	<ul style="list-style-type: none"> <li>• Details of establishment of units and facilities available with Geo-tagged photos of the claimed units with due certification of the Head of the institution</li> <li>• OPD and IPD /patient statistical / attendance</li> <li>• List of Ilaj bit Tadbeer units available in the College Hospital</li> </ul>	The details of all the choices made by the institution in the metric needs to be verified
<b>8.1.5</b>	Number of formulations and dosage forms prepared by the Teaching Hospital in the preceding Academic year	<ul style="list-style-type: none"> <li>• Details of the formulations and dosage forms prepared by the Teaching Hospital duly certified by the head of the institution</li> <li>• Geotagged photographs of the facilities with confirmation certificate from the head of the Institution</li> </ul>	The details of all the choices made by the institution in the metric needs to be verified
<b>8.1.7</b>	The Department of Ilmul Saidla (Unani Pharmacy) has the following units / facilities:	Details of establishment of units and facilities available with Geo-tagged photos of the claimed units with due certification of the Head of the institution	The details of all the choices made by the institution in the metric needs to be verified
<b>8.1.10</b>	The College provides training to the students in the following skills in respect of Unani Medicine:	<ul style="list-style-type: none"> <li>• Details of list of students trained in the claimed skills duly attested by the head of the institution</li> <li>• List of practical demonstrations conducted / organized during the last five years.</li> </ul>	The details of all the choices made by the institution in the metric needs to be verified

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<b>8.1.11</b>	Institution provides student training in exclusive clinics and facilities for specialised treatment such as:	<ul style="list-style-type: none"> <li>• Details of list of students trained in the claimed Specialized treatment duly certified by the head of the institution</li> <li>• List of training sessions in the exclusive clinics for specialized treatment year-wise during the last five years</li> <li>• Geo tagged photos</li> </ul>	
<b>Health Science Manual- Part B 8 Siddha</b>			
<b>8.1.1</b>	The college facilitates documentation, adoption and dissemination of traditional Siddha Knowledge acquired from traditional Siddha Vaidhyas, community/folklore during the last five years.	<ul style="list-style-type: none"> <li>• Links of documentation preferably hosted in the institution's web site.</li> <li>• Field visits certified Consent for knowledge transfer, Publication</li> <li>• Documentation of procedures including audio-visual recording</li> </ul>	If the number is large, random selected details will be asked during DVV clarification
<b>8.1.2</b>	The students have scope/facility for collecting, reading, conserving and digitizing of Palm leaves/ cudgeon leaves/ manuscripts during the last five years	<ul style="list-style-type: none"> <li>• Collection with consent and Conservation</li> <li>• Provide link for Digitized material with subtitles in English</li> <li>• Attach Published work.</li> <li>• Report on facilities for facility for collecting, reading, conserving and digitizing of Palm leaves/ cudgeon leaves/ manuscripts and report</li> </ul>	If the number is large, random selected details will be asked during DVV clarification
		<ul style="list-style-type: none"> <li>• on activities on same</li> <li>• The consent from the Vaidy as with English translation</li> </ul>	
<b>8.1.4</b>	Capacity building in Siddha diagnostic methods such as Naadi, Neerkkuri, Neikkuri, Manikkadai Nool, etc. adopted by the institution during the last five years.	<ul style="list-style-type: none"> <li>• Details of establishment of units and facilities available with Geo-tagged photos of the claimed units with due certification of the Head of the institution</li> </ul>	The details of all the choices made by the institution in the metric needs to be verified
<b>8.1.6</b>	Occupational/physiotherapy and Thokkanam for differently abled children during the last five years.	<ul style="list-style-type: none"> <li>• Provide the treatment record details</li> <li>• Links of Detailed Report of the event with certified photos hosted on the institutional website with geotagged photos</li> </ul>	The details of all the choices made by the institution in the metric needs to be verified

<b>8.1.7</b>	Hands on training on Siddha external therapy techniques/ procedures during the last five years.	<ul style="list-style-type: none"> <li>Details of establishment of units and facilities available with Geo-tagged /videos photos of the claimed units with due certification of the Head of the institution</li> <li>The treatment record details</li> <li>Training records</li> </ul>	The details of all the choices made by the institution in the metric needs to be verified
<b>8.1.10</b>	Implementation of Hospital management software. (current year)	<ul style="list-style-type: none"> <li>Provide documents for the above for the assessment year.</li> <li>Copy of AMC of the softwares claimed or procurement invoice of the software</li> </ul>	The details to be asked as per the choice made by the institution for the metric in SSR
<b>8.1.13</b>	<p>Enhancement of knowledge related to preparation and documentation of Higher Order Siddha medicines/Unique Siddha preparations during last five years.</p> <ul style="list-style-type: none"> <li>Kattu, Kalangu, Chunnam, Pooneeru and muppu</li> <li>Learning and documentation of purification processes of raw materials, methods of preparation</li> </ul>	<ul style="list-style-type: none"> <li>Field visit reports</li> <li>Documentary evidences for training with geotagged photos</li> <li>Training provided in the last five years</li> </ul>	The details to be asked as per the choice made by the institution for the metric in SSR

**Health Science Manual- Part B 9 Homeopathy**

<b>8.1.2</b>	Average percentage of full time teachers who have undergone orientation training in Pharmacovigilance / NAMSTP / NABH / other quality training in the last five years.	<ul style="list-style-type: none"> <li>List of teachers undergoing such training with training completion certificate</li> <li>Training certificates of teachers year-wise during the last 5 years.</li> </ul>	Without training completion certificates, the claims cannot be admitted.
<b>8.1.9</b>	Provision has been made to provide comprehensive student training in General, Exclusive Clinics, Research and in facilities for speciality treatments	Report of the training with geotagged photos	
<b>8.1.10</b>	Is the teaching hospital / laboratory accredited by any National Accrediting Agency /Agencies?	Copy Valid Accreditation certificate of the agencies selected by the institution	Accreditation certificates of the options given by the institutions should be asked

**Health Science Manual- Part B 10 Allied Health Sciences**

<b>8.1.6</b>	Institution has up-to-date clinical instrumentations and tools as per the specifications of the Regulatory Bodies	<ul style="list-style-type: none"> <li>Report on maintenance of clinical instrumentation and tools as per the specifications of the regulatory bodies, copies of concerned register duly certified by the Head of the Institution</li> <li>Invoices of clinical instrumentation and tools and photos to be taken as proof.</li> </ul>	
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Health Science Manual- Part B 11 Yoga and Naturopathy			
<b>8.1.3</b>	Teaching-Learning facilities available in the institution for Yoga and Naturopathy.	Detailed report and geotagged photos to explain the institutional claim	The details to be asked as per the choice made by the institution for the metric in SSR
<b>8.1.6</b>	<i>The institution has received Funds/Grants from Govt./ non Govt. bodies, donors, philanthropists during the last five years..</i>	<ul style="list-style-type: none"> <li>CA certified financial details of fund received from Govt./ non Govt. bodies, individuals, philanthropists year-wise during the last five years</li> <li>Copies of the sanction orders for the grants and the amount received</li> </ul>	If the number is large, random selected details will be asked during DVV clarification
<b>8.1.8</b>	Funds generated from Yoga Research projects / Clinical trials / Standardizations funded by government as well as non-government agencies during the last 5 years (INR in Lakhs)	<ul style="list-style-type: none"> <li>Detailed report and geotagged photos to explain the institutional claim</li> <li>Copies of sanction letters</li> </ul>	If the number is large, random selected details will be asked during DVV clarification
<b>8.1.9</b>	Total number of Yoga / Naturopathy-related events organized by the Institution for the public during the last 5 years	<ul style="list-style-type: none"> <li>List of Yoga / Naturopathy-related events organized year-wise by the Institution</li> <li>Detailed report and geotagged photos to explain the institutional claim</li> </ul>	If the number is large, random selected details will be asked during DVV clarification
<b>8.1.10</b>	Average percentage of teachers organizing teaching and training programmes through conferences / workshops /seminars /spiritual retreats/discourses / symposia etc in Yoga and Naturopathy during the last five years	<ul style="list-style-type: none"> <li>Detailed report and geotagged photos to explain the institutional claim</li> <li>Year-wise list of teaching and training programmes conducted for public and students on Yoga / Naturopathy during the last five years.</li> <li>List of teachers who organized teaching and training programmes during the last five years</li> </ul>	If the number is large, random selected details will be asked during DVV clarification
<b>8.1.11</b>	Number of popular articles/programmes on Yoga / Naturopathy presented by teachers in State / Regional / National / International print and/or electronic media during the last five years.	<ul style="list-style-type: none"> <li>Copies of Popular articles /programmes on Yoga / Naturopathy presented by teachers in State / Regional / National / International print and/or electronic media</li> <li>Links of telecast, electronic media</li> <li>Upload the published print media</li> </ul>	If the number is large, random selected details will be asked during DVV clarification

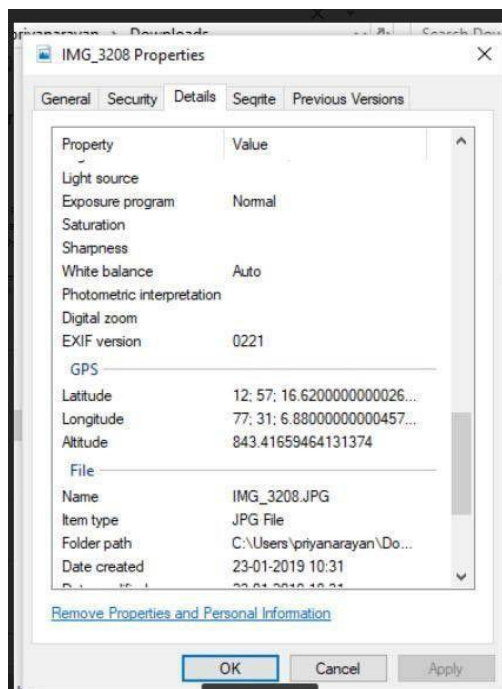
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**Annexure - 1****Data Verification and Validation for Health Sciences Colleges****SUB: AUDITED REPORTS OF ACCOUNTS YEAR WISE as upload in SSR and Annexure in SOP-DVV (Relational Metrics)**

This is a bulk data. The HEI have to keep ready audited report in the prescribed manner before the submission of the SSR online. In the following 8 General Metrics and 3 discipline specific metrics annexures to main audit report for 5 years data has to be prepared by

- a. For Private Institutions : by the concerned Chartered Accountant and countersigned by Head of the Institution
- b. For Government Institutions : By State Audit Cell/ Local Audit Cell and countersigned by Head of the Institution
- c. For Universities : By Finance Officer of the University and countersigned by Head of the Institution

**HEI s have to give breakup of expenditure and upload as annexures to main audited report along with SSR in the following metrics:**

Metric no	details	Annexure no
4.1.4 -	4.1.4 - Average percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during the last five years	1a
4.3.4	Average annual expenditure for the purchase of books and journals including e-journals during the last five years	1b
4.5.1	Average expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component as a percentage during the last five years	1c
5.1.1	Average percentage of students benefited by scholarships /freeships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years	1d
6.2.2	Implementation of e-governance in areas of operation	1e
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	1f
6.4.3	Funds / Grants received from government/non-government bodies, individuals, philanthropists (INR in Lakhs) during the last five years (not covered in Criterion III)	1g
5.4.1Q lm	Alumni Association is registered and holds regular meetings to plan its involvement and developmental activates with the support of the college during the last five years. -	1h

8.1.11 DENTAL	Average per capita expenditure on Dental materials and other consumables used for student training during the last five years.	1J
8.1.7 Ayurveda	Ayurvedha - Average annual expenditure incurred towards herbal garden development and maintenance, purchase of raw-materials and Medicines during the last five years	1k
8.1.6 YOGA	The institution has received Funds/Grants from Govt./ non Govt. bodies, donors, philanthropists during the last five years.	1L

### Annexure - 2 for SSR and SOP, DVV for Colleges and Universities in Health Sciences

2.6.2

Q<sub>n</sub>M

Incremental performance in Pass percentage of final year students in the last five years

: Number of final year students of all the programmes, who qualified in the university examinations in each of the last five years.

: Number of final year students of all the programmes, who appeared for the examinations in each of the last five years.

Year						
Number of final year students	UG					
	PG					
Total						

Formula only for ICT :

Re Quality Indicator 2.6 (Performance of students in final examination)

Whenever the data obtained for a metric is for five years and the intent is to assess on the basis of the progression, the following procedure may be adopted to **capture the trend** over the entire 5-year period in a nutshell. However, the question of setting benchmarks is to be reviewed if this procedure is accepted (this measure adds a correction component which can be negative/positive depending on the trend in performance to the 5-year average value to account for the variations during the 5-year period)

y<sub>1</sub>= Pass percentage of year 1 of the 5-yr period

y<sub>2</sub>= Pass percentage of year 2 of the 5-yr period

y<sub>3</sub>= Pass percentage of year 3 of the 5-yr period

y<sub>4</sub>= Pass percentage of year 4 of the 5-yr period

y<sub>5</sub>= Pass percentage of year 5 of the 5-yr period

Average pass percentage:

	$\bar{y} = \frac{1}{5} [y_1 + y_2 + y_3 + y_4 + y_5]$ <p><b>Correction component (positive or negative) to account for the trend in results:</b></p> $\bar{D} = \frac{1}{4} [ (y_2 - y_1) + (y_3 - y_2) + (y_4 - y_3) + (y_5 - y_4) ]$ <p><b>A measure of success-cum- progression at final examination over five years</b></p> $\bar{y} + \frac{\bar{D}}{\bar{y}} 100$ <p>Ex.1: 90,92,94,96,98    <math>\bar{y} = 94; \bar{D} = 2; \bar{y} + \frac{\bar{D}}{\bar{y}} 100 = 94 + 2.13 = 96.13</math></p> <p>Ex 2: 80,78,84,80,88    <math>\bar{y} = 82; \bar{D} = 2; \bar{y} + \frac{\bar{D}}{\bar{y}} 100 = 82 + 2.44 = 84.44</math></p> <p>Ex 3: 80,78,76,74,72    <math>\bar{y} = 76; \bar{D} = -2; \bar{y} + \frac{\bar{D}}{\bar{y}} 100 = 76 + -2.63 = 73.37</math></p> <p>Note: This approach can also be followed for the General and other QAFs</p> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• List of Programmes and the number of students passed and appeared in the final year examination each year for the last five years.</li> <li>• Data Template</li> <li>• Link for the annual report of examination results as placed before BOM/ Syndicate/ Governing Council for the last five years.</li> <li>• Any other relevant information</li> </ul>
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### Annexure - 3

In metric numbers 3.4.3, 3.4.4, 5.3.3, 5.4.3, 6.3.3, 7.1.1, 7.1.8, 7.1.10 and 7.1.17 – several institutions have uploaded photos of events as proof but the bottom note in the photo do not contain details of event and is not attested by the principal of the college. As a result the DVV partner has not considered the inputs and has not accepted mere photos as proof. Further the DVV partner has given zero in these metrics. This is going to affect the institutions. The Committee considered the issue and addressed in SOP for DVV.

**Annexure - 4**

Policy document about of performance of students

Metric 2.2.1 (HSM Universities)

The Institution organizes some programmes for the newly admitted students to make students familiar with Institution culture and to boost stage daring, confidence, bonding among students and reviews the profiles of admitted students to assess the learning levels of the students. The Institute has a mechanism in place for the continuous monitoring of progress of the students. Various attributes such as performance in class room discussion, performance in the assessment tests, and participation in class room activities are monitored. Based on such assessment, slow learners and advanced learners are distinguished. Remedial /bridge courses and Tutorial classes are conducted to help slow learners. Fast learners are encouraged to participate in various co-curricular and extra-curricular activities and to show case their leadership and ability to work in groups. Workshop, symposium and industrial visits are some of the student centric approaches adopted for the advanced learners by the Institution. Advanced research and practical applications of the subjects also to be offered to advanced learners to train them beyond the syllabus.

<p><b>2.2.1</b></p> <p><b>Q<sub>n</sub>M</b></p>	<p><b><i>The Institution assesses the learning levels of the students after admission and organises special programmes for advanced learners and slow performers</i></b></p> <p>The Institution:</p> <ol style="list-style-type: none"> <li>1. Adopts measurable criteria to identify slow performers.</li> <li>2. Adopts measurable criteria to identify advanced learners</li> <li>3. Organizes special programmes for slow performers and advanced learners</li> <li>4. Follows protocols to measure students' achievement</li> <li>5. Reviews profile of admitted students</li> <li>6. Monitors performance of students in class room discussion, internal assessment test and participation in class room activities.</li> <li>7. Uses question bank / special assignments / industry based projects.</li> </ol> <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• Methodology and Criteria for the assessment of Learning levels.</li> <li>• Details of special programmes</li> <li>• Details of outcome measures</li> <li>• Proforma created to identify slow performers/advanced learners</li> <li>• Consolidated report from Dean academics /Dean student's welfare on special programs for advanced learners and slow learners</li> <li>• Any other relevant information</li> </ul>
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<b>2.5.4.</b>	<b><i>The Institution provides opportunities to students for midcourse improvement of performance through specific interventions</i></b>	<b>10</b>
<b>QnM</b>	<p>Opportunities provided to students for midcourse improvement of performance through:</p> <ol style="list-style-type: none"> <li>1. Timely administration of CIE</li> <li>2. On time assessment and feedback</li> <li>3. Makeup assignments/tests</li> <li>4. Remedial teaching/support</li> </ol> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• List of opportunities provided for the students for midcourse improvement of performance in the examinations</li> <li>• Information as per Data Template.</li> <li>• Policy document of midcourse improvement of performance of students</li> <li>• Re-test and Answer sheets</li> <li>• Any other relevant information</li> </ul>	