Yearly Status Report - 2019-2020

Part A

Data of the Institution

1. Name of the Institution	**MANIPAL ACADEMY OF HIGHER EDUCATION**
Name of the head of the Institution	**Lt. Gen. (Dr) Venkatesh M D**
Designation	**Vice Chancellor**
Does the Institution function from own campus	**Yes**
Phone no/Alternate Phone no.	**08202922615**
Mobile no.	**7760393030**
Registered Email	**vicechancellor@manipal.edu**
Alternate Email	**registrar@manipal.edu**
Address	**manipal.edu, Madhava Nagar, Manipal**
City/Town	**Udupi**
State/UT	**Karnataka**
Pincode	**576104**

2. Institutional Status

University	**Deemed**
Type of Institution	**Co-education**
Location	**Semi-urban**
Financial Status	**Self financed**
Name of the IQAC co-ordinator/Director	**Dr Sandeep S Shenoy**
Phone no/Alternate Phone no.	**08202922825**
Mobile no.	**9880368390**
Registered Email	**iqac@manipal.edu**
Alternate Email	**compliance@manipal.edu**

3. Website Address

Web-link of the AQAR: (Previous Academic Year)	https://manipal.edu/mu/about-us/naac/iqac-mahe/aqar-2018-19--.html

4. Whether Academic Calendar prepared during the year	**Yes**
if yes,whether it is uploaded in the institutional website: Weblink :	https://slcm.manipal.edu/loginForm.aspx

5. Accrediation Details

Cycle	Grade	CGPA	Year of Accrediation	Validity	
				Period From	Period To
2	**A**	**3.30**	**2016**	**11-Jul-2016**	**10-Jul-2021**

6. Date of Establishment of IQAC	**03-Jun-2013**

7. Internal Quality Assurance System

Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries
Workshop on QS Rankings	**30-Dec-2019** **1**	**25**
Workshop on Assessment of Outcomes in OBE	**15-Jul-2019** **1**	**27**

8. Provide the list of Special Status conferred by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
Pharmaceutics	DST	Department of Sciences and Technology (Nano Mission)	2019 1095	3101000
Health Policy	World Health Organization, New Delhi	World Health Organization, New Delhi	2019 180	1427000
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9. Whether composition of IQAC as per latest NAAC guidelines:	Yes
Upload latest notification of formation of IQAC	View File
10. Number of IQAC meetings held during the year :	1
The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website	Yes
Upload the minutes of meeting and action taken report	View File
11. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No

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

Compiled data for Week Hansa Research Survey 2020 and Ranked No. 1 under Private and Deemed Multi Disciplinary Universities

Compiled data for NIRF Ranking 2020 and Ranked No. 8 under University Category and 14 under overall category

Compiled data for QS Ranking 2021 and Ranked No. 751 to 800

Compiled data for Times Higher Education Ranking 2021 and ranked 1001 plus

Re certification of ISO 9001:2015 14001:2015 and 50001:2018 and compilation of data for SSR for NAAC Re accreditation

13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

Plan of Action	Achivements/Outcomes
Initiate new program offerings aligning with the learning environments of the future. Develop internationally acceptable curriculum following an approval by the Academic Council.- Target to add two new schools over the next five years to the already existing 19 schools	Two
Design new courses Undertake annual course enrollment review. Introduce courses that encourage innovation, entrepreneurship and the best global practices Target 30 New Courses over the next five years	Fifty two
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14. Whether AQAR was placed before statutory body ?	No
15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?	No
16. Whether institutional data submitted to AISHE:	Yes
Year of Submission	2020
Date of Submission	30-May-2020
17. Does the Institution have Management Information System ?	Yes
If yes, give a brief descripiton and a list of modules currently operational (maximum 500 words)	1. Student Information System for managing the student profiles 2. Academic Management System for monitoring the teaching and learning process 3. Performance Analysis System for the faculty performance evaluation 4. Employee Expert HR Management SystemFinancial Accounting System 5. Purchase and Inventory System 6. Hostel Management System 7. Library Management System 8. Online attendance, Online

feedback,Administrative procedures including finance, Student admission, Student records, Evaluation and examination procedures, Research administration, etc 9. Patient Management System, Employee Self Service, Biometric attendance system for all the staffs etc 10. Student Lifecycle Management system is a solution developed to automate the entire process which a student undergoes during his or her tenure in the University

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Part B

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CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Design and Development

1.1.1 – Programmes for which syllabus revision was carried out during the Academic year

Name of Programme	Programme Code	Programme Specialization	Date of Revision
BA	601	Culinary Arts	01/07/2019
PG Diploma	607	Culinary Arts	01/07/2019
View File			

1.1.2 – Programmes/ courses focussed on employability/ entrepreneurship/ skill development during the Academic year

Programme with Code	Programme Specialization	Date of Introduction	Course with Code	Date of Introduction
MA	Sociology	01/08/2019	Visual Anthropology: SOC 617	01/08/2019
BA	Humanities	01/08/2019	Health, Inequality and Society: SOC 314	01/08/2019
View File				

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the Academic year

Programme/Course	Programme Specialization	Dates of Introduction
MSc	Business Analytics	01/08/2019
MSc	Data Science	01/08/2019
View File		

1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective Course System implemented at the University level during the Academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
ME	Healthcare data analytics	01/08/2019

ME	Vehicular Embedded systems	01/08/2019
BHM	Hotel Management	01/08/2019
MSc	Systems Biology	01/08/2019
BOptom	Optometry	01/08/2020
BSc	Cardio Vasucular Technology	01/08/2020
BSc	Health Information Management	01/08/2020
BSc	Medical Laboratory Technology	01/08/2020
BSc	Perfusion Technology	01/08/2020
BSc	Medical Imaging Technology	01/08/2020
BSc	Respiratory Therapy	01/08/2020
BASLP	Audiology & Speech Language Pathology	01/08/2020
BOT	Occupational Therapy	01/08/2020
BPT	Physiotherapy	01/08/2020
BSc	Emergency Medical Technology	01/08/2020
BSc	Exercise science and Sports Science	01/08/2020
BSc	Anaesthesia and operation theatre technology	01/08/2020
BSc	Nuclear Medicine Technology	01/08/2020
BSc	Radiotherapy Technology	01/08/2020
BSc	Renal Replacement Therapy & Dialysis Technology	01/08/2020
BSc	Animation	01/08/2020
MSc	Applied Mathematics and Computing	01/08/2020
MSc	Geology	01/08/2020
MA	Indian Philosophy	01/08/2020
MSc	Business Analytics	01/08/2020
Mtech	Avionics	01/08/2020
BA	Foreign Languages and Intercultural Studies	01/08/2020

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled

Bioinformatic Methods I	01/08/2019	1
AIDS: Fear and Hope	01/08/2019	3
View File		

1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BDS	Public Health Dentistry	91
MSc	Geology	18
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1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	Yes
Alumni	Yes
Parents	Yes

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

Feedback Obtained
The feedback on curriculum is obtained from various stakeholders including students, alumni, faculty, employers and professionals on a regular basis. The results are analysed and discussed in the department meetings to determine the feasibility of implementation of the suggestions given by the stakeholders. Modifications in the curriculum content and course delivery are finalized at the institutional level. Subsequently, the amended curriculum, strategies of course delivery/conduct of examinations and actions taken to address the feedback are approved through the Board of Studies. Student feedback on faculty is obtained on a regular basis. Faculty are counselled based on this feedback and it is also used in the performance evaluation of faculty for annual appraisal. This helps in an individual's introspection and it also enriches the competency level and teaching methods of faculty members. This ongoing continuous improvement activity will help enrich the programmes under MAHE and also enhance the image of the institution in the public domain

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BCom	Business Process Service	20	483	17
BCom	Professional	120	483	119
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2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2019	19172	4539	137	130	2265

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Numberof smart classrooms	E-resources and techniques used
2532	2532	35	481	48	33
[View File of ICT Tools and resources](#)					
[View File of E-resources and techniques used](#)					

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

Teacher Guardian / Mentoring Scheme Objectives: a) To enable newly joined students to get accustomed to the campus life the course b) To facilitate mentoring for poor performers at any stage during the course Scope: Undergraduate students who join various professional courses of the University may face challenges with respect to change in setting, academic pressure or interpersonal relationships, all of which require guidance and support. This scheme is a unique initiative in that direction Beneficiaries: a) All newly joined undergraduate students till they complete their first university exam. b) Students with special needs (poor academic performers / those with learning disabilities / or for any valid need felt by the parents) could also avail the facility in the subsequent phase of their training. Functioning of the Scheme: a) At the time of admission to a new course in the University, every student and parent is briefed about the scheme. b) It is mandatory for all first year students to be enrolled into the scheme. c) The number of wards under a Teacher Guardian / Mentor should be in the range of 5-10 (exceptions being small institutions / departments with an intake of < 10 per year) d) At the time of orientation, the Teacher Guardian / Mentor should meet the parents of his/her ward, apprise them of the scheme and provide them the necessary contact information such as his/her mobile number and e-mail ID · It is also necessary to ascertain the parent's contact address, functional e-mail ID and mobile number · Parents need to be informed the importance of communicating with the Mentor regarding their ward's health, habits and any special needs thereof. The student and parents must be encouraged to brief the teacher guardian about pre-existing health related issues if any and the treatment that he/she is already on. The teacher guardian will have a list of such wards under - her/him, so that any health-related calls by them may be considered urgent. · Parents also need to be informed about the use of the SLCM that will give access to their ward's performance with respect to attendance and grades · During the first 6 months of the course, the student should be instructed to contact the respective teacher guardian at least once a month, or more often if the situation demands. · The student should keep the teacher guardian informed if he/she is going to out of station, or is changing the place of residence. · In case of minor ailments, the teacher guardian may direct the student to the Student Health Clinic for medical assistance. In case of hospital admission, the teacher guardians may contact the parents and keep them apprised of the situation.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
23711	2532	9.36

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
2554	2532	22	188	744

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)			
Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
2020	Dr. Vathsala	Assistant Professor	First Prize in paper presentation titled Artificial Neural Network for gender determination using mandibular morpho metric parameters" 31st National IAOMR Conference at Hyatt Regency, Amritsar
2020	Dr. Vineetha	Professor	Second Prize in paper presentation titled Effects intraoral Dental Materials on MRI - challenges in decision making 31st National IAOMR Conference held at Hyatt Regency, Amritsar
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2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
MA	3308	Semester	30/06/2020	12/07/2020
BA	601	Semester	12/12/2019	28/12/2019
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2.5.2 – Average percentage of Student complaints/grievances about evaluation against total number appeared in the examinations during the year

Number of complaints or grievances about evaluation	Total number of students appeared in the examination	Percentage
7	23060	0.03

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

https://manipal.edu/mcops-manipal/program-list/bpharm.html; https://manipal.edu/foa/program-list/barch.html; https://manipal.edu/mcon-manipal/program-list/bsc.html; https://manipal.edu/mit/program-list/btech.html

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
4746	MSc	Yoga Therapy	12	12	100
3804	MLibISc	Library & Information Science	4	4	100
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2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

https://manipal.edu/content/dam/manipal/mu/documents/mahe/NAAC%20-%20SSR/Student%20Feedback%20.pdf

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Promotion of Research and Facilities

3.1.1 – Teachers awarded National/International fellowship for advanced studies/ research during the year

Type	Name of the teacher awarded the fellowship	Name of the award	Date of award	Awarding agency
National	Dr.Mahesh Kulkarni	AO spine fellowship in Spine Surgery	28/01/2019	Stavya Spine Hospitals Research Institute, Ahmedabad
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3.1.2 – Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other fellows in the Institution enrolled during the year

Name of Research fellowship	Duration of the fellowship	Funding Agency
Ms. Sreejisha M	1825	DST-INSPIRE
View File		

3.2 – Resource Mobilization for Research

3.2.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Major Projects	1440	BIRAC, New Delhi	567.7	170.31
Minor Projects	4	SERB, New Delhi	0.94	0.94
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3.3 – Innovation Ecosystem

3.3.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative

practices during the year

Title of workshop/seminar	Name of the Dept.	Date
Certificate course in IPR	Directorate of Research	04/03/2019
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3.3.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
Laser Based Crystallization of Amino Acids	Abdul Ajees Abdul Salam, Deepak Mathur, Aseefhali Bankapur, Sajan George, Santhosh Chidangil and Sudarshan Acharya	Innovation Center, MAHE, Manipal	29/02/2020	Laser Based Crystallization of Amino Acids
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3.3.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
Manipal Universal Technology Business Incubator	Manipal Universal Technology Business Incubator	NSTEDB, DST, Govt. of India	Ekam Rehab Meditech Pvt. Ltd	Healthcare	30/01/2019
[View File](#)					

3.4 – Research Publications and Awards

3.4.1 – Ph. Ds awarded during the year

Name of the Department	Number of PhD's Awarded
ATREE, Bangalore	4
Bharatiya Vidya Bhavan, Bangalore	1
CDFD, Hyderabad	17
Department of Atomic and Molecular Physics, Manipal	3
Department of Commerece, Manipal	1
IBAB, Bangalore	2
ILS, Bhubaneshwar	3
Kasturba Medical College, Mangalore	3
Kasturba Medical College, Manipal	5
Lupin Research Park, Pune	1
MAHE Dubai Campus	1
Manipal Hospital, Bangalore	1
Manipal Centre for Humanities	2

Manipal College of Health Professions, Manipal	6
MCOMS, Nepal	1
Manipal College of Nursing, Manipal	4
Manipal College of Pharmaceutical Sciences, Manipal	10
Manipal Institute of Technology, Manipal	33
Melaka Manipal Medical College, Manipal	3
Manipal School of Life Sciences, Manipal	5
Manipal School of Information Sciences, Manipal	1
NCBS, Bangalore	4
NCF, Mysore	2
NIAS, Bangalore	6
Palamur Biosciences Pvt. Ltd., Mahabubnagar	1
PPISR, Bangalore	3
Prasanna School of Public Health, Manipal	2
RCB, Faridabad	6
DPH, Manipal	1
RGCB, Trivandrum	5
Steerlife India Pvt. Ltd., Bangalore	1
Stempeutics, Bangalore	1
Thrombosis Research Institute, Bangalore	2
THSTI, Gurgaon	1

3.4.2 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
National	Kasturba Medical College, Mangalore	56	0.31
International	Kasturba Medical College, Mangalore	108	0.69
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3.4.3 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
Kasturba Medical College, Manipal	47
Manipal Institute of Technology, Manipal	74

3.4.4 – Patents published/awarded/applied during the year

Patent Details	Patent status	Patent Number	Date of Award
METHOD OF PREPARING AN ANALOGUE OF QUERCETIN THAT SPECIFICALLY INHIBITS HDAC-8 ENZYME	Published	201741001295	01/07/2019

3.4.5 – Bibliometrics of the publications during the last academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
Global, regional, and national cancer incidence, mortality, years of life lost, years lived with disability, and disability-Adjusted life-years for 29 cancer groups, 1990 to 2017: A systematic analysis for the global burden of disease study	Fitzmaurice C., Abate D., Abbasi N., Abbastabar H., Abd-Allah F., Abdel-Rahman O., Abdelalim A., Abdoli A., Abdollahpour I., Abdulle A.S.M., Abebe N.D., Abraha H.N., Abu-Raddad L.J., Abualhasan A., Adedeji I.A., Advani S.M., Afarideh M., Afshari M.,	JAMA Oncology	2019	183	Institute for Health Metrics and Evaluation, University of Washington, Seattle, United States Division of Hematology, University of Washington, Seattle, United States Haramaya University, Harar, Ethiopia Department of Clinical Biochemistry, Babol	212

3.4.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self	Institutional affiliation as mentioned in

| Chronic Exposure to Chewing Tobacco Induces Metabolic Reprogramming and Cancer Stem Cell-Like Properties in Esophageal Epithelial Cells | Datta K.K., Patil S., Patel K., Babu N., Raja R., Nanjappa V., Mangalaparthi K.K., Dhaka B., Rajagopalan P., Deolankar S.C., Kannan R., Kumar P., Prasad T.S.K., Mathur P.P., Kumari A., Manoharan M., Coral K., Murugan S., Sidransky D., Gupta R., Gupta | Cells | 2019 | 747 | 2 | Institute of Bioinformatics, International Tech Park, India Department of Maxillofacial Surgery and Diagnostic Sciences, Division of Oral Pathology, College of Dentistry, Jazan University, Saudi Arabia Department of Medical Biotechnologies, School |

| citation | the publication |

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3.4.7 – Faculty participation in Seminars/Conferences and Symposia during the year

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	730	1909	1430	Nill
Presented papers	243	470	95	Nill
Resource persons	42	170	81	Nill

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3.5 – Consultancy

3.5.1 – Revenue generated from Consultancy during the year

Name of the Consultan(s) department	Name of consultancy project	Consulting/Sponsoring Agency	Revenue generated (amount in rupees)
Dr Vaman Kulkarni	Consultancy Service -Survey of Tertiary Level health care Hospitals of Various Distrcits in the state of	NVR ASSOCIATES LTD	300000

		Karnataka		
Dr Padma Kumar, Dept. of Cardiology	EX9536-4388	Novo Nordisk India Private Limited	9000	

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3.5.2 – Revenue generated from Corporate Training by the institution during the year

Name of the Consultan(s) department	Title of the programme	Agency seeking / training	Revenue generated (amount in rupees)	Number of trainees
Orthodontics Dentofacial Orthopaedics	Microimplant workshop	Faculties students from other dental colleges	783000	27

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3.6 – Extension Activities

3.6.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
Health Check Up Camp	Social Welfare Committee	2	15

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3.6.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
Legal Awareness Program	Financial grant	National Commission for Women	125

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3.6.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activites	Number of students participated in such activites
National Nutrition Week	Ministry of Women and Child Development, Government of India	To create awareness in the community about five basic nutrition components during the first 1000 days of a child's life	3	132

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3.7 – Collaborations

3.7.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
Academic - To start a framework of research cooperation between MAHE through KMC and Charite, in order to conduct a research project	Ms. Lisa Ruby	Charite-Universit aetsmedizin	120

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3.7.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
Technical Training	Internship	VST Tillers Tractors Ltd, Bangalore	02/12/2019	30/12/2019	Shrey Parashar

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3.7.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
Charite-Universit aetsmedizin	12/12/2019	To start a framework of research cooperation between MAHE through KMC and Charite, in order to conduct a research project	1

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CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
52159	35030

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Classrooms with Wi-Fi OR LAN	Newly Added

Number of important equipments purchased (Greater than 1-0 lakh) during the current year	Newly Added
Value of the equipment purchased during the year (rs. in lakhs)	Newly Added
Video Centre	Newly Added
Seminar halls with ICT facilities	Newly Added
Classrooms with LCD facilities	Newly Added
Seminar Halls	Newly Added
Laboratories	Newly Added
Class rooms	Newly Added
Campus Area	Existing
View File	

4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or patially)	Version	Year of automation
Easylib	Fully	4.4	2003
Koha	Fully	17.11.00.000	2003

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	285836	190398377	9109	12201000	294945	202599377
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4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
Dr. Ullas Kamath	Lipoprotein structure, chemistry and functions	SWAYAM	18/12/2019
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4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/ GBPS)	Others
Existing	13155	3254	12883	12	206	975	8572	4160	148
Added	605	3	5	2	0	1	3	3	0

| Total | 13760 | 3257 | 12888 | 14 | 206 | 976 | 8575 | 4163 | 148 |

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

3 MBPS/ GBPS

4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
Lecture Capture System – 33 Media Centre- 1	https://learnermanipal-my.sharepoint.com/:f:/g/personal/pcs_swamy_manipal_edu/Erwal0avNtJBkcLQP8im8SQBXLNYiqqln88naQOovUx2bQ?e=XsmMme

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurredon maintenance of physical facilites
8821.33	6902.48	13805.33	13257.38

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

Institutional buildings housing laboratories and classrooms are administratively under the control of the respective institution or department heads. If there is any maintenance activity required, the head raises a request to the General Services Department. Annual budget allocation happens every financial year and the budget is operated to provide repair and maintenance upon receipt of such requests. The department of General Services is responsible for the maintenance of all support services including ancillary, civil, electrical, HVAC, telecommunication, transportation, plumbing water supply. The various departments are guided by the standard operating procedures set in line with the ISO 9001, 14001 and 50001 standards. Routine maintenance activities such as external painting, overhead water tank cleaning, and point of use water dispensing stations are carried out as per calendar. Other services like lifts, air-conditioning are covered under annual maintenance contracts with respective approved vendors. Centrally operated services such as power supply, water supply, wastewater treatment, waste management are directly supervised by the department. Libraries on campus are fully computerized using Library Management Software. Presently all the collection and services of MAHE libraries have been fully automated on the modern line using Koha/ EasyLib Library Management Software. The libraries provide a growing range of e-resources (online databases, online journals and e-books) on the campus network and the same is accessible through well-designed library portals of the MAHE Libraries. The campus offers adequate indoor and outdoor sports facilities. The indoor sports complexes with an approximate built up area of 13,500 and 6,000 square meters cater to the needs of sports like tennis, shuttle, squash, table tennis, basket ball and other simulated sports including gymnasium. This is especially useful during the monsoon season. Swimming pools within the sports complex as well as the independent pool cater to the needs of aquatic sports. All these are maintained on daily basis for the upkeep as well as smooth functioning. Other outdoor sports facilities include football, tennis, hockey, basketball, athletic tracks, and cricket stadium. Most of these surfaces are turfed and the landscaping team carries out regular maintenance of the same.

State- of- the art computer labs are established centrally as well as in institutions. IT team has established a helpline and engage the services of various agencies for attending to all IT related issues both hardware as well software including internet connectivity within the campus network. Audio-visual aids are available in all classrooms and the infrastructure is maintained by the audio-visual department to ensure seamless connectivity during lectures in classrooms both within the campus as well as intra-campus. The transport department with the in house fleet of vehicles caters to the mobility requirements. This is also augmented by a fleet of electric vehicles that cater to the airport transfer requirements of staff and students. Monthly review meetings are conducted by the Director General Services to ensure smooth resolution of outstanding issues if any. New initiatives are also discussed for implementation in this meeting.

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CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	AGE Scholarship	141	2428491
Financial Support from Other Sources			
a) National	ARIVU Scholarship	49	1903860
b)International	FREE STATE PROVINCIAL GOVT, SOUTH AFRICA	9	157863.78
View File			

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implemetation	Number of students enrolled	Agencies involved
Case based learning and revision of pharmacology for oral health	02/09/2019	69	Dr. Devinder Arora, PhD, School of Pharmacy Pharmacology, Griffith University, Australia
View File			

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passedin the comp. exam	Number of studentsp placed
2019	Career Guidance	Nill	1865	Nill	1727

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year		
Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
14	14	2

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Nameof organizations visited	Number of students participated	Number of stduents placed	Nameof organizations visited	Number of students participated	Number of stduents placed
42 Gears Mobility	66	1	BDS Private Practice	60	60

[View File](#)

5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Depratment graduated from	Name of institution joined	Name of programme admitted to
2020	1	MD	Microbiology	JIPMER, Pondicherry	Post Doctoral Fellowship

[View File](#)

5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
NET	4

[View File](#)

5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
Revels 2020-Manipal Institute of Technology (MIT) national level sports and cultural fest 4	National	6000

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5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
2019	Pierre	Internat	Nill	1		Jaivrat

	Fauchard Academy International Senior Student Award for the year	ional			140401102	Gupta

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5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

STUDENT COUNCILS AT MAHE The student council of an institution is a student body comprising student leaders elected by the students of that institution or nominated by the authorities. These are generally academically sound and talented senior male and female students with required qualifications and traits. The student council forms one of the strongest pillars of every institution, bridging the gaps between students and the management. • The student council is the backbone for all the student academic and cultural activities. • It oversees all the student-related issues pertaining to academics, attendance, timetable, and in consultation with the faculty coordinators, assists in exam schedule, sports, and cultural events. • The student council helps in information dissipation for various announcements in the institution. • It is the first point of support and contact for any student grievance. • The student council ensures organization and smooth conduction of intercollege and inter-batch events in every college to develop the talents of the students. • Most of the MAHE student councils have clubs associated with them, which have their own set of activities. Student councils send representations to various colleges, bringing fame to the institute. • Most of the student clubs in MAHE also help in selecting the representation to other colleges. • In MAHE many student councils have engaged in community service activities, which in itself gives value to the students engaged. • Student councils also represent the student fraternity in discussions on student welfare. • They have established student research forums providing a forum for inculcating research exposure to the students. • The student council also provides a platform to develop problem-solving skills and people skills in a controlled, supervised environment • The student council thus provides numerous opportunities to inculcate leadership qualities in the council members. • Student representatives are nominated to Board of Studies meetings of constituent units , Academic Council meetings of MAHE and IQAC meetings of MAHE . Students have opportunities to express their views in these academic forums All the student councils of MAHE are in constant contact with the Department of Student Affairs, MAHE and assist in ensuring the overall well-being of all the students of MAHE.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of registered Alumni:

44136

5.4.3 – Alumni contribution during the year (in Rupees) :

13844371

5.4.4 – Meetings/activities organized by Alumni Association :

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

• Given the significantly large scale of Institutional operation, and in order to ensure that the various Constituent Units are able to manage execution with agility, it is imperative that there is a high degree of decentralization and participative management in our institutional practice, which MAHE provides within its organizational strategic and structural framework MAHE provides a hub-and-spoke based support mechanism and facilitates empowerment for each of its constituent units. • Every Constituent Unit proposes its institutional or departmental budgets, which is reviewed, approved and allocated centrally. However, every Unit is empowered to manage its budgetary spend, based on its annual operating plan, post such central allocation All Units are custodians of full functional freedom on all operational matters in routine administrative functioning. Besides managing their individual Unit based budgets, all staff requirements based on projections by the Unit leadership, once approved, are the responsibility of the said Unit leadership. • The identification and recruitment of staff is the sole responsibility of the said Unit. There is central support provided through the office of the Human Resource department, however the power to select and appoint qualified staff, remains within the authority of the Constituent Unit. A case in point is the Department of Evaluations, which plays a vital role in ensuring that the evaluation and result management of all Constituent Units are provided a high degree of decentralization as is evident in the operational autonomy that is provided. The Department of Evaluations supports such autonomy in assessment, evaluation and publication of results for constituent units, within the ambit of its Standard Operating Procedural framework that the Department of Evaluations provides and monitors on an ongoing basis. • The Department of Evaluations ensures support through Policy and by defining how the Process works. Based on operational complexity of the constituent unit, and its leadership capability, the Department of Evaluations empowers the said unit with the autonomy to manage its evaluation process and result publications. Constituent units can also initiate new programs and courses and manage their own academic calendar through their own offices. However, central support is continuously provided in areas such as admission management so that economies of scale and logistical efficiencies are taken advantage of. The Department of Evaluations provides policy guidelines and a structural framework within which each Unit needs to ensure operational rigor. Units are continuously audited within these guidelines, so as to keep a check on compliance and integrity of the various policy and process elements

6.1.2 – Does the institution have a Management Information System (MIS)?

Yes

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Curriculum Development	• There is a curriculum committee in each institution which looks after the curriculum revisions and also meets to discuss the proposed changes by the regulatory authorities. As the scope of

	the courses and curriculum is within the regulatory authorities' guidelines, little modifications are possible. However, effective implementation and delivery strategies are carried out. The curriculum of all the program are discussed during the board of studies meetings held twice a year. • During the board of studies meeting, a feedback on the curriculum is obtained from students and external subject expert on the curriculum. Based on the feedback, necessary corrective actions are initiated after approval. Almost all the institutes of MAHE adopted outcome based education and the same is being implemented for the all the programs. To realize this, a series of discussions and consultations have been organized with experts.
Teaching and Learning	• Measures have been taken and implemented to enhance the experiential learning for undergraduates on the learning management system (LMS) such as the IMPARTUS where the didactic lectures are captured in audio visual format and made available for easy access. • With respect to e-learning, the faculty duly upload the classes in a pdf format within 24 hours of the classes. Teaching and learning process is developed as per the requirement of Outcome Based Education (OBE) philosophy. The teacher prepares the course plan in the beginning of semester for all the courses to be taught. Course outcomes are defined for each course they are mapped with programme outcomes. • The academic performance of the students is assessed through a series of tests, assignments and end semester examination as per the principles of continuous evaluation. At the end of each semester, course outcome analysis is carried out to generate feedback to teachers and administrators. The feedback thus generated is used for correction if any required in course plan
Examination and Evaluation	• Initiated the procurement of graphic pads which help the evaluators to write the remarks while marking the answer scripts. Student Life Cycle Management (SLCM) is implemented for result processing and analysis of credit based system. This is being implemented for health sciences courses

	(annual system) also.
Research and Development	• Research Orientation - The newly appointed faculty have an orientation program in which they are briefed about the research focus of MAHE, research policies, research ethics, institutional ethics committee, facilities and infrastructure for research across various constituents' units of MAHE Seed Money policy for Faculty - Young researchers can avail seed money for their research. Seed money for faculty has been budgeted under research budget. • Researchers can use this money for research projects which have a scope of getting published in high impact journals, getting extramural grants or for applying patent Research Incentives - Research incentives are being given for publications. Incentives are directly proportional to the quality of publication as per the journal quartile Post-Doctoral Fellows - Postdoctoral fellows who have worked abroad and have a good acumen for research have been appointed Research Assistants - Faculty have been provided with research assistants to increase the quantum and quality of research
Library, ICT and Physical Infrastructure / Instrumentation	• Awareness programs about the availability and utilization of library resources (physical and online) conducted to enhance the usage. Online Public Access Catalogue (OPAC) facility is offered through internet for document availability of the library. • Links to the subscribed online resources are given to the library website category-wise Upgradation of ICT and other Physical Infrastructure, and addition of many more books in MAHE Library Library resources are easily accessible through intranet as well as internet, providing access to online journals, books, databases and other resources. On Campus and off Campus access to online journals and online databases. EZProxy was introduced, thus enabling faculty and post graduates to access the library's digital resources from any part of the world. Computer lab with Internet access. • Fully automated libraries using KOHA Library Management Software. Casual reading area. Group study and private study area. Individual study cubicles.

		Internet kiosks in reading halls. Open access system. Security systems with CCTV, Access Control. RFID enabled library services and security system
	Human Resource Management	1. SMILE – leadership program to develop a pool of leaders within the MAHE to exhibit critical leadership positions across the organisation. 2. HR department has designed a new online induction module along with a Three-day orientation module named "FITLAR" (Fundamentals In Teaching, Learning, Academic Leadership and Research) are conducted for the newly joined faculty covering elements in pedagogy, research, academic leadership, and wellbeing to equip the new joiner with skills and attributes of pursuing excellence the 'MAHE way'. 3. MAHE sponsors Rs. 50,000 per financial year for conference facility as support to faculty members to attend professional conferences, workshops in their respective area of specialization. 4. HR has developed an online Performance management system (PMS) for transparent review. 5. MDPs/FDPs/Guest Lecturers/Talks organized by MAHE its units/departments for upgradation of knowledge. 6. Deputation of faculty members to premier institutes in the country for pursuing doctoral programmes with full salary during the leave period. 7. We have also hosted scholars through fellowships such as Ramalingaswami, INSPIRE etc. and providing research grants in their area of research. 8. Emphasis on recruitment of foreign faculty from all continents 9. Emphasis on recruitment of multitalented and multi-cultural personnel 10. Training Development programs on skill cum Technology upgradation 11. Emphasis on awareness of community welfare and environmental protection 12. Recruitment through new technologies (telephonic video conferencing) 13. Reduction of paper consumption by adopting electronic means of communication 14. Developing a new internal ERP module for HR payroll 15. Biometric system for monitoring timely attendance
	Industry Interaction / Collaboration	• A number of academic and research collaborations have been explored for general academic cooperation, student and faculty exchange, and for research

	purposes. Industrial experts are invited regularly to deliver guest talks, lectures in the latest technologies
Admission of Students	1. Participation in ranking processes and display of ranking in social media to improve visibility 2. Regular upgradation of course curriculum 3. Availability of updated information like Eligibility Admission Process, Program contents, Career Opportunities on institute website / program webpages 4. Regular program specific webinars with institute faculty as resource persons, to answer all student / parent queries 5. Increase in social media presence 6. Participation in School Contact Program (SCP)and National International Education fairs

6.2.2 – Implementation of e-governance in areas of operations:

E-governace area	Details
Planning and Development	1. Online Portal for Open Electives 2. CollPoll App Integration with Student Life Cycle Management 3. Replacement of WAN Devices with Sophos UTM 4. Online Audit Report
Administration	1. Student Information System 2. Student Life Cycle Management System 3. Grants Management Portal 4. RMS Portal 5. Library Portal 6. IT Help Desk 7. Employee self Service
Finance and Accounts	As a process of e – governance - MAHE has implemented the following software's / programmes A): The below mentioned softwares have been developed in-house and are being maintained by the MAHE ISD (Information and Systems Division) team: 1. SFAS – The accounting software – Students Finance Accounting Software (SFAS) is for accounting of the fees and other income of MAHE. 2. HFAS - The accounting software Hostel Finance Accounting Software is for accounting of the Hostel fess and Utility charges from the students. 3. FAS – The Financials Accounting Software for maintain the accounts of MAHE. 4. CFAS – Similar to FAS this is the Consolidated Financials Accounting Software. This is an Accounting software - which is version 2 of the FAS. Developed for faster accounting and more of automatic entries into the accounts of the units. 5. Purchase and Inventory System- This

	software is being used for raising a Purchase requisition, raising a Purchase order /Service Order / work order. This software is also used by the Stores department for maintaining the inventory. The Goods received note / Service received note is also getting generated from this software. 6. Billing Software – The billing software helps the users is raising invoice / bills for the GST, MCODS billing, Ayurveda department billing, library dues, emission testing charges, etc. 7. Online Payment Integration – As per the guidelines of UGC this software has been developed for the receiving all the receipts (fees, etc) online through payment gateways like – Atom, Paytm, HDFC bank and others. 8. Budget software – used for preparation of the Annual Operating and Capex budgets of MAHE. 9. Consolidation and Reports – This is part of CFAS which helps in the consolidation process and generates reports for MIS and Audits of all units of MAHE. 9. MFAS – Multi Unit Financial Accounting Software - this is similar to the FAS used for accounting of MAHE PF Trust, MIT PF Trust, Gratuity Trust, etc. 10. Admission and Online Counselling – The Admission software is an internal developed software used for admission. This is now integrated with Online Counselling software of outside agency called MeritTrac Services through interface. All the above softwares are which are internally developed are interlinked with each other. This helps in transfers of data from one software to another. These are the main softwares being used in MAHE which are being supported by many small packages like software for Medicare, etc. B) The below mentioned softwares have been procured from outside agencies: 1. Employee Service Platform by Employee Experts: This software is for all the activities related to payroll of employees of MAHE. i.e., salary, leave, Income tax calculation, Issue of Form 16 online to employees, etc. 2. SLCM – Student Life Cycle Management by Microsoft: The SLCM software is currently being implemented in one of the Unit (MIT) and it will be rolled out in all the units in the very near future.
Student Admission and Support	1. New Online Application Form with

	option to view the application status. 2. Remittance of Application fee, Entrance Test Fee, Tuition Fee and Hostel Fee via online. 3. Eligibility document upload option under Candidate login along with the option to view the document approval status. 4. Process Manual of Manipal Entrance Test (MET) environment Online Test Booking System (OTBS) via electronic copy (PDF) and audio-visual mode. 5. Auto reminder via SMS / Email to applicants to complete the application. 6. Customised SMS / Email at various levels of application processing. Report to view the delivery status of these communications. 7. Scanning of eligibility documents and uploading it under candidate record. 8. Display of waitlist status on website. 9. Extensive use of Google docs.
Examination	1. Item analysis for MCQ through epad is initiated. Pilot data is getting verified. 2. Integration of theory marks from epad and internal assessment marks from various institutions are initiated through SLCM system. 3. PG desperation/ thesis are submitted through online. 4. Online Question paper scrutiny at Bangalore campus. PDF format of QPs are shared through network folders and faculty will do the scrutiny of QPs. This saves the commute time of faculty and improve the quality and turn-around time

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
2020	A Amar Murthy	International Conference on Maintenance and Intelligent Asset Management (ICMIAM 2020)	NA	42856
[View File](#)				

6.3.2 – Number of professional development / administrative training programmes organized by the University for teaching and non teaching staff during the year

Year	Title of the professional development	Title of the administrative training	From date	To Date	Number of participants (Teaching	Number of participants (non-teaching

	programme organised for teaching staff	programme organised for non-teaching staff			staff)	staff)
2019	NA	Induction Evaluation , KMC, Manipal	10/07/2019	10/07/2019	Nill	43
			View File			

6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
Dr A Padma Rao Memorial PG Update and Oration'	43	20/07/2019	20/07/2019	1
		View File		

6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
2532	2532	5128	5128

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
Provident Fund, PF linked Employees' Pension Scheme, Employee Deposit Linked Insurance (EDLI) Scheme, Gratuity, National Pension System (NPS), Medicare Facility, Group Life Term Insurance, Group Personal Accident Insurance Scheme, School Fees Reimbursement for Children studying in schools up to standard XII, Scholarship on course fee of Employees Children / Spouses Higher education under Manipal Group Institutions, Leave Travel Concession, Interest Subsidy on Utility/housing Loan, Valley Club Facility, MARENA - Recreational and sports Facility,	Provident Fund, EDLI and EPF Pension scheme, Gratuity, Employee State Insurance ,National Pension Scheme ,Medicare Facility to employees ,Medicare Facility to employee dependent parents, Group Term Life Insurance for social security of family, Scholarship on course fee for employee children/spouse studying in MAHE/constituent institutions, Reimbursement of children educational expenses studying in Manipal Group of institutions/schools, Scholarship for students of Academy of General Education studying at MAHE,SODEXO Meal/Gift facility, MARENA Sports	Student Health Clinic ,Teacher Guardian, Mentoring scheme, Dedicated support centre for mental wellbeing with clinical psychologists and student counsellors ,Student Grievance Cell, Antiragging monitoring Committee, Internal Complaints Committee , Hostel welfare committee, Workshops and Awareness Programs, Student Clubs, Yoga Classes, Student Scholarships

Institutional Accommodation subject to availability, Laptop Facility, CUG plan (AIRTEL) SIM, Sodexo Vouchers in lieu of Variable Allowance, Earned Leave Encashment, Conference facilities, Research Incentives, Incentives for excellence in teaching and research, Seed Money for research, Intra-mural research fund etc.	Facility, Concession in course fee for employee higher education, Institutional accommodation facility, Employee Grievance Redressal Committee, Sports Cultural activities.	

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

Yes, The Audit in MAHE is being carried out by external agencies who are appointed by the Finance committee. The Audit is by way of: • Internal Audit. • Statutory Audit. The Internal Audit from last 4 financial years has been entrusted to an external party. They carry out the audit for each quarter of the year. They are mainly into transactional audit which is done on the test basis. They also look into the physical verification of stocks, cash verification at institutional level. They look into the internal controls of the financial system. They highlight the deficiency in the system, if any and advice the Management for remedial measures. The Statutory Audit is carried out annually. In order to reduce the burden at the end of the financial year the external audit team visits MAHE at the end of six month i.e., September and carries out the half yearly audit. Subsequently the Final audit is carried out in the month of June / July. The financials are prepared according to the prevailing laws. They are then approved by the Finance committee. Along with the above two Audits, University also has: • Audit of its PF Trusts and Gratuity trust • ISO Audit • Audit of the Research Grants. • Audit of the conference and workshop conducted. Till to-date there are no major observations from the external auditors or internal Auditors

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
Shazli Ahmed Khan	50000	Grant
[View File](#)		

6.4.3 – Total corpus fund generated

42745628

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	M/s. TUV Rheinland, Bangalore	Yes	IQAC

Administrative	Yes	M/s. TUV Rheinland, Bangalore	Yes	Internal Auditors

6.5.2 – What efforts are made by the University to promote autonomy in the affiliated/constituent colleges? (if applicable)

Since University is a "deemed to be a university', a unitary university, there is no provision to grant 'autonomous status' to any of its constituent institutions. The overall administrative activities, operational issues and the overall control of constituent institutions are under the university leadership for all decision making purposes. Hence, all issues such as planning, strategic developmental issues, academic issues, administrative issues and financial control are vested with the university, under various and appropriate committees However, institutions are receiving unparalleled support and encouragement from the university in all their endeavors to provide holistic educational experience to their students, to create a benchmark for quality education and to leverage technology in teaching-learning process. All constituent units of University have functional autonomy to carry on with the academic and administrative activities to ensure the vision and mission of the university and the institution are achieved

6.5.3 – Activities and support from the Parent – Teacher Association (at least three)

1. Parents and Teachers interact in the orientation program of each course 2. During the Annual day program of each institution, every year the parents have an opportunity to have an overview of the student performance both curricular and extracurricular activities throughout the year 3. Continuous online reporting of progress of the students to parents and when necessary, they meet with the teachers face-to-face.

6.5.4 – Development programmes for support staff (at least three)

1. Conducting Training Development programs like workshops/seminars, Fire Safety etc: MAHE and its constituent units regularly conducts training development programmes for the benefits of non-teaching employees. Soft skill trainings such as Email Telephone Etiquettes, Conflict Management Team Work, Skill Development etc. are being conducted covering relevant non-teaching employees. Fire safety and other technical trainings are being conducted for technical staff. The training methodology and design includes audio-video material, game-based exercises and interactive discussions. 2. Microsoft Office training through certified consultant: MAHE in association with Microsoft conducts training programs every year on 'Office 365' for Teaching and Non-teaching staffs. Training program titled "Learning Network Configuration using Cisco Packet Tracer" was organised by MAHE in association with Manipal School of Information Sciences, Manipal for the benefit of technical staff of MAHE. In addition to this training are also being organized in MS Office for the nonteaching staff based on requirement. 3. Gender diversity: In accordance to the directives of the UGC to the University and in compliance with the requirement of The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013, the HR department organizes 'Gender Sensitization Workshops'. The program emphasizes the awareness of the needs, aspirations, abilities and professional value of employees as men and women without any prejudice about their gender

6.5.5 – Post Accreditation initiative(s) (mention at least three)

1. Initiative on Outcome based education 2. Initiative of New Online application for Admission Process 3. PhD All India online test for Jan 2019 admissions 4. Initiative of Examination on e –Pad (Paperless Exam) in Manipal Institute of Technology, Manipal

6.5.6 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b)Participation in NIRF	Yes
c)ISO certification	Yes
d)NBA or any other quality audit	Yes

6.5.7 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
2019	Workshop on Assessment of Outcomes in OBE	15/07/2019	15/07/2019	15/07/2019	27
		View File			

CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
Gender Sensitization programme organized by Manipal School of Information Sciences, MAHE, Manipal	15/01/2020	17/01/2020	35	59
Premenstrual Syndrome: An Interactive session on Pains, Myths and Support	16/10/2019	16/10/2019	19	5
Gender Sensitization programme organized by Department of Student Affairs, MAHE	28/01/2019	28/01/2019	1	1
International Women's Day-2020, with a theme, " EachforEqual" on 6th March 2020 conducted	06/03/2020	06/03/2020	60	Nill

with Anganwadi teachers and other community people at Anganwadi, Sampigenagar, Udyavar.				
International Women's Day - Two awareness programs on the theme #Each for equal were conducted with a self-help group of Stree Shakthi, 80 Badagabettu and Dr. G. Shankar Government Women's First Grade College and Post-Graduate Study Centre Ajjarkad,	10/03/2020	10/03/2020	115	Nill
Seminar on "Promoting positive mental health amongst women – Prospects and Challenges with special reference to women of coastal district Udupi"	11/01/2020	11/01/2020	160	Nill
Gender Champions Poster Making Competition	29/02/2020	29/02/2020	5	2
International Women's Week2020 - BalanceforBetter	09/03/2020	14/03/2020	40	Nill
Oral Hygiene week celebration	01/08/2019	01/08/2019	40	10
Oral scrrening camp on womens day	07/03/2020	07/03/2020	8	1
Gender Sensitization programme	22/01/2020	22/01/2020	195	104

organized by Manipal School of Life Sciences, MAHE, Manipal				
Gender Sensitisation Session Organized by Welcomgroup Graduate school of Hotel administration, Manipal	08/01/2019	08/01/2019	400	Nill
Gender Sensitization programme organized by Gender Champion representative of Manipal Inst. Of Management , MAHE, Manipal	03/08/2019	10/08/2019	80	60
Gender Sensitization programme organized for Undergraduate students of 2019 admissions, as a part of Foundation course of CBME Implementation programme of MCI/NMC	10/11/2019	10/11/2019	124	126

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources
Power requirement met by renewable energy sources - 63.47 percent Total power requirement - 693.68 (kWh, lakh) Renewable energy source - Solar Renewable energy generated and used - 2.89 percent

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Physical facilities	Yes	10
Provision for lift	Yes	10
Ramp/Rails	Yes	10
Braille Software/facilities	Yes	5
Rest Rooms	Yes	10

Scribes for examination	Yes	1
Special skill development for differently abled students	Yes	1

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
2019	Nill	1	19/07/2019	2	Workshop on Basics of Literary Theories In collaboration with Poornaprajna College, UdupiDAAN UTSAV	Workshop was organised with the objective to assist them in the application of critical literary theories by appreciation of European literature.	48
			[View File](#)				

7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
Student Hand Book	01/08/2019	All the students are provided with the rules, regulations that are followed after their admission to the institution. The handbook provides information to the students on various facilities available at the institute and rules and regulations to be followed to utilize these facilities. In addition, it also emphasizes the code of conduct to be followed within the college premises.
Code of Conduct for Faculty, Students Staff	02/09/2019	Updated based on the Employees need and

7.1.6 – Activities conducted for promotion of universal Values and Ethics			
Activity	Duration From	Duration To	Number of participants
Mathrubhasha Diwas	21/02/2020	21/02/2020	495

View File

7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

1. World environment day celebration 2. Organic waste converter installed for processing wet waste 3. Thermocol waste recycling unit established for 100 recycling in house 4. Installation and Upgradation of solar hot water systems 5. Replacement with energy efficient lighting, transformers and air-conditioning equipment

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

BEST PRACTICE: 1 1. Title of the Practice : Digitization of examination and evaluation process 2. Objectives of the Practice MAHE believes in complete transparency in its academic process and also ensures all the activities environment friendly. The primary objective of digitization of examination and evaluation process is to make the process transparent and error free. This will also reduce the turnaround time of the entire assessment process. The number of manpower required for the examination related activities also get reasonably reduced through this attempt. One another best practice we follow here is the analysis of the outcome measures of academic activities. This is made possible through a software based tool supported by InPods Inc. The output generated by this application gives feedback not only to the students but also to the faculty members about the outcome achievements of their wards. Another important advantage of the digitization of examination related processes is the reduction in the consumption of paper usage in the entire examination process, which aligns very much with the University's environment policy 'go green'. 3. The Context University examinations were being conducted using conventional paper based method. The Answer books and question papers were distributed to students during examination and students were writing answers using pen, pencils etc. Digitization of examination eliminated the use of physical answer papers. In the manual paper evaluation method, papers are coded, bundled and sent to valuation hall. Examiners are required to manually enter the marks in evaluation sheets and consolidated mark list. This method is slow as lot of manual work involved and also there are scopes for calculation mistakes, entry mistakes etc. After the evaluation, errors such as totaling errors, missing evaluation of the question etc. are to be verified manually. This challenges could overcome by using onscreen marking system. Recently we have moved the result processing as well to a software based platform. For closing the chain in outcome based education, it is important to do the analysis in order to ensure the attainment of the intended outcome. This has been achieved through InPods system. The newly established student lifecycle management system (SLcM) made the result processing activities simple and fast. 4. The Practice In this innovative technology, student is provided a writable tablet device called ExamPad (epWriter) to write the examination. Fingerprint facility available in the device is used for authentication and capturing the attendance. The question paper will be uploaded to the system prior to the examination by the concerned section which gets downloaded automatically before the examination and will open only at specified time. There will be a specified area for writing on which students can write using a specific stylus. During progress of

the examination invigilator can monitor the device status like battery health, time remaining etc. in a separate device called epProctor. Once the examination duration is completed device locks automatically and not allows students to write the answers further. Evaluation interface is user friendly and easy to use. After the examination answer papers will be available in the cloud system and evaluators can do the marking online. For each examiner a username and password will be generated through the system automatically. Examiners have to give the mark through the key board or by mouse click. Totaling and missing question for evaluation will be taken care by the system. Even examiner cannot award more than the maximum mark for a question (specified in the template). The entire marking process replicates the pen-paper based marking system with advanced technology. Another advantage of this is the availability of the paper with question wise response. This gave us the freedom to assign question wise marking for the evaluators which ensures uniformity in the marking. This enables the analysis process using InPods. The course outcomes marked against each question will be tagged to the responses of each student along with the marks obtained by the respective students by InPods system which generates the outcome attainment report. Once the evaluation process is completed, the mark verification, tabulation, consolidation with adding the internal assessment component and final grade card printing will be done automatically using the SLcM. Limitations: Adequate training to be provided to students and faculty to convince and update them for using the system. Additional training/mock test/practice sessions need to be conducted on request. Few examiners prefer pen-paper based marking system over on screen marking for various reasons like inadequate knowledge of computer system, strain on eyes by continuous viewing the monitors etc. Even though the SLcM is implemented across the institutions, stream lining the process and training of the staffs need to be strengthened. 5. Evidence of Success Epad examination system is initiated across all the institutions of MAHE except for postgraduate students. Adequate training/mock test were provided for the students as well as faculty members. Class test/Sessional/University examinations and evaluations are also being conducted in some of the institutions successfully. Students and faculty have accepted the new system positively. A system has been established in every institute to provide training and practice to use Epads, once the new batch of students are admitted. Due to the introduction of question wise distributed valuation, the number of marks change/revaluation has reduced. Another significant change evident due to the digitization of the examination process is the drastic reduction in the paper consumption. Evidences on the success of SLcM and InPods implementation is yet to be seen. 6. Problems Encountered and Resources Required • Since the students are not familiar with writing on Epad, adequate training and practice need to be ensured for the successful implementation. Same kind of approach is needed for the faculty members who are new to the system. • Since onscreen marking is a new technology proper training in various stages is required. Operational training is required in stages like assigning the paper to the examiners, generating the mark list etc. The evaluators also need to be trained adequately to adopt to the new system/technology. • For the success of analysis using InPods, relevant information need to be provided by the question paper setters. To achieve this, the curriculum should have reformed with identifying the outcomes at different levels, which also should get conveyed to faculty and students. • Adequate training and dedicated staffs are required for rolling out SLcM in all the activities related to various aspects of the examination process. 7. Notes (Optional) In the future, it is planned to automate the processes related to appointment of the examiners and selection of question papers. Best Practices : 2 1. Title of the Practice: Student Support System at Department of Student Affairs, MAHE, Manipal . 2. Objectives of the Practice: The Department of Student Affairs (DSA) constantly strives towards the holistic development of all the students by means of the following objectives: • To effectively address student grievances with

appropriate redressal mechanism. • To address student concerns with need-based Counselling. • To facilitate and provide holistic Healthcare. During their stay at MAHE, students may face several problems. DSA aims to identify the difficulties and grievances of the students and provide solutions through need-based counseling and grievance redressal mechanisms. Certain personal issues like academic and peer pressures, homesickness and anxiety may interfere with their studies and normal functioning and cause problems. In these instances, a support system is required. 3. The Context: MAHE, Manipal has more than 25,000 students from all over India and abroad in its campus. Having joined a professional course, students may face several situations that may affect them physically and psychologically. There may be certain personal issues that may interfere with their studies and normal functioning. Being away from home in a new environment itself could be a distressing situation. Academic pressures and anxiety could also be other factors that may take a toll on the students. Sometimes they may face peer pressure and at other times, their peers may appear insensitive to their needs and demands. In these instances, a strong support system is required. The support system must provide mechanisms for redressal of any kind of grievance, health issues as well as psychological/mental health issues. Hence, DSA has designed and implemented a threefold student support system so that needy students can be identified and helped at the earliest. 4. The Practice: For each individual student the following University Support Systems are in place: • MAHE Student counsellors' support • Peer Support (trained senior/fellow students) • Single Points of Contact (one faculty per institution) • Crisis management teams at all institutions of MAHE. • Institutional Support System (Faculty, Teacher Guardians, Faculty Advisors and supporting staff) • Hostel support system (Chief Wardens/Wardens/Caretakers) Description of DSA support systems based on the objectives mentioned above: 1. Student Health Clinic at Kasturba Hospital: The clinic functions round the clock exclusively for MAHE students and provides quick and efficient treatment for physical ailments. Green OPD is a special facility for treatment of students throughout the night. 2. Grievance Redressal Mechanism: To identify and redress student grievances, the following Grievance Redressal Mechanisms are in place: • Anti-ragging Monitoring

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link
https://manipal.edu/content/dam/manipal/mu/documents/mahe/NAAC%20-%20SSR/2021/Best%20Practices.pdf

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

Holistic Education in Multidisciplinary environment The legacy of excellence of Manipal Academy of Higher Education is exhibited in its emphasis on providing holistic learning experience, which includes research, innovation and hands on experience. The following illustrations display a wide range of distinctiveness of holistic education across the diverse streams at MAHE. An engineering graduate is expected to have a skill set to find solutions to problems of the society. Along with the domain specific knowledge, other basic skills that are expected are: Communication, Leadership, Teamwork, Problem Solving, Planning, Motivation and Enthusiasm, Adaptability and Flexibility, and Ability to Build Relationships Keeping this in mind, the idea of Major Student Projects was initiated, wherein, the institute provides infrastructure to build a technical project to compete in international competitions. An example of such an initiative is Formula Manipal, a student engineering project aiming to design, conceptualize, fabricate, test and race a single seater, open-wheel Formula Style race car. Since its first competition in 2008, the team has participated

in competitions in Italy, UK, Austria, Germany and Czech Republic. Similarly, the Team Manipal Racing, off-road racing club aims to design and fabricate All-Terrain Vehicles according to the rules laid by SAE BAJA. Further, AeroMIT designs, manufactures, and flies a complex, stable, and portable model aircraft with minimal empty weight, maximum payload carrying capacity. RoboManipal takes part in robotics competitions like Robocon. Parikshit Student Satellite Team builds nanosatellites. The other innovative student technical projects include Solar Mobil, Project Manas, Mars Rover Manipal, Thrust MIT, R.U.G.V.E.D., DRONAID, MotoManipal and S.W.A.R.M. All these teams are interdisciplinary in nature, having student representation from first to final year. The students of communication conduct NAMMA ANGADI, an annual sale of products made by Nammabhoomi, an NGO providing training to street children. It is conducted as a real event management project and the proceeds of the sale go back to the NGO. Programs like Geo- politics offer projects on issues relating to India's foreign policy and national security awarded by institutions like ISRO . Allied Health programs train high calibre professionals with a view to prevent and treat a range of conditions and illnesses, working within a multidisciplinary health team to provide the best patient outcomes. Hotel management program offers wine fundamentals certifications levels I and II, from the International Sommelier Guild (ISG) USA which adds value to their credentials. Flexibility in terms of student mobility and research collaboration initiatives with top universities around the globe add to its strength. With resources like Makerspace, Excelerate, Technology Business Incubator, Ideation Cafe, Central Instrumentation Facility, and Supercomputing facility, the Innovation Centre urges young minds to explore, ideate and create. MUTBI is an initiative aimed at nurturing and developing innovation and entrepreneurial skills, and it promotes innovation-driven start-ups. The Incubator takes into consideration ideas, proof of concept, innovation factor, and sustainability. Once a company gets incubated, it has abundant resources to help them throughout the process of converting their start-up into a business.

Provide the weblink of the institution
https://manipal.edu/content/dam/manipal/mu/documents/mahe/NAAC%20-%20SSR/2021/7.3.1%20Institutional%20distinctiveness.pdf

8.Future Plans of Actions for Next Academic Year

MAHE plans to • add 7 New Courses over the next one year • add 600 students next year to the existing number • increase the proportion of students in top 10 percentile from 34 to 42 percent over the next 2 years • increase the bursary amount to Rs. 40 Cr in the next 2 years • increase the number of programs accredited to 30 in 2 years • have 100 percent of the theory examinations using e-pads and online marking • provide accommodation for additional 500 students over next one year • add Rs 1 Cr to the new bursary to support socially under-privileged meritorious students • add Rs 1 Cr to the new bursary to support economically deprived meritorious students • add 3 more interdisciplinary courses in the next one year • add 300 institutions collaborating with MAHE for research publications over next one year • add 945 co-authored publications with international collaborators by next one year • add 15 specialized centers encompassing all faculties over next one year • increase the research spend from current level by 2 percent over the next one year • have 640 new doctoral enrolments next year • increase the no. of PhD scholars to 1800 • increase PhD guides by 4 percent • have 5500 publications by next one year • improve the score for citation by 0.5 • achieve an increase in Field Weighted Citation Impact score by 0.1 in next one year • add 5 new ventures next year • have graduation of additional 2 ventures next year • increase the no. of new patent applications to 60 next year • commercialize additional 3 technology in next one year • add 125 more international partnerships over the next one year • increase research publications with international co-authorship by 2 percent • support an

additional 2 percent of faculty to attend international scientific meet in next year • add 2 more structured courses by year 2021 • increase in interns for traineeship and leadership development by 20 year-on-year • Increase the international undergraduate admissions by 0.5 percent of the total undergraduate students next year • Increase the international postgraduate admissions by 2 percent of the total postgraduate students next year • enable an additional 2 courses to have the option of offering joint degrees in the next year • offer 2 additional twinning programme next year • have at least an additional 3 percent of the programs to facilitate Semester Abroad option next year • have an additional 20 students opt for outbound Semester Abroad programme in 2021 • have an additional 20 students opt for inbound Semester Abroad programme in 2021 • increase in international faculty by 1 percent of total faculty by 2021 • have international exposure for additional 0.5 percent of total domestic faculty in next one year • increase alumni registrations by 5,000 in alumni portal by 2021