SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

SWAMI RAMA HIMALAYAN UNIVERSITY

SWAMI RAMA HIMALAYAN UNIVERSITY, SWAMI RAM NAGAR, JOLLY
GRANT, DEHRADUN
248016
https://srhu.edu.in

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

February 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Swami Rama Himalayan University is a Private University established under section 2(f) of the UGC Act, 1956 and enacted vide Swami Rama Himalayan University Act, 2012. The University is promoted by Himalayan Institute Hospital Trust (HIHT), a society registered under the Societies Registration Act, 1856, carrying forward the legacy of its founder H.H. Dr. Swami Rama.

The University is located at the foothills of the Himalayas, adjacent to Jolly Grant airport, Dehradun, Uttarakhand. The lush green 196-acre residential campus has 07 constituent academic units:

1. Himalayan Institute of Medical Sciences
2. Himalayan College of Nursing
3. Himalayan School of Biosciences
4. Himalayan School of Yoga Sciences
5. Himalayan School of Management Studies
6. Himalayan School of Science and Technology
7. Himalayan School of Pharmaceutical Sciences

The University has been providing a platform to the youth, for over a decade, having long legacy to learn and transform into efficient, effective, ethical and committed professionals. Students have a range of options to pursue their academic aspirations and further advance their learnings through interdisciplinary and multidisciplinary programs and research.

Himalayan Institute of Medical Sciences (HIMS) is a NABH and NABL accredited premier medical institute of northern India duly recognized by the NMC as a **Regional Centre** for imparting training to faculty of other medical colleges of northern India. The Hospital of HIMS has been awarded the **Ayushman Gold Certificate** for the last 3 years, consecutively.

University has MOUs with prestigious Academic institutions like SGPGI-Lucknow, IIT-Roorkee, AIIMS-Rishikesh, IBM, OM Logistics, IBC(Denmark) etc. for providing industry-oriented training to bridge student's academic aspirations and industry's requirements.

With a commitment to improve the quality of life & economic well-being of the community, the University, in collaboration with its sister institution, Rural Development Institute has been serving the people in the hinterland of Uttarakhand.

Maintaining a healthy student-faculty ratio, our pedagogy is internationally recognized, attributed to continuous curriculum and education enhancement initiatives & programs taught by dedicated, committed and research-oriented faculty members.

The University has been striving towards its goals as derived from the Vision and Mission which is obvious from the accomplishments.

Vision

To be recognized as a premier university through providing quality education and healthcare in a manner that is holistic and evolutionary.

Mission

To transform lives by nurturing excellence in the creation and dissemination of knowledge through education, research, innovation and technology besides providing multidimensional humanitarian opportunities for social upliftment in accordance with the ideals of Swami Rama.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Rich legacy of academic excellence spread over two and half decades.
- Medical College on world Directory of Medical Schools.
- Holistic care – Integration of modern healthcare with alternate therapies / medicine / yoga / meditation.
- Strong infrastructure.
- Situated at Himalayan foothills, rich in flora and fauna yet next to the airport.
- River Ganges with diverse ecosystem close-by.
- Rich value system & Institutional ethics.
- Good retention rate among faculty members & staff.

Institutional Weakness

- Situated in rural area of Uttarakhand.
- Relatively late entry in non-health science areas.
- Still evolving research and innovation culture.

Institutional Opportunity

- Globalization of education and emerging opportunities for India as a destination.
- Rising number of aspirants for overall higher education due to higher disposable income.
- Greater need for health care education with an increase in longevity & lifestyle problems.
- Leadership in one integrated health system.
- Interdisciplinary research in collaboration with health care, health sciences, biosciences, engineering.
- Government / organizational schemes for public/ employees' health insurance.
- Integration of technology with health care.
- Part of International circuit ('Those who appreciate Indian Traditional System').
- Large cluster of research institutes nearby such as CBRI, DRDO, Survey of India, IIT, IMA, IRDE, etc, in addition to 33 other universities in the region.

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Institutional Challenge

- Less affordability & accessibility of Medical education for the local community.
- Lack of desired soft skills in workforce.
- Limitations towards research advancements due to inadequate support of government funding agencies.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

A. Curriculum Design and Development

- The curriculum is outcome-based and aligned with the Learning Outcome-based Curriculum Framework of University Grants Commission, and other statutory bodies like: National Medical Commission, Indian Nursing Council, Rehabilitation Council of India, Ministry of Health & Family Welfare, and All India Council for Technical Education.

- University offers 59 programs, of which 83% Programs' curricula have been revised in last 5 years.

- All the 4743 Courses have focus on competency/ employability/ entrepreneurship/ skill development

- The 13 memorandums of understanding with institutions of repute, focus on educational aspects and facilitate industry visits, camps and internships for students.

B. Academic Flexibility

- It offers flexibility through Choice Based Credit System in 26 programs and electives in 27 programs

- Out of 4743 courses, 2304 are interdisciplinary. University launched 6 new degree Programs in last five years.

C. Curriculum Enrichment

- The curriculum integrates various cross cutting issues through an interdisciplinary approach.

- University has offered 124 value-added courses (VACs) in last 5 years.

- 6121 students participated in Field visit/ research projects/ industry internship/ visits/ community postings in the last 5 years, as an intrinsic part of learning in the University.

- **Curriculum Feedback:**

  - The Curricula are continuously updated in accordance with the provisions & guidelines of the regulatory authorities and revised on the basis of the feedbacks from stakeholders. For curricular

development, a systematic procedure of obtaining feedback from various stakeholders, i.e., students, alumni, faculty, industry, and professional bodies is in place.

- The feedback from >12,000 stakeholders in last 5 years has formed an integral part of the academic audit. The analyses of feedback guided us further to take requisite action, based on which we revise our curriculum.

Teaching-learning and Evaluation

A. Student Enrolment and profile

- Admission on 89% of earmarked seats was provided to various reserved category students during the last five years.
- Student-demand ratio during the last five years in programmes where State/Central common entrance examinations are not conducted is 59
- 26% of the students on an average were admitted from other states during the last five years.

B. Catering to student diversity

- Structured proformas and SOPs have been framed along with measurable criteria to identify and monitor advanced learners and slow performers.
- Student - Fulltime teacher ratio for academic year 2022-23 is 10:1.

C. Teaching- Learning Process

- University focuses on adoption of student centric methods for enhanced learning experiences.
- There is a central skill and simulation center of excellence and a state-of-the-art cadaveric lab which is one of its kind in northern India.
- 100% of Faculty use ICT tools for effective teaching.
- Student mentoring is ensured under the mentorship program with a mentee: mentor ratio of 10:1.

D. Teacher Profile and Quality

- Faculty appointments are done on 100% of sanctioned posts.
- 50% of the total faculty are recognized as eligible Ph.D. guides.
- Average teaching experience of fulltime teachers for year 2022-23 is 12.26 years.
- 90% of the fulltime teachers are trained for development and delivery of e-content.
- 31% of teachers have received awards and recognitions.

E. Evaluation Process and Reforms

- Average number of days taken for declaration of results in the last 5 years is 8.
- 0.18% students had complaints / grievances about evaluation during the last five years.
- University follows Double-valuation/multiple-valuation with appeal process for re-totaling/revaluation and access to answer script.
- There is a proper grievance redressal mechanism hosted on website of the University.

- There is complete automation of Examination Division with ERP based Examination Management Portal.
- Reforms are made in the process and procedure in conduct of examinations from time to time.

F. Student Performance and Learning outcomes

- University has well stated learning outcomes and graduate attributes with aligned teaching learning strategies and mapping matrices for programme outcomes/learning outcomes with graduate attributes.
- Average pass percentage of students in the last five years is 95%.

Research, Innovations and Extension

A. **Promotion of Research and Facilities**

- University has well-defined Research Promotion Policy.

- About Rs 225.96 lakh has been sanctioned as seed money to faculty-members for research.

- Teachers awarded national/international fellowship/financial support for advanced-studies/collaborative-research/Conference-participation in India/ overseas during last five years = 28.02**%**.

- JRFs, SRFs, Post-Doctoral-Fellows, Research-Associates, other research-fellows in University during last five years= *73*

- Well Equipped)Central Research-Laboratory available.

- 46.67% Departments recognized by ICMR-CAR/ MCI/ NACO/ WHO.

Resource Mobilization for Research

University received Rs. 717.58 lakhs research-grant from various sources during last five years.

Innovation-Ecosystem

- University under the auspices of IQAC organizes regular programs on IPR; 373 programs were held during last five years.

- 373 awards/recognitions received for innovation by Institution/teachers/research scholars/ students of University from recognized bodies during last five years.

- 04 start-ups have been incubated.

- Department of Scientific & Industrial Research, Govt. of India has recognized Swami Rama Himalayan University as Scientific and Industrial Research Organization.

Research Publications and Awards

- University has Code-of-Ethics for research; and Turnitin-software is used for plagiarism-check

- Animal and Human Ethical-Committee is registered with respective govt bodies.

- University provides incentives to teachers who receive state, national /international recognitions/ awards.

- There are 5394 citations from 1459 publications with h-index 11

- Number of books/ chapters= 2239

- 107 patents / copyrights were filed & published.

Consultancy

- University has comprehensive Consultancy Policy; revenue raised, is shared with University -Researchers-others.

- University has policy on IPR and IPR Cell.

Extension Activities

- During last five years, >350 extension /outreach activities in areas such as maternal-child health, adolescent-health, care-of-elderly, eye camps etc. were held.

- Played crucial role during COVID-19 pandemic-

    ○ Humanitarian aid /organized community-screening / awareness-programs.

    ○ Outreach-investigation facilities at Community-Health Centres.

    ○ Sensitized community health workers on COVID-appropriate behavior / skills.

Collaboration

- Average Collaborative activities for research, faculty-exchange, student-exchange, industry-internship /year= 104

- Functional MoUs = 22

Infrastructure and Learning Resources

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Physical Facilities:

Ample facilities for Teaching-Learning, recreation, campus support services, are available as follows:

- ICT-enabled 124 classrooms, 29 Seminar-Halls, AYUSH & therapy-center, and Skill-labs.

- University spent Rs. 13312 Lacs on **physical facilities**.

- Four Auditoriums, Open-Air-Theatre 2000-capacity.

- Indoor, outdoor sports-facilities, indoor, open-gyms.

- Eight Hostels (2-boys, 3-girls, 3-PG) with a capacity of 1542 **students**.

- Hospital 1200 beds, Emergency-centre.

- SBI-core-banking, ATMs, shopping-center, post-office.

- Multiple canteens, 9 cafeterias, kiosks, 58 vehicles fleet, petrol-pump.

- Well-connected landscaped-campus, wide internal-roads, signages.

- Guest-House, Dormitories (2) for patients/caregivers.

- Teaching, Non-teaching staff Residences.

- Eco-friendly campus, solar energy, rainwater-harvesting, biogas plant.

- E-waste, Plastic, Sewage-treatment.

- Round-the-clock (1794) CCTV security services.

- State-of-the-art studio equipped with latest technology.

Clinical, Equipment, and Laboratory Learning Resources:

Teaching-Learning; out-patients, in-patients, Community-based, Labs as follows:

- NABH-Accredited super-specialty teaching-hospital, 1200 beds, 960 teaching beds, 20 state-of-the-art OTs, 90 critical-care beds.

- Comprehensive cancer care, Dialysis centre.

- Facilities for transplants, surgeries, diagnostics.

- 29.6 Lacs Outpatients, 3.26 Lacs inpatients treated last Five-years.

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- Learning-Disability-Clinic, Advanced Neonatal-Transport Ambulance-services.

- Recognition by American-Heart-Association for conducting BLS & ALS programs.

- Regional Centre- Faculty Development by NMC.

- Uttarakhand's First Cancer referral-center, Renal/Corneal/ Bone-Marrow transplant , & Cardiac-surgeries facilities.

- NABL accredited state-of-art central-diagnostic-laboratories

- Histology students'-lab with >6000 teaching slides.

- 1.5-Tesla MRI, 128-slice CT scan, Hi-tech ultrasounds, Bone-densitometry, Sleep-Lab, Blood-Bank, Dialysis, PET-CT, Nuclear-medicine unit.

- State-of-the-art Cadaveric-lab, unique in northern India.

- 'Skill-Simulation-Center.

Library as a Learning Resource:

- Fully-automated, digital communication-driven library-system.

- Library-management KOHA-21 & RFID available.

- Online public-access-catalog (OPAC), barcoded-circulation.

- Total Books-Journals-Average expenditure Rs 939 Lacs in 5 years.

- 32342 text-books, e-books 1513, open-access books 209904.

- 7881 journals: back-volumes available.

- Traditional-manuscripts Digitalized-200, traditional-system of medicine 160.

- Books: Indian-systems-of-medicine, yoga, philosophy, Indology.

- Scanned copies- Charak-Samhita, Shushrut-Samhita, Bhav-Prakash, Sharangdhar-Samhita.

- Significant medical-texts e-copies, WHO, ICMR technical-reports.

IT Infrastructure available:

- Two data-centers: 14 physical, 32 virtual-servers.

- Application support for Akhil-Miracle HIS, JUNO-ERP- LMS, Turnitin, etc.

- 1225 desktops/laptops: latest configuration, high-speed OFC-links.

- 153 IT-enabled classrooms, 24x7 UPS backup.

- 10 all-in-one integrated digital teaching devices/Smart-board, besides Studio, projectors, LAN/WIFI.

- SWAYAM-NPTEL Local-Chapter.

Maintenance of Campus Infrastructure:

- Dedicated departments for infrastructure-maintenance, civil, electrical, mechanical [Engineering], biomedical, IT, MMD etc.

- Committees addressing infrastructural requirements, safety.

- Tracker portal for complaints-reporting.

- Plant-Nursery & sports facilities' maintenance.

- Round-the-clock Campus-Security.

- Motor-Transport-Office (managing >55 vehicles).

Student Support and Progression

Student support

- Over the last five years, Rs. 62 crores have been disbursed through various schemes, aiding more than 6760 deserving students. Other financial support as scholarships are also received by students from State /Central Government.

- Focus on enhancing student capabilities includes language classes, structured soft skills curriculum, Personality-Development sessions, employability skills, yoga & wellness, analytical skills & human-value development. In the past five years, 195 events for capability enhancement were organized.

- Guidance sessions for competitive examinations and career advancement are regular occurrences, with approximately 50 sessions held in the last five years.

- 3128 students have benefitted from competitive examinations and career guidance schemes.

- International Student Cell for fostering cross-cultural exchanges, linkages, and collaboration with institutions is in place.

- To ensure a safe and inclusive environment, University addresses student-grievances and works to prevent sexual-harassment and ragging.

Student Progression

- Almost all students find placements in other/ own firms-clinics. University Alumni work in esteemed organizations like Mayo Clinic- Rochester, Minnesota University, AIIMS, Medanta, TCS, E&Y, etc.

- In the academic year 2022-23, 82 out of 754 students have pursued higher education.

Students' performance in sports /cultural activities

- Over 160 students have won awards in various sports and cultural competitions held outside the institution in the past five years.

- Functional student council oversees cultural, sports, and co-curricular activities.

- University demonstrates robust commitment to student-welfare, offering a spectrum of facilities-support mechanisms. Students benefit from diverse amenities for indoor/outdoor sports, co-curricular activities, and financial assistance.

- 188 sports, cultural, and other activities have been organized by the University in the last five years.

Alumni Association

- University, through its alumni cell, maintains an engaged network, further enriching overall student experience.

- Alumni contributes by way of financial/ kind/donations/ books/ placements with a support of >Rs. 48 lacs in last 5 years.

Governance, Leadership and Management

Institutional Vision & Leadership

University has clearly-stated **vision and mission**, duly approved by Board of Governors (BOG).

University follows **decentralized & participative** approach in its academic and administrative procedures, laid down in Statutes.

Strategy Developments & Deployment

Strategic plans are prepared involving all academic units, and, monitoring-committee **ensures timely-**

deployment of plan through continuous-review mechanisms.

All decisions are placed and approved by **statutory bodies of University** like Academic Council, Finance Committee, Board of Management, BOG.

University implemented **E-governance in its operations** including Planning-Development, Administration, Finance-Accounts, Student-Admission & Support, and Examination.

Faculty & Staff Empowerment Strategies

Welfare measures ensure an efficient, healthy, loyal workforce:

- Health Benefit policy.
- Professional indemnity policy for medical practitioners.
- 343 Residences in the campus for all categories of employees.
- Subsidized transport and food facilities for employees.
- Scholarship in tuition fee for wards of employees.
- Interest free loans to students.
- Crèche, Pre- School and Wellness Center.

University provides its faculty members with f**inancial support to attend workshops and conferences**.

124 professionals' development/administrative training programs were organised for teaching and non-teaching staff, per year, during last five years.

98% of teachers attended **Faculty Development Programme**s (FDP) during last five years.

University has a well-structured policy for performance-appraisal of teaching /non-teaching employees.

Financial Management and Resource Mobilisation

University's Resource Mobilization Policy ensuring adequate cash flow for operational expenses and reasonable-surplus for growth and expansion.

University received **Rs.9.65 Crore** as funds/grants from **government/ non-governmen**t bodies / philanthropists, during last five years.

University **conducts internal and external financial audits regularly** to ensure effective functioning.

Internal Quality Assurance System

An Internal Quality Assurance Cell **(IQAC) exists** for sustenance/ enhancement of quality in academic & administrative performance.

82 Conferences-Seminars-Workshops on quality, 17 Collaborative quality-initiatives with other institutes, and 5 quality audits were conducted.

IQAC undertook various initiatives with an impact on teaching-learning, learning-outcomes & assessment-

processes, students' diverse needs & mentoring, research funding, patents, administrative reforms, etc. For example, patents increased from 23 in 2020-21 to 70 in 2021-22.

Institutional Values and Best Practices

Institutional Values and Social Responsibilities

Gender Equity

- Overall male-to-female ratio in the University is **0.9:1.**
- Gender equity is promoted through regular sensitization programs.
- To strengthen women's safety and security, the university has well-guarded secured campus with 1794 CCTV cameras.
- Specific amenities for women on campus:
    - Psychological counselling cell.
    - Dedicated common rooms.
    - Day-care centre for young children.

Environmental Consciousness and Sustainability

- University prioritizes environmental sustainability by installing:
    - Rooftop solar power plants with 1500 KW capacity.
    - LED lights accounting for 80% of lighting.
    - BEE Star-rated appliances.
- Comprehensive waste management system is in place for treatment/ disposal of solid, liquid, biomedical, e-waste, hazardous chemicals, and radioactive wastes.
- Waste recycling is done through paper recycling unit and compost pit.
- Water conservation facilities are available through Rainwater harvesting system, borewell recharge, STP, ETP, etc.
- The drinking water is drawn through 03 borewells and supplied through well-maintained water distribution system.
- To maintain a green campus, University has incorporated initiatives such as restricted vehicle entry, battery-powered vehicles, pedestrian-friendly pathways, and ban on single-use plastic and landscaping with trees and plants.
- University has conducted green, energy, environment audits, and won prestigious CII gold award.
- Provisions of assistance for disabled are in form of lifts & ramps, washrooms, signages, tactile pathways, and assistive technology.

Inclusion and Situatedness

- Inclusivity is promoted through cultural activities, celebration of festivals of all major religions, yoga-philosophy of joyful living, and literary events.

Human Values and Professional Ethics

- University grooms students into responsible citizens by hosting events to promote constitutional values.
- Regular sensitization sessions are conducted on code of conduct and Professional Ethics.

- Important commemorative days are observed endorsing student engagement.

Best Practices

1. Cadaveric Lab: Unique practice for enabling improvised healthcare training facilities for medical students and surgeons of University and other institutions.
2. Training of health profession teachers in art of medical education through dedicated Regional Centre for medical education technologies, catering to 17 medical colleges in northern India.

Institutional Distinctiveness

Community Engagement: helping underprivileged/marginalized communities overcome difficulties mainly across health, and, water & sanitation, in addition to contribution in education, livelihood, relief & rehabilitation, and other developmental concerns.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	SWAMI RAMA HIMALAYAN UNIVERSITY
Address	Swami Rama Himalayan University, Swami Ram Nagar, Jolly Grant, Dehradun
City	Jolly Grant
State	Uttarakhand
Pin	248016
Website	https://srhu.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Vice Chancellor	Rajendra Dobhal	0135-2471143	7534010112	0135-2471141	reg@srhu.edu.in
Professor	Vijendra Devisingh Chauhan	0135-2471140	9759332300	0135-2471141	vchauhan@srhu.edu.in

Nature of University	
Nature of University	State Private University
Institution Fund Source	No data available.

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	12-03-2013
Status Prior to Establishment,If applicable	Other
Establishment Date	06-06-2007
Any Other, Please Specify	Deemed to be University

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	**Date**	**View Document**
2f of UGC	12-12-2013	View Document
12B of UGC		
Section 3	23-01-2024	View Document

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

Location, Area and Activity of Campus							
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**	**Programmes Offered**	**Date of Establishment**	**Date of Recognition by UGC/MHRD**
Main campus	Swami Rama Himalayan University, Swami Ram Nagar, Jolly Grant, Dehradun	Rural	196	438334.4	Sixty One		

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	7
Affiliated Colleges	0
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	6
Colleges with Research Departments	6
University Recognized Research Institutes/Centers	6

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)		: Yes
SRA program	Document	
PCI	115824_13666_6_1700052742.pdf	
INC	115824_13666_7_1701175208.pdf	
MCI	115824_13666_2_1701240369.pdf	
RCI	115824_13666_19_1700054188.pdf	
NMC	115824_13666_23_1701239567.pdf	

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	92				62				129			
Recruited	53	39	0	92	38	24	0	62	66	63	0	129
Yet to Recruit	0				0				0			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

	Lecturer				**Tutor / Clinical Instructor**				**Senior Resident**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	19				69				86			
Recruited	13	6	0	19	19	50	0	69	39	47	0	86
Yet to Recruit	0				0				0			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				1201
Recruited	916	285	0	1201
Yet to Recruit				0
On Contract	0	0	0	0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				1412
Recruited	649	763	0	1412
Yet to Recruit				0
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	6	0	0	11	1	0	9	3	0	30
Ph.D.	8	2	0	11	8	0	13	13	0	55
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	39	37	0	16	15	0	44	47	0	198
UG	0	0	0	0	0	0	0	0	0	0

Highest Qualification	**Lecturer**			**Tutor / Clinical Instructor**			**Senior Resident**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	0	0	0	0	0	1
M.Phil.	1	0	0	0	0	0	0	0	0	1
PG	12	5	0	18	8	0	39	47	0	129
UG	0	0	0	0	0	0	0	0	0	0

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

Highest Qualification	**Lecturer**			**Tutor / Clinical Instructor**			**Senior Resident**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

Highest Qualification	**Lecturer**			**Tutor / Clinical Instructor**			**Senior Resident**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Distinguished Academicians Appointed As

	Male	**Female**	**Others**	**Total**
Emeritus Professor	8	1	0	9
Adjunct Professor	2	0	0	2
Visiting Professor	2	0	0	2

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Himalayan Institute of Medical Sciences	Swami Rama Chair for Cancer Research	Tan Sri Datuk Dr. Mohan Swami Kuala Lumpur Malaysia
2	Himalayan Institute of Medical Sciences	Research in Breast Cancer in Young Women	Mr. Bipin Bihari Choubey Proprietor International Medical Services
3	Himalayan School of Bio Sciences	Translational Research in Bio Sciences	Mr. Shirin Vidhya Venkat Ramani

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	908	261	0	0	1169
	Female	1298	311	0	0	1609
	Others	0	0	0	0	0
PG	Male	152	95	0	0	247
	Female	227	136	0	0	363
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	1	0	0	0	1
	Female	5	2	0	0	7
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	25	12	0	0	37
	Female	37	21	0	0	58
	Others	0	0	0	0	0
Post Master's (DM,Ayurveda Vachaspathi,M. Ch)	Male	1	11	0	0	12
	Female	0	2	0	0	2
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	No

Details of UGC Human Resource Development Centre, If applicable

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

General Facilities	
Campus Type: Swami Rama Himalayan University, Swami Ram Nagar, Jolly Grant, Dehradun	
Facility	**Status**
• Auditorium/seminar complex with infrastructural facilities	**Yes**
• **Sports facilities**	
* Outdoor	**Yes**
* Indoor	**Yes**
• Residential facilities for faculty and non-teaching staff	**Yes**
• Cafeteria	**Yes**
• **Health Centre**	
* First aid facility	**Yes**
* Outpatient facility	**Yes**
* Inpatient facility	**Yes**
* Ambulance facility	**Yes**
* Emergency care facility	**Yes**
• **Health centre staff**	
* Qualified Doctor (Full time)	**608**
* Qualified Doctor (Part time)	**0**
* Qualified Nurse (Full time)	**1004**
* Qualified Nurse (Part time)	**0**
• Facilities like banking, post office, book shops, etc.	**Yes**
• Transport facilities to cater to the needs of the students and staff	**Yes**
• Facilities for persons with disabilities	**Yes**
• Animal house	**Yes**
• Power house	**Yes**
• Fire safety measures	**Yes**
• Waste management facility, particularly bio-hazardous waste	**Yes**
• Potable water and water treatment	**Yes**

• Renewable / Alternative sources of energy	**Yes**
• Any other facility	**1. Guest House 2. Nanak Sarai 3. Wellness Centre 4. Laundry 5. Tailoring facility 6. Kids Play Centre 7. Daily needs shop 8. Day Care Centre/Creche 9. Gymnasium 10. Pre-Primary School for Staff kids 11. Sewage Treatment Plant 12. Effluent Treatment Plant 13. Paper Recycling Unit 14. Rain Water Harvesting**

Hostel Details
Hostel Type
* Boys' hostel
* Girls's hostel
* Overseas students hostel
* Hostel for interns
* PG Hostel

Health Professional Education Unit / Cell / Department
Year of Establishment:
Education Programs Conducted
* Induction
* Orientation
* Refresher
* Post Graduate

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Swami Rama Himalayan University is a holistic, multidisciplinary institution, dismantling traditional silos, encouraging interdisciplinary research/teaching, integrating humanities/science with STEM. University offers flexible, innovative curricula with credit-based courses/projects. UG programs in science, humanities, commerce/management provide exit options after first/second/third year, providing certificate/diplomas/basic bachelor's degrees, respectively, while Medicine & Nursing follow statutory councils' structure. University plans to conduct more multidisciplinary research with the formation of interdisciplinary research groups consisting of faculty/students from diverse backgrounds collaborating on projects, encouraging seamless integration of knowledge across disciplines.
2. Academic bank of credits (ABC):	University is registered with national digital

	depository (NAD), ID NAD005360. Students are handheld to register, create ABC accounts/ID with support from IT department. Data is uploaded/verified as per protocols of NAD. University organizes advanced workshops by internal/external experts on curriculum development periodically. University is progressing with document digitization. Institution believes in accurate data uploading with multiple checks & balances. Once international collaboration for joint degrees is approved, relevant processes will also be finalized.
3. Skill development:	Institution actively strengthens students' soft skills aligned with National Skills Qualifications Framework. This includes developing specialized courses/workshops enhancing employability, as per industry standards. Programs promoting vocational education along with Value based education inculcating dharma, shanti, love, ahimsa, scientific-temper and life-skills are planned to integrate with mainstream education. University is designing a credit structure to ensure each student takes vocational courses, offered through various modes- online/ distance learning, Industry veterans/ Master Crafts persons are being engaged to bridge gaps providing students with practical-industry-relevant skills.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Aligned with National Education Policy 2020, which recommends integration of Indian Knowledge System into curriculum across all levels of education, University aims to implement a comprehensive plan, incorporating Indian languages, culture/traditional knowledge into its curriculum also creating course modules to promote Indian languages, arts, and culture. Additionally, University contributes to preservation of Indian art, culture, and traditions through festivals, cultural exchanges, and interdisciplinary courses rooted in cultural studies.
5. Focus on Outcome based education (OBE):	University has undertaken comprehensive initiatives to transform its curriculum towards OBE. This involves mapping program outcomes with industry requirements and aligning courses to achieve specific learning objectives. Regular reviews and updates ensure that curriculum remains relevant. Efforts to integrate OBE with teaching-learning practices include development of detailed course outcome matrices which teachers use to design lesson plans,

	assessments, and learning activities directly contributing to intended outcomes. A notable best practice, aligned with NEP 2020, involves establishing committees and subcommittees at various levels of University for Learning Assessment which focus on students' continuous evaluation assisting curriculum refinement.
6. Distance education/online education:	University envisions offering vocational & other courses through Open /Distance Learning mode, extending educational opportunities to a broader audience. This initiative aligns with NEP2020's emphasis on flexible/accessible education. Technological tools for teaching-learning activities are actively developed and utilized. Virtual classrooms, multimedia resources, and interactive online platforms are employed to enhance learning experience.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, an Electoral Literacy Club (ELC) has been set up in the University to encourage voting literacy in all age groups, as per the office order dated 11th January 2022. Role & Responsibilities of Electoral Literacy Club: • Promote voter education • Enhance civic engagement • Increase awareness about ethical voting • Empower youth and build a responsible electorate
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, students' representatives and coordinating faculty members have been appointed by the University to form the Electoral Literacy Club (ELC). The ELC formed by the University is currently functional and representative in character, as it includes members from various constituent academic units, both teaching faculty and students, to ensure a broad representation. The ELC is represented by one teaching faculty member and one student from each constituent academic unit.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from,	The Electoral Literacy Club (ELC) at the University has implemented a range of innovative programs to promote voter awareness and engagement. These initiatives include organizing a voter awareness rally, hosting guest talks on obtaining Voter IDs,

assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	conducting speech competitions emphasizing the power of even one vote, holding pledge ceremonies for voting commitment, and implementing door-to-door awareness campaigns. ELC has also facilitated the voter registration process through on-campus booths. These initiatives collectively showcase the ELC's commitment to comprehensive voter education and inclusivity.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The University has actively undertaken socially relevant initiatives around electoral issues, contributing significantly to the advancement of democratic values and participation in the electoral process. Notable initiatives include organizing voter awareness rallies and, door-to-door awareness campaigns to instil a sense of civic responsibility among students and the community. These efforts showcase the University's dedication to fostering a culture of informed and responsible citizenship, thereby making significant contributions to the promotion of democratic values and active participation in the electoral process.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The confirmation of voter enrolment of students is under process. The Electoral Literacy Club is taking proactive measures to motivate the students to get their Voter IDs made and foster active participation in the electoral process.

Extended Profile

1 Program

1.1

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

Response: 59

File Description	Document
Institutional data in prescribed format	[View Document]

2 Students

2.1

Number of students year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2780	2479	2397	2441	2381

File Description	Document
Institutional data in prescribed format	[View Document]

2.2

Number of graduated students year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
808	765	705	560	645

File Description	Document
Institutional data in prescribed format	[View Document]

3 Teachers

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
296	277	265	257	259

File Description	Document
Institutional data in prescribed format	View Document

3.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
296	277	265	257	259

File Description		Document
Institutional data in prescribed format		View Document

4 Institution

4.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
26273	18479	16563	14792	10524

File Description	Document
Institutional data in prescribed format	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

Curricula developed and implemented have relevance to the local, national, regional and global health care needs which are visible in Programme Outcomes (POs), and Course Outcomes (COs) offered by the University, as per the norms of the Regulatory Bodies.

Response:

The University is engaged in imparting quality education in the areas of Medicine, Nursing, Paramedical, Biosciences, Engineering, Management, Yoga Sciences, Clinical Research, Epidemiology, and Hospital Administration. Curricula are continuously updated in accordance with the provisions & guidelines of regulatory authorities, wherever applicable, taking into consideration the local, national, regional, and global needs. All the programs offered by the six academic units of the University in the last five years, follow the norms and guidelines of respective regulatory bodies, where applicable.

The University follows Choice Based Credit System (CBCS) in most programs and uses the outcome-based education approach in various undergraduate and postgraduate programs as envisaged in the Learning Outcome-based Curriculum Framework (LOCF) of University Grants Commission (UGC) and other statutory bodies such as, National Medical Commission (NMC), Ministry of Health & Family Welfare (MoHFW), The Indian Nursing Council (INC), The Rehabilitation Council of India (RCI), and All India Council for Technical Education (AICTE).

For the development of curricula, due procedure is adopted which includes feedback from various relevant stakeholders, i.e., students, alumni, faculty, industry, and professional bodies. The inputs are discussed in the departments and required changes introduced in the curriculum through the Board of Studies and the Academic Council.

The University offers a basket of core courses, electives, skill/capability enhancement courses, value addition courses, and inter-disciplinary courses in keeping with the recent advances in respective disciplines, as relevant to the programs.The curricula take into consideration the needs of environmental sustainability, community health programs, global health care issues, diseases of epidemic & pandemic potential, international health regulations, impact of climate change, mental health issues, Covid-19, occupational diseases, along with national issues like poverty, safe water, rising burden of NCDs, population explosion, gender empowerment, inadequate health infrastructure, malnutrition, tuberculosis elimination, etc, as also highlighted in the UN's 'Sustainable Development Goals'.

Each program has well defined (program) outcomes as well as course outcomes that are in tune with the expectations of the academia & industrial world, as well as the society & global agencies. The Indian Knowledge System (IKS) is duly incorporated in various programs e.g., in medicine, herb-drug reactions, medicinal extracts from plants, and plants as a source of drugs. Herbal plantation drive under Family adoption program is also a part of regular activities under IKS.

The University has already implemented NEP 2020 by adopting multidisciplinary approach, running interdisciplinary courses, value added courses, skill enhancement courses, electives, besides CBCS, and research initiatives.

File Description	Document
Any additional information	[View Document](#)
Link for Outcome analysis of POs, COs	[View Document](#)
Link for Curricula implemented by the University	[View Document](#)
Link for Additional Information	[View Document](#)

1.1.2

Percentage of Programmes where syllabus revision was carried out during the last five years

Response: 83.05

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

Response: 49

File Description	Document
Syllabus prior and post revision of the courses	[View Document](#)
Minutes of relevant Academic Council/BOS meetings	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Details of the revised Curricula/Syllabi of the programmes during the last five years	[View Document](#)
Any additional information	[View Document](#)

1.1.3

Provide a description of courses having focus on competency/ employability/ entrepreneurship/ skill-development offered either by the University or in collaboration with partner Institutions/Industries during the last five years

Response:

University offers a variety of undergraduate (UG), postgraduate (PG), superspeciality and doctoral programs across health care & allied sciences, bio-sciences, engineering, and management. The

courses within each program, focus on Competency, Employability, Entrepreneurship and Skill Development. The competencies have been chalked out carefully, based on the requirement of society/ industry after intense discussions within the respective department(s). The feedback from stakeholders also guides us when designing this outcome-based curriculum. Emphasis has been laid on teaching/ imparting necessary skills that are required to make our students proficient in their chosen career. These courses are offered through the University's own programs as well as in collaboration with partner institutions and industries. The University has a strong focus on providing students with hands-on experience through field projects, clinical postings, internships, and other practical training opportunities; for medicine and allied courses, the hospital provides ample opportunities in experiential learning. In the last five years, the University has signed several Memorandums of Understanding (MOUs) with national and international institutions, providing platforms to students for skill enhancement. Currently, a number of programs at various UG & PG levels offer opportunities for internships & dissertations, besides clinical postings, and are oriented towards enhancing competency/ employability/ skill development/ entrepreneurship, among students.

- The Medical college offers a competency based curriculum for MBBS as per National Medical Council guidelines, integrating therein professional development through skills-labs/simulation training, bed side teaching, internships, etc. Nursing college has also adopted a competency-based curriculum as per Indian Nursing Council. MoUs with universities & industry, and students exchange programs further strengthen the curriculum by allowing exchange of knowledge and resources for skill-enhancement & overall development of students. The Hospital Administration program not only teach courses on management, human-resource, finance etc but also offers a unique opportunity of working on a live-project. The students in Bio-sciences obtain training for the relevant industry by way of practical courses such as bio-technology, molecular biology, bio-chemsitry, etc. Students in engineering take training in specialised areas such as cloud computing, cyber-security, artificial intelligence, machine learning, etc. Management programs offer courses training students in finance, human resource, marketing, and other functional areas. Courses in Yoga, not only provide indepth knowledge but also training for therapy and holistic health management.

- The internships taken up by students help them get sensitized to future job challenges. Various Internships by health-care program students in the hospital, and other programs' students in the industry have been undertaken, for example, Engineering- TCS iON, THDC, BHEL, Diginique Tech labs, IBM, etc on app development, machine learning, artificial intelligence, cloud computing, and web development. The students of Biomedical Engineering can also undergo internship /hands-on training at Himalayan Hospital within campus. Similarly, students in other programs also undergo such hands-on/ live/ experiential learning.

- Entrepreneurship Development cell (EDC) organizes activities for students to promote creativity, understand challenges in the business world, and develop leadership for setting-up their own enterprise.
- Courses on Personality Development, English Communication, Computer Application, Statistical Research, also enhance the skill and competency of students.

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)
Link for courses having focus on competency/ employability/ entrepreneurship/ skill-development	[View Document](#)
Link for MOUs with Institutions / Industries for offering these courses	[View Document](#)

1.2 Academic Flexibility

1.2.1

Percentage of Programmes in which Choice-Based Credit System (CBCS)/Elective Course System has been implemented, wherever provision was made by the Regulatory Bodies (Data for the preceding academic year).

Response: 100

1.2.1.1 Number of programmes in which CBCS/ Elective course system implemented.

Response: 27

1.2.1.2 Total number of Programmes where there is regulatory provision for CBCS / elective course system

Response: 27

File Description	Document
University letter mandating implementation of CBCS by the institution	[View Document](#)
Structure of the program clearly indicating courses, credits/Electives as approved by the competent board	[View Document](#)
Minutes of relevant Academic Council/BoS meetings Clearing indicating the adoption of CBCS System and/or	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Document for Structure of Programs mentioning the Credit Allocation and Elective options	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

1.2.2

Percentage of new degree programmes, fellowships and diplomas introduced by the university across all Faculties during the last five years (certificate programmes are not to be included)

Response: 10.17

1.2.2.1 Number of new Degree Programmes, Fellowships and Diplomas introduced by the University during the last five years

Response: 6

File Description	Document
Minutes of relevant Academic Council/BoS meetings Clearing approving the introduction of new Degree Programmes, Fellowships and Diplomas claimed in the SSR	[View Document](#)
List of the new Programmes introduced during the last five years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

1.2.3

Percentage of interdisciplinary courses under the programmes offered by the University during the last five years

Response: 48.58

1.2.3.1 Number of interdisciplinary courses offered by institution during the last five years

Response: 2304

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

Response: 4743

File Description	Document
Minutes of relevant Academic Council/BoS meetings Clearly approving the interdisciplinary Courses with specifications of departments involved	[View Document](#)
List of Interdisciplinary courses under the programmes offered by the University during the last 5 years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Gender, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics in the curricula

Response:

The University has integrated cross cutting themes like gender sensitivity, environment and sustainability, human values, professional ethics, health determinants, rights to health issues and emerging demographic changes into its programs through various curricular interventions and inclusion of courses and value-added courses (VACs).

Gender Sensitivity:

The students are sensitized on gender issues, sex differences and their abnormalities, prevention of sexually transmitted diseases, avoiding sexual harassment & abuse, women empowerment, gender based nutritional requirement for growth & development within the purview of Rural Child Health Programs

under Community Medicine, Physiology, and MD Radiation. Courses such as Nursing Foundation, Child Health Nursing, Community Health Nursing, Obstetrics & Gynecology Nursing and M.Sc. Clinical Research specifically address the gender sensitivity issues. Even management programs address gender issues in courses such as Business Ethics, and Organisational Change & Development.

Environment Sustainability:

Environmental Studies are taught across all the clinical and non-clinical programs as well as other disciplines in the University. For clinical programs, the course includes infection control practices, biomedical waste management, specific infection control measures such as isolation, quarantine, immunization for communicable diseases, promoting safety protocols (spillage management), employee safety indicators (needle stick injuries), and radiation safety. Areas of concern like water conservation, preserving the ecosystem & natural resources, pollution control measures, principles of recycling & reuse of water for gardening, and environment management system are part of curricula. The Nursing College even offers a VAC on Environment Toxicity and Health.

Human Values and Professional Ethics:

The University motto 'Love- Serve- Remember', is reflected in teaching & learning processes, healthcare services, outreach activities, management of human resources and other core areas. To develop a strong moral compass and a sense of social responsibility amongst the students, human values and professional ethics are included in the curriculum of various programme such as MBBS, MS/MD, M.Ch., DM, Master in Hospital Administration, M.Sc. Clinical Research M.Sc. Epidemiology, Paramedical, Nursing, Yoga Sciences, Bio Sciences, Management Studies, Science and Technology. MBBS program also offers an AETCOM module i.e., Attitude, Ethics and Communication for attainment of core competence.

Health Determinants, Rights to Health issues, Emerging Demographic Changes:

Issues related to Right to Health & Welfare, health determinants, demographic factors are included in the curriculum at various levels. To achieve the goal of health for all, rural and urban health care services are provided by the teaching hospital of the University under Ayushman Bharat Yojana. In addition, outreach activities like free health camps, free distribution of medicines are organized. The Medical College has its own Primary Health Centre (PHC) where the students are deployed for serving the rural population. Several health awareness programs, seminars, conferences, exhibitions, rallies, and training programs are organized from time-to-time

File Description	Document
List of courses that integrate crosscutting issues mentioned above	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)
Link for list of courses that integrate crosscutting issues mentioned above	[View Document](#)
Link for description of the courses which address Gender, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics in the Curricula	[View Document](#)

1.3.2

Number of value-added courses offered during the last five years that impart transferable and life skills.

Response: 124

1.3.2.1 Number of value-added courses are added within the last five years

Response: 124

File Description	Document
Institutional data in prescribed format	[View Document](#)
Brochure or Course content or syllabus relating to Value added courses to be uploaded in the SSR	[View Document](#)
Any additional informatiom	[View Document](#)
Link for additional information	[View Document](#)

1.3.3

Percentage of students successfully completed the value-added courses during the last five years

Response: 38.68

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

2022-23	2021-22	2020-21	2019-20	2018-19
1381	968	1192	525	760

File Description	Document
The institution should provide list of the students as per the requirement in the template failing which the claim will not be considered	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

1.3.4

Students undertaking field visits / research projects / Industry internships/ visits/Community postings as a part of curriculum enrichment

Response:

The University fosters holistic development of students through carefully designed curricula by way of giving opportunities for field visits, research projects, industry internships, visits, and community postings as a part of curriculum enrichment.

Field visits

Field visits are made by students in medicine, nursing, yoga, bio-sciences, engineering, and management areas.

MBBS students are engaged in field visits under the Community Medicine department. Family adoption program is an integral part of their undergraduate training where each student adopts 5 families and takes their socio demographic details, basic healthcare profile followed by regular health checkups. They also accompany their adopted families to the multi-speciality health camps organised periodically at Rural Health Training Centres (RHTC). They participate in health camps, awareness programs, school health camps, AWC and preventive healthcare initiatives conducted by the department. They collaborate with local communities, conduct health screenings, educate residents on hygiene, nutrition, and disease prevention, fostering a proactive approach to public health. Students also contribute to data collection, community health surveys, and play a vital role in promoting healthcare literacy within the community.

The Nursing students visit various organizations/ facilities as part of their industrial visit/ educational tour like Pollution Control Board, BHEL (Haridwar), Wadia Institute of Himalayan Geology (Dehradun), water treatment plant, milk plant etc. Yoga students visit yoga centres and like places in nearby and distant areas. Hospital administration students go to nearby district hospitals and corporate hospitals; management students go to production facilities in manufacturing

companies; engineering students visit sewage treatment plant for their environmental studies; and, bio-sciences students visit pharmaceutical companies to see their R&D/ production units.

Research Projects

Research Projects are conducted in medicine, nursing, yoga, bio-sciences, management, and engineering programs. Such projects help students understand new emerging issues/ patterns and train them in conducting research, helping them develop their analytical and writing abilities.

Internships

The University offers opportunity for internships to the students of all healthcare programs such as MBBS, paramedical program, nursing, and clinical research varying from 6 months to a year. Students of engineering, and management are provided industry internships for 6 weeks duration.

Community posting

Medical interns are posted for 3 weeks each by rotation at Urban Health Training Centres (UHRTC), and RHTC. Post graduate medical students are posted for 3 months under the District Residency Program in various parts of Uttarakhand.

As per the Post-Graduate Medical Education Regulation, doctors have to be trained in diverse settings including those which are close to the community. Hence, they are posted in the District Health System / District Hospitals under the District Residency Program for 3 months.

Nursing students are also posted in rotation at UHRTC and RHTC centres.

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)
Link for list of Programmes and number of students undertaking field visits / research projects / internships/Industry visits/Community postings	[View Document](#)

1.4 Feedback System

1.4.1

Mechanism is in place to obtain structured feedback on curricula/syllabi from various stakeholders.Structured feedback received from:

1. Students
2. Teachers

3. **Employers**
4. **Alumni**
5. **Professionals**

Response: A. All of the above

File Description	Document
Stakeholder feedback report as stated in the minutes of the Governing Council/Syndicate/ Board of Management	[View Document](#)
Sample filled in Structured Feedback forms designed by the institution for each category as claimed in SSR	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for feedback report from stakeholders	[View Document](#)
Link for additional information	[View Document](#)

1.4.2

Feedback process of the Institution may be classified as:

Response: A. Feedback collected, analysed and action taken on feedback and relevant documents are made available on the institutional website

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any other relevant information	[View Document](#)
Action taken report of the University on feedback as stated in the minutes of the Governing Council/ Syndicate/ Board of Management	[View Document](#)
URL for stakeholder feedback report	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories.

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

Response: 89.48

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

2022-23	2021-22	2020-21	2019-20	2018-19
439	391	366	366	373

2.1.1.2 Number of seats earmarked for reserved categories as per GOI or State Govt. norms year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
478	445	425	420	395

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File Description	Document
Institutional data in prescribed format	[View Document](#)
Initial reservation of seats for admission	[View Document](#)
Final admission list published by the HEI	[View Document](#)
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)	[View Document](#)
Any additional information	[View Document](#)
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution.	[View Document](#)
Admission extract submitted to the state OBC, SC and ST cell every year.	[View Document](#)
Link for additional information	[View Document](#)

2.1.2

Student Demand Ratio applicable to programmes where state / central common entrance tests are not conducted

Response: 59.58

2.1.2.1 Number of eligible applications received year-wise during the last five years for programmes where State / Central Common Entrance Tests are not conducted

2022-23	2021-22	2020-21	2019-20	2018-19
10394	10017	11658	9192	9082

2.1.2.2 Number of seats available year-wise/eligible applications received during the last five years where *State / Central Common Entrance Tests are not conducted*

2022-23	2021-22	2020-21	2019-20	2018-19
935	850	810	825	815

File Description	Document
The details certified by the Controller of Examination or Registrar evaluation clearly mentioning the programs that are not covered under CET and the number of applications received for the same	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Extract of No. of application received in each program	[View Document](#)
Document relating to Sanction of intake	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.1.3

Student enrollment pattern and student profile demonstrate - national/international spread of enrolled students from other states and countries

Response: 26.91

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

2022-23	2021-22	2020-21	2019-20	2018-19
751	689	670	645	604

2.1.3.2 Total number of students enrolled in that year

2022-23	2021-22	2020-21	2019-20	2018-19
2780	2479	2397	2441	2381

File Description	Document
Previous degree/ Matriculation / HSC certificate from other state or country	[View Document](#)
List of students from other states and countries	[View Document](#)
Institutional data in prescribed format	[View Document](#)
E-copies of admission letters are issued to the students enrolled from other States / Countries.	[View Document](#)
Copy of the domicile certificate as part of the from other states and countries and/or Previous degree/Matriculation / HSC certificate from other state or country	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.2 Catering to Student Diversity

2.2.1

The Institution assesses the learning levels of the students after admission and organises special programmes for advanced learners and slow performers

The Institution:

1. **Adopts measurable criteria to identify low performers.**
2. **Adopts measurable criteria to identify advanced learners**
3. **Organizes special programmes for low performers and advanced learners**
4. **Follows protocols to measure students' achievement**

Response: A. All of the above

File Description	Document
Proforma created to identify slow learners/advanced learners	[View Document](#)
Methodology and Criteria for the assessment of Learning levels Details of special programmes	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Details of outcome measures	[View Document](#)
Consolidated report submitted to Dean academics /Dean student's welfare on special programs for advanced learners and slow learners	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.2.2

Student - Full- time teacher ratio (data of preceding academic year)

Response: 9.39

File Description	Document
List of students enrolled in the preceding academic year	[View Document](#)
List of full time teachers in the preceding academic year in the University (with Designation and Highest Qualification obtained)	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.3 Teaching- Learning Process

2.3.1

Student-centric methods, are used for enhancing learning experiences by:

- **Experiential learning**
- **Integrated/Inter-disciplinary learning**
- **Participatory learning**
- **Problem-solving methodologies**

- **Self-directed learning**
- **Patient-centric and Evidence-based learning**
- **The Humanities**
- **Project-based learning**
- **Role play**

Response:

To enrich students' learning experience, Swami Rama Himalayan University has adopted the following student-centric methods:

Experiential Learning

Students are encouraged to learn through hands-on experiences and reflection. This involves field trips, community visits, industrial visits, clinical rotations, hospital postings, and training programs by the Skills & Simulation Center of Excellence in HIMS. Internships are available across university programs. Active participation in health camps and awareness campaigns is a crucial aspect of experiential learning in the University. Students also explore diverse healthcare approaches at the Aayush-related learning cum therapy center.

Integrated/Interdisciplinary learning

The Himalayan Institute of Medical Sciences excels in integrated and interdisciplinary learning, a vital aspect of modern medical education. Emphasizing holistic development, dynamic and interactive teaching sessions are organized, focusing on a wide range of pivotal health topics such as Tuberculosis, Anemia, Basic Life Support, and crucial aspects of mental well-being and stress management. These sessions, designed to be both engaging and informative, encourage students to connect diverse medical disciplines, fostering a deeper understanding of healthcare. The integrated learning modules are carefully crafted to promote active learning, utilizing methods like case studies, simulations, and group discussions. This approach enhances both theoretical knowledge and sharpens critical thinking skills of the students. By integrating various aspects of medicine and healthcare, the students are prepared to face the multifaceted challenges of the medical field. Similar approach is followed in all Departments across the University Top of Form

Participatory Learning:

Students are urged to actively contribute through discussions, group activities, debates, peer interactions, seminars, conclaves, and workshops. Some students serve on institutional committees such as the Anti Ragging committee and Institutional Quality Assurance Committee. Additionally, students actively participate in the planning and execution of commemorative days through clubs like YOUNITE and associations like the Student Nurse Association, fostering critical thinking and teamwork, and creating a dynamic learning environment.

Problem-Solving Methodologies: The curriculum incorporates problem-solving methodologies, presenting students with genuine, real-life problems or case studies that demand analysis, evaluation, and the proposal of solutions. This method aims to improve students' analytical skills, decision-making capabilities, and creative thinking.

Self Directed Learning: Students have access to self-paced learning opportunities through online platforms and multimedia resources. The flipped classroom model is implemented, with documented self-directed sessions in students' logbooks. E-learning content on INFLIBNET LMS gives students access to electronic resources, research materials, and interactive content from e-PG Pathshala. The SWAYAM NPTEL Local Chapter at SRHU allows students to enroll in MOOC courses, facilitating self-paced learning.

Patient-centric and evidence-based learning: Small group sessions are arranged, employing a patient-based approach that relies on case-based learning and problem-based learning as the foundational elements. These approaches aim to enhance the quality of healthcare professionals' education.

The Humanities: Humanities is incorporated into the curriculum primarily via elective courses, orientation programs, and periodic competitions. The Swami Rama Centre, in this regard, stands out as a distinctive feature of the university.

Project Based Learning: Students are involved in extended projects fostering self-directed learning, research skills, and project management.

Role Play: Role plays are included as teaching learning methods during sessions of integrated teaching.

File Description	Document
Any additional information	[View Document](#)
Link for list of student-centric methods used for enhancing learning experiences	[View Document](#)
Link for additional information	[View Document](#)

2.3.2

Has provision for the use of Clinical Skills Laboratory and Simulation Based Learning

The Institution:

1. **Has Basic Clinical Skills Training Models and Trainers for clinical skills in the relevant disciplines.**
2. **Has advanced patient simulators for simulation-based training**
3. **Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation centre**
4. **Conducts training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning**

Response: A. All of the above

File Description	Document
Report on training programmes in Clinical skills lab/simulator Centre	[View Document](#)
Proof of patient simulators for simulation-based training	[View Document](#)
Proof of Establishment of Clinical Skills Laboratories	[View Document](#)
List of clinical skills training modals	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Geo-tagged photographs of clinical skills lab facilities, clinical skills modals, patients simulators	[View Document](#)
Details of training programs conducted and details of participants	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.3.3

Teachers use ICT-enabled tools for effective teaching and learning process, including online e-resources

Response:

Teachers at the University leverage ICT (Information and Communication Technology) enabled tools and online resources to enhance the teaching and learning experience. These tools encompass various technologies, including multimedia presentations, LCD projectors, learning management systems (LMS), virtual classrooms and smartboards. The University has 100% ICT-enabled classrooms. The entire campus is equipped with Wi-Fi and broadband Internet connectivity. LCD projectors, smart boards, and Internet access are available in all classrooms. The E-learning resource lab is equipped with video conferencing facilities.

Below is a list of essential ICT-enabled tools, including online e-resources:

- To promote the effective use of ICT in education, the University utilizes an Integrated Digital Teaching Device (IDTE) as a comprehensive solution. The University's E-Content Development cell employs this cutting-edge technology to ensure students receive high-quality e-content that enriches their learning experience. E-Content Development cell gives regular trainings to faculty members and follows a systematic approach to content creation. Faculty members have produced numerous lectures covering various programs, creating a comprehensive repository of knowledge accessible to students at their convenience.
- The University has established a Memorandum of Understanding (MOU) with INFLIBNET-LMS

(ILMS). A diverse array of e-content, comprising courses, video lectures, and interactive study materials across multiple disciplines, is generated and uploaded by teachers on ILMS. This platform not only provides students with extended access to a wealth of e-resources but also offers research materials and interactive multimedia content through e-PG Pathshala.

- Teachers generate and employ multimedia presentations, including slideshows, videos, or interactive content, to visually present information in an engaging and dynamic way. This captivates students' attention and enhances subject comprehension.
- The Central Library at the University provides access to advanced reading materials through the e-Library, including resources from EBSCO, facilitating knowledge enrichment for both faculty members and students. The library houses an extensive collection of 8002 e-books and subscribes to 7004 international and national e-journals. Notably, it has secured access to significant health science literature from reputed publishers such as Elsevier Science, Walters Kluwer, BMJ Publishing, Wiley Online Library, Taylor and Francis Health, Oxford University Press Health Science, and Cochrane Library. Teachers encourage students to use these online resources, such as e-books, academic journals, educational websites, and digital libraries, to conduct research and gather information. This helps broaden their knowledge base and promotes independent learning.

- The establishment of a SWAYAM NPTEL Local Chapter at the University presents an avenue for students to enroll in courses from Massive Open Online Course (MOOC) platforms. This facility enables the students to acquire skills and knowledge beyond traditional classroom settings and obtain additional certifications.
- The utilization of the flipped classroom model through platforms like Google Classroom, Google Meet, Microsoft Teams, and Zoom, combined with interactive online learning activities, creates a flexible curriculum that is user-friendly. This approach enables learners to study at their own pace. Additionally, the use of these online collaboration tools enhances communication and collaboration among students. These tools support virtual group activities, peer feedback, and class discussions, promoting engagement and interaction.

File Description	Document
Any additional information	[View Document](#)
Link of the details of ICT-enabled tools used for teaching and learning	[View Document](#)
Link for list of teachers using ICT-tools	[View Document](#)
Link for additional information	[View Document](#)

2.3.4

Student :Mentor Ratio (preceding academic year)

Response: 10

2.3.4.1 Total number of mentors in the preceding academic year

Response: 278

File Description	Document
Records of mentors-mentee meetings.	[View Document](#)
Log Book of mentors	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Details of fulltime teachers/other recognized mentors	[View Document](#)
Copy of circular pertaining to the details of mentor and their allotted mentees	[View Document](#)
Approved Mentor list as announced by the HEI	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)	

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

File Description	Document
Year-wise list of fulltime teachers and sanctioned posts for the last 5 years (Certified by the Head of the Institution)	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Faculty position sanction letters by the competent authority	[View Document](#)
Appointment letters of faculty during last five years	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)	

2.4.2

Average percentage of fulltime teachers with Ph.D./D.Sc./D.Lit./ DM/M Ch/DNB in super specialities /other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D

guides as per the eligibility criteria stipulated by the Regulatory Councils / Universities during the last five years

Response: 50.16

2.4.2.1 Number of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils. Last five years data to be entered.

2022-23	2021-22	2020-21	2019-20	2018-19
160	144	135	127	115

File Description	Document
List of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils and the	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Copies of Guide-ship letters or authorization of research guide provide by the competent authority	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.4.3

Average teaching experience of fulltime teachers in number of years (preceding academic year)

Response: 12.26

2.4.3.1 Total teaching experience of fulltime teachers in number of years (cumulative experience)

Response: 3629.13

File Description	Document
List of full-time teachers for the preceding academic year with their designation, department and number of years of teaching experience	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Experience certificate of full time teacher	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.4.4

Average percentage of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years.

Response: 90.63

2.4.4.1 Number of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years

2022-23	2021-22	2020-21	2019-20	2018-19
250	251	248	238	238

File Description	Document
Reports of the e-training programmes	[View Document](#)
List of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years	[View Document](#)
List of e-contents / e courses / video lectures / demonstrations developed	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Certificate of completion of training for development of and delivery of e-contents / e-courses / video lectures / demonstrations	[View Document](#)
Any additional information	[View Document](#)
Web-link to the contents delivered by the faculty hosted in the HEI's website	[View Document](#)
Link for additional information	[View Document](#)

2.4.5

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 / academics during the last five years

Response: 30.79

2.4.5.1 Number of fulltime teachers who received awards and recognitions for excellence in teaching and 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

2022-23	2021-22	2020-21	2019-20	2018-19
102	103	62	74	78

File Description	Document
Institutional data in prescribed format	[View Document](#)
Certified e-copies of award letters (scanned or soft copy)	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

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

Response: 8.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	8	9	10

File Description	Document
Reports from Controller of Exam (COE) office/ Annual reports mentioning the relevant details.	[View Document](#)
List of programmes and dates of last semester-end/year-end examinations and the dates of declaration of results	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.5.2

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

Response: 0.18

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	6	4	5	2

2.5.2.2 Number of students who have appeared for the exams year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3845	2929	2784	2586	2691

File Description	Document
Reports of Examination Sections	[View Document](#)
Minutes of the grievance cell / relevant body	[View Document](#)
List of complaints / grievances year-wise during the last 5 years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Certificate from Registrar / Controller of examination / Data on student grievances from the office of the Registrar (Evaluation)	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.5.3

Evaluation-related Grievance Redressal mechanism followed by the Institution: ...

The University adopts the following mechanism for the redressal of evaluation-related grievances.

Options(Opt one which is applicable to you):

> **1.Double valuation/Multiple valuation with appeal process for retotalling/revaluation and access to answer script**

> **2.Double Valuation/Multiple valuation with appeal process for revaluation only**

3. Double Valuation/Multiple valuation with appeal process for retotalling only

4. Single valuation and appeal process for revaluation

5. Grievance Redressal mechanism does not exist

Response: A. Double valuation/Multiple valuation with appeal process for retotalling/revaluation and access to answer script

File Description	Document
Report of the Controller of Examination/ registrar evaluation regarding the Grievance Redressal mechanism followed by the Institution	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)
Provide links to the examination procedure and re-evaluation procedure developed by the institution and duly hosted in the institution's website	[View Document](#)

2.5.4

Reforms in the process and procedure in the conduct of evaluation/examination; including Continuous Internal Assessment to improve the examination system.

Response:

The University has a well-established and efficient centralized examination management system for all constituent academic units. Over the past 5 years, several reforms have been introduced in the examination system. Some key reforms in the examination procedures are listed below:

Examination procedures

Reforms	Positive Impact(s)
Availability of Question Bank.	It ensures diversity & depth of content & helps confidentiality.
Moderation of question paper bank.	Maintain standards and coverage of syllabus among all the units.
Common well-structured format for Question paper amongst all programmes of the University, wherever applicable.	Fair judgment and equal choices for the students of various programmes.
Appointment of Vigilance Squad	Restriction of any type of malpractices/ unfair

	means and strict vigilance.
Coding of Answer Scripts prior to evaluation.	Provides confidentiality, unbiased and fair evaluation.
Establishment of Central Evaluation.	Safe custody of answer Scripts. Fair and time bound evaluation to declare the result.

Establishment of CCTV.	CCTVs in the vicinity of the examination rooms' controls malpractices and unwanted activity.
Provision of special examination for the passing out final end-semester students.	Provides more scope to final year students for their placements and higher studies.
Provision of 'Double Evaluation System in Medical and Nursing Programmes and provision of checker wherever there is single evaluation system.	Ensures fair evaluation and accountability of the evaluation process.
Showing the evaluated Answers Scripts to the students before declaration of result or after the result declaration wherever required.	Transparency in the evaluation. Reduction in number of grievances.

Processes integrating IT

Reforms	Positive Impact(s)
Examination Management System (EMS): ERP based Examination Management Portal has been used by the University.	The system provide online application forms and generates eligible list of students, admit cards, attendance sheets and Declaration of result.
Availability of an updated application for OMR.	Scanning of OMR Answer Script in detailed and error free scoring.
Registered with (NAD)/ Digi Locker/ (ABC)	SRHU registered in NAD with id NAD005360.
Use of Plagiarism software.	Turnitin allows teachers to check for plagiarism and ensure originality.

Continuous internal assessment system

Reforms	Positive Impact(s)
A student must obtain a minimum 40% marks in UG and 50% in PG course in internal assessments, to appear in the End Semester Examinations. Wherever applicable, continuous internal assessment is according to provisions of Regulatory bodies.	Provides adequate scope to the students to improve their performance.

Competency-based assessment

Reforms	Positive Impact(s)

SRHU has implemented competency based curriculum which obligates a vastly different perspective on assessment.	It lays down the expected knowledge, skills and competencies that students should acquire by end of their educational journey.

Workplace-based assessment/ Self-Assessment

Reforms	Positive Impact(s)
Workplace Based Assessment and Self-Assessment in internal/ sessional assignments are practiced specially in Medical, Nursing, and allied branches.	Skill development and its application for a particular course and program has led to enhancement in professionalism and employability of students.

OSCE/OSPE

Reforms	Positive Impact(s)
Objective Structured Clinical Examination / Objective Structured Practical Examination especially in medical and nursing programs.	Helps in integration of learning, knowledge, and clinical skills for standardized outcomes.

File Description	Document
Any additional information	[View Document](#)
Link for details of examination reforms implemented during the last 5 years	[View Document](#)
Link for additional information	[View Document](#)

2.5.5

Status of automation of the Examination division, using Examination Management System (EMS) along with an approved online Examination Manual

1. **Complete automation of entire division & implementation of the Examination Management System (EMS)**
2. **Student registration, hall ticket issue & result processing**
3. **Student registration and result processing**
4. **Result processing**
5. **Manual methodology**

Response: All of the above

File Description	Document
The present status of automation., Invoice of the software, & screenshots of software	[View Document](#)
Snap shot of the EMS used by the institution	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Copies of the purchase order of the software/AMC of the software	[View Document](#)
Any additional information	[View Document](#)
Annual report of examination including present status of automation as approved by BOM / Syndicate / Governing Council	[View Document](#)
Link for additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes /graduate attributes as per the provision of Regulatory bodies which are integrated into the assessment process and widely publicized through the website and other documents

Response:

At the University, the adoption of a learning outcomes-based education model provides a focus and promotes transparency, accountability, continual enhancement, and a student-centered orientation. The University adheres to the Choice Based Credit System (CBCS) and implements an outcome-based education approach, aligning with guidelines from NMC-CBME, INC, Ministry of Health and Family Welfare, as well as those from organizations like AICTE, & LOCF of UGC, among others. All programs are meticulously designed to ensure that graduates exhibit essential and well-rounded attributes, seamlessly integrated with learning outcomes, activities, and assessment processes.

Common learning outcomes for graduate programs throughout the University, encompass the following attributes:

1. Critical Thinking and Problem-Solving
2. Communication Skills
3. Collaborative Teamwork
4. Information Literacy
5. Ethics and Social Responsibility
6. Environment and Sustainability

Program-specific learning outcomes are tailored to the distinct field of study, varying across disciplines.

Regulatory bodies recommend program outcomes in programs under their purview, with well-defined course outcomes and competencies for each course to align with program outcomes. In programs, other than which are not within the purview of regulatory bodies, academic units create outcomes which are included in curricular documents. These outcomes serve as a guiding principle for curriculum development, instructional design, and assessment strategies. They reflect the expected knowledge, skills, and competencies students should acquire by the end of their educational journey at the University. Course outcomes (CO) are broadly based on Bloom's taxonomy and Miller's pyramid.

Additionally, faculty members create specific learning objectives (SLOs) for each session, incorporating them into lesson plans. These objectives are openly discussed with students before and during individual sessions. Attributes and outcomes are communicated to all students during orientation programs. In every University program, each student is given access to a link containing the curriculum document, which includes a comprehensive list of desired attributes and learning outcomes. The students are encouraged to regularly visit the site to monitor their own progress. The prescribed books that students consult before each session include suitable content addressing the relevant outcomes and competencies expected to be acquired by the learner.

The achievement of outcomes is evaluated through, both Formative and Summative examinations. Questions in these assessments are aligned with outcomes using a blueprint for each course. Theory examinations assess outcomes through various question types such as short answer questions, critical thinking questions, structured essay questions, problem-based questions, and clinical scenarios wherever applicable. Practical assessments employ various techniques, including direct observation, Objective Structured Clinical Examination (OSCE) where relevant, Objective Structured Practical Examination (OSPE), logbooks, and practical manuals. Immediate feedback is emphasized after formative assessments. Summative examination results undergo thorough review, with feedback provided to administrative heads for necessary changes, reforms, and corrective actions to enhance the system.

The goal at the conclusion of any program is for students to attain academic excellence, cultivate critical thinking, prepare for teamwork, uphold ethical standards, and foster leadership qualities, evolving into dedicated and focused professionals.

File Description	Document
Any additional information	View Document
Link for additional information	View Document
Link for relevant documents pertaining to learning outcomes and graduate attributes	View Document
Link for methods of the assessment of learning outcomes and graduate attributes	View Document

2.6.2

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

Response: 94.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
754	711	646	523	575

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

2022-23	2021-22	2020-21	2019-20	2018-19
790	735	654	553	621

File Description	Document
Trend analysis in graphic form (Refer annexure 02 of SOP)	[View Document](#)
List of Programmes and the number of students appeared and the number of students passed in the final year examination each year for the last five years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Annual reports of examination results as placed before BOM/ Syndicate/ Governing Council for the last five years	[View Document](#)
Link for additional information	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

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

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

The institution has a well defined Research promotion policy and the same is uploaded on the institutional website

Response:

The University aims to become a leading centre of research, innovation and translation, besides education, for which it has developed elaborate guidelines, called, University's Research Promotion Policy. Aligned to the UGC, NMC, INC, and, Science, Technology & Innovation Policy of India, University aspires to be a major contributor to research & innovation in health & sciences, and technology & management, in addition to urban & rural education, and social upliftment.

University works with a vision to transform R&D activities in all its colleges, and create many centers of excellence, research parks, innovation centers & technology business clusters promoting collaboration & cooperation amongst institutions and industries within the region to transform the state's S&T & innovation ecosystem. Through its chain of Startups, which have already made a humble beginning, the University aims to provide employment and add to the state's economy.

The broad objectives of the Research Policy are:

- To promote research, development and innovation in different colleges of the University with parity in spirit and gender.
- To ensure integrity, quality, and ethics in research.
- To incentivize the enhancement of intellectual capital.
- To facilitate national and international research collaboration and partnerships.
- To encourage consultancy and industry-academia collaboration.

Under its Research Policy, the position of a Dean Research was created during the 12th meeting of the Board of Governors (BOG) in 2017; after which budget has been allocated annually for research. The assigned budget for R&D from year 2018 till 2023 has been Rs.367.00 Lakh, Rs. 367.00 L, Rs.108.00 Lakh, Rs. 365.00 Lakh, Rs. 385 .00 lakh, and Rs.1000.00 Lakh, respectively.

The budget is utilized towards intramural grant to the teachers of University, expanding/ upgrading infrastructure for research, both at the college, as well as, central level, some examples of which are: Central Research Lab, Museum, Media Lab, Clinical Trial Lab, and Biobank. Incentives for publishing papers and receiving extramural grant, patent filing, organizing Conferences/Seminars, and travel grant for paper participation/paper presentation in conferences, workshops & seminars are also awarded.

The University promotes research through Research Committees at the college level, and the University Research Committee, at the central level, since 2017. University has implemented the Research Developmental Cell Guidelines of the UGC and has created three-tier Governance & Monitoring Structure for implementation and monitoring of Research Policy. These monitoring structures are: Research Advisory Committee (RAC), University Research Committee (URC), and Research

Committees at college level. At each tier, there are eminent researchers, scientists, policy makers and Government officials with an eye on immediate, medium-term and long-term objectives for strategizing, prioritization, timely implementation, mentorship, and course correction, from time to time. The Vision, Mission and Governance enshrined in its Research Policy ensures functional autonomy, transparency, accountability and adaptability by strengthening a conducive research environment.

File Description	Document
Minutes of the meetings of Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	[View Document](#)
Document on Research promotion policy	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.1.2

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

Response: 45.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
116	77.01	26.49	4.67	1.79

File Description	Document
Minutes of meetings of the relevant bodies of the University	[View Document](#)
List of teachers receiving seed money and details of seed money received	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized (Refer annexure number -01)	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.1.3

Average Percentage of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research participation in Indian and Overseas Institutions during the last five years

Response: 28.06

3.1.3.1 Number of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research and conference participation in Indian and Overseas Institutions year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
45	49	73	106	100

File Description	Document
List of teachers and their national/international fellowship details	[View Document](#)
Certified e-copies of the award / recognition letters of the teachers	[View Document](#)
any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.1.4

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

Response: 73

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	18	14	10	10

File Description	Document
Registration and guide / mentor allocation by the institution	[View Document](#)
List of research fellows and their fellowship details	[View Document](#)
Institutional data in prescribed format	[View Document](#)
E copies of fellowship award letters	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.1.5

University has the following facilities

1. **Central Research Laboratory / Central Research Facility**
2. **Animal House/ Medicinal Plant Garden / Museum**
3. **Media laboratory/Business Lab/e-resource Studios**
4. **Research/Statistical Databases/Health Informatics**
5. **Clinical Trial Centre**

Response: All of the above

File Description	Document
List of facilities available in the university and their year of establishment	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Videos and geo-tagged photographs	View Document
Link for additional information	View Document

3.1.6

***Percentage of departments with recognition by ICMR-CAR, DST-FIST, DBT, MCI, DCI, PCI, AICTE, AYUSH, NACO, WHO**, NIH etc. and other similar recognitions by national and international agencies,* **(excluding mandatory recognitions by Regulatory Councils for UG /PG programmes)**

Response: 46.67

3.1.6.1 The Number of departments with recognition by ICMR-CAR, DST-FIST, DBT, MCI, DCI, PCI, AICTE, AYUSH, NACO, WHO, NIH etc. and other similar recognitions by national and international agencies

2022-23	2021-22	2020-21	2019-20	2018-19
04	04	02	02	02

3.1.6.2 Number of departments offering academic programmes year - wise during last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
06	06	06	06	06

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-version of departmental recognition award letters	[View Document](#)
Details of the departments offering academic programmes certified by the head of the Institution /University	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.2 Resource Mobilization for Research

3.2.1

Total Grants for research projects / clinical trials sponsored by non-government sources such as industry, corporate houses, international bodies, endowments, professional associations, endowment-Chairs etc., in the Institution during the last five years

Response: 319

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

2022-23	2021-22	2020-21	2019-20	2018-19
319	0	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of the grant award letters for research projects sponsored by non-government organizations	[View Document](#)
e-copies of grants awarded for clinical trials	[View Document](#)
Any other relevant information	[View Document](#)

3.2.2

Grants for research projects/clinical research project sponsored by the government funding agencies during the last five years

Response: 398

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

2022-23	2021-22	2020-21	2019-20	2018-19
260	43	12	5	78

File Description	Document
Institutional data in prescribed format	[View Document](#)
E-copies of the grant award letters for research projects sponsored by government agencies	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.2.3

Ratio of research projects/clinical trials per teacher funded by government/industries and non-government agencies during the last five years.

Response: 0.17

3.2.3.1 Number of research projects/clinical trials funded by government/industries and non-government agencies year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
33	5	2	1	6

File Description	Document
Supporting document/s from Funding Agencies	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Copy of the letter indicating the sanction of research project funded by govt./non-govt agency and industry including details of name of teacher and amount in INR	[View Document](#)
Any other relevant information	[View Document](#)
Link for the funding agency website	[View Document](#)

3.3 Innovation Ecosystem

3.3.1

Institution has created an ecosystem for innovations and entrepreneurship with an Incubation centre, entrepreneurship cell

Response:

Faculty members, staff and students at the University are engaged in extensive studies in several cutting-edge research areas. To promote entrepreneurship among faculty members and students, the University, in line with the best practices of other institutes of higher learning, encourages faculty members, and students to undertake entrepreneurship related activities with the incubation support from Himalayan Centre for Innovation and Entrepreneurship (HCIE). Objective of supporting entrepreneurship is to encourage participation of teachers and researchers in commercial ventures at a company or similar entity with entrepreneurial intention as an additional dimension to their existing roles. University encourages its faculty members, and students to engage in the businesses that are a direct result of the R&D activities at its campus, subject to the laid terms & conditions in the Entrepreneurship Policy, and approval from the competent authorities.

The University also aims to act as a driving force in developing entrepreneurship culture in its vicinity, and provides for extending facilities to external entrepreneurs with a view to contribute to development in the region. In order to achieve that, the HCIE offers a co-working space, research labs, computer workstations, fabrication lab, and mentorship support from domain experts.

In order to ensure that innovation and startup culture is the primary fulcrum of our education system, a policy document provides key information in line with guidelines from National Student and Faculty Startup policy, which will evolve with time. It will also adopt the best practices to facilitate innovation and entrepreneurship in the campus. HCIE encourages start-ups in the areas that include, but not limited to, agriculture, health science, medical technologies, community ventures, social entrepreneurship and cutting edge technologies. HCIE has already offered incubation to the startups listed below:

- **MEQ Academy Pvt-Ltd:** This start-up deals in providing training for improving soft skills and helps making students industry ready. Leadership arm of the company trains professionals for

leadership roles. These trainings help professionals in building skills in time management, team building, emotional intelligence, business etiquette, employee engagement, and leadership development, along with technical expertise.

- **Jasarena India Pvt-Ltd:** Jasarena India Private Limited is a startup engaged in the activity of Skill Development through professional training, coaching and consultancy. It aims to help individuals and organisations to thrive in today's dynamic business world.

- **Canfinis Therapeutics Pvt-Ltd:** CanFinis is an Indian startup founded in the year 2021 with an aim to develop personalized cell therapies to treat cancer. Canfinis has a team of researchers and clinicians based in India and Boston with years of experience in cancer therapeutics development. The company also collaborates with leading hospitals in India for clinical research.

- **Himfla Pvt-Ltd:** Himfla aims to sell unprocessed raw himalayan salt across India as a premium product. Himfla claims its salt product to be completely natural and with zero added chemicals. The company has already penetrated the urban market in Uttarakhand region, and has expansion plans pan-India.

File Description	Document
Any additional information	[View Document](#)
Geo-tag the facilities and innovations made	[View Document](#)
Link for additional information	[View Document](#)

3.3.2

Workshops/seminars conducted on Intellectual Property Rights (IPR) Research methodology, Good clinical Practice, Laboratory, Pharmacy and Collection practices, Research Grant writing and Industry-Academia Collaborations during the last five years

Response:

The University hosts a series of workshops and seminars on topics such as Intellectual Property Rights (IPR), Research Methodology, Good Clinical Practice (GCP), Grant Writing, and Industry-Academic Collaboration, which is an effort to provide students and faculty with necessary knowledge and skills. To integrate activities such as innovative research, intellectual property rights (IPR), patent licensing to industry, and commercialization through start-ups, the University has taken a number of initiatives, including the establishment of the Himalayan Centre for Innovation and Entrepreneurship, faculty development programs, the implementation of an IPR policy, and the incentivizing of faculty members who have developed innovations.

The University has taken the lead in popularizing scientific inventions and applying them to societal development and better healthcare. Several IPR workshops have been held during the last few years providing useful insights into the value of patents, trademarks, copyrights, and industrial designs in today's knowledge-driven economy. The participants were also briefed on legal elements and procedures for filing a patent, obtaining IPR, patent infringement, and maintaining the security of their intellectual

property.

Several lectures/seminars were held to educate staff and students on the design and conduct of research, focusing on topics such as identifying research challenges, creating research hypotheses, data gathering, and analysis methods which was part of a strategy for making research more systematic, objective, and critical. More than 380 such activities were conducted in the last five years. University has invited subject specialists on grant proposal writing, research publication, data integrity, plagiarism, and so on over the years. These workshops/lectures aimed to teach faculty members how to create engaging, effective grant proposals in which participants learned how to find funding sources, create a project budget, and write a persuasive story.

The Good Clinical Practice (GCP) workshops emphasized the ethical and scientific quality standards for designing, conducting, recording, and reporting trials involving human subjects. Expert facilitators expounded upon critical GCP guidelines, such as ensuring patient safety, informed consent, and maintaining accurate trial data, equipping faculty members to contribute ethically and efficiently in the clinical research space.

Industry-Academic ctivity seminars bridged the gap between theory and practice. These sessions brought together academic researchers and industry professionals to discuss opportunities and challenges at the intersection of academia and industry. These sessions also offered insights into how research can be applied in real-world scenarios and how industry can benefit from academic expertise. This interaction fostered a deeper understanding of the practical implications of research and provided opportunities for potential collaborations.

In conclusion, the University's series of workshops and seminars was a well-rounded effort to provide its academic community with the tools and knowledge required to excel in research and professional environment. These sessions instilled in participants a deeper understanding of research, a skill essential for both academic and industrial careers.

File Description	Document
Any additional information	View Document
Link of the reports of the events	View Document
Link for list of workshops/seminars on the above during the last 5 years	View Document
Link for additional information	View Document

3.3.3

Total number of awards / recognitions received for innovation / discoveries by the institution/teachers/research scholars/students during the last five years

Response: 100

3.3.3.1 Number of awards/recognitions received by the Institution/teachers/research scholars/students year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
46	25	8	10	11

File Description	Document
List of teachers who have received awards and recognition for innovation and discoveries	[View Document](#)
List of teachers and details of the national/international fellowships awarded	[View Document](#)
Institutional data in prescribed format	[View Document](#)
E-Copies of award letters (scanned or soft copy) for innovations with details of the awardee the and awarding agency	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.3.4

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

Response: 4

3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years (a startup to be counted only once)

2022-23	2021-22	2020-21	2019-20	2018-19
01	02	00	01	00

File Description	Document
Registration letter	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Contact details of the promoters	[View Document](#)
Certified e- sanction order for the start-ups on campus	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.4 Research Publications and Awards

3.4.1

The Institution has a stated Code of Ethics for research, the implementation of which is ensured by the following:

1. **Research methodology with course on research ethics**
2. **Ethics committee**
3. **Plagiarism check**
4. **Committe on Publication guidelines**

Response: All of the above

File Description	Document
Minutes of meetings of the relevant committees with reference to the code of ethics	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Institutional code of Ethics document	[View Document](#)
Institutional code of ethics document	[View Document](#)
Details of committee on publication guidelines	[View Document](#)
Course content of research ethics and details of members of ethical committee	[View Document](#)
Copy of software procurement for plagiarism check	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.4.2

The Institution provides incentives for teachers who receive state, national or international recognitions/awards..

Option

1. Career Advancement
2. Salary increment
3. Recognition by Institutional website notification
4.Commendation certificate with cash award

Response: A. All of the above

File Description	Document
Snapshots of recognition of notification in the HEI's website	[View Document](#)
Policy on salary increment for the awardees	[View Document](#)
Policy on Career advancement for the awardees	[View Document](#)
List of the awardees and list of awarding agencies and year with contact details for the last 5 years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Copy of commendation certificate and receipt of cash award	[View Document](#)
Any additional information	[View Document](#)
Incentive details (link to the appropriate details on the Institutional website)	[View Document](#)
Link for additional information	[View Document](#)

3.4.3

Total number of Patents/ Copyrights published/awarded/technology-transferred during the last five years..

Response: 107

3.4.3.1 Number of Patents/ Copyrights published/awarded/ technology-transferred year-wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
13	70	23	1	0

File Description	Document
List of patents/Copyrights and the year they were published/awarded	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Certified E- copies of the letters of award/ publications (consolidated statements by the head of the institution)	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.4.4

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.

Response: 0.87

3.4.4.1 Number of Ph.D.s /DM/M Ch/PG degree in the respective disciplines awarded per recognized PG teacher of the Institution year-wise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
195	165	161	187	164

3.4.4.2 Number of PG teachers recognized as guides by the Regulatory Bodies / Universities during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
214	202	198	191	192

File Description	Document
Recognition letters by the University as eligible teachers to guide Ph D / DM / M Ch students	[View Document](#)
List of PhD / DM / M Ch candidates with details like name of the guide, title of the thesis, year of award, award letter etc	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for research page in the institutional website	[View Document](#)
Link for additional information	[View Document](#)

3.4.5

Average Number of research papers per teacher in the approved list of Journals in Scopus / Web of Science/ PubMed during the last five calendar years

Response: 0

File Description	Document
Names of the indexing databases	[View Document](#)
Institutional Data in prescribed format	[View Document](#)
Any other relevant information	[View Document](#)

3.4.6

Average Number of research papers per teacher in the approved list of Journals notified in UGC-CARE list during the last five calendar years

Response: 0

File Description	Document
Names of the indexing databases	[View Document](#)
Institutional data in prescribed format	[View Document](#)

3.4.7

Total Number of books/ chapters in edited volumes and papers in National/International conference-proceedings published per teacher and indexed in Scopus/Web of Science/ PubMed UGC-CARE list during the last five calendar years

Response: 0

File Description	Document
List of names of publishers : National/ International	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any other relevant information	[View Document](#)

3.4.8

Bibliometrics of the publications during the last five calendar years based on average Citation Index in Scopus/ Web of Science

Response: 0

File Description	Document
List of the publications during the last five years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any other relevant information	[View Document](#)

3.4.9

Provide Scopus/ Web of Science – h-index of the Institution for the last 5 calendar years.

Response: 0

File Description	Document
Institutional data in prescribed format	[View Document](#)
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	[View Document](#)
Any other relevant information	[View Document](#)

3.5 Consultancy

3.5.1

Institution has a policy on IPR and consultancy including revenue sharing between the Institution and the individual, besides a training cum capacity building programme for teachers, students and staff for undertaking consultancy

Response:

In the rapidly evolving landscape of the 21st century, the role of innovation, start-ups, and incubation centres in universities has taken centre stage. Universities worldwide are recognizing their pivotal role in cultivating the next generation of entrepreneurs, thereby directly contributing to social and economic progress.

Innovation refers to the process of generating and applying creative solutions to meet new requirements or existing market needs. It encompasses creating effective products, processes, services, technologies, or ideas that affect markets, governments, and society. Universities often serve as the birthplace of many groundbreaking innovations. They provide a fertile environment that nurtures the creative and inventive capacities of their students and faculty, promoting a culture of innovative thinking.

Startups are typically entrepreneurial ventures in their initial stages, characterized by innovation, agility, and scalability. Universities, with their rich intellectual resources and research infrastructure, have become the breeding ground for many successful startups. From Google, which was born out of Stanford University, to Reddit, initiated by students from the University of Virginia, university-based startups have repeatedly demonstrated their capacity to disrupt industries and reshape the world.

University incubation centers, also known as business incubators, are crucial to this entrepreneurial ecosystem. They provide startups with a supportive environment to grow and succeed. Incubation centers offer a wealth of resources, such as mentoring, access to investors, networking opportunities, office space, and often, links to university research and development resources. They enhance the likelihood of startup success by providing them with the necessary tools, guidance, and community.

Moreover, these incubation centers instill a spirit of entrepreneurship within the academic community. They create a collaborative space where ideas can be refined and transformed into market-ready products or services. Students get hands-on experience in building a business from the ground up, learning the intricacies of the entrepreneurial process, and developing leadership and managerial skills. Faculty members, too, can translate their research into practical applications, potentially creating companies that can significantly impact society.

University incubation centers also play a significant role in fostering regional economic development. The startups they nurture often create jobs, encourage investment, and stimulate local economies. For example, research from the Association of University Research Parks in 2019 showed that university research parks contributed more than $90 billion to the U.S. economy, underscoring the significant role universities play in economic advancement.

In conclusion, the synergy of innovation, startups, and incubation centers in universities is a powerful catalyst for progress. It promotes entrepreneurial culture, drives economic growth, and catalyzes the creation of innovative solutions to societal challenges. To stay competitive in the global innovation race, it is essential for universities to invest in and support this triumvirate. They are not just educating the next generation of workers; they are nurturing the next generation of innovators, leaders, and change-makers.

File Description	Document
Any additional information	[View Document](#)
List of the training / capacity building programmes conducted during the last 5 years.	[View Document](#)
Link to the soft copy of the IPR and Consultancy Policy	[View Document](#)
Link of the Minutes of the Governing Council/ Syndicate/Board of Management related to IPR and consultancy policy	[View Document](#)
Link for additional information	[View Document](#)

3.5.2

Revenue generated from advisory / R&D /consultancy projects (exclude patients consultancy) including Clinical trials during the last five years

Response: 150

3.5.2.1 Amount generated from consultancy year-wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
137	13	0	0	0

File Description	Document
List of consultants and details of revenue generated by them	[View Document](#)
Institutional data in prescribed format	[View Document](#)
CA certified copy/Finance Officer Certified copy attested by head of the institute (Refer annexure number -01)	[View Document](#)
Audited statements of accounts indicating the revenue generated through consultancy / clinical trials	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.6 Extension Activities

3.6.1

Extension and outreach activities such as community Health Education, Community health camps, Tele-conferences, Tele-Medicine consultancy etc., are conducted in collaboration with industry, community, Government and non- Government Organizations engaging NSS/NCC/Red cross/YRC, institutional clubs etc., during the last five years

Response: 354

3.6.1.1 Number of extension and outreach activities conducted in collaboration with industry, community Government and Non-Government Organisations engaging NSS/NCC/Red cross/YRC, institutional clubs etc., year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
127	86	53	37	51

File Description	Document
Reports of the events organized	[View Document](#)
Photographs or any supporting document in relevance	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Geo-tagged photographs of events / activities	[View Document](#)
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated	[View Document](#)
Description of participation by NSS/NCC/Red cross/YRC, Institutional clubs etc., year-wise for the last 5 years	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.6.2

Average percentage of students participating in extension and outreach activities beyond the curricular requirement as stated at 3.6.1

Response: 16.01

3.6.2.1 Number of students participating in extension and outreach activities beyond the curricular requirement as stated at 3.6.1, year-wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
224	289	122	169	1150

File Description	Document
Reports of the events organized	[View Document](#)
Geo tagged Photos of events and activities	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.6.3

Number of awards and recognition received for extension and outreach activities from Government / other recognised bodies during the last five years

Response:

The University has received recognitions from various Government/Non-Government bodies for its extensive work in community outreach programmes, including trainings, infrastructure development, and livelihood generation.

In 2023, University received accolades from various government agencies in recognition of its contributions. Under the Jal Jeevan Mission, the University provided training to participants, enhancing their skills and knowledge, which was duly acknowledged by the Jal Shakti Division, Jammu and Kashmir. The Andaman Nicobar State Water and Sanitation Mission (ANSWSM) appreciated University's efforts in the operation and maintenance of water supply systems, utility approaches, and tariff collection mechanisms. Additionally, the University's efforts in greywater management, aimed at reducing, reusing, recycling, and recharging water, was acknowledged by the Public Works Department in Daman & Diu. In the pursuit of Sustainable Development Goals (SDG) for sustainable livelihood, endeavors were duly recognized by Panchayati raj in Danda-Lakhond (Dehradun) and Zila Panchayat in Pauri Garhwal, Dehradun. Furthermore, Bharat Vikash Parishad Dharampur, Dehradun, appreciated efforts by University for organizing programs focused on child health through health camps.

Likewise, during 2022, 'Wipro Cares', Nagar Palika Parishad Doiwala, Dehradun, and New Space India Limited acknowledged the University's endeavors in coordinating services for Maternal, Child, and Adolescent Health in district of Haridwar, as well as conducting awareness programs on sanitation and delivering Comprehensive Primary Health Care Services for Tribal Regions.

In 2021, University played a pivotal role in promoting healthcare and environmental awareness through

events like comprehensive primary health care services for tribal regions and awareness program on environment sanitation, which were recognized by notable agencies including Isha Atul Uloom Munshi Qutubuddin girls' school, and the Ministry of Jal Shakti…...

During Covid-19 pandemic 2020, the University undertook a project on the "Implementation of District COVID-19 Pandemic Response Plan". The University's diligent efforts in this initiative were acknowledged by Azmi Premji Philantrophic Initiatives Private Limited, reflecting its commitment to community well-being and its proactive role in addressing the challenges posed by the global pandemic. The University's community outreach efforts were further strengthened with an awareness program on Community Health and the development of an action plan for implementing water schemes. These initiatives, dedicated to holistic village development, received commendation from Nagar Palika Parishad Doiwala, Dehradun, and the State Water & Sanitation Mission, underlining the university's commitment to fostering sustainable community health and welfare.

In 2019, Swami Rama Himalayan University organized impactful programs that garnered appreciation from various agencies. The University's efforts in water supply, sanitation, and health education were acknowledged by the State Planning Commission, Government of Uttarakhand, underscoring its contributions to public health initiatives. An Awareness Program on Environment Sanitation received commendation from Nagar Palika Parishad Doiwala, Dehradun, highlighting the University's commitment to fostering awareness for a cleaner environment. The School Health Camp initiative further earned praise from The Horizon School, Dehradun, emphasising the University's dedication to the well-being of the broader community.

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)
Link for list of Government/other recognized bodies that have given the awards	[View Document](#)
Link for number of awards for extension activities in the last 5 years- e-copy of the award letters	[View Document](#)

3.6.4

Institutional social responsibility activities in the neighborhood community in terms of education, environmental issues like Swachh Bharath, health and hygiene awareness, delivery of free/ subsidized health care and socio economic development issues carried out by the students and staff, including the amount of expenditure incurred during the last five years

Response:

The University's mission also includes "..multidimensional humanitarian opportunities for social upliftment" in accordance with the ideals of Swami Rama. In this social context, University works on

health, education, skill development, water and sanitation, and other development issues in collaboration with Rural Development Institute (RDI).

Key Extension Activities

- **Awareness Campaigning and Training:** Generating demand for toilets leading to their construction and sustained use by all the household members, leading to Open Defecation Free (ODF) communities and villages under Swachh Bharat Mission.
- **Health and Hygiene Sessions:** Aims to promote better hygiene behaviour amongst the population and improve cleanliness, emphasis on behaviour change interventions including interpersonal communication; strengthening implementation and delivery mechanisms under Swachh Bharat Mission.
- **Outreach Health Interventions:** Health camps, community mobilization activities, training programs and service delivery.
- **Community Development Intervention:** Livelihood promotion, education support, disability programs and disaster related programs.

University works in partnership with RDI and Government of India under Swachh Bharath Mission to accelerate efforts towards universal sanitation coverage, cleanliness and elimination of open defecation in Uttarakhand and Uttar Pradesh. The Programme is considered to be the largest drive for sanitation, hygiene & cleanliness in the state. The success of the Programme is based on generating demand for toilets, construction and long-term use by all household members, resulting in ODF in the communities and villages. Personal Hygiene sessions at community level significantly improved personal hygiene and significantly reduced diarrheal episode in the community.

University places importance on basic literacy among children. During the difficult times of COVID-19, the organization went further than traditional education by providing ICT facilities such as mobile phones, laptops and LCD projectors to maintain educational activities at various locations. University has supported more than 1000 students in the past five years through its Pre-Graduation Scholarship program, which provides comprehensive support to economically disadvantaged but academically gifted students.

The outreach health services involve extensive community mobilization activities at community level, as well as a series of training programs for Accredited Social Health Activists, Anganwadi workers and Stakeholders and selected beneficiaries. Outreach health camps are organized on Primary Health, Specialist Services, Eye, ENT, Orthopedic and Physiotherapy. Efforts are also made to improve coverage of all National health programs.

The organization's livelihood program is based on a community-oriented approach to sustainable livelihood. This means allowing people to adopt new technologies and methods in different fields like agriculture, gardening, floriculture, and large-scale aromatic plant cultivation and promotion of traditional domestic industries. In selected areas of the Pauri district, farmers have been encouraged to cultivate crops such as ginger, Turmeric, Chilli, and Rosemary, giving them new ways to increase their income from farming.

Students and the community have an important part to play in the implementation of these outreach initiatives. Students' involvement in outreach activities allows us to reach out to individual clients and communicate important messages about good health, participating in government programs, and taking

advantage of government programs. This community-led and collaborative approach highlights the University's dedication to holistic growth and service to communities.

File Description	Document
Any additional information	[View Document](#)
Links for Geo-tagged photographs of Institutional social responsibility activities (Refer annexure number -01 as per SOP)	[View Document](#)
Link for additional information	[View Document](#)

3.7 Collaboration

3.7.1

Average number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc per year

Response: 103.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
48	149	146	98	77

File Description	Document
Institutional data in prescribed format	[View Document](#)
Certified Copies of collaboration documents	[View Document](#)
Any additional information	[View Document](#)
Link with collaborating Institutional website	[View Document](#)
Link for additional information	[View Document](#)

3.7.2

Presence of functional MoUs/linkages 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., during the last five years.

Response: 22

3.7.2.1 Number of functional MoUs / linkages for faculty exchange, student exchange, academics, clinical training, internship, on-the-job training, project work, collaborative research programmes etc., during the last five years.

Response: 22

File Description	Document
Institutional data in prescribed format	[View Document](#)
E-copies of the functional MoUs with Indicating the start date and completion date	[View Document](#)
e-copies of linkage-related Documents	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The institution has adequate physical facilities for teaching – learning, skills acquisition etc

Response:

The University provides a rich and diverse learning environment for its students, emphasizing clinical exposure, research opportunities, skill development, and community engagement. By integrating these components into their education, students are well-prepared to excel in their chosen fields and make meaningful contributions to society.

The core of University's educational philosophy is its commitment to ensure quality education in line with its resolve to excellence. The University has established a robust teaching and learning infrastructure in tune with statutory/ regulatory bodies. The University has diligently developed facilities and resources that create an optimal and conducive learning environment.

The University's academic blocks are strategically organized to accommodate the various faculties and their unique requirements. To further enrich the learning experience, the University has 100% ICT-enabled classrooms, seminar halls (29), Museums (09, cutting-edge laboratories (109), etc. A holistic educational approach is supported by activities like Yoga, Science of Joyful Living Workshops, Community Outreach Programs and co/extra-curricular activites, facilties for which exist in the campus.

The University is home to super-specialty teaching hospital duly accredited by National Accreditation Board for Hospitals (NABH) with 1200 beds including 960 teaching beds, AYUSH therapy centers, and state-of-art central diagnostic laboratories, duly accredited by National Accreditation Board for Testing and Calibration Laboratories (NABL), equipped with modern automated high-end diagnostic equipment and pneumatic shoot system, offering high-tech diagnostic services, training, and research opportunities. Diagnostic facilities like the 1.5 tesla MRI, 128-slice Spiral CT scan, PET scan, Gamma camera, Hi-tech ultrasounds, Mammography, Echography, Cardiac Cath labs, Neurology lab, Sleep lab, Endoscopic labs etc. contribute significantly towards the hands-on-training of medical and paramedical students. The dedicated cancer Centre offers comprehensive cancer care with state of art facilities for radiotherapy and **Bone Marrow transplants**. The institution has a state of art **Dialysis center** and has facilities for **Renal Transplants**.

University's healthcare and social welfare initiatives, including community adoption, school health, and regular outreach health clinics, demonstrate its commitment to community engagement. Students actively participate in these activities, gaining practical experience and contributing to the well-being of local communities. The community adoption program is a particularly impactful initiative, grooming medical graduates as compassionate and competent healthcare leaders.

The Aayush related learning cum therapy center is a unique offering of the University. It encompasses Naturopathy, Ayurveda, Yoga, and Homeopathy clinics providing alternative healthcare and holistic healing. These clinics not only serve the community but also provide students with insights into different healthcare approaches. **The Learning Disability Clinic (LDC)** collaborates with various

clinical departments to provide comprehensive evaluation and support services to children with learning disorders, demonstrating the University's commitment to inclusive education.

The University has a state-of-the-art Cadaveric lab one of its kind in northern India, which provides hands-on learning experience with cutting-edge simulation technologies. The cadaveric skill lab consisting of four work stations with C-Arms facilities is used for upgrading the practical and surgical skills of various specialties, and has a walk-in cold storage, maintaining a temperature of -21o to store the bodies. The University promotes human body donations through public awareness programs, and also, provides dead body embalming facility.

The University has a well-equipped histology lab for students and holds more than six thousand slides for teaching. They offer a safe and controlled environment for students to practice and hone their clinical skills, thus ensuring their preparedness for real-world situations.

A comprehensive medical and surgical 'Skill and Simulation Center of Excellence (SSCE)', established by the University, is the first and only Skills & Simulation Lab in Uttarakhand, to provide state-of-the-art health care education. SSCE has a broad range of diverse products like high-fidelity manikins, task trainers, learning models, computer-based simulators, and standardized patients. SSCE conducts regular training programs like Basic Life Support, Advanced Cardiovascular Life Support, Pediatric Advanced Cardiovascular Life Support, Neonatal Advanced Life Support, First Aid & CPR, Intensive Care Unit Procedures, Airway Management, Intravenous Access, Surgical Suturing, Trauma Management, Gynecological & Obstetrics Procedures, Abdominal Assessment, Rectal Examination, Paracentesis, Spinal Procedures, Sonography Modules, and Basic Patient Care Procedures etc. The Skill and Simulation Center is committed to supporting and participating in offering high quality education to individuals and assisting in their preparation to be effective and compassionate health care providers in accordance with standards established nationally.

The engineering college has computer laboratories with latest software for training students in computer science. Management college also possesses computer laboratories with latest software for communication/ language learning, data analyses, accounting (TALLY), business simulation, etc. Softwares are available for audio & speech therapy

The University's library services, spread across various faculty library centers, provide an extensive collection of books and journals to support research and academic endeavors. The Central Library is a focal point, featuring a vast collection of over 32,342 text books and an excellent collection of 7881 back volumes of journals. It prioritizes digital communication and library automation to ensure that students have speedy access to the latest research materials.

The University provides a rich and diverse learning environment for its students, emphasizing clinical exposure, research opportunities, skill development, and community engagement. By integrating these components into their education, students are well-prepared to excel in their chosen fields and make meaningful contributions to society.

File Description	Document
Any additional information	[View Document](#)
Links for teaching- learning and skills acquisition facilities in the Institution	[View Document](#)
Links for Geotagged photographs of the facilities	[View Document](#)
Link for additional information	[View Document](#)

4.1.2

The institution has adequate facilities to support physical and recreational requirements of students and staff – sports, games (indoor, outdoor), gymnasium, auditorium, yoga centre, etc. and for cultural activities

Response:

University has a 200-acre green campus, emphasizing eco-friendliness and energy efficiency. The University focuses on fostering physical fitness, mental and emotional well-being, and cultural enrichment among its students, faculty members, and staff. The University's expansive campus is planned in such a manner that each building has a view of lush green grounds and caters to different sports and recreational activities. The University campus has set up indoor facilities for Table-Tennis, Badminton, Chess, Carom, etc. For different sports activities, sports grounds are earmarked including playgrounds for wards of the faculty, Indoor & Outdoor Gymnasium. Open air theater and multiple auditoriums within the campus are utilized for organizing cultural events & activities in order to support a holistic approach to education and personal development.

- **Sports Facilities:** Sporting events and tournaments are actively encouraged to promote a spirit of sportsmanship which are organized within and between (intra/inter) constituent academic units, and with other institutions (outside of the University).

S.No	Facility	Number	Total Covered Area (Sq m)	Year of Establishment
1	Cricket/ Athletes	1	14774	2003
2	Football	1	6400	2003
3	Kho-Kho	1	550	2003
4	Basketball	2	1364.21	2017
	Court	1	420	2017
5	Volleyball	2	670.72	2017
	Court	1	162	2017
6	Lawn	2	1340	2017

	Tennis			
7	Badminton Court	1	223	1998
		1	82	2003
		2	383	2013
		2	785	2015
		1	82	2019
8	Indoor Badminton Court	1	194	2019
8	Walking Track in the park	2	2734	2003
9	Cycle Track	1	8000	2016

- **Gymnasium**

In order to ensure that students, faculty members and staff maintain their physical fitness, the University provides Gym facilities both indoor & outdoor. The Gymnasium is well equipped with all the necessary equipments.

S.No	Facility	Number	Total Covered Area (Sq m)	Year of establishment
1	Gymnasium Indoor	1	125	2016
2	Open Gymnasium	1	235	2023

- **Yoga Facilities**

The Yoga Centre conducts regular sessions & training programs on yogasanas, pranayama, meditation & stress management for students, faculty & staff for maintenance and enhancement of their overall well-being. Workshops like the "Science of Joyful Living" based on the teachings of Swami Rama, aiming to unlock hidden potential and promote joy, creativity, and dynamism are also organized periodically.

S.No.	Name of the Building	Number	Total Covered Area (Sq m)	Year of establishment
1	Yoga hall (Himalayan School of Yoga Sciences)	1	246	2019
2	Yoga hall (Combined Therapy)	1	98	1994

The Swami Rama Centre serves as a serene space for meditation and contemplation, preserving the teachings of H.H. Swami Rama. The centre provides additional space for physical and mental wellbeing by way of meditation room, and a rich library with books on spirituality/ meditation/ yoga/ health & nutrition etc.

- **Cultural Facilities**

S.No.	Name of the Building	Number	Total Covered Area (Sq m)	Year of establishment
1	Open stage (Central Park)	1	2035	1998
2	Auditorium (Near Emergency)	1	464.53	2016
3	HIMS Auditorium	1	844.48	1994
4	HCN Auditorium	1	325.28	2008
5	HSST Auditorium	1	247.52	2015

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)
Links for Available sports and cultural facilities : geotagging	[View Document](#)

4.1.3

Availability and adequacy of general campus facilities and overall ambience

Response:

The University is located in foothills of Himalaya with a scenic background along with landscaped lush green areas, thousands of trees, home to a variety of rare species of birds like Magpie Robin, Tree pie, Black winged Kite, Purple Sunbird etc., besides other flora and fauna.

University has enough space for expansion as may be required in the future. Entire campus is well connected with all-weather roads and sign boards located at appropriate places.

Hostels & Residences

There are residences for faculty members besides accommodations for staff members with state-of-art Guest House with in-built mess facility, separate hostels (08) for undergraduate/postgraduate boys & girls and working men-women with separate mess facility. Internet services are available 24 hours in the campus, Airtel FTTH service is available in residential areas. Affordable dormitories and rooms are available at Nanak Sarai and Ram Sarai for patients, caregivers and other visitors. Scores of separate toilets exist for boys/ girls, and for differently-abled persons.

Facilities

Full-fledged medical facilities are available on campus along with emergency centre and pharmacies. Four Canteens, nine cafeterias, small cafés & kiosks are situated at convenient locations throughout the campus providing a variety of hygienic food choices for students, employees & visitors around academic buildings and hospitals.

The campus houses a State Bank of India branch with core banking services and three ATMs, a multi-utility centre (laundry, stationary, creche, tailoring shop etc.), Post-Office, Telephone-Exchange, mobile-towers, plant-nursery, hair-salon, beauty-parlour, a preparatory school, etc.

Green practices

The campus is eco-friendly and energy-efficient with facilities like solar energy usage. The solar power plants installed in the campus generate 1500 KWH electricity, producing 16% of the electricity used.

For rainwater harvesting, currently 14 water-pits are available in the campus. Water from these pits is utilized in Medical college toilets and for cleaning purposes. Bio gas plant of the campus produces energy equivalent to 55.2 Kgs of LPG saved every month which adds up to 662.4 LPG gas per year. The gas generated is used for cooking purposes in the guest house kitchen and it also helps to recycle the organic waste. E-waste generated on campus is handed over to authorized e-waste recycler agencies. A Plastic-Bank in association with the Indian Institute of Petroleum to convert single-use plastic generated in the campus into diesel is also operational.

Reverse-Osmosis water systems are installed in all buildings to provide safe water for students, staff, patients, visitors etc. with regular water quality monitoring. Toilets are available on each floor in each building.

Motor Vehicles Fleet & Parking Facilities

Designated numerous large parking spaces are available for students, employees and visitors around academic and hospital blocks. Round-the-clock security services are provided in the campus. CCTVs are also installed at strategic locations ensuring 24-hour monitoring.

The University has a fleet of 58 vehicles including battery operated e-vehicles for a safe environment. A full-fledged University owned workshop and petrol pump are located within the campus for upkeep & maintenance of vehicles and refuelling.

File Description	Document
Any additional information	[View Document](#)
Link for Photographs/ Geo-tagging of Campus facilities	[View Document](#)
Link for additional information	[View Document](#)

4.1.4

Average percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during the last five years

Response: 14.45

4.1.4.1 *Expenditure incurred, excluding salary, for infrastructure development and augmentation year-wise during the last five years* (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
4687	3182	3365	1051	1026

File Description	Document
Institutional data in prescribed format	[View Document](#)
Details of budget allocation excluding salary during the last five years	[View Document](#)
Audited report / utilization statements (highlight relevant items) (Refer annexure number -01)	[View Document](#)
Any additional information	[View Document](#)

4.2 Clinical, Equipment and Laboratory Learning Resources

4.2.1

Teaching Hospital/s, Equipments, Laboratory and clinical teaching-learning facilities including equipment as per the norms of the respective Regulatory Bodies

Response:

University is dedicated to offering high–quality education with a strong focus on practical learning for students as the core of its teaching and learning practices. It has a state-of-art tertiary-care multi-specialty teaching hospital (1200 beds with 960 teaching beds), duly accredited by NABH (National Accreditation Board for Hospitals) to provide students with clinical exposure. Further, its comprehensive cancer treatment centre, equipped with modern radiotherapy, chemotherapy, nuclear medicine & surgical facilities, is unsurpassed in service and capability.

In developing its teaching hospital, the University adheres not only to the regulations of the respective regulatory bodies but has gone beyond those by developing highly specialized departments for the purpose of providing quality education in Medical Sciences, Nursing, and Paramedical programmes. The graduate (MBBS), postgraduate (MD/MS) courses have been approved by Medical Council of India /National Medical Commission.

The Hospital has ultramodern facilities and adequate human resources to manage all clinical departments

24x7. As part of regulatory measures, the hospital features all allied services like Central Clinical Laboratory duly accredited by NABL(National Accreditation Board for Testing and Calibration Laboratories), round-the-clock Pharmacy, state-of-art Blood Bank, Central Sterilization unit, Medical Records section, Laundry, Canteen, Central Purchase & Store, etc.

All the clinical departments have infrastructure exceeding what is recommended by the regulatory authority viz. National Medical Council (NMC):

Specialized Departments:

Apart from the broad specialties of General Medicine and allied (Internal medicine, Dermatology, Psychiatry, Respiratory Medicine), Paediatrics, General surgery and allied (Orthopaedics, Radiology and Anaesthesia), ENT, Opthmalogy, the hospital has highly specialized departments like, advanced Neonatology, Cardiothoracic and Vascular Surgery, Neurosurgery, Plastic surgery, Surgical oncology, Hemato-oncology, Medical-oncology, Urology, Nephrology, Cardiology, Critical Care Medicine, Gastroenterology, Rheumatology, and Endocrinology.

The hospital has many firsts to its credit in the state of Uttarakhand like first Cancer referral centre, Organ transplant facility including Renal and Bone marrow, Corneal transplant, Dialysis centre, Cardiac surgeries.

Innovative Services: The Advanced Neonatal Transport Ambulance services, developed by the Neonatology department of Himalayan Institute of Medical Sciences addresses the health challenges of new-born babies and ensures proper treatment and care during transportation. It is an innovative initiative which can act as a role model for other institutions and is also a boon for postgraduates of Paediatrics and Neonatology towards enhancing their clinical skills.

Diagnostic and Therapeutic Facilities: The hospital provides a wide range of diagnostic and therapeutic services, such as 1.5 Tesla MRI, 128 slice CT scan, Hi-tech ultrasounds, Bone densitometry, Mammography, NCV Lab, EMG, BERA, Colour Doppler, TMT, Holter, ECHO, Endoscopy, Bronchoscopy, Cardiography, PFT, Angiography, Cath Lab, Sleep Lab, Blood Bank, Hemo & Peritoneal Dialysis, Bone Marrow Transplant facilities, Radiotherapy, Gamma Camera, Brachytherapy, PET CT scan, Bone & Renal scan in Nuclear medicine unit which enhance the students' diagnostic and therapeutic skills.

Central Diagnostic Laboratory is housed in a dedicated four storied building and has various labs under its umbrella and caters to investigations of Haematology, Clinical Biochemistry, Serology, Virology, Mycology, Bacteriology, Parasitology, Immunology, Histopathology, Cytopathology, Immunohistochemistry etc. Besides this, **advanced investigations** like Flow cytometery, RT-PCR along with high-tech Molecular Lab tests & Plasma Therapy for COVID-19 are readily available for patients as well as students learning. This building has a unique **pneumatic-chute system** for instant transfer of blood samples from various wards of Himalayan Hospital. The University also has a central research lab to facilitate student research and learning.

The hospital has 20 state-of-art operation theatres (OTs), and a total of 90 critical-care beds including 44 in ICU, 20 in CCU, 10 in RICU,10 in CTVS, and 06 in Emergency.

The hospital has a state-of-art 38 bedded Dialysis centre and a 22 bedded Emergency. The ICUs and

critical areas are equipped with all modern, sophisticated, therapeutic and monitoring equipment like Ventilators, Bi-PAP, NIBP, Multi-parameters, Infusion Pumps, and Phototherapy & Radiant Warmer units, Defibrillators etc. giving students opportunities to treat patient in emergency situations.

Himalayan Hospital was the first hospital in the State to operationalize Public Private Partnership (PPP) mode with the Government of Uttarakhand, supported by the World Bank, enabling students' hands-on learning in addition to strengthening District level health care services

The Plastic Surgery Department collaborates with the Smile Train to provide free cleft surgeries, benefiting patients and offering valuable learning experiences for postgraduates.

The University emphasizes evidence-based, problem-based, and simulation-based integrated teaching learning with advanced medical simulators & trainers for training medical, nursing, and allied health students. Clinical teaching is carried out in small groups of students posted in different clinical departments. Community & hospital bed side teaching & discussions with faculty help in enhancing clinical skills of the students. Seminars and tutorials using Audio/ Video facilities help in further clarification of the concepts. All the departments have vast clinical material for clinical teaching as required by NMC. To promote the practice of evidence-based medicine, departments organize seminars/ group discussions/ case presentations/ journal clubs as part of the undergraduate and postgraduate teaching.

The University endeavours to provide the best clinical teaching learning facilities and experience towards creating competent, ethical and dedicated healthcare professionals accountable to patients, community and their profession.

HIMS has a unique environment oriented towards 'learning'. The Department of Medical Education is a unique feature of this institute and has the distinction of being recognized as a **Regional Centre for Faculty Development** by National Medical Commission of India, to train medical faculty of 19 Medical Colleges of Uttarakhand, Uttar Pradesh, Himachal Pradesh and Jammu & Kashmir. The Institute is also recognized by American Heart Association for conducting Basic Life Support (BLS) and Advanced Life Support (ALS) programs. HIMS has a Cadaveric Lab facility which is the only one in northern India.

The hospital has received several awards and recognitions, including **Ayushman Gold Certificate** by the National Health Authority & Quality Council of India in appreciation and recognition of the services provided, excellence in continuous adherence with quality standards and compliance with the **"Gold Quality Standards"** of ABPMJAY.

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)
Links for The facilities as per the stipulations of the respective Regulatory Bodies with Geotagging	[View Document](#)
Links for list of facilities available for patient care, teaching- learning and research with geotagged evidences	[View Document](#)

4.2.2

Describe the adequacy of both outpatients and inpatients in the teaching hospital during the last five years vis-à-vis the number of students trained and programmes offered (based on HIMS / EMR) within 500 words.

Response:

University has a 1200-bedded, state-of-the-art multi-specialty hospital, which includes 960 teaching beds playing a pivotal role in providing students with the necessary hands-on clinical experience. This training benefits both undergraduate and postgraduate students, fostering their growth as healthcare professionals.

Table 1: Year-wise Students trained and programs offered.

S. No	Program Name	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
1	MBBS	100	150	150	150	150	150
2	MD/MS	63	63	95	99	98	112
3	PG (Diploma)	09	09	NA	NA	NA	NA
4	Paramedical UG	146	136	116	148	134	162
5	Paramedical PG	15	13	05	24	34	37
6	Nursing UG	119	117	128	157	153	155
7	Nursing PG	28	20	20	12	10	11

The hospital facilities include daycare clinics for various specialties and inpatient blocks with a substantial bed capacity which aligns well with regulatory bodies and continuously improving services and facilities.

The medical education approach involves early clinical exposure, starting in the second year. This early immersion allows students to apply their theoretical knowledge in real clinical settings, thereby enhancing their practical skills. Students benefit from hands-on training through outpatients and

inpatients, case discussions during OPD & ward rounds, while a comprehensive skills simulation centre is also available for students, providing them with valuable hands-on training.

Table 2: Year-wise hospital outpatients and inpatients

Year	OPD	IPD	Total
2022	614947	72103	6,87050
2021	550193	59178	6,09371
2020	344992	49964	3,94956
2019	734039	75629	8,09668
2018	717429	69227	7,86656

Moreover, students participate in bedside case discussions and patient treatment under the guidance of faculty members. This fosters regular interaction between teachers, students, and patients, while also helping students develop soft skills such as empathy, and patient care. These experiences provide students with a unique understanding of medical cases that they can apply in live case scenarios. Nursing college also plays a critical role in nurturing the next generation of healthcare professionals, ensuring that they grasp the finer nuances of the field and become compassionate caregivers. This comprehensive approach to medical education is integral to the mission of the college and the overarching goal of producing competent and compassionate healthcare professionals. The commitment to continuous improvement ensures that the medical college and its affiliated training health centres maintain high standards of service and facilities.

The Himalayan Hospital has been awarded the Ayushman Gold Quality Certificate for 2020-2023. This signifies its dedication to delivering high-quality healthcare services to all, exemplified by its substantial involvement in the Ayushman Bharat program. The medical college and its Hospital offer a comprehensive platform for medical education, hands-on training, and patient care, while upholding rigorous quality standards endorsed by regulatory authorities.

File Description	Document
Any additional information	[View Document](#)
Links for year-wise outpatient and inpatient statistics for the last 5 years	[View Document](#)
Links for description of adequacy of outpatient and inpatient statistics as per the norms of the Regulatory Bodies (critical documents to be verified by DVV)	[View Document](#)
Link for additional information	[View Document](#)

4.2.3

Availability of infrastructure for community based learning

1. **Attached Satellite Primary Health Centers**
2. **Attached Rural Health Centers available for training of students**
3. **Attached Urban Health Centre for training of students**
4. **Residential facility for students / trainees at the above peripheral health centers / hospitals**

Response: All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Government Order on allotment/assignment of PHC to the institution	[View Document](#)
Geo-tagged photographs of Health Centers	[View Document](#)
Documents of resident facility	[View Document](#)
Any additional information	[View Document](#)
Link for any additional information	[View Document](#)

4.2.4

Is the Teaching Hospital / Clinical Laboratory accredited by any National Accrediting Agency?

A. NABH accreditation

B. NABL accreditation

C. International accreditation like JCI.,

D. ISO certification of departments /institution

E. GLP/GCLP accreditation.

Response: A. All of the above

File Description	Document
Copies of Accreditation Certificate(s) duly certified	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.3 Library as a Learning Resource

4.3.1

Library is automated using Integrated Library Management System (ILMS)

Response:

A. Name and features of the ILMS software:

Since inception of the University, Fedena ERP system was integrated with library module and in 2019 it was shifted to integrated library management system, KOHA version 21.0.5.

Library is fully automated using "KOHA" for all its operations. KOHA is open source software and offers customizable web-based interfaces for ease of use. It supports UNICODE-based multilingual capabilities for Indian and foreign languages and provides full support for MARC21 and UNIMARC formats, which are widely used for bibliographic records. It contains core modules for cataloging, circulation, acquisitions, serials, and reporting.

KOHA includes a Z39.50 server and client for data interchange with a client-server-based architecture, allowing for seamless integration with other systems. KOHA supports the cataloging of electronic resources like e-journals, e-books, and other digital materials. It caters to the requirements of digital libraries and facilitates linking to full-text articles and other digital objects. Users can perform online copy cataloging from MARC21-supported bibliographic databases. KOHA provides default templates for data entry for different types of documents, and users can also customize their own templates. Users have the freedom to generate reports of their choice and format, along with template and query parameters.

KOHA supports various library operations such as stock verification, book banks, and maintenance functions. It offers a highly versatile and user-friendly Online Public Access Catalog (OPAC) with both simple and advanced search options. OPAC users can export search results into PDF, MS Excel, and MARCXML formats. It also supports authority files for personal names, corporate bodies, subject headings, series names, and supports data exchange through the ISO-2709 standard.

B. Nature and Extent of Library Automation

The library is fully automated and integrated with the University Management System (ERP). It operates on the principle of "All communication should be digital. No paper should move unless mandatory." The library uses a MySQL-based KOHA system hosted on a local ERP server. The automation covers various aspects of library management, including:

- Online Public Access Catalog (OPAC),
- Technical processing (classification and cataloging) with Z39.50 facility.
- Creation of databases for all books, theses, and periodicals.
- Circulation using barcodes for efficient tracking.
- Current awareness service.
- Document delivery service.
- Serial control, including ordering, renewal, and receipt reminders.
- Preparation of lists of received issues.
- Preparation of reports for statutory bodies such as UGC, AICTE, NMC, INC, etc.

C. Year of Commencement and Completion of Automation

The library's automation began in 2013 as part of the ERP (Fedena University Management System) and was completed the same year. The system was transitioned to KOHA in 2019 as part of a new ERP.

File Description	Document
Any additional information	View Document
Link to Geotagged photos	View Document
Link for additional information	View Document

4.3.2

Total number of books and reference volumes as well as collection of ancient books, manuscripts, Digitalized traditional manuscripts, Discipline-specific learning resources from ancient Indian languages, special reports or any other knowledge resource for library enrichment especially with reference to traditional systems of medicines

Response:

The University has a rich library system that caters to a diverse range of academic disciplines across various central and departmental library facilities.

Central Library: As the primary hub of academic resources, the Library has a collection of 32,342 of text books and subscribed e-books are 1513 & open access books are 2,09,904 . Moreover, it subscribes e-Journals International & National 2819 and open access 41,347 and print journals International (current 112 & back volume 5173) & National (current 59 and back volume 2708), to support learning/research endeavors. Digitalized traditional manuscripts(200), traditional system of medicine (160) and special reports (391). The library's carpet area spans around 3,200 square meters and accommodates up to 425 students at one time. The library also features a wealth of books on Indian systems of medicine, yoga, philosophy, and Indology. It is noteworthy that the library provides access to scanned copies of significant Indian texts like the Charak Samhita, Shushrut Samhita, Bhav Prakash, Sharangdhar Samhita, along with their translations and commentaries. Additionally, it houses roughly 1,800 technical reports & epidemiological records from WHO and ICMR.

In addition to this, the University Library prioritizes teaching / research support through digital resources, subscribing to a substantial portion of health science literature from renowned publishers like Elsevier Science, Walters Kluwer, BMJ Publishing, Wiley Online Library, Taylor and Francis Health, Oxford University Press Health Science, and Cochrane Library.

Central Library has embraced technology to enhance its services by implementing an RFID (Radio Frequency Identification) system and KOHA as the Integrated Library Management System (ILMS). The RFID system includes components like gate antennas, staff station readers, and self-check-in kiosks, leading to streamlined check-in/ check-out processes, improved inventory-management, enhanced security, and increased accuracy in tracking items. The University's ILMS offers benefits like online public access catalog (OPAC) for remote resource access, seamless integration with the RFID system for efficient borrowing & returning, data transfer for continuity, and customization for tailored management.

Nursing College Library- In addition to its specialized collection, it benefits from journal subscriptions provided by the Central Library, covering more than 100 titles with over 1,030 books.

Himalayan School of Management Library possesses a collection of more than 4,100 books. It subscribes to two databases, J-Gate and EBSCO Business Source Elite, which provide access to over 800 full-text journals.

Himalayan School of Science & Technology Library offers a wide selection of over 7,500 books. The library's e-journal requirements are met through EBSCO Engineering Source.

Himalayan School of Bioscience Library library is situated within the Bioscience School and contains over 250 books with plans for future expansion.

Himalayan School of Yoga Science Library is housed within its college building and features a collection of over 450 books, with plans for future expansion.

The University Libraries represent a dynamic and comprehensive academic resource center, dedicated to providing students, faculty, & researchers with an extensive array of books, journals, and digital resources to support their educational and research endeavors.

File Description	Document
Any additional information	[View Document](#)
Links for library acquisition data	[View Document](#)
Link for additional information	[View Document](#)

4.3.3

Does the institution have an e-Library with membership/subscription for the following:

1. e – journals / e-books consortia
2. e-ShodhSindhu

3.Shodhganga

4.SWAYAM

5.Discipline-specific Databases

Response: All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
E-copy of subscription letter/member ship letter or related document with the mention of year to be submitted	[View Document](#)
Details of subscriptions for e-journals, e-ShodhSindhu, Shodhganga membership etc. for the last five years	[View Document](#)
Details of e-resources with full-text access	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.3.4

Average annual expenditure for purchase of books and journals (including e-resources) during the last five years

Response: 187.8

4.3.4.1 Annual expenditure for purchase of books and journals year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
197	180	151	200	211

File Description	Document
Provide consolidated extract of expenditure for purchase of books and journals during the last five years duly attested by Finance Officer	**View Document**
Proceedings of Library Committee meetings for allocation of fund and utilization of fund	**View Document**
Institutional data in prescribed format	**View Document**
Audited Statement highlighting the expenditure for purchase of books and journal library resources (Refer annexure number -01)	**View Document**
Any additional information	**View Document**
Link for additional information	**View Document**

4.3.5

E-content resources used by teachers:

1. NMEICT / NPTEL

2. other MOOCs platforms

3.SWAYAM

4. Institutional LMS

5. e-PG-Pathshala

Response: Any Four of the above

File Description	Document
Supporting documents from the hosting agency for the e-content developed by the teachers need to be given	**View Document**
Institutional data in prescribed format	**View Document**
Any additional information	**View Document**
Give links e-content repository used by the teachers / Students	**View Document**
Links to documents of e-content resources used	**View Document**
Link for additional information	**View Document**

02-02-2024 12:25:37

4.4 IT Infrastructure

4.4.1

Percentage of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities (data for the preceding academic year)

Response: 100

4.4.1.1 Number of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities

Response: 153

4.4.1.2 Total number of classrooms, seminar halls and demonstration room in the institution

Response: 153

File Description	Document
Institutional data in prescribed format	[View Document](#)
Geo-tagged photographs of the facilities	[View Document](#)
Consolidated list duly certified by the Head of the institution.	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

4.4.2

Institution frequently updates its computer availability for students and IT facilities including Wi-Fi

Response:

University maintains two data centers, one as main data center and another as disaster recovery data center, which have 14 physical and 32 virtual servers. As an upgradation, the University has implemented Domain environment (AD), and all the computers are getting moved to Domain. This activity started from April-2023 onwards.

• HCI solution(Dell VX-Rail)

• Consolidated Memory in the servers (RAM-1,984GB)

• Consolidated Storage in server (152 TB)

- Windows Server 2022 Datacenter edition

- MS SQL 2019 server Enterprise were installed

- 24*7 Online UPS backup supply

Internet Bandwidth–BSNL NKN OFC Link for 1Gbps and JIO OFC Link upgraded from 500Mbps to 1 Gbps.

Desktop Computer for Staff– The University always focusses on latest configuration and new desktops are purchased regularly. Recently 600 desktops with latest configuration (i3 with 8GB-RAM, 256 GB-SSD and window-11) were purchased. Currently over 1220 desktops are available.

Desktop Computer in labs for student– Desktops with latest configuration are preferred in labs. Desktop in engineering student computer labs were upgraded from i3 to i5/i7 with 16 GB RAM and 512GB/1TB SSD in 2023 and Window 10 to Window 11. All labs have internet facility through LAN for students.

Network and Security - Network switches increased from 100 as of 2017 to 174 under the network upgradation and optimization project and is moving to enterprise grade network switches of 10G backend and 1G access layer speed, 30+ km long network and 10+ km optical fiber. The University maintains 2 firewalls, updated time to time. Cyberoam firewall is running since 2018, upgraded to Sophos 310 in 2020, and subsequently upgraded to XGS 3300 in Oct 2023.

Wireless Network – The University provides wireless network in selected areas for which 50 Access Points are installed. Temporary arrangement of wireless network is done on demand basis.

Power backup - All IT infrastructure has 24*7 UPS backup system.

Fiber To the Home - Airtel FTTH (Fiber-to-the Home) service is available in staff residential areas.

Projectors -   LCD projectors with Internet facility are available in classrooms, Lab, conference rooms, and seminar halls. Over 60 projectors were added in inventory in the last four years taking the total to over 100 projectors in the University which includes 10 interactive projectors.

Biometric Machine – Till 2018, 23 Star link biometric machines (Finger) were purchased which were upgraded to AI enabled Face scan Biometric machines in May 2022 (22 machines were purchased) and Aadhar enabled biometric machines, 5 (PRECISION PB ABAS-100 LAN) were purchased in year 2022 with one Matrix Cosec Vega FAXQ aadhar enabled Biometric device in 2023.

Websites – The University updates its website and ensures timely updation of content, design, notice, announcement, and information to enhance user-experience.

Enterprise application and Software – Enterprise level application Akhil Miracle HIS, JUNO ERP & LMS, NoPaperForms, Sage HRMS, Turnitin are available in University. Microsoft DreamSpark, Adobe creative cloud, d space, Faculty/Curriculum Feedback, KOHA Library Management System(Open Source), Google Workspace for Education for mailing service, SMS Service and others also exist for academic purposes.

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)
Links for documents relating to updation of IT and Wi-Fi facilities	[View Document](#)

Other Upload Files	
1	[View Document](#)

4.4.3

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

Response: ?1 GBPS

File Description	Document
Institutional data in prescribed format	[View Document](#)
Details of available bandwidth of internet connection in the institution	[View Document](#)
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	[View Document](#)
Any additional information	[View Document](#)
Annual subscription bill / receipt	[View Document](#)
Link for additional information	[View Document](#)

4.4.4

Facilities for e-content development such as Media centre, audio visual centre, Lecture Capturing System(LCS), etc.,

Response:

The establishment of E-Content Development cell facilities demonstrates the University's dedication for ongoing e-content development and monitoring quality along with adherence to University guidelines for the same. This cell ensures that all faculty members receive regular training and follow a systematic approach to content creation.

To initiate proper use of ICT in teaching, an all-in-one Integrated Digital Teaching Device (KYAN) has

been used by the University which includes interactive teaching platform, a fully functional computer, high brightness projection system, virtual interactivity etc. It is the world's first 6-in-one interactive, easy to use, teaching learning device that's nationally and internationally acclaimed by learning communities. On other hand a Smart board helps facilitate a successful meeting by driving participants to freely submit their ideas on the screen using the intuitive touch and writing tools, as well as encouraging engagement with easy connectivity and crisp graphics for high readability.

The University's state-of-the-art studio equipped with latest technology is the heart of the e-content development initiative ensuring that students receive top notch e-content that enhances learning. This facility allows us to produce high quality e-content utilizing state-of-the-art equipment, green screens and professional lighting.

The available infrastructure includes: Mic, Light, Teleprompter, Green Screen, Video Mixer/ Switcher, Sony Alpha 7 III Camera, Canon XA11 Full HD Video Camera, Tripod, Computer System, Network Storage.

INFLIBNET LMS

University has entered into a partnership by signing a Memorandum of Understanding with INFLIBNET LMS (ILMS). With this initiative, the University's digital library has expanded significantly by way of e-courses uploaded on ILMS. This platform has also provided students and teachers further access to an additional wealth of e-resources, research materials, and interactive multimedia content that is available at e-PG Pathshala. The partnership has facilitated the creation/upload of a range of e-content that includes courses, video lectures, and interactive study materials across various disciplines.

SWAYAM-NPTEL Local Chapter

The establishment of a SWAYAM NPTEL Local Chapter at the University has given yet another opportunity to students to take courses from MOOC (Massive Open Online Courses) platforms allowing them to gain skills and knowledge beyond classroom settings, and obtain additional certification.

File Description	Document
Any additional information	[View Document](#)
Links for the e-content development facilities	[View Document](#)
Links for Geo-tagged photographs	[View Document](#)
Link for additional information	[View Document](#)

4.5 Maintenance of Campus Infrastructure

4.5.1

Average percentage of expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

Response: 24.43

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

2022-23	2021-22	2020-21	2019-20	2018-19
5532	4167	3661	3850	3200

File Description	Document
Institutional data in prescribed format	[View Document](#)
Details about approved budget in support of the above	[View Document](#)
Audited statements of accounts for maintenance (Refer annexure number -01 as per SOP)	[View Document](#)
Any additional information	[View Document](#)
Provide link to ERP	[View Document](#)
Link for additional information	[View Document](#)

4.5.2

There are established systems and processes for maintaining physical and academic support facilities: (laboratory, library, sports facilities, computers, classrooms, etc.)

Response:

University is committed to providing comprehensive physical and academic support facilities for its students, teachers, and other visiting academicians. The University maintains & continuously enhances its infrastructure to meet standards set by statutory councils while ensuring a safe, comfortable, and clean working environment facilitated by a well-structured system, dedicated personnel, and robust administrative procedures.

The University has a dedicated Request Tracker portal that maintains services like electrical, plumbing, civil, etc. both for academic & physical services.

The Engineering Section is at the heart of the University's maintenance efforts. This department is divided into various units, each with a specific focus on maintaining different aspects of University's infrastructure. The team oversees the upkeep and repair of all buildings & facilities across the campus.

The Civil Maintenance team plays a critical role in maintaining classrooms, auditorium, research & diagnostic labs, computer laboratories, library, sports complex, etc. They handle a wide range of tasks, including architectural planning, carpentry, painting, masonry, building repairs, furniture maintenance, and plumbing maintenance.

The Electrical and Mechanical maintenance department ensures uninterrupted power supply and manages electrical assets such as substations, generators, lighting, and power distribution systems. They also oversee solar panels, sewage treatment plants, medical gas systems, and HVAC. Maintenance of the solar power plant involves daily meter readings, monitoring inverters for alarms and failures, and regular upkeep of solar panels to harness renewable energy, effectively.

Classrooms-laboratory maintenance is maintained by a dedicated team that ensures cleanliness & functionality. Repair & renovation tasks are carried out based on recommendations from authorities and departments.

Sports Facilities are supervised by the Sports-In-Charge, with ground maintenance conducted annually.

Civil, electrical, or mechanical issues are reported to the Engineering Department for swift resolution.

Library Maintenance is overseen by the librarian, who procures learning resources as per the University Library Committee's recommendations.

The IT Maintenance Department handles all technical issues related to computers, IT systems, and the internet. Regular updates, and maintenance, support the teaching-learning process.

The Nursery Department is responsible for maintaining the campus's green spaces, including lawns, gardens, sports grounds, etc., ensuring a visually appealing and serene environment.

The Medical Repair Unit, under the Department of Biomedical Engineering, manages all medical equipment on campus. The department maintains critical & sophisticated equipment under annual or comprehensive maintenance contracts and adheres to preventive maintenance plans for other equipment.

University's hospital has established 12 committees that focus on infrastructural requirements, maintenance & other aspects of patient care, and safety. The Quality Assurance Committee of Hospital serves as the core committee, overseeing the functions of other subcommittees. Regular meetings deliberate on various issues raised by these committees to ensure the highest standards of infrastructure maintenance.

The Security Department is responsible for maintaining round-the-clock security on campus. This department employs in-house & outsourced security personnel to guarantee the safety and security of the entire University community. The University's elaborate infrastructure maintenance system, comprising dedicated departments and skilled personnel, ensures the campus remains a safe, clean, and conducive environment for learning and research.

File Description	Document
Any additional information	[View Document](#)
Links for minutes of the meetings of the Maintenance Committee.	[View Document](#)
Links for log book or other records regarding maintenance works.	[View Document](#)
Link for additional information	[View Document](#)

Other Upload Files	
1	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Average percentage of students benefited by scholarships /free ships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years

Response: 54.33

5.1.1.1 Number of students benefited by scholarships /free ships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1502	1330	1470	1295	1181

File Description	Document
Self-attested letters with the list of students with Government-sanctioned scholarships and fee-waivers	[View Document](#)
List of students benefited by scholarships / fee-waivers etc. provided by the institution and other non-government schemes	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Copies of sanction letters from the University / non-government schemes	[View Document](#)
Consolidated document in favor of free ships and number of beneficiaries duly signed by the Head of the institution	[View Document](#)
Attested copies of the sanction letters from the sanctioning authorities	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

5.1.2

Institution implements a variety of capability enhancement and other skill development schemes

    1. **Soft skills development**

    2. Language and communication skill development
    3. Yoga and wellness
    4. Analytical skill development
    5. Human value development
    6. Personality and professional development
    7. Employability skill development

Response: All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Details of capability enhancement and skills development schemes	[View Document](#)
Detailed report of the Capacity enhancement programs and other skill development schemes	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)
Link to institutional website	[View Document](#)

5.1.3

Average percentage of students benefited by guidance for competitive examinations and career advancement offered by the Institution during the last five years.

Response: 24.47

5.1.3.1 Number of students provided with training and guidance for competitive examinations and career advancement offered by the Institution year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
990	1707	153	183	95

File Description	Document
Year-wise list of students attending each of these schemes signed by competent authority	[View Document](#)
Program/scheme mentioned in the metric	[View Document](#)
List of students (Certified by the Head of the Institution) benefited by guidance for competitive examinations and career advancement offered by the institution during the last five years	[View Document](#)
Institutional Data in Prescribed format	[View Document](#)
Copy of circular/brochure of such programs	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

5.1.4

The institution has an active international student cell

Response:

The International Student Cell (ISC) at Swami Rama Himalayan University (SRHU) is a central driver of the institution's commitment to internationalization, functioning as the key unit for all global initiatives and activities. ISC plays a pivotal role in shaping SRHU's global identity and seamlessly integrating it with the international academic landscape.

As a research-led institution, SRHU aims to elevate its global profile, and ISC actively engages in strategies and initiatives to position SRHU as a reputable international university, contributing to the global academic discourse.

ISC places a strong emphasis on integrating global and local elements to enrich the university environment. This involves implementing international activities that benefit student life and contribute to the professional development of SRHU's faculty and staff. The seamless integration of incoming international students and staff fosters a cross-cultural exchange that enhances the overall academic experience.

Facilitating linkages at various levels is a key aspect of ISC's role. The council actively engages with the university community to establish individual, departmental, faculty, and institutional linkages, guided by SRHU-approved guidelines.

ISC has a vision to extend specialized services to international students and applicants, ensuring a smooth transition and a positive experience within the SRHU community. This includes support services, cultural integration programs, and academic guidance tailored to the unique needs of international students.

The concept of "internationalization at home" is actively championed by ISC, creating an inclusive environment that values diversity and provides opportunities for both local and international students and staff to engage in cross-cultural experiences.

ISC plays a pivotal role in facilitating mobility exchanges for SRHU staff and students, actively seeking, supporting, and facilitating opportunities for them to immerse themselves in academic life at international partner universities. This initiative fosters a two-way exchange of knowledge, contributing significantly to the cultivation of a global perspective within SRHU's academic community.

Noteworthy collaborations enhance these mobility exchanges. SRHU has forged active Memoranda of Understanding (MoUs) with the Danish Consortium of Academic Craftsmanship in the Netherlands, aiming to facilitate student and faculty interactions. Other partner institutes include Nottingham Trent University, England and University of Wisconsin, Madison USA.

Through these collaborative efforts and partnerships, ISC actively contributes to creating a vibrant and globally connected academic environment at SRHU. The exchange programs provide valuable learning experiences for students and faculty while enriching the university's research and development initiatives, positioning SRHU as a hub for international academic collaboration and innovation.

File Description	Document
Any additional information	[View Document](#)
Links for international students' cell	[View Document](#)
Link for additional information	[View Document](#)

5.1.5

The institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and prevention of ragging

1. **Adoption of guidelines of Regulatory bodies**
2. **Presence of the committee and mechanism of receiving student grievances (online/ offline)**
3. **Periodic meetings of the committee with minutes**
4. **Record of action taken**

Response: All of the above

File Description	Document
Minutes of the meetings of student Grievance redressal committee and Anti-Ragging committee	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Circular/web-link/ committee report justifying the objective of the metric	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

5.2 Student Progression

5.2.1

Average percentage of students qualifying in state/ national/ international level examinations during the last five years

(eg: NET/SLET/GATE/GMAT/GPAT/CAT/GRE/TOEFL/PLAB/USMLE /AYUSH/AICTE/ Civil Services/Defense /UPSC/State government examinations/PG-NEET/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,)

Response: 85.34

5.2.1.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT/GRE/TOEFL/ PLAB/ USMLE /Civil services/ Defense/UPSC/State government examinations/ *PG-NEET/* AIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
17	28	36	48	47

5.2.1.2 Number of students appearing in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT/GRE/TOEFL/ *PLAB/ USMLE/*Civil Services/State government examinations *PG-NEET/* AIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,)) year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
28	36	39	49	48

File Description	Document
Pass Certificates of the examination	[View Document](#)
List of students qualifying for state/national/international-level examinations during the last five years with their roll numbers and registration numbers	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

Other Upload Files	
1	[View Document](#)

5.2.2

Average percentage of placement /self employed professional services of graduating students during the last five years

Response: 35.97

5.2.2.1 Number of outgoing students who got placed / self-employed year- wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
275	202	254	289	205

File Description	Document
Self-attested list of students placed/self-employed	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Annual reports of Placement Cell	[View Document](#)
Link for additional information	[View Document](#)

Other Upload Files	
1	[View Document](#)

5.2.3

Percentage of the graduates in the preceding academic year, who have had progression to higher education.

Response: 10.15

5.2.3.1 Number of batch of graduated students of the year before preceding year, who have progressed to higher education

Response: 82

File Description	Document
Supporting data for student/alumni in prescribed format.	[View Document](#)
List of students who have progressed to Higher education preceding academic year	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/cultural activities at state/regional/national/international events (award for a team event should be counted as one) during the last five years

Response: 162

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

2022-23	2021-22	2020-21	2019-20	2018-19
80	33	05	17	27

File Description	Document
Institutional data in prescribed format	[View Document](#)
Certified e-copies of award letters and certificates.	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

Other Upload Files	
1	[View Document](#)
2	[View Document](#)

5.3.2

Presence of Student Council and its activities for institutional development and student welfare

Response:

The University places significant emphasis on the pivotal role of the Student Council in contributing to institutional development and ensuring the welfare of its students. The composition of the Student Council, comprising student representatives, serves as a dynamic force actively engaged in fostering a positive and thriving campus environment.

At the heart of the Student Council's mission is the commitment to facilitate the overall development of students. This is achieved by creating a diverse platform that encourages engagement in various activities and events tailored to enhance students' holistic growth. A key aspect of this strategy involves fostering peer-to-peer mentoring initiatives and promoting involvement in co-curricular and extracurricular activities. By actively engaging students in these pursuits, the council aims to contribute to their psychological and overall well-being.

In alignment with its commitment to student development, the council takes proactive measures to ensure active participation in the Career Guidance and Placement Cell. Recognizing the significance of professional development, the council facilitates students' involvement in training programs geared towards preparing them for their future careers.

The Student Council serves as a valuable source of information, regularly updating students about the various freeships and scholarships offered by the University. This includes highlighting specific initiatives, such as a 26% tuition fee rebate for Uttarakhand domicile students, merit cum means scholarships, performance-based incentives, and scholarships for alumni. Additionally, the council plays a crucial role in disseminating information about scholarships provided by governmental and external agencies, ensuring that students are aware of and can avail themselves of these opportunities.

Beyond academic pursuits, the council encourages student participation in internal and external events, spanning academic, cultural, and sports domains. By fostering a spirit of involvement, the council aims to enrich students' University experience and contribute to their personal and professional growth.

Acknowledging the significance of community involvement, the Student Council takes an active role in directing students to partake in outreach community health programs and various awareness services. Regularly, students belonging to the medical and nursing fraternity actively participate in medical camps aimed at providing healthcare services to rural and hilly areas in the Garhwal region of Uttarakhand. This not only cultivates a sense of social responsibility but also provides students with the opportunity to apply their acquired knowledge and skills for the improvement of the community.

Lastly, the council plays a crucial role in strengthening alumni participation. By fostering connections with former students, the council ensures a continuous and supportive network that can contribute to the University's growth and provide valuable insights into the evolving needs of students.

In essence, the Student Council at Swami Rama Himalayan University operates as a dynamic force, tirelessly working towards the enrichment of students' academic, personal, and professional lives. Through its multifaceted approach, the council stands as a beacon for institutional development and student welfare, contributing to the creation of a vibrant and nurturing educational environment.

File Description	Document
Any additional information	[View Document](#)
Links for Student Council activities	[View Document](#)
Link for additional information	[View Document](#)

5.3.3

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

Response: 37.6

5.3.3.1 Number of sports and cultural activities / competitions organised by the Institution year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
49	31	29	36	43

File Description	Document
Report of the events/along with photographs appropriately dated and captioned year-wise	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Event photograph if available (random selection with titles and date(s) of the events marked)	[View Document](#)
Copy of circular/brochure indicating such kind of activities	[View Document](#)
Any additional information	[View Document](#)
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)
Link for additional information	[View Document](#)

5.4 Alumni Engagement

5.4.1

The Alumni Association/Chapters (registered and functional) has contributed significantly to the development of the Institution through financial and other support services during the last five years

Response:

The University Alumni Association (UAA) serves as the formal platform for alumni engagement at the University. The dedicated webpage for the alumni forum, accessible at https://alumni.University.edu.in/, is prominently featured on the University website under the "Campus Life," "Student Affairs," and "Alumni" sections. This webpage facilitates ongoing connections between alumni and their alma mater by providing a user-friendly form that allows graduates to share updates on their life journey. Additionally, it fosters interaction among batch mates, offers notifications about alumni events, facilitates participation in alumni meets, and delivers news and updates on upcoming University events.

Mission of University Alumni Association

1. Promoting Interaction and Networking: Foster a vibrant forum that encourages interaction and networking among the University's alumni.
2. Supporting Professional and Societal Goals: Assist alumni in achieving their professional and societal objectives.
3. Contributing to the University's Vision: Contribute to the University's vision of attaining recognition as a leading institution in academics, research, outreach, and innovation.
4. Promoting Best Practices: Advocate for best practices in diverse areas such as Medical/Paramedical Science, Biosciences, Yoga, Technology, Management, and other

contemporary fields.

Benefits for Registered Alumni

1. Regular Updates: Receive timely updates about the alma mater through University newsletters sent via email.
2. University Support: Access support from the University, including letters of recommendation and subsidized accommodation in the University Guest House during visits.
3. Concession in Tuition Fee: Avail concessions in tuition fees for immediate relatives seeking admission to programs offered by the University, in accordance with University norms.
4. Professional Development Opportunities: Participate in conferences and Management Development Programs (MDPs) organized by the University at concessional rates for organizations where alumni are employed.
5. Connection with Current Students: Engage with current University students through idea/experience sharing and guest lectures in classrooms on a regular basis.

The University Alumni Association strives to create a dynamic and supportive community that extends beyond graduation, enhancing the overall experience and impact of the University alumni network.

File Description	Document
Audited statement of accounts of the Alumni Association (Refer annexure number -01 as per SOP)	[View Document](#)
Any additional information	[View Document](#)
Links for quantum of financial contribution	[View Document](#)
Link for additional information	[View Document](#)
Links for frequency of meetings of Alumni Association with minutes	[View Document](#)
Link for details of Alumni Association activities	[View Document](#)

5.4.2

Provide the areas of contribution by the Alumni Association / chapters during the last five years

1. Financial / kind
2. Donation of books /Journals/ volumes
3. Students placement
4. Student exchanges
5. Institutional endowments

Response: C. Any three of the above

File Description	Document
List of Alumni contributions made during the last 5 years	[View Document](#)
Certified statement of the contributions by the head of the Institution	[View Document](#)
Any additional information	[View Document](#)
Annual audited statements of accounts/ Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Finance Officer and Head of the Institutions	[View Document](#)
Link for any additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The Institution has clearly stated vision and mission which are reflected in its academic and administrative governance.

Response:

The Institution has clearly stated vision and mission, duly approved by the Board of Governors (BOG) which are reflected in its academic and administrative governance.

Vision: "To be recognized as a premier university through providing quality education and healthcare in a manner that is holistic and evolutionary".

Mission: "To transform lives by nurturing excellence in the creation and dissemination of knowledge through education, research, innovation and technology besides providing multidimensional humanitarian opportunities for social upliftment in accordance with the ideals of Swami Rama".

The current vision & mission of the University was updated in the year 2021 by the BOG, after detailed discussion with the various stakeholders keeping in view the changes in the present educational scenario, expansion in the activities of the University and demands of emerging society.

The academic and administrative governance of the University is truly reflected in the process followed for the various decisions being taken by the different committees, and statutory bodies of the University.

The University Act provides a hierarchy of statutory bodies like Board of Governors, Board of Management, Academic Council, Board of Studies, etc. whose meetings are held regularly as per the provisions of the Act. These bodies have fair representation from government, academia, industry, student, alumni, and professionals who regularly contribute to the effective governance of the University.

The University develops 5-year perspective /strategic plans which flow bottom to top, in which inputs come from all stakeholders including faculty members, staff, principals, and other officers. The same is disseminated throughout the organization for timely and effective implementation and duly monitored by respective bodies.

Academic and administrative decisions are taken with the participation of all relevant stakeholders. For example, faculty members of a department sit together and carry out a self-analysis, conduct a SWOC analysis, create objectives and goals in keeping with changing times and academic requirements of their programmes. They further develop an action plan with milestones and timelines also mentioning the owner of a milestone along with its financial implications. This plan is then discussed at the faculty level with the Principal and subsequently presented to the top management for discussion, consideration, and approval to be integrated into the University's perspective/ strategic plan.

The statutory bodies of the University have been constantly working over the years towards measures to take the University to higher levels in the journey towards excellence, such as, setting up of the clinical

trials department, use of solar energy at the University campus, rain water harvesting and Go-Green initiative, introducing super specialty programs and departments, establishment of skill and simulation centre, sleep labs, upgradation of cancer centre with latest diagnostic, technologies including PET scan, nuclear medicine facilities, implementation of LMS/ERP, implementation of NEP, setting up of an e-content cell for courses on Inflibnet, onboarding incubatees at the Himalayan Centre for Innovation and Entrepreneurship, etc. These are a few milestones in the progress of the University which have been possible because of the efficient academic and administrative governance exercised by the statutory bodies.

File Description	Document
Any additional information	[View Document](#)
Link for vision and mission documents approved by the Statutory Bodies	[View Document](#)
Link for report of achievements which led to Institutional excellence	[View Document](#)
Link for additional information	[View Document](#)

6.1.2

Effective leadership is reflected in various institutional practices such as decentralization and participative management etc.

Response:

The University practices a decentralized and participative approach in all its academic and administrative procedures which is very well laid down in the statutes of the University. Since inception, the University follows an all-inclusive process in various academic and administrative activities by involving faculty members, Heads of Departments, Principals, and external experts, wherever required. By and large, all the stakeholders are involved in various statutory bodies and committees, and a collaborative decision-making process is being used. The inputs of these stakeholders form a strong basis for continuous improvement of academics and administration at the University. There are number of committees where the stakeholders participate, freely express their views and after deliberations arrive at a consensus before taking up an initiative towards implementation.

A case study for the same is mentioned below:

Curriculum Development

University has a well-defined process for design and revision of curriculum that involves participation of all stakeholders (students, faculty, industry, alumni, community & management) and eminent academicians, researchers, and subject experts of national, & international repute from other institutions.

The process of curriculum design is initiated by the departments/college of the University where all the

faculty members contribute to their areas of expertise. The inputs of the faculty form the basis of the deliberations of Board of Studies (BOS). The BOS comprises of Head of the Department, two Professors (maximum), two Associate Professors (maximum), & two external subject experts from academia/industry

The BOS, carries out exhaustive deliberations on existing curriculum also considering the inputs received from relevant stakeholders including industry & academic domain experts. Following this, a proposal to introduce new courses, or amendments, in the existing program curricula, in alignment with the Mission and Vision of the academic unit, is finalised by the BOS.

The BOS places its recommendations before the duly constituted Review Committee for uniformity in its structuring. Once the Review Committee clears it, the recommendations are placed before the Academic Council for approval and implementation. In case any observation is made by the Academic Council, the document is referred back to the BOS for due consideration and modification. Once (finally) approved by the Academic Council, the program curriculum is notified and implemented in the academic session targeted.

The above procedure for curriculum design was completely followed by the Department of Orthopaedics to create a competency-based curriculum for postgraduate students, as desired by the National Medical Council (NMC) which is being mentioned here as a case study.

Feedback was taken from all the stakeholders which included faculty members, senior residents, alumni, postgraduates, practicing orthopaedic surgeons, etc. Need assessment from the stakeholders was used to identify the gaps in the existing curriculum and develop a new competency-based program which was more aligned with the needs of the stakeholders.

File Description	Document
Any additional information	[View Document](#)
Link for information / documents in support of the case study	[View Document](#)
Link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed.

Response:

The Vision and Mission statements of University are the foundation, based on which every strategic plan is developed. The mission document evolved by the Founder of the Institution clearly sets forth that University will actively promote and preserve the highest values and ethics in education, health care & research and pursue excellence in all these areas.

The Strategic Plan of the University is prepared once every five years. The University follows a bottom-up approach in strategic planning, giving autonomy to the various academic units to prepare their own strategic plans for which notices are sent by the Registrar to the Principals. The Principals further advise the Heads of Departments to prepare the 5 years plan at their departmental level who conduct their individual SWOC analysis, identify their areas of improvement & growth, and prepare critical goals along with the action plan & timelines, and submit it to the concerned Principals. Following discussions within the academic unit and after due review, the Principals consolidate and finalize the strategic plan for their respective college, after which the same is submitted to the University.

The Vice Chancellor, along with his team, consolidates the strategic plan of each college, following thorough analysis & discussions, and integrates the same into the University's strategic plan which is then presented to the Board of Management (BOM) followed by the Board of Governors (BOG). The strategic plan is regularly monitored by the monitoring committees at the level of colleges and also by the BOG in its periodic review, suggesting corrective actions in the implementation of the plan, wherever required.

We illustrate an example of attainment of strategic goals which includes the strategic implementation process and outcomes of the attainment of the same, below.

University had already been running Undergraduate (UG) and Postgraduate (PG) programs in medicine, but need was felt to introduce super-specialty MCH/DM programs so that doctors could be trained with higher skills and patients can be provided advanced treatment. The super-specialty departments which had to be established for the purpose, namely, surgical oncology, neurosurgery, urology, neurology, neo-natology, cardiology, nephrology, nuclear medicine, and critical care medicine.

The respective departments worked out the requirements for such specializations in terms of infrastructure, equipments and manpower at their (department) level which was subsequently discussed with the concerned Principal and duly submitted to the Vice Chancellor for consideration. The Vice Chancellor studied the proposal and after due modifications, the proposal was finalized and presented to the Board of Management (BOM) for approval. Subsequent to the approval of BOM, the proposal was prepared and submitted to NMC for the regulatory body's required approval.

File Description	Document
Any additional information	View Document
Link for Strategic Plan document	View Document
Link for additional information	View Document
Link for minutes of the Governing Council/ other relevant bodies for deployment / monitoring of the deliverables	View Document

6.2.2

Effectiveness and efficiency of functioning of the institutional bodies as evidenced by policies,

administrative setup, appointment and service rules, procedures etc.

Response:

The multi-layered organizational structure of the University describes the administrative setup in terms of hierarchy/functions of various statutory/governing bodies and committees:

THE BOARD OF GOVERNORS (BOG) is the principal governing body of the University and is responsible for framing the institution's vision & mission, the oversight of its programs, its financial health, approving budget & annual accounts, annual report and the good order of the campus. The BOG at the University has laid down policies for the overall growth of the University.

THE BOARD OF MANAGEMENT (BOM) is the principal executive body of the University which approves key management decisions such as appointments of its officers and staff, commencement of new academic programs, confer and grant degrees, providing infrastructure, reviewing annual accounts and maintenance of all the assets of the University.

ACADEMIC COUNCIL (AC) is the principal academic body of the University responsible for coordinating and exercising general supervision over the academic and research activities of the University; recommends the new academic programs along with the eligibility criterion and intake. It also approves the curricula and syllabi for the various programs and courses as recommended by the Board of Studies.

 FINANCE COMMITTEE is the principal financial body of the University. It advises the Board of Management on financial planning and is responsible for budgetary appropriations, monitoring of financial health, tax and other regulatory compliance and developing strategies for effective mobilization and utilization of financial resources.

INTERNAL QUALITY ASSURANCE CELL (IQAC) has a primary goal to develop a system for conscious, consistent, and catalytic action to improve the academic, research and administrative performance of the Institution and to promote measures for institutional functioning towards quality enhancement.

THE RESEARCH COMMITTEE is responsible for promotion of research-based activities in the University.

Other Committees have been constituted for effective functioning of the University such as the Anti-Ragging Committee, Internal Complaints Committee, Code of Conduct Monitoring Committee, Student Council, Unfair Means Committee, Ethics Committee, Cultural Committee, Sports Committee, Literary, and Grievance Redressal Cell, Purchase committee, IP Advisory Committee, etc. These committees and councils enable participation of all stakeholders in the decision making and implementation process.

Policies & Procedures: There is well-designed appointment and service policy which lays down the service rules, and also provides for hierarchy of pay slabs for different employee categories, besides disciplinary & conduct rules. Policies for Leaves, Grievance-Redressal, Accommodation, Retirement, Re-employment, Performance Appraisal and related procedures are also included to ensure transparent and effective administration.

File Description	Document
Any additional information	[View Document](#)
Link for organogram of the University	[View Document](#)
Link for additional information	[View Document](#)
Link for Annual Report of the preceding academic year	[View Document](#)
Link for minutes of meetings of various Bodies and Committees	[View Document](#)

6.2.3

The University has implemented e-governance in the following areas of operation

1. **Planning and Development**
2. **Administration (including Hospital Administration & Medical Records)**
3. **Finance and Accounts**
4. **Student Admission and Support**
5. **Examination**

Response: All of the above

File Description	Document
Screen shots of user interfaces, if any	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Institutional budget statements allocated for the heads of E-governance implementation ERP Document	[View Document](#)
E-Governance architecture document	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.3 Faculty and Staff Empowerment Strategies

6.3.1

The institution has effective welfare measures for teaching and non-teaching staff, and other beneficiaries.

Response:

Welfare schemes aim to create an efficient, healthy, loyal workforce for the organization, based on the principles of social responsibility, democratic values, fair wages, shared responsibility, and universality of welfare.

Leave

All employees are entitled to following leaves:

- Privileged Leave (even with provision for half day)
- Special Leave for academic purposes
- Paid Maternity Leave
- Medical Leave
- Extraordinary
- Leave with pay
- Study Leave
- Official Duty Leave, etc.

Health benefit policy

Free health benefits are available for all employees and their dependents.

Disbursement of ex- gratia amount

Family of a permanent employee, who dies on duty, is eligible for the ex gratia amount, which is equivalent to six times of the basic pay, as a one-time (ex gratia) payment.

Professional indemnity policy for medical practitioners

This policy provides financial safeguard to medical practitioners against legal costs and claims by the patients in case of a legal dispute.

Residential accommodation in the campus by University

Accommodation is provided to employees in the campus with all basic facilities. Residences are classified as A, B, C, D and E based on the number of bed-rooms in an apartment. Employees who want to avail this facility are required to apply to the HR department through proper channel. The application is considered by the duly constituted "House Allotment Committee", which, on the basis of seniority and eligibility takes the decision of allotting the accommodation to the concerned employee.

Subsidized Transport facilities for employees

Transport at discounted fares is available for staff coming to work at the campus from other neighbouring towns.

Staff Welfare Fund: Swami Rama Himalayan University Employee welfare fund has been established to provide financial aid to employees in case of need.

Discount in tuition fee is given to wards of employees.

Interest free loans are given to wards of employees who are studying in the University.

Crèche, Pre- School and Wellness Centre: The University has a well-equipped Creche and pre-school facility. There is also a dedicated wellness centre, to cater to the overall wellness of the individual.

Basic Facilities: The University campus has all basic facilities like Bank, ATMs, Post-office, shopping complex, beauty parlour/ hairdresser, and canteen facilities, besides a large daily-needs shopping store to take care of the day to day needs of an individual/ family.

Sports Facilities: Badminton, Tennis, Volleyball, Basketball courts, Cricket and Football Ground, Indoor-Gyms and Yoga Centre aim to help staff and students engage themselves in physical activity/ exercise and lead a healthy life.

File Description	Document
Any additional information	[View Document](#)
Link for policy document on welfare measures	[View Document](#)
Link for list of beneficiaries of welfare measures	[View Document](#)
Link for additional information	[View Document](#)

Other Upload Files	
1	[View Document](#)

6.3.2

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

Response: 15.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
84	21	10	41	53

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
List of teachers provided with membership fee for professional bodies	[View Document](#)
List of teachers provided with financial support to attend conferences, workshops etc. during the last five years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[View Document](#)
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies.	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.3.3

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

Response: 124.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
253	126	63	139	43

File Description	Document
Reports of Academic Staff College or similar centres Verification of schedules of training programs	[View Document](#)
List of professional development / administrative training programmes organized by the University year-wise for the last five years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Detailed program report for each program should be made available Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	[View Document](#)
Copy of circular/ brochure/report of training program self conducted program may also be considered	[View Document](#)
Certified list of the participants who attended the professional development/administrative training programmes during the last five years	[View Document](#)
Certified list of organisations / agencies that sponsored/supported/supervised the programmes	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.3.4

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..

Response: 98.1

6.3.4.1 Total Number of teachers attending such programmes year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
296	259	257	257	259

File Description	Document
List of teachers who attended Faculty Development Programmes including online programmes during the last five years	[View Document](#)
List of sponsoring/supporting/supervising agencies	[View Document](#)
Institutional data in prescribed format	[View Document](#)
E-copy of the certificate of the program attended by teacher	[View Document](#)
Any additional information	[View Document](#)
Annual reports of the IQAC and the University for the last five years.	[View Document](#)
Link for additional information	[View Document](#)

6.3.5

Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

The University has devised a well-structured policy and proforma to assess performance of teaching and non-teaching employees. The appraisal parameters are processed for appraisal of faculty members, clinicians, nurses, paramedics, supportive & administrative staff in consonance with the category of employees and their respective performance attributes.

Appraisal system at Swami Rama Himalayan University is classified in two categories: Academic/Teaching Employees and Non-Academic/Non-Teaching Employees.

Parameters for Academic/Teaching employees: These parameters are in congruence with their respective roles, as stated below:

- Those who are performing only academic role.
- Those who are performing academic and clinical role.
- Those who are performing academic, clinical, and administrative role.

Parameters for faculty involved only in teaching include number of courses, teaching quality, student feedback, research & publication, academic administration, behavioural competency, attitude & work habits, ownership/sense of belongingness, and communication skills.

Additional appraisal parameters for clinical faculty include clinical competencies, patient care, medical and surgical competencies.

Faculty in administrative role is appraised on additional parameters of strategic planning and leadership,

clearly defined goals & objectives, initiative & drive, and financial management.

Parameters for non-teaching employees: Performance of non-teaching staff is assessed based on their Key Responsibility Areas (KRAs), work habits & attitude, and other behavioural competencies required at their level of employment. The KRAs vary according to category and function of employees.

Procedure of Performance Appraisal

Performance appraisal forms have been designed in a way to include Key Responsibility Areas for teaching and non- teaching employees/staff. KRAs of employees percolate down from the level of apex leadership team and are aligned to achievement of common goals of University.

Assessment of performance is done on an annual basis. Human Resource Department (HRD) of the University sends the blank appraisal forms well in advance to the Head of Department/Head of constituent college or school in respect of those faculty/staff members whose performance is due to be assessed. The employee being appraised is given an opportunity for self-appraisal. Duly filled-in self-appraisal forms are submitted by every employee to the respective HODs/Principal. Students' feedback on teaching & learning process, besides other administrative responsibilities is also considered while appraisal of performance of faculty members is being carried out. HODs/Principals review the self-appraisal forms and forward the same to the HRD. The HOD/ Principal counsels the concerned faculty with reference to areas of improvement if & when required.

Award of increments or promotions is based on overall rating in performance appraisal. The HRD is responsible for coordinating the performance appraisal process, analysing the ratings and identifying the training needs, if any. A grievance arising out of the appraisal process can be taken up with HRD. In case the aggrieved Faculty/Staff still feels dissatisfied, he/she has an option to appeal before the appellate authority

University tries to ensure maximum opportunity for promotion from within, consistent with the commitment to institutional needs and institutional excellence, on the principle of equal opportunity and merit-based career advancements

File Description	Document
Any additional information	View Document
Link for additional information	View Document
Link for performance appraisal policy of the institution	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The University recognizes that financial revenue is an extremely important resource. The financial goal of the University is to ensure adequate cash flow for operational expenses and generate reasonable surplus for growth and expansion in line with strategic plan of the University.

The Finance Committee of the University, which includes external experts for unbiased inputs takes care of financial matters. The Board of Governors is the apex body for approving financial decisions.

Mobilisation of funds

Resource Mobilization Policy is aimed at identifying sources and management of resources in such a way that adequate cash flow for operational expenses is ensured and reasonable surplus for growth and expansion is generated. The policy envisages that student revenue will continue to be the major source of revenue and additional funds will be attracted through research grants & consultancy, and hospital earnings & its augmentation through government schemes like Ayushman/CGHS/ECHS, Pharmacy, Incubation centre, etc. Bank interest and Endowments contribute to capital investments, too, as in the past. Funding support from government and other private agencies (NGOs), alumni & philanthropists is also used ensuring the alignment of vision of such partners with that of the University.

The total fee revenue is expected to double within the next five years with the anticipated growth in student numbers. Earning from research and consultancy is expected to rise by 15% in the next five years as the University has recently begun to focus on these two key areas. Hospital earnings are also expected to rise over a period of next five years.

The University generates adequate funds for operational and capital expenditures from internal revenue sources. The surplus generated is ploughed back for planned development/ expansion in the University, augmentation of facilities & infrastructure, etc.

University also has a contingency plan for deficit management which aims at minimizing financial risk and managing fiscal deficits. If an expansion plan requires funds beyond the projected surplus for short / medium term, borrowing from banks may also be considered.

Optimum Utilisation of Resources

Activities where resources of the University are being utilized

- Infrastructure Development: Buildings for teaching, administrative offices laboratories & hospital, furniture, and other capex items.
- ICT Facilities: Upgradation of computers & softwares, smartboards, ERP/LMS, studio & media centre, etc.
- Administrative Activities: Housekeeping, security, gardening, maintenance & transport, etc.
- Academic Activities: Laboratory consumables, workshops, seminars, conferences, guest lectures, etc.
- Student Activities: Scholarships & awards, sports, free annual medical check-up.
- Research Activities: Setting up and upgrading of research laboratories, research databases, funding intra-mural research projects, research awards and incentives.
- Upgradation of teaching learning facilities for students, digitization, implementation of NEP,

upgradation of skill & simulation centre, labs, etc.

- Activities in sync with Govt. of India and UN-SDGs: Renewable energy initiative, water harvesting plants, plant for recycling of wastewater etc.
- Employee welfare: Housing and transport at subsidized rates, facilities in campus like bank, indoor-gym, open outdoor-gym, crèche, laundry, etc.
- Social responsibility and community outreach activities.

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)
Link for resource mobilization policy document duly approved by BoM / Syndicate / Governing Council	[View Document](#)
Link for procedures for optimal resource utilization	[View Document](#)

6.4.2

Funds / Grants received from government / non-government bodies / philanthropists during the last five years (excluding scholarships and research grants covered under Criterion III)

Response: 965

6.4.2.1 Total funds / Grants received from government /non- government bodies year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
364	194	134	155	118

File Description	Document
Provide the budget extract of audited statement towards Grants received from non-government bodies, individuals, philanthropist duly certified by chartered accountant and/or Finance Officer	[View Document](#)
List of government / non-Governmental bodies / philanthropists that provided the funds / grants	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Copy of letter indicating the grants/funds received by respective agency as stated in metric	[View Document](#)
Audited statements of accounts for the last five years (Refer annexure number -01 as per SOP)	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.4.3

Institution conducts internal and external financial audits regularly

Response:

The University has deployed a consistent internal audit system, in addition to the statutory external audit.

Internal audit mechanism

Every year annual budget is prepared for the University in consultation with the constituent colleges/schools and departments. The Finance Officer ensures that activities remain within the budget, and exceptions are duly approved, considering the financial situation.

University has a Finance Committee headed by the Vice Chancellor that recommends the budgets to the Board of Management (BoM). Based on the recommendations of the BoM, the budget is approved by the Board of Governors. Once this is done, the Finance Committee monitors the fund situation, periodically. The Finance Officer is responsible for maintaining internal checks & balances to ensure timely and accurate recording of transactions.

Internal audit is handled by an in-house audit team, the members of which have expertise in auditing and accounts. The audit team prepares an audit schedule to review the entire accounting procedure and ensures proper financial control at every point of funds disbursement to prevent any revenue leakage. The audit team conducts a thorough check and verification of all payment vouchers on a continuous basis. As part of internal control, a system of joint authorized signatories is practiced for all disbursements. The internal audit team conducts random on-site inspection of consumables and capital items in order to check their quality and quantity.

External Audit Mechanism

External audit is conducted by an external auditor appointed by the Board of Governors (BoG). External auditor submits the audit report to the Finance Committee of the University, which scrutinizes the report, approves it and recommends it to the Board of Management (BoM). Based on the recommendation of BoM, the BoG is the competent authority to consider and approve the annual accounts and the balance sheet, following the closing of the financial year on 31st March every year.

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)
Link for policy on internal and external audit mechanisms	[View Document](#)
Link for financial audit reports for the last five years (Refer annexure number -01 as per SOP)	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

Instituion has a streamlined Internal Quality Assurance Mechanism

Response:

For sustenance enhancement of quality in academic & administrative performance in University, an Internal Quality Assurance Cell (IQAC) is constituted in accordance with the NAAC guidelines on 8th Dec 2018.

The IQAC is headed by the Vice-Chancellor as its Chairman and a Professor with experience and exposure in quality aspects is the Co-ordinator. It has representation from faculty members representing all levels including Dean/ Principal, management, senior administrators including Registrar, Finance Officer, and senior administrators in charge of library, computer centre, estate, student welfare, examination, planning & development, students, alumni, other stakeholder including parents/ employer/ local society/ industrialist/ academicians from other reputed Universities.

The IQAC has been actively & consistently involved in leading quality sustenance and quality enhancement activities at the University (as per UGC Guidelines) as below:

a)   Development and application of quality benchmarks.

b)   Parameters for various academic and administrative activities of the institution.

c)   Facilitating the creation of a learner-centric environment conducive to quality education and faculty

maturation to adopt the required knowledge & technology for participatory teaching and learning process.

d) Collection and analysis of feedback from all stakeholders on quality-related institutional processes.

e) Dissemination of information on various quality parameters to all stakeholders.

f) Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles.

g) Documentation of the various programmes/activities leading to quality improvement.

h) Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices.

i) Development and maintenance of institutional database through MIS for the purpose of maintaining /enhancing the institutional quality.

j) Periodical conduct of Academic and Administrative Audit and its follow-up

k) Preparation and submission of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC (**Note**: this last step will commence once the institution has cleared one NAAC cycle).

As per UGC Guidelines, the purpose of IQAC is to ensure clarity and focus in institutional functioning towards quality enhancement, as well as, guiding establishment of the quality culture besides ensuring enhancement and coordination among various activities of the institution, and to institutionalize all good practices. It provides a sound basis for decision-making to help improve institutional functioning, acts as a dynamic system for quality changes in HEIs, and builds an organised methodology of documentation & internal communication.

At the University, the IQAC recommendations have led to the adoption of various quality initiatives and strategies across curriculum development, teaching & learning, examination & evaluation, library, ICT, research, administration, and, academia-industry interactions.

Initiatives include the implementation of a student grievance redressal system, granting academic and administrative autonomy to constituent institutes, establishment of ICT facilities, signing of MoUs, academia-industry initiatives, and the setup of an Incubation centre.

Several policies and committees, such as those related to infrastructure maintenance, career counselling, placement, alumni, mentoring, capability enhancement, life skills, value-added courses, and academic and administrative audits, are in place to promote a quality culture.

A description of the quality initiatives of IQAC (mentioned above) is detailed below:

Conferences, Seminars, Workshops on Quality aspects have been carried out in the University regularly over the last few years by the IQAC. Such events have been organised for development of learning outcomes, assessment of outcomes, calculation of attainments of outcomes, online learning- its

importance, assessment methods & tools, mentoring systems, national higher education qualification frameworks, UGC curriculum & credit frameworks, academic & administrative audit, research, patent, copyright, good clinical practices, and research project initiatives for funding, etc.

The Academic audit is conducted by the IQAC through the various departments of the University on a regular basis, twice a year, to assess and help enhance their academic performance. The reports are considered by the departments and necessary actions taken. Once the compliance report is submitted, the IQAC continues to play an active role by encouraging timely implementation of the recommended actions to ensure that the improvements are carried out effectively and in good time. Overall, the academic audit process is an essential component of the quality assurance framework within the University, promoting academic excellence and continuous enhancement of the educational experience for students.

Feedback is taken under the IQAC from various stakeholders of the University regularly including students' satisfaction with academics, and feedback data are analysed for needful interventions by the relevant departments/ offices.

The hospital & laboratory audits are carried out under the quality assurance committee and corrective actions taken as required. The quality committee plays a vital role in overseeing and advising on all matters related to quality & safety within the organization. The University is committed to developing and maintaining a comprehensive organization-wide quality program. The program encompasses various areas, including standard operating procedures, forms, formats, quality audits, follow-ups, patient/student feedback, risk prediction & reduction, authorization of quality-related training, budget allocation for quality activities, and the review of committee effectiveness.

The University has a well-defined mechanism for administrative audit every year wherein academic, examination, and accounts sections, etc. of the University are covered. Administrative audits are conducted at two levels; internal and external. At the internal level, departments like Library, Finance, Engineering, etc carry out their own audit while certain areas like Financial audit, and Environment audit are carried out externally.

Acquisition of assets is as per purchase policy through purchase committee while preservation and maintenance of assets are managed and controlled by Engineering & Bio-Medical department. The financial accounts are duly audited by a Chartered Accountant and report submitted along with a Balance Sheet & Profit & Loss account. The various vendors providing services to the University are duly reviewed each year by relevant user departments by the office of the Registrar and their renewals/ necessary actions are taken up accordingly.

Overall, these comprehensive measures and strategies demonstrate the University's dedication to maintaining and continuously improving the quality of education and administrative services while fostering a culture of quality and excellence throughout the institution.

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)
Link for the structure and mechanism for Internal Quality Assurance	[View Document](#)
Link for the report on the initiatives for the appointment of a fulltime Director/Officer for the IQAC	[View Document](#)
Link for the minutes of the IQAC meetings	[View Document](#)

6.5.2

Quality assurance initiatives of the Institution include:

1. **Academic and Administrative Audit (AAA) and initiation**

   of follow-up action

2. **Conferences, Seminars, Workshops on quality**

3. **Collaborative quality initiatives with other Institution(s)**

4. **Orientation programmes on quality issues for teachers**

   and students

5. **Participation in NIRF process**

6. **Any other quality audit by recognized State, National or**

   International agencies (ISO, NABH, NABL Certification,

   NBA, any other)

Response: A. All of the above

File Description	Document
Report /certificate of the Quality Assurance Initiatives as claimed by the Institutions eg: NBA, ISO, NABH, NABL, AAA etc.,	[View Document](#)
Institutional data in prescribed format	[View Document](#)
e-copies of the accreditations and certifications	[View Document](#)
Any additional information	[View Document](#)
Annual reports of the University	[View Document](#)
Link for additional information	[View Document](#)	

6.5.3

Impact analysis of the various initiatives carried out and used for quality improvement

Response:

IQAC cell of the University has undertaken various initiatives for improving teaching-learning, assessment of learning, attainment of learning-outcomes, managing students' diverse needs, mentoring, research funding, patents, administrative reforms, etc.

Outcome based teaching has been introduced at the University with focus on teaching, assessment and monitoring of the attainment of program outcomes. Outcome based teaching started with development of program outcomes, and course outcomes. This helped in developing corresponding teaching methods, assessment tools, and measuring attainment of POs and COs, which helped in taking corrective actions.

Slow and advanced learners' program was introduced to meet unique needs of each student, and accordingly, providing necessary support to slow performers /advanced learners. Mentoring at the University ensures overall development of students and their mental & academic well-being. Slow and advanced learners' program has improved academic performance of students as the instructional pedagogies followed for them are as per their distinct needs. This has further enhanced their learning and led to better outcomes.

Feedback from students, & other stakeholders such as, teachers, recruiters, professionals from industry, and alumni, provides valuable insights for informed decisions & continuous improvement for curriculum development. Stakeholder feedback for curriculum development helped to incorporate suitable corrections in the curriculum and all aspects of teaching, learning, & assessment.

Academic audit of various departments of University ensures quality of the teaching-learning activities. The methodology is centred on an evaluative report of the adherence to academic calendar, curriculum design and delivery, evaluation process, feedback, student progression, teachers' accomplishments, etc.

Administrative audit ensures effective working of all non-teaching departments like finance, purchase, HRD, engineering, materials management, etc. Internal and external financial audits have been initiated

for judicious use & monitoring of funds, fair & accurate representation of financial information, etc. Academic and Administrative audits ensured that quality processes are followed in academics and administration. Regular review of the constituent units/departments of the University has resulted in quality improvement in all the processes.

Administrative reforms were initiated to ensure more effective functioning across various areas with the help of well documented policies to ensure transparent and smooth functioning in the University such as, resource mobilisation, publications, scholarships, fee refunds, performance appraisal, intellectual property, funding of conferences, fee concessions, JRF scheme, incentives to faculty for awards received, internal-external audit, etc. The reforms resulted in formulation of policies for effective and transparent functioning. Well formulated policies related to recruitment, promotion of research, performance appraisal, grievance redressal, staff welfare etc. have led to fair work practices at the University.

IQAC cell also initiated reforms in financial management for diversifying sources of revenue for the University and suggested that more revenue should be generated from research and projects from outside agencies. Reforms in financial management suggested by IQAC resulted in increasing earnings from other sources; earnings from extra mural projects at the University have increased to 276.63 in 2022-23 lakhs as compared to 26.73 lakhs in 2021-22.

File Description	Document
Any additional information	**View Document**
Link for additional information	**View Document**
Link for relevant documents/information on the process and results of impact analysis on the above aspects	**View Document**

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Measures initiated by the institution for the promotion of gender equity during the last five years.

Response:

The University is committed to promoting gender equity by ensuring there is no discrimination based on caste, creed, color, gender, or religion. The institution regularly sensitizes students and creates awareness of gender-sensitive issues through various curricular and co-curricular activities. The overall gender ratio is 0.9:1 (male:female).

Gender sensitization at the University is achieved through:

Curriculum: The curricula at University are holistic, allowing students to learn about gender issues. About 14% of programs run by the University focus on gender sensitisation in their curriculum.

Co-curricular activities: Students, irrespective of gender, participate in various co-curricular & extra-curricular activities (sports, cultural programs, and fine arts & literary activities) round the year, both within and outside the University.

Gender equity sensitization sessions: The sessions are conducted program-wise for first-year students during **orientation.** The newly appointed faculty and staff are sensitized at the time of joining during the **induction program**. An annual activity calendar organizing women-oriented events that aim to promote gender equity, is planned by various constituent units of the University, e.g., nukkad natak (role play) on domestic violence & preventive laws, dowry, breastfeeding, etc., on various occasions like International Women's Day, World Breastfeeding Week, Awareness & Screening Camp for Cervical Cancer, etc.

Campus facilities provided for women within the University:

1. **Safety and security:** The campus is well-guarded and secure, with 24x7 security personnel available at various designated checkpoints, including hostels, colleges, and offices. Separate security-guarded hostels are provided for girls with full-time female guards and wardens. About 1800 CCTV cameras are installed at strategic points, and an 'Action Team' is ready for unusual incidents. Roads are well-lit with generator support. In addition, Internal Complaint Committee for protection of women against sexual harassment at workplace is also in place to deal with sexual harassment-related complaints, if any. The University also has a **'Health Benefits Policy'** for female employees to include either their biological parent or parent-in-law as dependents. The University also confers the benefit of six months of paid maternity leave on recently delivered mothers, working with the University.
2. **Counseling:** The University runs an expert-led **Psychological Counseling Cell** under the 'Clinical Psychology Unit', providing confidential, non-judgmental support to employees and students on sexual, emotional, or psychological issues.
3. **Common Rooms:** Common rooms are available separately for boys and girls, with basic amenities for recreation and leisure activities. Girls' common rooms have additional provisions

for sanitary pad vending machines.

4. **Day-care Center for young children:** Udgam Crèche and day-care centre offers day-care facilities for working women on campus, providing childcare services to their children aged 6 months and above. The facilities include infant care, an audio-video activity corner, a pantry, a diaper changing area, easy-use washrooms, an enclosure for feeding mothers, and CCTV surveillance. Additionally, University runs a **preschool facility** called Vidya School for children between playgroup and KG.

5. **Any other relevant information:** The University allows female employees/students to avail facilities such as parlor, tailoring, and grocery stores so that they do not have to leave guarded-University for basic necessities.

File Description	Document
Any additional information	[View Document](#)
Link for specific facilities provided for women in terms of- a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	[View Document](#)
Link for annual gender sensitization action plan	[View Document](#)
Link for additional information	[View Document](#)

7.1.2

The Institution has facilities for alternate sources of energy and energy conservation measures

1. **Solar energy**
2. **Biogas plant**
3. **Wheeling to the Grid**
4. **Sensor-based energy conservation**
5. **Use of LED bulbs/ power efficient equipment**

Response: Any Four of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Geo-tagged photographs of the facilities	[View Document](#)
Any additional information	[View Document](#)
Link to additional information	[View Document](#)

Other Upload Files	
1	[View Document](#)
2	[View Document](#)

7.1.3

Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**

- **Liquid waste management**

- **Biomedical waste management**

- **E-waste management**

- **Waste recycling system**

- **Hazardous chemicals and radioactive waste management**

Response:

The University has a Waste Management Policy in place as per the rules and regulations of the Government of India.

- **Solid Waste Management:**
  The General solid waste (biodegradable and non-biodegradable) is segregated at the source. Separate bins for biodegradable and non-biodegradable wastes are located at different sites all over the campus. The solid waste is collected daily by the housekeeping staff from the entire campus in green and black colored bags and delivered to the central waste collection site. From here, the authorized contractor removes the non-biodegradable waste (contained in black bags) on alternate days. The biodegradable waste, collected in green bags, is disposed of in a compost pit for making manure.
- **Liquid Waste Management:**
  The waste-water generated in laboratories and other facilities like laundry is treated through a Sewage Treatment Plant (STP).

The Effluent Treatment Plant (ETP) receives wastewater from all over the campus (including the hospital) to remove any toxic or non-toxic materials and chemicals. The treated water, having quality parameters in consonance with the statutory limits specified by the State Pollution Control Board, is used for watering the plants in parks and other green areas.

- **Biomedical Waste (BMW) Management**
  The policy of University on Biomedical Waste Management aligns with the Bio-medical Waste Management Rules 2016, published by Government of India. The BMW is segregated at the

source in specific color-coded bins/ bags placed in identified waste disposal corners in each ward. The plastic disposable waste is collected in red-colored and incinerable waste is collected in yellow-colored non-chlorinated bags. Sharps are discarded immediately after use in white translucent, puncture-proof containers. The housekeeping staff collects the segregated waste from different sites and delivers it to the central waste collection site. The total bio-medical waste generated in the hospital ranges between 15,000 to 16,000 kg per month and is disposed of through the Common Bio-medical Waste Treatment Facility (CBWTF). An external agency (MPCC) assigned by the Uttarakhand Pollution Control Board picks up the waste from the central collection point every day except Sundays.

- **E-waste Management**
  The University has adopted the e-waste Policy of the Uttarakhand State Government. The electronic waste items are deposited in the central e-waste store from time to time and are periodically handed over to the certified vendors for disposal as per the agreement.

- **Waste Recycling System**
  The waste-paper recycling plant at University recycles waste-paper generated from different offices/colleges. Handmade paper is used to make envelopes, that are used within University. The organic waste collected from the campus is processed for its further use as fertilizer. Biogas plant recycles the cow-dung generated by the campus dairy and vegetable waste generated by the University guest house for recycling them as fuel.

- **Hazardous Chemicals and Radioactive Waste Management**

Hazardous chemicals and disinfectants are collected and incinerated, while batteries are returned to the companies as part of the buyback policy. The Department of Radiotherapy has a policy on radioactive waste disposal. The radioactive material requiring disposal, is picked up by the manufacturing company of the machine and returned for disposal.

File Description	Document
Any additional information	[View Document](#)
Link for Geo-tagged photographs of the facilities	[View Document](#)
Link to relevant documents like agreements/MoUs with Government and other approved agencies	[View Document](#)
Link for additional informaton	[View Document](#)

7.1.4

Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**

  3. Construction of tanks and bunds
  4. Waste water recycling
  5. Maintenance of water bodies and distribution system in the campus

Response: All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for additional informational	[View Document](#)
Geo-tagged photographs / videos of the facilities	[View Document](#)

7.1.5

Green campus initiatives include:

  1. Restricted entry of automobiles
  2. Battery-powered vehicles
  3. Pedestrian-friendly pathways
  4. Ban on use of Plastics
  5. Landscaping with trees and plants

Response: All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional informatiom	[View Document](#)
Geo-tagged photos / videos of the facilities	[View Document](#)
Link to additional information	[View Document](#)

7.1.6

Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:

- **Green audit**
- **Energy audit**
- **Environment audit**
- **Clean and green campus recognitions / awards**
- **Beyond the campus environmental promotion activities**

Response: Any Four of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)
Audit reports of the institution related to the metric	[View Document](#)

7.1.7

The Institution has disabled-friendly, barrier free environment

- **Built environment with ramps/lifts for easy access to classrooms.**
- **Divyangjan friendly washrooms**
- **Signage including tactile path, lights, display boards and signposts**
- **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- **Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response: All of the above

File Description	Document
Relevant documents / reports	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Additional information	[View Document](#)
Link for relevant geo-tagged photographs / videos	[View Document](#)
Link for additional information	[View Document](#)

7.1.8

Describe the institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words)

Response:

The University's foundation is embodied in its motto, "Love, Serve, Remember." The students enrolled in various programs of the University, have diverse cultural backgrounds and to give students a sense of community and a "Home away from Home", University celebrates various festivals, and hosts cultural events. Encouraging students to participate in these festivities helps them to instil a sense of inclusivity,

tolerance, and fraternity towards their peers, regardless of any differences.

University family comprising of students, faculty members, staff members, and other campus residents, celebrates various festivals throughout the year. These include Lohri, Makar Sakranti, Saraswati Pooja, Mahashivratri, Holi, Baisakhi, Id-Ul-Fitr, Guru Puja, Raksha Bandhan, Janmashtami, Onam, Ganesh Chaturthi, Vishwakarma Puja, Dandiya Festival (Garba Night), Dhanvantri Jayanti, Dussehra, Diwali, and Christmas. One local festival in Uttarakhand, Harela, signifies the sowing season and the onset of the monsoon. To celebrate Harela, University launched a "Go Green Campus" mass campaign, planting useful saplings on campus.

The University celebrates the birth anniversaries of eminent national personalisties like Mahatma Gandhi, Rabindra Nath Tagore, Guru Teg Bahadur, and Sardar Vallabhbhai Patel, etc. and annually observes Mahasamadhi Diwas on 13th November to pay obeisance to His Holiness Dr. Swami Rama.

The University organizes a 3-day cultural festival called 'Himotsav' in March to commemorate its Foundation Day. It allows students, faculty, and staff to showcase their talents in co-curricular and extra-curricular activities. In April 2023, the University organized BizVista, a student-driven activity under the G20 Summit, to promote sustainability and innovative thinking among students about positive business contributions to society. The University is a staunch follower of the principle 'Vasudhaiva Kutumbakam'. In its commitment to the said principle, the University ensures that the students from different States and diverse backgrounds are part of celebrations of Republic Day (26 January), Matribhasha Diwas (21 February), World Environment Day (05 June), Independence Day (15 August), etc. In addition, promotional messages from amongst these days are delivered to the community with the help of rallies, nukkad natak, poster exhibitions, health education sessions, etc.

At the beginning of each academic session, the students are exposed to yoga and philosophy of joyful living so that they are able to apply the life lessons they have learnt during the course of their stay in the University and to manifest the fullness of their talents & inner being, while making a difference in the lives of all those around them.

The 'Value Education Contest' channelizes youth energies, awarding cash prizes to winners. Additionally, the University organizes literary events like essay competitions, debates, quizzes, poetry writing, and elocution, aiming to help students make a difference in their communities. All the above-mentioned activities and initiatives are undertaken by the University for the purpose of promotion of inclusivity, tolerance, harmony and to amalgamate real talent among students across various academic units of the University.

File Description	Document
Any additional information	[View Document](#)
Link to supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)
Link for additional information	[View Document](#)

7.1.9

Sensitization of students and employees of the institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

Response:

University takes pride in moulding its students into responsible citizens during the course of their stay here. Several activities are organized to instil values in students and staff to become responsible citizens as reflected in the Indian Constitution, and to abide by constitutional duties e.g. abiding by the Constitution; respecting the National Flag and National Anthem; following ideals of the freedom struggle leaders; protecting country's sovereignty and integrity; to preserve composite culture and natural environment; to develop scientific temper; to safeguard public property, and to strive for excellence, etc. The students and employees are regularly sensitized to the values, rights, duties, and responsibilities, including professional ethics. They are constantly motivated to nurture themselves as better citizens of the country through various curricular, co-curricular, and extracurricular activities.

The University promotes the pillars of the Constitution, including equality, rights, and obligations. Lectures and sessions with Guest Speakers are organized to address issues like civil rights, individual freedom, ethical issues, and social justice awareness. These initiatives aim to create a well-rounded learning environment that emphasizes academic excellence and deep understanding of democratic values and the importance of upholding the Constitution in society.

Eminent personalities from diverse backgrounds are invited as Guest Speakers at the University; to name few of such speakers, Mr. K.P. Kala (Sr. Advocate), Mr. Sanjeev Agarwal, (Senior Advocate presently practicing at the Hon'ble Supreme Court of India) and a Nobel Laureate, Dr. Aaron Ciechanover (Nobel Prize in Chemistry, 2004), etc. These Guest Speakers, on different occasions, have apprised the participants about the fundamental duties and motivated them to practice morality to be great citizens.

University observes days of National and International importance and encourages students and staff to participate with full enthusiasm, in order to strengthen their love and respect for the community, country, and the planet; to quote few such days are National Youth Day (12 January), Republic Day, Earth Day (22 April), World Environment Day (5 June), International Yoga Day (21 June), Independence Day, National Unity Day (31 October), Constitution Day (26 November), etc. These events are taken up as platforms to raise awareness among the students about social issues and involve them in social responsibility and nation-building, for example, the 150th birth anniversary of Mahatma Gandhi was observed with great enthusiasm at the University. Gandhiji's life lessons- honesty, non-violence, forgiveness, self-discipline, simplicity, empathy, resilience & service, resonated with students, emphasizing the importance of standing up for beliefs, maintaining honesty, seeking peaceful solutions, and persevering, despite setbacks.

The students participate in various community-based events and take part in various activities like Nukkad Natak, role plays, and rallies to spread awareness amongst the community. The institute also promotes initiatives like Electoral/ Voter Awareness, Swachh Bharat Abhiyan, Vigilance Awareness Program, Road Safety, etc. There is a wall dedicated to the martyrs of war (the Wall of Heroes) at the University's entrance, which remains open to University family members & visitors for paying homage to the martyrs and remembering the sacrifice they made for the motherland.

File Description	Document
Any additional information	[View Document](#)
Link to details of activities that inculcate values, necessary to render students in to responsible citizens	[View Document](#)
Link additional information	[View Document](#)

7.1.10

The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. **The Code of conduct is displayed on the website**
2. **There is a committee to monitor adherence to the code of conduct**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on code of conduct are organized**

Response: All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Institutional code of conduct and code of ethics	[View Document](#)
Details of the monitoring committee of the code of conduct	[View Document](#)
Any additional information	[View Document](#)
Web link of the code of conduct	[View Document](#)
Link for additional	[View Document](#)

7.1.11

Institution celebrates / organizes national and international commemorative days, events and festivals

Response:

University places a strong emphasis on fostering a vibrant and holistic learning environment that goes beyond the confines of academics. The University firmly believes that commemorating significant days not only fosters a sense of cultural inclusivity but also enriches the overall learning experience of the students. The University has strategically incorporated a range of such days into the academic notices at the beginning of the academic session each year to ensure that students engage meaningfully with each

celebration. These include, but are not limited to, Republic Day, World Cancer Day, International Women's Day, World Health Day, International Youth Day, National Science Day, International Yoga Day, Teachers' Day, and many more festive celebrations. The University organizes a series of thought-provoking and interactive events on these commemorative days, involving active participation from students, faculty, and staff.

To mark each commemorative day, activities like awareness campaigns, exhibitions, competitions, and seminars that shed light on the occasion's significance and also create awareness among the community through their participation are organized by the University; for example, on **National Yout**h Day (January 12) and National Unity Day (October 31), the students participate in rallies, speeches, role-play, etc. To celebrate Amrit Kaal, Azadi ka Amrit Mahotsav (August 15), the University organized a rally and "Har Ghar Tiranga" campaign along with cultural activities.

These events promote knowledge sharing and also encourage critical thinking and empathy among the participants. Furthermore, the University collaborates with relevant bodies/ organizations like Health Centres, Schools, Anganwadis, and Panchayats in its outreach programs and social service activities on certain commemorative days like World Glaucoma Day (March 12), World Health Day (April 7), World Population Day (July 11), World Heart Day (September 29), etc.

Students engage through Student Clubs and associations like YOUNITE and SNA (Student Nurse Association) in the planning and organizing days like International Nurses' Day (May 12), World Environmental Day (June 5), Teacher's Day (September 5), to foster a sense of ownership and responsibility among themselves and inculcate leadership qualities.

The University also emphasizes students' participation in artistic and cultural expression during these celebrations. Events such as dance performances, poetry recitals, nukkad natak, singing competitions, etc. are organized on **World Childhood Cancer Day (February 15), Matribhasha Diwas (February 21), World TB Day (March 24), Independence Day (August 15), Hindi Diwas (September 14), Children's Day (November 14).** These activities showcase the rich diversity of talent within the student community as well as foster a spirit of creativity and appreciation for various forms of expression.

Celebrating national and international commemorative days at University is not merely a ritual but a thoughtfully designed initiative to promote holistic development and global citizenship among its students. By actively participating in these events, the students become more aware, compassionate, and socially responsible individuals who can contribute meaningfully to the betterment of society. The University is dedicated to upholding values and tradition and will continue to foster a vibrant campus environment that celebrates diversity, cultivates awareness, and inspires transformative action.

File Description	Document
Any additional information	[View Document](#)
Link for Geo-tagged photographs of some of the events	[View Document](#)
Link for annual report of the celebrations and commemorative events for the last five years	[View Document](#)
Link for additional information	[View Document](#)

7.2 Best Practices

7.2.1

Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Response:

BEST PRACTICE 1

Title of the Practice: Cadaveric Lab (only facility in Northern India): A Unique Practice for Enabling Improvised Healthcare Training Facilities for Medical Students and Surgeons of the University as well as other institutions.

Objectives

Medical programmes lay immense focus on improving anatomic knowledge for surgical procedures. Surgeons need a good understanding of anatomy to manage patients intra-operatively and post-operatively. Cadaveric workshops help in improving the surgical procedural skills without the stress of an operation theatre.

The objective of the Cadaver lab is to provide a facility for improving procedural knowledge, understanding difficult anatomical relationships, and improving operative confidence for complex surgeries, further supporting the utility of simulation as a tool to help prepare trainees for independent practice through hands-on training.

Context

Cadaver is an important tool for medical education as it gives immense information forming the basis of knowledge for medical students. Until recently, cadavers were used for learning by dissection only during first year of medical education,. Now, clinical students & clinicians and **doctors from other centers also** use cadavers for Self-Directed Learning with **near real situation**.

Training in surgical specialties, particularly operative skills is a complex task involving training, ethical issues, and patient factors. C**adaveric skills lab is a cost-effective solution** for learning various

operative procedures, critical steps and that too in almost identical ways it would be performed in living patients. Trainings on cadavers provide a comprehensive understanding of various topics through lectures, case discussions and cadaveric dissections. Learners get a chance to directly view important anatomical structures along with surgical approaches and implant placements. Hands-on training under direct supervision of expert faculty in simulated environments is an **innovative way of practical training**.

Practice

Initially, there were cadaveric workshops for internal postgraduate students in University with formalin-fixed limbs. However, such cadavers failed to provide a life-like experience, and this led to the concept of soft cadavers with good joint flexibility. Over a period, we developed techniques of preservation which have now become the main strength of our unit.

We now provide regular training to not only our own students, **also medical professionals of other institutions also come here now for advanced learning**, often facilitated by our collaborators. The quality of cadavers is matchless, hence these organizations prefer our facility because of available life-like cadavers.

We organize body donation camps in potential areas like old age homes and **receive ample body donations under the body donation drive** conducted by the Department of Anatomy. All donors are duly acknowledged, and transport facility is provided during body collection. All bodies are immunologically tested while receiving them to ensure complete safety of learners.

Facility: We have a separate cold chamber for body preservation in the mortuary unit with 24x7 power backup and has storage racks to accommodate 16-20 cadavers in body-sealing bags at **temperatures of -17/18 degrees centigrade**. We have sufficient soft cadavers, 4 operating stations with overhead OT lights and monitors along with facilities of video/ audio recording and LCD for transmission of surgeries. Also, we have two C-arms with good resolution of digital X-Ray plates and a high backup memory. There is an annexed Conference Hall to conduct Lectures and discussions with interactive live screen conferencing. There is adequate space to accommodate 50 delegates at any point of time. Proximity to the airport adds to our strength and makes our facility easily accessible to delegates.

University has collaborations with many academic and other organizations of national/ international repute as mentioned below:

- Indian Orthopaedic Association
- Stryker India Private Limited and Stryker Global Technology Center Private Limited
- Zimmer India Private Limited
- Medtronic India Private Limited
- Johnson & Johnson India
- Smith and Nephew Professional Education, Mumbai, India
- Asian Society of Mastology
- Sarcoma Education Foundation

Workshops conducted:

- Arthroplasty- Hip & knees, Primary and revision

- Arthroscopy- Basic & advanced
- Pelvis-Acetabular fracture fixation procedures
- Minimally invasive spine surgeries
- Thyroid surgeries
- Cosmetic surgeries on the nose and septoplasty
- Bronchoscopy surgeries and procedures
- Cryotherapy in pulmonology procedures
- Trauma procedures
- Gynecological surgical procedures

Future plans

Through our recent agreement with Stryker India Private Limited and Stryker Global Technology Centre Private Limited we are in the process to introduce robotic cadaveric surgery training in 2024, which shall make us pioneers in the field of robotic cadaveric workshops in this part of the country.

Evidence of Success

It has been **10 years** now since we started Cadaveric Workshops in our esteemed Institute.

The Institute has been conducting 12-13 cadaveric workshops annually and helping almost 200 young budding doctors hone their practical skills. It speaks of our untiring, dedicated and committed duties towards creating skilled surgeons. In all, 89 workshops were held in the 10 year period benefitting 1955 participants.

Problems Encountered and Resources Required

- Procuring good quality cadavers has been the biggest challenge for us with legalities becoming stringent day by day but we countered this by organizing body donation awareness programs in the targeted community. Through these programs, we educate the community regarding donating bodies after death for teaching, training/research purposes. At present, these programs have become the main source of body procurement. However, active support from the Government authorities is required for procuring a greater number of unclaimed bodies.
- Huge cost of maintenance: The cold chamber facility demands 24x7 power backup which imposes huge maintenance charges.
- A dedicated CT scan/MRI Scan facility attached to the unit is the need of the day considering our plan to start robotic cadaveric workshops in future.

Notes

The availability of Cadaveric Labs needs to be expanded throughout the country and this model of enhancing surgical skills can be replicated elsewhere.

BEST PRACTICE 2

Title of the Practice:

Training of Health Profession Teachers in the art of Medical Education through a dedicated Regional Centre for Medical Education Technologies, in Northern India.

Objectives of the Practice

- To train teachers and conduct Faculty Development Programs (FDPs) in medical education technologies.
- To organise continuous medical education programmes.\

The context

In its initial years as a Medical College, Himalayan Institute of Medical Sciences (HIMS) faced challenges in hiring good faculty members since it was located in a rural area. It was important that teachers should use innovative methods in classroom and make the experience for a student, more enjoyable- as envisioned by the founder, HH Swami Rama.

The Practice

In the above background, two teachers from Himalayan Institute of Medical Sciences (HIMS) were initially trained at Maulana Azad Medical College, Delhi in the year 1998 as part of Training-of-Teachers. Further, AIIMS (Delhi) conducted workshops for HIMS faculty in teaching methodologies during 1999. Later, several workshops were also held on leadership by Manipal University. This led to a capable training team of 10 HIMS faculty members some of whom are even FAIMER fellows with several also acquiring advanced training in Medical Education.

The dedicated team started conducting regular workshops on medical education technologies for its own faculty members. This led to improvement in the teaching standards at HIMS. Appreciating the potential of the teacher training wing of HIMS, in the year 2014, **MCI awarded the effort and recognised the Center as a Regional Center for Medical Education for training of teachers of other Seventeen medical colleges of northern India.**

Once the Medical Education Unit at HIMS was granted the status of the regional centre, it began to take up faculty development programs for teachers of other medical colleges conducting the **Basic Course Workshops in Medical Education (BCME)**- a three-day training program for enabling faculty from medical colleges to function as more effective teachers. This workshop includes teaching, learning, assessment, and personal development themes designed specifically for professional teachers. MCI/ NMC mandated HIMS to start conducting the BCMEs and Curriculum Implementation Support Program (CISP) for Medical College teachers by creating master trainers. The master trainers, in turn, conduct FDPs for their own and for the 17 allocated medical colleges. These workshops are designed and developed by Academic Cell of NMC and implemented with the help of Regional and Nodal Centers across the country.

During COVID Pandemic the centre played a pro-active role in training faculty members of HIMS as well as other 17 medical colleges in online teaching and launched hybrid mode of training so that our observers could monitor the workshops conducted at other medical colleges. Two months later, we began conducting online workshops to help implementation of competency-based curriculum across all allocated medical colleges. Our effort was part of the national initiative and was greatly appreciated. During this period, the center also imparted training for online teaching and assessment for the

University in-house faculty, to ensure teaching quality.

In 2022, our Regional Centre organised the first National Conference for Allied healthcare Professionals in Uttarakhand in collaboration with FAIMER Institute, Philadelphia, and Association of Health Profession Educators, India. This initiative brought together national and international experts in medical education, and HIMS conducted 24 workshops and a 2-day conference, in Hybrid mode.

Evidence of Practice

During the last five years, 272 programmes benefitting 28,779 participants were conducted: 39 FDPs/ Basic Course Workshops/ Attitude Ethics & Communication Modules (AETCOMs)/ Curriculum Implementation Support Programmes (CISP) benefitting 997 teachers; 218 CME/ Guest lectures/ Clinical Grand Rounds benefiting 26146 participants; 5 Post Graduate medical students' Refresher courses benefitting 443 participants, and 10 Orientation programmes for under-graduate & post graduate medical students benefitting 1193 participants were held. (Link for details).

Problems Encountered/Resources required

- Getting trained resource persons is challenging. Hence, we internally groomed some faculty members, who had a passion for medical education, from different specialities. They underwent advanced courses and FAIMER fellowships and continued their additional engagement with the centre.
- We also faced challenges during COVID times when our systems were not ready for taking online sessions.

Notes:

- We are in the process of extending the same model in our other academic units in allied health sciences area, and even others such as engineering, and management. We also aspire to become a Nodal center in the near future.

- Institutions can learn from our experience which demonstrates how the vision of few individuals can create excellence leading to set up of a Regional Center with sheer dedication, focus, and unrelenting efforts.

File Description	Document
Any additional information	[View Document](#)
Link of the best practices in the Institutional web site	[View Document](#)
Link for additional information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Community Engagement: Helping underprivileged/ marginalized communities overcome difficulties mainly across health, water & sanitation, in addition to contribution in education, livelihood, relief & rehabilitation, and other developmental concerns.

28 States Reached	800 Villages Covered	>65000 Adolescents Helped
>60000 Women Served		9000 Children Served

As envisaged by its founder, and in keeping with its mission, the University endeavours to "providing opportunities for social upliftment" while nurturing excellence in creation and dissemination of knowledge.

Therefore, the University also regularly helps underprivileged/ marginalised communities overcome difficulties across areas mainly, health, water & sanitation, besides contribution in education, livelihood, relief & rehabilitation, and other developmental concerns. **This is often done in collaboration with its sister institution, namely, Rural Development Institute (RDI).**

Engagement of Faculty and Students in Rural Initiative programs

University has offered various services to community with students from various disciplines participating in awareness campaigns, community surveys, health care, teaching & training in extra-curricular & other abilities of children in schools, relief work, annual plantation drives, Gramin Swachhta Abhiyan drives, etc. sometimes, also carrying out assignments/ projects on related topics.

The key contributions have been detailed below (Table also attached at end of document).

A. Health

The Institute focuses on women/ adolescents through Accredited Social Health Activists (ASHA), Tele-medicine and other initiatives. ASHAs play a significant role as link workers between community and health systems creating awareness among women on various health issues, mobilizing them to avail of institutional delivery and benefits of government schemes**.**

Due to lack of awareness many women do not have delivery in hospitals. Further, because of limited availability & accessibility of health services cum lack of sufficient number of paramedics & health professionals, young women do not get prompt health services during pregnancy & post-pregnancy.

To widen coverage of antenatal, natal, post natal, newborn and infant, University trained >12000 ASHAs across Uttrakhand. Maternal Child Health (MCH) intervention was focussed in Haridwar district. Quality Family Planning Services (QFPS) were also provided to married couples in neighbouring Doiwala block through a Mobile app & delivery of contraceptives at door-step.

Institution has also played a vital role in participation of adolescents in health programmes conducting Training of Trainers (ToT) as National Training Partner for **Rashtriya Kishore Swasthya Karyakram Program, Ministry of Health & Family Welfare for senior officials in 31 States/ UT across India to sensitize adolescents on issues related to reproductive health, nutrition, life-style disorders, etc. Additionally, multi-specialist health camps are organised in Primary Health programs (PHP).**

Outcome: **While >65000 women, >10000 children, and >30000 adolescents benefitted from the MCH & Adolescent schemes, >90000 people benefitted through PHP & Telemedicine.**

With help of ASHAs, the number of institutional deliveries rose sharply from about 63% NFHS4 to 80% in NFHS5, while minimum (at least 4) antenatal check-ups rose from 24% to 49%, and full vaccination rose from 69% to 94% during same period in Haridwar district.

The QFPS Mobile app program covered 31000 eligible couples in the block. The ToT covered 369 participants including doctors, administrative officers, & health leaders of the states.

B. Water & Sanitation

The objective is to improve community health through continuous water supply and sanitation services.

Himalayan area is water stressed despite being origin of Ganges & Yamuna. Due to lack of safe water nearby, women spend 3-4 hours daily to fetch water from great distances. Inadequate access to water, sanitation and hygiene services cause poor health, and also lead to open defecation.

To provide potable water and sanitation facilities, efforts have been made engaging village water sanitation-committees, Panchayati Raj Institutions, Self Help Groups, schools, and officials of various Govt. departments. Institution is also imparting Training to mid-level officials of relevant departments & Panchayati Raj functionaries across India under 'National Jal Jeevan Mission', a flagship program of Ministry of Jal Shakti, Govt of India. Other key areas of function/services are springshed management, rainwater harvesting, sanitation, including application of innovative water technologies, construction of Toilets, etc.

Outcome: Potable water and sanitation facilities have been provided to 185 villages. Water availability has increased to more than 55 liter per capita/person per day (LPCD). Practice of washing hands after defecation has increased from 15% to over 90% and incidence of diarrhoea /water borne diseases has reduced drastically. Villages are cleaner with construction of >3100 Toilets in 96 villages, garbage pit, soak pit and compost pit in select blocks in Tehri & Pauri. Construction of 309 Rainwater Harvesting Tanks in 21 villages was done, besides development of >55 hectare springshed area. So far >9000 participants have been trained including >7300 under Jal Jeevan Mission project"; 28 states of India have been covered.

 (See certificates of some state governments at end of document)

C. Other areas of engagement

- **Education:** Over the years, **University set up >40 Libraries in schools at remote locations, runs 5 Centres for literacy offline/ online mode, has organised >40 vocational & personality development workshops, held Free Training on Home Stay setup to >200 people, has**

granted scholarships to hundreds of students, distributed scores of mobiles besides Teacher training support during Covid19, among other contributions.

- **Livelihood & Skills:** Migration is a major problem in hills and many villages have become ghost-villages as young people relocate since agricultural production is low. Primary objective of this project was to improve income and welfare of select local community through organic farming of certain cash crops. In all **>12.5 lac aromatic plants and >1 lac plantations were facilitated with >5000 farmers benefitted. About 185000 kg lemon-grass from 90 farmers of 4 villages was produced & processed yielding 67 kg oil. Besides, 2100 kg turmeric, 85 kg fresh red chilly, 37 kg black cardamom were collected from 20 villages and sold. >500 Kg ginger was produced in a poly-house. Training on orchard development was given to farmers and more than 10 lemon orchards were developed at different locations in which minimum 300 plants were given to each farmer.**

- **Relief & Rehabilitation:** During Covid-19, institution supported neighbouring Doiwala & Kalsi blocks and organized training for frontline Health Workers, including establishing testing facility at the Community Health Center levels through TrueNet Machine. Household based screening was done by Mid-Level Health Professionals across both blocks including special education sessions in schools (>30000 screenings). Besides distribution of >2500 food, hygiene & nutrition kits and other materials among people, COVID screening Kit (Thermal gun, Pulse ox meter, Masks, Gloves, sanitizers and face sheet) was also provided to frontline health workers. Further, >10000 people have been given medical support during various disasters, and >2000 differently-abled facilitated in getting medical aid/ certificates & benefit from social schemes.

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)
Link of appropriate Web link in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

The University has been deeply involved in helping improve the lives of people in the remote mountains facing shortage of potable water, income generation, self-employment, basic health facilities, training on personal hygiene especially among adolescents, nutrition among expecting mothers, healthy life through yoga, etc. The institution is proud to share that some of the rural health schemes introduced by it have subsequently been adopted by the Government at the national level, and, for some others, it has been declared as state/ national nodal centre.

So far, potable water has been made available to more than **600** villages, water schemes have been implemented in about **350** villages, rain water harvesting has been facilitated at a little over 600 villages, more than **14000** toilets have been provided in villages to help eliminate open defecation, more than **150** hectare area in springs sheds have been covered, etc

Following the mission of the founder, HH Swami Rama, University also takes its commitment to the under-privileged section of the society, very seriously. Each year, medical expenses, over several crores of Rupees of hundreds of patients who can not afford to pay for necessary procedures are waived off. Also, treatment of the common man at affordable rates, has also been a top priority of the institution, which has been recognised by the central government by way of awarding it with a Gold Certificate for highest number of patients handled under the Ayushman scheme in the country.

Concluding Remarks :

Swami Rama Himalayan University is a noble project with roots in an institution set up by a pious sage, and, in accordance with his principles, it ensures that its each action is not only based on professional ethics and targeted towards the overall good of the community, but is also a step towards excellence in academics and everything it does, in the process.

The institution is committed to the journey of continuous improvement and therefore has already walked miles on the road obtaining both hospital accreditation (NABH) and laboratory accreditation (NABL) several years ago. Its environmental concern and efforts have been rewarded at national level by organisations like CII (Delhi).

The University believes that its first step to accreditation as an HEI under NAAC will be one of the series of steps towards ever rising quality and creation of new benchmarks.