



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SUMANDEEP VIDYAPEETH

SUMANDEEP VIDYAPEETH, AT AND PO-PIPARIA, TALUKA-WAGHODIA
391760

www.sumandeepvidyapeethdu.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

October 2021

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sumandeep Vidyapeeth Deemed to be University is a fruition of years of sustained striving, which has turned a rurally located land into a 61.65 acres eco-friendly greencampus containing seven health care Institutes, hostels, residential blocks, indoor and outdoor sports facilities etc. It is the only health sciences higher education institution in the state of Gujarat, offering multidisciplinary health care programs and also providing tertiary super specialty health care.

Sumandeep Vidyapeeth Deemed to be University was notified through Gazette notification of Ministry of Human Resource Development (MHRD), Government of India, vide notification No.F.9-46/2004-U.3 dated 17th January 2007, as “Deemed to be University” under ‘*de novo*’ category. The Institution was established under section 3 of the University Grants Commission (UGC)Act, 1956 vide Notification No. F.No.6-106/2004 (CPP-1) dated 3rd March, 2007 to start four constituent colleges in the fields of Medical, Dental, Physiotherapy and Nursing. Subsequently, UGC granted permission vide Notification No. F.6-106(1)/2004 (CPP-I) dated 26th August 2008, to start additional courses allied to Medical stream in the Department of Pharmacy and Department of Management (MBA Health care). The Department of Audiology and Speech Language Pathology was established by the approval of Rehabilitation Council of India on 3rd September 2019.

On 16th November 2015, the National Assessment and Accreditation Council (NAAC) accredited our Institution with CGPA of 3.53 on a four point scale at ‘A’ Grade as per the prevailing gradation system, which is highest in the state of Gujarat. UGC vide notification no. F.1-1/2018(CPP-I/DU), dated 19th June 2018, has graded Sumandeep Vidyapeeth as Category- I Deemed to be University, as per the provisions of UGC [Categorization of Universities for Grant of Graded Autonomy Regulations, 2018.

The Ministry of Human Resource Development, Department of Higher Education, Government of India through its notification no. F.9-46/2004-U.3, dated: 16th December 2019, has extended the Deemed to be University status of Sumandeep Vidyapeeth from 17thJanuary 2012 onwards.

Sumandeep Vidyapeeth and its constituent Institutes are certified by **ISO 21001:2018** for Management system of Education Organization and **ISO 14001:2015** for environmental management system in the areas of educational services, practice of Evidence Based Health Care system and research activities.

Vision

- To be the Centre of Excellence in Higher Education, Health Education, Health Care Services, and Research & Innovation.
- To develop Health Care Professionals of Global Competence.
- To be the Center of Excellence in the area of Evidence Based Education and Healthcare.
- To establish state of art vibrant and self-sustainable innovation ecosystem with business incubation facility for startups.
- To facilitate an inclusive, participatory and holistic approach in professional programs / courses of Higher education.

This vision aims to promote better health and disease management in this developing nation with a diverse community. The adherence to quality assurance standards in all aspects of health care services is fulfilled. We aim to provide accessible essential primary, secondary and tertiary health care services to every citizen. Our faculty are embracing different ways of teaching and learning methodologies to help the passionate students to achieve academic success with integration of research. The curiosity needed in students to undertake research is incorporated within them through strong foundations in basic and theoretical knowledge of research methodologies by imparting training using Evidence Based Education System.

Mission

- To provide state of art Infrastructure and human resource of higher credentials for Teaching, Learning, Research and Innovation, General Healthcare Services and Preventive Healthcare Services.
- To contribute towards Nation building by creating intellectually and technically proficient Health Care professionals who are innovative scholars, inspiring leaders and contributing citizens.
- To execute High Quality and Internationally acclaimed academic and research programs in all areas of Health Sciences.
- To integrate modern Medicine with AYUSH and envisage multi-disciplinary Institutional status.
- To augment collaboration/ partnerships with Educational Institutes, Government and Private Organizations, Industries, Community organization etc. for collective endeavor towards societal development, and establishment of need based professional programs focusing competency, employability, entrepreneurship and skill development.
- To nurture Creativity, Innovation and Entrepreneurship with new Ideas through development and transfer of Technology, and Business startups.
- To foster the culture of innovative thinking and Technology-led entrepreneurship amongst the Teaching Faculty, Non - Teaching Staff and Students of the Institution.

To realize our mission, teaching and learning is designed in such a way that the critical thinking process of an individual is improved resulting in lifelong learners which helps them to follow Evidence-based health care for delivering health care services at any given point of time. Nurturing the students for Incorporating ethical behavior, professionalism and etiquette is regularly carried out. The research culture is deeply seeded in students so as to generate innovative, cutting edge research with significant impact both locally and globally. Along with professional growth, the personal growth of students and faculty are taken care through service activities. Respect for human rights, sense of social responsibility, entrepreneurship are firmly established in the young minds through various activities.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Well qualified and dynamic faculty who are distinguished in their fields and committed for achieving excellence.
- Infrastructure that meets the entire academic and research needs with well established Learning resource

centre.

- Financial sustainability and administrative autonomy to all the constituent units that supports the continued growth of the Institution.
- State of the art in campus hospital with facilities catering to the diverse health needs and supporting the teaching, training and research programs of the Institution.
- The Institution has well established environment for conducting Industry based clinical trials and has a dedicated research lab with latest equipments.
- Well equipped Innovation and Incubation Centre
- The Institution has dynamic Institutional Social Responsibility (ISR) cell that actively participates in various outreach activities which caters to surrounding urban and rural communities.
- The Institution has well developed feedback mechanism from various stake holders to constantly improvise in administrative and academic functioning of the institution.
- The Institution has well established outdoor and indoor sports facilities meeting the norms and standards laid down by sports authorities.

Institutional Weakness

- Less preference of Government agencies to provide grants for research to self financed Deemed to be Universities.
- Less number of Research fellow enrolments as the Institution mainly offers professional courses.
- Not being able to offer joint degrees with the national and international collaborating universities and research organizations due to the prevailing regulations.
- Less number of student campus placements as most of the courses run by the Institution are professional and self employable.

Institutional Opportunity

- Scope of more Interdepartmental and inter institutional level collaborations for research.
- Scope of introducing interdisciplinary/multidisciplinary programs as per National Education Policy.
- Scope of extensive development of E-Learning modules to enrich teaching learning process.
- Scope of having enhanced accreditations/certifications by National and International agencies.
- Scope to initiate more start-ups in the Incubation centre, technology transfers and commercialization of the patents.
- Scope to encourage more faculty to take up Ph.D. programs.
- Scope to explore intake of international students in different programs where regulatory bodies do not bind.
- Scope for strengthening Alumni Network and increase their contributions to alma mater.
- Scope for advancement in medical facilities at the hospital.
- Scope for upgrading the hospital in various fields of Multi-specialty.
- Scope for Starting new centers of Excellence.

Institutional Challenge

- To provide more number of scholarships for education to socio-economically underprivileged students.
- To train and involve the entire faculty to utilize latest ICT tools to keep in pace with the latest

technology.

- To promote conversion of research leading to more patents/copy rights.
- To have more start-ups in the Incubation centre and to promote innovation and entrepreneurship.
- To have more number of scientific Research / Review Publications in high Impact Journals.
- To have enrolment of international students.
- To promote more multidisciplinary programs in line with National Education Policy and become national hub for all multidisciplinary programs.
- Limitations of Introducing Choice Based Credit System in all the programs.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Sumandeep Vidyapeeth offers 164 academic programs in various streams of Medicine, Dentistry, Allied Health Sciences (Pharmacy, Physiotherapy, Management in Healthcare, Rehabilitation Sciences) and Nursing. Most of the programs offered address the cross cutting issues. The Institution has clearly stated vision, mission, goals and objectives to achieve the quality of curricula. The curricula is value added by adding elements and categorizing the syllabus into “must to know, good to know and desirable to know”. An unique practice of “Evidence Based Education System” is built into the matrix of the curriculum of every subject taught in every constituent Institutes. The Institution has offered 38 value added courses during the last five years. 766 courses out of 1047 courses offered by the Institution are interdisciplinary in nature. The Institution has developed, revised and implemented a curriculum that meets social health care needs which is visible in program and course outcomes. The curricula offered emphasizes on competency, employability, entrepreneurship and skill-development. The curricula sensitizes all the students to be aware and proactive in gender equality, environmental awareness, human values, health determinants, right to health issues, social issues, human population, demographic changes, professional ethics etc. The curricula is enriched by incorporating field visits, research projects, community postings and industry visits. Choice Based Credit System and Elective Systems of education are implemented wherever there are statutory regulatory provisions. Over a period of five years a significant improvement in the program and course outcome is visible by constantly updating and upgrading the curricula.

Skill based learning has been a highlighted mode of education with establishment of necessary skill labs. An advanced Skill Lab and Simulation center ‘Labdhi’, imparts American Heart Association recognized simulation based training in Basic Life Support and Indian Institute of Emergency Medical Service recognized Advanced Cardiac Life Support for the students and faculty.

The Institution has comprehensive feedback mechanism for obtaining structured feedback on curricula from various stake holders. To capture changing trends in higher health science education, an unique concept of “Curriculum Bank” has been implemented, which is constantly enriched by feedbacks from different stakeholders and the information gathered is used in curriculum revision.

Teaching-learning and Evaluation

Sumandeep Vidyapeeth has a diaspora of students pursuing various programs. In the academic year 2019-20, 2698 Undergraduate/diploma students, 656 Postgraduate students and 131 Ph.D students were on the rolls. Out of this, 911 students were from other states. The Institution has been declared as a Minority Educational

Institution covered under Article 30 (1) of the Constitution of India.

The Institution identifies slow, mediocre and advanced learners by successfully implementing & practicing Student Learning Support System with separate capacity building classes and training programs as per categorization of the students for their curricular and co-curricular upliftment. Various student-centric teaching methods are used for enhancing learning experiences which include Evidence based learning, Patient-centric learning, Integrated – Interdisciplinary learning, Problem Based learning, Case-based learning, Self-directed Learning, Project based learning, Humanities and role plays. Institution has state of the art Clinical Skill Labs which are extensively used by students and teachers for the development of clinical skills. Basic Life Support and Advanced Cardiac Life Support courses are regularly conducted for the benefit of students at “Labdhi” simulation centre.

All the teachers of the Institution are trained to use ICT-enabled tools and deliver e-contents. Various E-databases such as Delnet, Journal blog, Learning resource webpage, Upto-date Database, Micromedex etc. are available. Institution has facilities like smart board, computers, Digital Studio, LCD projectors etc. and full-fledged Information and Communication Technology Section for development and delivery of e-contents. Entire campus of the institution is covered with Wi-Fi and LAN based facilities which are powered by 1GBPS bandwidth dedicated lease line for teaching-learning process. Online teaching system and digital lab are set up for development of e-contents.

All the teachers are highly qualified and many of the teachers are recognized in their field of expertise at various national and international levels. The constituent institutes have well organized Mentorship program for students and the student mentor ratio is 1:7.

Examination reforms take place on regular basis, the grievances redressal mechanism exists for internal as well as final examinations. The institution has fully automated Examination Management System.

Research, Innovations and Extension

The Institution has well developed and adopted comprehensive Research Compendium. It has Research Promotion Committee, Publication Guidelines Committee, Academic Integrity Panel, DCGI approved Ethics Committee, CPCSEA approved Institution Animal Ethics Committee and animal house, MHRD recognized Institution Innovation committee and Research Funding Review Committee. Institution has IPR Policy, Consultancy Policy, Incubation and Innovation Policy, Plagiarism policy and regulations for pursuing doctoral and postdoctoral programs.

The Institution is recognized by Scientific and Industrial Research Organization (SIRO), Department of Scientific and Industrial Research. Library has subscriptions to many databases. State of the art central research laboratory, incubation centre and hi-tech central clinical laboratory are available for research activities.

Institution periodically publishes “Journals of Integrated Health Sciences” since 2013, which is peer reviewed, open access and indexed. During the last five years the institution has published 2061 research/review papers in Scopus/ Pubmed/ Web of Science and other reputed indexed Journals and a total of 198 books/chapters/conference proceedings. The Institution has a total of 11 startups and total 24 patents / copyrights to its credit during the last five years.

Sumandeep Vidyapeeth has established Institutional Innovation council (IIC) in the year 2018 in association

with MHRD Innovation Cell (MIC) with aim to encourage the students/faculty towards the innovation ideas.

A total of 64 conferences, workshops, seminars in the areas of Intellectual Property Rights (IPR), Research methodology, Good Clinical/Laboratory Practice, Research Grant writing, Systematic Reviews, Biostatistics were organized in last five years. The institution felicitates researchers each year through Research Awards.

The Institution is allocated 100 volunteers to initiate activities under NSS. The institution has organized more than 1000 extension and outreach activities in local vicinity, rural parts of Gujarat and neighboring states in last five years and also caters to the society through various schemes such as Ayushman Bharat Yojana, Unnat Bharat Abhiyan, National Mental Health Program, Mukhya Mantri Amrutam Yojana, Tertiary care services for ESIC employees, Chiranjivi Yojana, Balsakha Yojana, Nutrition Rehabilitation Centre, Sickle Cell Clinic, Facility based Integrated Management of Neonatal and Childhood Illnesses (FIMNCI), School Health Process Evaluation Survey, State Health Family Survey, Breast and Cervical Cancer Screening etc.

Infrastructure and Learning Resources

Sumandeep Vidyapeeth has adequate availability of infrastructure over and above the statutory requirements for all the academic programs and courses under its ambit. The institution has 1 GBPS bandwidth leased line for internet connectivity and the entire campus is Wi-Fi enabled. All the classrooms, seminar halls, laboratories, hospitals, research infrastructure and library are Information and Communication Technology (ICT) enabled. The ICT section ensures that the e-related resources are constantly updated to keep pace with the latest developments.

There are separate modern hostels for girls and boys with a total of 1,221 rooms and capacity to accommodate 2,488 students. Hostels have the facility of multi gyms, table tennis rooms, badminton courts, yoga rooms, dance and music rooms etc. The institution has International standards sports complex with outdoor and indoor sports facilities which includes cricket stadium, football ground, swimming pool, tennis courts, basketball courts, volleyball courts, archery field, indoor badminton courts along with outdoor gym with jogging track and amphitheatre.

The mess can accommodate more than 500 students at once. The campus has a bank with ATM facility, 24 hour electricity supply, RO systems, waste disposal facilities, sewage treatment plant, landscaped gardens and parks, round the clock safety & security deployment and 24 hour maintenance services.

The institution has 1065 bedded multidisciplinary super specialty hospital, well equipped 350 chair dental hospital and Physiotherapy clinics with all specialties for teaching, learning and clinical training. The outpatients and inpatients are more than adequate for training the students in all the related programs. "Labdhi" simulation skill lab is used for practical training on the simulators.

The well-stacked air conditioned Learning Resource Center utilizes fully automated KOHA software and has extensive print and digital resources. The learning resource center is spread over an area of 5674 sq. Meters, with a seating capacity for more than 650 students, with 33714 books, 252 journals, 6,506 bound volumes, 1805 CD's and Videos and more than 20 digital databases.

The maintenance department which includes skilled employees in all the fields functions 24X7 for providing support in the areas of physical and academic infrastructure.

Student Support and Progression

Sumandeep Vidyapeeth provides free ships, scholarships, and fee waivers to financially weak students. The Institution provides 10% reduction in fees for all Jain Minority students in all the programs offered. Capability enhancement and soft skill development schemes are implemented to inculcate graduate attributes. Successful implementation of mentor system is one of the important activities for student support and progression. The Career & Competitive Examination Cell guides the students appearing for competitive examinations such as NEET, USMLE, GPAT, IELTS, GRE, TOEFL etc. International Student Cell fosters provision of Indian healthcare education system experience to International students.

There is a Grievance Redressal Cell to take care of timely solution for student's complaints. There is also Anti Ragging Cell and Internal Complaint Committee for prevention of Sexual Harassment. The placement cell is actively involved for the employment of students either on campus or off campus. However, self-employment is a preferred choice for students, this being a professional health care institution. Even being a professional institution, more than 25% of students' progress to higher education. The Institution facilitates participation in sports and cultural activities for the students, 138 such events were conducted in last five years. Our students have been bringing laurels to the institution by winning accolades from various state and national events .

The Student Council is a representational body of students which also actively organizes and collaborates various programs and activities for student welfare. The Institution has a registered alumni association which has conducted 40 different activities in last five years like student guidance programs, donation programs, student exchanges, student placements etc.

The institution has in place a system for the capability enhancement and soft skill development of students. The constituent colleges/departments/sections regularly conduct programs that enhance the soft skills, communication skills, personality development and employability skills with 21163 beneficiaries during the last five years. programs focussing on Evidence based healthcare practice are organized often to enhance the capacity building of the students. The institution believes in holistic development of the students and hence the programs focusing on human values enrichment, yoga and wellness are conducted for the intrinsic development of the students.

Governance, Leadership and Management

Sumandeep Vidyapeeth has well laid out Vision and Mission to achieve excellence. The institution follows decentralized and participative management for the optimum performance with focus on e-governance. Various committees are constituted such as Board of Management, Academic Council, Board of Studies, Finance Committee, Planning and monitoring Committee, Research Cell, Internal Complaints Committee, Internal Quality Assurance Cell, Board of Examinations, Fee Fixation Committee, Research Advisory Board, Publication Committee, Purchase Committee etc. for smooth functioning and effective governance.

Various welfare measures like policy for Increment and Promotion, free accommodation, leave policy, maternity leave policy, play area and crèche facility, loan schemes, free transportation, subsidized medical and dental treatment, free sports facilities and yoga training are provided to staff. Teaching staff are also provided with incentives/financial support to attend National and International Conferences, workshops and various other training programs. Incentives are also provided for receiving awards and for Research Publications. Performance appraisal system is developed and utilized for giving incentives to teaching and non-teaching staff based on their performance during the year.

Various faculty development programs, professional development programs and training programs are organized within the campus for its teachers and support staff. Each constituent Institution has an Educational unit which organizes induction, orientation, refresher and training programs to familiarize and sensitize the teachers and students to keep them abreast with latest developments in their fields.

E-Governance is followed and promoted at all the levels of administration and a separate department 'Department of Systems & Operations' has been formed for facilitating the same and for promoting automation in the areas of Planning and Development; Administration (including Hospital Management Software); Finance and Accounts; Student Admission and Support, Examination etc.

Institution has Finance policy in place to monitor fund mobilization, budgeting and implementation of internal and external financial audit mechanism. The Internal Quality Assurance Cell of the Institution is very active and conducts regular audits for improving the quality in both academics and administration. A three tier quality assurance system has been put in place at departmental level, Institute level and Institutional level to ensure quality initiatives, quality sustenance and quality enhancement.

Institutional Values and Best Practices

Sumandeep Vidyapeeth has gender friendly and inclusive environment for pursuing all curricular and co-curricular activities. The Male: Female ratio in students is 0.59:1 and in teaching faculty it is 1.39:1. There is well defined code of conduct for students and staff. The campus has well demarcated boundary walls, 24X7 monitoring by security guards and CCTV. There are separate common rooms for boys and girls. Events like International Women's Day are regularly celebrated to sensitize the students. Internal Complaints Committee (ICC) exists for timely redressal of grievances. Institution has strong mentorship program to facilitate academic, emotional, social and cognitive growth of the students.

The institution promotes alternative energy resources. Solar panels are installed on buildings for electricity generation. Renewable energy resources like solar operated street lights and biogas plants are installed. Conventional lights are replaced by LED lights and sensors for energy conservation. Guidelines are followed for management of Solid waste, Liquid waste, Bio-medical waste and E-waste. The institution has the waste water recycling system and recycled water is used for gardening.

The Institution is pollution free with restricted vehicular movements. Battery operated vehicles are used for movement of patients and their relatives within the campus. All the pathways are pedestrian friendly and there are cycle stands at multiple spots. Entire campus is eco friendly, plastic free and is landscaped with gardens and trees.

Beyond the campus environmental promotion activities are carried out regularly. Institution has adopted five villages for community development purpose as part of outreach programs. Institution has wheelchair ramps in all buildings, disabled friendly hostel rooms, lifts and washrooms to provide promising atmosphere for differently abled people.

Sensitization of the students and employees to the constitutional obligations, values, rights, duties and responsibilities by organizing various events and programs are done regularly. Various national and international days, commemorative days and cultural fests are conducted regularly.

In addition to the mentioned two best practices of Student Mentoring and Counseling System (SMCS) and

Student Learning Support System (SLSS), the institution has various other best practices such as Evidence Based Education System (EBES), Continuous Cumulative Evaluation System (CCES), and Comprehensive Feedback Mechanism.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	SUMANDEEP VIDYAPEETH
Address	Sumandeep Vidyapeeth, At and PO-Piparia, Taluka-Waghodia
City	Vadodara
State	Gujarat
Pin	391760
Website	www.sumandeepvidyapeethdu.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Rajesh P. Bharaney	02668-245262	9974900278	-	registrar@sumandeepvidyapeethdu.edu.in
IQAC / CIQA coordinator	K.S. Poonacha	02668-245264	9725036673	-	director.iqac@sumandeepvidyapeethdu.edu.in

Nature of University	
Nature of University	Deemed University
Institution Fund Source	No data available.

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	17-01-2007
Status Prior to Establishment, If applicable	Affiliated College
Establishment Date	16-12-1999

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	17-01-2007	View Document
12B of UGC	27-11-2018	View Document
Section 3	17-01-2007	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	Sumandeep Vidyaapeeth, At and PO- Piparia, Taluka- Waghodia	Rural	61.65	61138	One Hundred and Sixty Four		

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	7
University Recognized Research Institutes/Centers	9

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)		: Yes
SRA program	Document	
RCI	104663_5559_19_1617523259.pdf	
INC	104663_5559_7_1617523277.pdf	
PCI	104663_5559_6_1617523294.pdf	
DCI	104663_5559_5_1617523305.pdf	
MCI	104663_5559_2_1617525081.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	108				92				168			
Recruited	72	36	0	108	68	24	0	92	87	81	0	168
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	1				82				37			
Recruited	1	0	0	1	23	59	0	82	33	4	0	37
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				713
Recruited	301	412	0	713
Yet to Recruit				0
On Contract	131	120	0	251

Technical Staff				
	Male	Female	Others	Total
Sanctioned				175
Recruited	137	38	0	175
Yet to Recruit				0
On Contract	4	0	0	4

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	7	4	0	9	6	0	1	4	0	31
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	65	32	0	59	18	0	86	77	0	337
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	1	0	0	2	5	0	33	4	0	45

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	2	0	0	2
Adjunct Professor	9	1	0	10
Visiting Professor	2	1	0	3

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Nil	Nil	Nil

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	79	94	0	0	173
	Female	197	167	0	0	364
	Others	0	0	0	0	0
PG	Male	58	43	0	0	101
	Female	80	45	0	0	125
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	1	0	0	0	1
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	3	5	0	0	8
	Female	2	0	0	0	2
	Others	0	0	0	0	0
Diploma	Male	13	2	0	0	15
	Female	69	4	0	0	73
	Others	0	0	0	0	0
Post Master's (DM,Ayurveda Vachaspathi,M. Ch)	Male	1	1	0	0	2
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	No
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Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	Nil
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

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	A	3.53	NAAC Peer Team Report - Sumandeep Vidyapeeth - 28.10.2015_compressed.pdf

General Facilities	
Campus Type: Sumandeep Vidyapeeth, At and PO-Piparia, Taluka-Waghodia	
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)	731
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	477
* 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	Dedicated Covid-19 Center, Wi-Fi campus, Battery powered vehicles for patients movement, 24X7 Antiragging Helpline, Creche, Children's park, yoga center etc.

Hostel Details		
Hostel Type	No Of Hostels	No Of Inmates
* Boys' hostel	4	460
* Girls's hostel	3	882
* Overseas students hostel	0	0
* Hostel for interns	7	121
* PG Hostel	7	265

Health Professional Education Unit / Cell / Department

Year of Establishment: **30-09-2003**

Education Programs Conducted	Number Programs Conducted	Duration in Months
* Induction	86	7
* Orientation	170	18
* Refresher	306	13
* Post Graduate	339	16

NAAC

Extended Profile

1 Program

1.1

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

Response: 102

File Description	Document
Institutional data in prescribed format	View Document

2 Students

2.1

Number of students year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
3485	3445	3362	3195	3284

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
498	686	487	521	552

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

2019-20	2018-19	2017-18	2016-17	2015-16
426	434	422	406	389

File Description	Document
Institutional data in prescribed format	View Document

3.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
426	434	422	406	389

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)

2019-20	2018-19	2017-18	2016-17	2015-16
15926.42	7951.14	7607.36	9874.76	8827.53

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:

Sumandeep Vidyapeeth has Seven Constituent Institutes, which offer Full-time and Part-time Medical and Allied Health Science programs at the levels of Diploma, Graduate Degree, Postgraduate Degree, Super Specialty and PhD. These programs are recognized / approved by different Statutory Regulatory Authorities. The Institution imparts quality medical education and training, and provides scientific, evidence-based health care knowledge, leading to a life time learning of ethical practice and community-oriented research.

Curricula developed and implemented:

The academic programs offered by all the constituent Institutes are designed to meet the changing needs in the health care fields. Curriculum followed in every program offered by the institution focuses on competency, employability, entrepreneurship and skill development. The curricula are frequently enriched on the basis of feedbacks received from all the stakeholders which includes Teachers, Students, Employers and Professionals. The curricula offered across all programs were revised during the last five years. The fundamental initiative is to provide special importance to the requirements of stakeholders without compromising on the regulatory requirements and to keep the curricula updated regularly by considering the local, national, regional and global needs, which is achieved through:

a) Evidence Based Practice:

The changing needs of the stakeholders in health sector globally can be achieved only by following Evidence Based Practice (EBP). Hence the primary goal of Sumandeep Vidyapeeth is to impart principles and processes of evidence-based practice to the students. To achieve the same, the curriculum of every undergraduate program is incorporated with teaching of evidence-based subjects like:

- **Evidence-Based Medicine**
- **Evidence-Based Dentistry**
- **Evidence-Based Nursing**
- **Evidence-Based Physiotherapy**
- **Evidence-Based Pharmacy**
- **Evidence-Based Health Care Management**
- **Evidence-Based Audiology & Speech Language Pathology**

In addition to the statutory requirements, the Postgraduate programs incorporate EBP in their routine presentations of journal clubs, seminars, case presentations and clinical practice for diagnosis and management of the diseases.

b) Skill based Learning:

" Labdhi" a state-of-the-art Skill lab in the campus consists of all the modern equipment, dummies, models and mannequins for simulation-based teaching and learning. American Heart Association approved certificate courses are periodically conducted for the students as well as faculty in **collaboration with Indian Institute of Emergency Medical Services** are:

- **Basic Life Support (BLS)**
- **Advance Cardiac Life Support (ACLS)**

The institution has **different skill based labs** to train the students in specific skills. It enables the students to practice in preclinical simulation-based learning before entering the clinics.

c) Online Teaching System and Digital Lab:

To keep in pace with the latest developments in education field, integration of Information and Communication Technology is done and the faculty are trained to utilize the same for effective teaching. Various software applications are used by faculty in regular offline and online modes of teaching. Institution facilitates use of multiple online teaching platforms by utilizing excellent ICT facilities available, which ensured **successful and timely completion of the syllabus during Covid-19 pandemic lockdown**. The digital media lab with Lecture capturing system enables developing educational materials and recording the lecture sessions for building efficient teaching learning system.

File Description	Document
Link for Outcome analysis of POs, COs	View Document
Link for Curricula implemented by the University	View Document

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

Response: 100

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

Response: 102

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

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:

Sumandeep Vidyapeeth envisages itself as an institution providing Health-Care, Education Services and Research with vision to develop practice of health care for the new millennium. The Institution has academic MoUs with 36 national and 12 international universities/Industries/organizations.

Comprehensive competency/ employability/ entrepreneurship/ skill-development based Curriculum:

All the Undergraduate and Post graduate courses in pre-clinical, para-clinical and clinical specialties follow curriculum which are focused to provide communication skills, management skills, leadership skills, analytic skills and perceptual skills. The courses enhance competency in both hospital as well as in community, to global standards which promotes entrepreneurial skills and employability. The curriculum is not entirely subject-centered and includes constant updations considering local, regional and global needs. The competency-based health care education system is followed so that students are trained to develop the relevant competencies at the right time.

Skill based Training Programs and Skill Lab:

- Students are trained for writing and presentation skills, communication skills, soft skills, language skills and clinical skills development.
- Students are trained for skills in Evidence-Based Practice and various capacity building programs are conducted regularly for them.
- Faculties are trained for imparting skill based education by Education Units established in each of the constituent institutes. Few examples of this process are **flipped classroom approach of teaching, team-based learning, chair side/bed side role modeling etc.**
- Involvement of students in community-based camps, research and services like **EviGenChip** program increases their competency at community level.
- **'Labdhi' state of the art skill lab** provides simulation based learning like ACLS, BLS for both faculty and students with all the modern facilities like models, dummies and mannequins.
- **Different skill based labs** are present in the constituent institutes to train the students in specific skills which makes them more confident and competent to practice on patients.

Centre for Health Care Entrepreneurship:

Entrepreneurship cell is established in collaboration with Centre for Entrepreneurship development, Government of Gujarat. Students are helped to cultivate innovative spirit to enhance employability and to promote entrepreneurial skills. Students' researches are promoted to be undertaken with society and industrial collaboration. The academic curriculum is designed to give students an opportunity to experience and reflect upon a range of enterprising skills and behaviors which in turn helps in their career management.

Institution's Innovation Council, Incubation Centre and SSIP:

- Institution's Innovation Council functions in accordance with the directions laid down by National Innovation Cell. Various programs were organized every year under the banner of Innovation cell.
- The incubation centre facilitates the students to incubate their ideas and convert them into startups.
- The Institution is recognized by Gujarat Knowledge Council, Government of Gujarat for conducting projects under Students Startups and Innovation policy (SSIP).

Competitive Examinations & Career Advancement Cell, and Placement Cell:

- Competitive Examinations and Career Advancement Cell trains the students for national and international level competitive examinations and career guidance.
- The placement cell facilitates the students to get employment as per their qualifications.

File Description	Document
Link for MOUs with Institutions / Industries for offering these courses	View Document
Link for courses having focus on competency/ employability/ entrepreneurship/ skill-development	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: 5

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

Response: 5

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

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: 53.92

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

Response: 55

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

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

Response: 73.16

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

Response: 766

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

Response: 1047

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

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:

Sumandeep Vidyapeeth prioritises cross-cutting issues by integrating them into the main policies. Curricular and co-curricular exposure is given to students with respect to communication skills, behavioural health, ethics, evidence-based medicine, geriatrics, human values, gender equality, consolidative public health, environment and sustainability.

To provide health care services to differently abled the institution has collaborated with '**Friends Society**' and '**Special Olympics Bharat**'. Institution integrates planned intervention in crosscutting issues pertinent to gender by organizing gender sensitizing programs in collaboration with NGO's and Government agencies.

Incorporation of Cross cutting issues in curriculum:

The institution's curricula enable students to understand the concept of specialty and multidisciplinary practice through comprehensive diagnosis and evidence-based treatment planning in the outpatient department of each clinic. Institution has adopted government schools and villages and provides best health care benefits.

Curricula are designed to achieve excellent clinical skills, research and clinical experience in community settings. There is fixed number of clerkships in all the departments during the undergraduate program along with the theoretical teaching. All the students are well trained to interact with different types of people keeping in mind gender, socio-economical strata and their behaviour at both clinical and community levels as per the programs. Students are also trained to take thorough case history and to clinically examine the patients to identify and record the important issues of socio-economic and domestic

issues like violence. Undergraduate students and postgraduates have rural postings to cater to health needs of people who are underprivileged.

Environment conservation and correct Biomedical Waste disposal methods are taught to the students, they are also monitored for the same in clinical hours. The curricula incorporates the basic aspects of morals and ethics and is supported by sessions of skits, role plays, and panel discussions with the involvement of experts to convey the message of ethical violations, ethical dilemma and professional attributes. The **AETCOM (Attitude, Ethics and Communication Model)** is incorporated in MBBS curricula.

Specific topics of cross cutting issues are included in the curricula across all programs with stipulated teaching hours. Examples to name a few are: environment and sustainability, waste management, methods of protection of environment, environmental pollution, social and health education, general concepts about health and diseases, doctor patient relationship etc.

Health Determinants & Emerging demographic changes:

Sumandeep Vidyapeeth always aims at integrating emerging trends in the curricular and non-curricular aspects. **COVID-19 pandemic topics were included in the curriculum and given prime importance in value addition of such emerging demographic trends.** Facilitated with a 1065 bedded multispecialty tertiary hospital and COVID special wards, the institution always gives highest priority to social responsibilities.

Professional Ethics:

Institution gives utmost importance to professional ethics. The topic is included across all programs. It creates awareness amongst students regarding human values on the ground of color, race, religion, caste, ethnicity, gender, sexual orientation, appearance, nationality, regional origins, linguistic identity, and place of birth, place of residence or economic background. **UNESCO Chair in Bioethics (Haifa)** is established in the Institution which works towards medical ethics education.

File Description	Document
List of courses that integrate crosscutting issues mentioned above	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: 38

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

Response: 38

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 information	View Document

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

Response: 67.66

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

2019-20	2018-19	2017-18	2016-17	2015-16
1322	1365	2731	3031	2898

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

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

Response:

Students of Sumandeep Vidyapeeth are involved in field visits, research projects, industry visits and community postings within and beyond curricular requirements.

Field visits / Community postings:

- In addition to the community postings and work which are mandated by statutory councils, students

participate in awareness camps, multi diagnostic camps, treatment camps, field visits and visit to primary health centers.

- Camps are regularly organized in the rural areas, urban areas and even outside the state of Gujarat.
- A total of 18,953 students were involved in various community-extension-ISR activities in the last five years.
- Students contribute in the local /regional/ national health and family welfare programmes along with the government and non-governmental service organizations, which enables them to acquire and enhance competencies required for their professional development.
- Few examples of ISR activities carried out are PPP model in **Nutrition Rehabilitation Centre, Family Planning Program, Maternal and New Born Care under National Health Mission and Bal Sakha-3** and schemes/yojanas like **Ayushman Bharat- Pradhan Mantri Jan Arogya Yojana, Mukhya Mantri Amrutam & Mukhya Mantri Amrutam Vatsalya Yojana and Road Traffic Accident Scheme.**
- During scheduled internship programs, the interns take part in other collateral activities like immunization surveys, different health related surveys and school health programs.

Research Projects:

- Regular training programmes are conducted on research methodology for faculty and students.
- Students undertake community-oriented research activities to meet the changing need of the society and thus contribute for the community and National development.
- Students regularly submit short term research projects to ICMR under ICMR STS program. And many projects were accepted and approved during past 5 years.
- More than thousand community-oriented projects were taken up by the students in last five years.

Industry Internship:

- Industry internship and hospital internship is a part of curricula in different programs.
- Industrial visits particularly in Pharmacy and MBA programs, exposes and acts as a launch pad to the students who are interested in working in industry sector.
- Various multidisciplinary research projects are facilitated by the Institution in collaboration with the industries.
- Dental postgraduate students pay industrial visits to hi-tech dental labs to enhance their knowhow in the technology like 3D printing, ceramic labs etc.

Other Visits / Linkages:

- The medical, dental, physiotherapy and nursing students pay regular visits to serve at facilities for underprivileged and differently abled people and children like Friend's society, Spandan trust, Govt. Schools in entire Waghodia taluka etc.
- The Institution has **adopted five villages under Unnat Bharat Abhiyan** to provide health care awareness and services to its residents.
- Institution has **collaboration with Special Olympics Bharat** for providing total health care to differently abled athletes.
- The Students of B. ASLP Program regularly visit normal and special schools for screening of speech and hearing disorder / Impairment.
- The MBA (Health care) students undertake research projects as part of the curriculum through summer internship projects. They are posted in the hospital which enables them to learn the

operational aspects of hospital administration.

File Description	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
Link for feedback report from stakeholders	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
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

NAAC

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: 100

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

2019-20	2018-19	2017-18	2016-17	2015-16
864	872	695	736	752

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

2019-20	2018-19	2017-18	2016-17	2015-16
864	872	695	736	752

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](#)

Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution.

[View Document](#)

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

Response: 25:1

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

2019-20	2018-19	2017-18	2016-17	2015-16
4062	6658	6256	8005	3789

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*

2019-20	2018-19	2017-18	2016-17	2015-16
803	1253	1325	1337	874

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

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

Response: 23:1

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

2019-20	2018-19	2017-18	2016-17	2015-16
320	270	146	99	76

2.1.3.2 Total number of students enrolled in that year

2019-20	2018-19	2017-18	2016-17	2015-16
864	872	695	736	752

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

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
Link for additional information	View Document

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

Response: 8:1

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

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:

The student centric teaching is promoted at the Institution to develop learner autonomy and independence

by imparting them with various essential skills.

Various Teaching Learning methods:

- **Experiential Learning:** Takes place through project works in field and community, industrial visits, rural and urban health camps and encouraging students to participate in events at local, regional, national and international Levels.
- **Integrated / Inter-disciplinary learning:** Horizontal integrated teaching is carried out in all programs with involvement of subject experts from wide array of departments within the constituent institutes. Clinical meetings are organised regularly where faculty and students of different disciplines meet and share their views, experiences and opinions on a particular topic.
- **Participatory Learning:** Students learn through participation in clinical meetings, group discussions, journal club presentations, seminars, debate competitions, organising and participation in camps and various ISR activities through blood donation camps, tree plantation drives, Swachh Bharat and health awareness camps, industrial visits etc. Students are encouraged to participate in competitions like poster and paper presentation, quiz, debates, annual cultural and sports events within and outside the Institution.
- **Problem-solving methodologies:** Students are exposed to Case-Based Learning (CBL) and Problem-Based Learning (PBL) during their academic schedule. Case-based scenarios are provided to small groups of students and discussion takes place keeping in mind the learning objectives. Principles of group dynamics and small group teaching are observed by the teaching faculty.
- **Self-directed learning:** All students and faculty members can access e-journals and e-books from institutional repository maintained and updated by Learning Resource Centre. Students also use learning portals like MOOCS and Swayam for self-directed learning. The library is open 24X7 and is replete with books and journals of all the streams of education imparted in the Institution.
- **Patient-centric and Evidence based learning:** Evidence Based Education System (EBES) is the unique initiative by Sumandeep Vidyapeeth and is incorporated in lectures and clinical treatment planning. EBES inculcates habit in students to search evidence, interpret, validate, integrate and apply data and information in the process of clinical decision making.
- **The Humanities:** The humanities part is taught to the students in terms of Attitude, Ethics and Communication. Bio-ethics (Patient privacy, Autonomy, Confidentiality, Right to health) is incorporated in the syllabus. All the students are trained in professionalism and communication skills to deal with patients and community at large.
- **Project-based learning:** All the PG students of the institution conduct research projects under the guidance of experts. UG students are encouraged to participate in ICMR- STS projects. Students of Medical college participate in unique community based project known as **EviGenCHiP**(Evidence Generating Community Health Project) with the basic idea is to slowly ease the students into community work at an early stage
- **Role play:** It is used for training the students in the clinical demonstrations. The traditional method of taking Case History is modified to role play method where the Faculty and students takes part in the enactment. This changes attitudes and/or behaviour and enables students to experience a different perspective and think creatively.

File Description	Document
Any additional information	View Document
Link for list of student-centric methods used for enhancing learning experiences	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
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:

Sumandeep Vidyapeeth encourages the entire faculty to extensively use ICT enabled tools including Learning Management Systems (LMS) and online e-resources for effective teaching and learning process

and to support, enhance, and optimise the delivery of information.

The dedicated ICT section consisting of IT professionals support and guide the faculty in use of latest tools and technology for online and offline teaching purposes and for effective delivery of teaching contents using different platforms and softwares.

- All the teachers are trained through various programs on regular basis for developing e-content and its effective dissemination for the benefit of students.
- All the teachers are well versed with the latest technology and use ICT -enabled tools in the teaching-learning process.
- Commonly used ICT tools in the institution are Personal Computers, Tablets, Smart Boards, LCD Projectors, Over-head projectors, Audio-visual aids, Public Address systems, digital studio, various online platforms like Zoom, Google classrooms, Webex etc. along with various softwares and e-resources.
- Entire campus of the institution is covered with Wi-Fi and LAN based facilities which are powered by 1GBPS bandwidth dedicated lease line which is effectively utilized for teaching-learning process.
- All the lecture halls, seminar rooms and demonstration rooms are equipped with multimedia teaching aids like, LCD projectors with internet enabled computer/laptops systems, LAN and Wi-Fi, CD-ROM, PA system etc.
- ICT enabled teaching methodologies like e-mail, animated or live video demonstrations, online lectures, e-mails etc are regularly used by faculty.
- E journals, e-books, search engines, and PICO models are used during lectures, bed-side clinical teaching and journal clubs.
- Computer-Assisted-Learning (CAL) methodology is used to show videos and other educational materials to the students.
- Institution has provision and facilitates for video / teleconferencing through Skype / Google meet / Zoom etc.
- The Institution has facilities for conducting online classes / webinars/ teleconferencing / Tele-Medicine systems to enhance teaching-learning process.
- Well-equipped Learning Resource Centre is located in the campus which provides various facilities and encourages teachers to learn and implement e-resources.
- The Learning Resource Centre provides access to electronic resource packages like Up to Date, DELNET, MICROMEDEX, KOHA library management system, WEB-OPAC, TripPro, E-Books Directory, Free Medical Journals, virtual library, Bibliography, E-reference Books & Journals etc.
- Teachers and students can access various online cloud based e-resources including MOOC and SWAYAM programs.
- Students and faculty members utilize e-reference books and e-journals available in the central library for preparation of assignments and research studies.
- There is a dedicated web portal of Learning Resource Centre which contains all the e-content developed by teachers pertaining to various topics in all the streams and can be freely accessed by all the students and stake holders.

The Institution has subscribed to Zoom paid online platform to facilitate online teaching along with various other platforms, which became very handy during the current COVID-19 pandemic for conducting regular classes in online mode and for conducting various types of webinars and meetings.

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

2.3.4 Student :Mentor Ratio (preceding academic year)	
Response: 7:1	
2.3.4.1 Total number of mentors in the preceding academic year	
Response: 488	
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

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

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: 51.24

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.

2019-20	2018-19	2017-18	2016-17	2015-16
194	222	223	218	206

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

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

Response: 11.37

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

Response: 4843

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

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: 69.53

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

2019-20	2018-19	2017-18	2016-17	2015-16
394	270	253	252	276

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
Web-link to the contents delivered by the faculty hosted in the HEI's website	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:** 21.11

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

2019-20	2018-19	2017-18	2016-17	2015-16
98	100	109	95	40

File Description	Document
Institutional data in prescribed format	View Document
Certified e-copies of award letters (scanned or soft copy)	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: 29.8

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

2019-20	2018-19	2017-18	2016-17	2015-16
32	31	33	21	32

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

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: 2.14

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

2019-20	2018-19	2017-18	2016-17	2015-16
67	119	90	0	0

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

2019-20	2018-19	2017-18	2016-17	2015-16
2055	2962	2645	2304	2846

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

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
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:

Reforms adopted in the Institution for process and procedure in the conduct of evaluation/examination are:

Examination Procedures:

- Moderation of question papers in all the programs.
- Multiple evaluation of answer scripts.
- Examination result review system.
- Adequate time gap between preliminary examinations and final examinations.
- Standard guidelines for appointment of external examiners.
- Improved method for calculating internal marks for repeater students.
- Provision for reevaluation, retotaling and access to answer scripts.
- Formulation of uniform policy for UG and PG reassessment.
- Guidelines to provide writer/scribe for handicapped students during exams.

Processes integrating IT:

- Dedicated use of **URKUND plagiarism check software** for evaluating the original content of dissertations and research papers in all the PG and PhD programs.
- Online procurement of question papers
- Conduction of online MCQ examinations and theory examination by creating **virtual examination hall** during Covid-19 pandemic lockdown.
- In-house printing of all certificates on high quality, tamper proof, durable, parchment papers, with maximum security features.
- In-house developed software for automatic result processing.
- Integration of ERP in examination processes and convocation.
- Online payment mode for examination related transactions from students.
- Virtual convocation and live streaming on social media platforms.

Continuous internal assessment system:

- Formative (Internal) examinations are conducted by every department.
- Internal assessments through MCQ evaluations, tutorials, project works, continuous evaluations etc. have been an important component of the evaluation system. Being **formative** in nature the institutes have customized the internal assessments according to the statute guidelines with value additions to gauge the academic progress of the students.
- **The Continuous Cumulative Evaluation system (CCES)** has been an integral part of the Internal Assessments. The marks or credits earned by students in their internal assessment is given due credibility for consideration in eligibility and for computing summative marks in final examinations.
- Students' improvement is continuously monitored by their mentors (Student Mentorship Program) and also intimated to their parents.

Competency based assessment:

Students are assessed for their competency based learning outcome in various areas like: Direct Observation of Procedural Skills (DOPS) used in BLS and ACLS training programs, Objectively Structured Video Examinations (OSVE), Objectively Structured Clinical Examinations (OSCE) and Objectively Structured Practical Examinations (OSPE).

Workplace based assessment:

Students are assessed by teachers while posted in OPD, wards, casualty, operation theatre, radio diagnostic unit, blood bank, dialysis unit, clinical laboratories, pre clinical laboratories, satellite centers, dental operatories, physiotherapy labs, rehab clinics, industrial visits etc.

Self assessment:

- Providing MCQ answer keys and photocopies of answer books on request for the purpose of self assessment of students' performance.
- Discussion of ideal answers by teachers at the end of every theory/practical session.
- Students are encouraged to do self assessment continuously from their logbook and record book and pursued by Head of the department.

OSCE/OSPE:

OSCE/OSPE is implemented in the curriculum in the Institutes and has provided an unprecedented feedback about students understanding and pinpoint areas of confusion and has been included as an innovative, comprehensive, objective, precise and transparent method with optimum scope for self evaluation and reflection.

File Description	Document
Link for details of examination reforms implemented during the last 5 years	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
Annual report of examination including present status of automation as approved by BOM / Syndicate / Governing Council	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:

All the programs of the Institution have clearly stated learning outcomes in the form of **Program outcomes (POs), Program Specific outcomes (PSOs) and Course outcomes (COs)** as stipulated by the applicable regulatory bodies. All these outcomes are achieved by the students along with value additions when they complete the course. The faculties responsibly train the students to achieve stated learning outcomes so that the students are ready to accept the local, regional, national and global challenges in their relevant field.

Assessment of the achievement of stated objectives in learning outcome and graduate attributes are done

for each program/course systematically keeping in mind the parameters to be measured. Teaching schedule is planned as per program/course outcomes to be achieved.

- Students are provided with copy of syllabus and briefed on expected outcome during Induction and orientation programmes.
- Students are provided with log books & Journals which are designed to achieve the stated program/course outcomes.
- Apart from professional skill and knowledge development, students take part in various conferences and activities through which they learn to play various roles in health sector and also address cross-cutting issues such as Gender Equity, Environment, Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes, Professional Ethics etc.
- Apart from Direct evaluation, indirect methods used for assessing learning outcomes are feedback from stakeholders like students, teachers, employers, alumni and professionals.

The overall types of reliable direct evaluation methods followed at the institution can be segregated broadly into two types of assessments as given below:

Formative assessment - It denotes the ongoing continuous systemic assessment of students' academic performance. Main purpose of this type of assessment is to identify the deficits in the learning process and through proper interventions students are guided to achieve required knowledge & skills.

- **Internal examinations including preliminary examinations** - To assess academic performance of the students' in theory, practical and viva-voce examinations.
- **Continuous Cumulative evaluation System (CCES)** - The purpose of CCES is to determine the level of knowledge and understanding of the students in different subjects per every theory and practical/clinical class. Under CCES, students are assessed daily through following methods;
 - Evidence based seminars
 - Case presentations
 - Journal clubs meetings
 - Maintenance of Log book
 - Record of Attendance
 - Day-to-day credits in hospital as well as in theory/Practical class.
 - MCQ's
 - Clinical End-posting exams etc.
 - Quiz competitions
 - Case/Problem based learning
 - Assignments etc.

Summative evaluation - It denotes the final evaluation of the students at the end of the year, term, semester or course after which a final result/grade is given to the students. The methods employed for summative evaluation is Institutional/Final examination (annual/end semester) which is conducted in both theory and practicals/clinical. Appropriate weightage in summative evaluation is given for the scores/grades obtained in formative evaluation of the student and it forms the part of final summative score determining the overall academic performance of the students.

File Description	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
Link for additional information	View Document

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

Response: 92.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
498	686	487	521	552

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

2019-20	2018-19	2017-18	2016-17	2015-16
578	720	533	553	617

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
Annual reports of examination results as placed before BOM/ Syndicate/ Governing Council for the last five years	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.64

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 institution has a well-defined elaborate **Research Compendium** which includes the all the aspects of research promotion, guidelines to conduct different types of research and research related policies, which are revised & amended from time to time and uploaded on institutional website <https://sumandeevidyapeethdu.edu.in/wp-content/uploads/2021/05/Research-Compendium.pdf>

The **Department of Central Research and Innovation** constantly provides vibrant environment and required support for faculty and student researchers. The functioning of the Department is as per the defined hierarchy and headed by Research Director. The Research Advisory Board, headed by the Vice Chancellor plays an advisory role in all research related aspects.

Various bodies/ committees formed to look after the research promotion and monitoring in the Institution are:

1. Research Advisory Council (RAC)
2. Institutional Research Committee (IRC)
3. Research Grant & Funding Committee (SVRGFC)
4. SV Institutional Ethics Committee (SVIEC)
5. Institutional Animal Ethics Committee (IAEC)
6. Research Fund Allocation Review Committee (RFARC)
7. Intellectual Property Right Committee (IPR)
8. Academic Integrity Panels (AIPs)

Various Policies/SOP's established to look after the research promotion in the Institution are:

1. Research Grant and Funding Policy
2. Research Promotion policy
3. Publication policy
4. Plagiarism policy
5. Research Award policy
6. Intellectual Property Rights policy
7. Consultancy policy
8. SOP for clinical trials

- **Sumandeep Vidyapeeth Institutional Ethics Committee (SVIEC) which is NABH accredited** and provisionally **registered with NECRBHR and DHR**. SOP of SVIEC is based on the ICMR, Schedule of new drugs and clinical trial rules March 2019.
- The Institution has received **DSIR recognition (SIRO certificate)** and is eligible for receiving external research grant from the national funding agencies
- Human Research Review Panel (HRRP) is also established at each institute level under the central HRRP.
- Incentives are given to faculty for designing and executing high end research proposals, high impact publications, generating intellectual property, writing books and chapters.
- The research output of faculty members is considered for promotions and forms a part of appraisal system.
- Free access is given to plagiarism software for faculty and student researchers.
- The research cell provides various research platforms by means of collaborations with National & International Universities, NGOs, Government agencies and industries, for execution of high end projects of societal interest.
- Researchers are recognized and encouraged through presentation of research awards every year.

Assigned budget for research and its utilization:

Institution allocates research funds every year for promotion of research under various heads like seed money, funding of projects, development of research related infrastructure, purchase of instruments, reagents, incentives for publications, training of faculty/ students in the field of research etc.

Monitoring of Research activities:

SVIEC monitors on-going researches/trials at appropriate intervals based on the periodic study progress reports furnished by the investigators or monitoring the internal audit reports furnished by the sponsor or by visiting the study sites. Along with this the department of Central Research and Innovation has well-regulated additional monitoring systems and the functionalities which include auditing the finances allocated in internal funding and monitoring the progress of internal funded research projects once in 6 months.

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
Link for additional information	View Document

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

Response: 416.29

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)

2019-20	2018-19	2017-18	2016-17	2015-16
338.47	368.55	436.87	495	442.57

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

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: 36.52

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

2019-20	2018-19	2017-18	2016-17	2015-16
174	177	146	137	127

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

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: 168

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

2019-20	2018-19	2017-18	2016-17	2015-16
26	39	45	38	20

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

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

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: 41.54

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

2019-20	2018-19	2017-18	2016-17	2015-16
30	16	12	12	11

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

2019-20	2018-19	2017-18	2016-17	2015-16
40	39	39	39	38

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

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: 498

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)

2019-20	2018-19	2017-18	2016-17	2015-16
390	38	14	29	27

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

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

Response: 274

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

2019-20	2018-19	2017-18	2016-17	2015-16
166	71	1	3	33

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

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: 0:1

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

2019-20	2018-19	2017-18	2016-17	2015-16
108	35	16	9	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
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:

Sumandeep Vidyapeeth has established 'Sumandeep Vidyapeeth Incubation and Innovation Centre' in December 2015, to encourage the students/faculty towards the innovation ideas to begin Start-Ups. Institutional Innovation council (IIC) was established in the year 2018 in association with MHRD Innovation Cell (MIC).

The Institution recognizes the impact of entrepreneurship in terms of identifying and solving scientific and technical challenges and acknowledges the role of Startups in commercializing the Intellectual Property (IP).

The Incubation centre has an advanced technology lab with latest instruments, software and database tools to reach up to Proto-type product/service.

The Institution is recognized by Gujarat Knowledge Council, Government of Gujarat for conducting projects under Students Startups and Innovation policy (SSIP). A total of 11 start ups have been incubated at the Institution. 24 IPR's in the form of Patents and Copyrights are published/granted to its credit and 29 innovation awards in the last five years.

Institutional Innovation Council (IIC):

- The IIC enthusiastically participates in the activities organized by MHRD's Innovation Cell (MIC) with the vision to encourage the young budding scientists by supporting them to nurture the new innovative ideas.
- The IIC periodically organizes seminars, conferences and workshops to develop a culture and environment to solve problems and convert ideas into opportunities.

Start-up policy:

- The Start-up policy ensures conducive environment for students to take challenges, solve problems with innovative ideas and translate them in to start up opportunity.
- The policy facilitates the stakeholders and creates the innovation pyramid with lateral linkage as well as in-house support and adds on the facilities available in the incubation centre.
- Promotes entrepreneurship to be taken up by students and faculty and prioritizes commercialization of Intellectual Property and business ideas.
- Provides innovation ecosystem in the form of facilities with cutting edge infrastructure for innovation and entrepreneurship.
- Invites the innovative ideas from students, faculty and alumni throughout the year.
- Avails the training/consultancy with the network of mentors to the stakeholders.
- As per SSIP mandate of the Institution, seed fund up to 2 lakhs to maximum 10 eligible and promising incubatee group is given as financial assistance for pre-incubation and prototyping development in four instalments.
- The incubation centre bears expenses for IPR filings, patent processes and provides legal support.

Initiatives:

- Developed infrastructure for basic pre incubation and innovation facility at central level to provide space and other necessary facilities to incubatee(s).
- The institution arranges '**Ideathons**' to ensure exposure of maximum students to innovation and pre incubation activities at their early stage.
- Students are encouraged to develop entrepreneurial mindset through experiential learning and a National conference was organized on "Innovation Ecosystem in Higher Education Institutions" with the theme: Cognitive skills, Critical Thinking, Conception and Design Thinking.
- Innovation awards are given to faculty, research scholars and students to encourage them towards innovations and entrepreneurships.
- The Institution has MoU with 'Atal Incubation Centre -LMCP Foundation' to strengthen the Innovation Ecosystem.

File Description	Document
Any additional information	View Document
Link for additional information	View Document
Geo-tag the facilities and innovations made	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 various committees and cells under the Department of Central Research and Innovation at Sumandeep Vidyapeeth plays active role in organizing workshops and seminars focusing on scientific data generation under various heads.

These workshops and seminars bring research orientation by sharpening the skills, helping in trying new equipment/methods/medicines, developing novel/new ideas, developing consensus in controversial areas which ultimately lead to better outcome in patient management.

The Institution organized 64 conferences, workshops, seminars etc in the last five years, in the areas of Intellectual Property Rights (IPR), Research methodology, Good Clinical/Laboratory Practice, Research Grant writing, use of softwares for research, Systematic Reviews, Biostatistics etc. to strengthen student / faculty knowledge by inviting senior industry / Academia professionals to share their rich experience and expertise. Various hands-on training sessions were also conducted for the implementation/application of theoretical concepts in practice through such sessions.

Intellectual Property Rights Committee promotes knowledge of intellectual property law by means of lectures, discussions, correspondences, pamphlets, dissemination of information etc. The various aspects of IPR like difference between intellectual property / patent / copyright / trade mark, registrations of innovative ideas, trade secret, forgery and counterfeiting etc. are taught in workshops and seminars.

The Institution conducts workshops/seminars/conferences on research methodology for students and faculty researchers. In addition to research methodology for primary research, workshops on secondary research methodologies are also conducted, which is very important for practicing Evidence-Based Medicine and Sumandeep Vidyapeeth is the pioneer institution in the country to promote this globally accepted concept.

Training on international ethical and scientific quality standard for the design, conduct, performance, monitoring, auditing, recording, analyses and reporting of clinical trials is periodically given to all researchers of the institution via Good Clinical Practice workshops.

Following the COVID 19 pandemic, training program on ICMR Guidelines and biomedical and health research for ethics committee during COVID pandemic was conducted by Sumandeep Vidyapeeth Institutional Ethical Committee.

Training for the members of ethics committee, HRRP and investigators of clinical trials are given from time to time for enriching their knowledge with the current rules of drug and clinical trials.

The collaboration or partnership of industry-academia has helped the Institution to bring together the quality of education in terms of excellence, innovation, collaboration and self-reliance.

Few important programs conducted:

- Lecture and interactive session on “Importance and Approaches of protecting Intellectual properties in Medical World”
- Symposium on “Intellectual Property Rights (IPRs) in Healthcare Industry and Patent Search”
- Seminar on “Importance of Design Registry in Healthcare Sector and Its legal Aspects”
- Comprehensive workshops cum Training Programmes on ICH-GCP, Schedule ‘Y’ & ICMR Ethical Guidelines
- Workshops on comprehensive systematic review training program on Systematic Reviews, Meta-Analysis and International Conference on Evidence Based Education System (EBESCON 2019).
- Hands on training on ‘Demystifying Biostatistics for Healthcare Research’ for beginners and advanced level.

- Training programme on ICH-GCP-E6 (R2) & New Drugs and Clinical Trial Rules-2019, Clinical Trial and Covid-19 Pandemic on the theme 'ICH-GCP and Schedule'.

File Description	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

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: 29

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

2019-20	2018-19	2017-18	2016-17	2015-16
14	14	0	0	1

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

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

Response: 11

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)

2019-20	2018-19	2017-18	2016-17	2015-16
7	2	0	2	0

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

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

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
Incentive details (link to the appropriate details on the Institutional website)	View Document

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

Response: 24

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

2019-20	2018-19	2017-18	2016-17	2015-16
9	6	3	4	2

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

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: 1.03

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.

2019-20	2018-19	2017-18	2016-17	2015-16
357	164	182	263	281

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

2019-20	2018-19	2017-18	2016-17	2015-16
224	256	251	246	231

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

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: 1.82

File Description	Document
Names of the indexing databases	View Document
Institutional Data in prescribed format	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: 0.49

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: 0.01

File Description	Document
List of names of publishers : National/ International	View Document
Institutional data in prescribed format	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: 2.97

File Description	Document
List of the publications during the last five years	View Document
Institutional data in prescribed format	View Document

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

Response: 13

File Description	Document
Institutional data in prescribed format	View Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	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:

Sumandeep Vidyapeeth has separate policies on **Intellectual property rights (IPR)** and **Consultancy** in

order to promote and establish the culture of inventions, filing patents, copyrights and consultancy projects to provide solutions in the fields of health care and industry. These policies encourage faculty, clinicians, researchers and students of the Institution to get actively involved in generating scientific inventions and to undertake consultancy projects for the benefit of the society. Both the policies are part of Research Compendium and approved by the Board of management.

The highlights of the IPR policy:

- On submission of the Intellectual Property documents by innovator to the Research Cell, it will be forwarded to the Patent Attorney for further screening and identification of Intellectual Property for the innovator claims.
- Patent Attorney files the application for eligible claims,
- The expenses for filing the application are borne by the Institution.
- Innovator has all the authority for commercialization of the Intellectual Property with prior MoU.

Revenue Sharing formula in case of commercialization of Intellectual Property:

In case of commercialization of Intellectual Property, share of profit shall be divided between the Institution and the Innovator in the ratio of 20:80. There will be the equal division in the share of profit in case of more than one innovator.

Highlights of the Consultancy Policy:

- The consultancy policy establishes a framework to support consultancy activities and services at the Institution.
- Encourages faculty to undertake consultancy work that shall complement their teaching or research.
- Systematic procedure to allot the consultancy work to the consultants of Institution with the support from their consultancy partner.
- The consultant may undertake consultancy under any of the following category:
 - Expert Advice and R&D Consultancy: Based on the expertise of the Consultant.
 - Testing Consultancy: Involves testing of sample/component/product against a standard.
 - Minor & Major Research Consultancy: Involves use of Institution's infrastructure by the client in order to proceed with a minor or major research projects.

Revenue sharing formula for consultancy is as per below table:

Item	Consultancy
Total money received from client	X
Service Tax	Y
Total Contracted Amount	Z= X-Y
SV Share (U)	U=0.4Z
Remaining Amount (RA)	RA=Z-U
Total Expenditure* (E)	E
Balance Amount for Distribution (D)	D=RA-E
To Consultant	0.9D

Implementation Strategies:

- The structured training cum capacity building program for IPR is in place. The constituent institutes and the Department of Central Research and Innovation regularly conducts seminars and workshops promoting innovations and entrepreneurship skills.
- Experts from reputed institutions and from the patent consultancy firms are invited as the resource persons for lectures and guidance.
- The facilities and the research strength of the institution are uploaded on Institutional website in order to showcase them and thereby expanding the client base for consultancy work.
- Institution has the policy to support financially all the programs conducted and regulated by the Institution's Faculty Development Cell.
- Complete financial support is provided in terms of resource person's logistics, TA/DA and honorarium.

File Description	Document
Link to the soft copy of the IPR and Consultancy Policy	View Document
List of the training / capacity building programmes conducted during the last 5 years.	View Document
Link of the Minutes of the Governing Council/ Syndicate/Board of Management related to IPR and consultancy policy	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: 234

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

2019-20	2018-19	2017-18	2016-17	2015-16
121	17	9	29	58

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

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: 81

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

2019-20	2018-19	2017-18	2016-17	2015-16
02	00	00	22	57

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

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

Response: 12.08

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

2019-20	2018-19	2017-18	2016-17	2015-16
03	00	00	105	1872

File Description	Document
Reports of the events organized	View Document
Geo tagged Photos of events and activities	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 Institution along with the Department of Institutional Social Responsibility (ISR) organizes various extension and outreach activities with the objective to provide/facilitate health care services to community, particularly to the rural population at their doorstep.

The Institution and its constituent Institutes, faculty and students have received **28 awards/recognitions** and appreciations for health care services to the community in the last five years. Some of the awards received are as mentioned below:

Academic year 2015-16

- Department of Periodontology, K. M. Shah Dental College & Hospital secured 2nd Prize by Indian Society of Periodontology for effectively conducting 'World Oral Health Day Celebrations' on 20/03/2016.

Academic year 2016-17

- Department of Public Health Dentistry, K.M. Shah Dental College & Hospital, secured 1st Prize for conducting 'Best Community Outreach Program' and won 'Dr. Sumithra U and Ramnath Bhat' award sponsored by Indian Association of Public Health Dentistry in 2016.

Academic year 2017-18

- Dr. Malkesh D Shah from Smt. B. K. Shah Medical Institute and Research Centre, received appreciation certificate by Shroff Foundation for conducting medical diagnostic and surgical camp between 29th to 31st January 2018 at Sharda Medical Centre, Chhotaudepur.
- Department of Respiratory Medicine received appreciation award on the occasion of World Tuberculosis Day- for maximum identification of tuberculosis patients and notifying the Government as per Revised National Tuberculosis Control Programme on 24th March 2018.
- Three faculty members along with students from the Department of Pharmacy, received appreciation award from Piparia Gram Panchayat, for conducting community awareness program on the occasion of "Children's Day" on 14th November 2017.
- Three faculty members from the Department of Pharmacy, received appreciation award from Banaj Gram Panchayat, for carrying out 'Beti Padhao Program' on International Women's Day on 16th March 2018.

Academic year 2018-19

- A total of Seventeen students which included 5 students from the Department of Management, 8 students from Sumandeep Nursing College and 4 students from college of Physiotherapy have been recognized during 'Swachh Bharat Summer Internship' activity organized by Ministry of Human Resource Department (HRD) in 2018-19.
- K. M. Shah Dental College & Hospital, received national level consolation prize for organizing "Children's week" in 2018 under the auspices of Indian Society of Pedodontics and Preventive Dentistry.
- College of Physiotherapy, received certificate of appreciation by 'Friends' society' for providing significant support to differently abled people in 2018-19.
- Dr. Sandeep Jain received recognition for contribution in the field of 'organ donation' by state organ & tissue transplant organisation, Gujarat on 13th December 2019.

Academic year 2019-20

- K. M. Shah Dental College & Hospital received certificate of appreciation for providing significant

support through screening and treatment camps for the differently abled by Friends Society, Vadodara in 2019-20.

- Recognition by Bharat Vikas Parishad for dedicated and selfless social service to the society including divyangjan, marginalized and socially backward people.
- Dhiraj Hospital received recognition award by 'Times of India' group for providing healthcare services and unconditional support in tackling COVID-19 pandemic.

File Description	Document
Link for number of awards for extension activities in the last 5 years- e-copy of the award letters	View Document
Link for list of Government/other recognized bodies that have given the awards	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 department of Institutional social responsibility (ISR), organizes various extension activities in neighbouring villages, districts and states with objectives to sensitize students and instil responsible behaviour about social issues and contribute to enhance the overall health of the community.

Total expenditure by the Institution on ISR activities in last five years is Rs. 33,78,58,688/-.

ISR activities in terms of education:

- Support to Piparia Primary School children by providing free bags, books, stationery kits, uniforms etc.
- Under 'Gyanvardhak Yojna' scholarship is provided to children of nonteaching staff of the Institution.
- Scholarships, freeships and fee waivers to students.

ISR activities in terms of Health and Hygiene awareness:

- Health and Hygiene awareness programs and educational camps are conducted in rural and urban areas.
- Organization of awareness events on International days such as World TB day; World Asthma Day; World No Tobacco Day; World Health day; World Heart day; World Mental – Health day; COPD day; Women's Day and health; World Breast Feeding day; Nutrition week; Children's Day and health; World Hearing Day; AIDS awareness program; Eye donation and Optometry Day (OCULUS); Dengue Awareness; Cancer Awareness; Pulse Polio, Oral Hygiene Day; World Kidney Day etc.

ISR activities in terms of environmental issues:

- Organization of Swachh Bharat Abhiyan of 18 days at Bahadarpur and Sankheda.
- Cleanliness drives are regularly carried out under Swachh Bharat Abhiyan in neighbouring Piparia village.
- Participation in Swachh Bharat Summer Internship programs.
- Under Unnat Bharat Abhiyan, paper bag distribution, no use plastic awareness rally, drawing competition on environmental issues etc were carried out at adopted villages.

ISR activities in terms of free/subsidized health care:

- Privilege card is given to residents of Piparia village and ASHA workers of neighbourhood community for availing subsidized treatment.
- Free Medicines, toothpastes and toothbrushes are donated to patients at outreach programs.
- Free OPD consultations to all patients and free IPD to all patients in general wards (inclusive of meals, stay, investigations, treatment, OT charges etc.)
- Free food for patients and at subsidised rate for patient's relatives.
- Free Antenatal Care, Postpartum Care, Nutritional care. Tertiary level care such as ventilator care, obstetrics & gynaecology surgery, and prolonged admission for Systemic Diseases etc. is provided.
- Visits to different underprivileged and DIVYANG people facilities for providing healthcare at doorstep.

ISR activities in terms of socio economic development issues:

- The institution is recognized "Regional Monitoring and Training Support Unit "to improve the quality of RMNCH+A services for the tribal district of Chhotaudepur.
- Organization of Beti-Bachao Rally at Sankheda, Bhadarpur.

MOU's for running various government schemes:

- Ayushman Bharat- Pradhan Mantri Jan Arogya Yojana
- Mukhyamantri Amrutam and Mukhyamantri Amrutam Vatsalya Yojana
- Road Traffic Accident Scheme
- Bal Sakha-3
- PPP for Maternal and New Born Care under National Health Mission
- PPP for Family Planning Program
- PPP for Nutritional Rehabilitation Centre
- Breast and Cervical & Oral Cancer Screening and treatment is being taken up in collaboration with District Health Society, Vadodara.

File Description	Document
Link for additional information	View Document
Links for Geo-tagged photographs of Institutional social responsibility activities (Refer annexure number -01 as per SOP)	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: 99

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

2019-20	2018-19	2017-18	2016-17	2015-16
127	115	90	125	38

File Description	Document
Institutional data in prescribed format	View Document
Certified Copies of collaboration documents	View Document
Link with collaborating Institutional website	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: 579

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: 579

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

NAAC

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:

All the constituent Institutes of Sumandeep Vidyapeeth have teaching learning facilities, laboratories and skill labs over and above the requirements stipulated by statutory regulatory bodies.

The class rooms, seminar rooms and demo rooms are air conditioned and equipped with computers, projectors, sound systems, high speed internet connectivity etc. for delivering the teaching and learning content. Every department has a separate library in addition to the Learning Resource Centre of the Institution.

SBKS Medical Institute and Research Center:

- The Institute has 32 demo rooms, 11 seminar rooms and 4 class rooms.
- Dhiraj Hospital which is 1065 bedded has OPD, IPD & specialty services, it has 30 demo rooms and 18 seminar rooms for clinical teaching and learning.
- The Institute has one ICT enabled Lecture hall cum auditorium with seating capacity for 650, which is used for academic activities.
- The Medical Education Unit has a designated seminar room with digital smart board.
- Institute has facilities for **Virtual Classrooms, Webinars, Teleconferencing and Teleconsultation. Four ICT enabled Virtual Classrooms have been specially created during COVID 19 pandemic** for online teaching and webinars.
- Dhiraj Hospital is well equipped with wards of 15 Departments, 24 operation theatres and 10 ICUs.
- There is a well equipped central research laboratory.
- Institute has Rural Health Training Center at Bahadarpur and Urban Health Training Center at Kothi.
- The Institute has many sophisticated instruments like: **Varian True beam Linac Machine, Cathlab, CT scan & MRI, Video EEG Lab, RT-PCR, Immuno- fluorescent microscope, Component Separator, Plasma Apheresis, EMG-NCV, Leica Microtome, T-Ace Component Separator, Fiberoptic bronchoscope, YAG-LASER, LASIK, Broncho videoscope, Endoscopy set, IVF lab, Mammogram machine, Digital subtraction angiography, Pulmonary function testing system, Laparoscopic instruments for diagnostic and operative procedures etc.**

K.M.Shah Dental College and Hospital:

- The Institute has 10 seminar rooms and 4 class rooms.
- There are 9 departments with OPD facilities equipped with 350 dental chairs and 34 different clinics and laboratories.
- Department of oral and maxillofacial surgery has separate Operation Theatre and 20 beds for inpatients.

- Departments have simulative labs, phantom heads and working models for preclinical learning.
- The students are exposed to peripheral camps for community based training.
- The Institute has state of the art **Endodontic microscope, Platelet Rich Fibrin (PRF), Matrix conscious sedation unit, Iontophoresis machine, Soft tissue Laser, Physiodispenser etc.**
- For the diagnostic as well as research purpose, the institute has facilities like **Orthopantomograph(OPG), Radiovisiography (RVG), lateral cephalogram, Penta head research microscope etc.**
- Prosthetic lab is equipped with **induction casting machine, wax burnout oven and Ceramic furnaces.**

Department of Pharmacy:

- The Institute has a total of 9 classrooms, 1 seminar Hall and 21 Laboratories.
- A well-equipped sophisticated laboratory is developed for the high-end molecular Pharmacology researches.
- **Drug Information Centre** provides necessary information related to drugs, diseases and poisons to the patients. The faculty and students are trained to disseminate appropriate information.
- Students do internship at industries to gain knowledge and skills.
- The Institute has sophisticated instruments like: **HPLC, FT-IR, Brookfield Viscometer, UV Spectrophotometer, Flame photometer, Fluorimeter, Bio-pack, ELISA reader, Lyophizer, Dissolution Test Apparatus, Auto-analyzer, Physiographic, Gel Electrophoresis, Gel Doc, ELISA, Deep fridge (-800C), Tablet compression machine etc.**

College of Physiotherapy:

- The Institute has 6 classrooms and 1 seminar hall of 150 seating capacity.
- There are six well equipped laboratories in the areas of Exercise Therapy, Kinesiology, Electrodiagnosis and Therapeutics, Adult Neurology, Pediatric Physiotherapy and Biomedical Physics.
- The students are posted at Dhiraj hospital for clinical learning in departments like orthopedics, surgery, neuro surgery, ENT, medicine etc.
- Electrodiagnosis and Therapeutics & Exercise Therapy laboratories have 20 cubicles with each cubicle having examination couch and frequency equipment which are used for training students in small group practical sessions.
- In all laboratories, teaching & learning takes place in the form of problem-based learning by showing videos and live demonstration of various skills.
- Institute has equipments like **multi-resistant station of Thera tubes and balance master floor, static cycle ergometer, Motorized treadmill, multi fold manipulation table, microwave diathermy (MWD), hydrocollator unit, etc.**

Department of Management:

- The Institute has 2 classrooms and 1 seminar room
- The students are posted in Dhiraj hospital, go for Industrial visits and undertake health care research projects for competency building and learning.

Sumandeep Nursing College:

- The Institute has 12 classrooms and 4 laboratories namely Foundation lab, Maternal and Child health lab, Community health lab, Nutrition lab and multipurpose seminar hall with seating for 200.
- Students are posted in Dhiraj hospital for skill development, teaching - learning purposes and regularly participate in community camps.
- The laboratories have equipments like **bed cradle, cardiac table, wheel chair, stretcher, critical care unit(with O2 cylinder and flow meter), CPR dummy, Suction apparatus, phototherapy unit, adult and pediatric mannequins etc.**

Department of Audiology and Speech Language Pathology:

- The institute has 2 classrooms, 2 sound proof audiometry rooms.
- The institute has equipments like **Impedance and Portable Audiometer, OAE (Oto Acoustic Emission) etc.**
- The students are posted in Dhiraj hospital for clinical teaching and learning.
- Various camps are organized in the community to identify the people with hearing problems and provide suitable treatment.

Labdhi Simulation Centre:

- The Institution has specialized '**Labdhi**' centre equipped with high fidelity mannequins. It has one seminar room and six demo rooms.
- There are different models of Mannequins for techniques like central line insertion, arterial line insertion, injection administrations, advanced airway, tracheostomy, inter costal drain insertion, labor procedure etc. for mastery of skills simulating real life circumstances.
- American Heart Association Certified BLS and ACLS courses are conducted at the centre.

AYUSH related learning and therapy:

- There is an ayurvedic hospital and dispensary attached to the Institution.
- Ayush related training like relaxation techniques, yoga, and acupuncture are given to BPT students as an adjunct to physiotherapy treatment.
- One acre Herbal garden within the campus helps students in gaining knowledge on different types of medicinal plants.

File Description	Document
Links for teaching- learning and skills acquisition facilities in the Institution	View Document
Links for Geotagged photographs of the facilities	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:

Sumandeep Vidyapeeth has a dedicated sports department with full time physical instructors to train the students. All the equipments and sports accessories are provided to the students by the sports office. Players are provided with uniforms for different sports and events. The indoor and outdoor sports facilities are open for students, faculty and residents of the campus. The cultural activities of the Institution are overseen by the Department of Staff and Student Welfare.

Outdoor Sports Facilities:

- Well-maintained outdoor stadium and sport grounds measuring more than 37000 sq. meters for organizing sports events.
- Facilities for outdoor sports like; football, cricket, swimming, lawn tennis, volleyball, basketball, archery, walking and jogging tracks, outdoor gym facilities like fly bench, weightlifting, twister, push up stand, etc.

Sr. No.	OutdoorFacilities	Area in sq. Meters	Year of establishment
1	Cricket Stadium	9475.46	2015
2	Two volleyball grounds	1259.84	2015
3	Two tennis courts	1873.45	2015
4	Two basketball Courts	2330.17	2015
5	Football ground	5849.57	2015
6	Open gym, jogging track and lawn	7115.87	2012
7	Childrens' park and play area	9101.99	2015
8	Archery arena	335.26	2020

Indoor Sports Facilities:

- The Institution has Indoor sports facilities covering more than 3760 sq. meters with a huge **Indoor Sports Complex**.
- There are multiple indoor games facilities in each of the hostels and Institutes for the activities like badminton, table tennis, gyms, yoga rooms, carrom, chess etc.

Sr. No.	Indoor Facilities	Area in sq. Meters	Year of establishment
1	Indoor Sports Complex (Badminton and Table Tennis courts)	1426.63	2019
2	Swimming Pool	362.62	2019
3	Nine Table Tennis facilities within campus	670.76	2015
4	Five separate Badminton Courts within campus	958.03	2015
5	Two separate Gymnasiums for boys and girls in hostels	210.18	2015
6	Two separate Gymnasiums for boys and girls in club house	152.18	2019
7	Indoor board games room	54.63	2019
8	Yoga & Fitness Center	132.22	2015

Facilities for Cultural activities:

- The Institution has a huge amphitheatre/open air theatre and three indoor auditoriums in the campus for conducting cultural activities. Besides these facilities there are various areas in the Institutes and hostels where different cultural events of different scales are conducted.
- The institution has a dedicated area for the practice of dance and music with facilities like musical instruments and sound systems. There is a music band of students named “*Tarang*”
- The Institution organizes many events and competitions like dancing, singing, writing, debates, rangoli, cooking without fire, poster making, painting etc.
- The annual cultural week is held separately by each Institute which culminates in the foundation day of the Institution.
- Students are also motivated to participate and unveil their talents on special occasions like Republic Day, Independence Day, Foundation day, etc.
- The Institution facilitates students to organize the festivals like **Ganeshotsav, Navaratri events, Sharadotsav, Janmashtami, Holi** etc.

Sr. No.	Facility/Specification	Area in sq. Meter	Seating capacity
1	Amphitheatre (Open air theatre)	7115.87	7000 (approx.)
2	Auditorium 1	1696.41	1610
3	Auditorium 2	713.49	1000
4	Auditorium 3	525.81	650

File Description	Document
Any 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:

Sumandeep Vidyapeeth has all the adequate facilities for its students and faculty within the campus.

Hostels:

- There are seven hostels with a total of 1211 rooms with capacity to accommodate 2488 students.
- Separate hostel facilities for males and females with provision of twin sharing/single occupancy basis with attached washrooms.
- Hostels have Wi-Fi connectivity, telephone facilities, round the clock security, maintenance support etc.
- Amenities for recreation like Table Tennis, Badminton, Carrom, Chess, Television, Multigym, yoga and fitness centre etc.

Medical Facilities:

- Round the clock availability of all types of medical facilities at the tertiary care superspecialty Dhiraj Hospital within the campus.
- Separate wards/beds are reserved for students and staff of the Institution.

Toilets/washrooms:

- Toilets/washrooms are located in every floor and offices in all the institutes/buildings/hospitals with signboards and directions.
- Separate toilets are earmarked for differently abled people with facilities like ramps, railings etc.

Mess/Canteens:

- State of the art, mechanized, well-maintained and hygienic general mess facility with seating for 500 students and separate provision of Jain food.
- There is a fast food center, canteen for general public, canteens in Dhiraj Hospital, special mess and kitchen for the patients, canteen in Dental college and two outdoor eateries within the campus.

Post office/Courier services:

- Dispatch clerk for sending posts and parcels and also delivering the posts to students and staff.
- The institution facilitates delivery of goods to students and staff ordered through online platforms.

Bank:

- In-campus **Indian Overseas bank** with 24-hour ATM services and locker facility.

Roads and Signage:

- Campus has interlinking cemented double roads to all its buildings and all along the perimeter.
- Signages at all the roads and junctions and also for display of important messages.

Topography:

- The entire campus is well planned and all the amenities and infrastructure are well connected with each other logistically.

Greenery:

- Campus is replete with many well maintained landscaped gardens, lawns and greenery, grass playgrounds and herbal garden.

Alternate sources of energy:

- Roof top solar panels to generate 942KV energy.
- Solar panels to generate hot water in the hostels.
- Biogas plants for generating gas from mess wastage.

STP and water purification plants:

- Water sewage treatment plant and the recycled water is used for the maintenance of the gardens.
- RO water purification plants in all the hostels and institutes.

Other Facilities:

- Residential Quarters for teaching and non teaching staff within the campus.
- Shopping complex having stationary shop, fruit and juice shop, groceries shop, restaurant, saloon and laundry.
- Friendly infrastructure and amenities for differently abled persons like ramps, modified toilets, wheel chair facilities, separate parking etc.
- Children's outdoor play area installed equipments like slides, swings, wall climbing platform etc.
- Round the clock uninterrupted water supply and electricity.
- Transport facilities for students and faculty members for commuting.
- Parking facilities for 400 four wheelers and 500 two wheelers.

File Description	Document
Link for Photographs/ Geo-tagging of Campus facilities	View Document

4.1.4 Average percentage of expenditure incurred, excluding salary, for infrastructure development

and augmentation during the last five years

Response: 40.95

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

2019-20	2018-19	2017-18	2016-17	2015-16
4558.63	2672.26	2355.53	5802.13	4662.63

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

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:

Sumandeep Vidyapeeth has Dhiraj Hospital which is a tertiary care super specialty hospital with 1065 beds and K.M. Shah Dental College & Hospital with 350 dental chairs.

The Institution has latest clinical equipments which are constantly upgraded with technological advances. All the constituent institutes meet the requirements of statutory regulating bodies in terms of clinical teaching and learning facilities. There is CPCSEA approved animal house.

SBKS Medical Institute and Research Centre:

The attached **Dhiraj Hospital** has separate demonstration and procedure rooms for clinical and bedside learning. The hospital functions 24X7 with more than 80% bed occupancy. 84 specialty clinics are run in the Hospital giving excellent clinical exposure to the students. There are separate operation theatres for all surgical departments.

Highlights of the facilities for clinical teaching and learning:

- **Central laboratory:** Equipments like automatic cell counter, biochemistry and electrolyte auto analyzers, auto urine analyzer etc.
- **Super specialty services:** Neurology, Neurosurgery, Cardiology, Cardiothoracic and Vascular

Surgery, Reconstructive & Plastic surgery, Urology, Nephrology, Oncology, Pediatrics Surgery, IVF Centre.

- **Central research laboratory:** RT-PCR machine is available for testing of DNA and RNA of various pathogens. A separate **NABL accredited Covid19 Testing Molecular laboratory** setup in collaboration with ICMR.
- **Surgery:** Laparoscopy Surgery, Endoscopy, Onco Surgery, Pediatric Surgery, Plastic Surgery, Maxillo facial surgery, Special clinic for Cleft Lip & Palate, laparoscopic Uro Surgeries etc.
- Trauma and spine surgeries, deformity correction, knee, hip and shoulder joint replacements, arthroscopy and arthroplasty surgery.
- **Cardiology:** ECG, TMT and ECHO, Angiography & Angioplasty, Pacemaker Implantation.
- **Cardio Thoracic Vascular Surgery:** CABG, Thoracic Surgeries, Peripheral vascular surgery, ASD, VSD.
- **Plastic Surgery :** Reconstructive and cosmetic surgeries
- Endovascular neuro intervention, Epilepsy surgeries, Intracranial & Spine Tumor Surgeries, Clipping of aneurysm, Spine surgeries, Traumatic Intracranial Surgeries.
- **Neurology:** EEG, EMG-NCV, VEP, Video Epilepsy Monitoring Unit, Brain stem auditory evoked potential. Intraoperative electrocorticography (Epilepsy Surgery)
- **Urology & Nephrology:** TURP, PCNL, URS, Lithotripsy, Laproscopic nephrectomy and partial nephrectomy, Haemodialysis, Laproscopic Pyloplasty, Radical Prostatectomy.
- **Respiratory Medicine:** ICU for respiratory diseases, PFT and facility of bronchoscopy.
- **Pediatrics:** Special clinics for epilepsy, thalassemia, sickle cell anemia.
- **NICU and PICU:** Neonatal ventilator, seven parameter monitors, baby warmers and Incubators, phototherapy units, infusion pump.
- **Obstetrics & Gynecology:** IVF Centre, Advance OBS clinic with laparoscope, special infertility clinic, fetal monitor, Fetal doppler, Colposcopy.
- **Radiology:** Digital x-ray, interventional radiology procedures, CT scan, MRI, colour doppler, ultra sound, image intensifier TV with facility of contrast imaging, OPG, mammography, DSA.
- **Otorhinolaryngology:** BERA, Advanced ENT surgical care with latest microscopes, audiometry evaluation, and speech therapy centre.
- **Ophthalmology:** Automated refractometer, LASIK facility, cataract surgery with phaco, ND YAG-Laser, B- Scan, A-Scan, OCT, Diode Laser for Retina, Pentacam, Corneal Topography, C3R Laser Machine, Synoptophore, Non Contact Tonometer. Perkin's Tonometer.
- **Dermatology:** Cosmetic surgery with facility of dermabrasion, derma peeling & grafting, and photo therapy, YAG-Laser, PUVA chamber, Sectional CO2 Laser, Diode Laser.
- **Psychiatry:** Advanced psychiatric clinic with ECT facility and De- addiction centre, Counseling Centre.

K.M.Shah Dental College and Hospital:

The Institute has adequate patient inflow and various facilities for clinical teaching and learning are:

- **Oral Medicine and Radiology:** Digital OPG Machine, RVG, Sialography, Orofacial Pain, Oral Precancer and Cancer Detection, Forensic Odontology, Management of Temporomandibular Joint Disease etc.
- **Oral and Maxillofacial Surgery:** Extractions, Dis-impaction, Micro vascular reconstructions, Aesthetic Facial surgeries, Orthognathic surgeries, Cleft Lip and Cleft Palate surgeries,

Management of trauma and oncology cases.

- **Paediatric and Preventive Dentistry:** Space maintainers, Root canal treatment of Deciduous dentition, Conscious Sedation.
- **Orthodontics and Dentofacial Orthopedics:** Correction of mal-aligned teeth using Dolphin Digital Cephalometric Software, Hydrosolder, Mini star Vacuum forming Thermoplastic Unit.
- **Public Health Dentistry:** Screening of oral diseases, Preventive and Dental treatments, Referral Programs, Oral Health Promotional activities, Tobacco Cessation Centre.
- **Oral Pathology and Microbiology:** Diagnostic procedure like Biopsy using Penta-Head Microscope, Research Microscope, Stereo Microscope, IHC setup, Digital Colony counter, Cytology and Histopathology diagnosis.
- : Oral prophylaxis, Periodontal surgical procedure, Depigmentation procedure, crown lengthening procedure, LASER and Iontophoresis.
- **Conservative Dentistry and Endodontics:** Root canal treatment under Dental operating microscope with beam splitter. Esthetic treatment, Variable intensity light cure units and Bleaching.
- **Prosthodontics and Crown & Bridge:** Complete/Partial denture, FPD fabrication using Ceramic furnace, Indirect composite curing unit. Full mouth rehabilitation using modern techniques and precision attachments.
- **Oral and maxillofacial Implantology:** Physiodispenser with necessary armamentarium to place different Implant systems.

College of Physiotherapy:

The institute has various equipments like walking aids, **Continuous passive motion (CPM), crutches, portable TENS, etc.**

- **Kinesiotherapy & Biomechanics:** Physiotherapy for Sprangel's Shoulder, Radioulnar Synostosis, Radial Club Hand, Torticollis, Cervical Rib, Scoliosis, Kyphosis, Lordosis, Congenital Dislocation of Hip, Congenital Talipes Equino Varus etc.
- **Electrotherapy:** Diagnosis and treatment of different disorders using various electro-physical agents, LASER, combo therapy machine, etc
- **Neuro physiotherapy and electro diagnosis:** Therapy to patients with various neurological conditions affecting brain, spinal cord, nerves and muscles.
- **Electro physiology laboratory:** computerized and sophisticated equipments for various tests like nerve conduction study, electromyography, etc.

Department of Pharmacy:

The Institute has sophisticated instruments in the laboratories and the Pharm D students provide necessary information related to drug, diseases & poisons to the doctors, nurses and patients at **Drug Information centre**. The Micromedex data base is subscribed specifically for this centre to assist the students for research purpose.

Department of Management:

The students of **MBA (Health care)** get first-hand experience through various postings and undergo training and supervised learning at the Dhiraj Hospital.

Sumandeep Nursing College:

The institute has five pre-clinical labs equipped with prescribed Models, Mannequins and charts which help the students to learn through role playing. Students are regularly posted at Dhiraj Hospital as a part of their curriculum for clinical skill development.

Department of Audiology and Speech Language Pathology: provides clinical teaching and learning facilities within the Dhiraj hospital. The students are posted in various departments of the hospital and interact with patients.

Community Based learning: the students of all constituent institutes regularly take part in camps and interact with rural people. Students are also posted at Rural and Urban Health Training Centres.

File Description	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:

The teaching hospitals of the Institution have adequate outpatients and inpatients over and above the statutory requirements and all data are maintained in the Hospital Management Systems.

SBKS Medical Institute and Research Centre:

- The Institute has in campus super specialty tertiary care teaching hospital, with 1065 bed capacity for teaching medical and other discipline students.
- The Institution has urban and rural health training centers for providing services to the community.
- The Medical College has total sanctioned intake of 150 MBBS students, 136 postgraduate students (MD/MS) in 19 programs and 5 D.M/M.Ch students in five programs. Students are also enrolled for Ph.D in Faculty of Medicine, M.Sc. in Medical subjects and fellowship programs.
- The faculty of medicine offers 29 Paramedical Diploma courses, 12 B.Sc. Paramedical courses, 6 M.Sc. Paramedical courses and one PG Diploma course.
- The total OPD count in Dhiraj Hospital for the last five years was 46,75,276 OPD patients and 2,50,751 IPD patients fulfilling the requirement of MCI/NMC.

- There are 84 Specialty OPD clinics run by different departments which allow the students to get trained in sub-specialties.

K.M. Shah Dental College and Hospital:

- Has adequate patient flow to fulfil the clinical requirement of sanctioned intake of 100 BDS students and 44 postgraduate students per year along with students of Dental mechanics and the research scholars.
- In the last five years a total of 7,00,859 patients were treated at different departments of the institute as out patients. The department of Oral and maxillofacial surgery treated a total of 696 cases as in-patients in coordination with the Dhiraj Hospital.

College of Physiotherapy:

- Has intake capacity of 120 students in BPT program and 28 students in eight branches of MPT program. Students also get enrolled for research and fellowship programs.
- The Institute is attached to Dhiraj Hospital and get adequate out patients and in patients for students in various branches of Physiotherapy.
- Students are exposed to all types of care such as acute care and early intervention in all kinds of critical care units like ICU, PICU, ICCU, CSICU, NICU, RICU, etc.
- In the last five years a total of 1,66,061 were treated as OPD patients in different departments.

Sumandeep Nursing College:

- For the various programs being run, the clinical experience is provided by the hospitals of the Institution for the core component of nursing education.
- The students are rotated in different outpatient and inpatient departments of the hospital under the supervision of faculty.

Department of Pharmacy:

Students are posted at Drug Information Center and disseminate information on adverse drug reactions, drug interactions, poison information etc. to the patients.

Department of Audiology and Speech Language Pathology:

Students are trained to address hearing and speech related problems in co-ordination with department of ENT, Dhiraj Hospital.

Department of Management:

Students are trained in Administrative and Management procedures at Dhiraj Hospital.

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

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

4.3 Library as a Learning Resource

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

Response:

Learning Resource Centre (library) of Sumandeep Vidyapeeth is fully automated with internationally reputed open source ILMS KOHA Version 18.5 for the ease of day to day library operations management and to facilitate users.

Name and features of the ILMS software:

KOHA is the world's best open source library automation software, used by over 3,000 academic, public, and special libraries around the world. In India, libraries of esteemed institutions are using the KOHA ILMS.

Following are the major features of KOHA:

- Web based multiple user support
- Support of international library standards i.e. MARC-21
- Fully customizable operations with source code availability
- Interactive and user friendly Web Opac with HTML and CSS support
- User login and self-management
- Z39.50 compatibility (international standard client-server, application layer communications protocol for searching and retrieving information from a database over a TCP/IP computer network)
- Data import export facility
- Various reports and status generation.
- Auto e-mail or SMS support
- Support RFID integration
- Supports RSS Feeds
- Large community support

Prior to KOHA ILMS, LIBTECH software was used in the library from the year 2009 to 2018 for automation solution.

Nature and extent of automation:

Library is fully automated using the KOHA: an integrated Library Management System. All types of work involved in the library such as acquisition of books and journals, cataloguing, searching, serial control, patron registration and management, barcode and spine label generation, circulation, bibliography compilation, hold and reserves, various types of report generation etc. As an alternate system the library also has customized ERP software module which is a part of ERP system implemented in the Institution.

All library books and journals have been assigned a unique barcode and through use of barcode reader books are issued to the students and faculty and collected back.

Subject specific databases are subscribed every year by the library like Delnet, Micromedex, Trip,

Uptodate etc. to get updated about latest development in the subjects. The Library has also created web portal to provide easy access of digital resources to the students and faculty, some open access resources like. PubMed, National Digital Library, Shodhganga, SWAYAM, E-PG Pathshala, DOAJ & DOAB has been linked with the library web portal which can be accessed through URL <https://library.sumandeeptvidyapeethdu.edu.in/>. The library has Institutional Repository to host publications and E-Contents developed by faculty. Library also provides plagiarism detection service free of cost to students and faculty to check plagiarism in thesis, research articles etc for which the institution has subscribed UGC recommended software Ouriginal (Urkund).

Year of commencement and completion of automation:

Sl.No.	Name of Software used for complete automation	Year of Commencement of Automation	Year of Automation	com
1.	Libtech Library Management System	2009	2009	
2.	KOHA 18.5 Integrated Library Management System	2018	2018	
3.	Library ERP module as a part of ERP system of the Institution	2020	2020	

Opac link: <http://14.139.121.113:8082/>

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

Learning Resource Center (Central Library) is a central place for academic and research activities. The library services are provided to students & faculty members for updating their knowledge and supporting the research and teaching / learning activities. The Learning resource center is open round the clock for benefit of the students.

In addition to the central library every department in the Institution has a separate library consisting of books and journals pertaining to their specialty.

The Library has a rich collection of more than **33000 books** of nationally and internationally renowned

publishers covering all the areas of Medical, Dental, Pharmacy, Nursing, Physiotherapy, Management, Audiology & Speech Language Pathology and Para medical sciences. **More than 250 National & international journals** are being subscribed every year.

To keep pace with ongoing technological changes the library records have been computerized for making it accessible to the faculty & students at their work places which not only saves time but also helps in getting simultaneous multiple access of information which is not possible in print formats.

Well known Library Management system **KOHA 18.5** is being used for the automation of library services. Keeping in view the fast changes in technology, the knowledge base of the library is updated regularly by way of adding new literature in the form of text books, reference books, proceedings, national and international Journals & databases. Library has also subscribed discipline specific databases like **UpToDate & MicroMedex**. For easy and convenient access, IP based access has been activated, for remote access students can register for the username and password.

The library has also developed an institutional repository using **D-space open-source software**. The repository is accessible globally. Project reports, thesis, dissertations, faculty and student publications, faculty lectures, and e-contents developed can be easily accessed through the repository.

Online Public Access Catalogue (OPAC) of books, journals and several useful resources available on internet have been identified and links are made available on the library Web page <https://library.sumandeepvidyapeethdu.edu.in/>

The library has a well-equipped **computer lab** with 40 computers to access e-resources through National Knowledge Network. The library is connected with 1 GBPS leased line internet facility, with centrally air-conditioned reading rooms and seating capacity for 650 students.

Access to books/literature on traditional systems of medicines:

The library is in possession of 2500 books related to traditional systems of medicine like Ayurveda and Homeopathy. The library has institutional membership of **DELNET**. Through DELNET students can access more than 2200 E-Journals on various subjects including traditional systems of medicine.

Bone Library: A Bone library within the Learning Resource Centre has been developed for students to learn osteology comfortably, as human bone sets are very expensive and not easily available. The library contains human assorted bone set, 3-D videos with description of each bone and bone atlas.

Resources in the library:

Category	Data since inception	Last 5 years (2015-16 to 2019-20)
Text Books	30042	1371
Reference Books	3672	33
e-Books	1550	450
Journals	252	252
Bound Volumes	6506	2923

Digital Database	20	15
CD & Video	1805	350
Weeding (soft and hard)	1052	1050

File Description	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

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

Response: 250.6

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

2019-20	2018-19	2017-18	2016-17	2015-16
424	200	189	295	145

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

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
Links to documents of e-content resources used	View Document
Give links e-content repository used by the teachers / Students	View Document

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: 162

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

Response: 162

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

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

Response:

Sumandeep Vidyapeeth gives utmost priority for providing IT facilities to its students and employees, and upgrades them constantly from time to time. The Institution realizes the correlation between adequate infrastructure and effective teaching – learning in terms of technologically fast changing world.

- The Institution has a total of 448 installed computers with extensive network of cables and LAN connectivity.
- The computer facilities have been provided to each department with peripherals like printers, scanners, photocopiers and are connected through LAN/Wi-Fi network, and the students can access the computers.
- A special computer lab is located in the library with 40 computers to access the internet and various subscribed databases for undertaking the curricular and co-curricular activities, projects, research activities etc.
- To make teaching-learning effective, class rooms, demonstration rooms, laboratories and clinics are equipped with computers, internet connections, routers, LCD projectors, public address systems, UPS etc.
- The entire campus is covered by Wi Fi. All the students and faculty are given login ID & password for utilization of internet facilities of the Institution. The students and faculty can access the internet from anywhere in the campus through devices like computers, laptops, tablets, smart phones etc.
- All the students are provided with Tablets at no cost returnable basis during their course of education at the Institution.
- The unique system of Continuous Cumulative Evaluation System (CCES) takes place after every lecture/practical classes and the students need to answer multiple choice questions at the end of the class using Tablet.
- Institute has to 1Gbps speed leased broadband line for internet connectivity from National Knowledge Network (NKN) under NMEICT project. The Internet Service Provider (ISP) BSNL provides connectivity with high fault tolerance through Optical Fiber Cables.
- For the safety and cyber security of all the systems in the campus **‘Sonic wall Cyber security system’** is installed through which Internet is distributed to all the Institutes and routers after applying necessary filters based on categorization of stakeholders.
- **‘Secrite endpoint security antivirus system’** is installed in all the network computers.

The strategies adopted for ensuring adequate IT infrastructure and support:

- A provisional budgetary planning is done at the beginning of every financial year for ICT infrastructure and updations.
- Need - assessment for Replacement / Up Gradation / Addition to the existing infrastructure is carried out by the ICT section independently and also on requests from the Heads of the departments/sections.
- Training programs are conducted for staff and students to familiarize them with the use of computers and various software.
- The institutional website is maintained and updated regularly by a dedicated committee and website manager through which the student can access information and circulars.
- Automation of the entire Institution is undertaken which covers various modules like admission, faculty management, student management, hostel management, online payment systems, examinations, Hospital Management System etc.

File Description	Document
Links for documents relating to updation of IT and Wi-Fi facilities	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
Annual subscription bill / receipt	View Document

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

Response:

Sumandeep Vidyapeeth has adequate facilities for e-content development, supported by various gadgets and a Media Centre with Lecture Capturing System.

Media Centre and Lecture Capturing System:

- The Media Centre is located at the Learning Resource Centre (LRC). The media centre has state of the art facilities for Lecture capturing and developing media content of the Institution for the

purpose of telecasting/marketing using Video camera, smart board, collar mikes, studio lights, tripod etc.

- A separate editing studio is attached to the media centre with High configuration computers and software, audio mixer, video mixer etc.
- The entire Media Centre is made sound proof to prevent any echo of the voice.
- The e-content developed by the faculty at both the Media Centre and Different lecture halls are stored in the library repository and can be accessed online by the students and other stakeholders.
- There is a dedicated media cell consisting of Software Manager, Graphic Designer, Videographer and Photographer to develop and edit the e-contents.

Other Event/Lecture Capturing Mechanisms:

- Audio visualrecording facilities are available in all the class rooms, seminar halls, conference rooms, council rooms, auditorium etc. The institution is in possession of different types of PA systems, speakers, amplifiers, lighting systems, projection systems etc.
- The Institution has facilities to live stream media content and events on social media. The convocation and various academic activities are streamed live on social media.
- As per requests and demands of various programs/events the audio-visual recording facilities are set up in co-ordination between ICT section and electrical department at various venues, auditoriums, outdoors etc.
- The Institution has exclusive dynamic website developed on wordpress platform and social media pages for facebook, youtube, instagram, twitter etc
- Each constituent institute has its ownwebpage and social media platform. The scrutinized media pertaining to the events, news, notifications, circulars, announcements etc. are being updated centrally on a regular basis.
- For the development of e-content, training programs are organized for the faculty to effectively develop and deliver e-content. These contents are then used for teaching the students.
- During the Covid19 pandemic, institution has trained and supported all the faculty for conducting online lectures and webinars. Various online teaching platforms like *Zoom, Google meet, Google classroom, Cisco webx etc* were used for this purpose. The Institution has subscribed to **Licensed version of Zoom** to facilitate online teaching.

File Description	Document
Links for the e-content development facilities	View Document
Links for Geo-tagged photographs	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: 24.44

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)

2019-20	2018-19	2017-18	2016-17	2015-16
4817.7	2354.92	2368.79	1478.09	1433.35

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

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

Response:

The **Department of Infrastructural Development and Maintenance** oversees the maintenance and utilization of physical, academic and support facilities like laboratories, library, sports complex, classrooms & other facilities. The Maintenance department has various policies and SOP's for effective functioning.

- Constituent Institutes have a separate maintenance in charge who co-ordinates with the central department for repairs and up gradations.
- Every department in the Institution maintains stock register and maintenance register for the upkeep and regular servicing of available equipment.
- All the materials needed for cleaning and maintenance are provided by the Institution for every department by means of Indent system.
- Supervisors are appointed for all the identified areas to maintain cleanliness and hygiene.
- Maintenance of the campus is also monitored through surveillance cameras.
- A separate ERP module is developed for facilitating students and staff to register any maintenance related complaint.

The work areas overseen by the department are further divided into various sections for ease of administration and segregation of work.

Various sections under the department are civil,, plumbing & sanitary,, carpentry, electrical,, Air conditioner, welding, drainage, water supply & RO system maintenance, painting & colouring, hygiene section (cleaning/sweeping/mopping etc.), gardening, projects and central purchase section.

Each of the section has skilled workers in the field and looked after by a supervisor for effective output. Regular scheduling of work takes place and the details are maintained in the log books and as soft copies in the computer.

Equipments:

Annual Maintenance Contracts with the authorized agencies is signed for the maintenance of big equipments like CT Scan, MRI, OPG, photocopiers, printers, generators, air conditioners, water Purifiers etc. Calibrations of equipments are done regularly and maintenance labels are placed on equipments, such as date of service & due date of next service. Maintenance of all medical equipments in the hospital and institutes are taken care by the Bio Medical Department.

Library:

Well qualified librarians are appointed who look after stacking, shelf arrangement, stock verification, binding of older journals/books with the help of IT tools.

ICT facilities:

Department of Systems & Operations maintains ICT infrastructure in the campus. Various policies available are ICT policy, Internet sites usage categorization policy and online privacy policy. Various SOP's are available for E-mail and G-suite usage, maintaining minimum stock, procurement of ICT materials, issuing official Email id for employees etc.

Sports:

Department of Sports and Physical Education looks after all the outdoor & indoor sport facilities including repairs and maintenance of the infrastructure and sports equipments.

Classrooms and other academic facilities:

Every classroom, staffroom, seminar halls, clinics etc. have well-appointed support staff for upkeep and monitoring of the infrastructure.

Laboratories:

Qualified Lab technicians are appointed in all the laboratories maintenance and effective functioning of the equipments and infrastructure.

Other support facilities:

The Institution has enough support staff for maintaining vast gardens, drivers in the transport department, staff to maintain hygienic washrooms, hostels, mess etc

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

NAAC

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: 28.55

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

2019-20	2018-19	2017-18	2016-17	2015-16
3513	365	254	253	521

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

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 to institutional website	View Document
Link for additional information	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: 35.97

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

2019-20	2018-19	2017-18	2016-17	2015-16
2001	1264	1298	627	904

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

5.1.4 The institution has an active international student cell

Response:

The Institution has an active **International Relations and Affairs Cell** which facilitates international student exchange to and from Sumandeep Vidyapeeth. Students visit the Institution from various foreign universities for an enriching global healthcare experience.

Memorandum of Understandings for International Student Exchanges:

1. **MOU with Medical Student Association of India, India Chapter of International Federation of Medical Student Association (IFMSA)** under which the students exchange takes place to do **clerkship or observership** in the specialty of their choice under the schemes of:

- Students' Exchange under Standing Committee on Professional Exchange (SCOPE)
- Research Exchange under Standing Committee on Research Exchange (SCORE)

This MOU has encouraged international student exchanges with many countries like **Canada, France, Italy, Croatia, Germany, Russia, Austria, Belgium, Sweden etc.**

1. **MOU with Egyptian Association for International Medical Studies** for bilateral staff and student exchange in Medical, Dental and Allied Sciences.

The Cell facilitates the following activities:

- Provides hassle free process for Registration at the Foreign Registration Office,
- Provides a local student as liaison officer for help in any linguistic barriers and for their support.
- Ensures a pleasant stay for the foreign students through comfortable accommodation, food and mentoring etc.
- Organizes interaction with locals and conducts city tours and expose them to local cuisines etc.
- Promotes multi-ethnic culture and encourages them to participate in local cultural events like Sharadotsav, Navratri Celebrations, Ganesh Mahotsav etc.

A total of **57 students** have done their clerkships in the last five years under the **SCOPE and SCORE** programs. Sixteen students of Sumandeep Vidyapeeth have also visited different Universities across the globe under the same program.

In the previous academic year (2019-20) six people from six different countries visited the Institution under student exchange program before Covid-19 Pandemic:

Sr. No	Country of Visiting Student	Institute Visited	Time Period
1	Greece	SBKS MI&RC	September 20
2	Bulgaria	SBKS MI&RC	September 20

3	Croatia	SBKS MI&RC	September 20
4	Brazil	SBKS MI&RC	December 20
5	Chile	SBKS MI&RC	February 2020
6	Spain	SBKS MI&RC	March 2020

Activities:

- The visiting international students get to learn the working pattern, observe procedures and have interactions with patients.
- The local host organizes the campus tour and an orients them to infrastructure and other facilities of the campus.
- They are oriented with the rules and regulations of the institution.
- They are given small sessions related to the vernacular language and patient management.
- Discussions on the differences and similarities of education and work patterns of their own country and at Sumandeep Vidyapeeth are undertaken.
- The Cell organizes various workshops for them on topics like suturing, epidemiology etc.
- The students participate in the co-curricular competitions organized in the campus.
- A comprehensive feedback is obtained from the student at the end of clerkship related to the campus facilities, host department, Institution and hospitality.

Along with the enriched knowledge the students take along with them lifetime experiences and memories of the hospitality and a deeper appreciation of the education system, Institution and rich cultural heritage of India.

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: 80.57

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

2019-20	2018-19	2017-18	2016-17	2015-16
143	123	94	24	29

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

2019-20	2018-19	2017-18	2016-17	2015-16
170	156	120	39	29

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

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

Response: 69.83

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

2019-20	2018-19	2017-18	2016-17	2015-16
335	469	398	445	256

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

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

Response: 28.51

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

Response: 142

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

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: 52

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

2019-20	2018-19	2017-18	2016-17	2015-16
34	10	05	02	01

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

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

Response:

Sumandeep Vidyapeeth has an active well structured Student Council established at Central level and has its constituent units at Institute levels. The institution encourages the student council to develop leadership and accountability in all aspects of social, cultural and intellectual pursuits. The student council aims to enhance and promote the spirit of oneness, togetherness and a democratic outlook and cooperation among the students of all constituent institutes of Sumandeep Vidyapeeth. The council has conducted a total of 112 activities in the last five years for institutional development and student welfare.

- The office bearers of the Council are appointed every year which is formed through the process of nominations and selections.
- The patron of this Council is the Vice Chancellor for central council and Deans/principals for the college councils.
- The Council also has in place its constitution which describes its vision, mission, composition and the roles and responsibilities of each member in the Council.
- The student council aims to promote a sense of responsibility towards the community and also promotes sense of citizenship.

Functions:

- Organizes annual cultural and academic programs.
- Conducts various extracurricular programs for the holistic development.
- Organizes various social activities and social awareness programs
- Publishes magazines and newsletters
- Observes various days like Mental health Day, Environment Day etc.

Activities carried out for Institutional Development:

The Council under the mentorship and guidance of the Staff and Students' Welfare, committee takes up various activities in the **curricular, co-curricular and extracurricular domains**.

In the curricular domain lectures by stalwarts in the subjects and specialties are organized. Also workshops for different academic skills are undertaken for the student fraternity. Quiz competitions, panel discussions, debate competitions on the related subjects are organized to name a few.

The council organizes various **cultural activities and celebrates different festivals** with great pomp and splendor to inculcate the sense of Unity in Diversity among the students. **Days of National importance** are also celebrated by the council to instill a sense of nationalism and pride for the country. **Different sports activities and tournaments** are organized to foster the idea of fitness and health among students and the council is instrumental in developing these facilities on campus. Initiatives like the Green Marathon combine both our eco-friendly and sustainable ideals and our spirit of community service. Programs on National themes are also undertaken like Unnat Bharat Abhiyan and Swachh Bharat Abhiyan.

A total of **57 activities for Institutional development** were carried out by the Students Council in the last five years.

Activities carried out for Student Welfare:

The student council members actively participate in meetings, work closely and in harmony with the administration to achieve their objectives. The council is proactive and forward looking to identify student issues and seek remedies for those issues.

The council works tirelessly to improve the quality of life in the campus and acts as a voice for the student

community.

A total of **55 activities for Student Welfare** were carried out by the Students Council in the last five years.

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: 27.6

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

2019-20	2018-19	2017-18	2016-17	2015-16
38	35	23	21	21

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
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	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:

Sumandeep Vidyapeeth has an active **Alumni Association**, which is a registered under the Registering Body of Govt. of Gujarat with the Registration no. F/3167/VADODARA.

- There are 2960 alumni registered in the association.
- The Sumandeep Vidyapeeth Alumni Association has **six chapters** from each of the constituent institute from which the students have passed out till date.

Sumandeep Vidyapeeth Alumni Association works to promote the bond of brotherhood among the alumni and to help the Institution and its students grow in all the aspects. In order to achieve the same the Alumni association:

- Helps in creating opportunities for the students.
- Provides valuable feedback that helps in providing enriching insights in various areas to the institution.
- Promotes sharing of experiences and knowledge among the various stakeholders.
- Strives to create a platform where the students help the institution to have a state, national and global platforms.
- Helps in student placement and student exchange.

The SVAA conducts the following activities on regular basis:

- Communication with the members of the Alumni Association and the Institution keeping mutually informed the developments on both sides.
- Organizes social, educational and networking events locally at the Institution/institute levels.
- Provides continuing educational enrichment experience for alumni and students.
- Undertakes activities contributing to improvement of infrastructure and academic activities in the Institution.
- Helps the students to look upon the alumni to become a responsible citizen.
- Conducts periodical meetings for fulfilling the various objectives of alumni association.
- Raise funds for promoting objectives of the association.
- Conducts various activities that help in the career and competitive examination guidance to the students.
- Helps to fulfil the Institution's social responsibility by conducting various donation activities for the welfare of the students and the community.
- Helps the Institution in its development through the means of financial contribution.

Highlights of the activities and Alumni contributions in the last five years:

Sumandeep Vidyapeeth Alumni Association has conducted **40 different activities** in the last five years like Interactive Sessions of Alumni, Career development Programmes, Patient Relations, Guest Lectures, donation programs etc. The Association has contributed significantly to the development of Institution through financial and other support services.

- **Financial/Kind:** Financial contributions for seminars, conferences, first aid kit donations, cash awards etc.
- **Donation of books:** A total of 415 books were donated in the last five years.
- **Students Placement:** A total of 69 students were benefitted by the placement interviews which were coordinated by alumni.
- **Student Exchanges:** 22 students were benefitted by the student exchange programs coordinated by alumni.
- **Institutional Endowments:** Endowments donated like sports equipments, musical instruments, wheel chair, traditional lamp, smart boards, stretchers etc.

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

NAAC

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:

Sumandeep Vidyapeeth has clearly stated vision and mission (<https://sumandeepvidyapeethdu.edu.in/about-us/vision-mission/>) which envisages strategic plan for making the Institution find itself among top Health Science Institutions of the country. The Institution plans policies and executes developmental activities by setting values and participative decision-making process, which is important not only to achieve the Vision and Mission of the Institution but also in building the organizational traditions and culture.

Nature of Governance:

The Governance structure of the Institution fulfills all the requirements of applicable statutory bodies and reflects highest standard of transparency, accountability and efficiency. The leadership includes Chancellor, Vice Chancellor, Registrar, Deans/ Principals etc. The operational areas are appropriately divided into Departments / Sections/ Cells etc. with each area headed by well qualified staff and designated accordingly. Sumandeep Vidyapeeth has decentralized and participative matrix for governance ensuring functional and financial autonomy to achieve the excellence in education and quality health care.

The academic and administrative governance takes place through various authorities of the Institution like:

- Board of Management
- Academic Council
- Finance Committee
- Planning and Monitoring Board
- Board of Studies

Along with authoritative bodies various other bodies/committees are formulated at central and institute levels which are reviewed regularly for smooth governance and functioning.

Parents, Alumni and stake holders are also given the opportunities to share their views and suggestions in enhancing the standards by means of comprehensive feedback mechanism.

Activities that led to Institutional Excellence (2015-2020):

- Accredited Grade 'A' with CGPA of 3.53 at a 4 point scale, by NAAC.
- Category – I Deemed to be University status by UGC.
- Recognition by Scientific and Industrial Research Organizations (SIRO).
- Approval of Blood bank of Dhiraj Hospital by Food and Drug Administration (FDA).
- NABH Accreditation of Sumandeep Vidyapeeth Institutional Ethics Committee (SVIEC).
- Establishment of UNESCO Chair of Bioethics Unit.

- Approval of Ethics Committee of Sumandeep Vidyapeeth by Ministry of Health and Family Welfare, Government of India.
- NABL Accreditation of Molecular Research Lab of Dhiraj Hospital.
- Indian Council of Medical Research (ICMR) approved Molecular laboratory at Dhiraj Hospital, to carry out real time PCR based testing for COVID-19.
- Approval for Plasma Apheresis at Dhiraj Blood Bank by The Drugs Controller General, India
- ICMR Approval of Dhiraj Hospital for Phase II PLACID Trial.
- Allocation of Self-Financing Unit of NSS for 100 Volunteers by Ministry of Youth Affairs & Sports, Government of India.
- Approval of Student Start-up and Innovation Policy (SSIP) for the support of start-ups by the students of the institution by Government of Gujarat.
- **ISO 21001:2018 certification** for Management system of Education Organization.
- **ISO 14001:2015 certification** for environmental management system.
- Recognition as Social Entrepreneurship, Swachhta & Rural Engagement Cell (SES REC) Institution by The department of Higher Education, Government of India.
- Membership of National Rural Entrepreneurship Mission, by the department of Higher Education, Government of India.
- Dhiraj Hospital is recognized as Organ and Tissue Retrieval Hospital by State Organ and Tissue Transplant Organization (SOTTO)
- The Institution is a Centre for Evidence Based Education and Health Care, affiliated with Joanna Briggs Institute, an Institute of University of Adelaide, Australia.

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

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

Response:

Sumandeep Vidyapeeth has created a system of decentralization and participative management in the governance for facilitation of decision making and effective outcome. Adequate powers and autonomy are given to Heads of the Institutes/Departments /Sections to this effect.

The institute promotes a culture of participative management by involving the staff and students in various activities. All decisions of the institution are governed by facts, information's and objectives. Both students and faculty are allowed to give any feedback and suggestions to appropriate authorities. The administrative officers and faculty members are involved in defining the policies and procedures, framing

guidelines and rules & regulations pertaining to admission, placement, discipline, grievance, counseling, training & development, library services etc. Students also play a role in conduction of academic events such as conferences, seminars, workshops and extracurricular activities.

Faculty members are given representations in various committees/cells, their leadership skills are honed by making them heads/members of various academic, co-curricular, and extracurricular committees/cells. All the committees and cells have operational autonomy. Parents and Alumni are also considered in the decision making process.

Academic Autonomy:

Academic autonomy is offered to all the constituent Institutes. The Board of Studies (BOS), Academic Council, Department of Central Research and Innovation and other such academic bodies of the institution are given the power to design, implement, monitor and evaluate academic and research activities. All the academic bodies are composed of teaching faculty along with external experts. The constituent institutes have freedom to decide on academic issues like curriculum, instructional material, postgraduate didactics and their quality assurance. Students are empowered to express their academic concerns through mentorship program.

Administrative Autonomy:

Administrative autonomy is given to all constituent institutes and administrative departments which reflects in Board of Studies, Institute HRRP committee, FDC committee, Chapter level Alumni Associations, Purchase and Maintenance committee etc. for the optimum output.

Financial Autonomy:

The imprest money system is an autonomy feature bestowed on individual departments where a fixed amount is reserved for emergency use, the used money is replenished from time to time. Every administrative head has discretionary power to sanction allocated amount for expenditure and purchases. This system has enabled unimpeded functioning of the institution at various levels.

Case study on decentralization and participative management:

The finance folder of the institution is supervised by the Chief Finance Officer in collaboration with the Registrar and Vice Chancellor. The CFO prepares the overall budget, plans investments, and continually professionalizes the account activities of the Institution. The details of financial planning, investments, budgeting and audits are discussed in Planning and Monitoring Board and thereafter placed before Finance Committee for finalizing the budget, after approval of finance committee the details are placed before the Board of Management for deliberations and final approval for implementation. This process uses a roll-up approach where the individual departments in consultation with the faculty and stake holders work from the bottom-up to recommend needs and targets till the approval of Board of Management for Implementation.

File Description	Document
Link for additional information	View Document
Link for information / documents in support of the case study	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed.

Response:

The Institution is governed by Board of Management which implements the strategic plan, ensures deployment and assesses the deliverables keeping in mind the goals and objectives as per Vision and Mission of the Institution by understanding the strengths, weaknesses, opportunities and challenges.

Strategic Plan: The strategic plan is developed by taking into consideration the suggestions given by various stakeholders like faculty, students, parents, employers and professionals.

To achieve best quality in the fields of Academics, Administration, Research, Student Welfare, Social Commitment and Patient Care domains the strategic plan is devised under following heads:

- Short-term goals (5 Years)
- Long-term goals (10 years)

IQAC, Various Academic & Administrative bodies and committees, Planning and Monitoring Board and Board of Management monitor and assess the deployment of strategic plan periodically.

The summary of the strategic plan includes:

Curricular Aspects:

- Introducing new professional courses in health science focussing on competency, employability, entrepreneurship and skill development.
- To initiate new courses in the fields of Ayurveda and Homeopathy.
- Introduction of programs in Immuno Hematology & Blood Transfusion (IHBT), Emergency Medicine, Radiotherapy, Urology, Nephrology, Nephrology and Oncology etc.
- Introduction of new value added courses and fellowship programs.
- To have more interdisciplinary programs.

Teaching Learning and Evaluation:

- To include more problem solving learning, patient centric and Evidence based learning, project based learning and role play activities in curriculum.
- To introduce OSCE/OSPE based evaluation in examinations.

- Developing more e-contents in health care learning.
- To develop more skill enhancement facilities.

Research and Innovation:

- Increase the research funding from ICMR, DBT, DST and other national health Programs.
- Encourage faculty and students to have more number of research publications in high impact factor journals.
- To increase collaborative clinical trials and consultancy projects with industries and institutions.

Extension and Outreach Activities:

- Increase the number of health camps and treatment camp activities in rural and tribal areas.
- Adopt more villages and tribal areas to provide them free comprehensive health care.
- Expansion of NSS volunteers base for increased penetration in community.
- Establishment of Centre of Excellence in Cancer Management.

International Collaborations:

- Plans to have more academic partnerships with international universities to foster the culture of joint research, innovation, global immersion, student and faculty exchange.

Infrastructure and Learning Resource:

- Establishment of advanced center for Robotic Surgery as a Skill Laboratory
- To increase indoor and outdoor sports facilities for staff and students.
- To provide state of the art learning facilities incorporating latest ICT infrastructure.

Students and Faculty Development:

- To promote more involvement of students and faculty for participation in regional, national and international academic, sports and cultural events.
- Encourage student exchange activities with other national and international institutions.
- To have more student and faculty development programs periodically with industry experts, national and international academic experts.

Institutional Values and Best Practices:

- To strive continuously to inculcate values and ethics.
- To have completely self-sustainable campus in areas of energy generation, water conservation and carbon neutral campus.
- To have all the international accreditations in applicable areas.

File Description	Document
Link for Strategic Plan document	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:

Sumandeep Vidyapeeth, complies with UGC Regulations 2019 for formation of various committees and bodies. The composition of all the bodies like **Board of Management, Academic Council, Board of Studies, Finance Committee, Planning and Monitoring Board, Internal Quality Assurance Cell, Internal Complaint Committee, Grievance Redressal Committee** are strictly in accordance with the statutory requirements and ensures the participation of all stakeholders in the functioning.

Policies:

The institution has well formulated **Bye Laws** covering all the **Policies, SOP's, Administrative Guidelines and procedures etc.** All the bodies ensure effective administration through standard policies and SOP's in all domains like Academics, Administration, Research, Institutional Social Responsibilities, Staff and student welfare, Patient care etc.

Administrative Setup:

The Organogram of the Institution clearly depicts the hierarchy and the reporting authorities for ease of functioning and to avoid bottlenecks in administration. Over and above the designated officials required by the UGC, other officials are appointed depending on the operational areas identified by the Institution for effective administration.

Board of Management is the principal body of the entire management of the Institution. It administers, supervises and implements various functions to achieve Vision, Mission and Objectives of the Institution. It is a primary executive authority of the Institution.

Academic Council oversees all the academic related activities of the constituent institutes, and reviews curriculum changes, it also assesses the changes and guidelines suggested by statutory authorities from time to time and facilitate its implementation. Academic Council is responsible for maintenance of standards of education, teaching, training, research and examinations.

The Finance Committee is responsible for overall financial planning and policies of the Institution. It plans the annual budget for constituent institutes and various sections and also reviews the annual expenses. It is also responsible for external and internal financial audit of the institution.

The Planning and Monitoring Board is responsible for planning and monitoring of deliverables and for the growth of institution from all perspectives.

Various other Departments, bodies, sections and committees are established at the Central level and also at Institute levels for effective administration and to facilitate stakeholders.

The annual report of the Institution is published every year which highlights the academic and administrative achievements of all the constituent bodies and committees.

Appointment and Service Rules:

Establishment and Human Assets Department looks after the appointment of well qualified staff as per the job profile. The service rules and procedures to be followed by the employees are well defined in the policies and SOP's of the department which is further categorized as per applicable regulations for various constituent Institutes.

Internal Quality Assurance Cell (IQAC):

IQAC periodically audits the constituent units and identifies the lapses, it also monitors the feedback received from various stakeholders like students, faculty, professionals, alumni, parents, employers etc. and suggests suitable actions and gives necessary suggestions and guidelines for improving academic and administrative efficiency of the Institution.

File Description	Document
Any additional information	View Document
Link for Annual Report of the preceding academic year	View Document
Link for organogram of the University	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:

Following are some highlights of the welfare schemes implemented for teaching and non teaching staff at the Institution:

In campus accommodation:

Rent free, well-furnished accommodation within the campus is provided to teaching and non-teaching staff. There are a total of 219 residential quarters of various categories.

Transport facility:

- Free transport services to the teaching and non-teaching staff for commuting from various areas of Vadodara city and from adjoining cities.
- Logistics and transport section for travel assistance to all employees, students and patients.

Leave Policy:

Leave Policy is formulated keeping in mind the regulatory norms along with special leave considerations like Maternity leave, on-duty leaves, study leaves, special leaves, compensatory leaves, academic leaves etc. for staff members.

Health care facilities for employees:

Subsidized healthcare services are provided to the teaching staff, non-teaching staff and their family members at Dhiraj Hospital and K. M. Shah Dental College and Hospital.

Financial Support:

- Institution provides Employee Provident Fund (EPF) to its employees.
- Financial assistance for attending conferences, workshops, training programs etc.
- Under 'Gyanvardhak Yojna' the children of non teaching staff studying between Standard I to Standard XII are provided financial assistance
- Institution also facilitates its staff in procurement of bank loans.

Research:

- Institution provides adequate funds and seed money for faculty research projects.
- Researchers are also given incentives and rewards for achievements.

Facilities for Children of Employees:

- Crèche facility / Child Day care centre.
- Outdoor children's play area with equipments like merry go round, slides, wall climbing equipment etc.

Patient Welfare measures:

- Free food is provided to all inpatients and at subsidized cost to the accompanying persons.
- Facilitation for availing various health schemes of governments.
- Subsidized health care facilities as per their financial conditions of the patients.
- Regular diagnostic and treatment camps and other activities for health promotion of the people in neighbourhood.
- Privilege Card to people residing in adjoining Piparia village for treatment purpose and institution has also adopted five other villages.
- Free pickup and drop facilities for patients from various parts of the city.

Recreational facilities:

- Multiple Cafeterias and eating joints.
- Music Room with musical instrument facilities
- Gymnasiums and Indoor sports complex for badminton, table tennis, carom, chess etc. Outdoor

games facilities like cricket stadium, foot ball ground, volley ball grounds, basketball grounds, lawn tennis courts, archery, outdoor gym, walking track etc.

- Dedicated coaches for yoga and sports activities

Student Scholarships:

- Students of Jain Community get benefit of 10% fee waiver in their tuition fees.
- Freeships/ fee waivers to students coming from low socioeconomic background.
- Facilitating students to obtain scholarships from Government and Non-Government Agencies.
- Guidance and Counselling for competitive examinations like NEET, IELTS, TOEFL, GRE etc.
- Free education to students from socially marginalized sections.

Miscellaneous:

- Distribution of free uniforms and accessories to non teaching staff.
- Training in the areas of Computer operation, accounts, soft skills, BLS, fire safety measures etc.
- Training female students and employees for self defence.

File Description	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

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: 37.49

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

2019-20	2018-19	2017-18	2016-17	2015-16
178	196	143	139	126

File Description	Document
Policy document on providing financial support to teachers	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

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: 76

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

2019-20	2018-19	2017-18	2016-17	2015-16
85	88	76	74	57

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

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: 74.23

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

2019-20	2018-19	2017-18	2016-17	2015-16
389	289	286	266	311

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
Annual reports of the IQAC and the University for the last five years.	View Document
Annual reports of the AQAR submitted to NAAC	View Document

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

Response:

Sumandeep Vidyapeeth has a well-structured comprehensive Annual Performance Appraisal System in place, which provides the feedback on overall yearly performance in academic, and administrative areas. Separate appraisal system is implemented for both teaching and non teaching staff.

Self-appraisal review system:

- Every faculty member has to fill their overall yearly performance. This system gives the details of what they had performed in the previous year from their own understanding and acts as a mirror in which they know how much they have performed in the relevant fields of activities.
- The appraisal form is designed to have questions of all the fields which relates to the development of the faculty in the areas of academics, research, publications, recognitions, awards, other accolades, holding of important administrative posts etc.
- In case of nonteaching staff members, points like their dedication to work, punctuality, their behavior towards their juniors and seniors, understanding of the work they perform and their attitude toward learning and better performance in future are included.
- The filled appraisal forms are analyzed for the strength, weakness, opportunities & challenges (SWOC) by the Head of the Department who in turns verifies it and further fills up the other section which includes their assessment of the subordinates in terms of their performance in various parameters along with their remarks. The forms are then submitted to the Head of Institution.
- The Head of the Institute gives his/her comment on the overall report of the individual and then sends it for further review by the Registrar and Vice Chancellor.
- The marks are given on the basis of their performance and the feedback analysis. The final report of performance of teaching and nonteaching staff members are recorded for the purpose of incentives, promotions and the salary increments.

Parameters considered for self-appraisal of teaching faculty:

- Academic Performance (Theory, Practical/Clinical classes conducted)
- Participation in Educational activities
- Research Projects
- Research Publications, Books/Chapters published
- Resource person for Workshop/ Seminar/ Symposium/ Continuous Educational Programs, Guest lecture delivered
- Faculty presentation at conferences
- Awards/ Achievement/ Medals received
- Additional administrative responsibilities performed
- Involvement in Patient care activities
- Additional degree received or any special training undertaken

Parameters considered for self-appraisal of Non teaching faculty:

- Technical adequacy: Application, Punctuality, Sincerity towards work allotted, accuracy in work
- Relation with superiors, patients, colleagues
- Leadership quality
- Any additional work/ duties performed

Incentive Policy for teaching faculty:

Incentives for research work: The Institution has research publication incentive policy in system to appreciate faculty publishing research papers in reputed journals. They are also provided with incentives for publishing books, chapters, patents and copyrights.

Incentives for Awards: Institution has incentive policy in place for the faculty who receives reputed awards/recognition or presentation awards for paper/poster presentation etc.

File Description	Document
Any 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 Institution has well laid out strategy for the mobilization of funds and its optimal utilization.

Sumandeep Vidyapeeth is a self-finance institution and following are the sources of income of the institution:

- Collection of fees from students Tuition Fees, Examination Fees etc.
- Income from two hospitals: Dhiraj Hospital and K. M. Shah Dental College and Hospital.
- Funds and grants received from various Government and Non-Government Institutions and Agencies.
- Consultancy income from projects and Clinical Trials
- Funds received for Research Projects from Government and Non-Government organizations.

The Board of Management and Finance Committee plan the budget of the Institution to ensure following parameters:

The Board of Management of the Institution and Finance Committee directs the concerned departments/committees to ensure:

- Optimum utilization of Institutional assets like land, buildings, instruments, equipments, vehicles etc. which already exist or under the process of acquisition.
- Feasibility of starting new programs, recruiting qualified faculty, improving quality of education etc.
- Planning for providing quality health care services to the society.
- Strategies are in place for effective administration that promotes competitive environment resulting in additional revenue generation.
- Strategies are in place to get funds from Government, Non-Government agencies, philanthropists etc.
- Strategies are in place to enhance curricular, co-curricular, extracurricular and infrastructural facilities for the students in the campus.
- Strategies are in place to enhance in transport facilities for patients, students and staff.

Suitable institutional mechanism is available to monitor the effective and efficient use of financial resources. The annual budget of Revenue expenditure and capital Expenditure are recommended annually by the Finance committee and approved by the Board of Management. Generally recurring expenses and the capital expenditure are projected to be within the budgeted resources of the institution.

Optimum Utilization of Resources:

Institutional Budgeting Process: The Board of Management and Finance Committee plans the facilities, purchases for the upcoming year based on the requirements suggested by Institutional authorities, HOI of all constituent institutes, Department heads, Co-ordinators of all committees, Statutory Regulatory Bodies and IQAC. The budget is planned based on the previous year's actual expenditure incurred and expansion / upgradation/ maintenance requirements for the coming year.

Budget Monitoring: Internal and External Financial Audits are conducted periodically and are effectively monitored by the Finance Committee and Board of Management for different types of expenditures and utilization of resources.

Centralized Purchase System: Central Purchase Committee of the institution monitors and executes all

the purchases of the Institution required for Infrastructural augmentation. The committee approves the purchase of instruments and equipments, consumable items required in hospitals, Stationary items etc. Assessment of requirements, scrutinizing process of invited quotations, approval of the purchase is done based on the systems of tendering and rate contract as per Standard Operating Protocol established by the Institution. As a part of decentralization for effective functioning and autonomy of the constituent Institutes, Heads of the Institutes and important officers have been given discretionary power to do emergency purchases within the financial limit accorded to them.

File Description	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: 2757

6.4.2.1 Total funds / Grants received from government /non- government bodies year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1359	497	457	276	168

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

6.4.3 Institution conducts internal and external financial audits regularly

Response:

The Institution has the policy to conduct internal and external financial audits regularly in the areas concerning fiscal and administrative management to ensure that funds and resources are used in accordance with the appropriate methods. The financial audits determine whether the activities of operating units are safeguarding the assets of the Institution, operating efficiently, and overseeing operations in a manner that is consistent with public monetary policies.

Internal Audit:

The Internal Audit function provides an independent appraisal of the Institutional operational activities. It determines the compliance of policies, procedures and objectives established for the Institution.

Internal audit has been segregated in relation to audit of finances and operations as:

1. **Financial Audit:** The financial audit is an independent, objective evaluation of institutional financial transactions and process. The first step of audit is to determine the scope of the audit. Usually it is done by specifying time period to be audited, accounts and process to be audited. After determining the scope of audit, the same shall be intimated to the institute / department to be audited. Such intimation is given in advance not less than 5 to 7 days. Such date may be extended if sufficient reason is recorded for the same. The audit team visits the audit premises and verifies the documents and systems in place, as required to fulfill the objectives.

2. **Surprise Audit:** The audit work is conducted with no prior notice to the auditee. This type of audit includes surprise cash or inventory counts as well as other audits. The report of such audit is directly submitted to the higher authorities.

3. **Audit by the finance department,** of the payment and receipt transactions, is undertaken on daily basis

as a part of routine audit, by the audit clerk in finance department, before application or collection of the funds. The outcomes of the same are sorted on immediate basis. Any major discrepancies or remarks are reported by the Audit clerk to the Chief Finance Officer for further advice and needful action.

External Audit

The Board of management is responsible for the appointment of the External Auditors. Once in a year, the Board of Management reviews the External Auditors' report of the preceding year, and approves corrective measures recommended.

Presentation of Financial Statement

After audit of each transactions of Institution, both internally and externally, all the discrepancies reported are sorted out with recorded reasons and corrective measures in statement of accounts. Based on above remarks financial statements for the Institution as a whole are prepared and presented before Board of management for approval.

While preparing and presenting financial statements for the Institution following factors as described by the **Institute of Chartered Accountants of India** and **University Grant Commission** from time to time are considered:

1. Accounting Standards as prescribed for educational institutions by ICAI.
2. Prevailing rules and Regulations under Bombay Public Trust Act, 1951
3. Format as prescribed by University Grant Commission (UGC) Letter No. F/19-2/2012(CU) dated 12.03.2012 with respect to accounting standards in Educational Institutions.

File Description	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 Institution has a streamlined Internal Quality Assurance Mechanism

Response:

The Internal Quality Assurance Cell (IQAC) of Sumandeep Vidyapeeth was established on 5th August, 2013 and a full time Director has been appointed since then. The IQAC has well established and

documented Policy and Standard Operating Protocol for day to day functioning, with the objectives to continuously work and enhance quality parameters taking into consideration all the existing factors, developments in education field, opinions of stakeholders and advice from experts.

The IQAC constantly works on developing quality and monitoring performance of the constituent institutes and working committees towards achieving Institutional Vision, Mission, Goals and Strategic plans. It also monitors the feedback received from various stakeholders like students, faculty, professionals, alumni, employers etc.

Objectives of IQAC:

- To develop a system for conscious, consistent and catalytic action so as to improve the academic and administrative performance of the institution.
- To promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.

Structure of IQAC:

Sumandeep Vidyapeeth has evolved a three level structure of IQAC as given below:

- Institutional IQAC
- Institute level IQAC
- Departmental level IQAC

Every Department has a departmental level IQAC coordinator, who submits the data on a monthly basis to the Institute level IQAC. After suitable compilation by the IQAC team of the constituent Institutes and approval by the concerned Head of the Institute, the report in the prescribed NAAC format is submitted to the Institutional IQAC. The Institutional IQAC gives guidelines and targets for all the academic and administrative departments against which the academic and administrative audits of reports submitted by the Institutes and from the central level departments/sections/committees as per mandate is conducted, reviewed and suggestions given. The final compilation of all the collected data is done by the Institutional IQAC and it is then presented to the authorities for approval. Recommendations of authorities are communicated to the concerned institutes and departments/sections/committees for the scope of improvement and future course of action.

The Institutional IQAC is headed by the Vice-Chancellor and the composition is as per guidelines prescribed by NAAC as follows:

- Chairperson: Head of the Institution
- A few senior administrative officers
- Three to eight teachers
- One member from the Management
- One/two nominees from local society, Students and Alumni
- One/two nominees from Employers /Industrialists/stakeholders

- One of the senior teachers as the coordinator/Director of the IQAC

Functions of IQAC:

- Development and application of quality benchmarks/parameters for various academic and administrative activities of the institution.
- Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- Arrangement for feedback response from students, parents and other stakeholders on quality-related institutional processes.
- Dissemination of information on various quality parameters of higher education
- Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles.
- Documentation of the various programmes/activities leading to quality improvement.
- Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices.
- Development and maintenance of institutional database through MIS for the purpose of maintaining/enhancing the institutional quality.
- Development of Quality Culture in the institution.
- Preparation of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC, to be submitted to NAAC.

Activities conducted by IQAC:

The IQAC of Sumandeep Vidyapeeth has worked extensively for quality initiatives and also to fulfill the recommendations given by the NAAC Peer team in 2015.

Initiatives and Outcomes:

Domain	Quality Initiatives implemented
Academic	<ul style="list-style-type: none"> • Introduction of new Institute for Audiology and Speech Language Pathology. • Introduction of Paramedical and Job oriented courses. • 38 Value added Courses • Regular conduction of Academic Audits. • Introduction of Elective Courses and Choice Based Credit System in various Prog • Initiation for establishing institutes under AYUSH. • Establishment of new skill laboratories. • Establishment of special clinics to address different types of diseases prevailing in • More Continuous Educational Programmes for updating & honing the skills of fac • Introduction of Flipped classroom, OSCE and OSPE in teaching-learning. • Effective conduction of online teaching-learning activities during COVID-19 Pan situation. • Tracking of student progression to Higher Education and Employment.

Administrative	<ul style="list-style-type: none"> • Student exchange programs with other national Universities. • Regular conduction of Academic Audits • Implementation of ERP for effective administration. • Enhancement of ICT enabled Classrooms, Lecture recording rooms. • Online portal of Grievance Redressal Mechanism • Gender sensitization initiatives • Green Campus Initiatives • Feedback Mechanism and Analysis • Representation of Students in various committees • E-governance in the area of Planning and Development, Hospital Administration and Records, Finance and Accounts, Student Admission and Support and Examination • Energy Conservation initiatives • ISO Certification 	
Staff and Student Welfare	<ul style="list-style-type: none"> • Structured Induction and Orientation Programs for newly joined students • Student Mentoring and Support System • Student Learning Support System for slow performers, mediocre learners and advanced learners • Establishment of Placement Cell. • Establishment of Staff and Student welfare committee. • Training sessions for Postgraduate national entrance examinations. • Organizing more faculty and professional development programs. 	
Research	<ul style="list-style-type: none"> • Inviting Consultancy Projects. • MoUs focusing on research activities. • Encouraging Quality Publications. • Sensitization workshops on IPR and Research Methodologies 	

The programs conducted by IQAC for Quality Enhancements in last five years are:

- National Conference on Quality Enhancement Practices in Health Education, with the theme “Curriculum Design and Development” (01/04/2016)

- Seminar on Quality Enhancement Practices and AQAR Reporting (06/02/2018)
- State Conference on Curriculum Development and Design (07/04/2018)
- National Conference on “Complexities in Designing Simplistic Research Entities in Bio-Medical Sciences” (10/05/2018)
- Seminar on Annual Quality Assurance Report (11/01/2019)

- National Conference on “Teaching Learning and Evaluation in Higher Education: Emerging Challenges and Opportunities” (22/01/2019 to 23/01/2019)
- State level conference on Curriculum Design and Development in Health Sciences (01/05/2019)
- Workshop on E Content development in Health sciences (25/06/2019 to 26/06/2020)
- Webinar on National Education Policy (05/11/2020)

File Description	Document
Link for the report on the initiatives for the appointment of a fulltime Director/Officer for the IQAC	View Document
Link for the structure and mechanism for Internal Quality Assurance	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 AQARs prepared by IQAC.	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:

Quality Improvement is a continuous process which is institutionalized in Sumandeep Vidyapeeth. These initiatives of quality improvements are regularized by both internal and external mechanisms.

The Internal Mechanism:

- Institutional Academic Council and Board of Studies of each constituent Institute guides, monitor and analyze the impact of teaching learning process.
- Department of Central Research and Innovation reviews research activities and provides quality

enhancement measures to develop more quality research and innovations.

- Health care facilities are monitored by the committees under the superintendents of hospitals, which also involves patients' feedback.

In addition, the overall quality improvement process of the Institution is implemented and IQAC. Academic and Administrative Audits (AAA) through external experts also gives a valuable measure of quality.

Some of the quality parameters implemented which have made significant impact include:

Student performance:

- Student Learning Support System (SLSS)
- Student Mentorship and Counseling System (SMCS) for all students
- Structured Feedback Mechanism from students

Teaching learning:

- Syllabus revision and value additions suggested by statutory authorities, feedbacks received from various stakeholders
- Advanced ICT facilities for teaching-learning
- Evidence based Education by dedicated modules and assignments
- Advanced Learning Resource Center with all standard textbooks and journals
- Incorporation of BLS and ACLS training in the curriculum

Assessment Process and learning outcomes:

- Incorporation of Continuous Cumulative Evaluation System (CCES) in all theory and practical sessions
- Introduction of OSCE/ OSPE in the examination

Research:

- Consultancy projects and clinical trials in collaboration with Industries
- MoUs and Collaborations with Institutions/ Industries for research related activities
- Development of Innovation cell

Feedback from Students and other stakeholders:

- Comprehensive feedback mechanism for various stakeholders such as students, teachers, professionals, Alumni, Employers

Administrative reforms:

- Decentralization and participative management
- Regular Academic and administrative audit mechanism

The External Mechanism:

Apart from this internal mechanism, periodic assessment by external regulatory authorities like UGC, MCI, DCI, PCI, INC, RCI and other accrediting bodies like NAAC, NIRF, ISO, NABH, NABL and FDA also provides quality improvement outputs. Some of the quality parameters suggested by these regulatory authorities have significant impact on quality initiatives such as; (i) Introduction of more Value added Courses and Interdisciplinary courses, (ii) Simulation based learning through skill labs and community based learning practices, (iii) Use of advanced ICT tools for teaching learning, (iv) Programmes focusing on Research and IPR related areas for both teachers and students, (v) Infrastructural improvements to provide the best learning experience for students and quality treatment for patients, (vi) Use of renewable energy sources and adoption of energy conservation measures in the campus by installing solar panels for electricity, STP plant, Biogas plant, e-vehicles for internal transport in the campus, use of LED and sensor based lights etc.

All these quality initiatives have resulted in following accreditations of the Institution:

- Category I Deemed to be University by UGC
- NAAC Accreditation of A- Grade with the CGPA of 3.53 out of 4 point scale.
- ISO 21001:2018 certification
- ISO 14001:2015 certification
- NABH accreditation
- NABL accreditation
- FDA approved Blood bank
- CPCSEA approved animal house.

File Description	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:

Sumandeep Vidyapeeth strongly believes in gender equality and facilitates a favorable work environment and culture for its students and employees. True spirit of education is being practiced in the Institution with no discrimination against Caste, Creed, Religion and Gender. All the Institutional regulations, policies and guidelines for admission, recruitment, academic activities, extracurricular activities and administrative bodies safeguard the interests of females. Many programs were conducted in the last five years on gender equity and sensitization.

Gender Equity & Sensitization in Curricular and Co-Curricular Activities:

- Gender equity is a cross cutting issue included in curricula of all institutional programs.
- The Institution provides equal opportunities to both the genders in all its curricular and co-curricular activities, intra and inter institute competitions, and cultural activities etc.
- Every year Women's Day is celebrated by giving equal opportunity to boys and girls to present their views which helps in creating awareness with regard to gender equality.

Safety and Security:

- The campus has well demarcated and high boundary walls, round the clock monitoring by security guards and CCTV surveillance of all the areas.
- All the entry and exit gates are well demarcated and security guards are stationed at designated points to check the movement of individuals & vehicles.
- All the hostels are segregated as per gender for the purpose of safety and every hostel has separate wardens, security personnel and employees as per gender categorization of hostels.
- One-week self-defense training program by a qualified trainer is organized in the campus for females.
- Many senior officials of the Institution are allotted quarters within the campus such as, Chief Administrative Officer, Deans, Principals, senior professors etc. who are always available to take immediate decisions wherever required.
- Separate segregated area for seating in buses for females.

Counseling:

- Institution has effective mentorship program. Mentors act as guardian, friend and guide to counsel the students.
- Induction and orientation programs are conducted for newly admitted students and employees during which the issues of gender equity are elaborately addressed.
- Internal Complaint Committee for prevention of sexual harassment & Women's Helpdesk specifically address the issues of Sexual Harassment of female students and women at Workplace with counseling unit to solve the grievances.

- Facility of online portal in the website to report the grievances by the students and staff.

Common Rooms:

- Separate common rooms for girls and boys in every Institute, which is spacious and well ventilated with clean & hygienic washrooms.
- The Institution has installed sanitary napkin vending machines in all the girls' hostels and common ladies' washrooms which are also equipped with specialized bins to dispose off used sanitary napkins.
- Separate spacious and well-equipped Gym, Yoga Center etc. in the hostels.

Day care center for young children:

- Crèche and day care center for infants and young children is available for the kids of the students and employees working in the institution.
- Separate outdoor childrens' play area with many equipments, large sandpit and lawns.

File Description	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 Two 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

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:

Sumandeep Vidyapeeth has facilities for efficient management of different types of wastes generated and has put systems in place accordingly:

Solid Waste Management:

The Institution has outsourced solid waste management by entering into contractual agreement with an external certified agency '**Simran Carting Service.**' The agency segregates degradable and non-degradable solid waste based on regulatory guidelines. The collected waste is disposed in the land specified by the Government outside the campus. Dustbins are provided in all rooms and outdoors. Napkin disposal machines are installed in girls washrooms to dispose the napkins in a hygienic way.

Liquid Waste Management:

The Institution has Sewage Treatment Plant (STP) within the campus. The liquid waste generated in different areas are treated to make it safe for utilization in gardening and maintenance of large expanse of green areas on the campus. Filtration capacity of STP for is 1.2 million liters per day

Biomedical Waste Management:

Biomedical waste management training and awareness is conducted for all employees of the hospitals and institutes. All generated biomedical wastes are segregated in colour coded standard polythenes placed over the dustbins in all the identified areas of Hospitals and Institutions premises. The generated biomedical waste is disposed as per standard protocols of Biomedical Waste Management and guidelines of Pollution Control Board. Biomedical waste management for disposal, destruction, segregation, storage, treatment or conversion is outsourced to Government registered agency '**Quantum environmental engineers**', Vadodara.

E-Waste Management:

The Institution has E-Waste management policy. E-Waste generated in the Institution includes electrical and electronic devices including its components. The equipments and appliances which have reached its end of cycle or has been declared unrepairable by the condemnation committee are disposed off by means of outsourcing to Government registered external agency '**ECS Environment Pvt. Ltd**' as and when there is considerable accumulated e-waste. Used electronics and equipments which are destined for refurbishment, reuse, resale or recycling through material recovery are categorized accordingly and taken care of by skilled experts recruited in the maintenance and ICT departments.

Waste Recycling System:

Paper waste generated is sold to vendors for recycling at regular intervals. Waste water is recycled for the purposes such as groundwater recharge and gardens. Food waste generated in mess and canteens is used in biogas plants and the generated residue waste is used for preparing of compost for gardens.

Hazardous Chemicals and Radioactive Waste Management:

The Hazardous chemicals and radioactive waste from hospitals, laboratories and pharmacy chemistry lab is disposed as per standard guidelines. The spilled chemicals and mercury is scientifically collected using spill collection kits.

No radioactive waste is generated in campus. Radiation levels in the Department of Radiology, SBKSMIRC and Department of Oral Medicine and Radiology, KMSDCH are monitored regularly by means of Thermo Luminescent Dosimeter (TLD) badges worn by students and staff as per protocols. The badges are checked by the **Rementech Laboratory Pvt. Ltd, Mumbai** (accredited by Bhabha Atomic Research Centre, Mumbai) every three months for radiation exposure.

File Description	Document
Any additional information	View Document
Link for additional informaton	View Document
Link to relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Link for Geo-tagged photographs of the facilities	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
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 information	View Document
Link to additional information	View Document
Geo-tagged photos / videos of the facilities	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
Link for relevant geo-tagged photographs / videos	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:

Sumandeep Vidyapeeth has initiated various measures, activities and programmes to create an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities.

The faculty and students have different regional and cultural identities. The inclusive environment ensures that educational/socio-economic disparities do not exist and the institution encourages diverse populations to thrive and promotes a sense of belonging to every individual.

- **Induction, Orientation and Support systems:** The students get adaptive through specific induction and orientation programs organized in the Institution.
 - For newly admitted students, freshers day is organized to encourage their adaptivity to new environment.
 - Mentorship program is carried out to provide psychosocial, environmental, and emotional support and make the students comfortable.
- **Annual social gathering events:** The participation and performance in annual events enrich the students about cultural, regional and linguistic diversities and teach them to live in harmony.
 - Each institute celebrates annual social gathering events for a period of one week every year in the months of December and January culminating in the grand celebrations of foundation day on 17th January every year.
 - First day of annual fest is always a cultural/ethnic day where students and staff dress-up traditionally to exhibit their culture.
- **Cultural/Sports events and religious festivals:**
 - Students and faculty celebrate together cultural festivals like Navratri - Garba festival, Ganesh Utsav, Sharadotsav, Makar Sankranti-kite festival, Holi, Christmas, Eid etc. every year, which depicts the cultural and religious harmony amidst diversities.
 - Music, is central to the cultural and individual identities, The institution has a student's music band called 'Tarang'.
 - The diversity is also noticed in sports and other extra-curricular activities which are conducted in harmony without any animosities.
- **Institutional social responsibility activities:** Active participation by students/staff in the extension

and outreach activities at rural community areas, government primary health centers and sub centers promotes harmony and tolerance towards cultural, regional, linguistic, and socioeconomic diversities.

- **Language classes:** Provided to newly admitted students in the institution in Hindi, English and Gujarthi languages to overcome communication barriers.
- **Celebration of national/international days:** Participation in the celebrations of national and international days like independence day, republic day, international yoga day, world womens day etc. reflects unity in diversity.
- **Celebration of Matru Bhasha Divas/Language Day:** Celebration of Matru Bhasha Divas, where faculty and students present poems, stories and essays in their regional languages.
- **Rastriya Ekta Divas/ National Unity Day:** Celebrated every year on Sardar Patel Jayanti. Events like run for unity and pledge taking ceremony is organized on the day.
- **Elimination of socioeconomic disparities:** All the students and staff are treated equally, the institution has uniform dress codes to mask any disparities, scholarships/free ships and fee waivers are provided to students from low socio-economic status but it does not reflect anywhere in the curricular and co-curricular activities.
- **Other Diversities:** Differently abled students and staff are treated equally with others and have been provided all the necessary modified facilities to create inclusive environment for them.

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:

Sumandeep Vidyapeeth takes initiatives to sensitize students and employees to the constitutional obligations like values, rights, duties and responsibilities of the citizens by organizing various activities.

Sensitization on Values:

- Indian Constitution day is celebrated on 26th of November every year to make students and faculty aware about their constitutional rights and responsibilities.
- Various programs were conducted in the last five years for faculty and students, specifically addressing the issues of human values and ethics.
- Some of the lectures arranged for students and faculty on Human Values were:
 - Every year during induction programs for new students, lectures are organized on professional ethics and human values.
 - Anti-Ragging sensitization programs are conducted every year for undergraduate and

postgraduate students.

- Curricula of all the programs contain topics on cross cutting issues addressing human values.
- Lecture on “Human Values and Interpersonal Relations in Hospital Set-up” was organized by on 26th September, 2018. JCI Senator Mr. K Karikolraj, spoke about the need of human values and interpersonal relationship with co-workers, hospital staff and patients in day to day practice in a hospital set-up.
- Dr. Shruti Brahmhatt delivered a lecture on ‘Human Rights and Violation’ on 29th September 2019, to create awareness among the Students regarding civil rights, economical rights, political Rights, Social Rights and cultural rights.

Sensitization on Rights:

- Programs on Womens’ Rights and Womens’ Health are undertaken on International Women’s day by constituent Institutes every year on 8th March.
- A total of 39 programs were organized by Staff and Student welfare committee in last five years on gender sensitization to create awareness on Right to Equality & Freedom, Protection against Exploitation, and Constitutional Remedies.
- Human Rights Day is celebrated every year on 10th December by means of lectures on human rights. Badges on different human rights themes are distributed to the staff and students of the Institution. In 2020, pledge taking ceremony along with painting and essay writing competitions was organized.

Sensitization on Duties and Responsibilities:

- Swachh Bharat Abhiyan activities are conducted by the constituent institutes every year inside and beyond the campus. Students take part in Swachh Bharat Summer Internship programs.
- More than 1000 Institutional Social Responsibility activities were conducted in last five years in the form of healthcare camps and health educational activities for underprivileged sections in rural and urban areas with active participation by students/staff.
- Medical, Dental, and Nursing students are regularly posted in the Rural Community areas, Government Primary Health Centers and Sub centers to provide the health care services.
- National Service Scheme (NSS) unit with 100 students is established in the Institution and is active in conducting social service related activities. National Constitution Day was organized by them with oath taking ceremony on duties and responsibilities of citizens.
- Sensitization and awareness program on voting was organized for students and faculty before lok sabha elections in 2018.

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

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals

Response:

Sumandeep Vidyapeeth strongly believes in inculcating ethos of national and international commemorations and celebrates them with full spirit every year.

National Commemorative Days, Events and Festivals:

- **Republic Day and Independence Day:** On 26th January and 15th August flag hoisting is done by student toppers followed by patriotic songs, inspirational speeches by guests and cultural programs. Recognition and honoring of students and staff for their achievement in curricular, co-curricular or extra-curricular activities is routinely followed practice during these days in the Institution.
- **Gandhi Jayanti:** Celebrated very year on 2nd October, programs for staff and students are

organized which upholds and teaches the Gandhian values like truth, non-violence, renunciation, humility, equanimity, Cleanliness etc.

- **Teachers Day:** Celebrated on 5th September by the students in all the constituent Institutes by paying tribute to teachers and gurus. Various activities for teachers are planned every year by students.
- **National Youth Day:** Birth anniversary of Swami Vivekanand is celebrated on 12th January in the institution by organizing the events for youth perpetuating the inspirational thoughts of Swami Vivekananda.
- **Children's Day (Bal Divas):** On 14th November faculty and Students from Pediatric departments of all the institutes conduct various competitions for children and also deliver free treatment for children.
- **National Unity Day (Rashtriya Ekta Diwas):** Celebrated on 31st October every year to pay tribute to Sardar Vallabhbhai Patel. Speeches by renowned persons are organized to make everyone believe in United India. In 2020, the students and staff took online pledge to preserve the unity, integrity and security of the nation.
- **Matrubhasha Divas:** International Mother Language day is celebrated every year on 21st February to promote linguistic & cultural diversity and multilingualism. Opportunity is given to faculty and students to showcase the importance of their mother tongue through activities like singing, reciting poems etc.

Commemorative Days for protection and promotion of Human rights:

To raise awareness about people's social, cultural, and physical rights and to ensure the welfare of everyone, the Institution celebrates commemorative days every year like Human Rights Day on 10th December, Constitution Day on 26th November and International Women's day on 8th March every year.

Celebration/Organization of National and International days for enhancing the awareness about health and well-being:

- The important days for enhancing the awareness about health and well-being are organized by different departments/institutes in the interest of creating awareness among public. Few examples are World AIDS Day, Immunization Day / Vaccination Day, National Tooth-brushing Day, National Motherhood Day, World Mental Health Day, World Health Day, World heart Day, Sickle Cell Anemia Day, World Thalassemia Day, Breastfeeding Week, Oral Hygiene Day, World Blood Donor Day, World Malaria Day, World no Tobacco Day etc. To educate people about the physical, mental and spiritual benefits of Yoga the International Yoga Day is celebrated every year on 21st of June.
- Many other commemorative days are observed by faculty and students of various specialties to remember the contribution of scientists to medical field like Doctor's Day, Dentist's Day, Nurses Day, World Radiology Day etc.

File Description	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 Practices: 1

Title: Student Mentoring and Counseling System (SMCS)

Objectives of the Practice:

- To help the newly admitted first year students to cope up with the academics and get into a smooth transition to campus life.
- To help the higher-class students to develop their own goals in curricular, co-curricular and extracurricular areas and remain focused in achieving them.
- To counsel academically weak students and help them in overcoming their barriers.
- To play an important role in helping troubled students in coping with curricular, extracurricular and personal problems.
- To facilitate the holistic / overall development of students, identify their career goals and help in their career development.
- To make the students understand the opportunities and challenges present inside and outside the institution / campus.
- To regularly follow up with the mentees and review their progress, and if needed undertake corrective measures.

The Context:

Student Mentoring and Counselling System in Sumandeep Vidyapeeth takes a leaf out from our own traditional '*Guru Shishya Parampara*' and invests in the belief that imparting of knowledge can take place only when a spiritual relationship between teachers and students blossoms. The commitment and devotion of teacher in shaping the future of students are the roots of SMCS. Every mentor strives to put in their best efforts so that each student embodies the knowledge as he/she grows during these formative years. The mentors also nurture the students to imbibe ethics and values and help in the mission of the Institution to present responsible health care professionals to the society.

As the needs, interests and outlook of students have been dynamic, dealing with mentor-mentee agenda is a continuous endeavor which demands and challenges the system to be in pace with the students throughout their tenure in the institution. Hence, positive conducive environment with scope for future evolution, to facilitate timely and appropriate interaction within and beyond curricular domains is a challenge that has been addressed effectively in the Institution through Student Mentoring and Counseling System.

The Practice:

For the smooth implementation of SMCS, The Institution has SMCS policy in place and a detailed Standard Operation Procedure. It has Chief Mentorship Coordinator at the Central Institutional level and Institute Mentorship Coordinators at every Constituent Institute level.

At the beginning of academic year, every constituent Institute of Sumandeep Vidyapeeth publishes the list of faculty mentors. A group of fresh students are allotted to each mentor who shall nurture the mentees till they complete the professional year or program as per policy of Individual Institute. An orientation program for the Mentors and Mentees are conducted at every Institute level which also serves as an icebreaker for the mentees.

Mentorship meetings are scheduled within the academic timetable and regular mentorship meetings are held. Mentors interact with the mentees to understand their problems and help them find a solution for those. Mentors don't impose their decisions, but rather help the mentees to be self-reliant in addressing the issues. Though the meetings predominantly deal with academic issues the mentors encourage the mentees to share their concerns in areas other than academics and make their suggestion in dealing with those concerns. Mentors maintain a logbook and make a note about the discussions held during the meetings which includes the issues and concerns of mentees, solutions suggested, actions taken and outcome for the concerns. To maintain sanctity of system the meetings are held within the Institute premises only. The system has provisions for troubled students to obtain an expert help if needed.

Periodic meetings are held between Institute Mentorship Coordinator and the faculty mentors and also between Chief Mentorship Coordinator and Institute Mentorship coordinators. Feedback is obtained from the mentors and mentees about their experience on the system and constructive suggestions are considered for improving the system. Authorities of the Institution and Heads of Institutes ensure that the SMCS program functions effectively and efficiently. Structured implementation of the program helps in defining everyone's role in implementing the system.

Evidence of Success:

Mentorship is an essential part of student education system. Majority of the students and alumni have rated this mentorship program to be very good and has helped them to maintain psychological wellbeing during their tenure of learning in the Institution. The evidence of Success of Student mentorship and counseling program is reflected in the testimonials given by the students and displayed on the Institutional website. The success of the program is also evident in various aspects such as very low attrition rate of the enrolled students, negligible student grievances, no reported incidents of ragging and overall improvement in the academic performance of the students as reflected in the reports of Student Learning Support System.

Problems Encountered and Resources required:

Health profession is an onerous one where constant update of professional knowledge is required and that involves spending time for oneself. In such a situation spending time to nurture a student is an uphill task for faculty and hence the time constrains was a major problem in implementing the system. To overcome the time constrains and to ensure that the students have an uninterrupted mentorship experience, SMCS has been incorporated in the regular timetable.

To counsel all mentees by any mentor at the same time while maintaining their privacy requires space which is another challenge. As the teacher grows older and the age gap between teacher and students keep on increasing it throws a challenge for the teacher to be more flexible and being friendlier to mould the students. To constantly innovate the methods and strategies to be adapted, to keep the system afresh for both the mentors and mentees is also a demanding challenge.

Best Practice: 2

Title: Student Learning Support System (SLSS)

Objectives:

- 1.To address the learning needs and to provide additional help to Slow Performer (SP) category students.
- 2.To enhance the skills of the Mediocre Learners (ML) and facilitate them to achieve higher marks.
- 3.To improve learner metacognition of Advance Learners (AL) and to facilitate them to excel in their field.
- 4.To minimize the gap between the students with different learning abilities.

The Context:

The students enrolled in the course/program based on their performance in previous examination (Competitive Examination). The students come from different types of primary educational settings. The main basis of teaching and learning programs for all the students is dependent on the curriculum specified by the respective statutory councils. The learning abilities and IQ levels are different for each individual students and this is reflected in their performance during internal and annual examinations. Student Learning Support System (SLSS) is a unique practice in Sumandeep Vidyapeeth designed to provide additional learning environment to all the students irrespective of their learning abilities.

The Practice:

Student Learning Support System (SLSS) is implemented as soon as the students get enrolled in their respective programs. The initial categorization of students is based on their performance in higher secondary class or previous degree as applicable. These students are given training in various aspects like personality development, communication skills, subject related classes, english language classes, special mathematics classes (if applicable), special biology classes (if applicable), etc. In addition to these co-curricular activities like role plays, interactive sessions, quiz, debates, extempore and competitions based elocutions are organized on program/profession related topics with fellow classmates and/or with immediate higher-class students are facilitated.

The learning abilities of the students are established based on the performance in the higher secondary class or previous degree as applicable for the new students admitted and based on the performance in the internal examinations for the enrolled students. Initially subject wise categorization is done to identify the category in which any particular student fits in each subject, based on the marks/percentage obtained by him/her in that subject as given below:

Sl. No.	Subject wise criteria for categorization	Categorization of student in particular subject
1.	Up to 60% score in any particular subject	Slow Performer (SP) in that subject.
2.	61% to 70% score in any particular subject	Mediocre Learner (ML) in that subject.
3.	Above 70% score in any particular subject	Advance Learner (AL) in that subject.

The performance of the students is monitored in class room discussions and activities by means of Continuous Cumulative Evaluation System (CCES), which in turn adds up to their scoring in the summative examination system by means of separate marks in every subject. The overall criteria for considering students in any particular group of SLSS is calculated based on the number of subjects in any particular examinations and the percentage of marks he/she has obtained in each subject. The final categorization to which any student belongs is calculated as follows:

Sl. No.	Criteria for final categorization of student in	Category of Student
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	SLSS		
1.	If the student is slow performer in more than 50% or half of the total subjects.	Slow Performer	
2.	If the student is mediocre performer in more than 50% or half of the total subjects.	Mediocre Learner	
3.	If the student is advance learner in more than 50% or half of the total subjects.	Advance Learner	

Following this, SLSS program is initiated in each subject aiming to minimize the gap in the performance levels amongst students. The Students categorized as Slow Performers and Mediocre learners are given opportunity to improve upon and overcome their academic weakness and they are given additional tutorials and training sessions particularly from the ‘must to know’ syllabus identified for slow performers and from the good to know syllabus identified for the mediocre learners in each of the subject. The advanced learners are given opportunity to teach their peers through peer group discussions, to participate in technical quizzes etc. The activities to develop analytical and problem-solving abilities & to improve their presentation skills are also designed for advanced learners. The advanced learners are encouraged to study topics categorized as ‘desirable to know’ in each subject and participate in conferences, workshops and extracurricular activities. Assignments related to old question paper solving is given to all categories of students.

Evidence of Success:

Evidence of success in SLSS program is well reflected in students’ performance in annual/final examinations. Most of the graduates emerging from Sumandeep Vidyapeeth have either secured notable recognitions and/or are pursuing their higher educations in esteemed National/International Universities. The evidence of success is clearly visible in the annual reports on SLSS of each of the constituent Institute. The success of program is also reflected in the accolades received by advanced learners for their achievements in various platforms.

Problems Encountered and Resources Required:

Problems encountered in SLSS program is peer pressure and sense of inferiority amongst slow learners. To overcome this institution has a robust student counseling process in the form of Student Mentoring and Counselling System (SMCS). The main resources required are infrastructure and dedicated faculty and these are abundant in Sumandeep Vidyapeeth.

File Description	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:

Sumandeep Vidyapeeth believes to be a world class health care centre of excellence in learning and innovation driven by social sensitivity and state-of-the-art technology. Sumandeep Vidyapeeth is distinct from other Institutions and universities, as it strives towards quality enhancement practices in health education, by following a unique type of teaching and learning method called **Evidence-Based Education System (EBES)**. Technological revolution has made it possible to access evidences easily and get the desired information from the internet within a few minutes. However, the disadvantage of this is that the information comes with a lot of unnecessary, unreliable results. Hence, it becomes important to identify the reliable and good quality information from the available ones and discard the irrelevant, unreliable ones which can be achieved by following **Evidence-Based Practice (EBP)**.

Sumandeep Vidyapeeth has taken a responsibility on itself for indoctrinating active learning in students (during their formative years of training) as a concept, a philosophy, and a religion necessary for being efficient, caring, compassionate and responsible professionals. Incorporating EBES in day to day teaching and learning activities helps to implement EBP in all aspects of graduate and postgraduate programs. The teaching through EBES concept is aimed at incorporating skills of gathering evidence, ability to critically appraise and apply evidence in the right context for making correct decision required for EBP. Sumandeep Vidyapeeth has selected the best mix of modes, methods and learning approaches to achieve the intended educational outcome with the greatest credence given to EBES. The practice they learn as a student will continue to follow throughout the period of their professional career making them a lifelong learner.

The objectives of education by Sumandeep Vidyapeeth from the context of EBES are:

- 1.To prepare health care provider, capable of functioning independently in both urban and rural environment with special attention to prevention, diagnosis and treatment planning of the diseases/health related problems by keeping abreast with scientifically proven empirical evidence.
- 2.To provide education that allows hands-on-experience both in hospital as well as in community setting with systematic evidence-based approach, educational experience that emphasizes health rather than only disease with outcome-based education as a goal.
- 3.To inculcate the technique of reasoning, ability to understand the nature and hierarchy of the evidence, critically choose the best evidence and apply it in clinical practice.
- 4.To facilitate a learning experience that will provide the skills to develop, implement and disseminate an evidence-based approach for effective health care practice.
- 5.To provide the health care provider, who will believe in the value of life-long learning and value the evidence in making clinical decisions over opinion.

EBES leads to better skill and knowledge accumulation which will ultimately benefit the society. The system functions at various levels wherein the central committee overlooks the implementation of EBES in the Institution, the constituent institutes are engaged in various evidence related activities at the undergraduate and post graduate level to install the principles of evidence-based practice in their respective curriculum. In addition to the prescribed subjects by statutory councils, all undergraduate students have

Evidence based subjects in their curriculum. The research methodology along with five principles of EBP i.e. ask, acquire, appraise, apply and assess is taught in detail during their course of study. These are Evidence Based Dentistry, Evidence Based Medicine, Evidence-Based Physiotherapy, Evidence Based Nursing, Evidence Based Pharmacy, and Evidence-Based Audiology & Speech Language Pathology. The final examinations are carried out for these subjects and the results are reflected on the student's marks sheet in the form of grades. Along with this, regular teaching is incorporated with Evidence-based teaching approaches in theory lectures and Practical/clinical exercises. To assist for strong foundation in EBP, innovative teaching and learning methods like Small group discussions, Peer teaching, Evidence-based Seminars and flipped classrooms are incorporated in their tenure.

The postgraduate presentations like seminars, journal clubs, case presentations and inter-disciplinary presentations are Evidence-based. Role modeling and bedside evidence-based case discussion is carried out by faculty to set an example to the students. The diagnostic and treatment protocols are created for the local community after considering the best available evidences in the respective fields that ensures best healthcare procedure is carried out for the betterment of the patients. These protocols developed are put into implementation and revised periodically.

Newly appointed teaching faculties are trained to follow EBES. Various researches in EBES are undertaken, and presentations & publications related to EBP has been carried out effectively in the institution. Academic events related to EBES are organized at national and International levels to spread the principles EBP across the globe.

The Institution has conducted three International conferences and workshops since its inception on EBES, in 2011, 2014 and in 2019 with active participation of international stalwarts in the field like Dr. Gordon Guyatt and Dr. Ian Needleman. In the year 2019, 3rd International Conference on Evidence Based Education System (EBESCON 2019) with a theme "*Evidence-based Healthcare - Taking Health to Next Level*" was conducted along with eight different workshops, keynote lectures and panel discussions for the participants.

Sumandeep Vidyapeeth has strengthened the concept of EBES by **collaborating with Joanna Briggs Institute (JBI) as a JBI affiliate center**. JBI is an international research organization based in the Faculty of Health and Medical Sciences at the University of Adelaide, South Australia. JBI develops and delivers unique evidence-based information, software, education and training designed to improve healthcare practice and health outcomes. Through comprehensive Systematic Review Training Programs, the faculty of the Institution are trained by JBI. The work in field of Evidence-based health care is in progress to achieve the mark of JBI centers of Excellence. Faculties of the Institution are regularly invited by other National and International health care Universities for training them in EBP.

Through this distinctive unique approach Sumandeep Vidyapeeth has taken the lead in this country for changing the health care education system for the larger benefit of society by training the professionals to deliver the best possible healthcare services by means of constant knowledge upgradation based on the healthcare developments in different parts of the world.

File Description	Document
Any additional information	View Document
Link of appropriate Web link in the Institutional website	View Document
Link for additional information	View Document

NAAC

5. CONCLUSION

Additional Information :

- Sumandeep Vidyapeeth is the only Deemed to be University in the country which has developed and executed Evidence Based Education System (EBES), which is embedded in the curriculum.
- The institution has vast community based learning resources in the form of various Rural Health Centers and Urban Health Centre, and proactively implements central and state government schemes for the benefit of financially weak and socially backward class communities through ISR cell and Dhiraj hospital.
- Multi and super specialty Dhiraj Hospital with 1065 beds and K.M. Shah Dental Hospital with 350 dental chairs and Physiotherapy Clinics provides good clinical exposure to Medical, Dental, Physiotherapy, Nursing, Healthcare Management, Pharmacy, Paramedical and Audiology & Speech Language Pathology students.
- Dhiraj Hospital runs 84 specialty centres/clinics providing affordable tertiary health care to the patients.
- The Sumandeep Vidyapeeth Institutional Ethics Committee (SVIEC) is accredited with National Accreditation Board for Hospitals and Healthcare Providers (NABH), under Clinical Trial program, in 2019.
- Molecular Laboratory of Dhiraj Hospital is NABL accredited in accordance with ISO15189:2012 certification and is an approved centre for carrying out real time PCR based testing for COVID 19.
- Blood bank of Dhiraj Hospital is licensed Plasma Apheresis Centre and it is the approved centre by ICMR to carry out COVID -19 treatment.
- Sumandeep Vidyapeeth and Dhiraj hospital are few selected centers by ICMR to carry out Clinical trial (PLACID trial) to limit COVID-19 associated complications in Moderate Disease.
- Sumandeep Vidyapeeth is recognized as a Social Entrepreneurship Swachhta& Rural Engagement Cell (SES& REC) Institution by The department of Higher Education, Government of India. The Institution is a Member of National Rural Entrepreneurship Mission.
- The institute runs a unique program of 'Evidence Generating Community Health Project' (EviGenCHiP) since 2013 for the students of 3rd MBBS.
- Sumandeep Vidyapeeth is the first Institution to generate "Gold Card" for beneficiaries under "Ayushman Bharat" and to provide services to beneficiaries of other states under portability in Gujarat. Highest numbers of portability cases are being done by our institution which was highlighted during "Arogya Manthan 2019-20" at New Delhi.

Concluding Remarks :

Sumandeep Vidyapeeth believes in the culture of Participative Management where in the institution follows decentralized management. Various central level committees exist for decision making and smooth functioning of the institution like Board of Management, Internal Quality Assurance Cell, Board of Examinations, Finance Committee, Research Committee etc. The Board of Management is the highest supervising body and final decision maker in the institute. The central committees are well represented by the staff from each of the constituent institutes.

Vice Chancellor is the Principal Executive Officer of the institution, and has autonomy to exercise any power in situations where immediate action is required for its management & development. The institution's administrative functions are delegated to Registrar who is the custodian of the institution, financial functions

are delegated to Chief Finance Officer, Controller of Examination supervises the examination and evaluation processes. The administrative responsibility of Dhiraj Hospital lies with the Medical Superintendent. The administrations of sections like Hostel, Mess, Estate, Security etc. are delegated to respective heads who report to Chief Administrative Officer. Chief Librarian is responsible for updating and looking after the learning resources of the library.

The academic and administrative duties of constituent institutions are handled by Deans/Principals. As per decentralization principle the constituent institutes function autonomously with well-defined roles of constituent committees like Board of Studies, College Council, Curriculum Committee, Evaluation Committee, Research Committee, Anti Ragging Committee, Parent Teacher Association etc. These committees at various levels help in ownership, transparency and proper work flow of various academic and administrative functions of the institution. This kind of arrangement helps in effective decision making taking into consideration the valuable inputs from all stakeholders.

The institution delivers health care education in the best possible manner resulting in output of competent professionals and also ensuring utmost satisfaction of the stakeholders.

Since inception of the Sumandeep Vidyapeeth Deemed to be University, the faculty and students of the Institution have been extending the boundaries of knowledge, satisfying the health care needs of local community and creating larger impact nationally and globally through innovative research, collaborations and social service.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.1.2	<p>Percentage of Programmes where syllabus revision was carried out during the last five years</p> <p>1.1.2.1. How many programs were revised out of total number of programs offered during the last five years Answer before DVV Verification : 164 Answer after DVV Verification: 102</p> <p>Remark : DVV has made the changes as per IIQA.</p>																																								
2.1.2	<p>Student Demand Ratio applicable to programmes where state / central common entrance tests are not conducted</p> <p>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 Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2019-20</th><th>2018-19</th><th>2017-18</th><th>2016-17</th><th>2015-16</th></tr></thead><tbody><tr><td>4062</td><td>6658</td><td>6256</td><td>8005</td><td>3789</td></tr></tbody></table> <p>Answer After DVV Verification :</p> <table border="1"><thead><tr><th>2019-20</th><th>2018-19</th><th>2017-18</th><th>2016-17</th><th>2015-16</th></tr></thead><tbody><tr><td>4062</td><td>6658</td><td>6256</td><td>8005</td><td>3789</td></tr></tbody></table> <p>2.1.2.2. Number of seats available year-wise/eligible applications received during the last five years where <i>State / Central Common Entrance Tests are not conducted</i> Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2019-20</th><th>2018-19</th><th>2017-18</th><th>2016-17</th><th>2015-16</th></tr></thead><tbody><tr><td>903</td><td>1553</td><td>1525</td><td>1952</td><td>917</td></tr></tbody></table> <p>Answer After DVV Verification :</p> <table border="1"><thead><tr><th>2019-20</th><th>2018-19</th><th>2017-18</th><th>2016-17</th><th>2015-16</th></tr></thead><tbody><tr><td>803</td><td>1253</td><td>1325</td><td>1337</td><td>874</td></tr></tbody></table> <p>Remark : DVV has excluded diploma program from shared report of programs by HEI.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	4062	6658	6256	8005	3789	2019-20	2018-19	2017-18	2016-17	2015-16	4062	6658	6256	8005	3789	2019-20	2018-19	2017-18	2016-17	2015-16	903	1553	1525	1952	917	2019-20	2018-19	2017-18	2016-17	2015-16	803	1253	1325	1337	874
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2.4.5	<p>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</p>																																								

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
222	199	114	136	90

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
98	100	109	95	40

Remark : DVV has not consider provided certificate of appreciation by HEI.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3923	3991	3350	2111	1830

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
32	31	33	21	32

Remark : DVV has made the changes as per shared report by HEI.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
498	686	487	516	552

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
498	686	487	521	552

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
578	720	533	548	617

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
578	720	533	553	617

Remark : DVV has made the changes as per provided final year report by HEI.

3.1.2

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
634.30	368.55	436.87	495	442.57

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
338.47	368.55	436.87	495	442.57

Remark : DVV has made the changes as per provided report of grants by HEI.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
189	178	271	189	174

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16

02	00	00	22	57
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3.6.2 Average percentage of students participating in extension and outreach activities beyond the curricular requirement as stated at 3.6.1

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3396	3026	3305	2662	2315

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
03	00	00	105	1872

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

Answer before DVV Verification : Any Four of the above

Answer After DVV Verification: Any Two of the above

Remark : DVV has made the changes as per provided bill by HEI.

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of all programs offered by the institution during the last five years Answer before DVV Verification : 164 Answer after DVV Verification : 102