



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

INSTITUTE OF HEALTH SCIENCES

**CAMPUS AT CHANDAKA VILLAGE, CHANDAKA, BHUBANESWAR, 754005
CORPORATE OFFICE AT N2/41, IRC VILLAGE, NAYAPALLI,
BHUBANESWAR, 751015**

751015

www.ihsindia.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Institute of Health Sciences, a brand under Margdarsi is a pioneer in the state of Odisha providing unique Medical Degree courses of rehabilitation sciences viz. “Bachelor in Physiotherapy” (BPT), “Bachelor in Audiology & Speech Language Pathology” (BASLP). The courses are recognized by the Government of Odisha, affiliated to Utkal University & approved by the RCI, New Delhi . Disability robs a child of living life like an ordinary person. Margdarsi came into existence as a charitable society in 1995, with a mission to provide complete care for people who suffer any kind of Disabilities. The comprehensive Rehabilitation required a suitable ecosystem with technical manpower and clinical infrastructure. Margdarsi has set up an institutional care facility at Bhubaneswar that has evolved into the biggest Rehabilitation services in India. It offer 15,000 hours of multi-modal therapy every month to people with Developmental disorders, Communication disorders, Neuro-Cognitive disorders, and Locomotors disorders. A large team of professional experts works dedicatedly to develop functional skills to integrate the person with disability into the social mainstream. Margdarsi has fashioned it success in Rehabilitation of children with Special Needs with a punch line of "nonverbal to normal school". It dares to cure children affected by Autism and other developmental disorders. When one child becomes disabled, not just the child suffers a lifetime, but with him suffers the family and of course the society. Making provision for even one child over the entire life is financially a burden and often a logistical nightmare. The children become free from Autism, ADHD, Seizures, through intensive care using a bouquet of mainstream therapies and biomedical interventions. But the interventions are most effective with early intervention. We strive to be better than ourselves everyday as the world has countless professionals who stem from our academy after pursuing bachelor’s and master’s degree in Audiology, Speech Language Pathology and Physiotherapy and keep up with their roots, by serving people across the continents.

Vision

“An institute of excellence in Learning, Teaching, Research, Health Care and Service to the Community” To be a globally acclaimed Institution, recognized for excellence in rehabilitation education, Scientific research and patient care. To help foster acquisition of knowledge in basic behavioural and clinical sciences so as to prepare the graduate to enter the general practice of physiotherapy, audiology, speech language pathology, Research and Teaching. To provide preventive, comprehensive primary and specialized health care to people of all socio-economic & cultural groups.

Mission

Our motto ‘Give a man a fish and he will live for a day, teach him to fish and he will live a lifetime’. Based on the line the mission statements are

- To create a top notch health care system that delivers physical, mental and spiritual health needs to all socio-economic strata, locally, nationally and globally
- To Impart quality education, research, clinical services and public awareness in the field of communication disorders disability study & rehabilitation sciences.
- To Develop and Empower persons with Disabilities.

- To inculcates social value and responsibilities to the faculty members and students by imparting outreach and extension activities in the neighborhood for holistic development of the society

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The Vision, Mission and objectives of the college framed in comprehensive terms.
- Pro active management with effective leadership.
- The state of art infrastructure and ample space for continuous expansion incorporating

advanced clinics.

- Excellent patient service
- Student centric pedagogy
- SSEPD Sponsored Model Center for children with special need for research and practice .
- ICT enabled teaching is employed involving smart boards and advanced ICT tools.
- Community outreach programs in the form of camps, NSS, and services provided through satellite canters.
- Preclinical lab is equipped with novel audio-visual aids
- Skill development programs.
- Holistic programs including yoga are part of the curriculum.
- Formative and summative evaluation
- Effective maintenance and optimal use of infrastructure
- Gender friendly environment for students and staff
- Computerized academic, administrative and library functions.
- Eco-friendly campus.

Institutional Weakness

- Limitations associated with affiliated college.
- Scholarly contributions by faculty are limited.
- Lack of autonomy in development of the curriculum
- Limited advanced research work.

Institutional Opportunity

- Encouragement to faculty for research
- Excellent internships and job opportunities for our students
- Scope for consultancy and collaboration for research
- Increasing need based extension activities
- Growing urbanization resulting in securing patients and economic progress.
- Formation of standard operating guidelines for clinical, para-clinical and administrative sections.

- To penetrate the near and far villages with patient centric out-reach proposals.

Institutional Challenge

- Enhancing employability of our students with limited control on the curriculum.
- Getting qualified experienced faculty in emerging areas
- Sustaining quality of education imparted
- Changing academic and employment scenario
- Government policies and incentives.
- Attrition rate among the junior faculty members

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

As the curricula of the various programs offered are designed and developed by the affiliating university, the curriculum implementation process of the college involves the whole-hearted participation of all the stakeholders. Preparation of teaching plan, effective assessment system, guest lectures, field visits and internships are some of the strategies adopted for curriculum implementation. The IQAC is responsible for the preparation of the Academic Calendar, and schedules for internal assessments and examinations. Faculty in-charges for each year of a program take care of academic implementation and issues of the students. Clinical part of the curriculum is fulfilled through respective clinical postings. During the postings demonstrations are given for each procedure and cases discussed appropriately. Evaluation of students is carried out at the end of the clinical postings. Performance of students is stepped up through internal assessments based on Utkal University guidelines.

The academic curriculum is adequately supplemented through certificate courses. In addition to these, value added courses are conducted by the Institute every year. These courses are based on recent trends that do not fall under the prescribed syllabi. Activities like the SSEPD projects, field visits and internship play a vital role in the implementation of curriculum. All the students are exposed to interdisciplinary and multi-disciplinary scenario. Feedbacks on curriculum from various stakeholders and periodical review meetings at the departmental level ensure effective implementation of the curriculum.

Combining student centric methods to impart the curriculum and value added courses help not only in securing a degree but also in enhancing employability of our students.

Teaching-learning and Evaluation

The college provides excellent ambience for learning and various academic activities that ensures a concerted learner-centric approach. The college employs well qualified and experienced faculties to handle the prescribed curriculum with professionalism, which is demonstrated in the results of university examinations. The Learning

Management System (LMS) provides a versatile platform to students and faculties for enhancing the teaching learning process. Teaching methodologies are updated through Faculty Development Programs. Extensive use of ICT in teaching and learning is practiced in all the departments. Students are equipped with Laptops/Tabs for easy access to e-learning materials through internet, e learning platforms and college maintained Learning management system.

Implementation of mentorship programs have improved student-teacher relationship. All the teachers help in mentoring the students.

The internal assessments are assessed within two days of the exams. This system of on-time assessment is practiced to ensure students do not lose track of studies. Make up assignments are given to students based on these assessments.

Remedial courses are arranged for academically slow learners. There are provisions for re-test to help with the same. Opportunities are provided to students for midcourse performance improvement. Another significant step is the identification of fine Graduate Attributes for our students on the guidelines of the parent university through a participatory process.

The college library has been enriched with addition of books and titles since last year. INFLIBNET-NLIST is made available for on-line references which help the teachers and students in their research.

A wide range of co-curricular and extra-curricular activities are carried out for the students. Faculty in-charge take care of the academic and personal issues of the students. The IQAC carries out analysis of the university results and provides guidelines for improving the exam results. Faculty members are motivated to embrace the latest teaching techniques to meet the changing requirements of the curriculum. Every year E-learning seminars are conducted for the faculty with the ITC Cell support.

The IQAC of the college takes care of internal quality and monitors the application of quality benchmarks/parameters for various academic and administrative activities of the institution.

Research, Innovations and Extension

The college is providing a conducive ambience and research infrastructure for smooth and quality research work. The Governing Board and Ethical committee approve and monitor the research activities of the college and evaluates the progress of the research work. All the faculties are involved in research and publish in various indexed journals. The faculties are supported financially and suitably rewarded for the exemplary research work. Besides these, the college also arranges various national and international conferences/seminars ensuring the participation of eminent researchers.

The college has model center for research activities. The college has Memorandum of Understanding and linkages with reputed organizations and hospitals like NALCO, Eco Rly, AMRI Hospital, IMS SUM Hospital, Capital Hospital etc. The college has undertaken a number of research projects under the financial support of government and non-government agencies and has also developed research facilities by utilizing the grants received from different funding agencies. The institution encourages individual research study by all the students. The Management strongly supports innovations in the campus and provides a platform to faculties for innovations in teaching and treating patients and the concerned person are suitably rewarded.

The college is regularly conducting outreach programs through a dedicated Unit. The students play a key role by actively participating in both screening and treatment camps and also being posted in the model Center. Steady increase in the number of awards received by the institution for these outreach activities are a testimony to its vision.

Infrastructure and Learning Resources

The Master Plan of the college gives direction to the spatial/infrastructure planning and development in sync with the academic growth. The infrastructure in the campus is truly outstanding. The classrooms are ICT enabled teaching-learning established through Laptops, LCD projectors and internet connectivity. The college provides technology enabled learning spaces, network resource centre, computers equipped with high speed internet in all the departments and the library to augment learning outcomes. We have a full fledged IT support team to maintain the IT facilities. The laboratories and clinical spaces are also equipped with high end equipment and software wherever necessary.

The library is fully automated and provides excellent services to faculties and staffs. In addition to the diverse books, journals and thesis, we have access to various online resources. These resources can also be accessed through the college systems installed at the respective departments. The Library Committee is active for providing the requirements for the library. To inculcate reading habits, library hour has been included within the curriculum. To augment all round development of the students we have indoor and outdoor sports facilities. Hostels have all facilities and is provided with a hygienic kitchen and dining hall. The college provides accommodation for staff. A Guest House for Examiners is available. The campus has canteen. Accommodation for staff and faculties is available within the campus. Surveillance cameras are fixed at vantage points and ample security guards are posted to ensure safety and security of all employees. Specific protocols and biometrics-based entry and exit for the academic campus are in place. To maintain the green campus, bicycles and battery operated vehicles are available for commutation of students and staff.

Student Support and Progression

The college makes an orderly move towards equipping the students to meet the academic, industry and social requirements through clear cut mechanisms like mentoring and supporting. The institution ensures its commitments and accountability to students from the beginning of the admission procedures.

The college publishes updated brochure and handbook in print and digital form to provide information about the college and programs offered. Support services and facilities are provided to the students belonging to socially and economically backward groups and slow learners.

The college organizes personality development programs and cultural programs. Experts in the field of Rehab Science, administration, academicians are invited to address and interact with our students. Digitalized methodology of teaching is practiced for reinforcing learning process. Comfortable hostel accommodation, well equipped gym, sports facilities, internet facility, food court, etc. help the students to have a comfortable stay in the campus. Faculties and administration are easily approachable for solving the issues of the students. The functioning of committees such as Anti-Ragging Committee, Hostel Committee, Grievances Redressal Cell and Internal Complaint Committee facilitates a healthy academic environment in the campus. The practice of

mentoring students has improved the faculty-student relationship.

We make the students aware of the government scholarships and applying procedure. In addition to this, the management also provides scholarship for the academic wellness program to all admitted students.

The Career Guidance and Counseling Committee, Placement Cell and Alumni Wing are active in helping the students to get suitable jobs, for pursuing higher education, guidance for competitive exams and providing information on international studies. Students are given timely opportunities to enhance their professional competency via analytical skills and soft skills training sessions.

At the outset of their internship, interested students are given free coaching for various entrance examinations (national and international).

Governance, Leadership and Management

The organisational structure under the management through the Director and Principal is strengthened by empowering the faculties who in turn help to build a healthy environment. The college has constituted various academic and administrative committees. The Principal and the various committees are responsible for governance of the institute. This ensures participative management in decision making process. E-governance is adopted in the areas such as Academic Planning ,Development, Administration, Finance and Accounts, Students Admissions and Examinations.

The Principal along with the various administrative committees help in the governance of the college based on the RCI norms. The decentralization is thus achieved. The meetings of these committees review the progress of all the activities and ensure continuous monitoring, evaluation and corrective actions.

The IQAC takes responsibility in monitoring the implementation of the curriculum. The various committees broadly fall under academic and administrative sides. The committees discharge their responsibilities as per prescribed practices. To facilitate cohesiveness in involvement, each committee holds periodic meetings. Leadership at various levels is groomed through HODs, Faculty in-charge, Heads of administrative sections, Head of Committees. Quality improvement strategies are devised for improvement in all activities.

The feedback from students on faculty members are analyzed and used to take corrective measures. The college follows performance appraisal system for faculties and staff. Financial support is provided to faculty for attending conferences and workshops.

The college has a clear-cut mechanism to monitor effective and efficient use of available financial resources through proper financial planning supported by audits. Funds from various philanthropic and non government organizations are put to good use by the efficient board of management.

The University Grants Commission recognized the college under 2(f) and 12(B) . Following the guidelines of NAAC, the Internal Quality Assurance Cell is established. The recommendations of the IQAC are implemented for enhancing academic and administrative quality.

The management conducts frequent core committee meetings with the members of the managing committee

and the Principal to take care of development requirements of the campus in keeping with the vision and mission of the college.

Institutional Values and Best Practices

Institute of Health Sciences always lays emphasis on quality education which is reflected in the performance of the college in University examinations. The environment of the campus is conducive for intellectual, spiritual and social welfare of the students and society.

The college has been moulding the students over the years to meet the challenging demands of the society in terms of Rehabilitation Health. The college also focuses on research pursuits and medical initiatives.

The institution is committed to serve the society in and around the college through the rural and urban health centers and regular outreach programs, thus, infusing the values of social responsibilities in the budding Audiologist's and Physiotherapist's of our esteemed institution. An ambulance is also stationed at these locations to cater to emergency situations. The Patient Coordination Committee ensures patient satisfaction. The Institute observes a zero delay policy when it comes to patient treatment.

Following initiatives are taken by the institution to make the campus eco-friendly. Plenty of natural light and air to minimize the utilization of artificial light. Energy conserving lights including LEDs and Solar Lamps are used in the campus. Staff and students are instructed to turn off monitors, lights, ACs, fans, Projectors when not in use. Minimal use of paper, rain water harvesting, recycling of water, segregation of waste and effective waste management. The campus is a safe space for women as is evidenced by the fact that more than 60% of our faculties are women. We have an anti sexual harassment committee. Observation of women's day annually and other gender sensitizing programs help in imparting values to students and employees of both genders. Self defence programs are conducted for free in the campus.

Wellness programs on health and lifestyle are also conducted annually for the employees and students. Celebration of important days and events have helped in creating a good ethos in the campus.

Allied Health Sciences Part

The Institute has started offering programs from 1999. During the last five years, two UG programs- BPT and BASLP are offered by the Institution with an intake of 40 and 25 nos. respectively. Both the programs are regular, full time and approved by the Regulatory Bodies and are affiliated to Utkal University, Bhubaneswar. The BASLP program is approved by the Rehabilitation Council of India (RCI) and having permanent affiliation from 2015-16 academic year. The BPT program is approved by Directorate of Medical Education and Training, H&FW Dept, Govt. of Odisha and provisionally affiliated to Utkal University, Bhubaneswar. The Institute has state of art facilities for Clinical / Equipment/ Instruments and Laboratory Learning Resources. Mechanisms are in place in the teaching Institute/ Hospital for providing disability certificates/ concessional facilities to the needy population as per RPWD Act 2016 and for implementing the various schemes for the needy population under schemes such as Assistance to Disabled Persons (ADIP) scheme/ Empanelled professionals. Institution has up-to-date clinical instrumentations and tools as per the specifications of the Regulatory Bodies for Diagnostic equipment, Treatment equipment, Clinical tests and tools, Research

equipment

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	INSTITUTE OF HEALTH SCIENCES
Address	Campus at Chandaka Village, Chandaka, Bhubaneswar, 754005 Corporate office at N2/41, IRC Village, Nayapalli, Bhubaneswar, 751015
City	Bhubaneswar
State	Orissa
Pin	751015
Website	www.ihsindia.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Satyanarayan Mahapatra	0674-2553640	9437005096	-	ihsbbsr@margdarsi.org
IQAC / CIQA coordinator	Priyadarshini Mishra	0674-2550054	9438150665	-	priyadarshini.mishra87@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing
Institution Fund Source	Society

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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Date of establishment of the college	17-04-1999			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name		Document	
Orissa	Utkal University		View Document	
Details of UGC recognition				
Under Section	Date		View Document	
2f of UGC	06-11-2019		View Document	
12B of UGC	06-11-2019		View Document	
Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
RCI	View Document	29-07-2020	60	

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the college recognized for its outstanding performance by national or international agencies such as DSIR, DBT, ICMR, UGC-SAP, AYUSH, WHO, UNESCO etc.?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Campus at Chandaka Village, Chandaka, Bhubaneswar, 754005 Corporate office at N2/41, IRC Village, Nayapalli, Bhubaneswar,751015	Rural	3	2745.19

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BPT,Physiotherapy	54	Intermediate	English	40	19
UG	BASLP,Audiology And Speech Language Pathology	48	Intermediate	English	25	25

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	2				2				6			
Recruited	2	0	0	2	1	1	0	2	1	5	0	6
Yet to Recruit	0				0				0			
	Lecturer				Tutor / Clinical Instructor				Senior Resident			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	2				3				0			
Recruited	1	1	0	2	2	1	0	3	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				80
Recruited	43	37	0	80
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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.	0	0	0	1	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	2	0	0	0	1	0	1	5	0	9
Permanent Teachers										
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	1	0	2	1	0	0	0	0	5

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	15	0	0	15
Number of Emeritus Professor engaged with the college?	Male	Female	Others	Total
	0	1	0	1
Number of Adjunct Professor engaged with the college?	Male	Female	Others	Total
	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	57	11	0	0	68
	Female	68	10	0	0	78
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	3	2	2	4
	Female	6	3	2	2
	Others	0	0	0	0
ST	Male	0	1	2	5
	Female	2	7	8	10
	Others	0	0	0	0
OBC	Male	22	18	17	19
	Female	23	21	24	21
	Others	0	0	0	0
General	Male	43	43	35	33
	Female	47	50	58	54
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		146	145	148	148

General Facilities

Campus Type: Campus at Chandaka Village, Chandaka, Bhubaneswar, 754005 Corporate office at N2/41, IRC Village, Nayapalli, Bhubaneswar,751015

Facility	Status
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• 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	No
* Ambulance facility	Yes
* Emergency care facility	Yes
• Health centre staff	
* Qualified Doctor (Full time)	2
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	2
* 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	No
• 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	NA

Hostel Details		
Hostel Type	No Of Hostels	No Of Inmates
* Boys' hostel	2	47
* Girls's hostel	3	60
* Overseas students hostel	0	0
* Hostel for interns	0	0
* PG Hostel	0	0

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Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
170	170	172	163	145
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.2

Number of outgoing / final year students year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
58	33	14	18	31
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.3

Number of first year Students admitted year-wise in last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
44	51	46	34	50
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2 Teachers

2.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
15	14	13	12	12
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
17	17	14	14	14
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

3 Institution

3.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
406.08	522.97	305.78	226.51	197.56
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum planning, delivery and evaluation through a well defined process as prescribed by the respective regulatory councils and the affiliating University.

Response:

The institution follows the curriculum laid down by **RCI** and **Utkal University, Bhubaneswar**. The curriculum is designed and enriched to cater to three main domains namely **knowledge, attitude and skills**. At the college level each faculty prepares lesson plan taking into account the prescribed curriculum, additional topics based on identified gaps and divide the contents into three aspects: (a) **must know**, (b) **desirable to know** and (c) **nice to know** categories. The given curriculum is discussed in the Curriculum planning and Implementation meetings regarding its planning and modalities of delivery in detail especially in terms of **teaching hours, methods of teaching-learning** and balance between **theory and practical sessions** at the beginning of the academic year. Based on this the Time table and academic calendar are prepared.

- Institute Academic calendar is outlined adhering to University announced Calendar of Events
- Rigorous academic delivery plan and our monitoring system to encourage innovative thinking, problem-solving capabilities and research orientation among learners.
- Planning and monitoring of overall academic activities and its functioning through active Internal Quality Assurance Cell (IQAC)
- Principal conducts a common meeting with all teaching and non-teaching staff before commencement of every semester. Students are made aware of commencement of semester through common notice.
- As per the prescribed syllabus of the University, HOD allocates the teaching load to faculty members based on competency matrix, experience and performance in previous years. Time table is framed with provision for Value Added Courses (VAC), seminar and library hours.
- Each faculty prepares their course plan in-line with the departmental academic calendar. The detailed course file with CO-PO-PSO mapping is prepared by each faculty member. Schedule of internal, external and project examinations are displayed on notice board from time to time.
- Institute has adopted innovative and creative teaching learning process, tools and techniques by implementing advanced concept of pedagogy, use of ICT, learning management system, student centric methods, participative learning etc. for enhancing teaching and learning experience.
- The effective implementation of curriculum is ensured by supplementing classroom teaching with expert lectures from Medical colleges and other departments based on the curriculum, seminars, case studies, case presentations, Clinical conferences by students of both the programs. Hospital visits, compulsory internships, hands-on-sessions, tutorials, e-learning, certificate courses, technical quiz, assignments, internal-tests etc.
- Contents beyond curriculum are identified and taught through Interdepartmental/Intradepartmental lectures to expose students to recent trends. Institute has taken initiative to provide soft skill training, value added courses and counseling for holistic development of students.
- Faculties are encouraged to take part in refresher courses, workshops, FDPs and certification courses, continuing rehabilitation Education programs for skill up gradation.

- Each faculty is entrusted with the task of mentoring 13 students on academic and personal issues, thereby strengthening the bond between teachers and students.
- Monitoring of course delivery and syllabus completion through formal and informal feedbacks. Systematic examination process, standard question papers, proper and prompt evaluation and dispatch of reports to parents.
- Adequate emphasis is given for co-curricular and extra-curricular activities and a plethora of opportunities are offered to enrich one's personality.

File Description	Document
Link for Minutes of the meeting of the college curriculum committee	View Document

1.1.2 Percentage of fulltime teachers participating in BoS /Academic Council of Universities during the last five years. (Restrict data to BoS /Academic Council only)

Response: 16.6

1.1.2.1 Number of teachers of the Institution participating in BoS/Academic Council of universities year-wise during the last five years

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

File Description	Document
Provide scanned copy of nomination letter such BoS and Academic Council From University/ Autonomous college	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for details of participation of teachers in various bodies	View Document

1.2 Academic Flexibility

1.2.1 Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years

Response: 50

1.2.1.1 Number of inter-disciplinary /inter-departmental courses /training offered during the last five years

Response: 33

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

Response: 56

File Description	Document
List of Interdisciplinary /interdepartmental courses /training across all the the programmes offered by the University during the last 5 years	View Document
Institutional data in prescribed format	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.2.2 Average percentage of students enrolled in subject-related Certificate/ Diploma / Add-on courses as against the total number of students during the last five years

Response: 39.29

1.2.2.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
60	61	60	57	52

File Description	Document
Institutional data in prescribed format	View Document
Details of the students enrolled in subject-related Certificate/Diploma/Add-on courses	View Document
Link for additional information	View Document

1.3 Curriculum Enrichment

1.3.1 The Institution integrates cross-cutting issues relevant to gender, environment and sustainability, human values, health determinants, Right to Health and emerging demographic issues and Professional Ethics into the Curriculum as prescribed by the University / respective regulative councils

Response:

IHS regards various cross-cutting issues as key areas in which our students require initiation to enabling them to transform into not only quality professionals but also as socially responsible and morally ethical human beings in the society. The University curriculum includes courses in this area

Category	Name of the Courses
Gender	Indian Constitution
Environment and sustainability	An additional course of Environmental undergraduate programs
Human values	Various soft skill programs
Health determinants	Community oriented professional practices students
Right to Health and emerging demographic issues	Community oriented professional practices students
Professional Ethics	Community oriented professional practices students and, Professional Ethics and manag

Apart from the curriculum courses in order to achieve this, the college conducts numerous events specific to issues pertaining but not limited to the above.

Gender equity:

- Awareness programs and lectures by eminent speakers are arranged to both female and male students to make them understand the importance of gender equity and respect of all people in their workplace.
- This is done from their first year of the program onwards and repeated at periodic intervals to ensure that they not only understand the way to behave, interact and respect their superiors, contemporaries and juniors but to carry forward the same to their future professional and personal lives.

Environment and Sustainability:

- The importance of climate change, greenery and pollution control cannot be overstated in the current scenario.
- We at IHS, ensure a green environment in the campus
- Tree plantation, Swachh Bharat, Cleaning and awareness drives are conducted by NSS unit.
- We have also planned the one student – one tree ratio that the Government of India has promoted and it is in implementation phase.

Human Values:

- We exert a high level of emphasis on imparting human values to our students.
- It forms one of the most important parameters of development of the students in transforming our students into world class citizens.
- Programs inculcating sense of purpose towards social responsibilities, human values are conducted in large scale camps through Outreach activities.

Health Determinants and Right to Health and emerging demographic issues:

- The 4 principles for “right to health” are non-discrimination, physical economic and information accessibility.
- IHS prides itself in being a totally non-discriminative campus where we don’t have either caste or religion in our patient card/database.
- We also ensure that geriatric people, special children and economically challenged individuals/families are provided access to all sorts of treatments.

Professional Ethics

- Inculcation of professional ethics is a key area in the development of our students from young adults to responsible dental professionals.
- Training on the importance of professional ethics including soft skills, speaking to patients, health education and its importance and communication in front of an audience are provided to our students on a regular basis.

File Description	Document
Link for list of courses with their descriptions	View Document

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

Response: 58

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

Response: 54

File Description	Document
List of-value added courses	View Document
Institutional data in prescribed format	View Document
Brochure or any other document related to value-added course/s	View Document

1.3.3 Average percentage of students enrolled in the value-added courses during the last five years

Response: 57.79

1.3.3.1 Number of students enrolled in value-added courses offered year-wise during the last five years that impart transferable and life skills

2019-20	2018-19	2017-18	2016-17	2015-16
144	119	132	132	124

File Description	Document
Institutional data in prescribed format	View Document
Attendance copy of the students enrolled for the course	View Document

1.3.4 Percentage of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings (data for the preceding academic year)

Response: 100

1.3.4.1 Number of students undertaking field visits, clinical, industry internships, research projects, industry visits, community postings

Response: 146

File Description	Document
Scanned copy of filed visit report with list of students duly attested by the Head of the institution to be provided	View Document
Institutional data in prescribed format	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: B. Any 4 of the above

File Description	Document
Sample filled in Structured Feedback to be provided by the institution for each category claimed in SSR	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

1.4.2 Feedback on curricula and syllabi obtained from stakeholders is processed in terms of:

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

File Description	Document
Stakeholder feedback report	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process. Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 52.66

2.1.1.1 Number of students admitted from the reserved categories as per GOI or State Government norms year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
23	17	15	11	22

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
33	33	33	28	28

File Description	Document
Institutional data in prescribed format	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
Link for Any other relevant informatio	View Document

2.1.2 Average percentage of seats filled in for the various programmes as against the approved intake

Response: 73.93

2.1.2.1 Number of seats filled-in for various programmes offered by the College as against the approved intake during the last five years:

2019-20	2018-19	2017-18	2016-17	2015-16
44	51	46	34	50

2.1.2.2 Number of approved seats for the same programme in that year

2019-20	2018-19	2017-18	2016-17	2015-16
65	65	65	55	55

File Description	Document
The details certified by the Head of the Institution clearly mentioning the programs that are not covered under CET and the number of applications received for the same	View Document
Institutional data in prescribed format	View Document

2.1.3 Average percentage of Students admitted demonstrates a national spread and includes students from other states

Response: 23.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
8	10	3	5	15

File Description	Document
List of students enrolled from other states year-wise during the last 5 years	View Document
Institutional data in prescribed format	View Document
E-copies of admission letters of the students enrolled from other states	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 low performers The Institution:

1. Follows measurable criteria to identify low performers
2. Follows measurable criteria to identify advanced learners
3. Organizes special programmes for low performers
4. Follows protocol to measure student achievement

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Criteria to identify slow performers and advanced learners and assessment methodology	View Document
Consolidated report of special programs for advanced learners and slow learners duly attested by the Head of the Institution	View Document
Link for any relevant information	View Document

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

Response: 10:1

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	View Document
Institutional data in prescribed format (data Templates)	View Document

2.2.3 Institution facilitates building and sustenance of innate talent /aptitude of individual students (extramural activities/beyond the classroom activities such as student clubs, cultural societies, etc)

Response:

Institute of Health Sciences not only focuses on academic excellence but equal concentration is also given to extra-curricular activities by providing the necessary facilities. Several annual programs and entertainment events are organized year after year to provide a perfect balance for all the students to club their work with pleasure and to provide a perfect platform for exhibition of budding and hidden talents.

A students club is formed every year to initiate cultural activities in campus. Core team members decide the events to be launched every year after a meeting with the Director and Principal. All activities are organized in a manner to not disturb normal academic functioning of the students.

The following facilities are ensured in the campus to ease the functioning of extracurricular activities.

- A well-equipped and ventilated Auditorium is situated in the college campus.
- An audible, distinct and resounding music and sound system has been provided for use of students when required. Costumes, cordless Mikes and Disco LED lights will be hired whenever required.
- Unbiased judges are nominated and invited to judge the events.
- The stage extensions will be planned according to the events and requirements.
- Stage decorations are outsourced before any major event.
- A selection and audition of events are done by a team of talented staff prior to the College program/event.
- Eminent cine stars and artists would be always invited to chair the college events every consecutive year. A lunch buffet is organized for every college program/ event for all staff and students.
- The IHS grounds and parking lot would be redesigned for Holi celebrations.
- The college program and cultural programme organized periodically every year.
- New Year, Ganesh Chaturthi, Saraswathi puja, Teacher's Day, Independence Day, Republic Day, Holi, Balmukund Annual function, Intuition's Annual function: "EMPATY" and Children's Day celebrations are all hosted in campus.
- The management reimburses any extra expenses incurred during the cultural program.
- Certificates are awarded for every winner of every cultural event.
- Other than cultural talents students are sensitised for social issues and excellent sports facilities.
- The college has constituted varied committees, Cultural committee, Sports committee, women empowerment committee, Grievance committee which strongly encourage the talents for holistic development.

- Through slow and advanced learners committee students are identified as top performers.
- These students are strongly encouraged for participation in institute's academic activities.
- Through cultural committee, sports committee and IQAC numerous activities are organised all through the year that encourage innate talents of learner.

File Description	Document
Link for Appropriate documentary evidence	View Document
Link for any other relevant information	View Document

2.3 Teaching- Learning Process

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

- **Experiential learning**
- **Integrated/interdisciplinary learning**
- **Participatory learning**
- **Problem solving methodologies**
- **Self-directed learning**
- **Patient-centric and Evidence-Based Learning**
- **Learning in the Humanities**
- **Project-based learning**
- **Role play**

Response:

EXPERIENTIAL LEARNING

Emphasis on development of required skills, adequate knowledge and appropriate attitude to practice physiotherapy, audiology and speech-language pathology. The mission, the curriculum, incorporates excellence in knowledge skills and Services. The core competencies practiced are development of skills of relevance knowledge at par with global standards.

INTEGRATED/INTERDISCIPLINARY LEARNING

Students are posted in all the departments as part of their curriculum. Comprehensive Value Added, Interdisciplinary Programmes are conducted by each department. During Internship the students learn the practical Course which helps them manage professional proficiency. These programmes are in addition to the existing curriculum advocated by the Utkal University, Bhubaneswar and Rehabilitation Council of India.

PARTICIPATORY LEARNING

Learner centred teaching methods like didactic lectures, chair side teaching, observing, assisting and independently performing the skills, seminars, problem-based learning, student's projects, Clinical

Conferences and other co-curricular activities are conducted. They also attend national conference like "Indian Speech and Hearing Association Annual Conference (ISHA-CON) where they get opportunity to present papers or posters.

PROBLEM SOLVING METHODOLOGIES

Core problem areas are identified based on the feedback taken from students. Special programmes in the form of Problem Based Learning are constituted.

SELF DIRECTED LEARNING

Self-directed active learning system is provided by broadband internet, e-resources, books and question bank in all subjects and lectures by power point, video lectures, one to one teaching, demonstration, field-based teaching and chalk and talk teaching. Question and answer sessions at the end of every chapter in all subjects motivates students towards self-directed learning.

PATIENT CENTRIC AND EVIDENCE BASED LEARNING

All the departments practice evidence-based Physiotherapy, Audiology and Speech Language Pathology. This helps in creating a strong foundation for patient care. The quality and standards of patient care increases. All the departments have clearly drafted patient care standard documents and are available at the respective departments.

Evidence-based Physiotherapy, Audiology and Speech Language Pathology practice is "open and thoughtful clinical decision making" about the therapeutic management of a patient/ client that integrates the "best available evidence with clinical judgement" and the patient/ client's preferences and values, and that further considers the larger social context in which therapy services are provided, to optimize patient/client outcomes and quality of life.

PROJECT BASED LEARNING

Students participate in clinical projects, undertake surveys among patients and communities about various aspects pertaining to Physiotherapy, Audiology and Speech-Language Pathology to understand awareness, current trends and recent advances. This gives students understanding the need and arriving at appropriate treatment strategies suitable to benefit the communities.

ROLE PLAY

Role Plays are conducted as part of the extension activities to create awareness among patients and general public about importance and maintenance of oral, aural and also physical hygiene, various treatment options offered, early identification and intervention awareness, Awareness about life style modification and physical fitness, Women and Geriatric health programmes etc. It is conducted every year periodically. Role Plays send across a very strong message and have greater impact in creating awareness among public. It creates a positive attitude towards Physiotherapy, Audiology and Speech Language Pathology treatment.

File Description	Document
Link for learning environment facilities with geotagging	View Document
Link for any other relevant information	View Document

2.3.2 Institution facilitates the use of Clinical Skills Laboratory / Simulation Based Learning The Institution:

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

Response: B. Any three of the above

File Description	Document
Report on training programmes in Clinical skill lab/simulator Centre	View Document
Proof of patient simulators for simulation-based training	View Document
Institutional data in prescribed format	View Document
Geotagged Photos of the Clinical Skills Laboratory	View Document
Details of training programs conducted and details of participants.	View Document

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

Response:

The RCI and affiliating university are provided ordinances for specific programs. These ordinances don't impose any restriction on colleges in providing the learning experiences. College by creatively implementing the curriculum specified for the program ensures effective learning experience for the students. The ICT, integration of teaching, learning process like computers, audio visual multimedia, Computer Aided Learning, power point, video presentations, video conferencing, internet and other information/materials are liberally put to use for enriching the learning experiences.

The institution engages in LMS for providing an e-learning platform to the students and faculty. The features of LMS are best used for making it a major teaching-learning tool to disseminate knowledge to our students.

All the departments provide reference, books, presentations and key notes in the google classroom formed for each subject. This helps in the enhancement of teaching and learning experience. The MCQ test also administered for practicums using google forms. The students and faculty members are also provided with opportunities to attend various e-courses like WHO courses on COVID-19. The online classes are also organized regularly due to the lock-down using e-portals like 'Zoom', 'Webex' and 'google meet' for the completion of the syllabus.

ICT enabled flexible teaching system.

The timings of the Roupya Memorial library of IHS are from 9 am to 5 pm for all weekdays i.e, Monday to Saturday. It is closed on Sundays and public holidays.

Automated library system with E-Granthalaya 3.0, so that it helps the user to hand over the resources available at the library in an easy manner. Library is Wi-Fi enable with providing e-resources (free e-books and e-journals) to users.

IHS is also a member of the N-LIST repository and all the students, using their unique login details can enrich their knowledge with the help of over 600000 Journals from the repository

The library has 1 printer, scanner with photocopy machine providing document service to the user. The library also possesses various general books like encyclopaedias, colour atlas series, English dictionary and story books. The library has general facilities like display journal board, and computer systems for resources.

Library in the process to upgrade digital library by using digital library software namely: D Space, so that the ICT interface will be created for user use of maximum resources.

The Institution publishes its own ISSN no. journal namely ISAM Journal: Indian Journal of Audiology and Physimed Journal (ISSN no. applied for). Institution encourages faculty and students to document and publish original research work and special cases.

The campus is wifi enabled. All class rooms are equipped with LCD projectors. Online educational videos are played in the class rooms for effective teaching and learning.

ICT helps in improving the quality of education and achieve global standards. All the online resources will have access from 9:00 am to 5:00 pm. This is an era where ICT's play an integral role in everyday life. Hence Institution provides ICT enabled programmes to make students future ready in the field of Physiotherapy, Audiology and Speech-Language Pathology

File Description	Document
File for list of teachers using ICT-enabled tools (including LMS)	View Document
File for details of ICT-enabled tools used for teaching and learning	View Document
Link for any other relevant information	View Document
Link for webpage describing the “LMS/ Academic Management System”	View Document

2.3.4 Student :Mentor Ratio (preceding academic year)

Response: 13:1

2.3.4.1 Total number of mentors in the preceding academic year

Response: 11

File Description	Document
Institutional data in prescribed format	View Document
Copy of circular pertaining the details of mentor and their allotted mentees	View Document
Approved Mentor list as announced by the HEI Allotment order of mentor to mentee	View Document

2.3.5 The teaching learning process of the institution nurtures creativity, analytical skills and innovation among students

Response:

Examples of Innovation in Teaching and learning

The entire faculty in Institute of Health Sciences is trained in the use of computers, internet, audio visual aids and related skills. Each teacher has prepared teaching learning process. Continuous performance assessment is practiced in all the subjects. Student projects and research projects at UG are initiated in all the departments. Enrichment courses, teaching beyond syllabus are practiced in all departments. Students carry out student's project.

They are taught the differential diagnosis of various pathologies, treatment options. Awareness is created among students about various aspects of speciality practice, knowledge of prevention of diseases and disorders and referral of patients to different specialities for treatment.

In addition to classroom, learning in IHS is through the academic calendar and years/semester viz. Clinical

postings by actually performing specialty wise procedures, pre-clinical laboratory training, practical students projects, seminars, interactive learning, continuing education, integrated teaching, self-directed learning through use of library, journals, internet, back volumes and tutorials, personality development skills, community interactions, participation in conferences and through co-curricular activities.

Analytical Skills

Professional personality development lectures are conducted for teaching Analytical skills. Knowledge management and individual learning are done through self-directed learning facilities provided at the institution. Lifelong learning is provided in continuing education, professional society activities.

All students of Physiotherapy are posted for 2 months in Research department in both IHS Physiotherapy Departments and MOU signed clinic, Institute and centres to learn the research methodologies and to nurture their interest in the field of research. They are trained in understanding of the result outcomes of advanced equipments. They have special classes conducted in learning Ethics and Values to help in an Evidence based practice. The students have rotational postings in various specialities in attached Centres and Hospitals. By the end of their rotation postings the students are well versed with diagnosis, treatment planning and execution of treatment. Speciality wise procedures involve observation of the procedures, assisting the faculty and staff in performing clinical procedures, finally individually performing them. Students are given projects in various subjects which include making charts, making self-diagnostic and therapeutic kits, Language books, articulation book, making power point presentations and writing a synopsis of work done. Students are encouraged to take up short clinical studies involving patient questionnaire or small procedures to be carried out on patients and tabulating the results of their study. Continuing education programmes focus on topic beyond syllabus. By attending these programmes students of this Institution become future ready to manage the challenges in the speciality.

File Description	Document
Link for appropriate documentary evidence	View Document
Link for any other relevant information	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of fulltime teachers against sanctioned posts during the last five years

Response: 86.97

File Description	Document
Sanction letters indicating number of posts (including Management sanctioned posts) by competent authority (in English/translated in English)	View Document
Institutional data in prescribed format	View Document
Links for additional information	View Document

2.4.2 Average percentage of fulltime teachers with Ph.D./D.Sc./ D.Lit./DM/M Ch/DNB in super specialities /other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences (like MD/ MS/ MDS etc.,) for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils /Affiliating Universities.

Response: 0

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
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

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

Response: 10.07

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

Response: 53

File Description	Document
Institutional data in prescribed format	View Document
Consolidated Experience certificate duly certified by the Head of the insitution	View Document
Link for additional information	View Document

2.4.4 Average percentage of teachers trained for development and delivery of e-content / e-courses during the last 5 years

Response: 100

2.4.4.1 Number of teachers trained for development and delivery of e-contents / e-courses year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
15	14	13	11	12

File Description	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
Link for additional information	View Document

2.4.5 Average Percentage of fulltime teachers who received awards and recognitions for excellence in teaching, student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / academies during the last five years

Response: 1.67

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
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
e-Copies of award letters (scanned or soft copy) for achievements	View Document
Link to additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 The Institution adheres to the academic calendar for the conduct of Continuous Internal

Evaluation and ensures that it is robust and transparent

Response:

Assessment of performance is an integral part of teaching and learning process. As a part of sound academic strategy, the institution adopts “Continuous Internal Evaluation” (CIE) System to assess all aspects of a student’s development on a continuous basis throughout the year.

The students based on their academic plan of either yearly or semester pattern go through an internal exam for each subject for either 80 or 75 marks respectively as a “Model pre university examination”

Apart from this written internal assessment is carried out for each semester or year for the students based on their academic plan.

The performance of a student in each year shall be evaluated subject wise with a maximum of 100 marks for theory (80 marks in university exam and 20 marks in internal assessment for yearly pattern and 75 marks in university exam and 25 marks in internal assessment for semester pattern) and 100 marks for practical/clinical.

The scheme of marks for both theory and clinical are as per the regulations of the RCI and Utkal University.

Internal Assessments are conducted for 50 marks for mid-term and 20/25 marks for assignment and 50 marks for Practical/ clinicals. There are be three Internal Assessments conducted in every subject per year/ semester and the average marks scored in all the three assessments are calculated for Internal Assessment marks.

The University Theory papers and designed to evaluate the students understanding of the subject and clinical applicability the question paper consist of

1.Five long essays

2.Five short essays

These questions are designed to test the subject understanding and clinical applicability.

The Clinical /Practical examination is designed to test the clinical acumen, behaviour, Diagnostic and therapeutic abilities & Viva voce is designed to test the verbal expression and answering capabilities of the students.

Clinical examination is also designed to test the student’s ability to adhere to the standard operating protocol and his/her ability to achieve the expected clinical results.

At the end of clinical posting of each department speciality understanding and evaluation of all the cases/patients treated by each student is undertaken and documented.

Weightage is also given to the preclinical/ practical exercises undertaken by each student and the ability of the student to understand and use the clinical equipments and instruments is also assessed.

Every student is assessed for his/her understanding of ethics, patients' rights and responsibilities. The understanding of documentation of cases legal aspects and importance of medico legal issues.

Students are assessed for their understanding on the Oral, Aural and Physical Health needs of the community and his/her ability to educate the patients on importance of Oral, Aural and Physical Health and its role on the general health.

Clinical trainings and evaluations are a continuous process and evaluations are conducted on daily / weekly basis.

Patient care, clinical etiquette and management skills are assessed on regular basis and any deficiencies are made to understand to the students as part of continuous evaluation process.

File Description	Document
Link for dates of conduct of internal assessment examinations	View Document
Link for any other relevant information	View Document
Link for academic calendar	View Document

2.5.2 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

Response:

The evaluation reforms of the Institute of Health Sciences are followed in the best of the spirit. The students are benefited by showing them the evaluated performance in the answer sheets. Any doubt about evaluation is made clear to the students. All records are maintained i.e., answer sheets, award lists etc. & other necessary records are maintained. The Institution is following the improved examination system as prescribed by the Utkal University, Bhubaneswar and Guidelines of Rehabilitation Council of India.

Grievances redressal Mechanism.

The marks of the Internal Assessment component are shown to the students. The marks submitted to the university are cross checked by respective teachers & Head of the department.

Robustness in terms of Variety

- Solving grievances of students if any by the examination Grievances redressal committee.
- Two internal examiners are appointed for each subject to evaluate final internal marks.
- At the end of each semester/ year. The Principal verifies the internal marks for all the students.

Robustness in terms of Frequency

- Continuous assessment report for all the courses is displayed in respective department every month.

- Display all unit tests marks within 15 days after end of unit tests for student's information.

Continuous Internal Evaluation

Internal assessment in IHS is so transparent that every student has an idea about the standard internal evaluation process of the theory & practical subjects. The institute follows the regulations of the RCI and Utkal University. Marks obtained in all the Written Internal Assessments are averaged and considered as total marks for the Internal Exam for university examination (i.e. 80+20 or 75+25). Slow learners are permitted to improve on their marks by re-attempting the tests or by submitting assignments, if they have scored low.

The college prepares an Academic Calendar in line with the university calendar prior to the commencement of the academic year in consultation with the Head of the Departments. The college then organizes orientation programs for the students to make them acquainted with the rules and regulations of; the affiliating university, the governing council, the institution, examinations, evaluation process, extra – curricular activities etc., in the first week of the commencement of the course, Head of the departments communicate about the department, subjects in a year/semester to the students, and endorse on the other institutional members various responsibilities in the annual Orientation Programs.

File Description	Document
File for number of grievances regarding University examinations/Internal Evaluation	View Document
File for details of University examinations / Continuous Internal Evaluations (CIE) conducted during the last five years	View Document

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

Response:

Examination procedures:

The necessary regulations of the affiliating university, examination related guidelines, disciplines, eligibility, requirements of attendance are informed to the concerned. The performance of a student in each year shall be evaluated subject wise with a maximum of 100 marks for theory (80 marks in university exam and 20 marks in internal assessment for yearly pattern and 75 marks in university exam and 25 marks in internal assessment for semester pattern) and 100 marks for practical/clinical.

The theory scheme of examination involves 75 marks for theory paper written examination for semester pattern and 80 for yearly pattern, 25 marks Internal assessment for semester pattern and 20 marks Internal assessment for yearly pattern.

The scheme of marks for both theory and clinical are as per the regulations of the RCI and Utkal

University.

Internal Assessments are conducted for 50 marks for mid-term and 20/25 marks for assignment and 50 marks for Practical/ clinicals. There shall be three Internal Assessments conducted in every subject per year/ semester and the average marks scored in all the three assessments are calculated for Internal Assessment marks.

Processes Integrating IT:

- 1.B.ASLP and BPT Examination application notification published on the IHS website.
- 2.Digital Evaluation for Theory papers and marks is done in Google classroom. Viva voce was taken online using online portals like 'zoom" from the college.
- 3.Uploading students' attendance on IHS website.

Continuous Internal Assessment System:

The examination calendar is prepared with the intention to establish a continuous evaluation system. The Internal Assessments, Practical Assessments are and chair side clinical assessments are prescheduled. These examinations are fractionalized and assessed based on the part of the syllabus covered. There are two Internal Assessments for Theory and one Practical's conducted for undergraduate students and monthly evaluations are conducted for students.

The marks of the Internal Assessment component are shown to the students. The marks submitted to the university are cross checked by respective teachers & Head of the department.

Internal assessment in college is so transparent that every student has an idea about the standard internal evaluation process of the theory & practical subjects. The institute follows the regulations of RCI and Utkal University. Marks obtained in all the written Internal Assessments are averaged are considered total marks for the Internal Exam.

Competency –based assessment:

Every student is assessed for his clinical competency by allotting different clinical task and students are assessed for their competency for handling the problems and their ability to communicate and document.

Workplace-based assessment:

Every student is assigned a subject wise Pre -clinical / Clinical work and assessed based on the completion of the work to the satisfaction of the Teachers.

Self-assessment:

Students are encouraged to conduct the self-assessment of the work and scope for improvements are discussed.

File Description	Document
Link for Information on examination reforms	View Document
Link for any other relevant information	View Document

2.5.4 The Institution provides opportunities to students for midcourse improvement of performance through specific interventions Opportunities provided to students for midcourse improvement of performance through:

1. Timely administration of CIE
2. On time assessment and feedback
3. Makeup assignments/tests
4. Remedial teaching/support

Response: A. All of the above

File Description	Document
Policy document of midcourse improvement of performance of students	View Document
Re-test and Answer sheets	View Document
List of opportunities provided for the students for midcourse improvement of performance in the examinations	View Document
Policy document of the options claimed by the institution duly signed by the Head of the Institution	View Document
Institutional data in prescribed format	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 The Institution has stated the learning outcomes (generic and programme-specific) and graduate attributes as per the provisions of the Regulatory bodies and the University; which are communicated to the students and teachers through the website and other documents

Response:

Programme outcomes for both BASLP and BPT are identified and stated separately for all specialties. Programme specific outcomes and course outcomes for all Programs offered by the institution are stated and displayed on website and communicated to teachers and students.

Academic unit focuses on outcomes, competencies and learner centeredness in education. It entails the ongoing assessment to help the teachers find the stage of competency of the learner, need for further interventions and better learning.

The key approach is direct observation. It is not concerned with detecting incompetence but helps the learners to acquire competence by providing developmental feedback based on direct observation. While learning objectives can be straight forward and measurable, competencies are often complex and made up of more than one domain. There is a high context specificity of tasks in clinical area, meaning thereby that attaining one competency in say physical examination does not automatically mean competence in area say counselling. Therefore, each competency has to be assessed. Internal assessment provides the best opportunity to assess and provide feedback about competencies. Internal assessment shall be based on day-to-day assessment. It relates to different ways in which learners participate in learning process including assignments, preparation for seminar, clinical case presentation, preparation of clinical case for discussion, clinical case study/problem solving exercise, participation in project for health care in the community, proficiency in carrying out a practical or a skill in small research project, a written test etc. regular periodic examination shall be conducted throughout the course. An end of posting clinical assessment shall be conducted for each clinical posting in each professional year. In subjects that are taught at more than one phase, proportionate weightage must be given for internal assessment for each Phase.

University examinations are designed with a view to ascertain whether the candidate has acquired the necessary knowledge, minimal level of skills, ethical and professional values with clear concepts of the fundamentals which are necessary for him/her to function effectively. Assessment shall be carried out on an objective basis to the extent possible. Nature of questions will include different types such as structured essays (Long Answer Questions – LAQ) and Short Answers Questions (SAQ).

Practical/ Clinical examinations will be conducted in the clinics of the campus. The objective will be to assess proficiency and skills to conduct comprehensive assessment, form a structured intervention and conduct oneself within the ethics laid by the statutory bodies. Clinical cases kept in the examination must be common conditions that the learner may encounter in the community. Selection of rare syndromes and disorders as examination cases is to be discouraged. There shall be one main examination in an academic year/ semester.

File Description	Document
Link for upload Course Outcomes for all courses (exemplars from Glossary)	View Document
Link for relevant documents pertaining to learning outcomes and graduate attributes	View Document
Link for methods of the assessment of learning outcomes and graduate attributes	View Document
Link for any other relevant information	View Document

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

Response: 77.32

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
35	48	32	16	15

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
43	52	38	22	21

File Description	Document
Trend analysis for the last five years in graphical form	View Document
Reports from Controller of Exam (COE) office/ Registrar evaluation mentioning the relevant details and the result analysis performed by the institution duly attested by the Head of the Institution	View Document
List of Programmes and the number of students passed and appeared in the final year examination each year for the last five years.	View Document
Institutional data in prescribed format	View Document
Links for additional information	View Document

2.6.3 The teaching learning and assessment processes of the Institution are aligned with the stated learning outcomes.

Response:

Teaching learning

Apart from the regular academic curriculum, the students are also encouraged to attend various value-added courses offered by the institute that impart basic life skills and other executive development programs for enhancing communicative skills involving patients. This enables our students to acquire the ability to work independently and as an effective team member.

The element of research is achieved through our students involving in short research projects during their course of study. Also, the research component of the study enables the students to update them with the contemporary trends in research settings and paves way for innovation.

ORIENTATION FOR FRESH STUDENTS is conducted every year on the first day of the academic session. Director and Principal welcome and address the students and brief them about the course and curriculum. Anti-ragging committee chairperson briefs the students on the measures taken to make our institute a ragging free campus. The contact numbers of Director, Principal, Faculties and Wardens are shared. Students are taken on a tour of the campus to orient them to the classrooms, library, clinical labs and clinical departments, mess and canteen and different other centres of the campus.

DIKSHYANT CEREMONY is conducted when the students when the students complete 10 months of internship. Where they have been given institute's official letter of course completion and the students are blessed for their best future.

WORKSHOPS ON PATIENT CARE are conducted on various aspects. Students develop communication skills with patient interaction with the help of case history questionnaires specific to each speciality. Workshop on behavioural sciences helps students to show empathy towards patients. Students are made aware of the importance of biomedical intervention, multi-disciplinary approach and how to maintain oral, aural and physical.

INTERNSHIP ORIENTATION is conducted at the beginning of 10 months/ 6 months full time rotatory internship. The duties and responsibilities of interns are emphasized. Interns are posted in all the departments as per the university and RCI guidelines. They also have postings in hospitals, specialize centres, private clinics, integrated centres and rural postings/visits. Campus selection is also organised for internship student. Assistance and guidance are provided in placements both nationally and internationally.

File Description	Document
Link for programme-specific learning outcomes	View Document
Link for any other relevant information	View Document

2.6.4 Presence and periodicity of parent-teachers meetings, remedial measures undertaken and outcome analysis

Response:

Parent Teacher Association (PTA):

The PTA Committee is a part of the IHS. The faculty in-charges for various classes for the academic year along with a convener and Chairperson are in the PTA. There are student in-charges per academic year, one for the BASLP batch students and one for the BPT batch students. The PTA Committee is responsible for acting as the bridge between the students, institution and the parents.

Role of this committee:

1. This committee aims at bridging the gap between parents and teachers
2. To meet the parents and convey the progress about their ward
3. To take their grievances if any

4. To take suggestions for improvement of students and the institutions

The Parent-Teacher meetings are to be conducted regularly, especially after mid-term exam, when parents come to Bhubaneswar for dropping their ward and before commencement of university examination. Information regarding student's attendance percentage and internal assessment marks are also sent to the respective parents. During the Parent-Teacher Meeting the faculty in-charge places the attendance and internal assessment marks of the students before the parents for discussion and the remedial action to be taken is discussed. After each meeting, the faculty in-charge takes a written feedback from the respective parents and also inform the committee about the feedbacks. The Committee would discuss the action to be taken for the parent's feedback and also how to improve the students' performance that lags behind. The faculty in-charge collects the student's grievances and send the same to the PTA Committee and after due discussions with the Principal, necessary action is taken by the departments concerned.

The grievances raised by the parents are discussed and the recommendations are taken up by the committee and redressal is done wherever applicable. Process following University Examination Immediately after the publication of university results, a letter is sent to the parents of students who have failed to clear the examinations along with the copy of the mark sheet. After the students report back to the institution, a separate time table is prepared to ensure that they improve their performance and pass the subject in the subsequent exam. Feedbacks are received from the parents in the meeting for the department to take remedial action. Apart from the regular meetings, those parents of the students whose performance require improvement are called for special meeting to discuss the remedial measures to facilitate the students' progress.

Outcome: The above innovative practice was positively reflected in the university results and it became evident that students who were under-performing during the academic year scored high marks in the university examinations comparatively and progressed to the next academic year with confidence.

File Description	Document
Link for proceedings of parent –teachers meetings held during the last 5 years	View Document
Link for follow up reports on the action taken and outcome analysis.	View Document
Link for any other relevant information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.76

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Percentage of teachers recognized as PG/ Ph.D research guides by the respective University

Response: 0

3.1.1.1 Number of teachers recognized as PG/Ph.D research guides during the last 5 years

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

File Description

Document

Institutional data in prescribed format

[View Document](#)

Link for Additional Information

[View Document](#)

3.1.2 Average Percentage of teachers awarded national /international fellowships / financial support for advanced studies/collaborative research and participation in conferences during the last five years

Response: 6.21

3.1.2.1 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
0	0	1	1	0

File Description

Document

Institutional data in prescribed format

[View Document](#)

Fellowship award letter / grant letter from the funding agency

[View Document](#)

E-copies of the award letters of the teachers

[View Document](#)

3.1.3 Total number of research projects/clinical trials funded by government, industries and non-governmental agencies during the last five years

Response: 13

3.1.3.1 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
3	3	2	2	1

File Description	Document
Institutional data in prescribed format	View Document
E-copies of the grant award letters for research projects sponsored by Government, industries and non-government sources such as industries, corporate houses etc	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

Institute of Health Sciences has established a Model Center for Children with Special Needs (MCCWSN) recognized and funded by SSEPD, Govt. of Odisha for clinical research and transfer of knowledge in the year 2001. The Model Centre is fully functional and is located on separate block which is accessible to all the departments. The facilities and functions are described during the orientation program to the UG students by the in-charge of the Model center.

The objectives of the centre are:

1. Programs/ Seminars for freshers/ new students to provide basic information of the field and scope.
2. Encouragement to students to undertake innovative research projects.
3. Incubation program to induct students into clinical practice.
4. Conducting Awareness programs on Intellectual property rights.
5. Establishing collaborations with funding agencies to procure grants for novel research projects.
6. End-to-end assistance for commercialization of technology.
7. In association with the research department, training undertaken for students of other institutions on advanced techniques.
8. To undertake training programs for clinical skill development.
9. Awareness programs conducted on private practice set-up and patient management skills.
10. Networking with higher education resources/ laboratories and facilities.

The Governing Board of the institution is very actively involved in:

1. Organizing programs on research and its associated methodologies.
2. Grooming the spirit of research into our students and faculties.
3. Pre-incubation activities by establishing in-house resource centre and knowledge sharing, and also members of research cell help in incubating and shaping the raw ideas of students into research projects.
4. Identifying students who are keen on research activities.
5. Identify and groom the creative potentials of the students.
6. Identifying RCI core areas and encourage students to pursue funding for their future research projects.
7. Motivate the faculties to pursue high end and cutting edge research projects to bring the institute into prominence and additionally give extra motivation to our students.

The institution also provides our faculty and students the opportunity to pursue clinical research projects. This involves treatment based research, randomized clinical trials, effectiveness of multimodal intervention etc. The institution also encourages the publication of the completed research projects undertaken. One of the functions of the institutional review board is to ensure submission of the research completion reports. This will lead on to publication of the research project in an appropriate journal. The principal investigator of the research will work under the institutional review board to ensure the publication is achieved.

Promotion of entrepreneurship:

Our Director Sir, Prof. Satyanarayan Mahapatra, Regional Coordinator of Rehabilitation Council of India (RCI), Eastern Zone, supports that our institution invites several successful and popular clinical practitioners, managing directors of famous clinic chains. These invited guests enlighten our students on topics including opening of clinics, patient management, mobilization and distribution of funds, communication skills, Recent advances in our field, marketing strategies, Intellectual property rights and “Research & Publication – Their importance in academics”. Our guests also include eminent doctors who have settled abroad countries such as USA, UK, etc and made our students aware of the significance of academics and knowledge for effective clinical practice

File Description	Document
Link for details of the facilities and innovations made	View Document
Link for any other relevant information	View Document

3.2.2 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) Research methodology, Good Clinical, Laboratory, Pharmacy and Collection practices, writing for Research Grants and Industry-Academia Collaborations during the last five years

Response: 40

3.2.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
5	10	10	7	8

File Description	Document
Report of the workshops/seminars with photos	View Document
Institutional data in prescribed format	View Document

3.3 Research Publications and Awards

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

- 1. There is an Institutional ethics committee which oversees the implementation of all research projects**
- 2. All the projects including student project work are subjected to the Institutional ethics committee clearance**
- 3. The Institution has plagiarism check software based on the Institutional policy**
- 4. Norms and guidelines for research ethics and publication guidelines are followed**

Response: B. Any 3 of the above

File Description	Document
Share the code of ethics of research clearly stating the claims of the institution duly signed by the Head of the Institution	View Document
Institutional data in prescribed forma	View Document

3.3.2 Average number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines received per recognized PG teacher of the Institution during the last five years.

Response: 0

3.3.2.1 Number of Ph.D.s /DM/M Ch/PG degrees in the respective disciplines received per recognized PG teachers of the Institution during the last five years.

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

Response: 1

File Description	Document
Institutional data in prescribed format	View Document

3.3.3 Average number of papers published per teacher in the Journals notified on UGC -CARE list in the UGC website/Scopus/ Web of Science/ PubMed during the last five years

Response: 0.38

File Description	Document
Institutional data in prescribed forma	View Document
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	View Document

3.3.4 Average number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings indexed in UGC-CARE list on the UGC website/Scopus/Web of Science/PubMed/ during the last five years

Response: 0

File Description	Document
Institutional data in prescribed format	View Document
Link for additional Information	View Document

3.4 Extension Activities

3.4.1 Total number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, community, Government and Non-Government organizations engaging NSS / NCC / Red Cross / YRC / Institutional clubs etc. during the last five years.

Response: 128

3.4.1.1 Number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, community, Government and Non-Government organizations engaging NSS/NCC/Red Cross/YRC/Institutional clubs etc. during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
89	11	11	10	7

File Description	Document
Photographs or any supporting document in relevance	View Document
List of students in NSS/NCC/Red Cross/YRC involved in the extension and outreach activities year-wise during the last five years	View Document
Institutional data in prescribed format	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

3.4.2 Average percentage of students participating in extension and outreach activities during the last five years

Response: 83.89

3.4.2.1 Number of students participating in extension and outreach activities year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
121	128	124	118	117

File Description	Document
Institutional data in prescribed forma	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 and amount generated Photographs or any supporting document in relevance	View Document
Link for additional information	View Document

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

Response:

Our institution inculcates social value and responsibilities to the faculty members and students by

imparting extension activities in the neighborhood for holistic development of the society. Through extension and outreach programs, we sensitize the students to develop social values, widespread their responsibilities and knowledge in societal issues and problems by making them to involve with the community people. Through various screening program in schools we noticed the children with disabilities and provide them the necessary care. Our groups of professionals are actively participating for the parent counseling for the home based treatment to the persons with disabilities. Our staffs with profound interest attain the social values and responsibilities through plethora of awareness program only to extend their helping hands to them. 'KSHYMATA EXPRESS' is an initiative of IHS with the collaboration of government of odisha in order to organize various health camps in the interior areas of the state. Our officials also play the instrumental role to avail the disability certificate to the persons with disabilities in this aspect. SOG camps offer healthcare facilities to the real hero of our nation, is an absolute praiseworthy approach of our institution. This encompasses all strata of society in the population around our institution. Our institution takes pride in that it is completely unbiased in serving all section of the society. With permission from local authorities and government agencies initial treatments were provided in their locations and further treatments are carried out in the campus at nominal cost for the patient. Free accommodation and food are also provided for the needful population at their will. IHS has made memorandum of understanding with different organizations like NALCO, East Coast Railway, Hydro Power Corporation of Odisha to screen their employee and do the needful treatment on a regular basis. Students who are doing internship are posted on a regular basis and treatments are carried out. Our institution has a special consideration for Screening and Disability certification in the nearby society.

As a result of the above successful activities, we have received commendations from different agencies viz. governmental and private, which only encourages us to do more for the betterment of the society. “

File Description	Document
Link for list of awards for extension activities in the last 5 year	View Document
Link for e-copies of the award letters	View Document
Link for any other relevant information	View Document

3.4.4 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:

Faculty and students from IHS are encouraged to participate in collaboration with government and non-government organizations in carrying out social outreach programs. Institute appreciates the services provided by students and faculty by considering their working for such activities as

on duty. Some of these services are implemented as training program for the interns, who are posted regularly in centres like Capital hospital, SVNIRTAR and are included in their academic curriculum. Interns are also posted on rotational basis in satellite centres as a part of rural and urban health postings for

Compulsory Rotatory Internship.

Some of the salient contributions of IHS to institutional social responsibilities include:

1. Participation in Government recognized health care programs:

- Screening and treatment camps for various hearing diseases.
- Disability Certification Programs(UDID)
- School health camps
- Blood donation camps

2. Training programs: Training for Basic Life Support;

3. Awareness programs:

- World Autism Day
- World Health day
- AIDS awareness program
- Cancer Awareness
- Health education on environment and health

4. Social camps and surveillance:

- Cleaning the streets and villages
- World Voluntary Blood Donation Day Observation

5. Telemedicine outreach activities

The institution promote the participation of the students and faculty in extension activities including participation in NSS, Outreach activities. The university has established NSS from its own resources and has launched programs on maintenance of hygiene and tobacco cessation

Community service through media and camps:

Institution encourages its faculty from various departments to participate in television and radio programs and participate in question and answer session by which, the general public is able to clarify their doubts.

The involvement of the Community in the college's outreach activities

1. Health Camps

2. Khyamata Express

College has received awards for extension activities and / contributions to social / community development.

Development of students from rural/ tribal backgrounds

- Fees waivers and Fees subsidy
- English communication skills
- Entrepreneurship skills through the E- Cell
- Women Empowerment programs
- Providing Employment

File Description	Document
Link for details of Institutional social responsibility activities in the neighbourhood community during the last 5 years	View Document
Link for any other relevant information	View Document

3.5 Collaboration

3.5.1 Average number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc. per year for the last five years

Response: 31.8

3.5.1.1 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
29	55	12	9	3

File Description	Document
Institutional data in prescribed format	View Document
Documentary evidence/agreement in support of collaboration	View Document
Certified copies of collaboration documents and exchange visits	View Document

3.5.2 Total number 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. for last five years

Response: 17

3.5.2.1 Number 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. for the last five years

Response: 11

File Description	Document
Institutional data in prescribed format	View Document
E-copies of the MoU's with institution/ industry/ corporate house, Indicating the start date and completion date	View Document

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc

Response:

IHS campus is spread over an area of 3.00 acres. While increasing the programs or student's intake, calculated decisions are made considering the available space, infra-structure, class rooms, faculty strength, laboratories etc. There is Institute level Facility Management committee with Facility Manager for space related matters. Certain areas are marked/identified to construct new facilities for students, teachers and staff which are a crucial requirement of the Institute. This has enabled us to optimize utilization of available space in a well-planned manner to ensure availability of open green spaces across the campus.

IHS has one Academic Blocks, one model center, one clinic blocks, one IPD, 5 numbers Hostels (Boy's-2 & Girls-3), 8 numbers Staff quarters, one Guest Rooms and other amenities. The class rooms/laboratories/seminar halls and meeting rooms of are adequate in numbers and are well equipped as per statutory guidelines. Audio-visual systems with LCD projectors are available in classrooms/seminar halls/laboratories. Teachers/staff and students can use Wi-Fi internet across the campus through secured access. This facilitates dynamic teaching-learning environment, enabling access to videos and other online resources, e-books, MOOCs, online courses, online journals and e-databases which are subscribed. Besides seminar halls IHS has a 250 seated conference hall that can be used by any Faculty/Department for organizing seminars, lectures, symposia, conferences, workshops, club activities.

The college provides LMS to the students where all subject related materials like syllabus, lesson plan, lecture notes, power point presentations, assignments, seminar topics and question bank are uploaded.

Facilities for Clinical Learning: There are 10 clinical departments where the students can learn the clinical aspects of the curriculum. The students are allowed to observe and then subsequently treat patients in each clinical department under the supervision of a faculty. The clinical teaching-learning happens in these departments where there is one to one interaction between the students and teachers. There is also Anatomy Lab, Physiology Lab, Neuro rehab Lab, Movement Science Lab, electro Therapeutic Lab, Cardiopulmonary Lab, Musculoskeletal Lab and Vestibular Lab, Audiology Lab, Speech Science Lab, Ear Mould Lab where the student can learn the laboratory based clinical procedures like.

Medical College Teaching: We have tie-up and MOUs with reputed Hospital like AMRI, SUM, ESI Hospital & Govt. Hospitals which caters to the teaching of Medical subjects like **Medicine, Surgery, and Orthopedic & Neuro-sciences**. The out-patient area are provided with the latest counseling procedures, based on latest technology and highly qualified and experienced faculties to cater to the learning needs of our students.

File Description	Document
Link for list of available teaching-learning facilities such as Classrooms, Laboratories, ICT enabled facilities including Teleconference facilities etc., mentioned above.	View Document
Link for geotagged photographs	View Document
Link for any other relevant information	View Document

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

Response:

The Management of our college never gets exhausted in providing unmatched facilities for recreation, sports, Games, physical fitness and cultural activities to our students. The Institute encourages and facilitates the students to participate in various activities to ensure skill like leadership, team spirit and holistic development. Students are participated in National and State level sports/game events and won many awards.

Outdoor games: Cricket, Volleyball, Running race, Kho-Kho, Tug of war, Three Leg Race, Lemon & Spoon, etc. All activities are playing in the institute playground; there is a separate facility for girls & boys.

Indoor Games: Music Chair, Chess, Ludo, Antaksari, Rangoli, Mehendi, Tambola, Debate, Passing the parcel, Passing the pillow, Dumsaras, Art competition, Communication development Program, Aerobic, Yoga Activities, Painting on theme,

Cultural Activities: Dane (Solo/group/duet), Song (Duet/Group/Solo), Ramp show, Drama, One act play,

Auditorium: The institute has 250 capacity auditoriums with audio video & Wi-Fi facility.

File Description	Document
Link for list of available sports and cultural facilities	View Document
Link for geotagged photographs	View Document
Link for any other relevant information	View Document

4.1.3 Availability and adequacy of general campus facilities and overall ambience

Response:

Campus Facilities: Green Campus: Our campus stands by the theme “Go Green”. Our campus is encased with various plants and trees making it livelier and pollution free. We have shuttle service for the patients enabling easy transportation within the campus. The campus also houses a state-of-the-art water purification plant (RO System) which caters to the drinking water needs of students, faculty, staff and patients. There are also electric powered vehicles (Buggies) to provide transportation within the campus for faculties, guests and other dignitaries. Our Paving tiles cement roadways provide comfortable access to all areas of our campus and there are Signage’s are present at all places to provide directions to patients, public, and guests for easy commutation throughout the vast campus.

Security: Adequate security facilities are provided to students, faculties and the patients who visit our campus. 191 CCTV cameras are installed at every vantage point in the campus and they are monitored continuously. Every exit point from the hospital to lecture halls, hostels and grounds are equipped with turnstiles which can be accessed by simultaneously keeping a biometric scan and ID card. This ensures that only students and employees can access the hostels and academic premises. Highly trained security personnel are posted at all strategic locations in the campus.

Hostels: The campus also has a girls’ and boys’ hostel which comprises of both single and shared accommodation. The hostel also provides air conditioned rooms. The hostel has an indoor gym facility, study area etc. The hostel is safe and secure with 24/7 CCTV surveillance. High quality food with a varied menu is served in the hostel for the inmates.

Staff Quarters: Accommodation for faculties is provided in the campus. The in-house employees can choose from different sizes to villas to reside. Both quarters and the hospital have spacious car and two-wheeler parking facilities.

Canteen: The College has a magnificent food court which functions throughout the day. All types of cuisines are available. In addition to the above mentioned facilities, the campus also houses Xerox and computer center.

File Description	Document
Link for photographs/ Geotagging of Campus facilities	View Document
Link for any other relevant information	View Document

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

Response: 18.78

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
22.42	188.78	36.53	36.98	44.56

File Description	Document
Provide the consolidated expenditure towards infrastructure development and augmentation during last five years duly certified by Chartered Accountant and Head of the institution.	View Document
Institutional data in prescribed format	View Document
Audited utilization statements (highlight relevant items)	View Document

4.2 Clinical, Equipment and Laboratory Learning Resources

4.2.1 Teaching Hospital, equipment, clinical teaching-learning and laboratory facilities are as stipulated by the respective Regulatory Bodies

Response:

Clinical teaching is executed in 10 Departments. Each of these departments manages an out-patient ward where students can examine/perform therapeutic procedures, seminar hall for teaching/ presentations, laboratory and a research facility with equipments to perform basic assessment, diagnosis, management and early identification of various diseases/disorders related to audiology/speech language pathology/physiotherapy and clinical projects. The clinical/laboratory/academic space is allocated based on the RCI regulations, Utkal University and Govt. of Odisha Dept. of Health and Family Welfare. All our departments have the necessary clinical/laboratory materials as stipulated by the RCI, Utkal University and Govt. of Odisha Dept. of Health and Family Welfare. The basic clinical requirement is the flow of patients to the Clinical OP in particular for learning the basic Rehabilitation sciences. The number of patients visiting our facilities is more than sufficient for our students to thoroughly learn all the basic and certain advanced clinical skills.

THERAPEUTIC GYMNASIUM AND KINESIOTHERAPY

Sl No	EQUIPMENTS	MODEL NO./SL NO.	QTY
01	PARALLEL BAR WITH MIRROR		01
02	STAIR CASE WITH SLOPE		01
03	SUSPENSION FRAME WITH ACCESSORIES		01
04	TILT TABLE		01
05	ERGO CYCLE		01
06	EXAM COUCHES INACTION BED		10

07	DUMBBELS	1Kg	04	
		2Kg	02	
		5Kg	01	
		10Kg	02	
08	WEDGES		01	
09	SAND BAGS (WEIGHT CUFF)	1Kg	04	
		2Kg	03	
		1/2Kg	02	
10	THERABANDS		07	
11	SWISS BALL		02	
12	HAND DYNAMOMETER	IMI Delhi	02	
13	DELORON'S BOOT WITH WEIGHTS		01	
14	HAND EXERCISE KIT		01	
15	CPM MACHINE		01	
16	FINGER LADDER		01	
17	AXILLARY CRUTCH		04 pairs	
18	ELBOW CRUTCH		04	
19	TRIPOD		01	
20	WALKING STICK		01	
21	WALKING FRAME		02	
22	ROLLATOR(WALKER)		02	
23	STABILITY TRAINER(WOBBEL BOARD)		01	
24	QUADRICEPSTABLE		01	
25	ANKLE EXERCISER		01	
26	WHEEL CHAIR		01	
27	PELVIC INCLINOMETER(FLEXO METER)		01	
28	MULTI GYM		01	
29	ROCKER BOARD		01	
30	SHOULDER WHEEL		01	
31	HAND EXERCISE TABLE		01	
32	CREPE BANDAGES		04	
33	DOOR MATE		03	
34	ACCUPRESSURE ROLLER AND BALL		05	
35	VEGETABLE KIT		02	
36	TOYS(CREATE SOUND)		01	

37	DRUM		01
38	THERA TUBES		01
39	PEG BOARDS		02
40	TRAMPOLLIN		01
41	SPRING FOR EXERCISE		01
42	ROWING MACHINE		01
43	BOLSTER		01
44	STANDING AND SITTING FRAME		01
45	MEDICINE BALL	4Kg	01

ELECTROTHERAPY AND ELECTRO DIAGNOSIS

SL NO	EQUIPMENTS	MODEL NO / SL NO	QTY
01	HOT PACKS		03
02	COLD PACKS		02
03	1)SWD MAKE ELECTROWAVE 2)SWD-500wt Trolley Model with Disk Electrode and all standard accessories	1.(8-15)-300/T-2680 2.400/T+33 3.SWD 500watt/SWDS-1761	03
04	IR Make Niscomed	IR-112	01
05	STIMULATOR Make TECHNOMEDELECTROMICS	1.TD-3687/(8-16) 2.TD-2768/(10-14) 3.TD-580	03
06	Tens	SI-2003 AUG-16	01
07	1)IFT-Make technomed electronics 2)IFT-unit manual model physiomed plus with all standard accessories	1.SL NO-2976 2.SL NO-PMP-1747	02
08	TRACTION UNIT	(7-15)/1557	01
09	LESER	TLS-011	01
10	1)ULTRASOUND-Make technomed electronics 2)ULTRASOUND unit with computerized 1 and 3 Mhz with 70 preprogram digital model	1.TU3-389 2.DSD-7181	02

11	HYDROCOLLATOR Make electrowave	01
12	PARRAFIN WAX BATH MACHINE	01
13	HYDROCOLLATOR Make physio solution	01

The details of other labs are attached.

File Description	Document
Link for the list of facilities available for patient care, teaching-learning and research	View Document
Link for the facilities as per the stipulations of the respective Regulatory Bodies with Geotagging	View Document
Link for any other relevant information	View Document

4.2.2 Average number of patients per year treated as outpatients and inpatients in the teaching hospital for the last five years

Response: 2007.4

4.2.2.1 Number of patients treated as outpatients in the teaching hospital year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
1982	1976	2032	2155	1867

4.2.2.2 Number of patients treated as inpatients in the teaching hospital year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	16	9

File Description	Document
Institutional data in prescribed format	View Document
Extract of patient details duly attested by the Head of the institution	View Document

4.2.3 Average number of students per year exposed to learning resource such as Laboratories, Animal House & Herbal Garden during the last five years.

Response: 145

4.2.3.1 Number of UG students exposed to learning resource such as Laboratories, Animal House & Herbal Garden year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
146	145	148	148	138

4.2.3.2 Number of PG students exposed to learning resource such as Laboratories, Animal House & Herbal Garden year-wise during the last five years.

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

File Description	Document
Details of the Laboratories, Animal House & Herbal Garden	View Document
Number of UG, PG students exposed to Laboratories, Animal House & Herbal Garden (in house OR hired) per year based on time-table and attendance	View Document
Institutional data in prescribed format	View Document

4.2.4 Availability of infrastructure for community based learning Institution has:

1. Attached Satellite Primary Health Center/s
2. Attached Rural Health Center/s other than College teaching hospital available for training of students
3. Residential facility for students / trainees at the above peripheral health centers / hospitals
4. Mobile clinical service facilities to reach remote rural locations

Response: B. Any three of the above

File Description	Document
Institutional prescribed format	View Document
Government Order on allotment/assignment of PHC to the institution	View Document
Geotagged photos of health centres	View Document
Documents of resident facility	View Document
Details of Rural and Urban Health Centers involved in Teaching Learning activities and student participation in such activities	View Document

4.3 Library as a Learning Resource

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

Response:

Automated library system with E-granthalaya 3.0.

Name of the software: E-Granthalaya 3.0

Year of Automation: 2017

Automated Library System was introduced in our library in the year 2017 for the main purpose of managing the library's daily operations efficiently. The automated library system enables in managing the whole library workflow through an easy-to-use and simple. The E-granthalaya software used to keep the record of different categories like books, journals, magazines and audiovisual resources. Library has Wi-Fi enable with providing e-resources (free with subscribed e-books and e journals) to users. So that it helps to user handover the resources available at the library in an easy manner.

The college has membership of the N-LIST Programme funded by MHRD, as a college component under the e-Shodh Sindhu Consortium. It provides access to more than 6000+ e-journals, 1,64,300+ e-books through N-LIST and 6,00,000 e-books through NDL. Each faculty and students are provided with unique user name and password for remote access of database.

The College is also having SWAYAM LOCAL Chapter.

File Description	Document
Link for geotagged photographs of library facilities	View Document
Link for any other relevant information	View Document

4.3.2 Total number of textbooks, reference volumes, journals, collection of rare books, manuscripts, Digitalized traditional manuscripts, Discipline-specific learning resources from ancient Indian languages, special reports or any other knowledge resource for library enrichment

Response:

The college library acts as an apex knowledge resource centre for all the departments. However, each of them has its own independent specialized libraries. It is envisaged that this library will continue to be a strong facilitator in knowledge creation and dissemination. The Library serves as a source for an efficient, serious and scholarly place that supports and enables quality improvements in academic and institutional performance. The library procures a comprehensive range of textbooks, journals, digital databases, thesis and doctoral dissertations. There are collections of diverse materials, to support teaching, learning and research. It also provides entertainment and healthy leisure to the students and faculty by providing different newspapers and magazines. The entire collection is organized into various sections in the library.

The library is updated annually for books and journals based on the curriculum and annual budget. The book's cover all dental specialties and basic medical sciences. Currently there are Textbooks- 2354, Reference Books- 299, Journals-275(with volume and issue), Audio visual materials (CD, DVD) – 144. The college has membership of the N-LIST Programme funded by MHRD, as a college component under the e-Shodh Sindhu Consortium. It provides access to more than 6000+ e-journals, 1,64,300+ e-books through N-LIST and 6,00,000 e-books through NDL.

We have included mandatory library hours in the timetable of our students to inculcate the reading habits in them. There is also a new arrivals section in our library which is refreshed once every 3 months. A message is also sent to students and faculties to intimate them of the same.

File Description	Document
Link for geotagged photographs of library ambiance	View Document
Link for data on acquisition of books / journals /Manuscripts / ancient books etc., in the library.	View Document
Link for any other relevant information	View Document

4.3.3 Does the Institution have an e-Library with membership / registration for the following: 1. e – journals / e-books consortia 2. E-Shodh Sindhu 3. Shodhganga 4. SWAYAM 5. Discipline-specific Databases

Response: B. Any four of the above

File Description	Document
Institutional data in prescribed sormat	View Document
E-copy of subscription letter/member ship letter or related document with the mention of year	View Document

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

Response: 2.09

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

2019-20	2018-19	2017-18	2016-17	2015-16
7.59	1.71	1.04	0.12	0

File Description	Document
Provide consolidated extract of expenditure for purchase of books and journals during the last five years duly attested by Chartered Accountant and Head of the institution	View Document
Institutional data in prescribed format	View Document
Audit statement highlighting the expenditure for purchase of books and journal library resources	View Document

4.3.5 In-person and remote access usage of library and the learner sessions/library usage programmes organized for the teachers and students

Response:

The college library consists of a digital library wing which enables greater access to wide range of well organized data in digital form. The online data base subscribed and web based online catalogue is available in the internet. Students can access the online database in entire college network. Faculty members can access online database from anywhere.

In-Person and Remote Access Usage Of Library:

The students and faculty have in person access to the hard copies of books, current journals, back volumes of journals, audiovisual resources, virtual library, newspapers and magazines, thesis. The library has fully automated its entire collection which could be accessible through

Library Management System (E-granthalaya 3.0)

The college library consists of an automated library which enables electronic-access to wide range of well-organized data in automated form. Students can know the resources available in library by using the Library OPAC (E-granthalaya3.0 library management software) in entire college network. The students and faculty have in personal access to the hard copies of books, journals, audiovisual resources, newspapers and magazines, thesis and dissertations. Library is providing SDI & CAS services and document services like scanning, photocopy to the users. The library is registered member of INFLIBNET through N-LIST programme and has access to over 6000+ e-journals and 164300+ e-books. These can be accessed by students and faculty.

Library Orientation Program for First year BPT and BASLP students

A Library orientation Program is being organized every academic year for the first year BPT and BASLP students to orient them on the facilities and services in the library. The students are given a library tour in groups by the member of the Library Committee showing access to books, journals, newspaper and magazines and sections. The library facilities like reprography, printing, own book reading rooms and audio-visual rooms are shown. The rules and regulations including monitoring are illustrated. The students are also shown the access to virtual library for educational reference and electronic databases. Step by step hands on guidance on accessing the digital databases for literature search is demonstrated. Two students are selected as library student representatives for each batch.

Library Learner Program for Faculty

A Library Learner program is organized for all faculty of HIS every year to orient them on the subscription and usage of e-resource databases, E-consortium by N-List Infflibnet. The e-guide on using these resources for ebooks and e-journals of dental and related allied health science specialties is also explained. The usage of Library Management System that supports in maintaining data of the entire library collections is also exemplified. This exercise enables the faculty to utilize the resources in the library to enhance classroom teaching, in the preparation of conference papers and in the publication of research papers.

File Description	Document
Link for details of library usage by teachers and students	View Document
Link for details of learner sessions / Library user programmes organized	View Document
Link for any other relevant information	View Document

4.3.6 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
Institutional data in prescribed format	View Document
Any additional information	View Document
Links to additional information	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: 9	
4.4.1.2 Total number of classrooms, seminar halls and demonstration room in the institution	
Response: 9	
File Description	Document
Institutional data in prescribed format	View Document
Geo-tagged photos	View Document
Consolidated list duly certified by the Head of the institution.	View Document

4.4.2 Institution frequently updates its IT facilities and computer availability for students including Wi-Fi	
Response:	
<p>Institute has always eagerly taken an initiative to upgrade itself in providing IT facilities to students and faculty. With 5 computers in the year of establishment, the institute now possesses 42 computers. The latest configuration of computer available in the institute is 9th generation with 8GB RAM, 2TB HDD, i5 processor. Each department has its own computing facility. All 42 computers are LAN connected. The institute has total 12 application software and 2 system software's</p>	
1. Hardware and Software Facilities	

S.No.	Item & Configuration	Quantity
1	Number of systems with	42 systems

	configuration	Dell, Hp, Lenovo, i3 & i5 Processor 1TB HDD, 4GB RAM, 21" LCD
2	Computer-student ratio	1:3.5
3	Dedicated computing facility	42
4	Wi-Fi facility	Yes, entire campus is Wi-Fi enabled
5	Propriety software / Open source software:	Microsoft Campus License, Adobe, Photoshop, Wave pad, Sound Frottage, Crystal, & ERP, audacity, Adobe Premier
6	Number of nodes/ computers with internet facility	42 numbers
7	LAN facility :	10/100 Mbps (Lease Line)
8	Any other:	Automated admission process, Fee transaction, Learning Management System and ICT integrated evaluation through customized Campus Management Solution(ERP Software)

List of Licensed softwares

S. No.	Name of the Software	Licensed / Open Source
Operating Systems		
1	Window 7	Licensed
2	Window 10	Licensed
Application Software's and Others		
1	Microsoft Office	Licensed
2	Crystal	Open Source
3	Adobe Acrobat	Open Source
4	Antivirus	Licensed
5	Wave pad	Open Source
6	Google Chrome	Open Source
7	Mozilla Firefox	Open Source
8	Adobe Photoshop	Licensed

9	Draw pad	Open Source
10	Sound Forge	Open Source
11	Adobe Premier	Licensed
12	Google Sketch up	Open Source

To synchronize syllabus with industry institute uses open source application and system software's for keeping students updated. Various open source application and system software in the institute are:-

Internet service was made available in the institute to students and faculty, with a bandwidth of 10/100 Mbps lease line 42 connection. The institute has separate computer center of computers with internet facility. All the IT facilities are minutely looked upon by system head, system admin, and Team of technicians.

File Description	Document
Link for documents related to updation of IT and Wi-Fi facilities	View Document
Link for any other relevant information	View Document

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

Response: <50 MBPS

File Description	Document
Institutional data in prescribed format	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.5 Maintenance of Campus Infrastructure

4.5.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 52.06

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
22.29	22.83	24.08	21.19	16.57

File Description	Document
Provide extract of expenditure incurred on maintenance of physical facilities and academic support facilities duly certified by Chartered Accountant and the Head of the institution	View Document
Institutional data in prescribed format	View Document

4.5.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports facilities, computers, classrooms etc.

Response:

Adequate academic, physical and support facilities are available on the campus. In order to ensure their maintenance and optimum utilization, various systems and procedures are established so as to benefit all the stakeholders.

1. Maintenance of Physical Infrastructure and Support facility:

Institute believes in maintaining a spic and span campus as a necessary prerequisite to achieving salubrious environment. In view of this, Maintenance Committee has been formed which ensures that the maintenance of the physical, academic and support facilities is carried out in a planned and systematic manner as per the standard policies developed by the Institute.

a) Routine Maintenance:

Cleaning, Dusting, Sweeping and Mopping of all areas is undertaken daily by the Out Sourced Housekeeping staffs and is supervised. Regular cleaning chart and progressive maintenance records are maintained. For minor repairs, the Institute has a workforce of Carpenters, Masons, Electricians and Plumbers.

b) Preventive Maintenance:

Painting: The Institute has prepared a Calendar to ensure that all the areas are periodically painted.

Air Conditioning: Many areas of the Institute are air conditioned. The maintenance of the Heating, Ventilation, and Air conditioning (HVAC) system is outsourced.

CCTV: The Institute has installed multiple CCTVs on the Campus. The maintenance of the systemic outsourced.

Water testing: PH testing procedure: PH is a measurement of the acidic or basic quality of water. Fill the test tube (0102) to the 10 ml. line with the sample water. Add one PH wide range test tube (6459) cap and mix by inverting until the tablet has disintegrated. Bits of material may remain in the sample. Compare the color of the sample to the PH color chart. Record the result as PH. The PH scale ranges from a value of 0 (very acidic) to 14 (very basic) with 7 being natural. The PH of natural water is usually between 6.5 and 8.2

Water Tanks / Septic Tanks: All the underground and overhead water tanks are cleaned by Professional service-providers once a year using sophisticated equipment including UV Equipment.

Audio-Visual System: The high end AV systems are covered under Annual Maintenance Contract.

Pest Control: The Pest control which includes combating general disinfection, rodent treatment and larva breeding is done periodically as per pre-decided calendar. Anti-Termite treatment is also done periodically.

2. Maintenance of IT Infrastructure: Systems Department ensures that the maintenance of the IT Infrastructure is carried out in a planned and systematic manner as per the standard policies developed by the Institute. The Institute has a full-fledged Systems Department with a qualified Systems Manager for efficient management of IT infrastructure on campus. Systems Department with team ensures that the IT infrastructure (including hubs, L1 / L2 Switches, Wi-Fi Routers etc and peripherals) are always in working condition. The Institute has a policy of purchasing only hi-branded computer and networking hardware from reputed companies like IBM, Dell, Acer, Lenovo having extended 3-years warranty and therefore the maintenance for first 3 years is taken care by the vendor/supplier.

File Description	Document
Link for log book or other records regarding maintenance works	View Document
Link for any other relevant information	View Document
Link for minutes of the meetings of the Maintenance Committee	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 20.46

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
46	34	19	20	29

File Description	Document
List of students who received scholarships/ freeships /fee-waivers	View Document
Institutional data in prescribed format	View Document
Consolidated document in favour of free-ships and number of beneficiaries duly attested by the Head of the institution	View Document

5.1.2 Capability enhancement and development schemes employed by the Institution for students: 1. Soft skill 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: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Detailed report of the Capacity enhancement programs and other skill development schemes	View Document
Link to Institutional website	View Document

5.1.3 Average percentage of students provided training and guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 69.95

5.1.3.1 Number of students benefitted by guidance for competitive examinations and career counseling offered by the Institution in a year

2019-20	2018-19	2017-18	2016-17	2015-16
126	107	93	89	92

File Description	Document
Year-wise list of students attending each of these schemes signed by competent authority	View Document
Institutional data in prescribed format	View Document
• Copy of circular/ brochure/report of the event/ activity report Annual report of Pre-Examination Coaching centers	View Document
Link for institutional website. Web link to particular program or scheme mentioned in the metric	View Document

5.1.4 The Institution has an active international student cell to facilitate study in India program etc.,

Response:

Although we have not taken any international student in the past, we are planning to include this from academic year 2021-22 .In past many international guest faculties and pioneers in the field of speech & hearing and Physiotherapy have come to our campus, interacted with our students regarding their subject matters. Many international professionals during their visit (to attend the conferences conducted by our college) extended their hands to help our students by taking few classes.

GUIDELINES FOR ADMISSION OF FOREIGN/INTERNATIONAL STUDENTS

1. Should be an international student (Foreign Students/Non-Residents Indians (NRI))
2. For foreign students, a student visa is mandatory (for NRI, not a mandatory option)
3. Students have to obtain prior security clearance from the Ministry of Home Affairs and the approval of Department of Higher Education, Ministry of Human Resource Development, Government of India and this must be on the student visa/research visa endorsed to this institution.
4. Submit the 'Provisional Admission Offer Letter' to the Indian Embassy of the respective country for obtaining the 'Student VISA'

File Description	Document
Link for international student cell	View Document
Link for Any other relevant 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/Cell	View Document
Institutional data in prescribed format	View Document
Circular/web-link/ committee report justifying the objective of the metric	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:GATE/AICTE/GMAT/GPAT/CAT/NEET/GRE/TOEFL/PLAB/USMLE/AYUSH/Civil Services/Defence/UPSC/State government examinations/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,)

Response: 20

5.2.1.1 Number of students qualifying in state/ national/ international level examinations (eg: GATE/AICTE/GMAT/ GPAT/CAT/NEET/ GRE/TOEFL/ PLAB/USMLE/AYUSH/Civil Services/Defence/ UPSC/State government examinations/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) year-wise during the last five years ..

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

5.2.1.2 Number of students appearing in state/ national/ international level examinations (eg:GATE/AICTE/GMAT/CAT/NEET/GRE/ TOEFL/ PLAB/ USMLE/AYUSH/Civil Services/Defence/UPSC/ State government examinations / AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.) **during the last five years**

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

File Description	Document
Scanned copy of pass Certificates of the examination	View Document
Institutional data in prescribed format	View Document

5.2.2 Average percentage of placement / self-employment in professional services of outgoing students during the last five years

Response: 68.74

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
44	18	12	16	12

File Description	Document
Institutional data in prescribed format	View Document
In case of self-employed professional services registration with MCI and documents for registered clinical Practitioner should be provided	View Document

5.2.3 Percentage of the batch of graduated students of the preceding year, who have progressed to higher education

Response: 10.34

5.2.3.1 Number of last batch of graduated students who have progressed to higher education

Response: 6

File Description	Document
Institutional data in prescribed format	View Document
Any proof of admission to higher education	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 (zonal)/ National / International levels (award for a team event should be counted as one) during the last five years.

Response: 16

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/National / International levels (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
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

5.3.2 Presence of a Student Council, its activities related to student welfare and student representation in academic & administrative bodies/ committees of the Institution

Response:

The institute strongly believes that student involvement is necessary for the overall progress of the institute. Institute encourages active participation of students through nomination by HODs and Principal. The selection process of Cultural committee and sports committee coordinators have been conducted. These student committees actively work for different activities conducted in the institute. The institute has formed following academic and administrative bodies which have student representatives.

- Anti-ragging committee
- Women's Grievances Committee
- Sports committee

- Cultural committee
- NSS committee
- E- Magazine committee
- Career Guidance committee
- Student Volunteer Committee

The student Committees are responsible for following activities.

- Conduction of sports and cultural events
- Publication of institute E Magazine
- Social activities under the belt of Outreach activities and NSS
- Annual social gathering

File Description	Document
Link for reports on the student council activities	View Document
Link for any other relevant information	View Document

5.3.3 Average number of sports and cultural activities/competitions organised by the Institution during the last five years

Response: 21.4

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
17	18	16	16	16

File Description	Document
Report of the events with photographs or Copy of circular/ brochure indicating such kind of activities	View Document
Institutional data in prescribed format	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association is registered and holds regular meetings to plan its involvement and developmental activities with the support of the college during the last five years.

Response:

Alumni contribution for development of institution through non-financial means:

Role in academic activities:

- The Alumni are employed as faculty in the college and holds key positions like Women Welfare Committee, Training Placement Coordinator, IQAC Co coordinator etc. They play an important role in academic and institutional development.
- The Alumni serve as resource persons for Guest Lectures and seminars.
- The Alumni conduct mock personal interviews.
- The Alumni discuss clinical and professional development opportunities.
- The Alumni give feedback on the syllabus and infrastructure available in college.
- The Alumni offer job oriented training.
- The Alumni those who are entrepreneurs arrange clinic/hospital visits for the students and provide inputs on how to start a new venture to turning them in to job providers.
- The Alumni guide the students about career opportunities in different fields.
- Alumni share their professional experiences with students time to time.
- The Alumni extend their support in campus placements and internship programmes.
- Some of the members of alumni association are representatives of the IQAC committee.

Employability:

A number of our alumni have gone on to pursue higher education both within the country and outside. Some of them have come back to the institution as valuable employees and continue to serve in different positions within the institution. This ensures the continuation of the bond that exists between the institution and the students.

Professional Assistance:

Our Alumni Association along with the Training and placement cell of the institution conducts campus interviews in the institution on a regular basis. This ensures that the outgoing student has an added opportunity to get placed in reputed establishments. They also assist the institution in conducting and organizing research workshops, conferences, seminars and hands-on training courses for academic and clinical skill enrichment and upliftment.

Another way our alumni contribute is in the form of donating books to our library so that the students currently pursuing their education can benefit from them. Providing Entrepreneurial Training to their juniors. They also extend invaluable support in organizing lecture programs for career counseling by arranging resource persons for training and lectures. Our institution has always harnessed the power of its alumni through various networking platforms like Facebook, Instagram, Whatsapp, Telegram etc.; it can influence the public including patients, prospective students and other members of the society from near and far.

Speech and hearing/Physiotherapy Camps:

Our Alumni Association members leave no stone unturned to play an impressive role in the camps conducted by the college and extends manpower and financial support for the camps and also awareness programs organized by the college.

Supportive Role of the College to Alumni Association:

The College provides extensive support in different ways to the alumni in appreciation of the commendable role they play. A few of them to quote: Alumni are given concession in the registration fee for all the conferences organized in the college. The college provides the facilities of the college for conducting the meetings of the Association.

File Description	Document
Link for details of Alumni Association activities	View Document
Link for audited statement of accounts of the Alumni Association	View Document
Link for Additional Information	View Document
Lin for quantum of financial contribution	View Document
Link for frequency of meetings of Alumni Association with minutes	View Document

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

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

Response: C. Any three of the above

File Description	Document
Certified statement of the contributions by the head of the Institution	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Institution has a well structured organization chart with various level of governance to achieve the vision and mission of the institution

Vision

“An institute of excellence in Learning, Teaching, Research, Health Care and Service to the Community”
To be a globally acclaimed Institution, recognized for excellence in rehabilitation education, Scientific research and patient care. To help foster acquisition of knowledge in basic behavioural and clinical sciences so as to prepare the graduate to enter the general practice of physiotherapy, audiology, speech language pathology, Research and Teaching. To provide preventive, comprehensive primary and specialized Oral health care to people of all socioeconomic & cultural groups.

Mission

Our motto ‘Give a man a fish and he will live for a day, teach him to fish and he will live a lifetime’.
Based on the line the mission statements are

- To create a top notch health care system that delivers physical, mental and spiritual health needs to all socio-economic strata, locally, nationally and globally
- To Impart quality education, research, clinical services and public awareness in the field of communication disorders.
- To Develop and empower persons with Disabilities.
- To inculcates social value and responsibilities to the faculty members and students by imparting outreach and extension activities in the neighborhood for holistic development of the society

The world has countless professionals who stem from our academy after pursuing bachelor’s and master’s degree in Audiology, Speech Language pathology and Physiotherapy and keep up with their roots, by serving people across the continents.

Governance, Leadership and Management

The Management actively takes part in the monitoring of the institution. The Governing Body conducts the meeting twice in a year where they review the activities and recommends the new initiatives. Management allocates the funds for the development activities such as faculty requirement, academic, research, infrastructure, training, placement etc.

Under the guidance and leadership of Prof Satyanaryan Mahapatra, Director , the governance of IHS comprises of Board of Governors (BoG), Advisory Council consisting of experts of high repute, Internal Quality Assurance Cell (IQAC). IQAC proposes various academic initiatives for quality enhancement and

for upgradation of quality process.

Nature of Governance

Participation of Teachers in Decision Making Bodies

The institution strictly adheres and function as per the rules and regulations laid down by the regulatory bodies. In view of executing the directions/instructions received from regulatory bodies and decisions taken in Governing Council at trust level the institution has a structured administrative system and also framed various statutory and non-statutory committees

File Description	Document
Link for Vision and Mission documents approved by the College bodies	View Document
Link for additional information	View Document
Link for 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.

Response:

IHS functions with perfect decentralized administration that has complete transparency in the decision making process. The motives of decentralized administration are

- a) to enhance democracy in decision making,
- b) to promote the effective and efficient use of resources in education,
- c) to make public education more responsive to local needs,

From inception, college functions through delegation of powers. The head of the institution (The Director) in consultation with the Managing Trustee of Margdarsi and after the approval of Governing body of IHS plans the activities for the year and a few more years(like a short term plan of 3-4 years) . Through very clear deliberations with Principal and Heads of Departments the action plan is prepared which is transferred to the departments for implementation supported with adequate finance and infrastructure . All the developments of the college are achieved in this mode. Initiating new programmes, establishment of SSPDE Model Center for children with special need, implementation of ISO system and e-governance. Several meetings were held with Project Director, heads of the departments, programme coordinators and regulatory bodies. A good number of interactive meetings were held among several functional heads to arrive at a possible framework for quality system implementation and to meet standards of national and international level of education and health care needs. The progress is monitored and corrective actions will be made based on the feedback from students, employers, parents and other quality assurance

processes. This success is attributed to the participative management that is practised in the college and in the academic administration of the departments which empowers faculty members to understand the objectives clearly and execute the tasks towards the realization of desirable outcomes. For the smooth functioning various committees are constituted such as Internal Quality Assurance Cell, Disciplinary Committee, Anti Ragging Committee, Internal Complaint cell, Hostel Committee, Placement and Training, Women Empowerment and grievance, Library Committee, Canteen Committee, Planning, Approvals, Accreditations & Certifications Committee, Transport Committee, NSS Committee, ICT Committee, R&D Committee, Editorial Committee, Sports Committee, ,Alumni Committee, Examination Committee etc

Two case study of success towards the practices of decentralization and participative management is

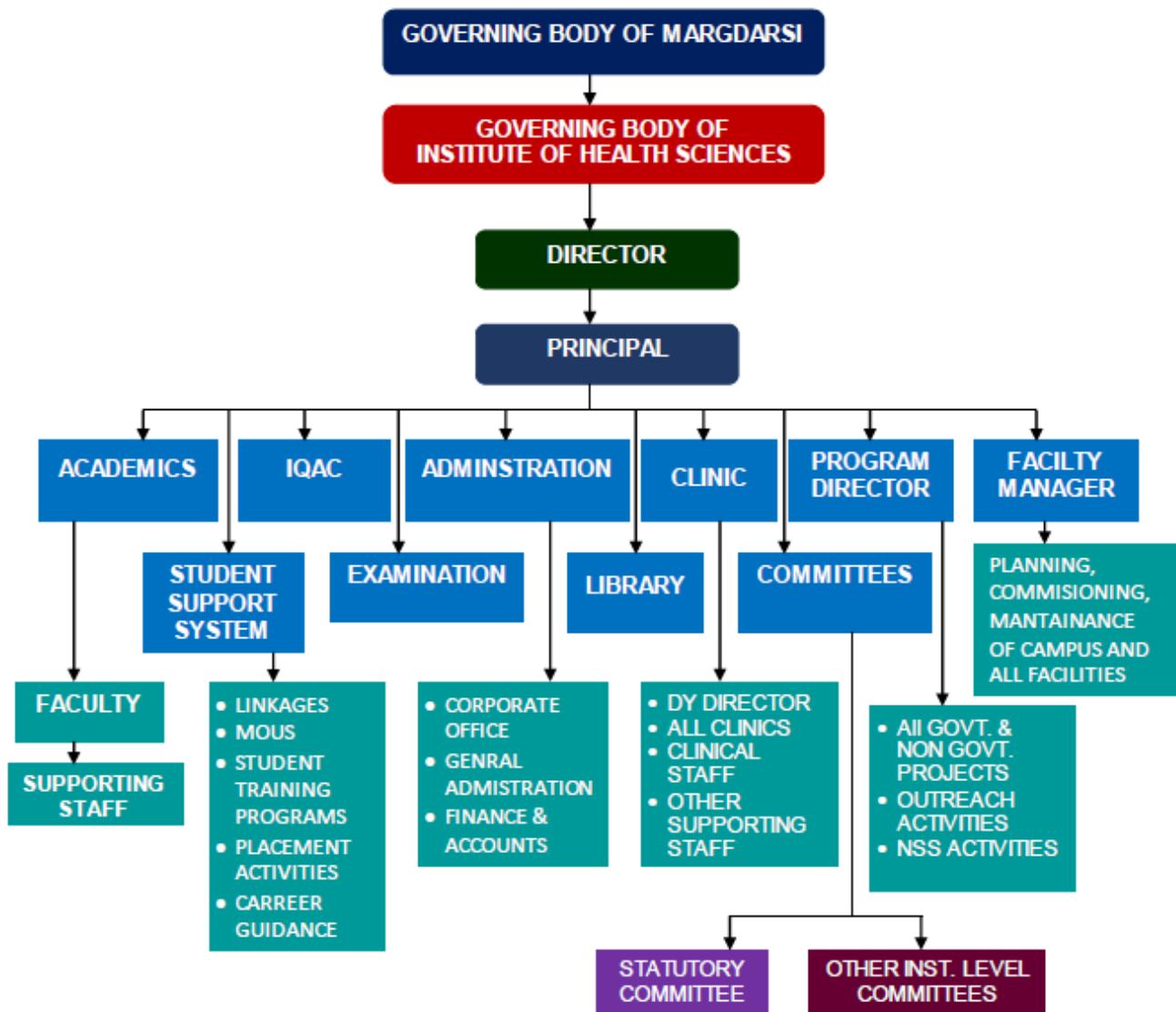
1. **“Kshymata express”** is a collaborative program with government to different districts in order to do community based screening and treatment. This a case study which depicts involvement of different stakeholders participating in conducting the activity. Initially the extension activity committee conducts a meeting wherein the members discuss the entire proceedings of the event following which the approval will be taken from HOD of different department and IQAC Chairperson. The event was conducted involving different stakeholders participation Practices of decentralization and participative management
2. **Balamukunda Memorial Centre for Audiology:** It works towards developing professional services for hearing impaired through ultra modern medical and rehab services.
3. **ADITI Integrated School:** ADITI works towards helping the socio-economically disadvantaged girl children to gain education with dignity

File Description	Document
Link for relevant information / documents	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The Institutional has well defined organisational structure, Statutory Bodies/committees of the College with relevant rules, norms and guidelines along with Strategic Plan effectively deployed

Response:



1. Governing Body

Management of the institute is the highest body for policy making. Governing Body, the advisory body of institute, meets periodically to discuss various issues and aspects related to the development of the college. Governing body responsibilities include considering and approving the institutional strategic plans of framing academic aims and objectives. It also formulates financial, physical and HR strategies.

2. Administrative Setup

Director is the key person of the college and monitors all academic, administrative and financial matters of the college. Principal reports to Director and assists Director for Academic activities. Apart from these Academic Unit, IQAC, Student Support System, Administration Unit, Clinical Unit, Project Director and Facility Management Units are playing key role in top level monitoring of functioning of sub units.

Service rules and procedures:

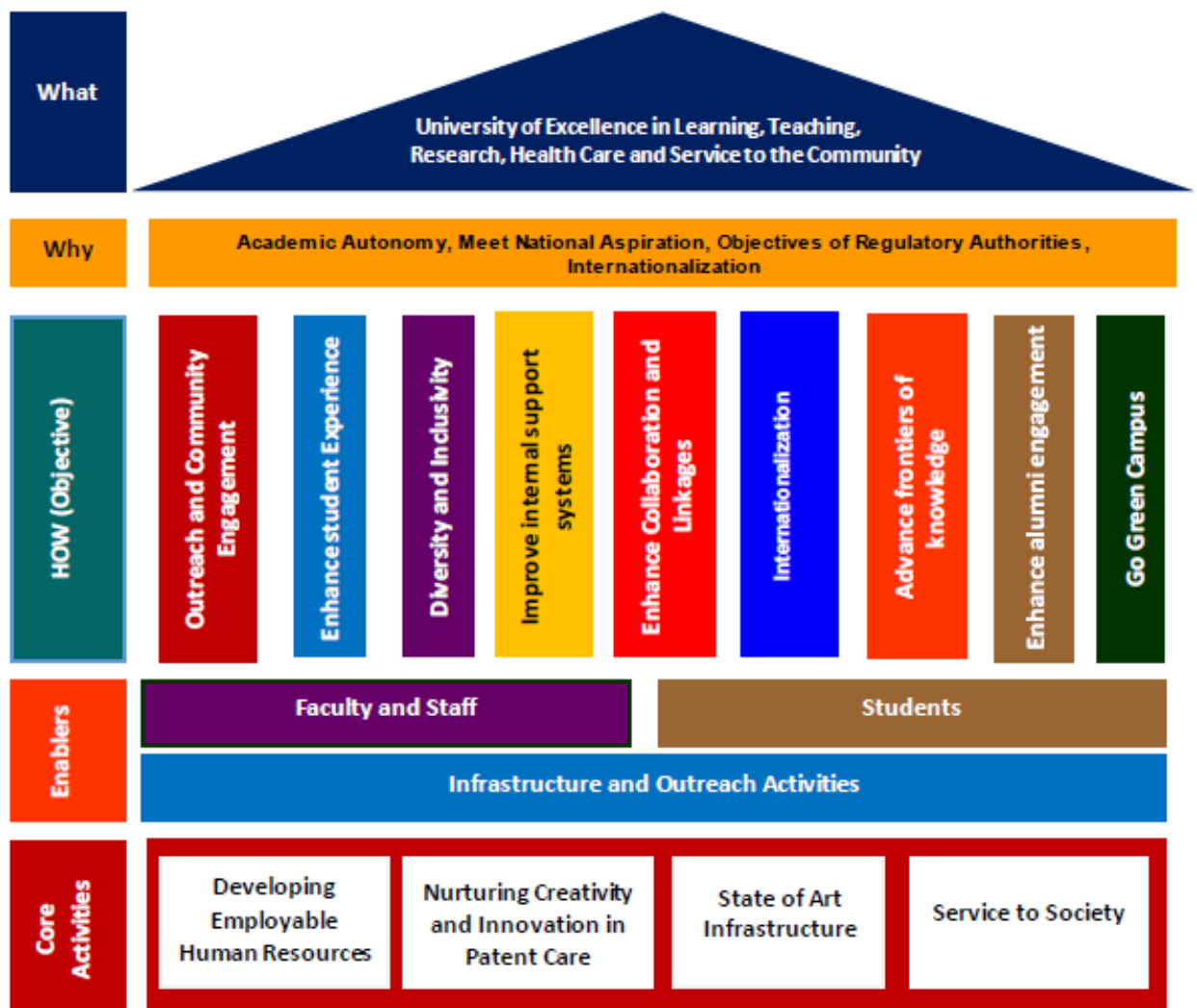
The Institution has a set of well-established rules and policies within the framework of RCI, state Govt. and the affiliating university regulations which are approved by the Governing Body of the Institution. The rules and regulations of the institution are as approved by GB. Institution has prepared a policy book

containing various details of service policies. Functions of various bodies: Well defined Code of conduct hand book with duties and functions of all duly approved by GB is shared with all employee and Discipline Committee is in place to monitor the adherence.

Grievance redressal mechanism

In order to ensure transparency in imparting technical education and with objective of preventing unfair practices and to provide a mechanism to students for redressal of their grievances, Grievance Redressal Committee is formed as per UGC guidelines.

STRATEGIC PERSPECTIVE PLAN 2017-25



File Description	Document
Link for strategic Plan document(s)	View Document
Link for organisational structure	View Document
Link for minutes of the College Council/ other relevant bodies for deployment/ deliverables of the strategic plan	View Document
Link for additional information	View Document

6.2.2 Implementation of e-governance in areas of operation

1. Academic Planning and Development
2. Administration
3. Finance and Accounts
4. Student Admission and Support
5. Examination

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module Annual e-governance report approved by Governing Council/ Board of Management/ Syndicate Policy document	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

Employees are undeniably crucial stakeholders who influence organisational effectiveness by stabilizing the tremor caused by adaptive environment. The management of IHS implemented various monetary as well as non-monetary welfare measures for employees. Monetary welfare schemes are

1. Group insurance of staff members
2. Maternity Leave
3. Staff Loan
4. Staff Ward concession
5. Leave for higher education
6. Medical Policy

7. Bus facility
8. Financial Assistance for Conference Abroad
9. Subsidized food in the canteen.

Apart from Monetary schemes various non-monetary welfare schemes are provided to employees for their professional development. The schemes are listed below

- Professional workshops are conducted to keep pace with syllabus and new trends.
- Faculty development programs /STTP are conducted in the institute.
- Faculty members are encouraged to attend seminars and conferences.
- Experts from the abroad , hospitals and academia are invited for interaction with the staff.
- The institute motivates the faculty and staff for arranging / attending outreach programs/ visits.
- Faculty members are encouraged/ assisted to undertake professional body membership for active involvement.
- Adjunct faculty members are present in each department to provide professional exposure to other faculty members
- Training programs are arranged for updating the knowledge of the non-teaching staff.

File Description	Document
Link for policy document on the 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: 20

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
15	0	0	0	0

File Description	Document
Relevant Budget extract/ expenditure statement	View Document
Policy document from institutions providing financial support to teachers, if applicable E-copy of letter indicating financial assistance to teachers	View Document
Institutional data in prescribed format	View Document

6.3.3 Average number of professional development / administrative training programmes organized by the Institution for teaching and non- teaching staff during the last five years (Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,)

Response: 12.8

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

2019-20	2018-19	2017-18	2016-17	2015-16
9	8	8	3	11

File Description	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

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: 80.3

6.3.4.1 Number of teachers who have undergone Faculty Development Programmes including online programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course and any other course year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
12	11	11	10	9

File Description	Document
Institutional data in prescribed format	View Document
E-copy of the certificate of the program attended by teacher	View Document

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

Response:

The performance appraisal system consists of self appraisal and appraisal by the reviewing officer (Principal). Faculty members submit their self-appraisal form at the end of every academic session which is endorsed by the respective Head of the Department. Faculty members have to highlight all their academic as well as other contributions/ achievements in their performance reports. The Head and the Principal go through the performance report submitted by faculty member to assess their performance with respect to different components including his/her teaching methodology, result analysis of subjects and capability which leads to the over-all academic development. Review of these appraisals and the annual reports keeps the staff conscious of their progress and efforts and helps them compare themselves vis a vis others. The self appraisal format considers varied contributions made by the concerned staff member viz innovations in teaching, their teaching methodologies, research contribution, extension work towards community, outside interaction, various portfolios (departmental as well as institutional level) etc. Such a competitive approach to bring the section/department in the limelight helps improvement in the functioning of the organization. Performance appraisal system is also available for non-teaching staff.

Administrative, Clinical and Support staff members submit their self-appraisal form at the end of every academic session which is endorsed by the Administrative Officer. They have to highlight all their administrative as well as other contributions/ achievements in their performance reports. The Administrative Officer and the Principal go through the performance report submitted by faculty member to assess their performance with respect to different components including his/her Punctuality, alertness and capability which leads to the over-all administrative development. Review of these appraisals and the annual reports keeps the staff conscious of their progress and efforts and helps them compare themselves vis a vis others.

File Description	Document
Link for performance Appraisal System	View Document
Link for any other relevant information	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 a well-defined mechanism to mobilize the funds, the main corpus of which comes from student's fees, Government Projects with additional support from the management, if needed. Head of the Departments/ section heads shall prepare the approximate annual budget and the same is submitted to the Director well before the commencement of an academic year. Administrative Officer prepares the consolidated Institutional budget and presents the same before the Governing Body for approval. Approved budget is handed over to the respective department and section heads for implementation. Accounts makes necessary arrangement to mobilize the fund as per the budget requirement. The Director keeps track of the budget through internal audit. In any unforeseen circumstances, non-budgeted amount is allotted depending on the merit of the case. After implementation by the departments/sections, Invoice and purchase order is reviewed by the Director at the end of the year.

Fund mobilization through following sources:

Fee collected from the students, Term loan from Bank, Government Projects, Funds from Govt. and Non Govt. sources, Consultancy fees

Mobilization of funds received through various sources are done for following

- 1.Salary of teaching and supporting staff
- 2.Purchase of equipment, machinery, software and furniture
- 3.Library books, e-subscriptions of journal and books
- 4.Electricity charges, telephone, internet bills, postage and other miscellaneous
- 5.Annual maintenance contract, consumables, repair and maintenance, sanitation-house keeping gardening and security charges
- 6.Repayment of bank loan
- 7.Advertisement, printing & stationery
- 8.Infrastructure development facilities and Building construction works
- 9.Research and project activities
- 10.Seminars, Conferences and Faculty Development Programmes and other extra/co-curricular activities

File Description	Document
Link for resource mobilization policy document duly approved by College Council/other administrative bodies	View Document
Link for procedures for optimal resource utilization	View Document
Link for any other relevant information	View Document

6.4.2 Institution conducts internal and external financial audits regularly

Response:

Yes. The Institution conducts internal audit half yearly and external audit at the end of every financial year. Financial planning is exercised well in advance for the organization and efficient budgeting is done by involving the various Academic departments and Administrative sections of the Institution. Financial planning and review is done by Governing Body. Internal audits are carried by internal audit committee (IAC) and external financial audits are regularly done by chartered accountants.

The institutional mechanisms for internal and external audit are given below:

The internal audit of accounts is carried out by Director and Administrative Officer. The Internal auditor checks fee receipts and payment vouchers and necessary supporting documents. Final report is submitted to the Governing Body during GB meeting for validation. The External audit is conducted at the end of financial year. The audit is carried out by chartered accountant (CA).

During the internal audit the Director raise objections, if any, related to finance and stock related records, giving an opportunity to the accounts to address and rectify the same. Queries in the audit will be reported to the account section and compliance is effected within a months' time. He also give necessary guidance for improvement in account maintenance. These measures ensure no further discrepancies in the records that can be objected by the external auditors. Every Financial transaction is recorded through software.

File Description	Document
Link for documents pertaining to internal and external audits year-wise for the last five years	View Document
Link for any other relevant information	View Document

6.4.3 Funds / Grants received from government/non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III)

Response: 91.33

6.4.3.1 Total Grants received from government/non-government bodies, individuals, philanthropists year-

wise during the last five years (INR in lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
24.61	26.20	13.55	25.95	13.91

File Description	Document
Provide the budget extract of audited statement towards Grants received from nongovernment bodies, individuals, philanthropist duly certified by Chartered Accountant and the head of the institution	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

6.5 Internal Quality Assurance System

6.5.1 Institution has a streamlined Internal Quality Assurance Mechanism

Response:

Following NAAC guidelines, the college has established the Internal Quality Assurance cell (IQAC) on 28th January 2019 for quality sustenance measure and the various activities of IQAC are summarized below. The calendar of events are being prepared every year and uploaded in the college website.. The intradepartmental action plan for individual department is prepared annually under the guidance of IQAC and a report on the execution of the plans along with the minutes of periodical meetings are available with the respective HODs.

The following are the various quality initiatives taken by IQAC

- IQAC plans for designing calendar of events of the college.
- IQAC periodically conducts quality related workshops in the college
- IQAC recommends teachers to use ICT enabled teaching effectively in classroom teaching.
- IQAC regularly monitors the quality check at the institutional level
- Academic audit is being conducted every year.
- IQAC takes initiative to organise conference, seminar and workshop required for the benefits of the staff and students.
- IQAC documents the research publication of faculties and enhances the research activities in the institution.
- IQAC designs the feedback formats on various parameters applicable to all stakeholders

The IQAC has developed a continuous review process on teaching-learning to sustain effective teaching and learning for targeted outcome. IQAC believes in appropriate planning for success. Following are few

parameters on which review is conducted.

Curriculum Level

Review of Academic Process Calendar	-	Once in Semester
Review on Curriculum Planning	-	Once in Semester
Review on Teaching – Learning (Planning)	-	Once in Semester
Review on Teaching – Learning (Execution)	-	Once in Semester
Review on Teaching – Learning (Attainment)	-	Once in semester
Review on Syllabus Completion Monitoring	-	Twice in semester
Review on Teaching Feed Back from students	-	Twice in semester
Review on Conduct of Remedial Classes	-	Once in semester

Co-Curricular Level

Review on Field Visits/ Internship	-	Once in Year
Review on Guest Lectures/Work Shops/ Certification/Value Added course for students	-	Once in semester
Review on students Paper		
Publication in Journals/ Events	-	Once in year
Review on Quality of News Letter Publication	-	Once in year
Review on Conduct of Activities by Professional Bodies	-	Twice in year

Extra-Curricular Level

Review on Student participation in Art/Literary/ Cultural Activities	-	Once in Year
Review of Student participation in Sports & Games	-	Once in year
Review of Student participation in NSS activities	-	Once in year

Review of Student participation in Outreach activities - Once in year

Organization level

Review on attainment of Cos, POs and PSOs - Once in year

Review on ICT / Laboratory facilities - Once in year

Review on Best practices/Innovation - Once in year

Review on Faculty Development Programs

conducted / attended - Twice in year

Review on Budget planning & utilization - Once in year

Review on finance audit - Once in year

File Description	Document
Link for the structure and mechanism for Internal Quality Assurance	View Document
Link for minutes of the IQAC meetings	View Document
Link for any other relevant information	View Document

6.5.2 Average percentage of teachers attending programs/workshops/seminars specific to quality improvement in the last 5 years

Response: 83.64

6.5.2.1 Number of teachers attending programs/workshops/seminars specific to quality improvement year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
12	11	11	11	10

File Description	Document
List of teachers who attended programmes/workshops/seminars specific to quality improvement year-wise during the last five years	View Document
Institutional data in prescribed format	View Document
Details of programmes/workshops/seminars specific to quality improvement attended by teachers year-wise during the last five years	View Document

6.5.3 The Institution adopts several Quality Assurance initiatives The Institution has implemented the following QA initiatives : 1. Regular meeting of Internal Quality Assurance Cell (IQAC) 2. Feedback from stakeholder collected, analysed and report submitted to college management for improvements 3. Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff. 4. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF etc.,)

Response: A. All of the above

File Description	Document
Report of the workshops, seminars and orientation program	View Document
Report of the feedback from the stakeholders duly attested by the Board of Management	View Document
Minutes of the meetings of IQAC	View Document
Institutional data in prescribed format	View Document
Annual report of the College	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Total number of gender equity sensitization programmes organized by the Institution during the last five years

Response: 30

7.1.1.1 Total number of gender equity sensitization programmes organized by the Institution year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
6	6	6	6	6

File Description	Document
Report gender equity sensitization programmes	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

7.1.2 Measures initiated by the institution for the promotion of gender equity during the last five years.

Response:

The importance of maintaining equality amongst men and women in any establishment is at the forefront of our institution. The proportion of female faculties and employees in our institution is more as their male counterparts. Our motive is to provide a sense of equity based work place environment to all the stakeholders. Gender equity is the process of allocating resources, programs and decision-making fairly to both males and females without any discrimination on the basis of sex while addressing any imbalances in the benefits available to males and females. Various curricular and co-curricular activities are held on campus to ensure gender equity and raise awareness on gender sensitivity. The staff constantly interacts with the girl students and enquires about their well-being. They advise them on the subject of acceptable attire, personal safety and precautions to be taken on social media platforms, etc. The Management on its part has ensured that there is parity of salary for both genders. Women are provided equal opportunities as the men and all possible cooperation has always been extended to them. The Student Mentorship Committee ensures that the mentor handles his/her allotted mentees. This ensures that sensitive issues that arise especially pertaining to girls are identified in the initial stage itself and addressed satisfactorily through the appropriate authority. The Suraksha committee constituted under the aegis of senior female faculty members along with student members who ensure that women's rights are protected. The purpose of this committee is to provide protection against sexual harassment of women at workplace and the prevention and redressed of complaints of sexual harassment and matters related to it. The committee has conducted several co-curricular activities to raise awareness among women. The program organized by the

institute are: Sensitization regarding the POCSO act (Protection of Child from Sexual Offenses Act), Faculties were taught how to treat male and female students and to understand their emotions and ensure that they were treated in a human way, enlightened the faculties about The Sexual Harassment of Women at Workplace act, various seminar, workshops, essay writing competitions on Gender issues, Celebration of International Women's Day where the issues pertaining to women, women's health, safety are highlighted. Regular meetings are held by the committee to make sure even minor issues, if any are dealt with satisfactorily. All the members are readily available to hear any complaints and a robust redressed plan has been devised to ensure speedy resolution of any problems. However, a significant fact one must note is that no issue of harassment has been reported on our campus till date. This has been made possible by the regular conduct of gender sensitization programs which has increased the awareness and the strict monitoring system in place. All these measures have ensured the establishment of gender equity in our institution.

File Description	Document
Specific facilities provided for women in terms of a. Safety and security b. Counselling c. Common Rooms d. Day care centre for young children	View Document
Link for any other relevant information	View Document
Annual gender sensitization action plan	View Document

7.1.3 The Institution has facilities for alternate sources of energy and energy conservation devices 1. Solar energy 2. Wheeling to the Grid 3. Sensor based energy conservation 4. Biogas plant 5. Use of LED bulbs/ power efficient equipment

Response: B. Any four of the above

File Description	Document
Institutional data in prescribed format	View Document
Facilities for alternate sources of energy and energy conservation measures	View Document
Link for additional information	View Document

7.1.4 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:

Solid waste management : The college has set up mechanisms for management of different types of wastes generated within the building and premises. A dedicated task force is employed for daily cleaning, mopping of entire building and premises. The solid wastes in the classrooms, laboratories, staff rooms and administrative areas are collected in dustbins. Separate dustbins are also provided on the campus to collect waste from internal roads and open places. All this waste is disposed of through services provided by the municipal corporation. The college encourages the use of electronic media, social and telecommunication systems for minimizing the use of paper. It uses external drives, webmails, other portable devices for storage and retrieval of a large volume of data. Daily news-papers, old lab records are disposed to scrap vendors through a centralized mechanism for the campus. Students make paper bags and distribute them to the medical stores for the dispensing of medicine. Used answer-sheets from examination section are submitted to the university as per the norms. Empty plastic bottles, glass bottles of chemicals are reused after proper cleaning while the broken or damaged containers are given away to the scrap agency. Use of one-time-use plastic articles is minimized and glass, metal articles are used for pantry, canteens.

Liquid waste management: Wash waters from cleaning, mopping or spillage is drained through drainage lines. Expired laboratory consumables are reused for conducting experiments if indicated safe or else are returned to the vendors. Spent organic solvents are recovered and recycled whenever feasible. Water used in practice is reused /recycled using submersible motors. Water from the sewage treatment plant is reused for lawns and trees on the campus.

Bio-medical waste management: The college has a set mechanism for disposal of biological waste.

E-Waste management: The college is a part of multi-faculty campus and hence, follows rules and guidelines for the management of e-wastes designed by the electronics department. Computer hardware, peripherals that are beyond repairs are submitted to the department for further course of action. Electrical fittings and fixtures are sold to scrap vendors selected by the campus management.

Waste recycling system: The waste recycling system is limited to paper, glass, plastic articles, water, and a few solvents and chemicals.

Hazardous chemicals and radioactive waste management: There is no waste of this category.

File Description	Document
Link for relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Link for geotagged photographs of the facilities	View Document
Link for any other relevant information	View Document

7.1.5 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: Any Three of the above

File Description	Document
Institutional data in prescribed format	View Document
Installation or maintenance reports of Water conservation facilities available in the Institution	View Document
Link for additional information	View Document

7.1.6 Green campus initiatives of the Institution 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: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.7 The Institution has disabled-friendly, barrier-free environment

1. Built environment with ramps/lifts for easy access to classrooms
2. Disabled-friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for persons with disabilities (*Divyangjan*) accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socio-economic and other diversities. Add a note on how the Institution has leveraged its location for the services of the community (within 500 words).

Response:

Tolerance and Harmony towards Cultural & Regional factors

The institute puts lot of efforts/initiatives in bringing an inclusive environment. The students and staff of this institute are from different cultural background and from different states. The staff and students belong to different communities like Hindus, Muslims, Christians etc. being their mother tongues different like Odiya, Hindi, other regional languages etc. the institution has a very effective approach to maintain tolerance and harmony even though they belong to different communities and with different culture by organizing the events which bring the harmony and integrity among the students. Yoga, guided meditation sessions, seminars on human values are organized every semester to create coherent environment and respect for individual. Organizing republic day, womens day, World Autism Day, Independence Day, etc. promotes nationalism and patriotism among the students and staff community.

Linguistic factors:

For linguistic tolerance and harmony once in a year we conduct essay competitions in their own languages in which they can write in their mother tongues

Communal factors:

Also, institute organizes events and campaigns through Outreach activities and NSS like Kshyamata Express, plantation, blood donations, greenery importance awareness programmes Environmental day, Swachh Bharath Abhiyan, Constitution day, etc. also the women empowerment cell of the institute organizes Women's day programmes. Students and staff demonstrates communal harmony by celebrating the festival Dewali, Eid, Christmas and Holi collectively irrespective of religious, racial, cultural and lingual identities.

Socio-economic & other diversities

So far more than 1000 students are graduated from the institute from 2005 onwards. Nearly 80% of the students got employment and supporting their families. The institute strives for uplifting the students and their families socially and economically. Students are benefited by various Govt. Scholarship and Institutional scholarship.

Institution has leveraged its location for the services of the community:

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Link for any other relevant information/documents	View Document

7.1.9 Code of conduct handbook exists for students, teachers and academic and administrative staff including the Dean / Principal /Officials and support staff. 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 and the academic and administrative staff 4. Annual awareness programmes on the code of conduct are organized

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Information about the committee composition number of programmes organized etc in support of the claims	View Document
Web link of the code of conduct	View Document
Link for additional information	View Document

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

Response:

The majority of the students who seek admission to the college are not fully aware of the great culture of the country. They even do not know about the role the nation had played in the history of the world. The authorities of the Institution know that the students of this generation need to be enlightened about the history and culture of this country. They also need to be told about the freedom struggle and contribution given by great stalwarts in the freedom struggle. It is observed that they do not have any knowledge of the Constitution of the country. They are not aware of duties and rights of a common man in India. In view of this the affiliated university has introduced the courses Constitution of India, Professional Ethics in the curriculum as mandatory credit courses to fulfil the requirements of getting degree. The objective of these courses, to provide basic information about Indian constitution, to identify individual role and ethical responsibility towards society, to understand human rights and its implications.

Apart from the curricular activities functions like Independence Day, Republic Day, Constitution Day, Human Rights Day, Gandhi Jayanti, Engineers Day, Woman's day, NSS foundation Day, National Youth Day etc. are celebrated in the college.

Similarly the students have to be told about the role they shall be required to play as Engineers after completion of their academic pursuits. The college therefore conducts programs to enlighten them about the role they shall be required to play in future. Birth and Death Anniversaries of the great leaders like Mahatma Gandhi, Dr. A. P. J. Abdul Kalam, Sarbapalli Radhakrishnan etc, are observed to make the students aware of their contribution in shaping the country. Eminent speakers are invited to speak on such occasions. These speakers throw light on the lives and work of these stalwarts. The students get motivated and inspired to espouse the cause of National Development.

File Description	Document
Link for additional information	View Document

7.2 Best Practices

7.2.1 Describe two Institutional Best Practices as per the NAAC format provided in the Manual

Response:

1. **Title of the practice:** Autism Therapy using Multi modal Intensive Therapeutic Care
2. **Objectives of the best practice:** Prevention of disability among the children affected by the developmental disorders like Autism spectrum disorders, Intellectual Disability, Attention Deficit Hyperactivity Disorders, Specific Learning Disability, Cerebral Palsy, Seizure Disorders is quite important. Otherwise these children suffer lifetime disability. To prevent disability among Autism affected children comprehensive intervention protocol had to be developed using inhouse evidence based practice
3. **The context:** Most of these children with Autism Spectrum Disorders suffer from multiple issues and comorbidities. These problems need to be addressed by a team of professional experts with domain specific expertise. However, they have to work as a team with complete synergy among themselves to provide individual specific medical rehabilitation and care. The multi modal therapeutic protocol was developed to cater to specific needs of every child with Autism Spectrum Disorders. It targeted for using Multi modal Therapy at the early intervention phase of life, that is zero to three years by a team of medical rehabilitation experts. When every child with special needs suffering any neuro developmental disorders like the Autism Spectrum Disorders is provided with comprehensive therapeutic care, they will bounce back with development of normal or near normal functional skills instead of living life of disability.
4. **The Practice:** Institute of Health Sciences adopted client centered approach for rendering medical rehabilitation for people with Disabilities due to Autism Spectrum Disorders. This drastic change from the conventional professional centered approach has opened up new ways of dealing with a very difficult problem. Normally, the disability or disabling condition affected children are considered for charity as the suffering is perceived to be for lifetime. When, IHS offered institution based multi modal intensive therapeutic care with adequate doses of individual therapy, it created scope for normal or near normal functional skills development. Evidence based practice has lead IHS to formalise the intervention protocols for specific disorders and Disabilities. That included the following:
 - IHS has built up the team of professionals with domain specific expertise

- Developed infrastructure for rendering array of specific therapeutic interventions
- Built up protocols for specific disorders
- Documentation of the intervention and progress report
- Certifying at the time of discharge and monitoring of children during integration in the normal mainstream schools.

Children with Autism Spectrum Disorders exhibit range of features linked to oral communication skill, sensori and motor information processing ability, socialisation, independence in daily living activities and general behaviour. The diagnosis can be done early with a team of medical physicians and medical rehabilitation professionals. But there is no single professional who can deal with all the requirements of an Autism affected child. Thus, the Institute of Health Sciences created a protocol of twenty different professional interventions as Autism therapy which included mainstream therapies like Speech- Language therapy, Occupational Therapy, Psychotherapy, Special Education and some innovation including dietary intervention, Recreational therapy and movement therapy etc. Each child received need based bouquet of therapies in adequate doses. Autism affected children thus received the Autism Therapy

5. Evidence of success: The uniqueness of the program has helped many children drop the diagnosis of Autism and become independent with development of much of the functional skills at normal or near normal level. It has relieved the affected children from lifetime suffering. The children showed excellent development of not only the relevant deficient skills like oral communication, written communication and socialisation etc., they achieved freedom from the comorbidities like epileptic seizure, gastro intestinal issues, allergic reaction and immunity related issues. The children joined mainstream schools as a normal students and achieved academic excellence competing with other peers who are ordinary children.

The family members have got the respite from managing the Autism disability affected children for their lifetime. The society has become less burdened with some of Autism affected children who are discharged from the Institute of Health Sciences after development of normal functional skills.

6. Problems:-

1. Early identification/ proper assessment is essential for the intervention to begin. The medical fraternity is not trained enough for the referral to happen at the early stage.
2. In the absence of professional consultation, many parents undermine the importance of such intervention. It makes very difficult for the child to be treated after the critical age is crossed
3. Parents find the long duration treatment difficult to manage. Others find the related expenditure over the long duration expensive.

Resources required: a) Residential Facility: Residential facility for the children along with the parents is very much required to tap into 24 hours of the child in the campus. That could even further hasten up the recovery process and children could benefit better.

b) Information dissemination: A lot of public awareness campaign should be done to let the public know what to do and what not to do and also importance of early intervention.

7. Notes : The Institute of Health Sciences has been conducting training for transfer of skills and specific expertise. It has trained heads of Institutions to learn the multi modal therapeutic care that has been formalised as Autism Therapy. Thus the best practice developed at IHS can be adopted by other institutions through replication and collaboration with Institute of Health Sciences.

File Description	Document
Any additional information	View Document
Link for best practices page in the Institutional web site	View Document
Link for any other relevant 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 500 words

Response:

Institute of Health Sciences is the recognized State Nodal Center of National trust named Margdarsi, the statutory body set up by Government of India to deal with cognitive impairment and multiple disabilities. The Institute has completed more than 20 years of its existence by promoting excellence in the field of rehabilitation and education. This Institution has earned its reputation for being a premier Institution in the State which is well known for Model Centre for children with special needs which deal with multimodal therapy for Autism spectrum disorders and neuro-developmental disorders that causes delay in development of speech and language. It works towards providing professional services to children affected by the birth defects, developmental disorders, intellectual disability and multiple disabilities.

It is a pioneer college in the state of Odisha providing unique medical degree courses of rehabilitation sciences i.e. Bachelor in Audiology & Speech Language Pathology (BASLP) and Bachelor degree in Physiotherapy (BPT). The courses are recognized by the Government of Odisha affiliated to Utkal University and approved by the RCI, New Delhi. IHS is a recognized training centre of Health & Family Welfare department, Government of Odisha for medical officers and paramedical personnel. It is an associate of OPEDA in their Integrated Education for the Disabled (IED) Program. It has impaneled itself as a referral hospital for various organizations. Aditi Integrated School is an initiative of IHS which was established to promote the girl child education. It is a pre-school running with patronage from the benevolent public. The primary objective of ADITI is to help the socioeconomically disadvantaged girl children to gain education with dignity. The girls receive food, clothes, transport, school books and accessories without any charges.

Through various Outreach programmes (Screening) in schools we noticed the children with disabilities and provide them the necessary care. IHS professionals are actively participating for the parent counseling for the home based treatment to the persons with disabilities. Through plethora of awareness programmes, IHS organizes various health camps like Kshyamata Express in association with Government of Odisha in the interior areas of the state. Our Institute also plays the instrumental role to avail the disability certificate to the persons with disabilities through Kshyamata Express Camp. The camps offer healthcare facilities to the

real hero of our nation, is an absolute praiseworthy approach of the Institution.

IHS under Margdarsi has been constantly working towards the betterment of humanity through imparting education towards treating speech, language, physical and mental disorders. This journey has led us to get a lot of recognitions from around.

File Description	Document
Link for appropriate web page in the institutional website	View Document
Link for any other relevant information	View Document

NAAC

8.Allied Health Sciences Part

8.1 Allied Health Sciences Indicator

8.1.1 Describe the programmes offered by the Institution during the last 5 years add a note on the percentage of programmes approved by the Regulatory Body/ies within 500 words

Response:

During the last five years, two UG programs- BPT and BASLP are offered by the Institution with an intake of 40 and 25 nos. respectively. Both the programs are regular, full time and approved by the Regulatory Bodies and are affiliated to Utkal University, Bhubaneswar. The BASLP program is approved by the Rehabilitation Council of India (RCI) and having permanent affiliation from 2015-16 academic year. The program shall be of 4 academic years including 1 year of internship and should be completed within six years from the date of admission. Till 2019-20 yearly pattern was followed and from the academic year 2019-20, semester pattern has been adopted. The guidelines framed by RCI are completely followed (<http://www.rehabcouncil.nic.in/writereaddata/baslp%20final%20all%20semesters%202016.pdf>). The speech and hearing specialist, commonly referred to as Audiologist and Speech Language Pathologist from the Institute of Health Sciences is trained to provide rehabilitation services to the persons with hearing disorders and speech disorders like fluency, voice disorder, delayed speech and language development disorders due to intellectual deficit, deafness, cerebral dysfunction, autism spectrum disorders etc. The speech and hearing professionals are absorbed into various types of roles depending on the organizational setup.

The BPT program is approved by Directorate of Medical Education and Training, H&FW Dept, Govt. of Odisha and provisionally affiliated to Utkal University, Bhubaneswar. The objectives of the program are to prepare highly skilled and efficient physiotherapists who have a thorough knowledge of the theoretical and practical aspects of the field. The duration of the program is four and half years that includes compulsory internship for six months. The examination is held in semester pattern by the Utkal University.

8.1.2 Provide a description of how the Clinical / Equipment/ Instruments and Laboratory Learning Resources are used for the AHS students within 500 words

Response:

The department of Speech and Language communication sciences as well as Audiology and vestibular sciences is dedicated to evaluation and diagnosis of speech, language and hearing disorders in pediatric as well as adult population.

Department of Physiotherapy involves the science of physical movement aimed at preventing functional disorders and/or disability. Equipment /instruments help students and professionals to increase, maintain or restore patient's physical mobility, function, and strength. This science makes use of electrotherapy, evidence-based kinesiology, exercise prescription and shockwave mobility to treat chronic conditions of the bone joints and soft tissues.

Standardized assessment is carried out which involves a predetermined set of assessment items that represent standards of knowledge and/or skills. Based on the Diagnosis, standard operating procedures are

followed for intervention with the help of advanced technology instruments.

Proformas and Questionnaires are used by the students for the standard evaluation and outcomes. Clinical Equipments/instruments are used by the AHS students for Clinical Diagnostics and Intervention/Rehabilitation under the guidance of Clinical Supervisors. Theoretical classes are succeeded by the practical exposure to the instruments and the protocols of methodology. Clinical observation and test facilities for students encourage them to apply the acquired knowledge to the field work. Students are exposed to equipments at labs of Dept. of Audiology, Speech-language pathology and Physiotherapy; they carry out tests on each other to have appropriate grip over the instruments. Manual of Practice, Laboratory Rules and protocols (domain specific disorder), 3-D Models, Anatomy-Physiology Lab Models, Diagnostic Kit and Library materials are used by the students and staffs for better understanding of the areas. Demo classes on recent advances in Hearing Aids/Prosthesis-Orthosis are organized by the institute involving Hearing Aid companies to provide real time exposure to the students.

8.1.3 Mechanism in place in the teaching Institute/ Hospital for providing disability certificates/ concessional facilities to the needy population as per RPWD Act 2016. Describe within 500 words.

Response:

Institute of Health Sciences has been trying to build synergy between Govt. and Non Govt. platforms helping PWDs to avail the benefits offered by govt. of India and Odisha by linking them to the privileges and facilities. IHS being the State Nodal Agency centre (National Trust) has drafted a booklet “Guidelines for Evaluation and Assessment of Autism and Procedure for certification” which shall be issued by an Autism Certification Medical Board, District Autism Medical Board (DAMB) and State Autism Appellate Medical Board (SAAMB).

IHS also organizes Adhar camps for children with different developmental disorders leading to disability at the campus in collaboration with govt. agency authorized to issue the Adhar cards. Standardized protocols/tools/ criteria like ISAA, DSM-V, CARS, ABCCP, and Autism Checklist etc are used for assessment.

As per the Rights of Persons with Disabilities Act, 2016 (RPwD Act) ‘person with disability’ means a person with long term physical, mental, intellectual or sensory impairment which, in interaction with barriers, hinders his full and effective participation in society equally with others (Refer RPwD Act, 2016, Chapter I, Clause 2, sub-clause (s) along with sub clause (c). As per the RPwD Act, a “person with benchmark disability” means a person with not less than forty per cent of a specified disability where specified disability has not been defined in measurable terms and includes a person with disability where specified disability has been defined in measurable terms, as certified by the certifying authority.

According to Disability Evaluation Guidelines, Dept. of Empowerment of Persons with Disabilities (Divyanjan) and The State Commissioner for Persons with Disabilities, Gazette of Odisha; The Evaluation guideline & certification procedure are category specific according to the 21 types of Disability.

UDID is the passport of PWDs to get recognition and avail all the benefits of all schemes and programmes offered by govt. If any child is showing signs and traits of any kind disabilities, immediately the department of SSEPD, Govt of Odisha, should be informed which helps this Dept. to keep the information

in its database and can lend a helping hand. UDID is unique identification for disability. Earlier people used to get manual disability certificate which had to be taken to the board and then concerned doctor would decide how much percentage of disability is present. There used to be flaws in the manual process. But after RPWD act came into existence, those who have manual Disability certificate can also do the registration and get a certificate which would mention what kind of disability is present and in what percentage and also whatever benefits they can avail from the Govt. of India.

UDID registration process is smooth and once done, a number would be generated against the data entered; taking which to the nearest CDMO office in the district, the board there will give a call. In a month the PWD will receive a card which you can carry anywhere and that is permanent.

8.1.4 Describe the mechanism in place in the teaching Institute/ Hospital for implementing the various schemes for the needy population under schemes such as Assistance to Disabled Persons (ADIP) scheme/ Empanelled professionals, within 500 words

Response:

Institute of Health Sciences caters the needs of Disability sector with the help of various government and non-government schemes and programs. As such Govt of Odisha has declared Institute of Health Sciences as the referral hospital for various kinds of communication disorders and disabilities vide their gazette notification no 23906/WCD dated 20th Nov 2006 IHS facilitates the benefits under schemes like ADIP etc for the benefit of PwDs. The eligibility are as per the ADIP norms.

Assistance to Disabled persons for purchasing / fitting of aids / appliances (ADIP) The main objective of the Assistance to Disabled persons for purchasing / fitting of aids / appliances (ADIP) scheme is to assist the needy disabled persons in procuring durable, sophisticated and scientifically manufactured, modern, standard aids and appliances that can promote their physical, social and psychological rehabilitation, by reducing the effects of disabilities and enhance their potential.

Bhima Bhoi Bhinnakshyama Samarthya Abhiyan (BBSA)

(An Integrated Initiative for Empowerment of Persons with Disabilities)

1. Samarthya Sibir Abhiyan
2. Multipurpose Smart Card for PwDs
3. Supply & Fitting of Aids & Appliances to PwDs
4. Strengthening Aids & Appliances Fabrication Workshops
5. Operation of Mobile Fabrication Workshops
6. Assistance for Minor Surgeries to PwDs
7. Supply of Self Employment Kit to PwDs
8. Self-Employment Assistance
9. Support for Complicated Surgeries & Smart Appliances
10. Scholarship to Children of PwDs pursuing Higher Education
11. Free Coaching for Students with Disabilities
12. Organization of Job Fairs for PwDs

13. Equipped Mobile Vans for rehabilitation services
14. Strengthening SHGs of PwDs (Mission Kshyamata)
15. Skill Upgradation Training for PwDs
16. Livelihood Business Incubator
17. Disaster Relief & Rehabilitation
18. Community Based Rehabilitation (CBR) Programme
19. Sensitization of Workers & Activists on disability issues
20. Community Communication Programmes (IEC)
21. Legal Literacy, Counseling & Legal Aid
22. Research & Documentation on Disability Issues
23. Implementation of Rights of PwD Act 2016
24. Quality Learning Initiative for Children with Disabilities
25. Special Incentives to Meritorious Students

Kshyamata Express: IHS in collaboration with SSEPD Department of Odisha launched the Kshyamata Express mobile rehabilitation unit on June 2019. It started the program from Nayagarh District. It is doing the comprehensive rehabilitation services starting from awareness generation/education to assessment of special needs & professional consultation/guidance services including referral and networking with Govt. agencies for catering to the diagnosed needs. It will include the ground work to sensitize the grass root workers, for identification and referral of the affected people for clinical treatment. It will deliver required clinical services such as diagnostic and therapeutic care, assessments of the educational needs, counseling and making provision for special education and integration in the social mainstream. The programme has already covered 7 large districts of Odisha i.e. Nayagarh, Khurda, Gajapati, Ganjam, Kalahandi, Malkangiri and Rayagada.

Other Collaborations for Disability Assistance:

- ESIC Hospital for delivery of professional services for Persons with disability.
- SRL lab for diagnostic services and assessment of different pathology and co morbid conditions.
- Chandaka Health care Pvt. Ltd. For development and supplies of therapeutic material that will be utilized on clinical works.
- Quantum Health care for scientific study of patients for the production of prosthetics and orthotics.

8.1.5 Provide details of continuous approval received by the Institution from the Regulatory Bodies, year-wise for continuing the courses offered by it, during the last 5 years within 500 words.

Response:

During the last five years two UG programs BPT and BASLP are offered by the Institution with intake 40 and 25 respectively. Both the programs are regular, full time and approved by Regulatory Body and are affiliated to Utkal University, Bhubaneswar. The Rehabilitation Council of India (RCI) grants approval for BASLP once in five years. Recently the BASLP program received approval up to 2025 academic year with 25 seats. The Directorate of Medical Education and Training, Odisha grants arrival every year. The BASLP Program has permanent affiliation from Utkal University from 2015-16. Permanent affiliation is valid for the all academic years subject to approval of RCI. Based on the permanent affiliation the institute has got 2(f) and 12(B) recognition on dated 6th Nov 2019. For the BPT program the issuing authority DMET,

Odisha has postponed the visit for grant of approval for 2020-21 academic year. Based on the letter issued by DMET, H&FW Dept, Govt. of Odisha the institute has submitted the affidavit. The Affiliation for BPT course is provisional and the letter is issued at the end of every academic session.

8.1.6 Institution has up-to-date clinical instrumentations and tools as per the specifications of the Regulatory Bodies

1. Diagnostic equipment
2. Treatment equipment
3. Clinical tests and tools
4. Research equipment

Response: A. All of the above

File Description	Document
List of Diagnostic, treatment, clinical tests and research equipment available in the College	View Document
Institutional data in prescribed format	View Document

8.1.7 Describe the opportunities provided to the students for hands-on training in Clinical and Community settings and for exposure to diagnostic and therapeutic equipment within 500 words.

Response:

Institute of Health Sciences provides a broad range of opportunities to students for Clinical exposure, Patient observation, hands on training in the institution based clinical setup for diagnostic and therapeutic work and also activities in community settings for real world exposure. Diagnostic and Therapeutic equipment exposure is given to the students by the Institute by organizing:

- Clinical and Internship postings at different clinics all over the country, Rehabilitation centers and Hospitals for comprehensive exposure.
- Hands-on Training workshops on various topics such as Feeding difficulties, Vestibular Assessment and Management (Maneuvers), Basic Life Support Skills Training, K-Taping, Administration of ISAA tool, Assessment and Management of Shoulder Pain in Athlete, Advanced Handling Approaches – Assessment and Treatment of Sensory Motor-dysfunction in Children with Cerebral Palsy etc.
- Value Added Courses- 54 courses are listed for the students for acquiring additional skills on the topics such as Basic Life Support, First Aid, Community based Physiotherapy, Yoga etc.)
- Exposure to basics of Computer Science like word, excel, power-point, office etc for understanding and using document work of the patients such as History Taking, Progress Report Generation, Discharge Summary Report, Research and statistics, and for maintenance of Clinical database.
- Community based Activities for student exposure such as Outreach programs like Kshyamata Express camps, Awareness camps like physiotherapy and Oral communication camps, School screening camps, Geriatric screening camps facilitates patient exposure.
- Professional training workshops on Proprioceptive Neuromuscular facilitation (PNF), student

postings in hospitals for patients care in ICU.

- Special camps are organized for the students to have exposure to injuries during training, occurring to members of Special Operation Groups under Odisha Police.

NAAC

5. CONCLUSION

Additional Information :

Quality Policy

We at Institute of Health Sciences strive to bring out and nurture the talents and skills of youth with Quality Education, motivate them to be self-disciplined and develop their competence to face the challenges of globalization. We shall achieve this by

- Provide value-based education.
- Produce Professionals through training in Soft-Skills and Personality development. Undertaking networking with Hospital, Academic and Research Institutions
- Provide adequate and furnished infrastructure for academic and research activities.
- Organize national level Seminars/Conferences.
- Promote Creativity and Innovation among students.
- Conduct Career -Vision program to facilitate right career choice by students.
- Motivate the students to participate in Co-curricular and Extra-curricular activities.
- Train teachers in modern instructional methodologies to improve their teaching skills.
- Motivate the faculty to publish papers in National/International Conferences and Journals.
- Provide Hostel and Residential accommodation to students and staff.
- Develop and promote Green Environment.
- Provide quality environment and services to all Stakeholders.
- Both teach and follow Ethical, Environmentally responsible professional practice.
- Attention to issues of national relevance.
- Responding to the changes in both allied health fields and applications.
- Provide systems, resources, and opportunities for continuous improvement.

.....AN INSTITUTE WITH A DIFFERENCE.....

- Where we believe that education should stimulate the minds of the young and inflame their intellect.
- Where global citizens of tomorrow are groomed by dedicated and trained faculty.
- Where the focus is on teaching not just to make a living but how to make a life.
- Where there is symbiosis of professional development and human values.
- Consistent institutional growth with respect to student intake, faculty, infrastructural, facilities, etc. Students performance at university examination.
- Campus placement for eligible students.
- Increase in number of students planning for higher studies.
- Organization of successful national and international level events.
- Conduct of university curriculum with full effectiveness and performance monitoring.
- Mock test to boost confidence and performance in campus placement.
- Emphasis on extra-curricular and co-curricular activities for overall growth of personality.

Concluding Remarks :

The important strands of distinction which interweave to make Institute of Health Sciences , **a college with**

a difference are given below.

1. The institution is free of party politics.
2. The syllabus prescribed by the affiliating university is complemented and supplemented by additional inputs by the college in terms of value added courses/ interdisciplinary contents.
3. The college inculcates social commitment in the students and simultaneously contributes to the local community through outreach services.
4. The college ensures quality through student-centric teaching and learning, producing uniformly commendable results at the university level. The college is proud of infrastructural facilities including Wi-Fi Campus, labs, library, reprographic facility, seminar halls and hostels exclusively for boys and girls.
5. Students of the college are cared for at a personal level and this has paved way for a warm relationship between students and teachers. Academic and personal mentoring/support is extended to all the students in the campus.
6. The college is proud that it is a **happening campus** providing the learning community with a wide range of co-curricular and extra-curricular activities.

The college is striving with sincere efforts to achieve the levels of excellence envisioned in the Vision and Mission of the college and following the guidelines of NAAC. The college evolves innovations and adopts various developmental measures to carve a niche for itself in providing quality Allied Health Science education

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years</p> <p>1.2.1.1. Number of inter-disciplinary /inter-departmental courses /training offered during the last five years Answer before DVV Verification : 28 Answer after DVV Verification: 33</p> <p>1.2.1.2. Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 56</p>																				
1.2.2	<p>Average percentage of students enrolled in subject-related Certificate/ Diploma / Add-on courses as against the total number of students during the last five years</p> <p>1.2.2.1. Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years 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>57</td> <td>60</td> <td>60</td> <td>57</td> <td>51</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>60</td> <td>61</td> <td>60</td> <td>57</td> <td>52</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	57	60	60	57	51	2019-20	2018-19	2017-18	2016-17	2015-16	60	61	60	57	52
2019-20	2018-19	2017-18	2016-17	2015-16																	
57	60	60	57	51																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
60	61	60	57	52																	
1.3.2	<p>Number of value-added courses offered during the last five years that impart transferable and life skills.</p> <p>1.3.2.1. Number of value-added courses offered during the last five years that impart transferable and life skills. Answer before DVV Verification : 58 Answer after DVV Verification: 54</p>																				
1.3.3	<p>Average percentage of students enrolled in the value-added courses during the last five years</p> <p>1.3.3.1. Number of students enrolled in value-added courses offered year-wise during the last five years that impart transferable and life skills 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>108</td> <td>100</td> <td>105</td> <td>110</td> <td>104</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></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	108	100	105	110	104	2019-20	2018-19	2017-18	2016-17	2015-16					
2019-20	2018-19	2017-18	2016-17	2015-16																	
108	100	105	110	104																	
2019-20	2018-19	2017-18	2016-17	2015-16																	

2019-20	2018-19	2017-18	2016-17	2015-16
144	119	132	132	124

Remark : DVV has made the changes as per provided list of students in value added courses by HEI.

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 4 of the above

Remark : As per documents shared by HEI

2.1.1 Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process.

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

2.1.1.1. Number of students admitted from the reserved categories as per GOI or State Government norms year-wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
23	17	8	11	22

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
23	17	15	11	22

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

Answer before DVV Verification:

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

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

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

Answer before DVV Verification : 151 years

Answer after DVV Verification: 53 years

2.4.4 Average percentage of teachers trained for development and delivery of e-content / e-courses during the last 5 years

2.4.4.1. Number of teachers trained for development and delivery of e-contents / e-courses year-wise during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
15	14	13	12	12

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
15	14	13	11	12

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 / academies during the last five years

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
0	0	0	1	0

Answer After DVV Verification :

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

3.1.2 Average Percentage of teachers awarded national /international fellowships / financial support for advanced studies/collaborative research and participation in conferences during the last five years

3.1.2.1. 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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1	0	1	2	0

Answer After DVV Verification :

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

3.1.3 Total number of research projects/clinical trials funded by government, industries and non-governmental agencies during the last five years

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
3	3	2	2	1

Remark : DVV has made the changes as per grant award letters of research projects by HEI.

3.3.1 The Institution ensures implementation of its stated Code of Ethics for research.

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

1. There is an Institutional ethics committee which oversees the implementation of all research projects
2. All the projects including student project work are subjected to the Institutional ethics committee clearance
3. The Institution has plagiarism check software based on the Institutional policy
4. Norms and guidelines for research ethics and publication guidelines are followed

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : Supporting document for plagiarism check software has not provided.

3.5.1 Average number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc. per year for the last five years

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

Answer before DVV Verification:

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

62	65	17	12	3
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Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
29	55	12	9	3

3.5.2 Total number 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. for last five years

3.5.2.1. Number 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. for the last five years

Answer before DVV Verification : 17

Answer after DVV Verification: 11

Remark : DVV has not considered MoUs signed in 2020-21. DVV has not considered agreement letter on this metric.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
22.42	196.28	36.53	36.98	44.56

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
22.42	188.78	36.53	36.98	44.56

Remark : DVV has made the changes as per highlighted purchased Expenditure incurred for infrastructure development and augmentation duly certified by CA.

4.2.4 Availability of infrastructure for community based learning

Institution has:

1. Attached Satellite Primary Health Center/s
2. Attached Rural Health Center/s other than College teaching hospital available for training of students
3. Residential facility for students / trainees at the above peripheral health centers / hospitals

4. Mobile clinical service facilities to reach remote rural locations

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any three of the above

Remark : Provided supporting documents for mobile clinic service facilities not considered as the institution name is not reflected on the van.

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)

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

Answer before DVV Verification : 9

Answer after DVV Verification: 9

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

Answer before DVV Verification : 9

4.5.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

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)

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
110.6	268.77	194.98	142.92	108.3

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
22.29	22.83	24.08	21.19	16.57

Remark : DVV has made the changes as per expenditure of Cleaning & Maintenance Expenses, Electrical & Maintenance Expenses, Repair and Maintenance (Vehicle), Repair and Maintenance, Autism School Maintenance Expense, Campus Maintenance Expenses, Repair & Maintenance of Hostel in audited statement duly signed by CA.

5.2.3 Percentage of the batch of graduated students of the preceding year, who have progressed to higher education

5.2.3.1. Number of last batch of graduated students who have progressed to higher education

Answer before DVV Verification : 4

Answer after DVV Verification: 6

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/ National / International levels (award for a team event should be counted as one) during the last five years.

5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/National / International levels (award for a team event should be counted as one) year-wise during the last five years .

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
5	2	2	5	2

Answer After DVV Verification :

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

Remark : DVV has not considered participation and appreciation certificate and those awards which are not received for cultural and sports.

5.3.3 Average number of sports and cultural activities/competitions organised by the Institution during the last five years

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
22	22	21	21	21

Answer After DVV Verification :

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

Remark : DVV has considered 1 activity once and has excluded activities of similar nature.

6.3.3 Average number of professional development / administrative training programmes organized by the Institution for teaching and non- teaching staff during the last five years

(Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,)

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
18	12	15	8	11

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
9	8	8	3	11

6.4.3 Funds / Grants received from government/non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III)

6.4.3.1. Total Grants received from government/non-government bodies, individuals, philanthropists year-wise during the last five years (INR in lakhs)

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
24.61	25.77	16.4	14.18	10.37

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
24.61	26.20	13.55	25.95	13.91

7.1.3 The Institution has facilities for alternate sources of energy and energy conservation devices

1. Solar energy
2. Wheeling to the Grid
3. Sensor based energy conservation
4. Biogas plant
5. Use of LED bulbs/ power efficient equipment

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any four of the above

Remark : Supporting documents for Wheeling to the Grid not provide by HEI.

7.1.5 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

Answer before DVV Verification : All of the above

Answer After DVV Verification: Any Three of the above

Remark : As per documents provided by HEI

2.Extended Profile Deviations

ID	Extended Questions				
1.1	Number of students year-wise during the last five years				
	Answer before DVV Verification:				
	2019-20	2018-19	2017-18	2016-17	2015-16
	146	145	148	148	138
	Answer After DVV Verification:				
	2019-20	2018-19	2017-18	2016-17	2015-16
	170	170	172	163	145