

Guidelines for the Creation of the
Internal Quality Assurance Cell (IQAC)
and Submission of Annual Quality Assurance
Report (AQAR) by Accredited Institutions
(For Affiliated/Constituent Colleges)

(Revised as per Revised Accreditation Framework in November, 2017)



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

P. O. Box. No. 1075, Opp: NLSIU, Nagarbhavi, **Bengaluru - 560 072** India

NAAC

VISION

To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives.

MISSION

- ☞ To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects;*
- ☞ To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions;*
- ☞ To encourage self-evaluation, accountability, autonomy and innovations in higher education;*
- ☞ To undertake quality-related research studies, consultancy and training programmes, and*
- ☞ To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.*

Value Framework

To promote the following core values among the HEIs of the country:

- Contributing to National Development*
- Fostering Global Competencies among Students*
- Inculcating a Value System among Students*
- Promoting the Use of Technology*
- Quest for Excellence*

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Guidelines for the Creation of the Internal Quality Assurance Cell (IQAC) and Submission of Annual Quality Assurance Report (AQAR) in Accredited Institutions

Introduction

In pursuance of its Action Plan for performance evaluation, assessment and accreditation and quality up-gradation of institutions of higher education, the National Assessment and Accreditation Council (NAAC), Bangalore proposes that every accredited institution should establish an Internal Quality Assurance Cell (IQAC) as a quality sustenance measure. Since quality enhancement is a continuous process, the IQAC will become a part of the institution's system and work towards realisation of the goals of quality enhancement and sustenance. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of institutions. For this, during the post-accreditation period, institutions need to channelize its efforts and measures towards promoting the holistic academic excellence including the peer committee recommendations.

The guidelines provided in the following pages will guide and facilitate the institution in the creation and operation of the Internal Quality Assurance Cell (IQAC). The work of the IQAC is the first step towards internalization and institutionalization of quality enhancement initiatives. Its success depends upon the sense of belongingness and participation in all the constituents of the institution. It will not be yet another hierarchical structure or a record-keeping exercise in the institution. It will be a facilitative and participative voluntary system/unit/organ of the institution. It has the potential to become a vehicle for ushering in quality enhancement by working out planned interventionist strategies by IQAC to remove deficiencies and enhance quality like the "Quality Circles" in industries.

IQAC – Vision

To ensure quality culture as the prime concern for the Higher Education Institutions through institutionalizing and internalizing all the initiatives taken with internal and external support.

Objective

The primary aim of IQAC is

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

Strategies

IQAC shall evolve mechanisms and procedures for

- a) Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks;
- b) Relevant and quality academic/ research programmes;
- c) Equitable access to and affordability of academic programmes for various sections of society;
- d) Optimization and integration of modern methods of teaching and learning;
- e) The credibility of assessment and evaluation process;
- f) Ensuring the adequacy, maintenance and proper allocation of support structure and services;
- g) Sharing of research findings and networking with other institutions in India and abroad.

Functions

Some of the functions expected of the IQAC are:

- a) Development and application of quality benchmarks
- b) Parameters for various academic and administrative activities of the institution;
- c) Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process;
- d) Collection and analysis of feedback from all stakeholders on quality-related institutional processes;
- d) Dissemination of information on various quality parameters to all stakeholders;
- e) Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles;
- f) Documentation of the various programmes/activities leading to quality improvement;
- g) Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices;
- h) Development and maintenance of institutional database through MIS for the purpose of maintaining /enhancing the institutional quality;
- i) Periodical conduct of Academic and Administrative Audit and its follow-up
- j) Preparation and submission of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC.

Benefits

IQAC will facilitate / contribute to

- a) Ensure clarity and focus in institutional functioning towards quality enhancement;
- b) Ensure internalization of the quality culture;
- b) Ensure enhancement and coordination among various activities of the institution and institutionalize all good practices;

- c) Provide a sound basis for decision-making to improve institutional functioning;
- d) Act as a dynamic system for quality changes in HEIs;
- e) Build an organised methodology of documentation and internal communication.

Composition of the IQAC

IQAC may be constituted in every institution under the Chairmanship of the Head of the institution with heads of important academic and administrative units and a few teachers and a few distinguished educationists and representatives of local management and stakeholders.

The composition of the IQAC may be as follows:

1. Chairperson: Head of the Institution
2. Teachers to represent all level (Three to eight)
3. One member from the Management
4. Few Senior administrative officers
5. One nominee each from local society, Students and Alumni
6. One nominee each from Employers /Industrialists/Stakeholders
7. One of the senior teachers as the coordinator/Director of the IQAC

The composition of the IQAC will depend on the size and complexity of the institution, accordingly the representation of teachers may vary. It helps the institutions in planning and monitoring. IQAC also gives stakeholders or beneficiaries a cross-sectional participation in the institution's quality enhancement activities. The guidelines given here are only indicative and will help the institutions for quality sustenance activities.

The membership of such nominated members shall be for a period of two years. The IQAC should meet at least once in every quarter. The quorum for the meeting shall be two-third of the total number of members. The agenda, minutes and Action Taken Reports are to be documented with official signatures and maintained electronically in a retrievable format.

It is necessary for the members of the IQAC to shoulder the responsibilities of generating and promoting awareness in the institution and to devote time for working out the procedural details. While selecting these members several precautions need to be taken. A few of them are listed below:

- ♦ It is advisable to choose persons from various backgrounds who have earned respect for integrity and excellence in their teaching and research. Moreover, they should be aware of the ground realities of the institutional environment. They should be known for their commitment to improving the quality of teaching and learning.
- ♦ It is advisable to change the co-ordinator after two to three years to bring new thoughts and activities in the institution.

- ♦ It would be appropriate to choose as senior administrators, persons in charge of institutional services such as library, computer center, estate, student welfare, administration, academic tasks, examination and planning and development.
- ♦ The management representative should be a person who is aware of the institution's objectives, limitations and strengths and is committed to its improvement. The local society representatives should be of high social standing and should have made significant contributions to society and in particular to education.

The role of the Coordinator

The role of the coordinator of the IQAC is crucial in ensuring the effective functioning of all the members. The coordinator of the IQAC may be a senior/competent person with experience and exposure in quality aspects. She/he may be a full-time functionary or, to start with, she/he may be a senior academic /administrator entrusted with the IQAC as an additional responsibility. Secretarial assistance may be facilitated by the administration. It is essential that the coordinator may have sound knowledge about the computer, data management and its various functions such as usage for effective communication.

Operational Features of the IQAC

Quality assurance is a by-product of ongoing efforts to define the objectives of an institution, to have a work plan to achieve them and to specify the checks and balances to evaluate the degree to which each of the tasks is fulfilled. Hence devotion and commitment to improvement rather than mere institutional control is the basis for devising procedures and instruments for assuring quality. The right balance between the health and growth of an institution needs to be struck. The IQAC has to ensure that whatever is done in the institution for "education" is done efficiently and effectively with high standards. In order to do this, the IQAC will have to first establish procedures and modalities to collect data and information on various aspects of institutional functioning.

The coordinator of the IQAC will have a major role in implementing these functions. The IQAC may derive major support from the already existing units and mechanisms that contribute to the functions listed above. The operational features and functions discussed so far are broad-based to facilitate institutions towards academic excellence and institutions may adapt them to their specific needs.

The institutions need to submit yearly the Annual Quality Assurance Report (AQAR) to NAAC by end of September every year positively. A functional Internal Quality Assurance Cell (IQAC) and timely submission of Annual Quality Assurance Reports (AQARs) are the Minimum Institutional Requirements (MIR) to volunteer for second, third or subsequent cycle's accreditation. During the institutional visit the NAAC peer teams will interact with the IQACs to know the progress, functioning as well as quality sustenance initiatives undertaken by them.

The Annual Quality Assurance Report (AQAR) may be the part of the Annual Report. The AQAR shall be approved by the statutory bodies of the HEIs (such as Governing Council/ Executive

Council/Board of Management) for the follow up action for necessary quality enhancement measures.

The IQACs may create its exclusive window tab on its institutional website for keeping the records/files of NAAC, Peer Team Reports, AQAR, and Certificate of Accreditation Outcomes and regularly upload/ report on its activities, as well as for hosting the AQAR.

Revised Accreditation Framework

NAAC has launched Revised Accreditation Framework since July, 2017 and hence AQAR format also modified, in cognizance with the new methodology. The tools and parameters are designed in the new AQAR format are in such a way that the preparation of AQAR would facilitate the HEI's for upcoming cycles of Accreditation. Data collected/prepared infuses quality enhancement measures undertaken during the years. Further, it also adds quality enhancement and quality sustenance measures undertaken in teaching, learning, research, extension and support activities of the Institution. It is hoped that new AQAR would facilitate Educational Institutions for creating a good database at Institutional level for enhancing the quality culture.

As per the Revised Accreditation Framework (RAF), the NAAC Accredited institutions need to submit the AQAR online. NAAC is in the process of ICT integration in Assessment and Accreditation. The login id for the online submission for AQAR submission will be the e-mail id used for the IIQA. The AQAR submission is part of the post accreditation module, in due course of time. NAAC portal will have the facility to submit the AQAR online and Institutions will receive automated response. AQAR of the preceding year be submitted to the NAAC within six months i.e. the institutions should submit the AQAR before 31st December of every year.

The Higher Education Institutions need not submit the printed/hard copy of AQAR to NAAC.

Mandatory Submission of AQAR by IQAC

The Executive Committee of NAAC has decided that **regular submission of AQARs is mandatory for 2nd and subsequent cycles of accreditation with effect from 16th September 2016:**

The following are the pre-requisites for submission of IIQA for all Higher Education Institutions (HEIs) opting for 2nd and subsequent cycles of A& A:

- Having a functional IQAC.
- The minutes of IQAC meeting and compliance to the decisions should be uploaded on the institutional website.
- Mandatory submission of AQARs on a regular basis for institutions undergoing the second and subsequent cycles of Assessment and Accreditation by NAAC.
- Upload the AQAR's on institutional website for access to all stakeholders.

Note: The terms and abbreviation used in AQAR are in accordance with respective manuals for assessment of NAAC. Please refer institutional manual for glossary and abbreviations terms used in AQAR.

The Annual Quality Assurance Report (AQAR) of the IQAC
(For Affiliated/Constituent Colleges)

Institutions Accredited by NAAC need to submit an Annual self-reviewed progress report i.e. Annual Quality Assurance Report (AQAR) to NAAC, through its IQAC. The report is to detail the tangible results achieved in key areas, specifically identified by the IQAC at the beginning of the Academic year. *The AQAR period would be the Academic Year. (For example, July 1, 2017 to June 30, 2018)*

Part – A

Data of the Institution

(data may be captured from IIQA)

1. Name of the Institution School of Management

- Name of the Head of the institution : Dr. Raveendranath Nayak
- Designation: Professor & Director
- Does the institution function from own campus: Yes
- Phone no./Alternate phone no.: 0820-2571924
- Mobile no.: 9164623286
- Registered e-mail: office.mim@manipal.edu
- Alternate e-mail :
- Address : Near 9th Block, MIT Campus
- City/Town : Manipal
- State/UT : Karnataka
- Pin Code : 576104

2. Institutional status:

- Affiliated / Constituent: Manipal Academy of Higher Education
- Type of Institution: Co-education
- Location : Rural/Semi-urban/Urban:
- Financial Status: Grants-in aid/ UGC 2f and 12 (B)/ Self financing
(please specify)

- Name of the Affiliating University: Manipal Academy of Higher Education
- Name of the IQAC Co-ordinator : Prof. Raveendra Rao K
- Phone no. : 9845199836

Alternate phone no.

- Mobile: 9845199836
- IQAC e-mail address: iqac.som@manipal.edu
- Alternate Email address: office.mim@manipal.edu

3. Website address: www.manipal.edu/som

Web-link of the AQAR: (Previous Academic Year): <http://manipal.edu/som/about-som/internal-quality-assurance-committee.html/AQAR2018-19.pdf>

For ex. <http://www.ladykeanecollege.edu.in/AQAR2012-13.doc>

4. Whether Academic Calendar prepared during the year?

Yes....., if yes, whether it is uploaded in the Institutional website: No

Weblink: NA

5. Accreditation Details:

Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1 st	B+		2002	from: to:
2 nd	A		2016	from: 2016 to: 2021
3 rd				from: to:
4 th				from: to:
5 th				from: to:

6. Date of Establishment of IQAC: DD/MM/YYYY:

7. Internal Quality Assurance System

7.1 Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by IQAC	Date & duration	Number of participants/beneficiaries
Literature Review Workshop	1 day	30
Data Analysis Workshop	1 day	28
Entrepreneurship Awareness Program	1 day	120

Note: Some Quality Assurance initiatives of the institution are:

(Indicative list)

- Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback from all stakeholders collected, analysed and used for improvements
- Academic Administrative Audit (AAA) conducted and its follow up action
- Participation in NIRF
- ISO Certification
- NBA etc.
- Any other Quality Audit

8. Provide the list of funds by Central/ State Government-

UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount

9. Whether composition of IQAC as per latest NAAC guidelines: Yes

*upload latest notification of formation of IQAC

<https://manipal.edu/content/dam/manipal/mu/som/documents/IQAC%20Committee.pdf>

10. No. of IQAC meetings held during the year: 2

The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website.....

Yes

(Please upload, minutes of meetings and action taken report)

11. Whether IQAC received funding from any of the funding agency to support its activities during the year? Yes No ✓

If yes, mention the amount:

Year:

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

* Curriculum revised in consultation with industry experts

* Workshop for Researchers and Faculty

*Alumni Engagement by inviting them to deliver guest talk and alumni meet

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

Plan of Action	Achievements/Outcomes
Syllabus revision to incorporate Industry feedback	Changed the syllabus and approved by Board of Studies
Alumni meet for getting student feedback on program	Conducted Alumni meet

- 14.** Whether the AQAR was placed before statutory body? No

Name of the Statutory body:

Date of meeting(s):

- 15.** Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning?

No:

Date:

- 16.** Whether institutional data submitted to AISHE: No

Year:

Date of Submission:

- 17.** Does the Institution have Management Information System?

Yes

If yes, give a brief description and a list of modules currently operational.

(Maximum 500 words)

Student Attendance, Moodle LMS, Student Information System, ESP Employee Expert

Part-B

CRITERION I – CURRICULAR ASPECTS					
1.1 Curriculum Planning and Implementation					
1.1.1 Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words The institute will adopt new syllabus after approval from the Board of Studies. It emphasises on preparing course description before the semester begins. Industry experts are invited to submit their feedback on the course and necessary changes are incorporated. The changed curriculum will be adopted after approval from the BOS.					
1.1.2 Certificate/ Diploma Courses introduced during the Academic year					
Name of the Certificate Course	Name of the Diploma Courses	Date of introduction and duration	focus on employability/ entrepreneurship	Skill development	

1.2 Academic Flexibility					
1.2.1 New programmes/courses introduced during the Academic year					
Programme with Code	Date of Introduction		Course with Code	Date of Introduction	

1.2.2 Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the Academic year.					
Name of Programmes adopting CBCS	UG	PG	Date of implementation of CBCS / Elective Course System	UG	PG
MBA			1999		
Already adopted (mention the year)					
1.2.3 Students enrolled in Certificate/ Diploma Courses introduced during the year					
	Certificate		Diploma Courses		
No of Students	---				
1.3 Curriculum Enrichment					
1.3.1 Value-added courses imparting transferable and life skills offered during the year					
Value added courses		Date of introduction		Number of students enrolled	

1.3.2 Field Projects / Internships under taken during the year					
Project/Programme Title			No. of students enrolled for Field Projects / Internships		
1.4 Feedback System					
1.4.1 Whether structured feedback received from all the stakeholders.					
1) Students	2) Teachers	3) Employers	4) Alumni	5) Parents	
Yes	Yes	No	Yes	No	
1.4.2 How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)					
Feedback from the student is used for faculty evaluation in their performance appraisal. Student and teachers feedback on infrastructure is used for upgradation of the facilities. Alumni feedback is used for curriculum revision.					

CRITERION II -TEACHING-LEARNING AND EVALUATION**2.1 Student Enrolment and Profile****2.1.1 Demand Ratio during the year**

Name of the Programme	Number of seats available	Number of applications received	Students Enrolled
MBA	120	632	118
MBA (Global)	35	110	35
MBA (Healthcare)	30	78	26

2.2 Catering to Student Diversity**2.2.1. Student - Full time teacher ratio (current year data)**

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of full time teachers available in the institution teaching only UG courses	Number of full time teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2018-19	---	178		23	

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

Number of teachers on roll	Number of teachers using ICT (<i>LMS, e-Resources</i>)	ICT tools and resources available	Number of ICT enabled classrooms	Number of smart classrooms	E-resources and techniques used
21	20	Computers, Scanners, LMS, Projectors etc.	06	NIL	LMS (Moodle), Coursera (MOOCS)

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

Yes, faculty members are assigned a group of students for mentorship. Also Student Buddy program were the seniors guide the junior students in academic matters.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor: Mentee Ratio
179	21	1 : 8.52

2.4 Teacher Profile and Quality**2.4.1 Number of full time teachers appointed during the year**

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
1	1	Nil	1	1

2.4.2 Honours and recognitions received by teachers

<i>(received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)</i>			
<i>Year of award</i>	<i>Name of full time teachers receiving awards from state level, national level, international level</i>	<i>Designation</i>	<i>Name of the award, fellowship, received from Government or recognized bodies</i>
Nil	-	-	-
2.5 Evaluation Process and Reforms			
2.5.1 Number of days from the date of semester-end/ year- end examination till the declaration of results during the year			
Programme Name	Programme Code	Semester/ year	Date of declaration of results of semester-end/ year- end examination
MBA			30 th April 2019
2.5.2 Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)			
Lab sessions and exams were introduced as the part of courses involving numerical. Coursera courses were included for evaluation.			
2.5.3 Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)			
Yes, Academic calendar was prepared by the course coordinator and submitted to the director. The director after getting approval from the Registrar the academic calendar is displayed on the notice board and circulated among the students through LMS.			
2.6 Student Performance and Learning Outcomes			
2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)			
Applying for NBA in June 2019. The program outcomes are included in courses and communicated to the students through Course Description. The program outcomes are also communicated through the LMS.			
2.6.2 Pass percentage of students			
Programme Code	Programme name	Number of students appeared in the final year examination	Number of students passed in final semester/year examination
MBA	MBA	118	109
MBA (Global)	MBA (Global)	35	33
MBA (Health care)	MBA (Healthcare)	26	25
2.7 Student Satisfaction Survey			
2.7.1 Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)			
CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION			
3.1 Resource Mobilization for Research			
3.1.1 Research funds sanctioned and received from various agencies, industry and other organisations			

Nature of the Project	Duration	Name of the funding Agency	Total grant sanctioned	Amount received during the Academic year
Major projects				
Minor Projects	1	Yenepoya University	25,000	25000
Interdisciplinary Projects				
Industry sponsored Projects	1	KRCL	7,00,000	7,00,000
Projects sponsored by the University/ College				
Students Research Projects (<i>other than compulsory by the College</i>)				
International Projects				
Any other(Specify)				
Total				

3.2 Innovation Ecosystem

3.2.1 Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of Workshop/Seminar	Name of the Dept.	Date(s)

3.2.2 Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of the Awardee	Awarding Agency	Date of Award	Category

3.2.3 No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Centre	Name	Sponsored by

Name of the Start-up	Nature of Start-up	Date of commencement

3.3 Research Publications and Awards

3.3.1 Incentive to the teachers who receive recognition/awards

State	National	International
		1

3.3.2 Ph. Ds awarded during the year (*applicable for PG College, Research Center*)

Name of the Department	No. of Ph. Ds Awarded
Management	3

3.3.3 Research Publications in the Journals notified on UGC website during the year

	Department	No. of Publication	Average Impact Factor, if any
National		36	

Inter national		8				
3.3.4 Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year						
Department			No. of publication			
3.3.5 Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or Pub Med/ Indian Citation Index						
Title of the paper	Name of the author	Title of the journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citations
Impact of Attention Deficit Disorder on Academic Performance of Children'	Dr.B.R.Santosh	Indian Journal of Public Health Research & Development	Apr-19	0.06	SOM, MAHE,Manipal	Impact of Attention Deficit Disorder on Academic Performance of Children'
Euthanasia: India's major religious points of views.	Navin Kumar Koodamara	<i>Indian Journal of Public Health Research & Development.</i>	Oct-18	0.1	School of Management, MAHE	Euthanasia: India's major religious points of views.
Euthanasia: India's major religious points of views.	Navin Kumar Koodamara	<i>Indian Journal of Public Health Research & Development.</i>	Oct-18	0.1	School of Management, MAHE	Euthanasia: India's major religious points of views.
A Review on Judicial Perspectives of Medical Negligen	Navin Kumar Koodamara	<i>Journal of International Pharmaceutical Research</i>	Dec-18	0.21	School of Management, MAHE	A Review on Judicial Perspectives of Medical Negligence in India.

ce in India.						
Error of Judgment and vicarious liability of the Hospitals in case of Medical Negligence in India.	Navin Kumar Koodamara	<i>Indian Journal of Public Health Research & Development.</i>	Dec-18	0.1	School of Management, MAHE	Error of Judgment and vicarious liability of the Hospitals in case of Medical Negligence in India.
The Effects of Perceived Organizational Support (POS) and Perceived Organizational Justice (POJ) on Employee Engagement (EE) of Indian Employee in Information Technology.	Navin Kumar Koodamara	<i>International Journal of Recent Technology and Engineering.</i>	May-19	0.11	Manipal Institute of Management, MAHE	The Effects of Perceived Organizational Support (POS) and Perceived Organizational Justice (POJ) on Employee Engagement (EE) of Indian Employee in Information Technology.
Assessment of In-Patient Satisfaction	Swathi K S	Indian Journal of Public Health	2019	-	Manipal Institute of	Assessment of In-Patient Satisfaction Using

on Using Importance-Performance Map Analysis		Research & Development			Management, MAHE, Manipal	Importance-Performance Map Analysis
Employer Branding in India : Perspectives from the Indian IT sector	Smitha Nayak	Polish Journal of Management	2018	0.66	Manipal Academy of Higher Education	Employer Branding in India : Perspectives from the Indian IT sector
Inexorable Transmutation of Healthcare Seeking Behaviour: An Enigma of Dichotomy	Dr. Rajasekharan Pillai K	International Journal of Pharmaceutical and Healthcare Management	Jun-19	0.73; 33%	Manipal Academy of Higher Education	Inexorable Transmutation of Healthcare Seeking Behaviour: An Enigma of Dichotomy
Cost-Effectiveness of Coronary Clinical Intervention: A Retrospective Analysis	Dr. Rajasekharan Pillai K	Journal of Public Health: from Theory to Practice	Feb-19	NA	Manipal Academy of Higher Education	Cost-Effectiveness of Coronary Clinical Intervention: A Retrospective Analysis
Influence of advertising for purchase of online products	Chetana Balakrishna Maddodi	Journal of Advanced Research in Dynamical and Control Systems	2019	-	Manipal Academy of Higher Education	Influence of advertising for purchase of online products on youth in India

on youth in India						
Productivity and Efficiency of Cashew Processing: Comparison of Manual and Automated Systems	Ramakrishna Pai, Pallavi Upadhyaya, & Y.S. Upadhyaya	Prabandhan: Indian Journal of Management	2019	0.57	Manipal Institute of Management, Manipal Academy of Higher Education	Productivity and Efficiency of Cashew Processing: Comparison of Manual and Automated Systems
Versatile Learning Ecosystem: A Conceptual Framework	Dr. Rajasekharan Pillai K	Higher Education for the Future	Jan, 2019	NA	Manipal Academy of Higher Education	Versatile Learning Ecosystem: A Conceptual Framework
Versatile Learning Ecosystem: A conceptual framework	K.R. Pillai , Pallavi Upadhyaya, Balachandran A., & Nidadavolu, J.	Higher Education for the future	2019	NA	School of Management, Manipal Academy of Higher Education	Versatile Learning Ecosystem: A conceptual framework

3.3.6 h-index of the Institutional Publications during the year. (based on Scopus/ Web of science)

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

3.3.7 Faculty participation in Seminars/Conferences and Symposia during the year :

No. of Faculty	International level	National level	State level	Local level
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Attended Seminars/ Workshops		2		7
Presented papers	12	4		
Resource Persons				

3.4 Extension Activities

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

Title of the Activities	Organising unit/ agency/ collaborating agency	Number of teachers co-ordinated such activities	Number of students participated in such activities

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

Name of the Activity	Award/recognition	Awarding bodies	No. of Students benefited

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

Name of the scheme	Organising unit/ agency/ collaborating agency	Name of the activity	Number of teachers coordinated such activities	Number of students participated in such activities
Book Distribution	Rotary Club Manipal Town	Book Distribution to College in Uttara Kannada District	2	6

3.5 Collaborations

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

Nature of Activity	Participant	Source of financial support	Duration
Nil			

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

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration (From-To)	participant

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

Organisation	Date of MoU signed	Purpose and Activities	Number of students/teachers participated under MoUs

Hamburg University of Technology, Germany	16 December 2018	Research and Exchange	-
University of New Castel	8 August 2018	Research and Exchange	--
Arkansas State University	25 October, 2018	Research and Exchange	--
Bolgatanga Polytechnic	20 August, 2018	Research and Exchange	--
Komasi Technical University	20 August, 2018	Research and Exchange	--
Sunyani Technical University	20 August, 2018	Research and Exchange	--
Cape Coast Academic University		Research and Exchange	--
Hedgel University	26 June, 2018	Research and Exchange	--
Souther Illions University	23 may, 2018	Research and Exchange	--
University of Pecs, Hungary,	23 May	Research and Exchange	--
CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES			
4.1 Physical Facilities			
4.1.1 Budget allocation, excluding salary for infrastructure augmentation during the year			
Budget allocated for infrastructure augmentation		Budget utilized for infrastructure development	
4.1.2 Details of augmentation in infrastructure facilities during the year			
Facilities	Existing	Newly added	
Campus area	1543.93 sq.m		
Class rooms	545.72 sq.m		
Laboratories	77.86 sq.m		
Seminar Halls	Nil		
Classrooms with LCD facilities	06		
Classrooms with Wi-Fi/ LAN	06		
Seminar halls with ICT facilities	Nil		
Video Centre	01		
No. of important equipments purchased (\geq 1-0 lakh) during the current year.	Nil		
Value of the equipment purchased during the year (Rs. in Lakhs)	2 lakh		
Others – Washroom for Differently Abled		1	
4.2 Library as a Learning Resource			
4.2.1 Library is automated {Integrated Library Management System -ILMS }			
Name of the ILMS software	Nature of automation (fully or partially)	Version	Year of automation
EasyLib/ EPAC/ Koha	Partially	17.11.00.30	2018

4.2.1 Library Services:						
	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	20640	91,01,04	3699	19,26,	24339	1,10,27,435=00
Reference Books	910	2=00	7	393=0 0	917	
e-Books	-	-	-	-	-	-
Journals	18	59,124= 00	-	-	18	59,124=00
e-Journals	-	-	-	-	--	-
Digital Database	7	42,61,7 99=00	-	-	7	42,61,799=00
CD & Video	-	-	-	-	-	-
Library automation	EasyLib/ EPAC	-	Koha	-	-	-
Weeding (Hard & Soft)	485(Hard)	-	1502 (Hard)	-	1987	-
Others (specify)	8+8	35,000= 00	-	-	16	35,000=00

4.3 IT Infrastructure									
4.3.1 Technology Upgradation (overall)									
	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Available bandwidth (MGBPS)	Others
Existing	68	60	68	NA	60	4	02		20
Added	NIL	NIL	NIL	NIL	NIL	NIL	NIL		NIL
Total	68	60	68	NA	60	4	02		20
4.3.2 Bandwidth available of internet connection in the Institution (Leased line)									
..... MBPS /GBPS									
4.3.3 Facility for e-content									
Name of the e-content development facility					Provide the link of the videos and media centre and recording facility				
Nil									
4.3.4 E-content developed by teachers such as: e-PG-Pathshala, CEC (under e-PG-Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc									
Name of the teacher		Name of the module			Platform on which module is developed		Date of launching e – content		
Nil									

4.4 Maintenance of Campus Infrastructure			
4.4.1 Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year			
Assigned budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurred on maintenance of physical facilities
Centralised expenditure by the University			
4.4.2 Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (<i>maximum 500 words</i>) (information to be available in institutional Website, provide link) – Centralised university facilities			
CRITERION V - STUDENT SUPPORT AND PROGRESSION			
5.1 Student Support			
5.1.1 Scholarships and Financial Support			
	Name /Title of the scheme	Number of students	Amount in Rupees
Financial support from institution	Centralised at the University Level		
Financial support from other sources			
a) National			

b) International					
5.1.2 Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,					
Name of the capability enhancement scheme		Date of implementation	Number of students enrolled	Agencies involved	
Centralised conducted at University Level					
5.1.3 Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year					
Year	Name of the scheme	Number of benefited students by Guidance for Competitive examination	Number of benefited students by Career Counselling activities	Number of students who have passed in the competitive exam	Number of students placed
2018	Soft Skill Development Workshop	179	179	NA	65
5.1.4 Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year					
Total grievances received		No. of grievances redressed	Average number of days for grievance redressal		
Nil					
5.2 Student Progression					
5.2.1 Details of campus placement during the year					
On campus			Off Campus		
Name of Organizations Visited	Number of Students Participated	Number of Students Placed	Name of Organizations Visited	Number of Students Participated	Number of Students Placed
EY, Karvy, Coffee Day, Thomson Reuters, Pin Click, My Gate, Cerner, ITC, Manipal Hospital, YoActiv, Decathlon, HDFC Bank, Federal Bank, Cult.fit	115	65		50	43
5.2.2 Student progression to higher education in percentage during the year					

Year	Number of students enrolling into higher education	Programme graduated from	Department graduated from	Name of institution joined	Name of Programme admitted to
2018	1	MBA		MIM	PhD

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

Items	No. of Students selected/ qualifying	Registration number/roll number for the exam
NET		
SET		
SLET		
GATE		
GMAT		
CAT		
GRE		
TOFEL		
Civil Services		
State Government Services		
Any Other		

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

Activity	Level	Participants
Annual Sports Day	Institute Level	179

5.3 Student Participation and Activities

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

Year	Name of the award/ medal	National/ International	Sports	Cultural	Student ID number	Name of the student

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

5.3 Alumni Engagement

5.3.1 Whether the institution has registered Alumni Association? Yes/No, if yes give details (maximum 500 words):

No

5.3.2 No. of ~~registered~~ enrolled Alumni:

5.3.3 Alumni contribution during the year (in Rupees) :

5.3.4 Meetings/activities organized by Alumni Association :

CRITERION VI –GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership

6.1.1 Mention two practices of decentralization and participative management during the last year (maximum 500 words)				
6.1.2 Does the institution have a Management Information System (MIS)? Yes				
6.2 Strategy Development and Deployment				
6.2.1 Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):				
❖ Curriculum Development- Industry feedback, Alumni involvement				
❖ Teaching and Learning - Industry expert handling part of course				
❖ Examination and Evaluation- Retina scanner for exam pads				
❖ Research and Development- Workshops for researchers and faculty				
❖ Library, ICT and Physical Infrastructure / Instrumentation - Moodle is integrated with internet and used as LMS in all courses				
❖ Human Resource Management - Faculty allowed to participate in workshops with conference funding				
❖ Industry Interaction / Collaboration - Industry visits encouraging faculty to develop case studies, data from industry				
❖ Admission of Students - Criteria of interview modified to enhance diversity				
6.2.2 : Implementation of e-governance in areas of operations: Fully implemented				
❖ Planning and Development – University does planning				
❖ Administration - Administrative staff trained in soft skills				
❖ Finance and Accounts - Centralised at University				
❖ Student Admission and Support – Centrally done by University				
❖ Examination – Conducted by University				
6.3 Faculty Empowerment Strategies				
6.3.1 Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year				
Year	Name of teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
2019	Dr Yogesh Pai P.	International Conference on Contemporary Issues, Nilai, Malaysia		Rs. 50,000/-
2019	Dr Navin Kumar K.	International Conference on Contemporary Issues, Nilai, Malaysia		Rs. 50,000/-
2019	Dr Lakshminarayanan	International Conference on Contemporary Issues, Nilai, Malaysia		Rs. 50,000/-
2018	Mrs Chetana Balakrishna Maddodi	International Conference on Research in Social & Humanities, NUS, Singapore		Rs. 50,000/-

2018	Dr Rajasekharan Pillai K.	International Conference on Research in Social & Humanities, NUSS, Singapore		Rs. 50,000/-
2018	Dr Savitha	International Conference on Research in Social & Humanities, NUSS, Singapore		Rs. 50,000/-
2018	Dr Nandana Prabhu K. P.	International Conference on Research in Social & Humanities, NUSS, Singapore		Rs. 50,000/-

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

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	Dates (from-to)	No. of participants (Teaching staff)	No. of participants (Non-teaching staff)
2018	Article review workshop	English language workshop			

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

Title of the professional development programme	Number of teachers who attended	Date and Duration (from – to)

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

Teaching		Non-teaching	
Permanent	Fulltime	Permanent	Fulltime/temporary

6.3.5 Welfare schemes for

Teaching	As per University norms
Non teaching	As per University norms
Students	As per University norms

6.4 Financial Management and Resource Mobilization

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

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

Name of the non government funding agencies/ individuals	Funds/ Grants received in Rs.	Purpose

6.4.2 Total corpus fund generated

6.5 Internal Quality Assurance System

6.5.1 Whether Academic and Administrative Audit (AAA) has been done?				
Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	TUV Rheinland	Yes	Internal auditors
Administrative	Yes	TUV Rheinland	Yes	Internal auditors
6.5.2 Activities and support from the Parent – Teacher Association (at least three)				
-				
6.5.3 Development programmes for support staff (at least three)				
Conference funding, Workshop on research, English training for non teaching staff				
6.5.4 Post Accreditation initiative(s) (mention at least three)				
6.5.5				
a. Submission of Data for AISHE portal : (Yes /No) Yes				
b. Participation in NIRF : (Yes /No) Yes				
c. ISO Certification : (Yes /No) Yes				
d. NBA or any other quality audit : (Yes /No) Yes				
6.5.6 Number of Quality Initiatives undertaken during the year				
Year	Name of quality initiative by IQAC	Date of conducting activity	Duration (from-----to-----)	Number of participants

CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Title of the programme	Period (from-to)	Participants	
		Female	Male
Workshop on gender sensitisation	3 days	83	95

7.1.2 Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:
Percentage of power requirement of the College met by the renewable energy sources
Taken care centrally by University

7.1.3 Differently abled (Divyangjan) friendliness

Items Facilities	Yes/No	No. of Beneficiaries
Physical facilities	No	-
Provision for lift	No	-
Ramp/ Rails	Yes	-
Braille Software/facilities	No	-

Rest Rooms	No	-
Scribes for examination	Yes	-
Special skill development for differently abled students	No	-
Any other similar facility	-	-

7.1.4 Inclusion and Situatedness

Enlist most important initiatives taken to address locational advantages and disadvantages during the year

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date and duration of the initiative	Name of the initiative	Issues addressed	Number of participating students and staff
1998	03	03	Throughout the year	Hygiene training for school kids English training for school kids Support Brinjal growers to form farmer's marketing organization Book distribution Workshop to college teachers	Hygiene for kids Communication Farmer Produce Organisation Textbook to library Skill upgradation	40 40 10 12 05

7.1.5 Human Values and Professional Ethics

Code of conduct (handbooks) for various stakeholders

Title	Date of Publication	Follow up (maximum 100 words each)

7.1.6 Activities conducted for promotion of universal Values and Ethics

Activity	Duration (from-----to-----)	Number of participants

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

7.2 Best Practices

Describe at least two institutional best practices 1. Usage of Moodle learning Management System for all courses
2. Practicing managers from industry taking part of a course across all courses

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

7.3 Institutional Distinctiveness

Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust

Participation in NIRF and various B School rankings. Applying for NBA accreditation in 2020.

Provide the weblink of the institution in not more than 500 words

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8. Future Plans of action for next academic year (500 words)

- | |
|--|
| <ol style="list-style-type: none">1. NBA accreditation2. Introduction of distance learning program3. Introducing Integrated Management Program |
|--|

Name Raveendra Rao K

Name _____

Signature of the Coordinator, IQAC

Signature of the Chairperson, IQAC

_____ *** _____

Abbreviations:

CAS	-	Career Advancement Scheme
CAT	-	Common Admission Test
CBCS	-	Choice Based Credit System
CE	-	Centre for Excellence
COP	-	Career Oriented Programme
CPE	-	College with Potential for Excellence
DPE	-	Department with Potential for Excellence
GATE	-	Graduate Aptitude Test
NET	-	National Eligibility Test
PEI	-	Physical Education Institution
SAP	-	Special Assistance Programme
SF	-	Self Financing
SLET	-	State Level Eligibility Test
TEI	-	Teacher Education Institution

For Communication with NAAC

The Director

National Assessment and Accreditation Council (NAAC)

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