



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SIKKIM MANIPAL UNIVERSITY

FIFTH MILE, TADONG, GANGTOK, EAST SIKKIM

737102

www.smu.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2021

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sikkim Manipal University (formerly known as the Sikkim Manipal University of Health, Medical and Technological Sciences) was established in 1995 (vide Sikkim Manipal University of Health, Medical and Technological Sciences Act Act No. 9 of 1995) as a Public-Private Partnership between the Government of Sikkim and the Manipal Pai Foundation, with the aim of imparting exemplary education and high-quality tertiary health care services in the state of Sikkim and countrywide

NAAC

The University is recognized by the University Grants Commission (UGC) under Section 2(f) of the UGC Act, 1956.

Currently, SMU offers 30 Post Graduate (PG), 17 Undergraduate (UG), and Ph.D. programs in various disciplines. All the programs under the University are approved by regulatory bodies like National Medical Council (NMC), Indian Nursing Council (INC), and All India Council for Technical Education (AICTE).

The University has 4 constituent units.

Sikkim Manipal Institute of Technology (SMIT): SMIT was established in 1997 and is approved by AICTE. It is located at Majitar, Rangpo, Sikkim. SMIT offers BTech, MTech, BCA, MCA, BSc IT, MSc IT, BBA, MBA, and MSc (Physics, Chemistry & Mathematics) programs. SMIT is one of the top-ranked engineering institutions in the North Eastern Region (NER).



Sikkim Manipal Institute of Medical Sciences (SMIMS): SMIMS and its teaching hospital-Central Referral Hospital (CRH) was established in the year 1997. SMIMS is located at Tadong, Gangtok, East Sikkim. CRH is a 500-bedded Tertiary-care Hospital attached to SMIMS as a teaching hospital. SMIMS offers MBBS, MD and a few diploma programs. SMIMS is the only medical college in the state of Sikkim and is consistently ranked among the top 10 medical colleges in the NER.



Sikkim Manipal College of Nursing (SMCON): SMCON is located at the Tadong campus and offers BSc & MSc Nursing programmes.

Sikkim Manipal College of Physiotherapy (SMCPT): SMCPT is located at the Tadong campus and offers BPT and MPT programs.

The University also offers BA, B.Com, MA, M.Com, BSc & MSc Medical Biotechnology, and MHA programs at its Tadong Campus.

Vision

The University's vision is to be a global leader in Human Development, Excellence in Education, and

Healthcare.

Mission

To develop professionals of excellent technical calibre in the field of Health Sciences, Engineering, Management, and Social Sciences with a humane approach capable of shouldering the responsibilities of building a nation and be globally competent.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- 1) SMU being a part of Manipal Group, a leader in multidisciplinary education in India, has an advantage over other institutions in the state of Sikkim. Administrators and academicians from Manipal Group Higher Education Institutions located in India, Dubai, Malaysia, and Antigua interact with one another on a regular basis to exchange information and best practices in teaching-learning and research.
- 2) The University is well known for its 500-bedded teaching hospital in the state of Sikkim with a specialty wing that serves the state's large population. This has given our medical and paramedical students an excellent opportunity to hone their clinical, laboratory, and practical skills.
- 3) Through its linkages with government and non-profit organizations, the university provides an opportunity for students to participate in intense community-based engagement and learning.
- 4) Campuses are equipped with state-of-the-art infrastructures, such as modern classrooms furnished with Information and Communication Technology (ICT) facilities, modern labs, modern sports facilities, and student-friendly hostels with modern amenities.
- 5) Institutions have attracted grants from funding agencies, such as the AICTE, ICMR, DBT, DST, ISRO, etc., there is a noteworthy reflection of the academically and commercially viable faculty members' research ability. There has been an increase in the number of publications in the last three years.
- 6) Start-up ideas are nurtured and developed at the SMU Atal Incubation Centre. Atal Incubation Centre (AIC) is an initiative of Atal Innovation Mission (AIM), NITI Aayog to promote a culture of innovation and entrepreneurship. The incubation centre admits young entrepreneurs with innovative ideas that have market potential and guides them to become employers rather than being employees. This incubator envisions fostering an entrepreneur-friendly culture around academics & research through its state-of-the-art incubation centre, seed funding for entrepreneurs and a dedicated mentoring program.

Institutional Weakness

- 1) Paucity of industries in and around the state of Sikkim means there is less training and internship opportunities for young people, which results in fewer job placement options. Training and Placement Cell

suffers a locational disadvantage in competing for industry and corporate clients. Core industries where the number of job openings is limited in particular are at a premium.

2) There is a deficit of high-quality publications even though the University publishes a large number of research papers.

3) Insufficiency of active collaboration with International Institutions for student and faculty exchange.

4) Inadequacy of collaborative research projects in some constituent units as well as lack of interdisciplinary research is a concern.

5) There is a definite scope for improvement in the use of technology for Teaching-Learning activities on Campus.

Institutional Opportunity

1) Promotion of linkages with International Institutions for student and faculty exchange programs.

2) Encourage high-quality & interdisciplinary research by enhancing University incentive programs.

3) Leverage facilities of Technology Business Incubator (TBI) to encourage and nurture student ideas and enable them to commercialize innovations. Opportunities to collaborate with budding entrepreneurs and product designers from the community.

4) Create platforms to attract students from neighboring SAARC countries and ASEAN countries by communications through Governmental and Non-Governmental agencies thereby improving student diversity and global Human Resource Development.

5) Emerge as the best University offering professional education in the North-Eastern Region.

Institutional Challenge

1) Lack of connectivity, frequent landslides, seismic activity, and border issues, have thrust Sikkim into a locational disadvantage. In general, parents from other parts of India believe that sending their children to Sikkim is a dangerous proposition. Often demand ratio in some programs is significantly lower as compared to the rest of India.

2) Market competition has substantially increased with the emergence of a large number of professional institutions in North Bengal and neighboring states – this ramifies as a challenge to the University to attract quality students.

3) For the same reasons cited in Point no.1, and Sikkim having a difficult terrain, attracting and retaining

quality faculty and doctors is a challenge for the University.

4) Exceptionally disciplined curriculum by regulators such as MCI/NMC and INC requires extremely rigorous curriculum discipline in terms of design, development, and delivery, resulting in little academic flexibility or room for innovation in curriculum design, advances, and delivery strategies.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

1) Sikkim Manipal University offers a wide range of programs in the disciplines of Medical, Nursing, Physiotherapy, Engineering, and Humanities. SMU undertakes major revision in the curriculum and syllabus for all its programs, taking into account the evolving regional, national, and global needs. Curriculum revision is being carried out with detailed feedback from all the stakeholders.

2) SMU has a systematic process for the design, development, and validation of curricula. The program curriculum is reviewed and approved by the Board of Studies (BoS) and is then presented to the Academic Senate for final approval. The curriculum is designed in such a way that there is a significant emphasis on research projects/internships/projects. SMU provides **academic flexibility** through the Choice Based Credit System (CBCS)/Elective System. Constituent units lay emphasis on **curriculum enrichment** by introducing value-added courses relevant to the program. Following are some highlights of the curricular aspects:

- 83% of programs have been revised in the last 5 years.
- 89% of the courses have employability/ entrepreneurship/skill components.
- 40% of courses have been newly introduced in last 5 years.
- 73% of SMU programs have CBCS/Elective System.
- 73 value-added courses have been introduced in the last 5 years. SMU offers value-added courses such as "**Bioethics**" jointly with **UNESCO Bioethics (Haifa) Chair** and "**Departmental Manager**" course jointly with **National Skill Development Centre (NSDC)**.
- An average of 50% of the students have undertaken field posting/ internships/research projects.
- SMU encourages students to take NPTEL and SWAYAM courses and allows credit transfer from NPTEL to programs such as B.Tech, BCA & MCA.
- Competency-Based Education (CBE) has been introduced in the MBBS program. Similarly, Outcome Based Education (OBE) has been introduced in engineering programs.
- Constituent units offer capacity enhancement programs such as soft skills and language skills.
- SMU collects feedback from stakeholders, analyses and takes necessary actions on the improvement of curriculum.

Teaching-learning and Evaluation

1) SMU focuses on a transparent student admission process. Students are admitted based on their merit in NEET and SMU's online entrance examination. As per the agreement with the Government of Sikkim, 20% of the seats (50% for MBBS program) for each program are reserved for candidates (includes SC, ST, and OBC) selected by the Government of Sikkim.

- 2) SMU promotes the use of Information and Communication Technology (ICT) for managing academic activities. SMU-ERP & eCampus Manager are being used to manage student attendance, internal assessment, and obtain student feedback. Students have access to their attendance and internal assessment marks.
- 3) Faculty members use eCampus Manager as a learning management system to provide e-resources. SMU is encouraging students to use SWAYAM MOOCs.
- 4) SMU promotes student-centric methods for teaching-learning. The University encourages experiential learning, participative learning and problem-solving methodologies to enhance the learning experience. Constituent units encourage students to take up group projects, field projects, and internships to provide opportunities for experiential learning.
- 5) Faculty members continuously monitor the performance of students under the Teacher- Guardianship program and assess the learning levels of students. Special classes/remedial classes are organized for **slow learners**. Additional learning opportunities such as access to Coursera courses, writing research articles, projects are provided to **advanced learners**.
- 6) SMU meets the Teacher: Student ratio requirements of various statutory bodies such as NMC, INC, AICTE.
- 7) Average experience of teachers is 10 years and about 47% of teachers are with Ph.D. or equivalent qualifications and are eligible to guide Ph.D. students.
- 8) Examination processes are automated in most of the constituent units. The Examination Department takes an average of 14 days to publish results. The pass percentage is consistently between 90-95%.
- 9) Course Outcomes (COs), Program Outcomes (POs) and Program Specific Outcomes (PSOs) have been published on the website and faculty members assess students based on defined Course Outcomes.
- 10) The University collects feedback from stakeholders and has a structured student feedback mechanism for the evaluation of teachers. The University has a mechanism to obtain feedback from students on the attainment of Course Outcomes.

Research, Innovations and Extension

- 1) Sikkim Manipal University has a Research and Consultancy Policy to encourage teachers to apply for research and consultancy projects. The University provides seed money to teachers, research incentives for publications, financial assistance to present papers in conferences, and incentives for research and consultancy projects. The University encourages students to actively engage in community health, extension and outreach programs.
- 2) In line with the pursuits of the Government of India towards Make in India and Start-up India, SMU has established Atal Incubation Centre-SMU Technology Business Incubator (AIC-SMUTBI), as one of the 100 world-class incubators envisioned by the Atal Innovation Mission, NITI Aayog Government of India. Renowned experts in the field are on board of mentors to mentor budding innovators. AIC-SMUTBI is the first Atal Incubation Centre in North-Eastern Region and is located inside the Sikkim Manipal Institute of Technology. Following are some highlights of research, innovation and extension activities at SMU in the last 5 years:

- 2.8 Crore seed money has been provided to faculty members.
- 16 patents have been granted/published.
- 43 Starts ups incubated.
- 54% of departments have Government/Non-Government Research projects/Recognitions by national & international agencies.
- 9.3 Crore research grant from Government/Non-Government agencies.
- 550 research articles in SCOPUS/Web of Science/ PubMed/UGC Care indexed journals.
- 600 book chapters/publications in books/proceedings of International & National conferences.
- 3 Crore revenue generated from consultancy projects and corporate training.
- 250 extension/outreach activities have been organized by constituent units of SMU. SMU has received 1st place in Swachha Bharath Summer Internship:2019-20 in the state of Sikkim.
- SMU has collaborated with other institutions/industries for research and academic development activities.
- SMU has signed a Memorandum of Understanding (MoU) with 45 institutions for internship/clinical posting, capability enhancement training, on-the-job training, project work, student/faculty exchange.

Infrastructure and Learning Resources

1) The University extends over an area of 22 acres of the medical campus and 34 acres of the engineering campus. The campus is green and eco-friendly with infrastructure facilities as per the requirement of Statutory Regulatory Authorities.



2) The University has 133 ICT-enabled classrooms & seminar halls, laboratory and library infrastructure, which assist the faculty and students in their research activities.



3) The University provides an excellent support system, residential facilities to cater to a diverse population of students. These facilities provide a comfortable and lively stay in the campus with both academic and enriched vibrant cultural and world-class sporting facilities. Medical facilities are provided to all by Central Referral Hospital (CRH).



4) The University, with its aim '**Education for All**', provides a conducive environment for differently-abled students/patients/ staff by providing lifts, ramps, and special toilets suitable to their needs.

5) Sikkim Manipal University (SMU) has a state-of-the-art library at both its Medical and Technical Campuses. Libraries at both the campuses are fully automated using EASYLIB –an advanced library automation system. Besides the comfortable seating and reading environment, the libraries are well-equipped with modern facilities such as e-learning, access to the internet and web resources including online journals and e-books.

6) The University has a comprehensive IT policy and Standard Operating Procedures (SOPs). 1 GBPS Hi-speed internet connectivity is provided to the faculty members, students and research scholars through Local Area Network (LAN)/WI-FI. With an adequate number of computers and WI-FI facilities in its constituent units, the University ensures that everyone gets an equal opportunity in access to knowledge via technology. The

Engineering Department carries out housekeeping, repair and maintenance work.

Student Support and Progression

1) SMU provides freeships/scholarships for students of Sikkim origin and meritorious students from other parts of the country. It also facilitates the promotion of Government schemes for students. More than 3000 students have benefitted from State & Central government schemes and over 5500 students have benefitted from SMU's various freeship/scholarship schemes in the last 5 years.

2) The University conducts various capacity development and skill enhancement activities such as soft skills, language and communication, yoga, fitness and recent trends in technology.

3) A dedicated Training & Placement Cell for engineering students, conducts various career counseling and soft skills sessions for career progression and placements. Every year about 50% of the students benefit from counseling and guidance for competitive examinations.

4) Every year 60-65% of students are placed in reputed companies/organizations and about 12-15% of students progress to higher education.

5) The University has an independent user-friendly, easily accessible support, redressal and mentoring mechanism. Academic mentoring is carried out through Teacher-Guardian programs. Grievance-Redressal Cell addresses grievances of students including potential and perceived ones. The Anti-Ragging Committee handles the prevention of ragging and the Sexual Harassment Committee deals with issues related to gender sensitiveness and sexual harassment.

6) The University has a student-oriented approach towards education with faculty conducting problem-solving sessions with the students. Students are encouraged to approach the faculty for their academic problems. During the examination period, a clinical psychologist is made available to boost the morale of the students when under stress.

7) The Student Councils organize various cultural and sports events in the University and students are encouraged to participate in these events. Every year, SMU organizes about 40-50 sports & cultural events. In the last 5 years, more than 200 awards/medals were won by SMU students for outstanding performance in sports/cultural activities at Inter-University/State/National/International level events.

8) SMU has an active Alumni association at both its campuses. The University engages its alumni in various events such as alumni meets and TEDx events. Alumni members also mentor our existing students.

Governance, Leadership and Management

1) SMU has a clearly stated vision and mission. The leadership of the university is guided by the principle of sound judgement, effective communication and setting standard and benchmarks in quality education and administration. The organization structure incorporates various academic and administrative bodies viz. Governing Council, Executive Committee, Finance Committee, Academic Senate, Board of Studies and

Grievance Cell.

2) The University follows participatory management by involving stakeholders at all levels. Through departmental meetings, IQAC coordination committee meetings, Board of Studies meetings, the University facilitates the internal sharing of ideas in a democratic manner, encouraging maximum participation from faculty members.

3) SMU has a perspective/strategic plan with defined goals and the same has been published on the SMU website: https://smu.edu.in/smu/about-us/leadership/perspective_plan.html

4) The University has introduced **SMILE** (Synergic Manipal Integrated Leadership Engagement) **program** for faculty empowerment, leadership development and succession planning.

5) The University has employee welfare schemes such as Reimbursement of Children Education fee, Concession in tuition fees for pursuing campus programs, Medicare Scheme, Conference Policy, Leave Travel Allowance, Group Mediclaim Policy, Group Insurance, Gratuity, Provident Fund, and Uniform Allowance etc.

6) The University provides Rs.50000 per faculty for attending Conferences /Workshops/FDPs (online/offline)/Membership fees of professional bodies. An average of 25-30% of teachers avails facility every year.

7) SMU organizes about 30 to 40 professional development/administrative training programs for teaching and non-teaching staff. About 35 to 40% of teachers undergo online/face-to-face Faculty Development Programs (FDPs).

8) The University has implemented e-Governance in Finance, Student Admission, Examination and in its overall Administration.

9) The University has well-documented HR processes including a Performance Management System, Finance and Procurement Policy and decentralized Budget Planning for effective and optimal use of financial resources.

10) SMU has received about 5.28 Crore grants from government bodies for the development and maintenance of infrastructure, and over 4 Crore has been received from non-government bodies/philanthropists during the last 5 years.

11) IQAC has significantly contributed to the continual improvement of processes by Academic & Administrative Audits, automation of processes, participation in University/institutional rankings including NIRF

Institutional Values and Best Practices

1) SMU provides an inclusive environment for both students and employees by promoting gender equity through curricular and extracurricular activities. SMU provides adequate safety and security for girls, counselling and common rooms for girls and a daycare centre to enable working women to leave their children.

2) The University campuses are eco-friendly, landscaped and plastic-free. A clean source of energy is being utilized at the campus through solar water heaters and electrical systems. The University has implemented LED/sensor-based lighting systems and other power-efficient equipment as energy conservation measures.

3) The University uses rainwater harvesting and wastewater recycling systems as water conservation measures to promote the sustainable use of water resources. SMU puts efforts towards Carbon Neutrality by the restricting entry of automobiles as per policy, ban on the use of plastic, promoting battery-powered vehicles and landscaping the campus with trees and plants. The University has carried out an environmental audit of its campuses. SMU has received the “Swachha Bharat Internship:2019-20” award for 1st place in the state of Sikkim.

4) SMU has provided disabled-friendly facilities at both its campuses. All the buildings have ramps and lifts for easy access to classrooms, dedicated disabled-friendly washrooms, wheelchairs, assistive technology like screen reading software etc.

5) SMU takes initiatives in providing an inclusive environment for students and teachers. The University encourages festival celebrations, national day celebrations promote tolerance and harmony towards cultural, regional, communal socio-economic and other diversities. Festivals like Bihu, Christmas, Ganesha Chaturthi, Holi and Lohri etc. are being celebrated involving students from various parts of the country.

6) The University also organizes programs to sensitize students and employees to the constitutional obligations such as values, rights, and responsibilities of citizens.

7) SMU has a number of best practices, which facilitate in maintaining high standards in the academic processes and transparency in the administrative processes. A few of them are listed below:

- **Teacher Guardian Scheme**
- **Benevolent Fund**
- **Synergic Manipal Integrated Leadership Engagement (SMILE) program** for faculty empowerment, leadership development and succession planning.
- **Sikkim Manipal Swasthya Suraksha** scheme for Sikkimese.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	SIKKIM MANIPAL UNIVERSITY
Address	Fifth Mile, Tadong, Gangtok, East Sikkim
City	Gangtok
State	Sikkim
Pin	737102
Website	www.smu.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Lt Gen Dr Rajan S Grewal	03592-231937	9434012546	03592-231147	registrar.smu@smu.edu.in
IQAC / CIQA coordinator	Premendra Mani Pradhan	03592-231938	7064790949	03592-	iqac@smu.edu.in

Nature of University	
Nature of University	State Private University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	15-11-1995
Status Prior to Establishment, If applicable	

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	15-11-1995	View Document
12B of UGC		

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

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	Fifth Mile, Tadong, Gangtok, East Sikkim	Hill	21.48	83695	MBBS, MD, MSc, BPT, MPT, BA, MA, BCom, MCom, MHA		
<i>Institutes</i>	<i>Sikkim Manipal Institute Of Medical Sciences 5th Mile, Tadong, Gangtok 737102, East Sikkim</i>	<i>Hill</i>	<i>20</i>	<i>74354</i>	<i>MBBS, MD</i>	<i>15-11-1995</i>	<i>09-12-1998</i>
<i>Institutes</i>	<i>Sikkim Manipal Institutu</i>	<i>Semi-urban</i>	<i>34.34</i>	<i>111350</i>	<i>BTech, MTech, MSc,</i>	<i>15-11-1995</i>	<i>09-12-1998</i>

	<i>e Of Tec hnology, Majhita r, Rangpo 737136, East Sikkim</i>				<i>BCA, MCA, BBA, MBA, BSc</i>		
<i>Institutes</i>	<i>Sikkim Manipal College Of Nursing, 5th Mile, Tadong, Gangtok 737102, East Sikkim</i>	<i>Hill</i>	<i>0.8</i>	<i>6690</i>	<i>BSc Nursing, MSc Nursing</i>	<i>15-11-1995</i>	<i>09-12-1998</i>
<i>Institutes</i>	<i>Sikkim Manipal College Of Physi otherapy, 5th Mile Tadong, East Sikkim 737102</i>	<i>Hill</i>	<i>0.45</i>	<i>2087</i>	<i>BPT, MPT</i>	<i>15-11-1995</i>	<i>09-12-1998</i>

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	4
Affiliated Colleges	0
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	0
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes								
<table border="1"> <thead> <tr> <th>SRA program</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>AICTE</td> <td>100586_5162_1_1614333143.PDF</td> </tr> <tr> <td>INC</td> <td>100586_5162_7_1614573284.pdf</td> </tr> <tr> <td>MCI</td> <td>100586_5162_2_1614573255.pdf</td> </tr> </tbody> </table>	SRA program	Document	AICTE	100586_5162_1_1614333143.PDF	INC	100586_5162_7_1614573284.pdf	MCI	100586_5162_2_1614573255.pdf	
SRA program	Document								
AICTE	100586_5162_1_1614333143.PDF								
INC	100586_5162_7_1614573284.pdf								
MCI	100586_5162_2_1614573255.pdf								

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	52				78				210			
Recruited	37	15	0	52	50	28	0	78	130	80	0	210
Yet to Recruit	0				0				0			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				542
Recruited	208	334	0	542
Yet to Recruit				0
On Contract	42	103	0	145

Technical Staff				
	Male	Female	Others	Total
Sanctioned				144
Recruited	73	71	0	144
Yet to Recruit				0
On Contract	3	0	0	3

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/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	15	3	0	25	9	0	25	12	0	89
M.Phil.	0	0	0	0	0	0	4	3	0	7
PG	22	12	0	25	19	0	101	65	0	244

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

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	0	0	0	0

Chairs Instituted by the University

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

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	415	962	0	24	1401
	Female	542	495	0	17	1054
	Others	0	0	0	0	0
PG	Male	118	50	0	3	171
	Female	113	58	0	12	183
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	19	16	0	0	35
	Female	27	22	0	0	49
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

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

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

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Chemistry	View Document
Civil Engineering	View Document
Community Medicine	View Document
Computer Applications	View Document
Computer Science And Engineering	View Document
Electrical And Electronics Engineering	View Document
Electronics And Communication Engineering	View Document
Ent	View Document
General Medicine	View Document
Humanities And Social Sciences	View Document
Information Technology	View Document
Management	View Document
Mathematics	View Document
Mechanical Engineering	View Document
Medical Biochemistry	View Document
Medical Biotechnology	View Document
Medical Microbiology	View Document
Nursing	View Document
Obstetrics And Gynaecology	View Document
Paediatric	View Document
Pharmacology	View Document
Physics	View Document
Physiology	View Document
Physiotherapy	View Document
Psychiatry	View Document
Research	View Document

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
47	43	43	43	40

File Description	Document
Institutional data in prescribed format	View Document

1.2

Number of departments offering academic programmes

Response: 25

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
3658	3637	3786	3862	4046

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
911	976	1008	953	967

File Description	Document
Institutional data in prescribed format	View Document

2.3

Number of students appeared in the University examination year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
3637	3647	3766	3748	3986
File Description		Document		
Institutional data in prescribed format		View Document		

2.4

Number of revaluation applications year-wise during the last 5 years

2019-20	2018-19	2017-18	2016-17	2015-16
35	34	54	29	47

3 Teachers

3.1

Number of courses in all programs year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1362	1234	1141	1146	931
File Description		Document		
Institutional data in prescribed format		View Document		

3.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
340	350	363	370	375
File Description		Document		
Institutional data in prescribed format		View Document		

3.3

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
340	350	363	370	375
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution

4.1

Number of eligible applications received for admissions to all the programs year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
11209	11202	12141	12627	11929
File Description		Document		
Institutional data in prescribed format		View Document		

4.2

Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
335	294	325	322	319
File Description		Document		
Institutional data in prescribed format		View Document		

4.3

Total number of classrooms and seminar halls

Response: 85

4.4

Total number of computers in the campus for academic purpose

Response: 1741

4.5

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

2019-20	2018-19	2017-18	2016-17	2015-16
5809.76	7021.34	10522.90	12516.05	12820.05

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.

Response:

Sikkim Manipal University (SMU) was established in 1995 to cater to the educational and healthcare needs of the state of Sikkim and northeastern states. Till 1995, people of Sikkim use to travel to other parts of the country for their educational and healthcare needs. The establishment of SMU helped Sikkimese to pursue higher education in the state of Sikkim. People from northeastern states are aspirants of medical and paramedical programs. The University offers medical, nursing, and engineering programs relevant to the needs of the state of Sikkim and northeastern states. Today, several hundred doctors, nurses, and engineers working in different parts of India and abroad are alumni of SMU constituent units. We feel that SMU has played an instrumental role in human development in the state of Sikkim and other northeastern states contributing to the national objective of increasing the Gross Enrollment Ratio (GER).

The curricula of various programs offered by SMU include courses that are relevant to local, national, regional, and global developmental needs.

- SMU offers medical and nursing programs. As part of their clinical training, students of these programs spend their learning time in teaching hospitals/ Primary Health Centre/ Urban Health Centre/Govt. Hospital interacting with patients from Sikkim. To facilitate effective interaction between health professionals and patients, the **Nepali language** has been introduced as a **value-added course** into all Medical and Nursing programs.
- Compulsory course in “*Eastern Himalayan Studies*” for all BA Programmes provides issues revolving from the environment to economic aspects of the eastern region which not only include Sikkim & Darjeeling but also has a wider grip of nearby countries of eastern Himalaya such as Bhutan, Tibet, China and Nepal
- Compulsory Audit courses for all B.Tech Programme on Constitution of India
- Open Elective on Entrepreneurship/ Compulsory Internship /research projects for more than 90% of programmes run by the university.

File Description	Document
Link for Additional information	View Document

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

Response: 83.33

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

Response: 40

1.1.2.2 Number of all Programmes offered by the institution during the last five years.

Response: 48

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Institutional data in prescribed format	View Document
Details of Programme syllabus revision in last 5 years	View Document

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 89.11

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1289	1144	984	970	813

File Description	Document
Programme/ Curriculum/ Syllabus of the courses	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Institutional data in prescribed format	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.

Response: 39.72

1.2.1.1 How many new courses were introduced within the last five years.

Response: 512

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

Response: 1289

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Institutional data in prescribed format	View Document

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).

Response: 74.47

1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.

Response: 35

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum

Response:

SMU has integrated courses related to Human Values, Ethics, Environment, and Gender studies as part of the curriculum in various programs to ensure the holistic development of students.

- **Human Values and Professional Ethics** course is being offered as Value Added course to B.Tech. Students in their first year.
- **Bioethics** course is being offered as Value added course to students of medical, nursing and physiotherapy programs. This course is offered jointly with UNESCO Bioethics (Haifa) Chair, Sikkim Unit.
- **Ethics** course is being offered as part of BPT curriculum.

- **Professional Development & Ethics** (Prepared Based Upon the guidelines of Attitude, Ethics, and Communication (AETCOM) Competencies for the Indian Medical Graduate) for MBBS Students.
- **Environmental Studies** is being offered as a mandatory course for B.Tech, BA, B.Com. programs.
- **Gender & Society** is being offered as part of MA Sociology
- **Gender Studies in Literature** as part of MA English Program.
- **Gender Equity Programs** are being conducted for all the students. Gender Champion have been identified to sensitize students university for students & for faculty

In addition to the integration of cross-cutting issues into the curriculum, the University also encourages students to participate in environment and community outreach programs.

Description of these courses is available at <https://smu.edu.in/smu/about-us/description-of-courses.html>

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	View Document

1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.

Response: 44

1.3.2.1 How many new value-added courses are added within the last five years.

Response: 44

File Description	Document
Institutional data in prescribed format	View Document
Brochure or any other document relating to value added courses	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 65.78

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

2019-20	2018-19	2017-18	2016-17	2015-16
4546	4229	1184	1197	1055

1.3.4 Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).

Response: 36.3

1.3.4.1 Number of students undertaking field projects or research projects or internships.

Response: 1328

File Description	Document
List of Programmes and number of students undertaking field projects research projects/ / internships (Data Template)	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni

Response: A. All 4 of the above

File Description	Document
URL for stakeholder feedback report	View Document
Institutional data in prescribed format	View Document
Action taken report of the University on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document

1.4.2 Feedback processes of the institution may be classified as follows:

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
URL for feedback report	View Document
Institutional data in prescribed format	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Demand Ratio (Average of last five years)

Response: 7.48

2.1.1.1 Number of seats available year wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1537	1460	1637	1637	1632

File Description

Document

Demand Ratio (Average of Last five years) based on Data Template upload the document

[View Document](#)

• Any additional information

[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years (Excluding Supernumerary Seats)

Response: 78.29

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

2019-20	2018-19	2017-18	2016-17	2015-16
308	246	221	258	216

File Description

Document

Average percentage of seats filled against seats reserved (Data Template)

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

- All constituent units of the university begin the academic year for fresh students with an orientation/induction programme to familiarize students about the institutional policies, programme requirements and the code of conduct.
- SMU has a unique Teacher-Guardian (TG) Program, which helps institutions to monitor the performance of the students over the entire duration of the programme. Faculty members assess the learning levels of the students through their attendance and performance in class assignments, quizzes and other internal assessment components.
- Students who consistently remain absent for classes and underperform in the internal assessment are classified as “**Slow Learners**”. Such students are counselled by TG teacher to identify the learning difficulties and take necessary measures to motivate students. Teachers conduct extra tutorial and remedial classes for slow learners, encourage them to attend classes regularly and provide necessary learning resources to improve their performance. Adequate opportunities are provided to weak students to clear their backlogs by appearing in make-up and supplementary exams. Weak students of higher semesters are allowed to simultaneously attend classes of lower semesters (Parallel Semester) to improve their knowledge and internal marks.
- For students who are “**Advanced learners**” and perform consistently well in internal assessment components and score higher GPA are provided with additional learning opportunities such as guiding them to prepare for competitive exams, provide specialized coaching for NET, GATE, and other competitive examinations, provide access to the University-sponsored Coursera courses, motivate them to complete SWAYAM and NPTEL courses, provide guidance to present research papers in conferences and publish research papers in journals and motivate them to do internships and small project work. Students in the advanced learner category have published about 40 research publications with their mentors in the last 5 years.
- Advanced learners at the Medical campus are often encouraged to take up **ICMR STS projects (21 projects in the last 5 years)**.

File Description	Document
Upload Any additional information	View Document

2.2.2 Student - Full time teacher ratio (Data for the latest completed academic year)**Response:** 10.76

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process**2.3.1 Student centric methods, such as experiential learning, participative learning and problem**

solving methodologies are used for enhancing learning experiences

Response:

SMU encourages teachers to use student-centric teaching-learning methodologies such as experiential learning, participative learning, and problem-solving methodologies.

Experiential Learning:

Students of Medical, Nursing and Physiotherapy are required to work at the University teaching hospital as part of the curriculum. These clinical postings give them a real-time patient care experience with senior health professionals. As a mandatory requirement of the programme, these students also need to do a compulsory internship after the successful completion of all semesters/years.

Students of Technical programs are expected to do intensive industrial training as part of the curriculum. Students of commerce, management, and hospital administration are encouraged to work as internees in the University teaching hospital and finance department to provide experiential learning opportunities.

Participative Learning:

As part of programme requirement, students of medical and nursing programs are expected to take part in community-based extension activities and outreach programs. Students are encouraged to carry out group community projects/surveys. Students of engineering, commerce and management also carry out outreach programs/extension activities to engage with communities and learn in a collaborative way.

Problem-solving methodologies:

In all constituent units, teachers use problem-based and case-based learning methods to elicit critical thinking among students. Students of technical programs are required to do compulsory problem-based project work.

SMU organizes workshops and Continuing Medical Education (CME) programs on learner-centric pedagogies.

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

- SMU promotes the use of Information & Communication Technology (ICT) in the teaching-learning process. All the classrooms in the University are WIFI enabled and equipped with LCD/LED projectors. Both campuses have smart classrooms to deliver sessions. Teachers have been provided with desktops/laptops, graphic boards, tools for online classes, audio-video facilities to record lecture videos/clinical demonstrations.
- Teachers use PowerPoint presentations and a variety of learning resources including Open Education Resources (OERs) to deliver classes. Teachers motivate students to use content from

Government of India initiatives like e-PG Pathshala, SWAYAM, NPTEL and Virtual labs as additional learning resources. Teachers also use Learning Management System (LMS) on eCampus Manager to provide learning resources such as class notes, videos, and PowerPoint slides.

- SMU campuses are WIFI enabled with a dedicated bandwidth of 1 GBPS. Students can access online/video lectures, learning resources, and library resources from hostels. During the pandemic, students were given remote access to labs and library resources to provide a seamless learning experience.
- SMU has conducted several Faculty Development Programmes (FDPs)/Training programmes on the development of e-learning resources, use of Microsoft Teams Tool to conduct online classes and use of SMUs in-house developed online examination tool to conduct internal assessments and end-term examinations.
- During the pandemic, SMU teachers quickly adapted to available ICT tools on campus and transitioned to online teaching. Teachers deliver online lectures using a licensed version of Microsoft Teams and develop clinical demonstration videos using an audio-video recording facility available at the campus.

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 10.76

2.3.3.1 Number of mentors

Response: 340

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

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

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document

2.4.2 Average percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit. year-wise during the last five years

Response: 46.95

2.4.2.1 Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
189	167	172	160	153

File Description	Document
List of number of full time teachers with Ph D/D M/M Ch/D N B Superspeciality/DSc/D Lit and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 10.22

2.4.3.1 Total experience of full-time teachers

Response: 3473.5

File Description	Document
List of Teachers including their PAN, designation, dept and experience details	View Document
Any additional information	View Document

2.4.4 Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years

Response: 26.7

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
26	25	11	20	14

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

2.5 Evaluation Process and Reforms

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

Response: 14

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

2019-20	2018-19	2017-18	2016-17	2015-16
9	11	18	14	18

File Description	Document
List of Programmes and date of last semester and date of declaration of results	View Document
Any additional information	View Document

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

Response: 1.06

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

2019-20	2018-19	2017-18	2016-17	2015-16
35	34	54	29	47

File Description	Document
Number of complaints and total number of students appeared year wise	View Document

2.5.3 IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution

Response:

Sikkim Manipal University has implemented IT-enabled comprehensive examination procedures for both formative and summative assessments.

- The examination system of Sikkim Manipal University for Technical Campus, Sikkim Manipal Institute of Technology (SMIT) is fully automated using SMU eCampus Manager ERP.
- eCampus Manager is being used to upload and compile Internal Assessment marks, prepare eligibility list for end term examination, hall ticket generation, result processing, and publication of results on the website. eCampus has brought significant efficiency in the examination processes.
- Automation of examination procedures and processes has enhanced the efficiency of the system and significantly helped the examination department to process the result within 12-15 days from the last day of examination.
- SMU has developed an in-house AI-based online examination tool. This tool was effectively used during the Covid19 pandemic to conduct online examinations. This tool has been shortlisted for the final round of the National award for e-governance under outstanding research citizen-centric services by academic/ research institutions conducted by the Department of Administrative reforms & public grievances, Government of India.

File Description	Document
Year wise number of applications, students and revaluation cases	View Document
Any additional information	View Document

2.5.4 Status of automation of Examination division along with approved Examination Manual

Response: 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	View Document
Current Manual of examination automation system	View Document
Annual reports of examination including the present status of automation	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents

Response:

SMU believes in developing higher-order abilities and professional skills among students and this has been achieved by the implementation of the Outcome and Competency-Based Education framework in all its programs. All programs in the University have defined Program Outcomes (POs), Program-Specific Outcomes (PSOs), and Course Outcomes (COs). POs, PSOs, and COs are displayed on the website and the same has been communicated to teachers and students. Teaching strategies, learning activities, assessments, and resources are designed and organized in such a way that the students achieve the learning outcomes at the course level. Internal Assessment (IA) and Semester end/final year examinations are based on defined POs, PSOs, and COs.

SMU also provides an opportunity for students to explore interdisciplinary/interested courses by the implementation of the Elective/Choice Based Credit System (CBCS) in most of its programs.

SMU has developed a structured feedback mechanism to obtain feedback on the attainment of programme and course outcomes. The feedback obtained is analyzed and necessary action is taken based on recommendations of the department academic cell constituted by IQAC to monitor the academic progress.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Paste link for Additional Information	View Document

2.6.2 Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution

Response:

1) The curriculum of the program is designed with core and elective courses by considering vision, mission, program educational objectives, program outcomes, and program-specific outcomes.

2) Course outcomes are statements that are in the view of what the students are expected to attain at the end of the course. Course outcomes are mapped depending on their significance to POs and PSOs. Programme Articulation Matrix (PAM) is formed by the strength of correlation of COs with POs and PSOs. Similarly, Course Articulation Matrix (CAM) correlates the individual COs of a course with POs and PSOs. Both PAM and CAM are used to measure the attainment of programme outcomes, programme-specific outcomes, and course outcomes. The faculty members analyze each course outcome into elements and the CO attainment levels are measured based on the results of the cumulative internal examinations and end semester examination conducted by the university. Sample CAM and Micro-level result analysis is presented below.

Course Articulation Matrix (CAM)-Projection															
CS1434: JAVA PROGRAMMING															
SUB. CODE	STATEMENT	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO1	PO11	PO12	PSO1	PSO2
CO1	Demonstrate an ability describe and recall the various object oriented concept	3	2											3	
CO2	Formulate and interpret an object oriented model and design solution using object oriented concepts.		2	2										2	
CO3	Ability to illustrate a diverse set of design solutions using techniques of Interface, Packages, File Handling, Multi-threading, etc.		3	3										2	
CO4	Select and design methodology using bottom up approach and solve open ended problems using Java.				3	3								3	
CO5	Define and create modern engineering tools, techniques and resources to build software using Java programming language.			2		2								3	
CS1434		3	2.3	2.33	3	2.5								2.6	

MICRO LEVEL RESULT ANALYSIS (PO)

CS1434: JAVA PROGRAMMING

SAMPLE CO-PO ATTAINMENT CALCULATION

CO	STATEMENT	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO1	PO11	PO12	CO AVG	50% CO	EXT_AT TAINME NT	50% EXT	TOT
CO1	Demonstrate an ability describe and recall the various object oriented concept	3	3											3.0	1.50	3.00	1.50	3.00
CO2	Formulate and interpret an object oriented model and design solution using object oriented concepts.		3	3										3.0				
CO3	Ability to illustrate a diverse set of design solutions using techniques of Interface, Packages, File Handling, Multi-threading, etc.		3	3										3.0				
CO4	Select and design methodology using bottom up approach and solve open ended problems using Java.				3	3								3.0				
CO5	Define and create modern engineering tools, techniques and resources to build software using Java programming language.			3		3								3.0				
	AVG	3.0	3.0	3.0	3.0									3.0				
	CO ATTAINMENT	3.0	3.0	3.0	3.0													
	PO ATTAINMENT	3.0	3.0	3.0	3.0													

In addition to direct measurement of attainment of course outcomes using CAM, the university also considers the student feedback as an indirect measure. Student feedback is the major backbone of

analyzing the teaching-learning process. At the end of each semester, students' feedback is collected in a standardized format with questions based on course outcomes (CO), program outcomes (PO), and program-specific outcomes (PSO). The score obtained on 5 point scale is analyzed in detail and any score below 4 is discussed in detail for plausible reasons. The remarks from students are also analyzed in detail and a corrective action plan is designed to be implemented in the next academic session. Results of Feedback with action planned is discussed during IQAC coordination committee meetings and the same is presented to Academic Senate.

File Description	Document
Upload any additional information	View Document

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 94.6

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 911

2.6.3.2 Total number of final year students who appeared for the examination conducted by the Institution.

Response: 963

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination	View Document
Upload any additional information	View Document
Paste link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.31

File Description	Document
Upload database of all currently enrolled students	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

Sikkim Manipal University (SMU) has been spearheading research in the fields of Health Sciences and Technology since 1995. The university's charter places particular emphasis on promoting cross-functional research activities, by providing world-class research facilities & expert guidance. Sikkim Manipal College of Medical Sciences regularly initiates, encourages, and funds research activities by both faculty and students, in order to foster a spirit of investigation and analysis in healthcare and medicine. Similarly, the Sikkim Manipal Institute of Technology actively promotes, organizes, and supports technical research and innovation. Researchers at both institutes get access to research and innovation conducted by their peers and colleagues at Manipal Group universities worldwide. They also actively participate in seminars and conferences worldwide to present their findings and learn about the latest developments in their areas of specialization.

Sikkim Manipal University has a well-defined Research and Consultancy Policy to promote research in frontier areas and regularly update the infrastructure for research activities.

Constituent units make provision in their annual budget for the purchase of instruments and equipment required for research activities. SMU has allocated about 2 Crore for intramural research activities. The University provides research grants/seed money to teachers to buy necessary equipment/instruments to carry out the intramural research project. The University encourages teachers to attract research grants from Government and Non-Governments agencies.

The University has created state-of-the-art research facilities in all the constituent units and encourages teachers to use the instruments/equipment available central instrumental facility. The University has recently procured the following equipment for the Medical Biotechnology Lab.

MICROSCOPE MONOCULAR, BIO-SAFETY CABINET (ESCO), HOT AIR OVEN, MICROCENTRIFUGE, LYPHOLIZER, LAMINAR FLOW CABINET

SPECTROPHOTOMETER, DEEP FREEZER, GRADIENT PCR, WATER BATH, VORTEX MIXER.

SMU has the following state-of-the-art facilities sponsored by the University, DRDO, and DBT:

- Central facility-Biotechnology Hub at the Department of Biochemistry
- DRDO Lab
- Center of excellence in Material Science & Nanotechnology.

Links to lab facilities:

Material Science & Nanotechnology:

https://smu.edu.in/content/dam/manipal/smu/smit/documents/research/Instrument_CMSNT.pdf

SMIT facilities: <https://smu.edu.in/smu/about-us/Facilities/drdo-lab.html>

SMIMS facilities: <https://smu.edu.in/smu/about-us/Facilities/smims-labs.html>

Molecular Laboratory for Covid19 testing: <https://smu.edu.in/smu/about-us/Facilities/Molecular-Laboratory.html>

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
URL of Policy document on promotion of research uploaded on website	View Document

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

Response: 24.87

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

2019-20	2018-19	2017-18	2016-17	2015-16
19.38	18.58	33.40	52.99	0

File Description	Document
Minutes of the relevant bodies of the University	View Document
Institutional data in prescribed format	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document

3.1.3 Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.

Response: 1.89

3.1.3.1 The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
6	8	9	6	5

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the award letters of the teachers	View Document

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

Response: 43

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

2019-20	2018-19	2017-18	2016-17	2015-16
14	9	9	7	4

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

3.1.5 Institution has the following facilities to support research

- 1. Central Instrumentation Centre**
- 2. Animal House/Green House**
- 3. Museum**
- 4. Media laboratory/Studios**
- 5. Business Lab**
- 6. Research/Statistical Databases**
- 7. Mootcourt**
- 8. Theatre**
- 9. Art Gallery**
- 10. Any other facility to support research**

Response: A. 4 or more of the above

File Description	Document
Upload the list of facilities provided by the university and their year of establishment	View Document
Paste link of videos and geotagged photographs	View Document

3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies (Data for the latest completed academic year)

Response: 56

3.1.6.1 The Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognitions by national and international agencies.

Response: 14

File Description	Document
Institutional data in prescribed format	View Document
e-version of departmental recognition award letters	View Document

3.2 Resource Mobilization for Research

3.2.1 Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the last five years (INR in Lakhs).

Response: 65.53

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

2019-20	2018-19	2017-18	2016-17	2015-16
14.21	16.32	15.54	13.91	5.55

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document

3.2.2 Grants for research projects sponsored by the government agencies during the last five years (INR in Lakhs).

Response: 815.96

3.2.2.1 Total Grants for research projects sponsored by the government agencies year-wise during the last five years (INR in Lakhs).

2019-20	2018-19	2017-18	2016-17	2015-16
129.74	388.52	93.27	78.54	125.89

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the grant award letters for research projects sponsored by government	View Document

3.2.3 Number of research projects per teacher funded by government and non-government agencies during the last five years

Response: 0.47

3.2.3.1 Number of research projects funded by government and non-government agencies during the last five years.

Response: 43

3.2.3.2 Number of full time teachers worked in the institution year-wise during the last five years..

Response: 454

File Description	Document
Supporting document from Funding Agency	View Document
Institutional data in prescribed format	View Document

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge.

Response:

AIC-SMU Technology Business Incubation Foundation is an incubator set up as an SPV (Special

Purpose Vehicle) at Sikkim Manipal University, which is the first Atal Incubation Center in North East India. The incubator is set up under an MOU between SMU and NITI AAYOG as an autonomous entity and registered under the Ministry of Corporate Affairs, Government of India (as a Section 8 Company under Companies Act 2013).

The incubator has Vice-Chancellor of SMU, Registrar, SMU and Director, SMIT on its Board of Directors and members from NITI AAYOG and various Government and Corporate entities on its Board of advisor.

As SMU grows in its strength, we are committed to train and nurture not only our students but also to uplift the entire North East India and empower the youths of this region by honing their skills from being employees to becoming employers and help the country achieve the full potentials of AtmaNirbhar India, thereby creating employment and wealth creation in the region.

The main function of this center is to motivate and nurture young entrepreneurs by providing them the following:

- Infrastructural support i.e. office space, meeting room
- Networking
- Funding (Including seed funds and VC/Investors connect)
- IPR
- Other Secretarial Services (Registration of company/ Compliances etc)

AIC-SMUTBI helps students and youths of the region with strong entrepreneurial abilities by identifying them and supporting them with:

- Incubation of early-stage entrepreneurial ventures based on technology and innovation.
- Create physical infrastructure and support systems necessary for business incubation activities.
- Facilitate networking with professional resources, which include mentors, experts, consultants and advisors for the incubatee companies.
- Identify technologies/innovations which have the potential for commercial ventures.
- Promote and foster the spirit of entrepreneurship.
- Carry out activities that facilitate knowledge creation, innovation and entrepreneurship activities

Activities at AIC-SMUTBI:

Some major activities that are being planned regularly are:

- Interaction with students to motivate and nurture them as entrepreneurs.
- Sensitize them of the resources that will be provided as support at SMIT/SMU.
- Organize workshops with more interaction with experts in the field.
- Organize Hackathons and Challenges of Technical designs and encourage them to convert them to commercially viable products.
- Invite some of our alumni who have started successful ventures and motivate our students.

Some of the key events organized/Hosted by AIC-SMUTBI are:

1. Defence Innovation Startup Challenge by Ministry of Defence
2. Hackathon of Sikkim Cluster organized by BIRAC and IKP, Bangalore

3. VFT organized by Wadhvani Foundation supported by Bill and Melinda Gates Foundation and AIM, NITI AAYOG
4. Fund Quest – An Investment summit with 50+ VCs participating in it for our startups to raise capital.

SMUTBI Website: <https://www.smutbi.com/>

Facilities at SMUTBI: <https://www.youtube.com/watch?v=-nSyHX0JEkg>

A list of Companies incubated at AIC-SMUTBI is available on the SMUTBI website -<https://www.smutbi.com/>

File Description	Document
Paste link for additional information	View Document

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

Response: 83

3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
32	27	14	7	3

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

3.3.3 Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.

Response: 36

3.3.3.1 Total number of awards / recognitions received for *research / innovations* won by institution / teachers / research scholars / students year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
15	14	4	1	2

File Description	Document
Institutional data in prescribed format	View Document
e- copies of award letters	View Document

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: A. All of the above

File Description	Document
Code of ethics for Research document, Research Advisory committee and ethics committee constitution and list of members on these committees, software used for Plagiarism check, link to Website	View Document

3.4.2 The institution provides incentives to teachers who receive state, national and international recognitions/awards 1. Commendation and monetary incentive at a University function 2. Commendation and medal at a University function 3. Certificate of honor 4. Announcement in the Newsletter / website

Response: A.. All of the above

File Description	Document
Institutional data in prescribed format	View Document
e- copies of the letters of awards	View Document

3.4.3 Number of Patents published / awarded during the last five years.

Response: 16

3.4.3.1 Total number of Patents published / awarded year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
12	1	3	0	0

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

3.4.4 Number of Ph.D's awarded per teacher during the last five years.

Response: 1.05

3.4.4.1 How many Ph.D's are awarded within last five years.

Response: 46

3.4.4.2 Number of teachers recognized as guides during the last five years

Response: 44

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
URL to the research page on HEI web site	View Document

3.4.5 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 1.52

3.4.5.1 Number of research papers in the Journals notified on UGC website during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
230	91	90	58	77

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

3.4.6 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 1.86

3.4.6.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
244	255	52	74	43

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

3.4.7 E-content is developed by teachers :

1. For e-PG-Pathshala
2. For CEC (Under Graduate)
3. For SWAYAM
4. For other MOOCs platform
5. Any other Government Initiatives
6. For Institutional LMS

Response: D. Any 2 of the above

File Description	Document
Institutional data in prescribed format	View Document
Give links or upload document of e-content developed	View Document

3.4.8 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

Response: 4.42

File Description	Document
Bibliometrics of the publications during the last five years	View Document

3.4.9 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response: 23.5

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy.

Response:

SMU has Research & Consultancy Policy to encourage teachers to apply for research grants and undertake consultancy projects. SMU has clearly articulated the revenue sharing between the institution and the teacher. Extract of the relevant section of the Research & Consultancy policy has been provided below.

Consultancy projects received by the various departments of Institutions under SMU from private or public organizations/agencies have been categorized into two categories:

A) Total cost of consultancy project is pre-defined:

1. Consultancy project with a substantial contribution by the investigator(s) and no resources of the University (like a laboratory, computer, software, etc. utilized), the 'consultancy fee' shall be divided between investigator(s) and the Institution in 60:40 ratio. The 60% of the 'consultancy fee' for the investigator(s) shall be divided in 2:1 ratio between the Principal investigator and Co-investigators (in case of more than one investigator).
2. Consultancy project utilizing the resource of the Institution such as laboratory facilities, computing facilities, drafting, and other facilities, the share of the Institution will be 60% of the total consultancy amount received and 40% will go to the investigator(s) involved in the consultancy work. The 40% of the 'consultancy fee' for the investigator(s) shall be divided in 2:1 ratio between the Principal investigator and Co-investigators (in case of more than one investigator).
3. The Institution's share (as stated in *Para 5.1 (a)* and *Para 5.1 (b)*) shall be divided between the Institution and the Department concerned in 50:50 ratio. The 50% of the Department share shall be credited to the Department budget.

B) The work or laboratory tests are chosen by the party (individual/public/ private organizations):

1. In this case, the 'consultancy fee' refers to the total charges of tests conducted for the particular consultancy project/work. The charge/fee for all and every test is pre-defined by the Department concerned and must be approved by the Academic Senate.
2. The 'consultancy fee' shall be divided between investigator(s) and the Institute in 60:40 ratio.
3. Twenty percent (20%) of the 'consultancy fee' received by the investigator(s) shall be given to the Laboratory Assistant(s) / Junior Engineer(s) involved in the project, if any.
4. The Institution share shall be divided between the Institution and the Department concerned in 50:50 ratio. The 50% of the Department share shall be credited to the Department budget.
5. Incentive claim under Research Incentive Schemes (RIS) of Sikkim Manipal University (SMU) is being paid to teacher/institution within a month of sanction of a consultancy project.

File Description	Document
Upload soft copy of the Consultancy Policy	View Document
Upload minutes of the Governing Council/ Syndicate/Board of Management related to consultancy policy	View Document
Paste URL of the consultancy policy document	View Document

3.5.2 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response: 294.67

3.5.2.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

2019-20	2018-19	2017-18	2016-17	2015-16
0.52	94.65	1.40	198.10	0

File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts indicating the revenue generated through consultancy	View Document

3.6 Extension Activities

3.6.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years.

Response:

1) SMU promotes holistic education through problem-based and experiential learning. SMU believes that the core aim of education is to foster the all-round development of the students. For this purpose, SMU aims to strike a balance between the knowledge gained in the four walls of a classroom and the learning activities outside a typical pen and pencil classroom experience by organizing extension activities in the neighbourhood. Students get an opportunity to do what they learn in class through experiential learning during extension/outreach activities. Students become more aware of issues in the community and develop a sense of responsibility to address them. This helps the students for a deeper understanding of self and

their involvement in the community.

2) The community-based extension activities are integrated into the curriculum implementation plan of constituent units offering medical and paramedical programs. Students are encouraged to participate in health awareness programmes imparting health education to the community by role-plays, debates, skits and discussion forums addressing various issues on AIDS awareness, Drug abuse, Adolescent health issues, tuberculosis and newborn care.

3) The Red Ribbon Club of Sikkim Manipal Institute of Nursing is highly active and awarded the best club for AIDS awareness by Sikkim State Aids controls Society.

4) The Swachh Pakawada mission by SMIT and SMCPT created awareness about sustaining a clean and viable environment by clearing and plantation drives

5) SMIT has adopted 5 villages under "Unnath Bharath Abhiyan" to empower people for organic farming and sell their produce on an e-commerce platform

Link to photographs of extension/outreach activities: <https://smu.edu.in/smu/about-us/extension-activities.html>

File Description	Document
Upload any additional information	View Document

3.6.2 Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the last five years

Response: 11

3.6.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
6	1	2	1	1

File Description	Document
Institutional data in prescribed format	View Document
e-copy of the award letters	View Document

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC,

Government and Government recognised bodies during the last five years

Response: 110

3.6.3.1 Number of extension and outreach programs conducted by the institution those through NSS/NCC, Government and Government recognised bodies during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
24	28	19	28	11

File Description	Document
Reports of the event organized	View Document
Institutional data in prescribed format	View Document

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Response: 24.35

3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
1029	1193	1324	762	248

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

3.7 Collaboration

3.7.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 58.6

3.7.1.1 Total number of Collaborative activities with other institutions / research establishment / industry for research and academic development of faculty and students year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
20	63	72	75	63

File Description	Document
Institutional data in prescribed format	View Document
Copies of collaboration	View Document

3.7.2 Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 41

3.7.2.1 Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
13	13	6	4	5

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the MoUs with institution/ industry	View Document

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:

Physical and Academic infrastructures with adequate learning resources are instrumental in creating an ambiance for enhancing the productivity of the University community. SMU has provided adequate infrastructure facilities, including sufficient classrooms, lecture halls, laboratories and ICT facilities. All constituent units have adequate classrooms, laboratories and computers as per Statutory Regulatory Authority (SRA). The University has so far invested substantially towards improving the classrooms, laboratory infrastructure, books, journals and online resources for teaching, learning and research.

Physical and Academic Facilities available :

Facilities	Number
No of classrooms & Seminar halls	133
No of Laboratories	93
No of computers for student use	1700

Classrooms:



Laboratories:



All lecture halls, seminar halls and auditoriums are provided with LED projectors. Teachers are provided with desktops/laptops to access academic resources for teaching.

The University has been regularly upgrading the infrastructure on the campus keeping in pace with the increasing demand and requirements of the constituent units.

Facilities (Technical Campus) - <https://smu.edu.in/smu/about-us/technical-campus.html>

Facilities (Medical Campus)- <https://smu.edu.in/smu/about-us/Medical-campus.html>

File Description	Document
Paste link for additional information	View Document

4.1.2 The institution has adequate facilities for cultural activities, yoga, games and sports (indoor & outdoor); (gymnasium, yoga centre, auditorium, etc.,)

Response:

Technical Campus -Majitar

The technical campus though located in a hilly terrain has a state-of-the-art sports facility-MARENA Sports Complex. It has adequate indoor and outdoor sports facilities such as include Football, Badminton, Squash, Cricket, Tennis, Table tennis, Volleyball, Basketball, Swimming pool, Aerobics and Gymnasium. The institution has highly qualified male & female sports officers available on the campus to coach students and conducting various sports events/competitions. All outdoor courts/playgrounds have floodlights.

Indoor Sports complex: Badminton, Table Tennis, Snooker, Aerobics, Swimming Pool, Squash and Basketball



Outdoor Sports: Volleyball, Football, Basketball, Track & Field, Cricket and Tennis. Depending on the semester, the inter-department sports competitions are categorized as *Odd Semester Sports competitions and Even Semester sports competitions*. The details of the events are published in the semester-wise sports calendar. The college team takes part in tournaments organized by colleges/sports organizations across the country.





SMIT facilities - <http://smu.edu.in/smit/smit-experience/hostel-smit-smu/sports-facilities-smit.html>

Medical Campus -Tadong

The medical campus is located in the lap of Himalaya at 5th-mile Tadong, Gangtok, Sikkim. Being a hilly region it's pretty difficult to get a big piece of plane land for field games. But, as it's said, where there is a will, there is a way. We do play cricket and soccer, however, in improvised format with "Cosco" ball on the concrete surface. The medical campus has facilities for basketball, volleyball, futsal, badminton, Table tennis and a well-equipped gym.

Annual Sports & Cultural Events:

Aura is a sports cum cultural event organized by Sikkim Manipal Institute of Medical Sciences: "**Kaalrav**" an annual inter-collegiate sports and cultural event organized by Sikkim Manipal Institute of Technology. Every year, the cricket team of SMIT & SMIMS participate in the annual tournament of the **Sikkim Cricket Association**. Our players participate and do exceedingly well in state-level annual badminton events.

Following sports are included in the annual sports events:

a) Field Events: Cricket, Football

- b) Court Events: Badminton, Volley Ball, Basket Ball,
- c) Board Events: Table Tennis, Carom, Chess
- d) Athletic Events: Throw ball, Shot-put, Tug of war, 1 Km Race, 4 Km Race
- e) Gymnasium Events: Weight Lifting, Bench Press
- d) Computer Games: Counter-Strike, FIFA

File Description	Document
Geotagged pictures	View Document
Paste link for additional information	View Document

4.1.3 Availability of general campus facilities and overall ambience

Response:

- 1) The University provides an excellent support system, residential facilities to cater to a diverse population of students. These facilities provide a comfortable and lively stay on campus with both academic and enriched vibrant cultural and world-class sporting facilities.
- 2) Technical campus with the constituent unit - Sikkim Manipal Institute of Technology (SMIT) located at Majitar, East Sikkim near West Bengal – Sikkim border is spread over 35 acres in a picturesque valley surrounded by green hills blessed with nature’s finest gifts on the banks of river Teesta. The state-of-the-art campus is the home of over 3000 students, over 200 faculties and a large and efficient team of support staff and the international standard infrastructure is an ideal setup for quality education, healthy lifestyle, and all-round growth of the students.



- 3) SMIT is a fully residential institute with separate hostel, mess and canteen for boys and girls.

4) Exhibiting a unique combination of Sikkimese style and modern architecture, our medical campus with Sikkim Manipal institute of Medical Sciences, Sikkim Manipal College of Nursing, Sikkim Manipal College of Physiotherapy with few University departments and the University Administrative office, is spread in a sprawling area of 25 acres of mountainous land. The campus provides a very congenial environment for academic activities with lecture theatres well equipped with all modern audio-visual amenities.



5) The campuses though located in a hilly terrain have adequate indoor and outdoor sports facilities to include Football, Badminton, Squash, Cricket, Tennis, Table tennis, Volleyball, Basketball, Swimming pool, Aerobics, and Gymnasium. The University has highly qualified Male & Female Sports officers always available on the campus responsible for coaching and conduct of various sports events. All outdoor courts/playgrounds have floodlights.

6) Medical facilities are provided to all by Central Referral Hospital (CRH). The University, with its aim 'education for all, provides a conducive environment for the differently-abled students/patients by providing lifts, ramps, and special toilets suitable to their needs.

7) The safety of students, faculty members & visitors is of paramount importance to us. The Home guards of Govt. of Sikkim and security guards of a private security agency are employed for providing security cover to the campus.

8) Campuses have ICT-enabled classrooms, laboratory and library infrastructure, which assist the faculty and students in their research activities.

9) The Technical campus has over 2000 seater hostels for boys and about 1000 seater hostels for girls. The Medical campus has over 500 seater hostels for boys and about 400 seater hostels for girls.

10) 24 x 7 Wi-Fi connectivity is provided in all hostels, CCTV cameras at entrances of all hostels & at amphitheater, 24 x 7 electricity and water supply in all the hostels; attenders, Laundry services, and housekeeping services are provided in all hostels during day and night. Solar panels are installed in all hostels for hot water and cafeterias.



Facilities (Technical Campus) - <https://smu.edu.in/smu/about-us/technical-campus.html>

Facilities (Medical Campus)- <https://smu.edu.in/smu/about-us/Medical-campus.html>

File Description	Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

Response: 17.79

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
863.81	978.7	898.85	5999.45	468.08

File Description	Document
Upload audited utilization statements	View Document
Institutional data in prescribed format	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS) and has digitisation facility

Response:

Sikkim Manipal University (SMU) has a state-of-the-art library at both Medical and Technical Campuses. SMU has an integrated Library Management System (ILMS) powered by **EasyLib software** (<http://49.206.31.201:8085/smit/>)

The Central Library of Sikkim Manipal Institute of Technology (SMIT) was established along with the establishment of Sikkim Manipal Institute of Technology in 1997 in order to meet the academic and research needs of the Teachers, Research Scholars, and Students. The Library is a two-storied building with a 2960 square meter carpet area. The total seating capacity of the Library is 428 users at a time. SMIT Library has built up a rich collection of books and journals of all branches of Engineering, Science, and Management. SMIT Central Library is a member of DELNET for online access to e-journals and e-books.



SMIT Library users can access the above e-resources remotely by login in through the Knimbus-e-library portal- <https://smu.new.knimbus.com>

Know more about SMIT Central Library - <https://smu.edu.in/smit/smit-experience/library.html>



Sikkim Manipal Institute of Medical Sciences (SMIMS) Library has a 1607 square meter carpet area. It has a collection of 16033 books. Out of which, 10694 are textbooks and 5339 reference books. The library has large collections of journals and e-journals. Central Library at Medical campus provides web-based access to its resources via SMUERP. Students can access library resources from Hostel.

Know more about SMIMS Central Library - <https://smu.edu.in/smims/why-smims/library.html>

SMU is a member of Inflibnet, e-ShodhaSindhu and Shodhganga.

File Description	Document
Paste link for additional information	View Document

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 89.93

4.2.3.1 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
96.38	96.11	101.99	103.95	51.2

File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 20.36

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 814

File Description	Document
Details of library usage by teachers and students (Library accession register, online accession details to be provided as supporting documents)	View Document

4.3 IT Infrastructure

4.3.1 Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic year)

Response: 100

4.3.1.1 Number of classrooms and seminar halls with ICT facilities

Response: 85

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Paste link for additional information	View Document

4.3.2 Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility

Response:

1) IT Policies: Sikkim Manipal University has comprehensive IT policies such as Information Access Control Policy, IT Asset Management Policy, Information Security, IT Operations Security, Information Security Incident Management Policy, Communications Security Policy, Compliance Policy, Human Resource Security Policy, Secure Information Systems Development and Maintenance Policy, Service

Vendor Management Policy, Physical and Environmental Security Policy and Business Continuity Management Policy.

2) ERP for e-Governance: e-Campus Manager and SMU ERP are being used for Attendance Management, Learning Management System, Examination Management System. Research Data Management System (RMS) is being used for capturing data related to research such as Research Publications, Research Projects, Patents, Consultancy projects, Book Chapters, Conference papers etc.

4) Internet Facility: SMU is connected to the National Knowledge Network (NKN), Govt of India, and provides 1 GBPS dedicated internet leased line connection with a WIFI facility to all classrooms, libraries, and hostels. Alternatively, SMU has 750 Mbps internet connectivity from Jio Infocomm Ltd.

5) Library Management Management System: EasyLib is being used as library management software.

6) Maintenance of IT Infrastructure: The IT department does the maintenance of computers & peripherals. Annual Maintenance Contracts for sophisticated equipment are also undertaken.

7) Servers: SMU has servers for Application Server, Finance Servers, RMS Server, ERP Server, Library Server: automated with Easy Lib Software. Active Directory Domain Server SAN Storage Server: For Data Storage and Security.

8) Antivirus: - New Windows Platform K7 Endpoint Enterprise Client Security & SOPHOS advanced threat management system for all servers.

9) LAN facility with CISCO core layer 3 switch & layer 2 managed switch for end-user distribution with Fiber optic backbone and Cat6 structured cable to every department with the speed of 1GBPS.

10) CCTV Surveillance: The University has deployed an IP-based surveillance system containing 451 high-resolution cameras installed at all strategic locations in the university campus and hostels controlled by a central monitoring system.

SMU IT Department makes adequate budgetary provisions to upgrade existing IT facilities in the academic and administrative offices.

4.3.3 Student - Computer ratio (Data for the latest completed academic year)

Response: 2.1

File Description	Document
Student – computer ratio	View Document

4.3.4 Available bandwidth of internet connection in the Institution (Leased line)

Response: A. ?1 GBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document

4.3.5 Institution has the following Facilities for e-content development

1. Media centre
2. Audio visual centre
3. Lecture Capturing System(LCS)
4. Mixing equipments and softwares for editing

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Links of photographs	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 62.66

4.4.1.1 Expenditure incurred on maintenance of infrastructure (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
2404.78	4115.25	7556.17	9285.34	8630.55

File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts	View Document

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

Response:

SMU has Standard Operating Procedures (SOPs) and practices for providing excellent infrastructure facilities and periodic maintenance of facilities.

- The engineering department of SMU has SOPs for the maintenance of physical facilities. The physical facilities comprise the University buildings, classrooms, auditoriums, seminar halls, laboratories, library and sports facilities. Director-General Services is responsible for laying down the procedures and their implementation.
- Request for maintenance and repairs is raised via SMUERP. On receipt of complaint or request for repair, junior engineer sends an electrician, plumber and carpenter to site for maintenance work/repair.
- Most of the lab equipment's are maintained by the trained technical staff and repair work is carried out by the various service providers. Some of the sophisticated instruments of the academic departments and centralized facilities like lift, AC, water cooler, water filtration units, photocopier, generator etc. are under annual maintenance contract (AMC). The cleaning of the classrooms, laboratories, hostels, institute premises and residential areas is outsourced to Manipal Integrated Services (MIS).
- Maintenance of IT infrastructure is done by the IT department. IT Department has IT Policy and SOPs for maintenance of IT infrastructure.

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).

Response: 47

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2019-20	2018-19	2017-18	2016-17	2015-16
1917	1836	1982	1905	1232

File Description

Document

Upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Institutional data in prescribed format

[View Document](#)

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

Response: 31.67

5.1.2.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
2137	2212	1480	0	0

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

5.1.3 Following Capacity development and skills enhancement activities are organised for improving

students capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology

Response: A. All of the above

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

5.1.4 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances 4. Timely redressal of the grievances through appropriate committees

Response: A. All of the above

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	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: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 90.3

5.2.1.1 Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.)) year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
96	113	6	14	8

5.2.1.2 Number of students appearing in state/ national/ international level examinations (eg:

IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
96	115	7	16	10

File Description	Document
Upload supporting data for the same	View Document
Institutional data in prescribed format	View Document

5.2.2 Average percentage of placement of outgoing students during the last five years

Response: 54.36

5.2.2.1 Number of outgoing students placed year - wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
500	558	469	531	556

File Description	Document
Self attested list of students placed	View Document
Institutional data in prescribed format	View Document

5.2.3 Percentage of student progression to higher education (previous graduating batch).

Response: 14.6

5.2.3.1 Number of outgoing student progressing to higher education.

Response: 133

File Description	Document
Upload supporting data for student/alumni	View Document
Institutional data in prescribed format	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards / medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) during the last five years.

Response: 240

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

2019-20	2018-19	2017-18	2016-17	2015-16
55	87	52	25	21

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters and certificates	View Document

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

Response:

Sikkim Manipal University has a student council at both Technical and Medical Campuses. Student Council (SC) is an elected body of students. The elected members are third-year students and the Vice-President (VP) and General Secretary (GS) needs to be Class Representative (CR). The students contesting for various posts need to be nominated by SC members. All the CR's except for the 4th year are allowed to vote to elect the SC members.

The main function of the **Student Council** is to coordinate all types of student activities on the campus. The **Associate Director-Student Affairs (Technical Campus)** and **Associate Dean-Student Affairs (Medical Campus)** look after the welfare of the students and coordinates all types of student activities on the campus through various clubs.

Constituent units have student clubs like CULTURAL CLUB, ILLUSION, UDAAN, CHROMATICS, SMITMUN, PORTS CLUB, PHOTOGRAPHY CLUB, INNOVISION, INQUIZITIVE, OPEN SOURCE CLUB (OSC), ARTIFICIAL INTELLIGENCE (AI CLUB), DE DESINO (Designing Club), and DECODERS to provide opportunities for students to showcase their talent and skills. The student council is actively engaged in organizing extension activities and outreach programs.

All issues pertaining to students are discussed in the monthly Student Council Meeting chaired by the Head of the Institution. Student Council serves as a platform where the students can raise their concerns and constructively participate in the betterment of student's career, life on campus, and contribute to building the Institution as an ideal place of learning.

Details of Clubs & Societies - <https://smu.edu.in/smit/smit-experience/student-clubs/student-clubs-societies-smit.html>

College Magazine: <https://smu.edu.in/smit/smit-experience/student-clubs/magazine-smit.html>
<https://smu.edu.in/content/dam/manipal/smu/IQAC/NAAC/5/XXI.pdf>

Student Council Activities-<https://smu.edu.in/smu/about-us/extension-activities.html>

File Description	Document
Upload any additional information	View Document
Link for additional information	View Document

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 28.8

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

2019-20	2018-19	2017-18	2016-17	2015-16
25	28	42	37	12

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Response:

SMU has an active **Alumni association** in all its constituent units. Alumni Association connects with alumni members via the Institution's Alumni Cell Website, Facebook and Instagram. SMIT has an active **Alumni Engagement Cell** with an objective to facilitate alumni to take part in the institutional activities. It publishes a quarterly newsletter covering various events of the institute, faculty achievements, student

achievements and Alumni achievements. SMIT Alumni Cell details available at: <https://www.smitalumni.in/newsroom/news/SMIT-Alumni-News.dz>

Alumni Association/Alumni Cell organizes the following activities:

- Alumni Talks
- TEDx Events
- Workshops
- Mentorship program

Details of Alumni Talks & Workshops organized:

Name of Alumni	Year of Passing	Current job profile	Date of interaction	Topic
Mr. Sourav Chanda	2003	Director-Enterprise Information Security, Providence Health and Services.	27 June 2020 (Virtual)	Cybersecurity Careers in post-Covid World
Mr. Subhajit Mukherjee	2002	Co-Founder, Text Mercato Solutions	15th July 2019	Orientation Program for B.Tech 1st-year students
Ms. Priyanka Chanda	2003	Director-Consulting Services, Microland	16 July 2020 (Virtual)	Orientation Program for B.Tech 1st-year students
Mr. Mayank Shridhar	2003	Principal Technologist, Infosys	29th April 2019	Motivational talk
Mr. Prakash Natarajan	2017	Amazon	6th September 2018	Motivational talk
Mr. Varun Anand Modi	2007	CEO & Founder at Agile Business Solutions	6th September 2018	Motivational talk
Ms. Vasundhara Agarwal	2010	Game Designer and Researcher - Tata Research Development and Design Centre, Tata Consultancy Services Ltd.	20th September 2018	Workshop on Game Design
Mr. Jaskirat Singh	2009	Founder of an Ed-tech Company – Axis India Machine Learning	19 – 21 August 2017	Workshop on Artificial Intelligence and Machine Learning

SMIT alumni association meets every year and organizes TEDx talks for the benefit of students.

SMIT TEDx Talks: <https://www.youtube.com/watch?v=LIP6MwALwzY>

SMIT TEDx Talks: <https://www.youtube.com/watch?v=LIP6MwALwzY>

SMIT TEDx Talks: https://www.youtube.com/watch?v=z6ndJVbP_Lw

SMIT TEDx Talks: <https://www.youtube.com/watch?v=FdG21aapiCY>

File Description	Document
Any additional information	View Document
Link for additional information	View Document

5.4.2 Alumni contribution during the last five years (INR in Lakhs)

Response: B. 50 Lakhs - 100 Lakhs

File Description	Document
Any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

- The University's vision is to be a global leader in Human Development, Excellence in Education, and Healthcare. Through its mission, the University has embarked on a journey to supplement the nation's developmental goals in providing high-quality education, affordable and quality healthcare services to the masses while developing professionals of excellent technical calibre with a humane approach capable of shouldering the responsibility of building a nation. In line with the vision of the University, the 'leadership' is committed towards continual improvement, sustained growth and development of culture for quality.
- The leadership of the university is guided by the principle of sound judgment, effective communication and setting standards and benchmarks in quality education and administration, always striving to excel for stakeholder/student satisfaction. The Organization structure incorporates various bodies viz. Governing Council, Executive Committee, Finance committee, Academic Senate, Board of studies and Grievance cell.
- The Governing Council and the Academic Senate meets a minimum of twice in a year. The finance committee meets at least twice a year.
- Academics departments constitute the Board of Studies (BOS) and prepare curriculum for various programs keeping in view the vision, mission and objectives of the university, interest of the stakeholders and national requirements. BoS members suggest methodologies for innovative teaching and evaluation techniques, recommend names for a list of examiners, Post-approval of BOS, academic departments submit the proposal to the Academic Senate for approval.
- University encourages participatory management by involving the stakeholders at all levels. Through departmental meetings, coordination committee meetings, Board of Studies meetings, the University facilitates the internal sharing of ideas in a democratic manner, encouraging maximum participation from faculty members

File Description	Document
Link for additional information	View Document

6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management.

Response:

SMU Leadership encourages a decentralized and participative style of functioning. Every decision in the university is being taken by the committee constituted for the purpose. Through departmental meetings, IQAC coordination committee meetings, Board of Studies meetings, the University facilitates the internal sharing of ideas in a democratic manner, encouraging maximum participation from faculty members.

Institutional Level.

SMU promotes a decentralized approach to decision-making. Each constituent is headed by the Head of the institution (HoI) and in larger institutions like Sikkim Manipal Institute of Technology and Sikkim Manipal Institute of Medical Sciences, HoI is supported by Associate Directors/Associate Deans. The Director/Dean of the institution conducts a monthly coordination committee meeting to discuss the matter related to various academic initiatives of the departments, infrastructure, student affairs, and the progress of key performance indicators. Inputs for this meeting come from the departmental meetings headed by the Head of the department (HoD) with faculty members of the department. HoDs and faculty members take decisions related to the revision of curriculum, pedagogy, and assessment in consultation with the Board of Studies (BoS). The University leadership has given autonomy to HoIs to take decisions related to day-to-day operations at the institutional level.

University Level:

At the University level, monthly **Coordination Committee Meeting** is conducted regularly to discuss the various matter related to Curricular aspects, Teaching-Learning, Research, Infrastructure, student placement and progression. HOIs of constituent units present the updates/new initiatives related to the aforementioned areas. This meeting has helped the University to monitor the progress of various initiatives and share best practices among constituent units.

Proposals discussed and decisions are taken in various institutional/University meetings are presented during the University level meetings. Purchase-related matters discussed in Institutional Purchase Committee (IPC) are being presented to **University Purchase Committee (UPC)**, decisions/proposals on academic matters are presented to **Academic Senate**. University takes strategic decisions during the **Executive Committee** and **Governing Council (GC) meetings**.

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed.

Response:

The Strategic/Perspective plan (2018-2023) of Sikkim Manipal University is fundamentally based on the Vision, Mission and Core Values of the University. SMU executes its strategic plan by following 8 goals.

Goal 1: Explore and introduce new programs based on local and global needs and provide more options for prospective learners.

- Programs in Humanities -B.Ed., BA (Economics)
- PG programs in Medical: MS (Ortho), MS (Gen. Surgery), MS (Radiodiagnosis)

- New programs in Engineering
- Establishment of Institute of Allied Health Sciences
- Introduce online programs

Goal 2: Enrich current programs with more value-added courses

- Introduce NSDC skills programs
- Introduce Choice Based Credit System (CBCS)/Elective system in all programs
- Introduce UNESCO Bioethics course as part of Medical and Paramedical curriculum

Goal 3: Encourage technology adoption for admission, teaching-learning and evaluation.

- Implement Student Life Cycle Management (SLcM)
- Automation of examination process and explore the implementation of On-Screen Marking (OSM) for evaluation
- Learning Management System (LMS) for Teaching Learning

Goal 4: Improve promotion pathways and strengthen faculty policies and processes, increase retention of faculty and bolster excellence in teaching, learning

- Increase Faculty development programs
- Acquire quality talent with desired skills meeting requirements of Statutory Regulatory Authority (SRA).
- Development of employees on a continuous basis to enhance the skills and competencies in newer age requirements.
- Draw, adopt and evaluate a holistic engagement model integrating all the aspects of human capital
- requirement for deep engagement by adopting few Employee Value Proposition pillars to create a strong Employer Branding.
- Improve communication channels through technology adoption for effective and transparent communication.
- Motivate more employees to opt for SMILE program to shoulder higher responsibilities and grow within the organization.
- Formulate and conduct academic leadership conferences every year for best practices sharing and for resource mobilisation/fungibility to infuse new learning.

Goal 5: Upgrade infrastructure facilities

- Capacity upgradation of Central Referral Hospital (CRH)
- Additional hostel facility for students
- Dedicated river-based water supply to SMIT campus
- Additional faculty quarters at SMIT

Goal 6: Foster new research collaborations that result in sustainable initiatives to increase research funding and expenditures, and other scholarly and creative activities.

- Increase seed money to promote research among young researchers.
- Promote industry partnership and consultancy for new research and development
- Additional resource mobilization by Consultancy projects, Research Grants from Govt and Non-

Govt Organizations.

- Encourage student innovations through Technology Business Incubator (TBI).

Goal 7: Increase the impact of university research, scholarly and creative activities, including increasing sponsored research funding, publishing in peer reviewed journals, creative works and national and international recognition

- Encourage teachers to organize conferences/workshops/seminars
- Provide incentives to teachers for research initiatives.
- Awards and recognitions for teachers and researchers

Goal 8: Promote quality culture by certifications and accreditations

- NBA accreditation for Technical campus
- NABH accreditation for CRH
- ISO Certification for SMU constituent units
- Strengthen academic and financial audits

File Description	Document
Strategic Plan and deployment documents on the website	View Document

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

The Sikkim Manipal University was established in 1995 as a State Private University under vide Sikkim Manipal University of Health, Medical and Technological Sciences Act (Act No. 9 of 1995). Following are the authorities of the University.

AUTHORITIES OF THE UNIVERSITY:

1) The Governing Council (GC): The Governing Council shall be the supreme authority of the University and provides strategic direction to the University.

2) Executive Committee (EC): The Executive Committee shall be the Chief executive body of the University.

3) Finance Committee (FC): To examine and scrutinize the annual budget of the University and to make recommendations on financial matters to the Executive Committee.

4) Academic Senate (AS): The principal academic body and supervises all the academic policies and practices.

5) Board of Studies (BoS): Oversees the curriculum-related matters, suggest methodologies for innovative teaching and evaluation techniques, panel of names to the Academic Senate for appointment of examiners etc.

6) Directorate of Research (DOR): DOR is responsible for promoting research in the university.

7) Committees: University has also appointed various other committees to support administrative and academic issues viz. Anti-ragging, Grievance Redressal, Disciplinary, POSH Committees.

ADMINISTRATIVE SET-UP:

1. Chancellor - As SMU is a State Private University under Public-Private Partnership (PPP) with the Government of Sikkim, the Governor of State of Sikkim shall be the Chancellor of the University. Chancellor will preside over the Convocations of the University

2. Pro-Chancellor - Pro-Chancellor shall preside over the meeting of Governing Council (GC) and Executive Committee (EC).

3. Vice-Chancellor - VC is the principal executive, academic officer and functional head of the University.

5. Registrar - All documents and records are authenticated by the Registrar.

6. Finance Officer - Head of the University finance.

7. Deans/Directors/Principals - Functional heads of constituent units and assist the VC in all administrative matters. Head of the constituent units is empowered to take decisions related to academic matters and institutional collaborations for student internships/projects/placements.

The human Resource Department of the university has a clearly defined HR policy with detailed service rules, recruitment/promotion policy and grievance redressal mechanism. All the details are available in the Employee handbook brought out by the University.

File Description	Document
Link to Organogram of the University webpage	View Document

6.2.3 Institution Implements e-governance covering following areas of operation

1. Administration

2. Finance and Accounts

3. Student Admission and Support

4. Examination

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP (Enterprise Resource Planning) Document	View Document
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff .

Response:

Sikkim Manipal University (SMU) has a robust Performance Management System for all the employees under the category Leadership & Teaching for effective motivation of employees as also to promote High-Performance Culture. SMU has various welfare schemes for all levels of employees.

Performance Management System:

- The performance management cycle is from April to March and it comprises both competency-based and behavioral-based assessment parameters. The competency part comprises of quality elements with respect to teaching, student, pedagogy, academic delivery, research, etc.
- A detailed communication will be sent to individual employees with copies to their respective HODs/HOIs in the month of January to enable individual employees to capture the contributions/achievements of that particular year and the same will be evaluated by their respective HODs.
- Upon receipt of the PMS document and capturing the scores, the final calibration/validation of scores will be done from the HR department along with the HOI for removal of various biases and after completing the grade clustering namely A, A+ (A Plus) and A++ (A Plus Plus), the recommendation sheet will be sent to Vice Chancellor for his approval. To create a High-Performance Culture as also to achieve the University objectives apart from the individual objectives, the percentage of employees to be covered under each category is bucketed as Top 30%-Category A++; Next 60%-Category A+; Last 10%-Category A.

Welfare measures:

- **Reimbursement of Children Education Allowance:** The reimbursement of children Education Allowance is up to 75% of the tuition fee (ceiling of Rs.5000/- per annum) for all SMU employees irrespective of their pay scale.
- **Concession in tuition fees for pursuing SMU programs:** All employees and their children are eligible for 50% concession on fees SMU programs.
- **Medicare scheme:** Free Consultation, Concession on Diagnostic/ Therapeutic procedures. Free Maternity benefit up to two deliveries, 10 percent discount on medicine purchased from CRH Pharmacy.

- **Leave Travel Policy:** The policy shall provide financial assistance to employees while proceeding on leave for travel to hometown or any place in India for self & family members.
- **Conference Policy:** The faculty for attending conferences is selectively extended to eligible faculty members and other employees keeping a view of the need to provide academic advancement and professional enrichment of staff.
- **Group Mediclaim Policy:** GTLI/GPAI POLICY cover being extended to employees of the Group is among various staff welfare measures and mandatory for all employees up to the age of 69 yrs.
- **Uniform Allowance:** The drivers of Sikkim Manipal University and its constituent units are given a uniform allowance of Rs 2000 per annum. If the drivers fail to wear the uniform, their allowances shall be discontinued.
- **Gratuity and Provident fund and Group Insurance Scheme** for employees

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: 14.75

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
112	67	30	25	25

File Description

Document

Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template)

[View Document](#)

Other Upload Files

1

[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.

Response: 20.2

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
37	43	7	5	9

File Description	Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View Document
Any additional information	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 19.04

6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
122	121	39	37	15

File Description	Document
IQAC report summary	View Document
Details of teachers attending professional development Programmes during the last five years (Data Template)	View Document
Any additional 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:

- Well before the financial year starts, the HoIs submit their budget proposals (capital and operational) to the Finance Officer. The Finance Officer consolidates the requirements of all constituent units. Over a period of two days, the top management holds budget meetings with each individual HoI . After due deliberations and considering the available resources, allocations are made to each of the units. The budget will be presented to Finance Committee (FC) for approval. The HoIs in turn communicates to respective heads of the departments of the units. Once the

allocations are made, the HOI is authorized to implement the budget proposals.

- As a self-financed university, resource mobilization is primarily through fee collection. Other forms of resource mobilization include Hospital Income, Research Grants, Consultancy Services, Endowments, State Govt. Grants, Profit on sale of investments and Interest Income. University encourages its faculty to apply for research grants and also to render consultancy work. University also approaches the philanthropists and alumni for donations/institute awards, scholarships etc.
- The University optimally utilizes resources using strategies such as the development of in-house technology solutions to reduce costs and increase operational efficiency, streamlining of processes and workflows and reduction of overheads, and efficient procurement policies. Some examples of in-house developed technology solutions include – e-Campus ERP used in Student Life Cycle Management and Online Examination tool.

6.4.2 Funds / Grants received from government bodies during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs).

Response: 527.9

6.4.2.1 Total Funds / Grants received from government bodies for development and maintenance of infrastructure (not covered under Criteria III and V) year wise during the last five years (INR in Lakhs).

2019-20	2018-19	2017-18	2016-17	2015-16
0.63	509.5	3.91	13.86	0

File Description	Document
Details of Funds / Grants received from government bodies during the last five years (Data Template)	View Document
Annual statements of accounts	View Document

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

Response: 404.4

6.4.3.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
103.6	100.4	100	100.4	0

File Description	Document
Institutional data in prescribed format	View Document
Annual statements of accounts	View Document

6.4.4 Institution conducts internal and external financial audits regularly

Response:

Sikkim Manipal University conducts internal and external financial audits. Internal & Statutory auditors are appointed by the **Finance Committee** every two years on recommendation by the University.

Key highlights of the procedure followed for Internal & External Audits at SMU:

- Internal Audit is being carried out by M/s G Choudhury and Associates, Chartered Accountants, Gangtok. They carry out an internal audit at the end of every quarter.
- The audit team scrutinizes (i) all receipts from fees, hospital receipts, grants, contributions, interest earned and returns on investments; (ii) all payments to staff, vendors, contractors, students and other service providers; (iii) All observations of Auditor are communicated through their report. The Head of the Intuitions and the University examine these observations, and the draft report is submitted to Vice-Chancellor of the University.
- All the receipts and the payment of the university and its constituent units compared with the previous year to ensure that no serious objection or irregularities.
- All Utilization Certificates to various grant-giving agencies are also countersigned by the Chartered Accountant.
- After a draft report is submitted, the management submits its remarks and compliance to the same, after which the report is finalized.
- External Audit is being carried out by Statutory Auditors – M/s Deoki Bijay & Co., Chartered Accountants, Kolkata. Statutory audit is carried out as applicable to a University registered under section 10(23C) (vi) of the Income Tax Act, 1961. 1st phase of the audit commences during Jan-Feb & 2nd stage during May.
- The external audit checks all the statutory remittance and filing of returns and assessments viz, Salary, TDS, TCS, Professional tax, EPF, ESIC, gratuity payment.
- The Chartered Accountant as an external audit certifies the Annual financial statements.
- The Finance Committee is appraised of both the audits as conducted above in its next meeting with its observations and compliance.

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals.

Response:

SMU believes that anything which is not monitored and measured, cannot be improved. Therefore, IQAC initiated a monthly IQAC Coordination Committee Meetings in the year 2017 with an objective to bring key stakeholders of the university responsible for driving the quality on the same platform to monitor the key performance indicators and progress on the University's Perspective/Strategic Plan. This meeting is being conducted regularly to discuss the various matter related to Curricular aspects, Teaching-Learning, Research, Infrastructure, student placement and progression. HOIs of constituent units present the updates/new initiatives related to the aforementioned areas. This meeting has helped the University to monitor the progress of various initiatives and share best practices among constituent units. Following are some incremental improvements made in the preceding years with regard to quality.

1) IQAC has implemented **Academic & Administrative Audits (AAA)** to ensure regulatory compliance and provide constructive feedback to the department towards continual improvement.

2) IQAC has been instrumental in creating awareness among teaching and non-teaching staff about the importance of maintaining quality data and how it helps in **Institutional Ranking** such as the National Institutional Ranking Framework (NIRF), Quacquarelli Symonds (QS), The Higher Education (THE) and other global rankings. SMU has been participating in NIRF and other private rankings such as India Today, The Week, etc. and significantly improved its ranking in the last 3 years.

3) IQAC has been instrumental in the implementation of the **Research Data Management System (RMS)** software to capture research data in the year 2018. Teachers are required to enter the data related to publications, books, patents, grants and consultancy projects into the RMS. RMS is being used as a research administrative tool for incentivizing faculty members for their publication/patents/research and consultancy projects. RMS has significantly reduced IQAC's effort in collating research data from various institutions and departments.

4) IQAC has created awareness about the use of the **National Scholarship Portal** to capture the details of students who have received scholarships under State & Central Government schemes. The coordinator has been identified in each institution to create accounts on National Scholarship Portal, check the scholarship details, and send a report to IQAC at regular intervals. Due to institution-wide awareness about the use of the National Scholarship Portal and the available Government schemes, the number of students applying for scholarships has significantly increased in the last 2 years.

5) IQAC had organized series of training programmes on **e-resource development** and **online teaching** for teachers of SMU. These training programmes helped teachers in the effective delivery of webinars during the Covid19 pandemic.

6.5.2 Institution has adopted the following for Quality assurance 1. Academic Administrative Audit (AAA) and follow up action taken 2.Confernces, Seminars, Workshops on quality conducted 3. Collaborative quality initiatives with other institution(s) 4.Orientation programme on quality issues for teachers and students 5. Participation in NIRF 6.Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA).

Response: A. Any 5 or more of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution (Data Template)	View Document
Paste web link of Annual reports of University	View Document

6.5.3 Incremental improvements made for the preceding five years with regard to quality (in case of first cycle), Post accreditation quality initiatives (second and subsequent cycles).

Response:

SMU has made a significant improvement in the following areas in the last 5 years:

1) Improvement in processes: IQAC has implemented regular rigorous Academic & Administrative Audit to find opportunities for automation of processes. As an outcome of the audit, IQAC has done significant improvements in the data capturing mechanism by automation. **Research Data Management System (RMS) has been implemented** in the year 2018. Teachers are required to enter the data related to publications, books, patents, grants and consultancy projects into the RMS. RMS is being used as a research administrative tool for incentivizing faculty members for their publication/patents/research and consultancy projects. RMS has significantly reduced IQAC's effort in collating research data from various institutions and departments.

2) New programs: The University has introduced MA (Political Science), MA (Sociology), MA (English) and BSc (Medical Biotechnology) programmes.

3) Publications: To enhance the quality of publications, SMU has introduced incentives for teachers who publish research papers in high-impact indexed journals. In the last 3 years, we have seen a 25% increase in the number of publications, and about 50% of the publications are in high-impact Scopus Q-1 & Q-2 journals.

4) Patents: The number of teachers applying for patents has significantly increased in the last 5 years. As of 2021, about 40 patents have been filed and about 16 have been published/granted.

5) Intramural Grants: SMU has increased intramural grants from 1 Crore to 2 Crore per year to promote intramural research. Increased intramural funds resulted in increased publications, the number of teachers applying for Government has increased significantly.

6) Coursera courses: In addition to in-class value-added courses, SMU has subscribed to Enterprise Coursera licenses and provided free access to students and teachers. Teachers recommend Coursera courses to students as a value-added course. Teachers use this provision as an opportunity for professional development and do courses in emerging areas/technologies.

7) Awards & Recognition: SMU has introduced SMU Pride Awards to recognize the contribution of faculty and non-teaching staff. Teachers who receive national/international recognitions/awards, research

grants/consultancy projects are recognized during the Awards & Recognition Event.

8) Digital Transformation: Covid 19 pandemic has accelerated the digital transformation/innovation and helped institutions to develop innovative models to engage students and assess students on defined learning outcomes. SMU has implemented MS Teams Meeting tool to engage students in online mode. Teachers have been using this tool for conducting live classes during this pandemic.

9) Incubation Centre: SMU has established Atal Inbuation Centre at Sikkim Manipal University.

10) Accreditation for Labs: Central Referral Hospital's (Teaching hospital of SMU) Molecular biology received the **National Accreditation Board for Testing and Calibration Laboratories (NABL)** Accreditation.

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

SMU provides an inclusive environment for both students and employees by promoting gender equity through curricular and co-curricular activities. SMU constituent units select **gender champions** as per the guidelines of UGC. One boy and one girl student are selected after several rounds of screening and personal interviews. The gender champions selected are entrusted with the task of propagating the concept of gender equity on all fronts. The concept is popularised by organizing debates, essay competitions, talks, and plays. Posters and messages pertaining to gender equality are displayed across various poster boards and notice boards. Every faculty is sensitized regarding gender equity and faculty member spreads the importance of gender equity during interaction with the students in the regular classes. Be it sports, cultural, mess and other activities of students, institute follows a policy of having a representative each from both the boys and girls. This ensures fair participation and better understanding amongst the students. More details: <https://smu.edu.in/smcpt/news-events/events-list/Poster-Competition-Gender-sensitization-program.html>

Every year, Human Resource Department (HRD) conducts a Gender Sensitization program for all employees of the university. SMU also promotes gender equity through the curriculum. Humanities programs have courses such as Gender Studies in Literature, Gender & Society, Gender and Society etc.

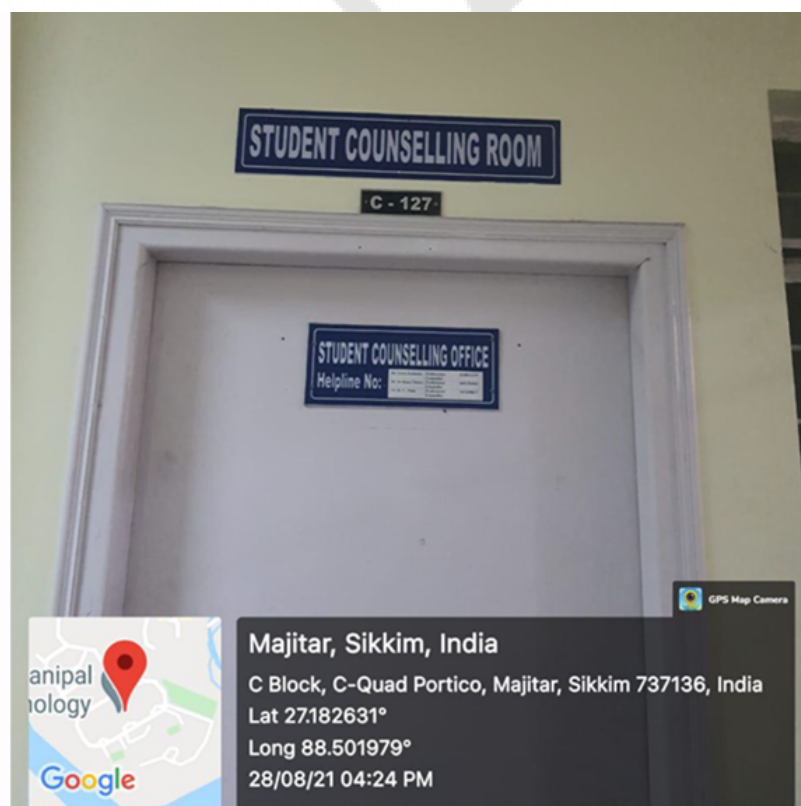
Safety and security:

The safety of girls is given prime importance on the campus. SMU has standard laid down rules on the campus for providing a safe environment to the girls within the campus. Every issue of girls is handled by a female staff keeping in consideration the special requirement of girls. All the staffs in the girls' hostel are ladies and the hostel warden are ladies from the teaching fraternity. Teacher guardians allotted to the girls' students regularly apprise the parents about the performance and other issues of their daughter.



<https://smu.edu.in/smu/about-us/iqac/Special-Facilities-for-Women/safety-and-security.html>

Counseling: SMU has designated counseling rooms with male and female counselors.



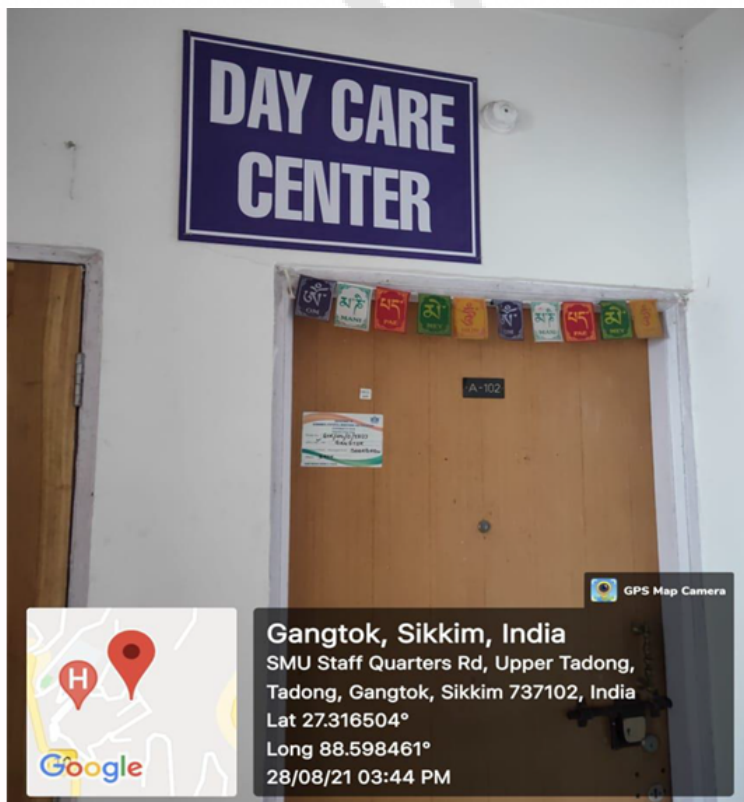
<https://smu.edu.in/smu/about-us/iqac/Special-Facilities-for-Women/counselling.html>

Common Rooms: There is a common room for females.



<https://smu.edu.in/smu/about-us/iqac/Special-Facilities-for-Women/common-rooms.html>

Daycare center for children: SMU has provided dedicated space for the Daycare center to enable working women to leave their children in the daycare center during office hours.



<https://smu.edu.in/smu/about-us/iqac/Special-Facilities-for-Women/day-care-center.html>

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

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

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

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

Response:

Waste generated from campuses and hospitals is carried by Gangtok Municipal Corporation (GMC) at Medical Campus, while at the Technical campus located at Majitar, waste is carried by Rangpo Municipal Corporation (RMC). SMU has the following waste management practices at Majitar & Tadong campuses.

i) Solid Waste Management:

Solid waste from institutions, hostels, faculty quarters, and hospitals is being segregated as **non-biodegradable** and **biodegradable waste**. **Non-biodegradable waste** is being collected directly by Gangtok Municipal Corporation (GMC) at Tadong Campus and Rangpo Municipal Corporation (RMC) at Majitar Campus. **Biodegradable waste** is being converted to compost using Vermicomposting pit and used for gardens.



ii) Liquid Waste Management:

Sewage Treatment Plant (STP) & Effluent Treatment Plant (ETP) are being used to treat waste generated by 4000 inhabitants on the campus. Effluent is being treated in the sewage treatment plant. Total sludge and kitchen waste (wastewater) pass through the screen and grit chamber to remove large floating objects, then the sewage passed to the primary settling tank to settle most of the suspended solids. The primary sludge (settled solids) is removed and processed. Sometimes the processed dry sludge is used as manure for gardening activities within the campus. Water is further processed in a water recycling system and used for gardening.



iii) Biomedical waste management:

Biomedical waste generated from Hospital is being burnt in the Incinerator located at the Tadong campus.



iv) E-waste management:

Obsolete yet working computers are discarded by the constituent unit are donated to various schools and NGOs in the neighborhood. Computers and printers which cannot be used are sold to vendors for recycling

or buyback schemes. Old computers are sold to interested ones at a nominal price.

v) Waste recycling system:

Processed Liquid waste from ETP is treated with air (oxygen) in the reactor for further aerobic microbial decomposition of organic waste. The water is then passed through bacterial cultures for further degradation of waste substances. Finally, the treated effluent without any organic waste, odor, or color is being pumped to the tank for use in gardening.



vi) Hazardous chemicals and radioactive waste management:

Liquid Hazardous waste from Operation Theatre, Laundry, and other units of Hospital is being treated in Effluent Treatment Plant (ETP) and recycled water is being reused for gardening.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geotagged photographs of the facilities	View Document

7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting

2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

Response: Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions / awards
5. Beyond the campus environmental promotion activities

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	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. **Divyangjan friendly washrooms**
3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for 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. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

SMU has 70% of faculty members & 75% of students from other states of India and neighboring countries. We believe that SMU is a true representation of unity in diversity. Therefore, SMU provides inclusive environment for people who come from diverse cultures. To encourage tolerance and harmony towards various cultures and respect for different religions, languages and cultures, the Student Affairs team organizes celebrations on various festivals of India, national days, language days etc.

Festival Celebrations:

SMU faculty members celebrate various festivals like Bihu, Christmas, Ganesha Chaturthi, Holi and Lohri etc. involving students from various parts of the country.

Christmas:



Bhihu:



Holi:



National Day Celebrations:

On the occasion of the 144th birth anniversary of Iron man of India, **Sardar Vallabhbhai Patel**, the **National Unity Day (Rashtriya Ekta Diwas)** was observed on 31st October at Sikkim Manipal College of Nursing. The faculty and students of SMCON have taken the Unity Pledge to commemorate the birth anniversary of the great Indian leader.



International Day of Yoga: Every year SMU celebrates International Day of Yoga to promote the benefits and yoga and its role in wellbeing.



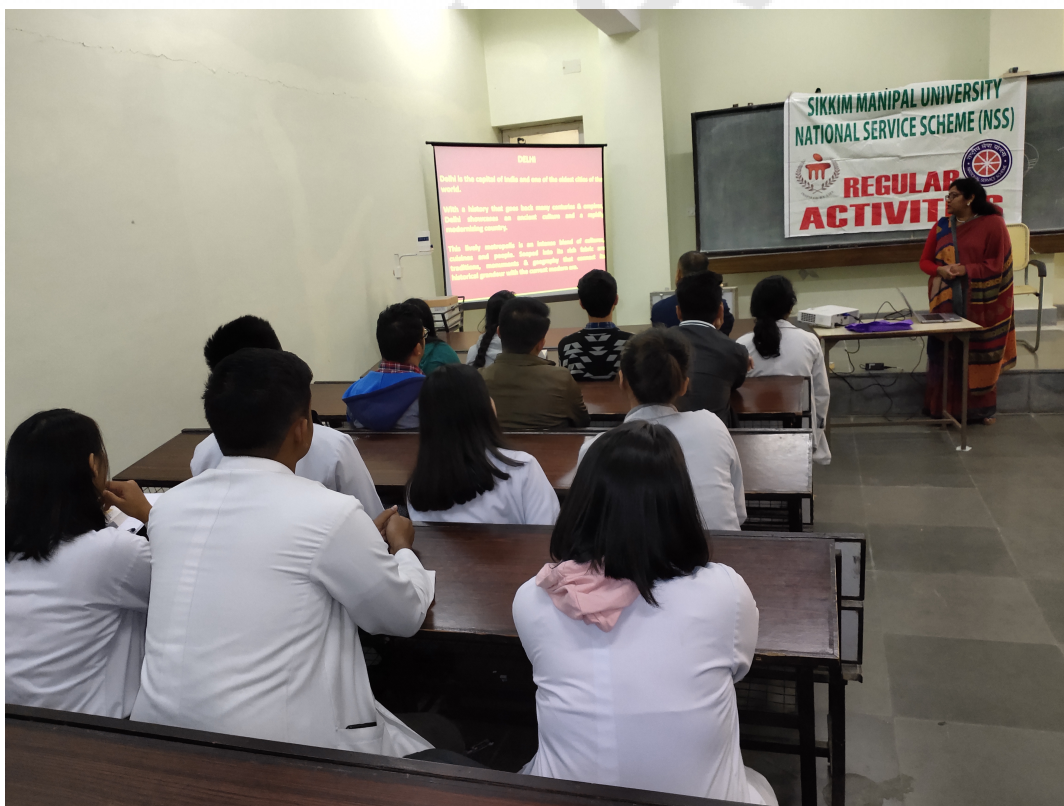
Independence Celebration:



Constitution Day Celebration:



Ek Bharat Shresth Bharat: As a part of the observation of *Ek Bharat Shresth Bharat* campaign launched by the Government of India, the NSS Cell of Sikkim Manipal University organized a lecture session for the NSS Volunteers on 25th November, 2019.



7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

SMU sensitizes the students and the employees of the University to the constitutional obligations about values, rights, duties, and responsibilities of citizens which enables them to conduct as responsible citizens. SMU organizes various events towards this objective.

1) Blood Donation Camps: Constituent Units organizes blood donation camps



2) Village Adoption: Under Unnat Bharat Abhiyan (UBA), Sikkim Manipal Institute of Technology (SMIT) adopted five neighboring villages viz. Majitar, Jitlang, Samardung, Sawney, Chewribotey. The objective of this program is to implement Village Information System in these villages and develop applications for popularizing organic farming among the villagers.

3) Swaccha Bharath Abhiyan: Constitutions units organize cleaning drives to sensitize students about environmental issues and their duties towards protecting the environment.



4) Visit to Old age homes and orphanages: Student Council organizes a visit to Old age homes and orphanages.

5) NSS Activities: NSS unit of SMU organizes various programs to sensitize students to the constitutional obligations. Plantation drives have been organized to mark the observation of World Environment Day.



6) Education to underprivileged: After college hours, students of Sikkim Manipal Institute of Technology (SMIT) teach underprivileged students studying in government schools.

7) Awareness among the school students about cleanliness: A guidance drive was organized by the NSS team in the Government Majhitar School in which Mrs. Jhuma Sunuwar, the teacher coordinator along with the NSS volunteers addressed the students regarding the protection of our environment and our mother nature.

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View Document
Code of ethics policy document	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

Sikkim Manipal University celebrates/organizes national and international commemorative days, events and festivals. As 'Society is unity in diversity', Sikkim Manipal University & its constituent units are also diverse in terms of celebrating/organizing festivals/events. National Days such as Independence Day, Republic Day, and Constitution day are celebrated in all the constituent units.

List of major celebrations/events/festivals:

- Every year **Independence day & Republic day** are celebrated with great joy.
- **International Yoga Day** has become a yearly activity on both campuses for many years.
- **Swacch hi Jeevan hai** is promoted by NSS by conducting **Swacch Bharat Abhiyaan** every year
- Constitution Day is celebrated on both campuses.
- **Ek Baharat Shrest Bharat** event is celebrated on both campuses
- **Fit India Movement**
- SMU being a part of UNESCO bioethics celebrates **World Bioethics Day** every year.
- **World Environment Day** is celebrated on both campuses by tree plantation drives.
- World Diabetes Day & World Physiotherapy Day is also celebrated every year.

File Description	Document
Geotagged photographs of some of the events	View Document
Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Response:

Best Practice-1:

1. Title of the Practice: Benevolent Fund
2. Objectives of the Practice: To provide financial support to students to continue their studies in case they lose the member to death/incapacitation, who provides financial support.
3. The context: In the year 2001, a student of 3rd year lost his father – the only earning member of the family, and consequently it appeared that he had to discontinue his studies at our technical institution-SMIT. Individual faculty members of SMIT provided him with financial support and he could complete his studies. This incident underlined the need for us to have a better mechanism in case where a student suffers a similar fate. Benevolent fund concept was proposed in the year 2002 and accepted by the management in 2003. Similar fund is also available in SMIMS.
4. The Practice: The fund is based on transferring a part of fee of students to the fund. Individual contributions are also allowed.
5. Evidence of Success: Help has been extended to all deserving cases. 11 students have been supported with Rs 9.31 lakhs through this scheme in last academic year (2019-20).
6. Problem Encountered and Resources Required: None

Best Practice-2:

1. Title of the Practice: Teacher Guardian Scheme
2. Objectives of the practice: To ensure personalized, emotional, academic and other support to all the students of the Institute by faculty members.
3. The context: Students in higher education are in late adolescence and early adulthood hence generally are not provided with any personalized support in HEIs beyond the formal framework. It has been our experience, however, that students do require personalized support particularly as they come out of close parental care for the first time in their lives, many of them are yet to understand the significance of being adult, and the responsibility and expectations it entails for them. They are emotionally vulnerable and lack maturity to face a new world. Realizing this need of the students, a structured mechanism was felt to be introduced and teacher-guardian scheme evolved at SMIT and has been found to be a great success. This scheme is introduced in all the constituent units.
4. The Practice: Under the scheme each student is allotted to a specific teacher - his/her teacher guardian (TG) - who provides emotional support, monitors the academic performance, provides necessary guidance and support to his/her ward and communicates all such details regularly to the parents of the student. A teacher has 10-15 such wards under him. He fulfils following responsibilities: Medical Attention, Emotional support, Link with his parents, Link with other teachers, Communication with his/her parents, Growth and development of ward, Counselling etc.
5. Evidence of Success: The scheme has brought in significantly increased interactions and Inputs from students, parents and the TGs resulting in improved academic performance by slow learners and weak students, significantly less incidents of ragging, indiscipline and fights.
6. Problem Encountered and Resources Required: The young faculty needs to be trained to fulfil this role and some of the students are not able to build required rapport and trust with the TG.

File Description	Document
Best practices in the Institutional web site	View Document

7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

- Committed to its vision of human development, SMU has been instrumental in providing high-quality education, healthcare and job opportunities to the people of Sikkim and other northeastern states since 1997 and has significantly contributed to “Human Development” in North Eastern Region (NER) .
- SMU has reserved up to 50% of seats in engineering, medical and humanities courses for Sikkimese. As of today, SMU has produced more than 250 doctors and 1800 engineers from Sikkim alone. Currently, more than 1300 locals are employed in various constituent units of the University in various positions.
- Central Referral Hospital (CRH) has been providing highly specialized medical services to the people of Sikkim. Today, CRH not only delivers high-quality medical care but also provides comprehensive health care under one roof to the people of Sikkim. It has not only become a hospital of repute but also the first and only referral teaching hospital in Sikkim, with the establishment of the Medical College under the Sikkim Manipal Institute of Medical Sciences.
- The establishment of the Super Specialty wing in CRH is a step towards realizing our mission to provide modern health care facilities to the people. The people of Sikkim and North Bengal will no longer have to travel to metros like Delhi and Kolkata for costly and complicated treatments.
- In line with the vision to ensure quality healthcare for all sections of society, SMU has rolled out a medical insurance scheme ‘Sikkim Manipal Swasthya Suraksha’ to empower people of Sikkim for availing all types of specialized treatment at CRH on a cashless basis. This scheme excludes BPL patients who are already getting free treatment. This scheme has received overwhelming support and patronage from the people. More than 55,000 lives are enrolled in the scheme.
- SMU community outreach programme is unparalleled, which includes regular health camps, Rural Clinics, Urban Health Centres and De-addiction Centre. SMU's health care research specifically addressing the health issues of the State of Sikkim in particular and the NE region in general.
- SMU has been significantly contributing to human development in the state of Sikkim and other northeastern states. SMU and its constituent institutions have created a niche for themselves not only in this remote location in the country but also as one of the top emerging universities in India.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The genesis of Sikkim Manipal University:

The Manipal Group was started by Padmashree awardee Dr. Tonse Madhav Ananth Pai, a doctor, educationist, banker and philanthropist by his futuristic vision, which changed the destiny of thousands. Manipal is the nucleus of more than 55 educational institutions and has remained at the forefront of medical education since 1953. It epitomizes the role of the private sector in higher education and the concept of public private participation in health care. Today MANIPAL EDUCATION GROUP has five universities: Manipal Academy of Higher Education (Karnataka), Sikkim Manipal University (Sikkim), American University of Antigua, Manipal International University, Malaysia and Manipal University (Jaipur), and campuses in Manipal, Mangalore, Bangalore, Sikkim, Goa & Jaipur, Nepal, Malaysia, UAE & Antigua. Manipal Group also has Hospitals in India and abroad.

Being a part of the Manipal Group, Sikkim Manipal University has an opportunity for collaborating with group institutions for student exchange, faculty exchange, and collaborative research. Students of SMU will immensely benefit from the collaboration with group universities.

SMU has been consistently ranked in the Top 10 Universities in the North-East:

- NIRF -University Ranking in 100-150
- 7th Rank-East Zone Multi-Disciplinary Universities (The Week -Best Universities Ranking)
- 20th Rank-Best Technical Universities in India (India Today Ranking)
- 13th Rank -Best Medical Universities in India (India Today Ranking)
- 6th Rank -Top 10 Medical Universities (Outlook)

Concluding Remarks :

- To fulfill its mission of developing professionals of excellent technical calibre in the field of Health Sciences, Engineering, Management and Social Sciences, SMU has laid out a clear action plan, set up a professional management team and has developed an institutionalized process mechanism focusing on continuous improvement. University believes that it has made significant progress in the last few years:
- SMU emphasizes a transparent process of admissions and follows a rigorous evaluation mechanism to ensure the credibility of its qualifications. SMU has complied with all regulatory requirements and has built a strong governance mechanism. It is run by a professional leadership team and guided by eminent industry people in key governance processes.
- The University has a strong base of experienced faculty members and established linkages with experts from group institutions and other eminent academic institutions to ensure high standards in teaching.
- University has developed innovative teaching methods, a holistic learning environment for students, and leveraging technology for effective dissemination of knowledge. SMU has been able to build a research culture and meaningful engagement with external stakeholders to create an impact in society.
- SMU has progressively improved upon its research capabilities by promoting research incentive schemes for teachers.
- SMU has significantly contributed to the human development and healthcare needs of the state of

Sikkim and other north-eastern states.

- While SMU has made significant strides over the last few years, the University is planning to strengthen its capabilities in each of the above-mentioned areas to emerge as a leader in education and healthcare.

NAAC

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Percentage of Programmes where syllabus revision was carried out during the last five years.</p> <p>1.1.2.1. How many Programmes were revised out of total number of Programmes offered during the last five years Answer before DVV Verification : 40 Answer after DVV Verification: 40</p> <p>1.1.2.2. Number of all Programmes offered by the institution during the last five years. Answer before DVV Verification : 48</p>																				
1.1.3	<p>Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years</p> <p>1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development 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>1289</td> <td>1144</td> <td>984</td> <td>970</td> <td>813</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>1289</td> <td>1144</td> <td>984</td> <td>970</td> <td>813</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	1289	1144	984	970	813	2019-20	2018-19	2017-18	2016-17	2015-16	1289	1144	984	970	813
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2019-20	2018-19	2017-18	2016-17	2015-16																	
1289	1144	984	970	813																	
1.2.1	<p>Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</p> <p>1.2.1.1. How many new courses were introduced within the last five years. Answer before DVV Verification : 512 Answer after DVV Verification: 512</p> <p>1.2.1.2. Number of courses offered by the institution across all programmes during the last five years. Answer before DVV Verification : 1289</p>																				
1.2.2	<p>Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</p> <p>1.2.2.1. Number of Programmes in which CBCS / Elective course system implemented. Answer before DVV Verification : 35 Answer after DVV Verification: 35</p>																				
1.3.2	<p>Number of value-added courses for imparting transferable and life skills offered during last five years.</p> <p>1.3.2.1. How many new value-added courses are added within the last five years.</p>																				

Answer before DVV Verification : 73

Answer after DVV Verification: 44

Remark : DVV has updated the data as per documents provided under HEI clarification response

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
4546	4229	1184	1197	1055

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
4546	4229	1184	1197	1055

1.3.4 Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).

1.3.4.1. Number of students undertaking field projects or research projects or internships.

Answer before DVV Verification : 1356

Answer after DVV Verification: 1328

1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from

1) Students, 2) Teachers, 3) Employers,

4) Alumni

Answer before DVV Verification : A. All 4 of the above

Answer After DVV Verification: A. All 4 of the above

2.1.1 Demand Ratio (Average of last five years)

2.1.1.1. Number of seats available year wise during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1537	1460	1637	1637	1657

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1537	1460	1637	1637	1632

2.1.2 **Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years**

(Excluding Supernumerary Seats)

2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
308	234	226	247	225

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
308	246	221	258	216

2.3.3 **Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)**

2.3.3.1. Number of mentors

Answer before DVV Verification : 340

Answer after DVV Verification: 340

2.4.2 **Average percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit. year-wise during the last five years**

2.4.2.1. Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
187	167	172	162	153

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
189	167	172	160	153

2.4.3 **Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**

2.4.3.1. Total experience of full-time teachers

Answer before DVV Verification : 3473.5

Answer after DVV Verification: 3473.5

2.4.4	<p>Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years</p> <p>2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 430 1046 564"> <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>36</td> <td>24</td> <td>22</td> <td>12</td> <td>8</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 645 1046 779"> <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>26</td> <td>25</td> <td>11</td> <td>20</td> <td>14</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	36	24	22	12	8	2019-20	2018-19	2017-18	2016-17	2015-16	26	25	11	20	14
2019-20	2018-19	2017-18	2016-17	2015-16																	
36	24	22	12	8																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
26	25	11	20	14																	
2.5.1	<p>Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years</p> <p>2.5.1.1. Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1057 1046 1191"> <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>9</td> <td>11</td> <td>18</td> <td>14</td> <td>18</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1272 1046 1406"> <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>9</td> <td>11</td> <td>18</td> <td>14</td> <td>18</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	9	11	18	14	18	2019-20	2018-19	2017-18	2016-17	2015-16	9	11	18	14	18
2019-20	2018-19	2017-18	2016-17	2015-16																	
9	11	18	14	18																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
9	11	18	14	18																	
2.5.2	<p>Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years</p> <p>2.5.2.1. Number of complaints/grievances about evaluation year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1684 1046 1818"> <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>35</td> <td>34</td> <td>54</td> <td>29</td> <td>47</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1899 1046 2033"> <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>35</td> <td>34</td> <td>54</td> <td>29</td> <td>47</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	35	34	54	29	47	2019-20	2018-19	2017-18	2016-17	2015-16	35	34	54	29	47
2019-20	2018-19	2017-18	2016-17	2015-16																	
35	34	54	29	47																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
35	34	54	29	47																	

2.6.3	<p>Pass Percentage of students(Data for the latest completed academic year)</p> <p>2.6.3.1. Total number of final year students who passed the examination conducted by Institution. Answer before DVV Verification : 911 Answer after DVV Verification: 911</p> <p>2.6.3.2. Total number of final year students who appeared for the examination conducted by the Institution. Answer before DVV Verification : 963 Answer after DVV Verification: 963</p>																				
3.1.2	<p>The institution provides seed money to its teachers for research (average per year, INR in Lakhs)</p> <p>3.1.2.1. The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs). Answer before DVV Verification:</p> <table border="1" data-bbox="308 790 1046 925"> <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>69.6</td> <td>85.6</td> <td>56.5</td> <td>72.3</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1003 1046 1137"> <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>19.38</td> <td>18.58</td> <td>33.40</td> <td>52.99</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has updated the data for total money utilized for seed money</p>	2019-20	2018-19	2017-18	2016-17	2015-16	69.6	85.6	56.5	72.3	0	2019-20	2018-19	2017-18	2016-17	2015-16	19.38	18.58	33.40	52.99	0
2019-20	2018-19	2017-18	2016-17	2015-16																	
69.6	85.6	56.5	72.3	0																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
19.38	18.58	33.40	52.99	0																	
3.1.3	<p>Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.</p> <p>3.1.3.1. The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years. Answer before DVV Verification:</p> <table border="1" data-bbox="308 1496 1046 1630"> <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>4</td> <td>6</td> <td>12</td> <td>6</td> <td>7</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1709 1046 1843"> <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>6</td> <td>8</td> <td>9</td> <td>6</td> <td>5</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	4	6	12	6	7	2019-20	2018-19	2017-18	2016-17	2015-16	6	8	9	6	5
2019-20	2018-19	2017-18	2016-17	2015-16																	
4	6	12	6	7																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
6	8	9	6	5																	
3.1.4	<p>Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the last five years.</p> <p>3.1.4.1. The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution year-wise during the last five years.</p>																				

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
11	15	9	3	3

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
14	9	9	7	4

3.1.5 **Institution has the following facilities to support research**

1. **Central Instrumentation Centre**
2. **Animal House/Green House**
3. **Museum**
4. **Media laboratory/Studios**
5. **Business Lab**
6. **Research/Statistical Databases**
7. **Mootcourt**
8. **Theatre**
9. **Art Gallery**
10. **Any other facility to support research**

Answer before DVV Verification : A. 4 or more of the above

Answer After DVV Verification: A. 4 or more of the above

3.2.1 **Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the last five years (INR in Lakhs).**

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
53	16.3	17.3	13.9	5.5

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
14.21	16.32	15.54	13.91	5.55

3.2.2 **Grants for research projects sponsored by the government agencies during the last five years (INR in Lakhs).**

3.2.2.1. **Total Grants for research projects sponsored by the government agencies year-wise during the last five years (INR in Lakhs).**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
152.80	387.04	93.54	71.85	125.36

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
129.74	388.52	93.27	78.54	125.89

3.2.3 **Number of research projects per teacher funded by government and non-government agencies during the last five years**

3.2.3.1. **Number of research projects funded by government and non-government agencies during the last five years.**

Answer before DVV Verification : 44

Answer after DVV Verification: 43

3.2.3.2. **Number of full time teachers worked in the institution year-wise during the last five years..**

Answer before DVV Verification : 454

3.3.2 **Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.**

3.3.2.1. **Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
35	29	17	8	4

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
32	27	14	7	3

3.3.3 **Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.**

3.3.3.1. **Total number of awards / recognitions received for research / innovations won by institution / teachers / research scholars / students year-wise during the last five years.**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
17	23	9	1	5

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
15	14	4	1	2

3.4.2 **The institution provides incentives to teachers who receive state, national and international recognitions/awards**

1. Commendation and monetary incentive at a University function

2. Commendation and medal at a University function

3. Certificate of honor

4. Announcement in the Newsletter / website

Answer before DVV Verification : A.. All of the above

Answer After DVV Verification: A.. All of the above

3.4.3 **Number of Patents published / awarded during the last five years.**

3.4.3.1. Total number of Patents published / awarded year-wise during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
12	1	3	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
12	1	3	0	0

3.4.4 **Number of Ph.D's awarded per teacher during the last five years.**

3.4.4.1. How many Ph.D's are awarded within last five years.

Answer before DVV Verification : 46

Answer after DVV Verification: 46

3.4.4.2. Number of teachers recognized as guides during the last five years

Answer before DVV Verification : 44

3.4.5 **Number of research papers per teachers in the Journals notified on UGC website during the last five years**

3.4.5.1. Number of research papers in the Journals notified on UGC website during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
230	91	90	58	77

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
230	91	90	58	77

3.4.6 **Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**

3.4.6.1. **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
244	255	52	74	43

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
244	255	52	74	43

3.4.7 **E-content is developed by teachers :**

1. For e-PG-Pathshala
2. For CEC (Under Graduate)
3. For SWAYAM
4. For other MOOCs platform
5. Any other Government Initiatives
6. For Institutional LMS

Answer before DVV Verification : D. Any 2 of the above

Answer After DVV Verification: D. Any 2 of the above

3.6.2 **Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the last five years**

3.6.2.1. **Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
6	2	3	1	1

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
6	1	2	1	1

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

3.6.3.1. Number of extension and outreach programs conducted by the institution those through NSS/NCC, Government and Government recognised bodies during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
57	31	67	58	29

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
24	28	19	28	11

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

3.6.4.1. Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2143	1518	2556	2280	908

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1029	1193	1324	762	248

3.7.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

3.7.1.1. Total number of Collaborative activities with other institutions / research establishment / industry for research and academic development of faculty and students year-wise during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
20	198	291	107	63

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
20	63	72	75	63

3.7.2 **Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.**

3.7.2.1. **Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research year-wise during the last five years.**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
11	13	12	4	5

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
13	13	6	4	5

4.2.2 **Institution has access to the following:**

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases
6. Remote access to e-resources

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: A. Any 4 or more of the above

4.2.4 **Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year**

4.2.4.1. **Number of teachers and students using library per day over last one year**

Answer before DVV Verification : 814

Answer after DVV Verification: 814

4.3.1 **Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic year)**

4.3.1.1. **Number of classrooms and seminar halls with ICT facilities**

Answer before DVV Verification : 133

Answer after DVV Verification: 85

4.3.5 **Institution has the following Facilities for e-content development**

1. **Media centre**
2. **Audio visual centre**
3. **Lecture Capturing System(LCS)**
4. **Mixing equipments and softwares for editing**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

5.1.1 **Average percentage of students benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).**

5.1.1.1. **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1917	1836	1982	1905	1232

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1917	1836	1982	1905	1232

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

5.1.2.1. **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2137	2212	1480	1371	1847

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
2137	2212	1480	0	0

Remark : DVV has updated the data as per documents provided

5.1.3 **Following Capacity development and skills enhancement activities are organised for improving students capability**

1. Soft skills

2. Language and communication skills

3. Life skills (Yoga, physical fitness, health and hygiene)

4. Awareness of trends in technology

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

5.2.1 **Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)**

5.2.1.1. Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.) year-wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
95	113	6	14	8

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
96	113	6	14	8

5.2.1.2. Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
96	115	7	16	10

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
96	115	7	16	10

5.2.2 **Average percentage of placement of outgoing students during the last five years**

5.2.2.1. Number of outgoing students placed year - wise during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
500	558	469	531	556

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
500	558	469	531	556

5.2.3 Percentage of student progression to higher education (previous graduating batch).

5.2.3.1. Number of outgoing student progressing to higher education.

Answer before DVV Verification : 131

Answer after DVV Verification: 133

5.3.1 Number of awards / medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) during the last five years.

5.3.1.1. Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (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
55	87	52	25	21

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
55	87	52	25	21

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

5.3.3.1. Number of sports and cultural events / 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
73	41	44	33	24

Answer After DVV Verification :

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

25	28	42	37	12
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6.2.3 Institution Implements e-governance covering following areas of operation

1. **Administration**
2. **Finance and Accounts**
3. **Student Admission and Support**
4. **Examination**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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.

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
131	67	86	75	40

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
112	67	30	25	25

Remark : As per documents provided under HEI clarification response

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.

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
35	21	31	38	15

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
37	43	7	5	9

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development

Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

6.3.4.1. Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
160	176	136	81	78

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
122	121	39	37	15

Remark : DVV has excluded the FDPs having duration less than 5 days

6.4.2 Funds / Grants received from government bodies during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs).

6.4.2.1. Total Funds / Grants received from government bodies for development and maintenance of infrastructure (not covered under Criteria III and V) year wise during the last five years (INR in Lakhs).

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0.63	509.5	3.91	13.86	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0.63	509.5	3.91	13.86	0

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
103.6	100.4	100	100.4	0

Answer After DVV Verification :

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

103.6	100.4	100	100.4	0
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6.5.2	<p>Institution has adopted the following for Quality assurance</p> <ol style="list-style-type: none"> 1. Academic Administrative Audit (AAA) and follow up action taken 2.Confernces, Seminars, Workshops on quality conducted 3. Collaborative quality initiatives with other institution(s) 4.Orientation programme on quality issues for teachers and students 5. Participation in NIRF 6.Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA). <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: A. Any 5 or more of the above</p>
7.1.2	<p>The Institution has facilities for alternate sources of energy and energy conservation measures</p> <ol style="list-style-type: none"> 1. Solar energy 2. Biogas plant 3. Wheeling to the Grid 4. Sensor-based energy conservation 5. Use of LED bulbs/ power efficient equipment <p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: A. 4 or All of the above</p>
7.1.4	<p>Water conservation facilities available in the Institution:</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: A. Any 4 or all of the above</p>
7.1.5	<p>Green campus initiatives include:</p> <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of Bicycles/ Battery powered vehicles 3. Pedestrian Friendly pathways 4. Ban on use of Plastic 5. landscaping with trees and plants

	<p>Answer before DVV Verification : A. Any 4 or All of the above Answer After DVV Verification: A. Any 4 or All of the above</p>
7.1.6	<p>Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: A. Any 4 or all of the above</p>
7.1.7	<p>The Institution has disabled-friendly, barrier free environment</p> <ol style="list-style-type: none"> 1. Built environment with ramps/lifts for easy access to classrooms. 2. Divyangjan friendly washrooms 3. Signage including tactile path, lights, display boards and signposts 4. Assistive technology and facilities for 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 <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: A. Any 4 or all of the above</p>
7.1.10	<p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <ol style="list-style-type: none"> 1. The Code of Conduct is displayed on the website 2. There is a committee to monitor adherence to the Code of Conduct 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of programs offered year-wise for last five years</p> <p>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>48</td> <td>44</td> <td>44</td> <td>44</td> <td>41</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	48	44	44	44	41	2019-20	2018-19	2017-18	2016-17	2015-16					
2019-20	2018-19	2017-18	2016-17	2015-16																	
48	44	44	44	41																	
2019-20	2018-19	2017-18	2016-17	2015-16																	

47	43	43	43	40
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1.2 **Number of departments offering academic programmes**

Answer before DVV Verification : 26

Answer after DVV Verification : 25

2.1 **Number of students year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3658	3637	3786	3862	4046

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3658	3637	3786	3862	4046

2.3 **Number of students appeared in the University examination year-wise during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3637	3647	3766	3748	3986

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3637	3647	3766	3748	3986

3.1 **Number of courses in all programs year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1362	1234	1141	1146	931

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1362	1234	1141	1146	931

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
340	350	363	370	375

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
340	350	363	370	375

4.3 **Total number of classrooms and seminar halls**

Answer before DVV Verification : 133

Answer after DVV Verification : 85

4.4 **Total number of computers in the campus for academic purpose**

Answer before DVV Verification : 1742

Answer after DVV Verification : 1741

NAAC