



SELF STUDY REPORT
FOR
2nd CYCLE OF ACCREDITATION

YENEPOYA (DEEMED TO BE UNIVERSITY)

**YENEPOYA (DEEMED TO BE UNIVERSITY) UNIVERSITY ROAD, DERALAKATTE
575018**

www.yenepoya.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

December 2021

Executive Summary

Introduction:

The **Islamic Academy of Education** was established in 1991 by the acclaimed entrepreneur-philanthropist Mr. Yenepoya Abdulla Kunhi as a non-profit trust with an aim to support the children of minority for their educational needs upholding inclusiveness and to empower them to serve humanity. Since inception, the trust has been striving for providing quality higher education and towards this goal, has established institutions including professional education in an exemplary milieu. In the healthcare professional sector, the trust first established the Yenepoya Dental College (YDC) in 1992 and progressively set up Medical, Nursing, and Physiotherapy colleges, creating a niche in healthcare professional education scenario in the hinterland of Mangalore, Karnataka.

https://yenepoya.edu.in/NAAC/Executive/YU_executive_summary-3_YU-establishment.jpg

Milestones of Yenepoya (Deemed to be University)



Inspired by this successful endeavor, the trust aspired to attain excellence in higher education through autonomy, and sought for a Deemed-to-be University status for the YDC in the year 2007. In recognition thereof for the excellent resources and facilities made available in the YDC, the MHRD, Union of India, on the recommendation of the UGC conferred the Deemed-to-be University status under Section 3A of the UGC Act, 1956 through Notification No. F.9-11/2007-U.3(A) on 27th of February 2008. Subsequently, on 12th January 2009 the UGC permitted the inclusion of the Yenepoya Medical College, Yenepoya Nursing College and Yenepoya Physiotherapy Colleges as constituent units under the ambit of the Deemed-to-be-University. The Yenepoya University was the first unaided University to be established in the Dakshina Kannada District, Karnataka.

https://yenepoya.edu.in/NAAC/Executive/YU_executive_summary-3_Rankings-recognitions.jpg

YENEPOYA
(DEEMED TO BE UNIVERSITY)
Recognized under Sec 3(A) of the UGC Act 1956
Accredited by NAAC with 'A' Grade

Rankings & Recognitions

NAAC NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL A Grade with 3.14 score in 2015	NABL NATIONAL ACADEMY OF BIOMEDICAL SCIENCES in 2017	NABH NATIONAL ACADEMY OF BIOMEDICAL SCIENCES in 2017	SCIMAGO INSTITUTIONS RANKINGS 71 st Rank - Innovation 31 st Rank - Societal in 2020	KSURF KARNATAKA STATE UNIVERSITY RANKING FOUNDATION Ranked among the Young Universities with 4 STARS in 2019	academic impact MEMBER in 2016
nirf NATIONAL INSTITUTIONAL RANKING FRAMEWORK 92 nd Rank - 2018 95 th Rank - 2019 86 th Rank - 2020 University category	THE WORLD UNIVERSITY 301 - 400 Rank band in the world in 2020	CII Confederation of Indian Industry Membership in 2020	ARIIA ANAL RANKING OF INSTITUTIONS ON INNOVATION ACHIEVEMENTS Band A Ranked between 06-25 in 2020	MSME MINISTRY OF SMALL & MEDIUM ENTERPRISES Host Institution Recognition in 2021	

The University was accredited by the NAAC with an “A” grade (3.14 CGPA) in November 2015. Thereafter, as part of its academic diversification various constituent units, stand alone centres and departments in emerging areas offering academic programs were established for functional convenience of the University.

In the year 2017, the UGC Expert Committee has recommended the continuation of the Deemed to be University status, vide letter no.26-2/2008 (CPP-I/DU) dated 20th February 2018.

The University has been consistently ranked within top 100 institutions and in ARIIA-2020 under “**Band A**”.

The Motto of the YDU continues to be (=logo) - “**RABBI ZIDNI ILMA**” meaning “**O Lord! Increase me in knowledge**”.

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YENEPOYA

(DEEMED TO BE UNIVERSITY)

Recognized under Sec 3(A) of the UGC Act 1956

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Vision:

To provide access to quality higher education in health sciences and related areas, ensuring equity, to create a vibrant knowledge capital and to create inspiring leaders of tomorrow who can take this country to the forefront of developed nations.

Mission:

- To foster academic excellence and global competencies among students in the healthcare profession.
- To create an environment for the generation of new knowledge through meaningful research, adopting latest methods of pedagogy and incorporating modern principles of academics integrated with highest ethical standards.
- To extend the knowledge acquired and new knowledge generated for the development of community health management.

SWOC

Institutional Strength :

1. An eco-friendly lush green campus integrating facilities for academic, research, administrative, co-curricular and extracurricular activities make it a highly conducive campus for holistic higher learning
2. Advanced Skill and Simulations Centres, providing additional clinical training through Hi-fidelity simulators and virtual trainers ensure excellent hands-on skill experience to learners
3. Implementation of Competency/Outcome Based Education across the courses/programmes
4. Syllabus revision as per the latest developments, technology-enhanced curricular transactions with innovative student centric, teaching, learning and evaluation methods for attaining global competencies
5. Comprehensive NABH accredited tertiary healthcare with advanced facilities like Robotic Surgery, Organ transplantation and NABL accredited Diagnostic Laboratory
6. ISO 17025:2017 and GLP certified multidisciplinary research centre (Yenepoaya Research Centre) for cutting edge Stem Cell and Regenerative Medicine, Cell Culture, Systems Biology, Molecular Biology, and Nano-medicine research
7. Yenepoaya Technology Incubator supporting innovation, translation research, entrepreneurship, and start-ups with facilities for Med-Tech rapid prototyping, SPARSH and ETA that are fully supported by the funding through BIRAC-DBT, GoI.
8. National Institute of Health, Bethesda, USA sponsored M.Sc in Research Ethics, the first of its kind academic program offered in India
9. Establishment of standalone centres and departments in emerging areas for education, research, service and outreach activities
10. Collaboration for academic and research pursuits with lead institutions of repute
11. Recognition as a minority educational institution by the Government of India to fulfil the Vision and Mission of the University
12. A preferred destination for female students and employees for safety and security, with zero tolerance for sexual harassment
13. Fully mechanized central kitchen providing hygienic and wholesome diet and centralized laundry facilities

14. Dedicated Rural Health Care and Development Centre (RHDCDC), with 30 sub-centres and unique practices like Door- to- Door Healthcare Delivery, Healthcare on Wheels, and Yen Health Cards
15. Implementation of solid waste management system, solar energy panels, vermi-composting, rainwater harvesting and wastewater recycling

Institutional Weakness :

1. Restrained academic autonomy due to a number of programs falling under statutory regulatory framework
2. Restricted international student enrolment in the programmes under statutory regulations
3. Teaching faculty with Ph.D. as the highest qualification
4. Intensive feedback mechanisms for improving the professional competency of the teachers
5. Differential research outcome in terms of patents, publication in high impact journals and research projects across teaching departments
6. Recognition of Centres and Departments by Governmental agencies, for funding and/or receiving aid
7. Enhancing career guidance, counselling and tracking of student progression.
8. Interaction with industries for promoting student placement opportunities
9. Leveraging the strengths of alumni for networking, placement, and academic guidance of students
10. Total integration of campus management system in terms of e-governance
11. Objective evaluation of performance of employees
12. Contribution to MOOC content/ open learning platforms

Institutional Opportunity :

1. Starting of integrated postgraduate and Ph.D. programmes, twining programmes and joint degree programmes in collaboration with reputed institutions
2. Starting of postgraduate and innovative programs in the newly established constituent institutions and promoting courses for the MOOC platform
3. Development of medical technologies, patenting, technology transfer and entrepreneurship
4. Maximum utilization of the expertise through long term and viable collaboration with lead institutions, industries and alumni
5. Implementation of National Education Policy 2020 for furthering the educational prowess
6. Securing higher scores in NIRF, Global rankings such as THE, QS rankings and others
7. Working towards achieving the status of Institute of Eminence

Institutional Challenge :

1. Retention of committed faculty
2. University, Industry linkages and technology transfer
3. Translation of Research and Development and Innovations
4. Grants from National and International agencies for augmenting research facilities
5. Reorientation of academic programmes and governance as per NEP 2020

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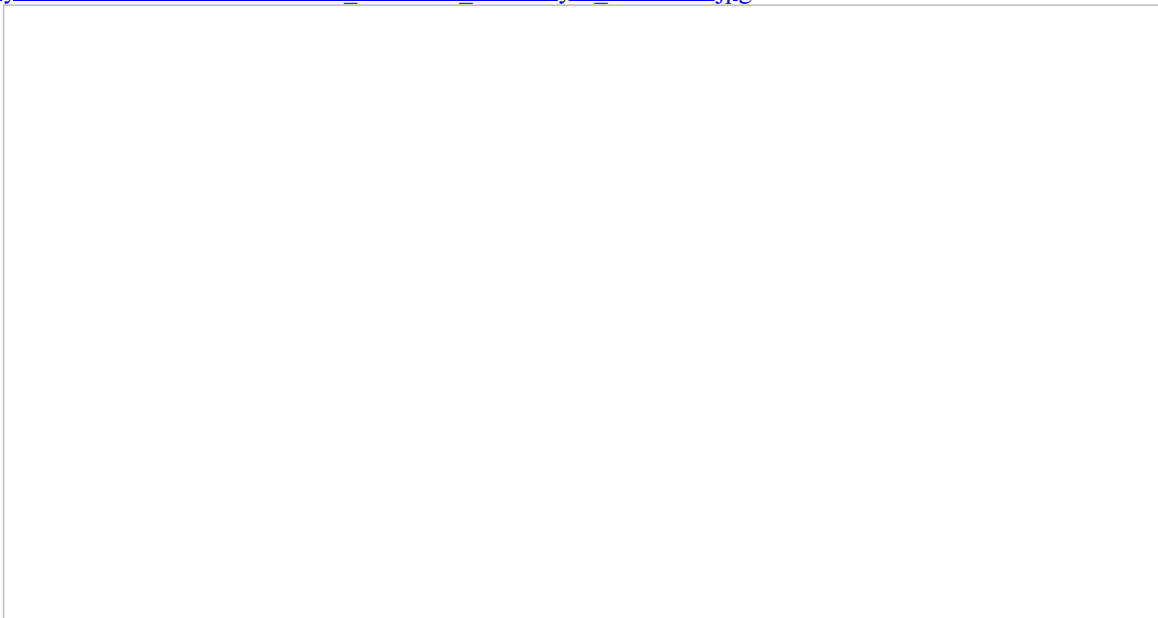
Criteria wise Summary

Curricular Aspects :

Curricular diversification has been the focus of the University to meet the diverse educational needs of the students. The University offers 100 programs at the undergraduate, postgraduate, super specialty and doctoral levels, in Dental, Medical, Nursing, Allied Health Sciences viz., Pharmacy, Ayurveda, Homeopathy, Yoga & Naturopathy and also Arts, Science, Commerce and Management faculties of study. The curricula for these programs are designed and developed effectively through relevant bodies keeping in mind the competencies and skills to be acquired by the students. The curricula implemented follows competency/outcome-based educational framework studded with courses that offer skills, competency, entrepreneurship, employability and electives, addressing emerging cross-cutting issues. Well-defined program and course outcomes are in alignment with the learning objectives and regular monitoring of outcome attainments are a characteristic hallmark feature of the University.

Choice Based Credit System incorporates a wide spectrum of electives in majority of the programs offered. Additionally, 41 value-added courses are offered to impart complementary life skills and enhance the students' aptitude to innovate. The curricula of the programmes offered have over 50% interdisciplinary courses enriching the learning experiences of the students, to make them skill-oriented and globally competent. Feedback on curriculum is regularly collected from all the stakeholders, analyzed and discussed in the respective boards for appropriate actions. During the last five years, the University has revised the syllabus in around 68% of the courses across all the programs. Field visits, internships, industry visits, community postings, camps, skill development training and early exposure to research platforms provide ample opportunities to students for experiential learning and prepare them to face the changing global needs, trends and challenges.

The University has adopted the UGC programmes - *Deeksharambh* (student induction program), *Unnat Bharat Abhiyan*, *Swachh Bharat Abhiyan*, *MulyaPravah*, *Jeevan Kaushal*, *Vande Bharat Mission* of Government of India, UGC Quality mandates and Family and Village adoption to sensitize and inculcate human values and social responsiveness among the students.



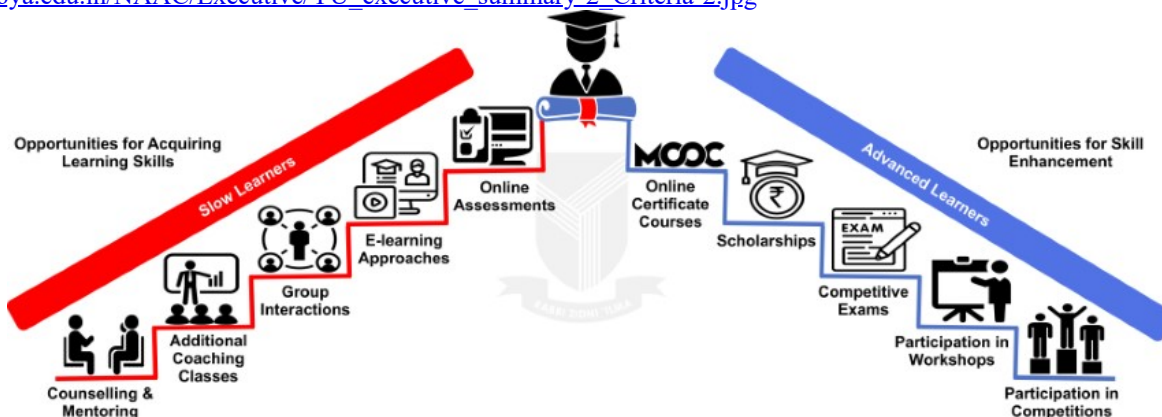
Teaching-learning and Evaluation :

The University during the year 2020-2021 has enrolled 2787 undergraduates, 309 postgraduates and 75 doctoral students. More than 75% of the students are from other states and a few of them are from outside the country. There are 564 well qualified permanent teachers ensuring a healthy student-faculty ratio of 12:1. The average teaching experience of faculty is 9.78 years reflecting a good retention rate and 37% faculty are recognized for guiding Ph.D. students.

Teaching and learning processes are supported by the Department of Information and Communication Technology (ICT). Learning practices emphasize on student centric methods like projects, case-based, experiential, interdisciplinary, participatory learning and learning in community settings. Self-directed learning is supported through e-resources on the customized Learning Management System (YENGAGE) on ILIAS platform. A state-of-the-art Advanced Comprehensive Clinical Training and Simulation Centre (ACTS-YEN) and Advanced Surgical Skill Enhancement Division (ASSEND) ensure hands on skill and simulation based training. The teaching-learning processes cater to different domains of knowledge emphasizing on eliciting critical thinking rather than mere acquisition of knowledge. All teachers are trained in the development and delivery of ICT-enabled learning resources.

The learning capabilities of students are assessed to identify slow performers and advanced learners. The slow performers are supported with remedial classes and mentorship. Advanced learners are provided opportunities to participate in research and academic competitions. The mentorship program is well organized with a mentor: mentee ratio of 1:10 and the mentees are supported throughout the duration of their program.

The examination section is fully automated with a reliable Examination Management System, which includes student registration, course wise online entries, online attendance, entry of internal assessment marks, hall ticket generation, digitization of theory papers for evaluation, consolidation of marks, results and generation of marks cards. The student-centric teaching-learning and transparent evaluation processes and practices ensure that students acquire leadership qualities, achieve academic excellence, and emerge as globally competent and ethical professionals.



Research, Innovations and Extension :

The University has prioritized and instituted mechanisms to encourage and boost research. The research policy ensures quality of research and publications with committees overseeing the effective implementation. The Ethics Committee has NABH and international (FERCAP) accreditations.

Research support facilities are well consummated with a state-of-art central research facility for inter/multi/trans-disciplinary research with an estimated worth of INR close to 5000 lakhs with ISO 17025:2017 and GLP certifications.

Research funding includes extramural (INR 4295 lakhs) and intramural (INR 135 lakhs) and resources predominantly for translational research in emerging areas. Financial support is provided for conducting training and workshops in research and innovation. Research activities involve 212 Junior/Senior Research Fellows and Research Associates. During the last five years, a total of 827 Postgraduates, M.Ch. and Ph.D. degrees have been awarded with the involvement of 231 guides.

Total number of research papers published in Scopus/Web of Science/ PubMed and UGC-CARE list during the last five years is 1129 and 2269 respectively. Average citation and *h* index for faculty and the University during the last five years is >4 and 31 respectively.

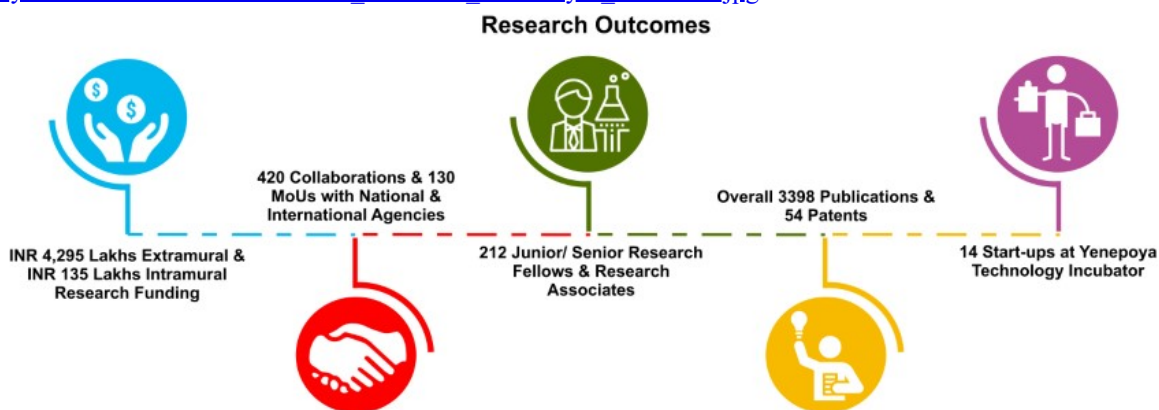
Yenepoya Technology Foundation supports 14 start-ups and is recognized by BIRAC for Med-Tech and Rapid Prototyping Facility, Centre for Social Innovation programme for Products Affordable and Relevant to Societal Health (SPARSH) and Early Translational Accelerator (ETA) with 54 patents applied/published/awarded.

The faculty/students/scholars have received more than 284 awards/recognitions for research and innovations. The faculty members are awarded cash incentives (INR 42.55 lakhs) for publications, patents and recognitions. There are 420 collaborations and 130 MOUs with several National and International agencies for research, faculty and student exchanges. Consultancy projects have generated >INR 860 lakhs.

Several teachers have received National/International fellowships for advanced studies/collaborative research. The University is ranked among the Indian top 100 Institutions (17th Rank) in The SCIMAGO Institutions Ranking-2020. The University has been recognized as SIRO by DSIR, Govt. of India.

Extension and outreach activities, the hallmark of the University carried out through dedicated Rural Health Care and Development Centre. The outreach efforts of the University are recognized and awarded by various Government and non-governmental organizations.

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Infrastructure and Learning Resources :

The University has nine constituent units/centres/departments and located in a land area of 94.52 acres with built up area of 144,453.11sq.mt. The infrastructural facilities meet the requirements of academic, research, administrative and extracurricular activities. The educational programmes conducted meet the contemporary and futuristic educational standards through the integration of ICT in teaching-learning and evaluation processes. Students are provided with digital learning platform in the libraries along with print, digital resources with an average annual expenditure of INR 223 lakhs and supported by LMS (YENGAGE) and media centre (YENMEDIA). The campus is Wi-Fi enabled with 2.2 GBPS broadband internet connection and ICT infrastructure is updated with INR 1339.7 Lakhs including e-governance.

The departmental laboratories are equipped beyond the requirements stipulated by the respective regulatory bodies. The University has two advanced clinical skill and simulation training centres-Advanced Comprehensive Clinical Training and Simulation Centre (ACTS-

YEN) and Advanced Surgical and Skill Enhancement Division (ASSEND). Yenepoya Research Centre has modern equipment for conducting advanced research supported by bioinformatic tools and animal house.

The 5 teaching hospitals meet the clinical teaching and learning norms and requirements of regulatory bodies for all the programs offered by the University. The medical college hospital has Robotic Surgery facilities, organ transplantation unit and high 3T MRI, for training. The hospital provides free food, free/subsidized treatment to all the patients.

The Medical college hospital and diagnostic laboratory are NABH and NABL accredited respectively and empanelled with all the insurance providers. Community based learning is imparted through 6 Urban Health Centres, 6 Rural Health Centres, 5 Primary Health Centres, 30 Rural Health and Development Centres, 2 Dental mobile clinics, Dental Peripheral Centres, Yen-healthcare on Wheels and schemes/programs. The services offered by the teaching hospital have been awarded by the Government and Non-Government agencies.

There are 13 hostels (7 for women, 6 for men), 218 apartments and 15 canteens / cafeteria. Food Craft and Laundry line provides food and laundry services in the campus. Solar water heating, uninterrupted power supply, Wi-Fi, 6 auditoria, “Yendurance” for indoor sports, cultural activities and outdoor grass soccer ground support physical and recreational requirements.

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Student Support and Progression :

Students are provided with necessary support to enable them to be professionally competent and skillful coupled with human values and virtues. The University has brought forth several systems and practices to encourage and assist the needs of students through a well organized mentorship programme. These approaches enable the students to appreciate and utilize the support systems extended for a meaningful learning experience by minimizing adversities through financial support, skill enhancement and career guidance.

The financial support is provided to 2257 students to the tune of INR 1581 lakhs through various scholarship schemes, fee waivers and fee concessions. About 25% of the students have received financial assistance from the Government agencies and the University.

During the last five years, a total of 241 Capability enhancement programmes were conducted for the benefit of the students. The International Student Cell caters to the needs of the overseas students. The Student Council provides a platform for the students to undertake various co-curricular and extra-curricular activities. The University has developed policies to provide equal opportunities to all students, upholding the principles of equity.

Students are encouraged to participate in various competitions and extra-curricular activities with a vision of promoting holistic development. Apart from outstanding academic achievements, students have excelled and won awards and medals in various sports and cultural events.

Career guidance is provided to the students preparing for competitive/recruitment/entrance examinations. During the preceding year, around 22% students have progressed to pursue higher studies.

The placement cell in association with Alumni association keeps track of student employment and helps in their placements. Students have secured assignments of distinction in State, National, and International level organizations.

Students participate in extension activities through NSS, *KARASEVA*, *SAMRAKSHA*, *Unnat Bharath Abhiyan* and adopted several villages for comprehensive care and support. NSS Unit of the University has been awarded the Best NSS unit by the Government of Karnataka twice in succession.

Yenepoya University Alumni Association (YUAA), is a registered organization with 5000 members spread across the world, with 1 National and 3 International chapters. The YUAA is involved in institution building activities through financial and intellectual contributions.

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Governance, Leadership and Management :

Well defined Vision, Mission and Objectives reflecting the core activities are the guiding forces of the University. A strategic plan document has been evolved and deployed in a time bound manner with continuous monitoring, to achieve the goals enshrined in the document. The strategic plan emphasizes on the goals to reach the forefront of academic excellence and to be among the top ranked universities globally. The organizational structure is in accordance with the functional needs and highlights the participative governance through appropriate Byelaws and policies. This approach ensures autonomy to the constituent colleges/centres and officers, imbibing the concepts of decentralization in the academic and administrative functioning.

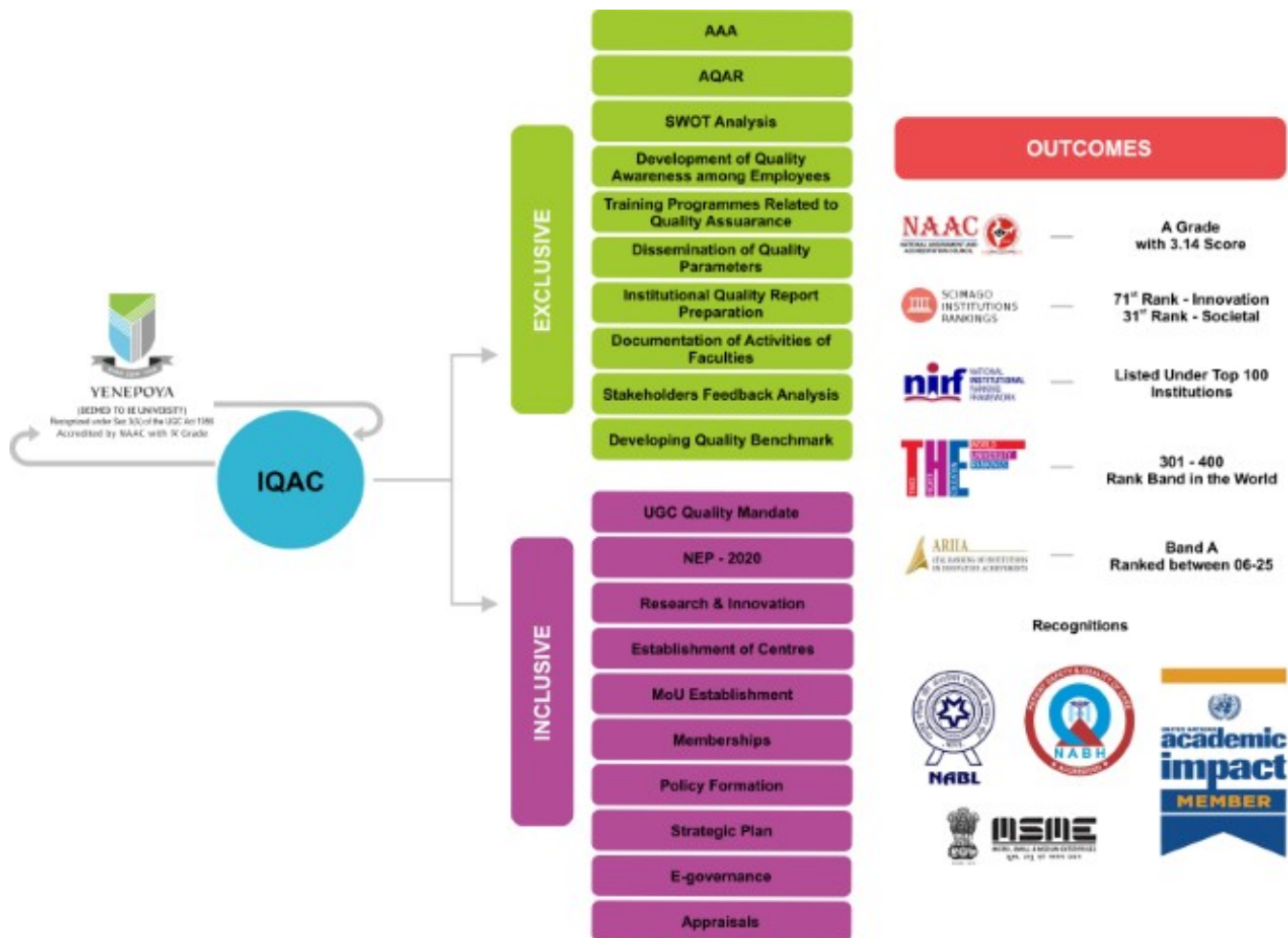
The departmental and constituent unit level committees, the Boards of Studies, Academic Council contribute to the academics; while the Finance Committee, Planning and Monitoring Board and the Board of Management along with inputs from the stakeholders provide foundation for the administrative aspects. Recruitment, performance appraisal and professional development programs are the integral functional roles of the Human Resource department.

Statutory bodies are constituted and function as per UGC regulations. There are ancillary committees to support the governance system. The Committees function based on the policies/guidelines and in accordance with the Byelaws of the University. E-governance in areas of planning and development, administration, finance, student affairs, support and examination has been implemented.

Several welfare measures are provided to the employees apart from mandated service benefits. Performance appraisal systems are practiced for teaching and non teaching staff ensuring career progression of deserving employees. Policies on resource mobilization, optimal fund utilization, conduct of internal and external audits provide framework for assessing financial requirements.

The IQAC formulates the quality benchmarks and the Quality Assurance Committees in the constituent units, criterion-wise coordinators and committees ensure sustenance of quality initiatives. Academic and Administrative audit is conducted as mandated, to ascertain the functional adequacy as envisioned in the objectives and strategic plan.

The University is quality conscious and has a laudable quality culture through institutionalization and internalization of quality enhancement initiatives which has resulted in various national and international accreditations, rankings and ratings.



Institutional Values and Best Practices :

The University extends its functional domain to issues of societal relevance and has created an exemplary and congenial milieu to be an institution of distinction. Apart from integration of topics on gender, environment, ethics, human rights etc. in the curricula, these are practiced in the University campus to realization. The campus has several environment-friendly operations which include water conservation, waste management, energy conservation and promotion of alternate energy utilization. As an endorsement for these efforts, the University apart from securing 3rd places for SDG, 6 clean water and sanitation among 26 Indian Universities in the 2020 THE Global Impact Rankings, it has won Environment Award instituted by the Mangalore District Administration and the State Pollution Control Board.

Paramount importance to gender equity is reflected in more than 70% of the student strength accounting for women. Support systems are created for a gender-sensitive and secure environment through gender sensitization cell, Equal Opportunity Cell, Internal Complaints Committee, Centre for Nutrition Studies and Yen Cradle.

Environmental, energy and green audits are conducted regularly. Records are maintained on flora and fauna, medicinal plants, and macro-fungi. A newsletter 'Green Horizon' promotes environmental awareness. Mechanized wheelchair, electric powered buggy, reading software, ramps, lifts, toilets, and employment opportunities are some of the disable-friendly initiatives.

Students drawn from diverse geographical, cultural, religious and linguistic backgrounds are integrated into campus life by observance of all religious festivals, cultural fests, and NSS activities. Commitment to Nation and Society is embodied in Telemedicine initiatives, relief activities during environmental disasters and the COVID-19 crisis and cleanliness initiatives of the Government of India. National and International commemorative days are observed with the active participation of faculty and students. A code of conduct has been enshrined in the University's ethos.

Among the multitude of best practices, **Participatory Learning and Rural Development by Rural Health Care and Development Centre (RHDC) and Fostering Research in health science institution by Yenepoya Research Centre (YRC)** are highlighted. Institutional distinctiveness is reflected through integration of advanced simulation centres in learning processes and use of animals and cadavers for robotic surgery training of health professionals in surgical skill enhancement.

https://yenepoya.edu.in/NAAC/Executive/YU_executive_summary-2_Criteria-7.jpg

Institutional Best Practices & Distinctiveness

Fostering Research in Health Science Institutions

- ★ Created a research ecosystem for students & faculty
- ★ Undergraduates/ postgraduates received ICMR-STs fellowship
- ★ Increased number of research publications/ patents involving students
- ★ Established an entrepreneurship support system

Rural Health Care Extension

- ★ Graduates opted for careers in Public Health
- ★ Joined RHDC as Medical Officers
- ★ Students conceived the concept of family physician
- ★ Enhanced decision making capability

ACTS-YEN & ASSEND

- ★ Augmented clinical skill acquisition
- ★ Enhanced robotic surgical skills
- ★ Achieving global competence

Profile

BASIC INFORMATION

Name and Address of the University	
Name	Yenepoya (Deemed to be University)
Address	Yenepoya (Deemed to be University) University Road, Deralakatte
City	Mangalore
State	Karnataka
Pin	575018
Website	www.yenepoya.edu.in

Contacts for Communication

Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	M. Vijayakumar	0824-2206000	9686696055	0824-2204673	vicechancellor@yenepoya.edu.in
IQAC / CIQA coordinator	Arun Bhagwath	0824-2204668	9980856605	0824-2203943	iqac@yenepoya.edu.in

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

Establishment Details	
Establishment Date of the University	27-02-2008
Status Prior to Establishment, If applicable	Affiliated College
Establishment Date	02-05-1992

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC		
12B of UGC		
Section 3	27-02-2008	View Document

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

Location, Area and Activity of Campus							
Campus Type	Address	Location *	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	Yenepoya (Deemed to be University) University Road, Deralakate	Rural	94.52	144453.1	Dentistry (13), Medicine (40), Nursing (04), Pharmacy (03), Commerce and Management (04), Science (09), Ayurveda (02), Homeopathy (02), Allied and Healthcare Professions (20), Arts and		

ACADEMIC INFORMATION

Furnish the Details of Colleges of University

	Number
Constituent Colleges	9
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	4
Colleges with Research Departments	9
University Recognized Research Institutes/Centers	2

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)

SRA program	Document
INC	107261_7173_7_1635325143.pdf
INC	107261_7173_7_1635325143.pdf
DCI	107261_7173_5_1632998628.pdf
CCIM	107261_7173_10_1632998648.pdf
CCH	107261_7173_9_1632998653.pdf
RCI	107261_7173_19_1632998661.pdf
RCI	107261_6532_19_1623991357.pdf
CCIM	107261_6532_10_1620966597.pdf
CCH	107261_6532_9_1620966607.pdf
DCI	107261_6532_5_1620910379.pdf
PCI	107261_7173_6_1635325202.pdf
PCI	107261_7173_6_1635325202.pdf
MCI	107261_7173_2_1635327547.pdf
MCI	107261_7173_2_1635327547.pdf

: Yes

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	169				107				234			
Recruited	111	58	0	169	57	50	0	107	107	127	0	234
Yet to Recruit	0				0				0			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0
	Lecturer				Tutor / Clinical Instructor				Senior Resident			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total

Sanctioned	61				80				57			
Recruited	19	42	0	61	23	57	0	80	35	22	0	57
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						2167
Recruited	726		1441		0	2167
Yet to Recruit						0
On Contract	0		0		0	0

Technical Staff						
	Male		Female		Others	Total
Sanctioned						677
Recruited	171		506		0	677
Yet to Recruit						0
On Contract	0		0		0	0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	13	13	0	12	7	0	17	13	0	75
M.Phil.	0	0	0	0	0	0	0	2	0	2
PG	98	45	0	42	44	0	83	108	0	420

Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	17	41	0	0	0	0	0	0	0	58

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	1	0	6	0	0	7

Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	1	1	0	12	23	0	33	21	0	91

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/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

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

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	1	0	0	1
Adjunct Professor	16	4	0	20
Visiting Professor	7	1	0	8

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Centre for Islamic Studies and Research	Islamic Studies and Research	Yenepoya Deemed to be University

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

Program		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
		UG	Male	381	1215	12
	Female	259	863	17	1	1140
	Others	0	0	0	0	0
PG	Male	12	86	11	2	111
	Female	47	103	11	1	162
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	6	8	0	0	14
	Female	5	10	0	0	15
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	15	11	0	0	26
	Female	27	22	0	0	49
	Others	0	0	0	0	0
Diploma	Male	4	5	0	0	9
	Female	22	8	0	0	30
	Others	0	0	0	0	0
Certificate / Awareness	Male	23	23	1	0	47
	Female	37	23	0	0	60
	Others	0	0	0	0	0

Post Master's (DM,Ayurveda Vachaspathi,M.Ch)	Male	1	2	0	0	3
	Female	1	3	0	0	4
	Others	0	0	0	0	0

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

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

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	A	3.14	Cycle-1 Peer team report (2).pdf

General Facilities	
Campus Type: Yenepoya (Deemed to be University) University Road, Deralakatte	
Facility	Status
• Auditorium/seminar complex with infrastructural facilities	Yes
• Sports facilities	
* Outdoor	Yes
* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	Yes
• Cafeteria	Yes
• Health Centre	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	Yes
* Ambulance facility	Yes
* Emergency care facility	Yes
• Health centre staff	
* Qualified Doctor (Full time)	5
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	5
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	Yes
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	Yes
• Power house	Yes

• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes
• Renewable / Alternative sources of energy	Yes
• Any other facility	Multidisciplinary Research Centre, Yenepoya Foundation for Technology Incubator, Centre for Advanced Surgical skills Enhancement Division (ASSEND), Advanced Comprehensive Clinical Training and Simulation, Robotic Surgery Unit, Centre for Nutrition Studies, Centre for Ethics Centre for Craniofacial Anomalies, Clinical Trial Centre, Centre for Yoga and Wellness, Centre for International Relations, Professional and Personal Development Centre, Tobacco Cessation Unit, Museums, Day Care Centre, Medicinal Plant Garden, Yenmedia Centre, E-Learning Library, Medical Education Unit, Dental Education Unit, Faculty Development Centre, Residential quarters for teaching and non teaching staff, Residential facility for duty doctors at RHCDC Central (Industrial) Kitchen, Central Laundry, Rain water harvesting, Vermicomposting Unit

Hostel Details		
Hostel Type	No Of Hostels	No Of Inmates
* Boys' hostel	6	1345
* Girls's hostel	7	2015
* Overseas students hostel	2	2
* Hostel for interns	4	171
* PG Hostel	2	251

Health Professional Education Unit / Cell / Department		
Year of Establishment:		
Education Programs Conducted	Number Programs Conducted	Duration in Months
* Induction	16	1
* Orientation	28	3
* Refresher	20	1
* Post Graduate	40	3

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Yenepoya (Deemed to be University), predominantly engaged in imparting Health Science education is vested with autonomy by the virtue of Deemed to be University status granted by the Ministry of Education and UGC has taken up the initiatives to implement the concepts envisaged under NEP 2020. As part of the academic diversification, the University has created the Faculty of Arts and Social Sciences, Faculty of Commerce and Management, Faculty of Sciences and Faculty of Allied and Health Care Professions. Majority of the programs offered have courses of Multi disciplinary/Interdisciplinary nature befitting to the concepts of NEP-2020 making it easier for the University to adopt the policy. Choice Based Credit System with the availability of wide range of electives further eases out the process of implementing NEP. The University has introduced Jeevan Kaushal, Deeksharambh and Mulya Pravah for improving creativity, innovation, critical thinking and, problems solving abilities, team work, communication skills, social and moral awareness, more in depth learning and mastery of curricula across fields and early exposure to research and evidence based practices for its students which are integral components of NEP.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The UGC notification on Academic Bank of Credits of the UGC dated 28th July 2021 was placed in the Academic Council and Board of Management and after ascertaining the feasibility of implementation; these bodies have granted permission to introduce ABC in the following programs. • BBA (Aviation & Logistics) • BBA (Aviation, Travel & Tourism) • BBA (Entrepreneurship, International Business and Business Analytics) • BBA (Logistics and Port Management) • B.Com. (Finance, Taxation and Auditing) • B.Com.(International Management Accounting) • B.Com.(Honors) (International Accounting and Finance) • B.Com.(Honors)(Aviation and Logistics) • B. Sc. Bachelor of Science (B.Sc.) (Microbiology). The University has already submitted the application for registration in the NAD – Academic Bank of Credits portal (Application No. ABC0032831634798433 Dated 2nd November 2021). The students will be registered with the ABC once institution is registered in ABC portal. The University will be awarding degrees, PG diplomas, certificates as envisaged in NEP 2020 by taking into account credits earned by the students. The University will ensure the effective management of ABC- credit verification, credit accumulation and credit transfer or redemption for and by the students.</p>
<p>3. Skill development:</p>	<p>As envisaged in NEP 2020 part II- Higher education re-imagining vocational education, the University has already taken steps to offer vocational education. As per the UGC notification (vide F.No.4 -1/2020 The National Skills Qualifications Framework - NSQF) for the scheme on skill development based higher education leading to Bachelor of Vocation (B.Voc) Degree with multiple exit options. The University received the formal approval by the UGC under NSQF for the following programs. • B.Voc Degree – Banking, Financial Services and Insurance • B.Voc Degree – Hardware and Networking • B.Voc Degree – Hospitality and Culinary Arts • B.Voc Degree – Logistics Management. The availability of advanced simulation centres for skill acquisition and enhancement in the University further makes it easier for skill based training under NSQF. The University offers a PG diploma in multi-omics technology under Bioinformatics Centre for Skill Development which is funded by DBT, Government of India as part of NSQF. This has been recognized and certified by LSSSDC - Life Sciences Sector Skill Development Council.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching</p>	<p>For teaching in Indian languages, the University has created the</p>

<p>in Indian Language, culture, using online course):</p>	<p>teaching departments for Kannada, Hindi and Sanskrit to integrate local and national languages into the curricular framework. The Centre for Personal and Professional development has been created for imparting soft skills and communication skills. In order to promote Indian knowledge system, the University has created Faculties of Ayurveda and Naturopathy and Yogic Sciences. Apart from providing training in core areas, these faculties are involved in offering elective courses. The certificate program “Yoga for Beginners” is being offered to all the students of the University. The Centre for Yoga and Wellness regularly organizes programs for students in yoga and wellness. Online courses available in the SWAYAM platform are advocated as electives for the students. The library has a dedicated section for Indian languages and Ancient books and manuscripts with 56 books.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Yenepoya (Deemed to be University) has adopted Learning Outcome Based Educational (LOCF) framework as per the UGC Quality mandate and NEP 2020 for all the programs offered. • Several faculty development sessions have been conducted to sensitize the teachers for effective implementation of OBE • A core committee has been constituted by the University for implementing OBE (Ref: Y/REG/ACA/Notification/2019 dated 14.1.2019) with support from each constituent unit/department/centre wise teams • Learning Outcomes (LOCF): Program Outcomes (POs), Course Outcomes (COs), Program Specific Outcomes (PSOs) and Course Specific Outcomes (CSOs)/Competencies for all undergraduate and postgraduate programs have been prepared with mapping • The teaching-learning process and assessment of learning outcomes are planned to align with the desired competencies with various methods • The learning outcomes, teaching strategies and assessment methods implemented in the programs are already reflected in the SSR of the University. OBE framework thus helps all stakeholders (students, parents, employers and others) to understand the nature and level of learning outcomes in all domains of knowledge, skills, attitudes and values a graduate of a programme should acquire/demonstrate on successful completion of the programme of study.</p>
<p>6. Distance education/online education:</p>	<p>As envisaged in the NEP 2020 part III, focus on online and digital education will be a game changer in ensuring equitable use of technology for alternate modes of quality education whenever and wherever additional and in person modes of education are not possible. In view of leveraging advantages of technology, the University has initiated online/distance /digital education as per the provisions of the UGC notification 4th September 2020. The University has applied for distance education/online education and has received the formal approval from the UGC for B.Com ODL programs (vide F.No.1-14/2020 - DEB-I) dated 16th August 2021. A faculty member has been appointed as the Director for implementing this program from the academic year 2021-2022. The details of the ODL program are available on Website: https://online.yenepoya.edu.in</p>

QIF

1. Curricular Aspects

1.1 Curriculum Design and Development

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

Answer:

Yenepoya (Deemed to be University) offers 100 programs at undergraduate, postgraduate, super specialty, doctoral and post doctoral levels. These programs span across the Dental, Medical, Nursing, Allied Healthcare Professions, Pharmacy, Ayurveda, Homeopathy, Naturopathy and Yogic Science, Arts and Social Science, Commerce and Management and Science Faculties of study. Majority of the programs offered are under the regulatory control of the NMC, DCI, INC, PCI, RCI and AYUSH. The University follows regulations and curricula for these programs as stipulated by these statutory bodies. Other programs adhere to the UGC and the University regulations. The curricula designed, developed and implemented have relevance to local, regional, national, and global needs making students professionally competent.

Outcome-Based Educational Approach:

- To provide outcome-based education, the University has clearly stated program and course outcomes (POs and COs) for all the programs and attainments are monitored continuously
- To achieve the stated objectives and outcomes, University ensures that the course delivery and assessments are aligned with teaching learning strategies
- To ensure distinct and desired attributes, additional skills and competencies necessary for professional excellence, provisions are made for pursuing value-added courses and electives under Choice Based Credit System (CBCS)

Curriculum Development:

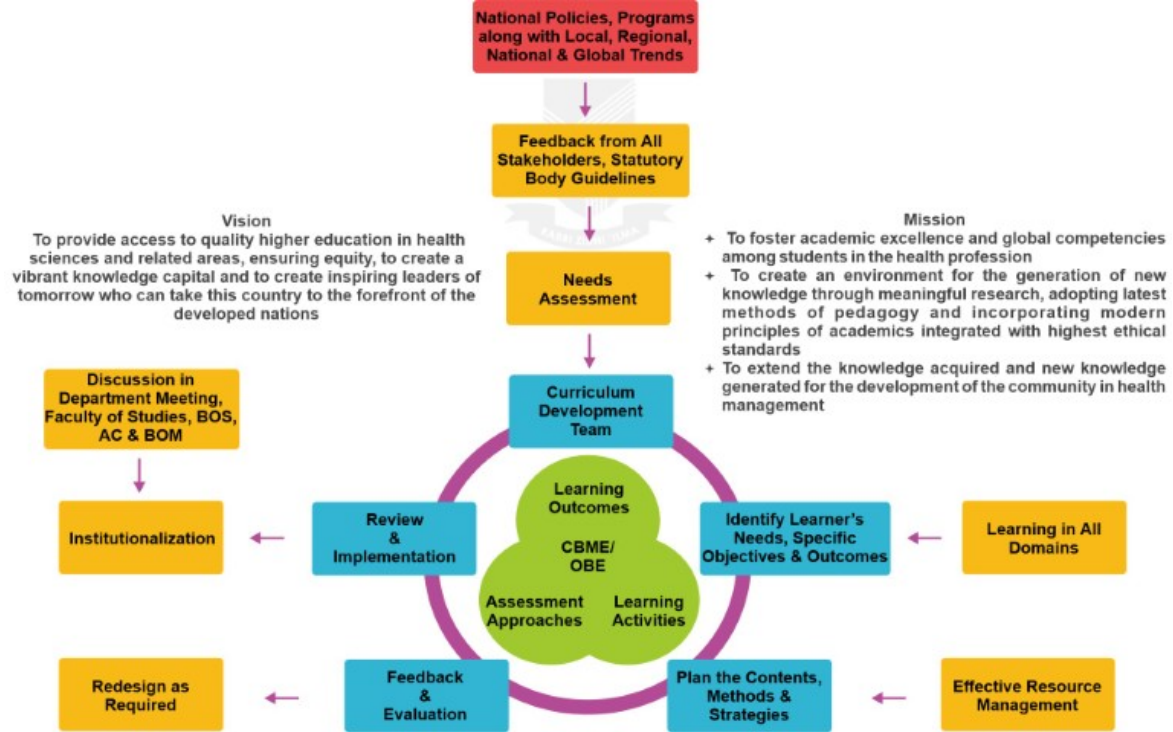
- Yenepoya Centre for Faculty Development regularly conducts capacity building programs for faculty on curricular design, development and implementation
- The process of curriculum development considers revision, enrichment of the syllabus, curriculum for new courses and programs
- The course outcomes are adopted from the core competencies outlined by the regulatory bodies and the curriculum committee of the University
- Curriculum revisions are made based on the analysis of the feedback from students, teachers, alumni, employers and professionals. Inputs from the subject experts, regulatory body guidelines and the latest trends in the subjects as depicted in educational research articles are also taken into consideration in formulating the syllabus during revision
- Key points are discussed in the respective Board of Studies comprising external experts and necessary changes are suggested
- The modifications suggested are placed in the meetings of the Faculties and curriculum committee for structuring before obtaining approval of the Academic council. Necessary changes are incorporated into the curriculum for the qualitative enhancement of the courses with a focus laid out on discipline-specific knowledge, skills, social responsibility and employability
- Modifications in the curriculum by the statutory bodies are adopted as stipulated

Competency-Based Medical Education (CBME):

- From 2019-20, the National Medical Commission (NMC) has implemented CBME addressing attributes required for Indian medical graduates
- Delivery of CBME curriculum and evaluation strategies is ensured by providing training to the faculty
- The curriculum ensures that the graduates acquire adequate knowledge of professional, ethical, medico-legal and humanitarian principles relevant to health care in line with national and regional health care policies and schemes. Centre for Ethics has been facilitating student learning in these aspects since 2012

The curricula developed and implemented ensure that students acquire the desired attributes to become competent graduates.

Curriculum design and development process of the University



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

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

Answer: 74.73

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

Answer: 68

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

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

Answer:

Yenepoya (Deemed to be University) works towards creating skilled and competent professionals. Curriculum enrichment processes by the University ensure quality education is imparted through enhanced learning experience.

Employability- Majority of the programmes offered is of professional nature and so provides opportunity for self employment. To ensure employability, the University has introduced Finishing School and exit examination processes. Further, guided usage of online learning platforms- MOOCs such as *SWAYAM*, Coursera etc. have improved the ICT-enabled learning and training.

Competency and Skill Development:

ACTSYEN (Advanced Comprehensive Clinical Training and Simulation Center): This facility is one of the most appreciated and utilized simulation centre for training the students and faculty. The availability of hi-Fidelity simulators, task trainers and a virtual dissection table makes the facility one of the acclaimed centres in the country. The students are trained in comprehensive treatment protocols through innovative training skill modules as a part of the curriculum.

ASSEND (Advanced Surgical Skill Enhancement Division): A highly advanced Robotic Surgery Skills Centre provides hands-on training in robotic surgery, laparoscopic surgery, liver transplantation, renal transplantation and ARDS model.

Phantom head laboratory: Imparts hands-on training to students through simulators and virtual trainers (CAD, CAM, 3DPrinting, etc.)

Bioinformatics Centre for Skill Development: provides training in Mass spectrometry-based Metabolomics Technologies funded by DBT, Government of India.

Teaching hospitals: Provide diverse clinical materials with excellent hands-on skill-based training in OT, wards, OPDs, and ICUs.

The Centre for Ethics: Offers unique programmes in Bioethics, Medical Ethics, Clinical Ethics, Research Ethics, and other value-added courses. M.Sc. Research Ethics program is fully supported by the NIH, USA. **This is the first Research Ethics Postgraduate program offered in India.**

Yenepoya Centre for Personal and Professional Development and Yenunciante Toastmasters club offer professional development programs for the students through modular courses on soft skills and through implementation of UGC quality mandate *Deeksharambh*, and *Jeevan Kaushal*.

Entrepreneurship:

Yenepoya Research Centre: Offers a unique Government of Karnataka sponsored PG Diploma programme **Biotechnology Industry Skill Enhancement** using Omics platforms and students undergo industry internships to acquire employability skills.

Social responsiveness and community engagement: The **Rural Health Care Development Centre (RHCDC)** and community-oriented teaching departments impart additional training through family adoption, field visits, and survey with service programs to the students.

Yenepoya Foundation for Technology Incubation: Provides the orientation to entrepreneurship activities in the areas of innovation, intellectual property, translational research, MedTech Design, etc.

Yenovation: Graduate students undergo research incubation programme where they are trained and encouraged in research activities.

Choice Based Credit System (CBCS): Academic flexibility is provided to the students through various electives to enhance their creativity, employability, and entrepreneurial skills.

Collaborations:

Memorandum of Understanding with reputed Institutions of excellence and industries for the internship, observer-ship, and research exchange have provided opportunities to the students to be competent.

Above mentioned facilities in the University ensure that the students acquire desired skills and competencies with a high degree of proficiency in clinical skills, values, ethics, good communication and leadership skills.

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

1.2 Academic Flexibility

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

Answer: 96.97

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

Answer: 32

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

Answer: 33

File Description	Document
University letter mandating implementation of CBCS by the institution	View Document
Structure of the program clearly indicating courses, credits/Electives as approved by the competent board	View Document

Minutes of relevant Academic Council/BoS meetings Clearing indicating the adoption of CBCS System and/or	View Document
Institutional data in prescribed format	View Document
Document for Structure of Programs mentioning the Credit Allocation and Elective options	View Document
Any additional information	View Document
Link for additional information	View Document

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

Answer: 46.15

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

Answer: 42

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

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

Answer: 51.85

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

Answer: 1093

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

Answer: 2108

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

1.3 Curriculum Enrichment

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

Answer:

Since inception, Yenepoya (Deemed to be University) realizing the relevance of Gender, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics has integrated these

aspects in the curricula of all its programs across faculties of study.

Gender Issues:

- These are broadly addressed through relevant courses in the curricula. In addition, value-added courses and special programs are offered by the University to sensitize students on gender issues
- The University has adopted the **Prevention of sexual harassment** Guidelines of UGC
- The gender sensitization cell of the University regularly organizes programmes on gender sensitization, workshops, quizzes, safety awareness programs, International women's day, women achievers award and also identified Gender Champions
- Self-defense training programmes are organized for the female students and faculty
- The students are integral part of Anti Ragging Committee, Gender sensitization and Grievance redressal cell

Environmental Studies:

- The **Centre for Environmental studies** imparts training on environmental science to all students
- Students are exposed to the multidisciplinary nature of environmental studies, ecosystem, renewable and non-renewable resources, waste management, environmental pollution, environmental policies, and practices
- The University has developed a **module on Environmental Studies** for Undergraduate students as part of the curriculum

The University has adopted **Deeksharambh-** A Student Induction Programme and **MulyaPravah** of the UGC Quality Mandate for acquiring insight into the above issues based on the **SAGE** Principles (Socializing, Associating, Governing and Experiencing).

Health Determinants, Right to Health Issues, Emerging Demographic Changes, Pandemic Response:

- These aspects of learning are an integral part of the curriculum of the programs oriented towards community engagement. Students get hands-on experience through field visits to the adopted families, villages and institutes of public health importance
- Additions were made to the syllabi to cater to the emerging social and medical challenges and change in health determinants brought about by the pandemic

https://yenepoya.edu.in/NAAC/1.3.1/YU_criteria_I-4-1.3.1_Demographic_changes-1.jpg



Emerging Demographic Developments and Pandemic Response at Campus

Professionalism Ethics and Humanities:

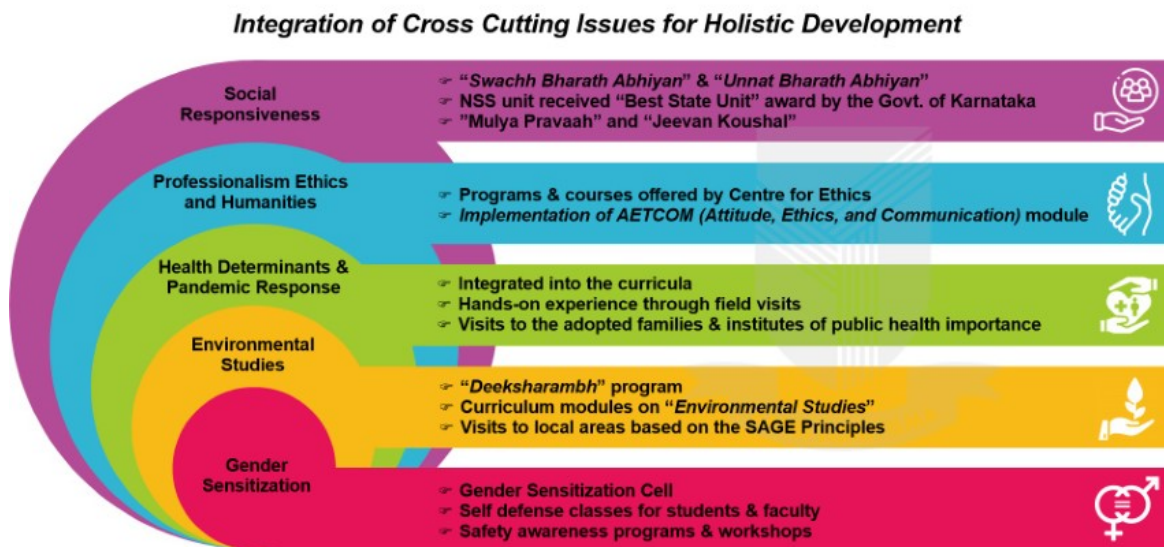
- The **AETCOM** module (Attitude, Ethics, and Communication) sensitizes and trains the students in ethics, professionalism, communication skills, empathy and professional etiquettes
- Modules on ethics are part of curricula. **Centre for Ethics** of the University offers programs and value-added courses in Ethics
- Certificate courses are also offered in music therapy and palliative care to the students

Social Responsiveness and Rural Orientation:

- The **NSS units** of the University has the distinction of having received the **Best performing Unit by the Government of Karnataka for successfully implementing innovative programme on cancer awareness and prevention in coastal Karnataka**, which is adopted as a model throughout the state
- Training of **ASHA** and **Anganwadi** workers of Udupi district on prevention and control of common cancers was conducted by involving a team of inter-disciplinary health care providers and students as a part of social accountability
- Students actively participate in **Swachh Bharath Abhiyan** and health awareness programs

University has undertaken family and village adoption schemes to inculcate social responsiveness among the students as a part of UGC quality mandate (Social responsiveness and Community engagement) and *Unnat Bharath Abhiyan*.

https://yenepoya.edu.in/NAAC/1.3.1/YU_criteria_I-4-1.3.1_Crosscutting_issues-1.jpg



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

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

Answer: 41

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

Answer: 41

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

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

Answer: 40.69

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
1377	3579	2155	771	838

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

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

Answer:

The curriculum is designed and oriented towards providing a quality learning experience to the students through community-oriented training, community engagement strategies, early research exposure and Industry-Institution interaction.

Field Visits/Community Postings:

- Students undertake field visits and projects as a part of community engagement
- Several unique programmes namely, **Family adoption, Survey with Service, Health care on wheels** are designed by the **Rural Health Care and Development Centre (RHDC)** and Community oriented teaching departments train student in the community settings as part of **experiential learning**. RHDC has 30 Sub centers apart from 4 medical and 9 dental peripheral centers in addition to collaboration with 106 Non-Government organizations such as destitute homes, orphanages, juvenile homes, old age homes, hostels, residential schools, etc. for community outreach activities
- Five villages are adopted as per the UGC *Unnat Bharath Abhiyan* Scheme. **The NSS unit has adopted 1 village for a comprehensive health care delivery programme**
- Students take up field visits to biological parks, sewage treatment plants, medicinal plant gardens, Pharma industries, milk diary, old age homes and water purification plants

Research Projects:

- **Research Incubation Programme (Yennovation)** is designed to acquire research methodology skills by undertaking small research projects for students. This inculcates critical and creative thinking, improves analytical reasoning skills, early research exposure, and decides on the career path
- Students are encouraged to take up ICMR-STs/ICMR dissertation, BIRAC, DST, DBT and seed grants from the University.
- The University encourages students to pursue higher studies at international institutes and undertake internship projects at reputed research centers
- JRF, SRF, RA, and Post-Doctoral Programs are instituted to facilitate students to take up research in emerging areas of Health and Allied Sciences, Bench research and Basic Science research
- The Incubation facility helps funding and fellowship to the students who have won Hackathons, Quiz, or Ideation competitions to promote **Entrepreneurship and Innovation**
- Students are exposed to array of learning experiences through the hospital and community settings. The feedback from these learning experiences viz. **clinical case study discussions, simulation-based and workplace-based training, family adoption, Kara seva and field visits** have immensely contributed to enrich the curriculum

Internship:

- Students are posted to the industry for internships to acquire employability skills as a part of the Government of Karnataka sponsored **Biotechnology Industry Skill Enhancement PG Diploma Programme and approved by Life Sciences Sector Skill Development Council (LSSDC)**
- The exposure gained during the internship leads to the development of a professional attitude and approach towards patients. The learning combined with real-life experience facilitates the development of social responsibility towards the community and patients.
- Students visit various industries to experience the ergonomics needs and undertake screening and awareness programs for industrial workers and professionals
- Students actively participate in cancer awareness outreach programs, school health programs, *Swachh Bharat Abhiyan*, Pulse Polio Immunisation, Covid awareness programs, *Vande Bharat Mission*, District Covid care centre, and observe all National days of public health importance

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

1.4 Feedback System

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

1. *Students*
2. *Teachers*
3. *Employers*
4. *Alumni*
5. *Professionals*

Answer: A. All of the above

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

1.4.2 Feedback process of the Institution may be classified as:

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

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

2. Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

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

Answer: 100

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
3171	2024	1179	911	781

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
3171	2024	1179	911	781

File Description	Document
Institutional data in prescribed format	View Document
Initial reservation of seats for admission	View Document
Final admission list published by the HEI	View Document
Copy of letter issued by state govt. or and Central Government (whichever applicable) Indicating the reserved categories to be considered as per the GO rule (translated in English)	View Document
Any additional information	View Document
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution.	View Document
Admission extract submitted to the state OBC, SC and ST cell every year.	View Document
Link for additional information	View Document

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

Answer: 29.11

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
13905	7605	3832	3252	6892

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
2732	1552	712	596	832

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

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

Answer: 74.69

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
2381	1490	843	659	632

2.1.3.2 Total number of students enrolled in that year

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
3171	2024	1179	911	781

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

2.2 Catering to Student Diversity

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

The Institution:

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

Answer: A. All of the above

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

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

Answer: 12.72

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

2.3 Teaching- Learning Process

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

- *Experiential learning*
- *Integrated/Inter-disciplinary learning*
- *Participatory learning*
- *Problem-solving methodologies*
- *Self-directed learning*
- *Patient-centric and Evidence-based learning*
- *The Humanities*
- *Project-based learning*
- *Role play*

Answer:

The constituent units of university address the diverse learning styles and needs of the students by employing a range of institution specific student centric methods which augment the conventional classroom learning. These lead to improved participation of student and enhance their learning experience.

- **Experiential Learning** is imparted through classrooms, laboratories, skill and simulation centers (ACTS YEN, ASSEND), hospitals, community settings, case discussions, demonstrations, role plays, bed side clinics, restorative and endodontic exercises, field visits and health camps. Strategies like think –pair and share, movie and book reviews train attitude and communication skills. Students are also encouraged to participate in exhibitions, competitions and scientific conferences. Students document their learning experiences and reflections in log books and portfolio.
- **Integrated/Interdisciplinary Learning:** Training in environmental studies, Indian constitution, gender equality, health informatics/bioinformatics, life sciences, medical social work, epidemiology and basic biology courses are integrated in the curriculum of various health professional courses. Generic electives are offered for the students under the CBCS scheme. Majority of training at ACTS YEN is interdisciplinary.
- **Participatory Learning:** Group discussions, debates, panel discussion, quizzes, working at peripheral health centre, participation in national health programs, awareness drives and immunization programs and health camps help students to actively participate in various roles in health care team.
- **Problem – solving** skill empowers the individuals in personal and professional life. The students get ample opportunities to hone this skill in the form of care plans, case studies, case based learning and bedside clinic.
- **Self-directed learning** motivates students to achieve their learning goals outside of a particular course and is an essential skill to be a lifelong learner. Library, online tutorials, assignments, flipped classroom, e-resources and LMS- Yengage (discussion forum activity, blogs) support self directed learning. Enrolling in MOOCs by reputed national and international platform (NPTEL, SWAYAM, and COURSERA) is also encouraged.
- **Patient–centric and Evidence–based learning is ensured during** clinical postings, case presentations, grand rounds, bedside teaching, growth and development assessments, journal critiquing, clinical audits, community engagement and epidemiology teaching to promote patient-centric and evidence-based learning.
- **The Humanities:** Training in interpersonal communication, language skills, sociology, psychology, cultural competence etc. is incorporated in all programs. Review and critical appraisal of art, literature and movies is used to develop professionalism, art/ cultural critical appraisal and reflective practice.
- **Project-based learning** is used to enhance the problem solving, application and creativity skills. Students conduct academic and research projects which help them hone their research proposal writing, grant writing, time management and leadership skills.
- **Role play:** Is widely used to teach patient care, team work, ethical dilemmas, counseling, communication skills, human factors, obtaining informed consent, breaking bad news etc. Psychodrama is an innovative way used to teach students to gain

insight into patient's lives. It is used during extension and outreach activities like health education and public awareness program to educate the general public.

These student centric learning experiences have significantly improved the graduate attributes as reflected in their overall performances in academics and co-curricular activities.

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

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

The Institution:

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

Answer: A. All of the above

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

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

Answer:

ICT enabled tools are used for teaching-learning by the teachers of all the constituent units of the University. The classrooms are ICT enabled and teachers are trained on the usage of smart boards and digital screens.

Yenepoya Learning Management System (YENGAGE):

- YENGAGE is the Institutional Learning Management System (LMS) developed on ILIAS platform with extensive features for interaction between students and teachers such as discussion forums/wikis/social networking/digital libraries/power point presentations and video sharing. E-content from validated sources such as YouTube and Massive Open Online Course (MOOCs) like *SWAYAM Prabha*, Coursera are used extensively to support the teaching and learning process

Online Teaching:

- Google Hangouts Meet/Zoom and Microsoft Teams applications are used for online interactive teaching-learning activities
- Faculty members are trained to use ICT enabled tools by the Department of Information and Technology of the University. Faculty members are involved as experts during the development phase of **SWAYAM-NPTEL Courses**

Software/Apps for Teaching:

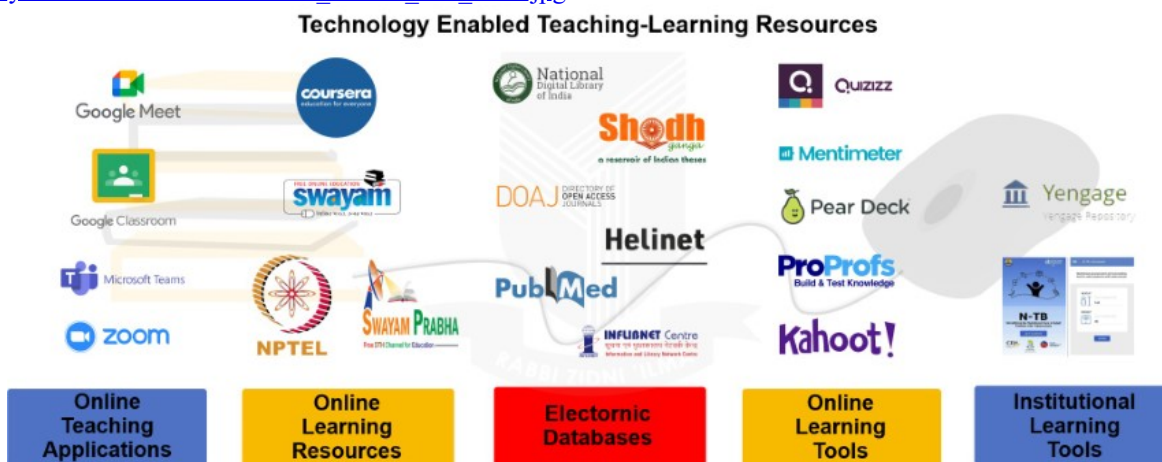
- Electronic data capture tools like Red Cap, Epi-Collect and *Avni* software are used for teaching, research, patient care and training. Technology platform has been developed in collaboration with *Samanway* Foundation and research centre for the Epidemiological Survey and Surveillance programmes
- The Centre for Nutritional Studies has developed the N-TB App which allows healthcare workers to calculate the right BMI and nutrition levels. This app was developed based on the guidance document on nutritional care and support for patients with tuberculosis in India

Electronic Databases:

The University Library has procured subscription to electronic databases like Clinical Key, ProQuest, Up To Date, EBSCO, Sports Discuss, BMJ E-Journals and these are available to students and faculty.

- The University is a member of the HELINET Consortium of Rajiv Gandhi University of Health Sciences, Karnataka and National Cancer Grid Consortium. Access is available to Directory of Open Access journals (DOAJ), National Digital Library (NDL), PubMed Central, Shodhganga (Digital Repository of Theses and Dissertations, and Springer Open)
- Teachers use Plagiarism detection software such as Check for Plag, Urkund and Grammarly to ensure the quality and acceptance of their manuscripts
- Students and faculty members effectively utilize audio-visual materials like Compact Disc (CD)/DVDs and videos for the teaching-learning activities
- Electronic Record Management System (ERMS) is available along with digital archiving of radiological images. This is used as a repository for training of students and also for research
- Electronic portfolios are used in a few Post graduate departments
- Picture Archiving and Communication System (PACS) and Hospital Information Management System (HIMS) enable the medical/dental students to access the patient diagnostic management data and complete patient lifecycle, along with treatments, medication and diagnostic reports from the laboratory and radiology. PACS also offers enhanced visualization of radiology images, which can be enlarged, rotated along with 3D view of tissues, organs, blood vessels, and bones for better diagnosis

https://yenepoya.edu.in/NAAC/2/2.3.3/YU_criteria_II-4_2.3.3.jpg



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

2.3.4 Student :Mentor Ratio (preceding academic year)

Answer: 12.72

2.3.4.1 Total number of mentors in the preceding academic year

Answer: 564

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

2.4 Teacher Profile and Quality

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

Answer: 100

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

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

Answer: 35.83

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
208	181	155	137	118

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

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

Answer: 9.78

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

Answer: 5518.26

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

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

Answer: 97.41

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
564	483	415	363	342

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

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

Answer: 19.45

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
---------	---------	---------	---------	---------

56 135 111 66 60

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

2.5 Evaluation Process and Reforms

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

Answer: 15.4

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
15	14	17	15	16

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

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

Answer: 1.26

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
20	30	19	37	48

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
5455	3297	3382	2285	1699

File Description	Document
Reports of Examination Sections	View Document
Minutes of the grievance cell / relevant body	View Document
List of complaints / grievances year-wise during the last 5 years	View Document

Institutional data in prescribed format	View Document
Certificate from Registrar / Controller of examination / Data on student grievances from the office of the Registrar (Evaluation)	View Document
Any additional information	View Document
Link for additional information	View Document

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

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

Options(Opt one which is applicable to you):

1. *Double valuation/Multiple valuation with appeal process for retotalling/revaluation and access to answer script*
2. *Double Valuation/Multiple valuation with appeal process for revaluation only*
3. *Double Valuation/Multiple valuation with appeal process for retotalling only*
4. *Single valuation and appeal process for revaluation*
5. *Grievance Redressal mechanism does not exist*

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

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

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

Answer:

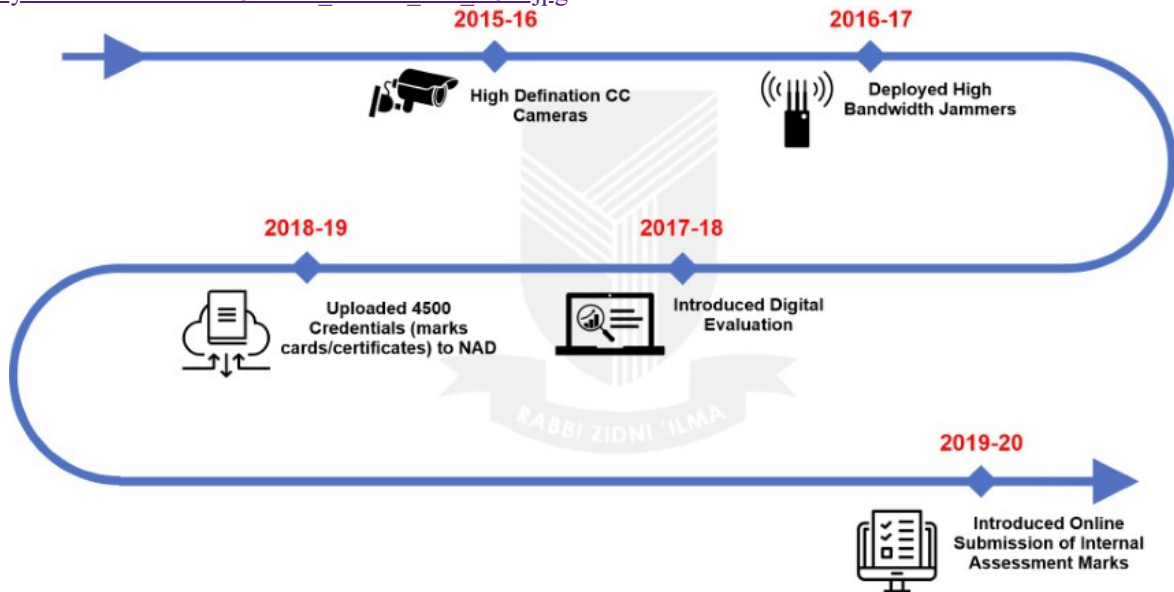
Examination Procedures:

The Examination section functions as per the approved Standard Operating Procedures as described in the examination manual.

- Question papers are set by the external examiners. Scrutiny and moderation of question papers are done by subject experts as compliance to the course content
- The panel of examiners is updated and approved by the Board of Examination. Appointment of examiners is done as per the approval of the Vice Chancellor
- The results of all the examination are declared within 2 weeks of the last day of examination and published on the university website which is also communicated to the students and parents

Processes Integrating IT:

- All the examination processes are fully automated under the E-Governance initiative of the University. The examination management system is supported by robust tamperproof software which seamlessly creates student profiles, hall ticket generation, fee payment, online entry of internal and final examinations marks, compilation and generation of the final score sheet. The evaluation of the final theory examination papers is digitally performed after bar coding and scanning of answer sheets. Examination management software allows instant online result display, result analysis, and generation of mark cards
- Vigilance team and Flying squad ensure recording of incidences of malpractice in examination. All the examination halls are under CCTV surveillance and mobile jammers
- Institution has adopted OBE and CBME and is preparing for Question Bank Management System (QBMS), Software for assessing competency, performance and student mapping for outcomes and attainment using various Rubrics shortly



Continuous Internal Assessments (CIA):

- Components of continuous internal assessment include unit tests, E-tests, seminar presentation, assignments, open book test, forum discussion on YENGAGE(LMS), end of postings tests, practical exercises, viva-voce, skill assessment, quizzes, projects, field work, group discussion, log books etc
- Academic activities of the postgraduates like seminar, journal club, case presentation, role plays, creativity, assignments, community activities and group discussion are graded. Practical skills in Laboratories, Simulation centre, Hospital work (OPD, wards and OT), are also assessed and graded using structured checklists. Continuous evaluation is also implemented for interns where various components of training like bedside manners, communication skills, interpersonal and clinical skills are assessed

Competency-based Assessment:

- Competency based assessment methods include practical sessions, skill demonstrations, project works, community based field works, communication skills etc. Assessment methods relevant to the competencies are included in the curriculum

Work place-based Assessment:

- Clinical Skills Assessments is carried out through Mini-CEX, DOPS for the undergraduate and postgraduates students in the clinical settings/skill and simulation centres to ensure that the students acquire desired competencies in the respective courses/programmes

Self Assessment:

- YENGAGE LMS provides the necessary web links and resources for self assessment

OSCE/ OSPE:

Objective Structured Practical Examination (OSPE) and Objective Structured Clinical Examination (OSCE) are used to assess the competencies of the students. Subject specific and integrated OSCE stations have been developed for implementing holistic assessments

File Description	Document
Any additional information	View Document
Link for additional information	View Document
Link for details of examination reforms implemented during the last 5 years	View Document

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

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

Answer: All of the above

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

2.6 Student Performance and Learning Outcomes

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

Answer:

The goals and objectives of the institution encompass holistic development of the student's knowledge, skill, professional competence, attitude, and ethically responsible behavior in patient care by utilising latest technology and groom them to be globally competent. The Institution has adopted Outcome Based Education (OBE) in most of the programmes, which is based on defined goals and desired outcomes.

OBE Framework:

- OBE helps to know the attainment of the learning outcome of the students in terms of knowledge and skills
- The Program Outcomes (POs) and the program specific outcomes are defined by the respective colleges as per the regulatory bodies viz. MCI, DCI, INC, PCI, AYUSH, and the UGC which are hosted on the Institution website for easy access and understanding
- Every specialty/subject has well defined **Course Outcomes (COs)**, that are to be attained by the students at the end of the course
- **Course-specific outcomes/Competencies (CSOs)** listed by each department are mapped with the course outcomes and course outcomes are mapped with program outcomes using attainment values (Substantial: 76-100%, Moderate: 66-75%, Slight: 51-65% and None: 0-50%)
- The departments prepare the **Specific Learning objectives (SLOs)** that are mapped against the competencies and course outcomes.
- SLOs are discussed with the students during class and the outcomes to be achieved are assessed through various formative assessments in the departments
- The blueprint is created to map the questions with learning outcomes and the question bank is created for every course accordingly

Assessment Tools:

- The different formative and summative assessment tools for the courses are identified to measure the outcome/performance of students which is anticipated with the lines of the **UGC Quality mandate-Learning Outcomes-Based Curriculum Framework (LOCF)**
- Attainment of COs is carried out using various assessment tools like written assignments, class tests, viva voce, group projects, seminars, quizzes, logbook entries, reflections, online tests using our LMS, E-Portfolio, other online platforms, etc.
- Work place based assessments, simulation based assessments, laboratory works, end posting examination, field visits, exit exams, OSCE and OSPE are used for assessing the student's psychomotor domain thorough continuous assessments
- Summative assessment is carried out at the end of the course as per the provisions of the Regulatory bodies to determine academic performance and attainment of course and program outcomes

Implementation:

- The academic calendar is prepared to provide a broad outline on the commencement of the program, formative and summative assessment schedule
- Feedback is obtained periodically from all stakeholders and the analysis of feedback is discussed in the departmental meetings, Board of Studies, Faculty meetings, Curriculum Committee, Academic Council and Board of Management of the University

Students thus achieve academic excellence, develop critical thinking, prepare for working as a team, follow ethics, and develop leadership quality to ultimately evolve into a committed, focused and ethical professional.

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

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

Answer: 93.35

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
632	515	569	397	352

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
659	533	600	428	383

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Answer: 3.49

File Description	Document
Institutional data in prescribed format	View Document

3. Research, Innovations and Extension

3.1 Promotion of Research and Facilities

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

Answer:

The University has placed research as one of its top priorities and established several mechanisms to boost research. Research policy was introduced in 2012 as directed by Research Advisory Board. Subsequently, the policy was revised to suite to the contemporary principles of research with well defined objectives and notified in 2019.

The policy covers many important aspects of research e.g. Ethics; Support and promotion schemes for faculty and students; Training and research supervision of undergraduate, postgraduate, and doctoral research; Collaborative research; Research grants and grant management; Research misconduct; Conflict of interest; Publication Quality; Plagiarism and Intellectual property rights. The policy document is available on the institutional website.

Some of the important promotional schemes are;

- **Research Fellowships:** Junior/Senior Research Fellowships and Research Associate fellowship is offered to meritorious candidates bearing research aptitude. University has attracted research aspirants from across the country and are mentored to carry out research and innovation in emerging areas with excellent mentoring support.
- **Seed Grant:** All teachers are eligible to apply for institutional research grants. The meritorious proposals are funded after peer review and presentation before the Yenepoya University Research Committee. Progress and fund utilisation are ensured through regular monitoring of the project.
- **Research Incentives:** Incentives for publications, patents, awards and other research related activities are provided as appreciation to the faculty. The achievements/awards are publicised in institutional website and social media platforms as an encouragement.
- **Consultancy, Start-ups and Entrepreneurship:** University supports faculty to take up consultancy projects, and engage in Entrepreneurial activities (Start-ups) and has established an incubator in the campus to create a vibrant innovation ecosystem (www.ytincubator.com)
- **Central Research facility for Interdisciplinary Research:** Yenepoya Research Centre (YRC) houses state-of-the-art research facilities and core team of research faculty to serve as the central research facility (www.yenepoya.res.in). Through YRC, several inter/trans-disciplinary research activities are facilitated.
- **Training/Capacity building:** Faculty, research scholars, postgraduates and undergraduate students are trained in research methodology, ethics, Good Clinical Practice guidelines (GCP), IPR issues, analytical techniques and other research related issues by conducting workshops, hands on training sessions, webinars, symposiums and invites lectures. Financial support for conducting such sessions is provided as per the Policy on Financial support scheme.
- **Collaborations:** Collaborative activities between regional, national and international institutions/organisations are supported ensuring achievement of greater research output and can be evidenced by the joint high impact research publications and joint research grants.
- The policies related to research are accessible through institutional website: <https://www.yenepoya.edu.in/policies>

The university has constituted the following committees with well defined powers and functions to enable an effective implementation of the research promotion policy;

- Research Advisory Board
- Yenepoya University Research Committee
- Publication Guidelines Committee
- Board of Postgraduate, Teaching and Research
- Yenepoya Ethics Committee
- Institutional Animal Ethics Committee
- Intellectual Property Management Advisory Committee
- Institutional Bio-safety Committee
- Institutional Committee for Stem Cell Research
- Scientific Review Boards

Implementation of research promotional activities is ensured through various schemes for which 3.5– 5.0% of the annual-budget is allotted.

File Description	Document
Minutes of the meetings of Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
Document on Research promotion policy	View Document

Any additional information	View Document
Link for additional information	View Document

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

Answer: 27

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:

2020-21	2019-20	2018-19	2017-18	2016-17
28	19	33	25	30

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

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

Answer: 22.11

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
142	193	94	41	49

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

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

Answer: 212

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
44	52	58	21	37

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

3.1.5 University has the following facilities

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

Answer: All of the above

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

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

Answer: 100

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
58	51	51	47	44

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
58	51	51	47	44

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

Link for additional information	View Document
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3.2 Resource Mobilization for Research

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

Answer: 557

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
178	43	236	10	90

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

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

Answer: 3738

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
1313	1093	774	241	317

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

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

Answer: 1.76

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
133	241	205	106	98

File Description	Document
Supporting document/s from Funding Agencies	View Document

Institutional data in prescribed format	View Document
Copy of the letter indicating the sanction of research project funded by govt./non-govt agency and industry including details of name of teacher and amount in INR	View Document
Link for the funding agency website	View Document

3.3 Innovation Ecosystem

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

Answer:

The University has initiated several programs to facilitate innovation and promote an entrepreneurship ecosystem in the campus. To identify, foster and mentor innovators/entrepreneurs for the healthcare innovation, an incubator namely **Yenepoya Foundation for Technology Incubation (YTI)** was established in 2019. It is registered as per Section 8 of the companies act and Rule 18 of the Companies Rules 2014 (Reg. No. U85300KA2019NPL124414).

- YTI is recognized as one of the centres by BIRAC (DBT, GOI) under the **Social Innovation programme for Products Affordable and Relevant to Societal Health** (SPARSH) scheme and is supporting 10 Social Innovators to work in areas of Maternal and Child Health, Ageing and Health
- **Rapid Prototyping Facility:** With support from BIRAC through National Biopharma Mission (NBM), state of the art facilities for rapid prototyping of the medical devices such as 3D Printing, CNC-Machining, Bio-printing, PCB-Fabrication and Vacuum Casting are established and are being used by different start-ups as well as faculty and students of the University
- **The Institutional Innovation Council (IIC)** supports students to participate in conventions focusing on research and innovations. The government promotional schemes are popularized among the students and researchers through webinars, seminars and workshops. The Yenepoya Institutional innovation council has been awarded with **3-Star rating** in the Annual performance (3.0) in University category 2020-21
- Mentoring support is given to the faculty to apply for grants under various schemes of BIRAC including the **Biotechnology Ignition Grant (BIG)**
- Faculty and students are encouraged to register Start-ups and initial support is given by the incubator. Several brainstorming sessions are organized for the same
- **Yenepoya Research Centre (YRC)** with dedicated scientists and research scholars are working in the emerging and innovative areas with significant number of patents, publications, funding, and collaborations for translational research
- Recognition from **DSIR, MSME, Life Science Sector Skill Development Council (LSSSDC), GLP and ISO 17025: 2019 compliance certifications** helps the innovators and Start-ups for testing and validation
- As part of the INSPIRE Program of DST for School and College students, YRC offers training and facility to shape ideas into Innovation. Many school students have won National and International awards, for their innovations
- Centre for Ethics provides complementary support in addressing ethics related regulatory issues. The faculty participates in discussion on various innovations related emerging regulatory aspects
- **ACTS-YEN**, a unique Centre with state of the art simulation facility with simulators used for testing the prototypes in nonhuman simulation models
- Advanced Surgical & Skills Enhancement Division/**ASSEND** established in collaboration with the Intuitive Surgical, USA. Inc: Facility houses large animals and cadavers for training and innovation in robotic surgery and testing of surgical devices
- The innovation ecosystem and research culture is recognized, rewarded and categorized by HRD, Govt. of India as **“Band A” institution** (rank between 06 and 25) in the category of Private-self-financed in **ATAL Ranking of Institutions Innovation Achievement (ARIIA) 2020**
- Periodic training on industry requirements and production validation is offered through the incubator and experts

Innovation Ecosystem



File Description	Document
Any additional information	View Document
Link for additional information	View Document
Geo-tag the facilities and innovations made	View Document

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

Answer:

The University organizes capacity building programs such as short term hands on training programs, continuing education programs, workshops, webinars and invited lectures regularly to support vibrant research and innovation ecosystem. More than 250 programs have been conducted in the last five years related to Intellectual Property Rights (IPR), Research Methodology, Research Grant Writing, Analytical and Biostatistics tools in Research, Good Clinical Practices, Good Laboratory Practices, Technology Development and Translation, Industry Academia Programs, Pharmacy and Collection, Entrepreneurship and such others.

- Research Methodology workshops are organized regularly for the fresh postgraduates, research scholars and faculty.
- Workshops on research publication, referencing, identifying patentable research outcomes are also conducted every year.
- Training on patents, strategies to be considered, patent application was conducted by IP consultants from Lifeintellect Consultancy Pvt. Ltd through interaction session of the Yenepoya technology incubation centre
- The post-graduate medical students undergo National Institute of Epidemiology (NIE) based Research Methodology workshop as mandated by the MCI from the year 2020.
- Every department based on the needs, conduct focused training on all aspects of research methodology including protocol writing, research grant writing, biostatistics, and data analysis.
- Training in advanced analytical techniques: Mass spectrometry, molecular biology techniques, cell culture and in vitro bio-testing, bioinformatics, PCR techniques, flow cytometry, cell sorting and imaging trainings are offered through Yenepoya Research Centre to other departments.
- Training on GLP, ISO 17025:2017 and GCP/NABH standards are provided to sensitize on the quality control protocols, reporting and archiving.
- The Centre for Ethics conducts regular research ethics workshops and trainings to empower researchers on various ethical issues.
- Yenepoya Ethics Committees (YEC-1 and 2) conducts regular training sessions on regulatory issues.

- Through the Union of TB & Lung Diseases organization support, hands on sessions are conducted on research planning, protocol preparation, data analysis and manuscript preparation.
- The Life Science Sector Skill Development Council (LSSSDC) conducts interactive sessions with faculty as part of its association with the BiSEP program (Govt. of Karnataka).
- The University has established the University- Industry Interaction Centre (UIIC), to facilitate training by the industrial participants.
- The University guest lecture series provides a platform for updating on the recent advances and contemporary issues related to the core areas.
- The Continuing education programs such as CDE, CME, CNE etc. discusses cross-cutting issues to update on the subject along with research.
- Training the trainers: Some of the faculties are deputed to undergo training and workshops for the additional skills required for research.
- In partnership with industry, road-shows and demo workshops are organized to expose recent instrumentations and its applications in research.
- University encourages its faculty and students to participate in similar events/activities conducted by other institutions to hone the research/laboratory/IPR skills.

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

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

Answer: 0

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

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

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

Answer: 14

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

Answer:

2020-21 04	2019-20 08	2018-19 02	2017-18 0	2016-17 0
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File Description	Document
Registration letter	View Document
Institutional data in prescribed format	View Document
Contact details of the promoters	View Document
Certified e- sanction order for the start-ups on campus	View Document
Any additional information	View Document
Link for additional information	View Document

3.4 Research Publications and Awards

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

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

Answer: All of the above

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

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

Option

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

Answer: A. All of the above

File Description	Document
Snapshots of recognition of notification in the HEI's website	View Document
Policy on salary increment for the awardees	View Document
Policy on Career advancement for the awardees	View Document
List of the awardees and list of awarding agencies and year with contact	View Document

details for the last 5 years	
Institutional data in prescribed format	View Document
Copy of commendation certificate and receipt of cash award	View Document
Any additional information	View Document
Link for additional information	View Document
Incentive details (link to the appropriate details on the Institutional website)	View Document

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

Answer: 54

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
25	09	06	09	05

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

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

Answer: 0.68

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
197	168	162	167	133

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
301	262	237	220	200

File Description	Document
Recognition letters by the University as eligible teachers to guide Ph D / DM / M Ch students	View Document
List of PhD / DM / M Ch candidates with details like name of the guide, title of the thesis, year of award, award letter etc	View Document

Institutional data in prescribed format	View Document
Any additional information	View Document
Link for research page in the institutional website	View Document
Link for additional information	View Document

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

Answer: 4.81

File Description	Document
Names of the indexing databases	View Document
Institutional Data in prescribed format	View Document
Any other relevant information	View Document

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

Answer: 0.16

File Description	Document
Names of the indexing databases	View Document
Institutional data in prescribed format	View Document

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

Answer: 0.05

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

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

Answer: 6.48

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

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

Answer: 27.5

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

3.5 Consultancy

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

Answer:

The University has evolved an IPR policy dealing with different aspects concerning the intellectual property rights, its management, contract/consultancy work and revenue sharing. The policy was originally adopted in 2011 (BoM approval- April 2011) and the updated version was approved by the BoM in December-2019. The policy document is available in the university website: <https://www.yenepoya.edu.in/sites/default/files/inline-files/Intellectual%20Property%20policy.pdf>

About the policy: The IP policy serves as the starting point for a common understanding about IP, IP rights and incentives for researchers. The IPR Policy aims to provide a compendium of key issues, including ownership, confidentiality, IP management, commercialization, revenue sharing, recording and maintenance of IP, legal protection and IP-related conflicts of interest. It also aims to promote reflection and critical thinking; to stimulate certainty in terms of IP ownership; to encourage responsible IP commercialization of research results by capacity building approaches.

The policy is described in detail under 13 articles to address the intricate IP issues carefully.

Sharing of Revenue: Sharing of revenues are given under articles 7.9 and article 10. It includes details on the calculation of revenues for distribution, calculation of gross Non-IP revenue, Net Non-IP revenue and IP revenues.

Article 7 and 10.2 and its sub clauses describe the sharing model between Consultant/inventor and university for Non-IP revenue (consultancy) and IP-revenue as “80% of the Net non-IP Revenue will be allocated to the Investigator. Where there is more than one Investigator, the Investigators are entitled to an equal or pro rata share, based on contribution (as mutually agreeable between the University and the Investigators), except where there is a prior written agreement between all the Investigators to the contrary.”

The IPM Advisory Board and IPM Cell are responsible for the implementation of the IP policy.

Training/Capacity building programmes: The University organized several capacity building programs to sensitize and promote IP generation and its management.

- **Involvement of an IP attorney:** The University has entered into a MoU with an IP management firm (Life Intellect Consultancy Pvt. Ltd.) and through which sessions are organized on different aspects of IP Management
- **Workshops/invited lectures and webinars** are organized on issues related to Technology Management, Copyrights and IPR by inviting experts representing industry and academia
- The Incubation centre conducts formal and non-formal training sessions to the student/teachers on issues related to identification potential IP, commercialization, management and technology transfers

Publicising the expertise: The teacher profile and facility details are published on the university website, Research Centre and incubation Centre websites.

The Indian Research Information Network System (**IRINS**) profile (INFLIBNET) is also created for the teachers for publicising the research skills and credentials.

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

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

Answer: 894

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
643	90	80	59	22

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

3.6 Extension Activities

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

Answer: 2904

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
329	652	716	643	564

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

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

Answer: 62.78

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
2624	4043	2774	1967	1446

File Description	Document
Reports of the events organized	View Document
Geo tagged Photos of events and activities	View Document
Any additional information	View Document
Link for additional information	View Document

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

Answer:

The University is dedicated to extension and outreach activities in line with its vision and mission and as a part of its social responsibility. Wide spectrum of well-planned, executed and incessant community-based activities in all areas of healthcare - health education, screening and health care delivery to rural and semi-urban communities. These efforts are conducted in association with both governmental and non-governmental agencies and have attracted due recognition from various professional bodies

- Achievers-2019 award** for Social Responsibility by the High Commission of Ghana-2019 for healthcare services rendered by the University in outreach areas
- Karnataka State award for geriatric services:** Yenepoya Medical College has received the Government of Karnataka State Award for outstanding services rendered in the field of Geriatrics for low-cost geriatric care, training of undergraduates and postgraduates in geriatric care, for conducting a certificate course in palliative care with emphasis on geriatrics
- Best NSS Unit** for Yenepoya (Deemed to be University) and **Best NSS Programme Officer** to Dr. Ashwini Shetty by the Ministry of Youth Affairs, Government of Karnataka, 16th May 2017 for its conceptualization and successful implementation of Cancer Awareness and outreach Programme in Udupi and Dakshina Kannada Districts
- Recognition for prevention and control of dengue:** The District Health and Family Welfare Department, Dakshina Kannada, Mangaluru has recognized the services provided by Yenepoya Medical College for the prevention and control of Dengue in Dakshina Kannada District (2019)
- Oral Hygiene Policy:** Oral Hygiene Policy including **Dantha-Bhagya Yojana Programme** and compulsory antenatal checkups for pregnant women prepared by the Public Health Dentistry Department was approved by the Govt. of Karnataka in 2015
- Dr. V.P Jayde Award** for CDH (Community Dental Health)/ outreach activity to the Public Health Dentistry Department
- Environment Award 2015** from the District Administration and Pollution Control Board, Govt. of Karnataka for the environmental initiatives on 27th June 2015 at Mangalore
- National Recognition for the N-TB a mobile based application** for nutritional assessment, counselling and support for patients with tuberculosis in India developed in collaboration with McGill University, RNTCP, WHO (India). This was **released as a part of new initiatives of the TB programme** at the END TB Summit in New Delhi in March 2018, **by the Hon'ble Prime Minister of India.**
- Recognition for the Development of easy to use BMI-based field charts for nutrition assessment and screening
- Journey for a smile - a unique short film on the outreach programs** (Importance of Dentures) by the Department of Community Health Dentistry received **1st Prize at the 23rd National Conference of the Indian Association of Public Health Dentistry -2018**
- COVID-19 services:** Yenepoya Medical College Hospital and its doctors have recognition at national and state level for their dedicated and intrepid service in the war against COVID-19
- University received **Best Film award** for the film "The Unsighted" in the 'National University Film Making Competition' held by University Grants Commission (UGC) in 2018 (award received in 2020) on Anti-ragging theme

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

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

Answer:

University's social responsibility is reflected in community activities involving faculty and students with adequate budgetary provision. Highlights in the last 5 years include:

Educational:

- **Educational support:** University has offered institutional scholarships, fee concession and scholarship under sports category to students seeking admissions to the affiliated institutions amounting to INR 981 L
- **Academic Excellence Awards:** Yenepoya Foundation has awarded scholarships of INR 57.56 L for students excelling in SSLC/PUC/Degree examinations from Dakshina-Kannada, Udupi and Kasargod

Environmental issues:

- Centre for Environmental Studies and NSS conduct activities like rain-harvesting, plastic-free initiative, sapling planting, vermicomposting, environmental hygiene under the Green Community project. Undergraduate students are offered a basic course on environmental science. Cleaning activities in rural communities/beaches and competitions/quizzes on Swachha Bharat are conducted by NSS and other departments

Delivery of Free/Subsidized Healthcare

- **Charitable healthcare:** Free/subsidized healthcare, including dialysis and cancer treatment to the tune of INR 26.36 Cr has been provided to patients referred from camps, peripheral centres, adopted villages, orphanages and to patients covered under Yen-Arogya Card and Yen-Sahayog schemes. Satellite units of Rural Health Care Development Centre and peripheral dental centres have been developed and maintained in terms of infrastructure to provide free/subsidized care amounting to the tune of INR 3.20 Cr.
- **Samraksha (Student-initiated support):** Samraksha has supported healthcare and mobilized INR 20L for 450 poor needy patients through donations and art for charity
- **Emergency response:** During the COVID-19 pandemic, the institution has extended subsidized healthcare services, testing, ICU/quarantine facilities, dialysis units, and telemedicine and telecounselling services across the district and adjoining areas of Karnataka and Kerala. During the Kerala-Karnataka floods (2019-2019), charitable healthcare and flood relief services were offered. The total expenses for the emergency responses amount to **INR 25.29L**.

Socio-Economic Development:

- **Charitable development services:** Charitable services for social welfare and community field/rural development include provision of free food (INR 25.29L) computers/laptops, printers, air-conditioners, bore-well construction, drinking water, sewing machines, etc to schools and needy people in and around the district (INR 27.9L). Charitable services also include **Unnat Bharat Abhiyan**, wherein the institution has adopted five villages under this Government of India program. Activities include household surveys, health education on substance abuse, nutrition, personal hygiene and healthcare, multispecialty health camps, distribution of cloth bags, spectacles and plastic-ban campaigns. The services also include the **Family adoption program (Unique institution initiative)** in which more than 525 families have benefitted from integrating medical education with community healthcare.
- **Kara Seva (A self-sustained student initiative):** Activities include adoption of a school and infrastructure development like playground levelling, solar electricity unit, TV, furniture and school-van for children with a fund of INR 4L). It promotes girl-child education, farming for self-sustenance, educational activities including online English classes, health education on hand-hygiene, menstrual-hygiene and gender sensitization and health check-ups camps
- **NSS activities:** The 12 NSS units with 1200 students and 13 teachers conduct Swachh Bharat, Ek-Bharath-Sreshth-Bharath, Beti-Bachav-Beti-Padavo, school and rural development, environmental and health and hygiene programmes. **Cancer Awareness Outreach program**, is supported by the Govt. of Karnataka and the NSS for cancer screening and referrals

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

3.7 Collaboration

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

Answer: 84

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
110	111	100	62	37

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

3.7.2 Presence of functional MoUs/linkages with Institutions/ industries in India and abroad for academic, clinical training / internship, on-the-job training, project work, student / faculty exchange, collaborative research programmes etc., during the last five years.

Answer: 130

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

Answer: 130

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

4. Infrastructure and Learning Resources

4.1 Physical Facilities

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

Answer:

The University has 9 constituent units/University departments and centres under its ambit, located in total land area of 94.52 acres. The total built up area is about 1,44,453.11 sq.mts. The facilities for teaching learning and skill acquisition are provided as per the stipulations of the respective regulatory bodies. Units/departments and centres are endorsed with well designed buildings and physical infrastructure facilities that include ICT enabled lecture halls, seminar/demonstration rooms, facilities for clinical training, learning in community and well equipped laboratories. AYUSH related teaching-learning cum therapy facilities are available in Ayurveda, Homoeopathic, Naturopathy and Yogic Sciences Medical Colleges respectively. Further facilities for advanced skill and simulation based training and research are also provided.

ICT Enabled Classrooms, Seminar/Demonstration Halls:

There are **108** ICT enabled class rooms, **38** seminar halls and **60** demonstration rooms available across the constituent colleges/centres of the University. The seminar rooms are also provided with LCD projectors, internet and Wi-Fi connectivity. Demonstrations rooms are available at the practical laboratories and clinical settings. Apart from these, **6** auditoria are available for large group interactive teaching/seminars/co-curricular activities. Examination halls are under CCTV surveillance.

Clinical Teaching And Training Facilities:

Clinical teaching and training are conducted at respective hospitals as stipulated by the regulatory bodies. The **Medical college teaching hospital is NABH accredited** and has 1080 beds catering to the training needs of undergraduates, postgraduates, super-specialty and fellowship students of faculty of medicine. The Hospital has 14 broad specialties and 19 super-specialty services. The hospital also supports the clinical training for Nursing, Physiotherapy, Audiology and speech language pathology, Pharmacy and Allied health science students. The clinical departments have well equipped outpatient, inpatient facilities and provision for teaching-learning activities. There are 16 modern **modular operation theatres** (one equipped with **robotic surgery facility**) with audiovisual live streaming facility, medical intensive care, paediatric and neonatal intensive care, coronary care units, and emergency medicine to support student training. The **Dental college hospital** has facilities for training of undergraduates, post graduates and fellowship students with 425 dental chairs of varied specifications and 9 well equipped speciality departments for advanced training. The **Ayurveda and Homoeopathic medical colleges** have independent hospitals with 100 and 25 beds respectively as stipulated by the respective regulatory bodies. The **Yenepoya Naturopathy and Yogic Science College and Hospital** has 60 beds, required training and treatment areas.

An advanced cancer centre is being established in collaboration with TATA trust Mumbai having facilities for Radiation Oncology and Nuclear Medicine.

There are 46 museums, 2 animal houses, medicinal plant gardens, Centres for Environmental Studies, Ethics, Prevention of Substance Abuse and Nutrition which support teaching-learning activities. The Technology Incubation centre is equipped with facilities for Med-Tech Design, Prototyping and 3D Printing which facilitate innovation and entrepreneurship activities.

Community-based Learning:

Field visits, community postings, training in Urban Health Centre (UHC), Rural Health Centre (RHC), Primary Health Centre (PHC), Rehabilitation centres and health camps facilitate community based learning. The University has provided the following facilities to achieve this.

- The University has 6 UHCs, 6 RHCs, affiliations with 5 PHCs, collaborations with Government and Non-Government organisations across Dakshina Kannada, adjoining districts and Kerala state
- Five nearby villages have been adopted under *Unnath Bharath Abhiyan*
- The Rural Health Care and Development Centre (RHDC) of the University with 30 Sub-Centres provide health care and training for students in rural settings
- Health care extension services are provided by the departments of Community Medicine, Public Health dentistry, Community health nursing, *Swastha Vritta* and *Yoga*, Geriatric speciality centre, Medical Social Work and NSS

Students posted to these facilities get ample opportunities for learning in the community to acquire communication and professional skills, understand the health determinants and perform in the resource limited settings.

Skill Enhancement Facilities:

The University has created advanced skill and simulation centres to enable the students to master the techniques.

The facilities include

- **Advanced Comprehensive clinical Training and Simulation (ACTS YEN) has Anatomage Table** for 3D virtual dissection of the human body. **High Fidelity Simulators:** Computerized mannequins mimic anatomy and hemodynamic physiology of a human body including infant, pediatric, adult (Metiman and Human Patient Simulator), and Maternal fetal simulator. **Virtual Reality Simulators:** Endoscopy trainer, Laparoscopy trainer, Cath-lab, Ultra Sound, Ophthalmic, and Otosopic viewers help trainees to acquire procedural skills and perform minimally invasive surgeries. **Blue Phantoms** and **Task Trainers** assist training for regional anesthesia and other clinical procedures
- **Advanced Surgical Skills Enhancement Division (ASSEND)** is a unique center in India for training in Robotic assisted surgery (animal models). This center boasts the collaboration with Intuitive Surgical, USA. Inc. and other global organizations.
- **Dental Phantom Head Lab** has 144 simulators for training in dental procedures
- Bioinformatics Centre for **Skill Development in Mass spectrometry-based Metabolomics Technologies** is funded by the Department of Biotechnology, Government of India and Biotechnology-Industry Skill Enhancement Program (BiSEP) by Government of Karnataka imparts hands on training for students.

Laboratories:

There are **80** laboratories across the constituent units/ departments and centres of the University, which meet the needs for conducting practical classes, demonstrations, hands on training and project work. Majority of the laboratories have modular work benches with necessary equipment for undergraduates and additional dedicated research laboratories for the postgraduate students, research scholars and faculty. The Central diagnostic laboratories NABL accredited which enables students to understand the quality standards of laboratory functioning.

Central Research Facility:

Yenepoya Research Centre (YRC) established in 2008 to serve as a central research support system for the advanced research activities in the University. YRC has state-of-the-art facilities to support high-quality research in interdisciplinary/ multidisciplinary areas to meet contemporary challenges. It has following facilities.

- Mass spectrometer-proteomics
- Mass spectrometer-multiple reaction monitoring
- Fluorescence activated cell sorter
- Flow cytometer
- qRT-PCR
- Fluorescence spectrophotometer
- Inverted microscope
- Gas chromatography
- Fluorescent imager
- U-HPLC
- Fluorescence microscope
- FTIR spectrometer
- Digital inverted fluorescence microscope
- Immune-histochemistry
- Nano-material
- Rheometer
- Biosafety cabinets
- Animal house with IVC

The details furnished above provide an insight into the institutional strength on adequacy of physical facilities for teaching-learning and skill acquisition processes.

https://yenepoya.edu.in/NAAC/4/4.1.1/YU_criteria_IV-9_Campus-1.jpg





Healthcare Extensions and Mobile Dental Hospital Facilities

File Description	Document
Any additional information	View Document
Links for teaching- learning and skills acquisition facilities in the Institution	View Document
Links for Geotagged photographs of the facilities	View Document
Link for additional information	View Document
Other Upload Files	
1	View Document

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

Answer:

The Yenepoya (Deemed to be University) has laudable infrastructural facilities for extracurricular activities which support physical and recreational requirements of students and staff. A Department of Physical Education has been established to manage and maintain the facilities. The director and specialised trainers /coaches for provide training to the students in athletics and games. The department is entrusted with the responsibility of conduct of various sports events of constituent units and annual sports meets of the University. There are sports and cultural committees of the students which plan for various sports and cultural events.

The sports facilities created meet the required standards and are utilized for the intercollegiate and interuniversity competitions. The University in collaboration with Association of Indian Universities (AIU) has conducted several sports events which endorses the excellent facilities for extracurricular activities.

Outdoor/Indoor Sports/Games Facilities:

The **Outdoor Sports/Games Complex** includes FIFA standard grass turf soccer ground with 4-star rating, volleyball, throw ball courts, cricket practicing nets, and a proposed cricket ground with radius of 75mts. A 400mts long track is available around the football ground for track events.

Indoor sports complex (Yendurance zone) has a total built-up area of 3405.66 sq.mts (mezzanine floor 2260.90 sq.mts and ground floor - 1144.76 sq.mts.) The facilities in the complex include shuttle badminton, basketball, volleyball, squash, table tennis, carrom,

chess, foosball and has a viewing gallery with 550 seats. It also houses the **Group Aesthete**, a medical art gallery and an art club, a platform for painting, photography and other forms of art.

Gymnasium:

There is an air-conditioned gymnasium facility equipped with sophisticated state of the art imported gymnastic equipment such as treadmills, elliptical cross trainers, cross over trainers, spin bikes, leg press, butterfly machine, leg curl etc. including various standard free weights, Swiss medicine balls for complete cardio and strength training. The students get support from trainers during practice sessions.

Auditorium:

There are 6 auditoria available with seating capacity ranging from 200-1000 located at different constituent units of the University. The Yendurance zone is strategically designed to be converted into a mega auditorium with seating capacity for 1500 audiences. The University holds convocation, annual cultural meets (**Renaissance and Yentity**), award distribution programmes etc. in this facility. There is also a well-designed mini theatre of 140 seating capacity with digital surround system. There is a well maintained eco-friendly expanse “**Yenviron**” for conduct of co- curricular and small group activities.

Yoga Centre:

Yoga Centre attached to AYUSH units of the University is an exclusive facility for yoga programs. This facility is a component of yoga education and research. Students and staff get training in practicing asanas, pranayama and meditation. Additional facilities are available in the main campus for routine yoga practice attached to Department of Physiology and indoor sports complex.

Specifications about Area/Size of the Facilities:

https://yenepoya.edu.in/NAAC/4/4.1.2/Sports_facility_table1.PNG

Sl. No.	Outdoor Sports/ Games Facilities	Number of Courts	Area/ Size
1	International standard grass soccer field	1	Length 120m width 84m (10,080 sq.mts)
2	Throw ball/ volleyball court (next to soccer field)	1	Length -18m Width - 9m (162 sq.mts)
3	Cricket practicing net	2	Length -23m Width 3 m(69sq.mts)
4	Proposed cricket ground	1	75 M Radius

https://yenepoya.edu.in/NAAC/4/4.1.2/Sports_facility_table2.PNG

Sl. No.	Indoor Sports/ Games Facilities	Number of Courts	Area
1	Standard basketball court	1	960sq.mts
2	Shuttle badminton court	2	
3	Volleyball court	1	
4	Squash court	1	74.75sq.mts
5	Air conditioned gym	1	216sq.mts
6	Mini theatre with 140 seats with	1	19.44sq.mts

https://yenepoya.edu.in/NAAC/4/4.1.2/Sports_facility_table3.PNG

Sl. No.	Sports Facilities	Number
1	Carrom boards	6
2	Chess boards	20
3	Table tennis tables	3
4	Foosball tables	2

https://yenepoya.edu.in/NAAC/4/4.1.2/Sports_facility_table4.PNG

Sl No.	Particular	Seating Capacity
1	Dental college auditorium	200
2	Indoor auditorium	500
3	Arts, commerce, science and management college auditorium	200
4	Ayurveda college auditorium	300
5	Homoeopathic college auditorium	200
6	Yendurance zone auditorium	1500
7	Open air auditorium	6000
8	Mini theatre with digital sound system	140
9	Art gallery	50
10	Yenviron (open space for group co-curricular activities)	50
11	Yoga centre	100

https://yenepoya.edu.in/NAAC/4/4.1.2/YU_criteria_IV-9_Sports-1.jpg



Sports Facilities Available at the Campus

File Description	Document
Any additional information	View Document
Links for Available sports and cultural facilities : geotagging	View Document
Link for additional information	View Document

4.1.3 Availability and adequacy of general campus facilities and overall ambience

Answer:

The constituent units of the University are located amidst pristine lush green surroundings with necessary amenities for the students, faculty and the support staff. The maintenance section supervises the overall ambience of the campus. There are dedicated teams for

maintaining gardens, lawns and avenues.

The campus layout plan is displayed at the entrance of the University and appropriate signage for locating various buildings and facilities. All the buildings are connected through cobblestone paved roads and solar street lamps. CCTV cameras (802 nos.) managed by the IT department are fixed at strategic locations. Security personnel are deployed for campus vigilance and safety.

The campus follows eco-friendly approaches by minimizing vehicular movements, use of e-vehicles (Buggies, e-cycles and e-bikes), recyclable plastics, solid waste management and sewage, effluent treatment plants etc.

Fire safety measures are provided with fire extinguishers, smoke detectors, water hydrants which are all managed by fire safety officer. All the buildings have emergency exits with signage.

Hostels and Staff Quarters:

There are 13 hostels (7 hostels, 733 rooms for girls and 6 hostels, 668 rooms for boys) catering to the accommodation needs of students from varied backgrounds. Majority of the students are staying in these hostels. There are 8 buildings having 218 apartments for accommodating the faculty and supporting staff.

Medical Facilities:

Medical facilities and group health insurance are provided to the students and employees in the multispecialty teaching hospital of the University. Health cards (**Yen Arogya**) are issued to the Students and faculty for availing subsidized medical care.

Laundry Services:

A **Centralized Laundry facility (Laundry Line)** provides the laundry services to the students, staff, hospital and patient with capacity of 5 tons of cloths per day.

Toilets:

All buildings have separate neat and tidy toilets for men and women. There are specially designed wash rooms available for differently-abled.

Canteens/ Cafeteria:

There are 15 **canteens / cafeteria** distributed across various locations. There is a centralized kitchen which caters the needs of 15,000 people every day, provide free food for patients and care takers in the hospital, juvenile homes and orphanages.

Solar Energy Tapping and Water Recycling:

Solar plants (498KW capacity) are installed in collaboration with M/s. Renew Energy. The “**Go Solar**” initiative provides cleaner, emission-free source of power yielding 6 lakhs units of electrical energy annually, translating to a yearly saving of approximately INR25 lakhs. Hostels have solar water heating units for hot water and use LED Bulbs have resulted in saving of 25% electricity.

The University has **sewage treatment plant** (1500 KLD capacity) and **drinking water treatment plants** (850 KLD) with RO systems. The quality of the water is assured by regular testing.

There are 4 **rain water harvesting** ponds with a storage capacity of 70 million liters and **roof water** with aerator systems connected to the ponds.

Bank and two ATMs, stationary shop, **transport** facilities and **day care centre** for the kids of scholars and employees are available.

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

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

Answer: 19.27

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
1990.94	3144.20	1575.24	1654.34	3436.93

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

4.2 Clinical, Equipment and Laboratory Learning Resources

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

Answer:

The respective constituent units have well equipped teaching hospitals and fulfill the requirement as per the respective regulatory bodies to support the teaching and training needs of the students.

Yenepoya Dental College Teaching Hospital (YDC):

YDC has adequate number of dental chairs of specifications as stipulated by the DCI with minor and major operation theatres and a department of Implantology. The clinical teaching facilities include CBCT, IOPA Simulator, CAD-CAM, casting and ceramic laboratories, operative endodontic microscope and loops, pentahead microscope, caries scan pro, laser units, RVG, Air abrasion units, Diagnodent, ozone units, 3D Scanner, TAD BPD machine and dolphin imaging software. Each department are equipped with laboratory facilities, demonstration rooms with audio visual facilities. The facilities provided for clinical training are beyond the DCI stipulations for providing students high quality training.

Yenepoya Medical College Hospital (YMCH):

YMCH aids the training of the medical college students. The hospital has 1080 dedicated teaching beds for the training requirements of undergraduate, postgraduate and super-specialty students with availability of well-equipped lifesaving support facilities, intensive care units (medical ICU, surgical ICU, paediatric and neonatal ICU, coronary care units), burns ward (3 bed unit), casualty and emergency medicine services as per the stipulations of the MCI /NMC. YMCH has 14 Broad and 4 super-specialty teaching departments and 19 Super specialty clinical services comprising Neurology, Neurosurgery, cardiac surgery, medical oncology, diabetology, paediatric surgery, plastic surgery etc., The super specialty departments of Urology and Surgical oncology train M.Ch.students. Fellowship programs are offered in Oncopathology, Surgical oncology, Urology and Nephrology. The healthcare services are supported by modern equipment- 3T MRI, 128 slice CT with PACS(Picture Archiving and Communication System), CATH Lab, Robotic Surgery unit, 3D Laproscope, high resolution video dermascope, NABL accredited central diagnostic facility, blood bank and digital MRD.

Clinical Teaching – Learning Facilities:

Clinical training takes place in wards and OPDs, Community centers and laboratories of pre and para-clinical departments. YMCH has 16 major OTs and 2 minor OTs with live streaming facility, seminar halls and demonstration rooms with LCD, Wi-Fi and internet connectivity for e-learning.

The facilities available at YMCH also support the clinical training needs of the students of Nursing and Allied Health Sciences. The Nursing College has all the necessary laboratory facilities of Nursing Foundation, Pediatric Nursing, OBG Nursing and Community Health Nursing. The hospital based teaching transpires in the wards supported by nursing clinical instructors. Adequate number of additional teaching beds meets the learning needs of these students. The spectrum of exposure ensures that the students come out with added graduate attributes as the training happens in a NABH accredited Hospital.

The Physiotherapy College has OPD and IPD facilities in the hospital and it ensures a comprehensive and supportive care to needy patients. The students are also trained in all domains of specialty physiotherapy services.

The training comprises

- Clinical postings, supervised and evidence based clinical practice, multidisciplinary learning, early clinical exposure, participation in the camps, service at peripheral and rehabilitation centers
- Equipment like LASER, Ultrasound, Pulsed Short Wave, Neuro Muscular Electrical Stimulator, cold therapy and MATRIX Rhythm therapy, advanced treatment techniques like dry needling, taping techniques, trigger point therapy, instrument assisted myofascial release, manual therapies like Maitland, McKenzie, and Mulligans are practiced for student training and patient care

Yenepoya Ayurveda Medical College Hospital:

- The hospital facilities include 8 outpatient departments, 100 inpatient beds and well equipped OTs and Labor theatre block (308sq.mts). There are rooms for pre-labor, labor, recovery, neonatal care, nurses, and doctors
- The centralized clinical laboratory is well-equipped and spread across 160 sq.mts, with facilities for Hematology, Biochemistry, Pathology and Serology
- *Roganidana* department is spread across 200 sq.mts. for bedside learning, necessary equipment and instruments

Yenepoya Homoeopathic Medical College Hospital:

- The homoeopathic college has 12 departments, 5 lecture halls, 4 laboratories, library, seminar room, examination halls, activity halls and herbal garden
- Adequate equipment, models, visual aids, demonstration rooms, audiovisual facilities, museum, faculty rooms and ICT enabled facilities are available
- The college has clinical diagnostic laboratory, physiotherapy, X-ray, Sonography rooms and Yoga laboratory
- There are pre and post-operative rooms, operation theatre, labor theatre, scrub area, sterilization, surgeon and obstetrician rooms

Yenepoya Pharmacy College and Research Centre:

The college laboratories have equipment for training similar to the pharmaceutical industrial requirements (such as stages of production, quality control and packing). The instrumentation available in the college include tablet coating and polishing pans, bottle filling machines, and Q.C. instruments like friability tester, disintegration, stability chamber, dissolution test apparatus, U.V. visible spectrophotometer, Tablet density tester, high sensitivity digital balance, gel electrophoresis, auto analyzer, digital Physiograph, aseptic cabinet with laminar flow and BOD incubator.

Yenepoya Naturopathy and Yogic Science College and Hospital:

The teaching hospital has required training and treatment areas equipped with Hydrotherapy, Magneto therapy, Chromo therapy, Physiotherapy and electro therapy including a dedicated yoga hall.

Department of Medical Social Work:

This department works closely with the hospital and extension services and supports the community training and outreach activities. The department also has collaborations with reputed NGOs for student training and health care extension.

Department of Hospital Administration:

The department involves in the teaching training of undergraduate and postgraduate students of hospital administration. It also caters to quality operations of the YMCH. Practical training is designed to provide students hands-on exposure of hospital administrators by posting the students in the clinical areas, support services and day-to-day management of the hospital. Emphasis is laid on challenges in hospital operations, quality, resource management and legal aspects of the hospital operations.

Department of Public Health:

The department is involved in the teaching training of undergraduate and postgraduate students of Public Health. The students are trained on public health issues by posting them to other relevant departments for acquiring necessary skills and competencies as public health personnel.

File Description	Document
Any additional information	View Document
Links for The facilities as per the stipulations of the respective Regulatory Bodies with Geotagging	View Document
Links for list of facilities available for patient care, teaching- learning and	View Document

research with geotagged evidences	
Link for additional information	View Document
Other Upload Files	
1	View Document

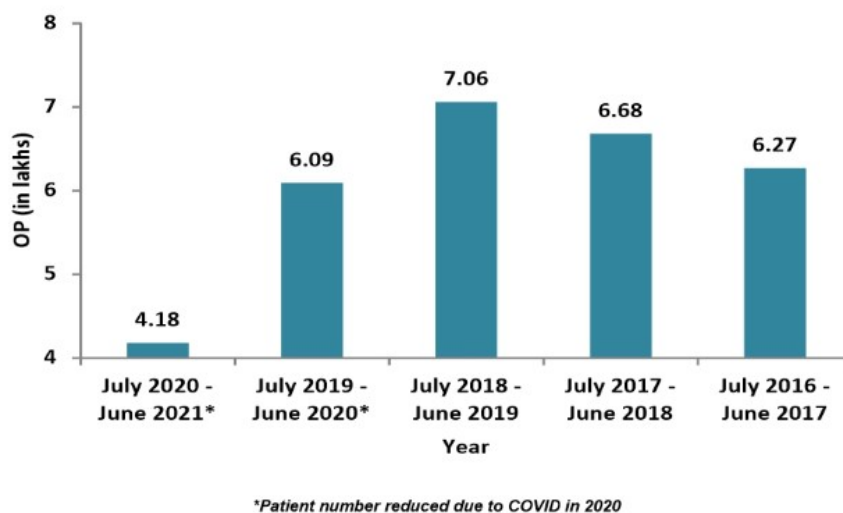
4.2.2 Describe the adequacy of both outpatients and inpatients in the teaching hospital during the last five years vis-à-vis the number of students trained and programmes offered (based on HIMS / EMR) within 500 words.

Answer:

Clinical teaching and hands on training for Medical, Nursing and Allied health science students are conducted in Yenepoya Medical College and for dental students in Yenepoya Dental College. These hospitals have broad and super specialty outpatient and inpatient services. For the clinical teaching of the students of Ayurveda, Homeopathy and Naturopathy & Yogic sciences, the University has provided teaching hospitals in the respective disciplines. The facilities in the clinical teaching departments and availability of patients meet the requirements as stipulated by the respective regulatory bodies. HMIS enables medical and dental students to have access to treatments and reports from the laboratory, Radiology and Pharmacy. PACS which offers enhanced visualization of Radiology images along with the 3D view of tissues, organs, blood vessels, and bones is made available for postgraduates, interns and medical students.

The **Yenepoya Medical College Hospital** follows good clinical practice and there are Standard operating procedures for majority of the clinical services to ensure consistency, quality in patient care and student training.

https://yenepoya.edu.in/NAAC/4/4.2.2/YU_criteria_IV-9-OP_Medical-1.jpg

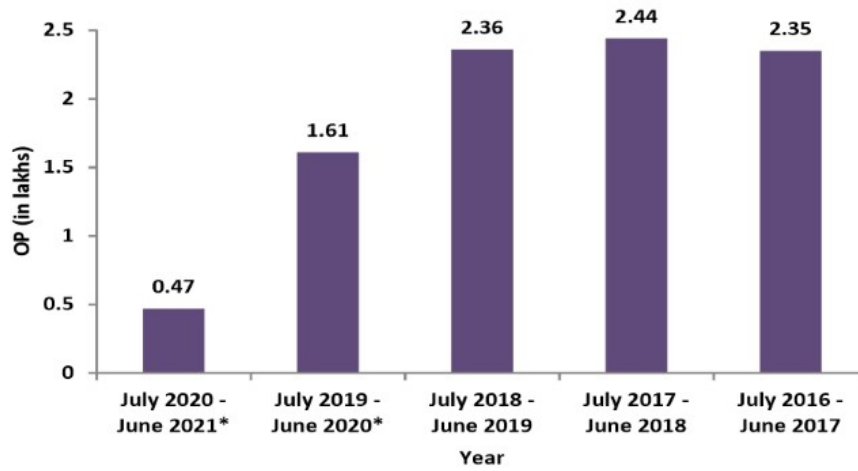


Yenepoya Medical College Hospital's out patient details

The Medical College Hospital is accredited by **NABH** and empanelled under **AYUSHMAN BHARAT**. The average daily outpatients served and inpatients admitted are adequate as stipulated by the regulatory body. The overall bed occupancy (Inpatients) is around 80-85%. The total patient inflow is adequate for training of all medical students as per the sanctioned annual intake for M.B.B.S (150), MD/MS (99), M.Ch. (5).

There are additional beds available for training of the Nursing students as required by the INC for the annual intake of B.Sc. (100), Post-Basic B.Sc. (40), and M.Sc. (25). The students of **Allied Health Sciences** utilize the clinical facilities available at the respective clinical departments for teaching and training. Facilities for **Physiotherapy** clinical services are met with separate outpatient department and inpatient services. Around 70 patients per day attend outpatient department and the ratios of student to patient are in the range of 1:5/1:6.

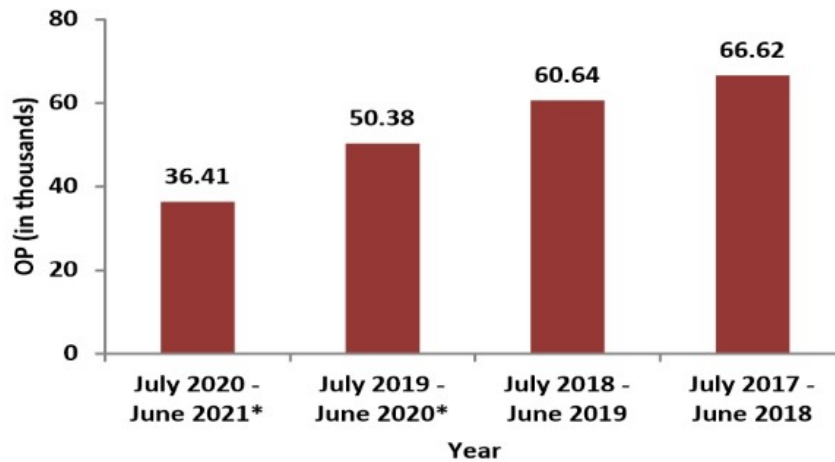
The **Yenepoya Dental College** Hospital records on an average 753 outpatients daily. This hospital is empanelled under **Dantha Bhagya Yojna** of Government of Karnataka. The hospital has the required clinical material load to train annual intake of BDS (100) and MDS (57) students in adherence to the DCI regulation.



*Patient number reduced due to COVID in 2020-2021

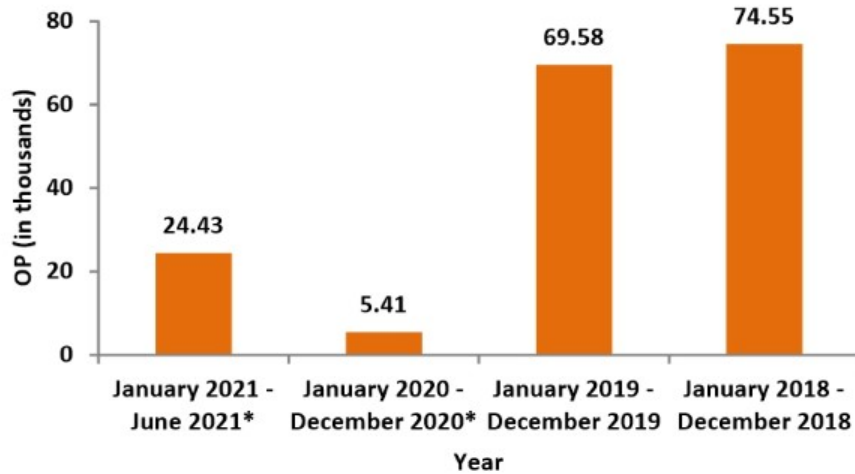
Yenepoya Dental College Hospital's out patient details

The Yenepoya Ayurveda and Homoeopathic medical colleges have fully equipped hospitals. The hospital facilities and clinical load meet the stipulated norms of the respective statutory bodies. The annual intake of students for Ayurveda and Homeopathy are 100 each. The batches of students are now in the 3rd year of training and the clinical facilities are being augmented as required by the regulatory body norms. The Departments in the homeopathy college are connected to Homoeopathic Repertory and Materia Medica with the help of software. The students get additional exposure at the District AYUSH department facility at "Shristhi Homoeopathic Fertility Care" and at "Manasa Mitra Children Homoeopathy Care". Community oriented teaching is imparted at four Centers at Hosangadi Village, D.J.Katte, Demercide Orphanage-Panir and at YMCH. Regular extension and outreach activities are conducted at two locations - an old age home (Olavinhalli) and a Rehabilitation center (Paschim Charitable Trust, Someshwar).



*Patient number reduced due to COVID in 2020

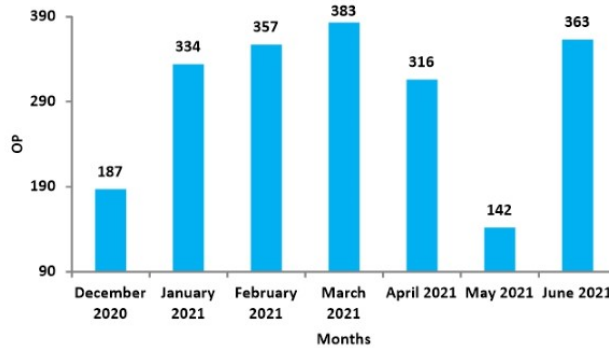
Yenepoya Ayurveda College & Hospital's out patient details



*Patient number reduced due to COVID in 2020-2021

Yenepoya Homeopathic Medical College & Hospital's out patient details

Yenepoya Naturopathy and Yogic Science College & Hospital The teaching hospital has required training and treatment areas equipped with Hydrotherapy, Magneto therapy, Chromo therapy, Physiotherapy and electro therapy including a dedicated yoga hall. Currently the college has adequate facilities for Clinical training for the 1st and 2nd year students as the college was established in 2020. The University continues to augment the required facilities as stipulated.



Naturopathy & Yogic Science College & Hospital started in December 2020

Yenepoya Naturopathy & Yogic Science College & Hospital's out patient details

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

4.2.3 Availability of infrastructure for community based learning

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

Answer: All of the above

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

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

A. NABH accreditation

B. NABL accreditation

C. International accreditation like JCI,

D. ISO certification of departments /institution

E. GLP/GCLP accreditation.

Answer: A. All of the above

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

4.3 Library as a Learning Resource

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

Answer:

The Libraries at Yenepoya (Deemed to be University) are well established and equipped with modern facilities. They are automated and managed by Integrated Library Management System (ILMS) software Easylib (version 4.3.3) for better operational efficiencies and effective use of the library resources.

The software enables to accession books, journal back volumes, theses and dissertation and compact discs (CD and DVDs) and allows for bar-coding the collection.

The Key Features of Easylib ILMS:

Cataloging and Accessioning Module

- Provides for cataloging with bibliographic details for creation, storage, retrieval and management of library resources.
- Classification, bar-coding and stock verification of library resources.

Online/Electronic Public Access Catalog (OPAC/EPAC) Module

- The Electronic Public Access Catalog (EPAC)/Online Public Access Catalog(OPAC) provides a search window to the library resources.
- Users can search for books, journals and other library resources available at any given time using various search criteria like author, title, subject or keyword.

Circulation Module

- Manages the circulation, issue and return of books in the library and keep track of borrowed materials and due details.
- Generate reports of resources currently circulated, statistical reports and other customized reports.

Membership Module

- Record member data with photograph and maintain member profiles.
- Customized reports and statistics can be generated.

New Arrivals Listing

- List of new arrivals of books can be generated.

Periodicals Control Module

- Provides a procedure for maintaining the journals and its back volumes, keeping track of undelivered issues and generating reports.

Reports

- Generation of reports on resource circulation, over-dues information, title listing based on subject, departmental library resources.

ILMS software migration

- The University has initiated the steps to migrate to Koha software and has placed orders dt 29.06.2021. On successful completion of migration, the ILMS (Koha software) will have enhanced features for RFID integration, circulation, borrower management etc.

Value Added Services and Facilities Available:

- **Remote Access to e-resources:** Library provides remote access facility 24 x 7 through the **My Library on the Finger Tips “MyLOFT”** software to a wide range of online resources, institutional repository and the OPAC.
- **Biometric Access Control system** is used to regulate access of authorized users.
- **CCTV surveillance and Air conditioning:** Library is under CCTV surveillance and is air-conditioned.
- **Digital Libraries:** Computers are available for the users to access e-resources at the digital library. Printing, scanning, copying and downloading facilities are available for the students and faculty members. Wi-Fi connectivity is available in the Library reading halls facilitating the users to use their lap-top to access the library resources. An air-conditioned Audio-visual section and an e-learning centre are available with LCD projector to conduct journal clubs and online assignments.
- Name and features of the ILMS software - **EASYLIB (version 4.3.3)**
- Nature and extent of automation (fully or partially) – **FULLY AUTOMATED**
- Year of commencement and completion of automation – **From 2010 to 2011**

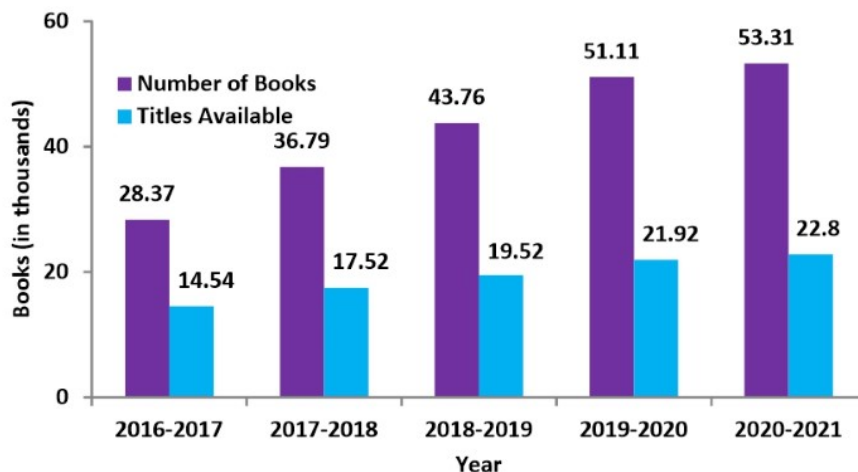
File Description	Document
Any additional information	View Document
Link for additional information	View Document
Link to Geotagged photos	View Document

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

Answer:

The Libraries play a vital role in the teaching, learning and research programs of Yenepoya (Deemed to be University). It supports and provides the best possible library information services to its faculty members, research scholars and students through the acquisition, organization and dissemination of library resources both in print and electronic form. The library has a total collection of 53310 books with 43430 textbooks, 9880 Reference books. The library collection also includes 9316 back volumes of journals, 2441 theses and dissertations and 105 PhD theses. The PhD theses are uploaded to INFLIBNET “Shodhganga” Electronic Theses and Dissertation (ETD) repository. Access to various Electronic resources such as National Digital Library (NDL) and National Cancer Grid (NCG) is available. Library membership to DELNET facilitates Inter Library loan for resources. Clinicians and health professionals have access to “Uptodate” A clinical decision support tool for latest information on drugs, diagnosis and evidence based medicine.

https://yenepoya.edu.in/NAAC/4/4.3.2/YU_criteria_IV-9_library-books-1.jpg



Year-wise total number of books and titles available in the library

The libraries are regularly updated with resources matching to the programs offered and research needs of all the constituent units/ departments and centers of the University. In the last five years, 27871 books have been added to the library collections.

File Description	Document
Any additional information	View Document
Links for library acquisition data	View Document
Link for additional information	View Document

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

1. e – journals / e-books consortia
2. e-ShodhSindhu
3. Shodhganga
4. SWAYAM
5. Discipline-specific Databases

Answer: All of the above

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

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

Answer: 223.2

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
119	130	427	226	214

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

4.3.5 E-content resources used by teachers:

1. NMEICT / NPTEL

2. other MOOCs platforms

3. SWAYAM

4. Institutional LMS

5. e-PG-Pathshala

Answer: Any Four of the above

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

4.4 IT Infrastructure

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

Answer: 100

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

Answer: 206

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

Answer: 206

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

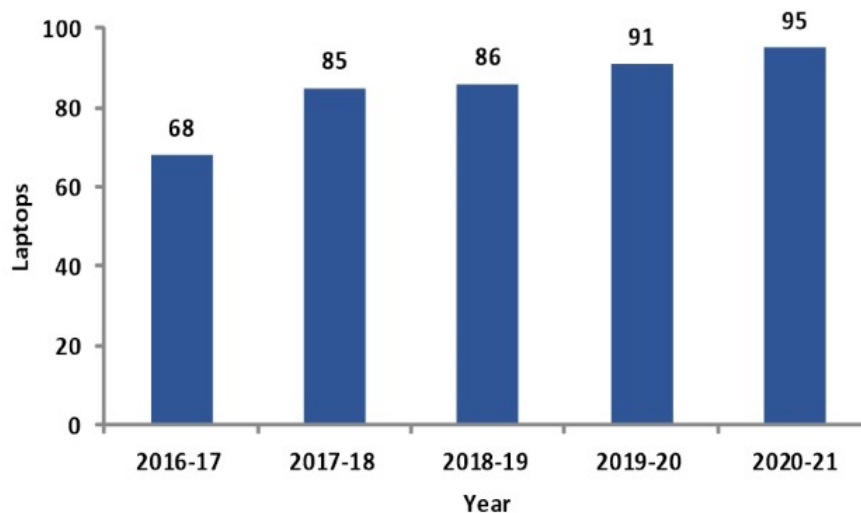
4.4.2 Institution frequently updates its computer availability for students and IT facilities including Wi-Fi

Answer:

The Department of Information and Communication Technology (ICT) was established in 2011. It serves the University with a team of 27 experienced engineers, technicians, software developers, and network and system administrators 24X7. The department facilitates ICT enabled teaching and learning environment as well as administration integrated with state-of-the-art IT infrastructure.

ICT infrastructure is upgraded continuously to meet the IT challenges and the demands of the stakeholders. Availability of laptops in the departments of the University,

https://yenepoya.edu.in/NAAC/4/4.4.2/YU_criteria_IV-9_Department_laptops-1.jpg



Laptops issued to departments

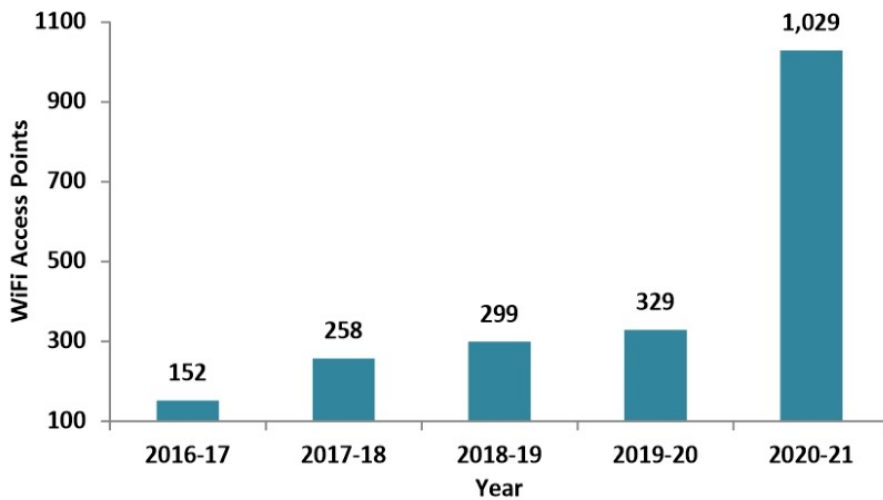
Laptops Issued to Students:

University has been issuing laptops to students with all necessary tools to aid the learning process. IT department provides all support services to enable the students to use the laptops and other tools seamlessly.

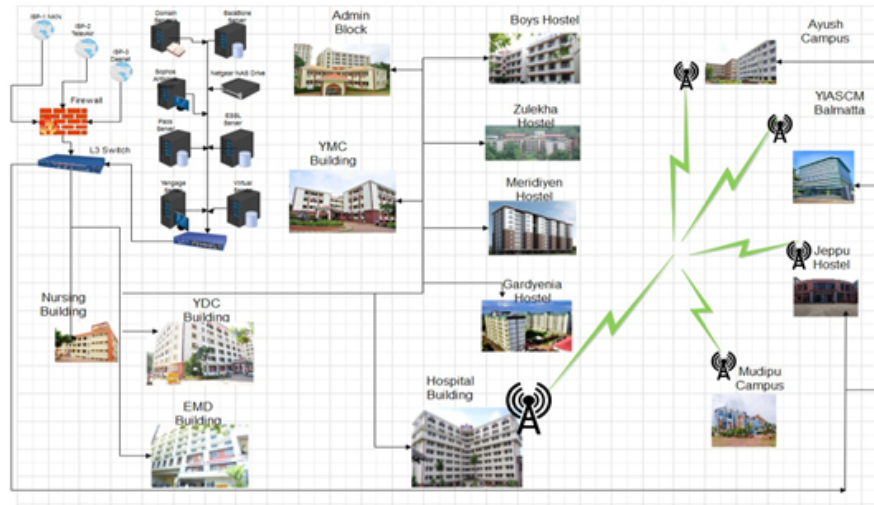


Internet/Wi-Fi Connectivity in the University:

The University data network is well distributed across the campus, and internet usage is extended with a well-connected Wi-Fi footprint. About 90% of the living areas are under Wi-Fi network, including all teaching areas and hostel rooms. IT department manages 3790 Wi-Fi users daily. The University placed an order for additional bandwidth and Wi-Fi up-gradation in Nov 2020, and is functional since Feb 2021, doubling the bandwidth to 2.2 Gbps. This has enabled the addition of 700 Wi-Fi access points to the existing network.

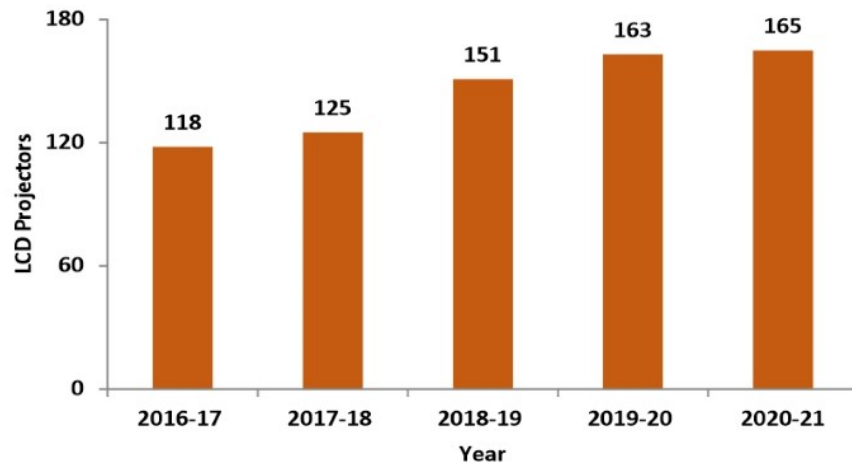


https://yenepoya.edu.in/NAAC/4/4.4.2/data_center_IT.png



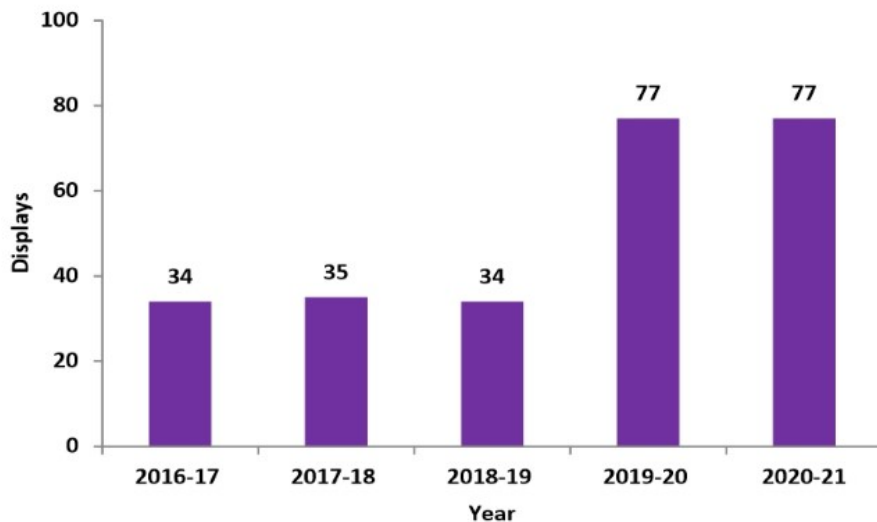
All LCD projectors are connected to dedicated computers with internet connectivity.

https://yenepoya.edu.in/NAAC/4/4.4.2/YU_criteria_IV-9_IT-LCDs-1.jpg



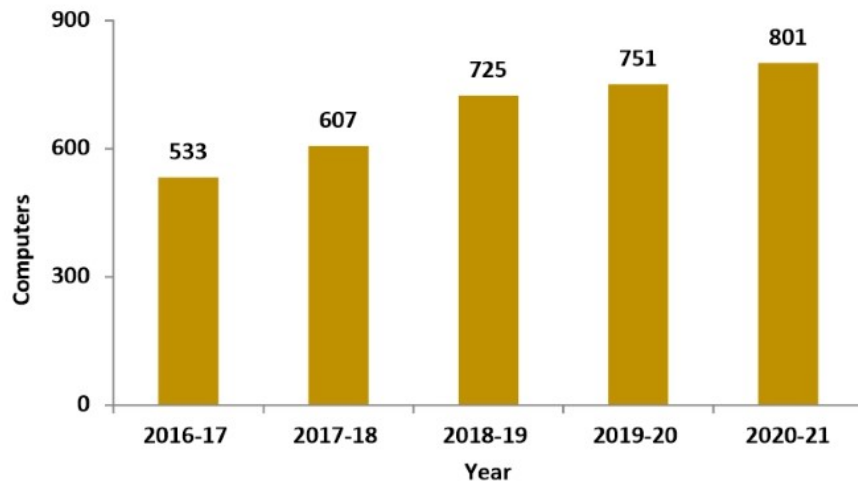
LCD projectors

All displays are connected to computers with an internet connection. Most of the devices are touch interactive and smart displays. All classrooms/demonstration halls/seminar rooms are equipped with projectors/displays and sound systems.

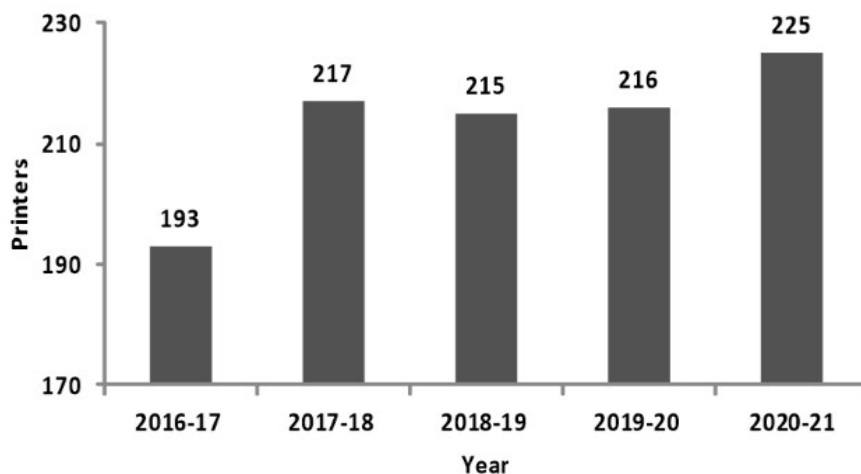


Normal and smart displays issued to departments

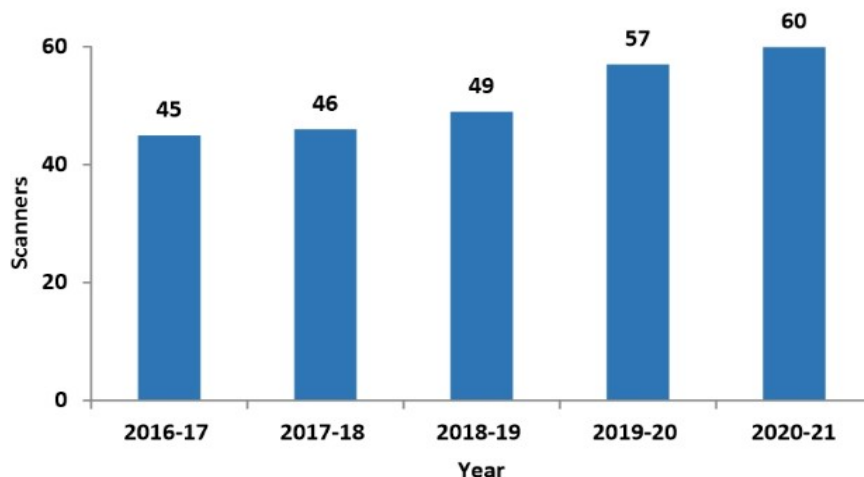
All departments are adequately issued with computers/printers/scanners connected to LAN, and internet facilities are provided in an uninterrupted manner.



Computers issued to departments



Printers issued to departments



Scanners issued to departments

- University has **three e-learning centers** with a total capacity of 200 computers which are available for students and faculty with internet connectivity
- The department of ICT has a state-of-the-art **Data Centre** comprises of a 4 rack-mounted servers, 6 tower servers and a 24 port SAN switch to manage the university data services
- All user data is hosted on **12.5 TB SAN** storage for critical data and **24 TB** for institutional data on **RAID array**
- To ensure the safety of the network and user data, the department of IT has deployed industrial-grade **Unified Threat Management (UTM)** appliances at various locations across the network at a total cost of 38 lakhs during the last five years
- Interactive live streaming of the procedures performed from the simulation centre and the operation theatres to the auditorium and seminar halls is available for the students to aid learning processes
- Student and faculty are provided with an **official e-mail account/Google meet and/microsoft teams** accounts for online class sessions
- A cloud-based data backup facility is available for all students and faculty with more than **7000 user accounts**
- A centralized endpoint protection system monitors all computer systems in the network with a heartbeat feature integrated with **UTM** to detect and isolate real-time threats and security incidents

File Description	Document
Any additional information	View Document

Link for additional information	View Document
Links for documents relating to updation of IT and Wi-Fi facilities	View Document
Other Upload Files	
1	View Document
2	View Document

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

Answer: ≥ 1 GBPS

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

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

Answer:

YENMEDIA Production Studio (Media Lab) provides equipment, workspace and software for students and faculty to shoot, edit and produce digital projects. Media Production Studio (Media lab) organizes a number of multimedia workshops, covering topics from video editing, screen capture recording, collaborative multimedia tools and courses on different topics are conducted. Through social media network, YENMEDIA undertake public awareness program to improve community health and youth development. Video and audio contents are produced by YENMEDIA centre. Centre maintains audio/video equipments that are necessary to maintain required quality e-content development.

Access to digital resources is provided to the students for research purposes. Details of the infrastructure are as follows

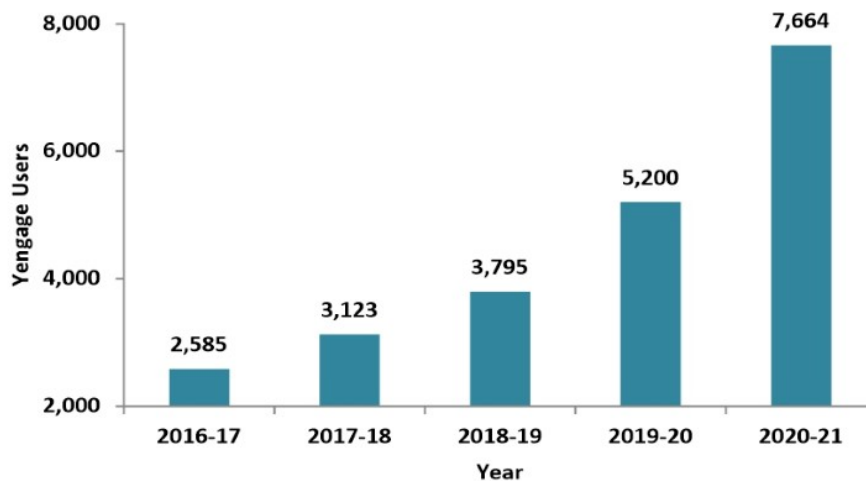
Aurora Yen Media Studio:

- Camera canon 80D
- Tripod
- Camera stabilizer [Gimbal]
- Camera slider [Dolly track]
- Computer for photo and video editing

Faculty and students actively participate in making Short films. Some of the videos made by the students have received National awards. Eg. **Best Short Film National Award for the video titled UNSIGHTED on anti- ragging** by the Ministry of Human resource and development, Best video award for creating awareness on “Combat Depression” for Professionals & Public, first prize in Short film contest on “Affordable accessible oral health care”, first prize in short film on “Reporting a case of child abuse and neglect”, have received wide spread public appreciation and awards.

YENGAGE:

Yengage is an online Learning Management System (LMS) system from ILAS, Germany, hosted on the University data centre. LMS is available 24/7 and access is given to all faculty and students of the University. E-learning is implemented across all programs /courses with rich course content complemented with forum discussions, assignments, online tests and other useful digital resources. The E-content is prepared by faculty based on the discussions in the departmental meetings and lesson plan review committee.



YENGAGE LMS user accounts

Lecture Capturing System and Online Live Streaming of Classes:

All the lecture halls are AV compliant and capable of lecture capture. All recorded classroom sessions along with the presentations made available to students using Yengage or cloud storage facilities.

The **Google hangouts meet and microsoft teams** with live streaming is used for the online delivery of lectures to the students anytime during the course duration. This method has been extensively used during the recent Covid-19 lockdown (180 hours of classroom\m sessions per day) very effectively for teaching, learning and assessment.

The **Zoom Meeting** software is used extensively for group meetings, seminars and workshops.

All students and faculty of the University have issued **yenepoya.edu.in** domain based email accounts on Google platform and Microsoft Teams accounts to facilitate the lectures capture and dissemination. Currently, 7170 such accounts have been created by the IT department. The institutional digital library facilitate access to more than 4000 online journals and thousands of e-resources through databases like EBSCO MEDLINE Complete, Dentistry and Oral Science Source (DOSS), Cumulative Index to Nursing and Allied Health Literature (CINAHL Plus with full text), HELINET and UGC-INFONET, Web of Science Digital Library Consortium etc.

File Description	Document
Any additional information	View Document
Links for the e-content development facilities	View Document
Links for Geo-tagged photographs	View Document
Link for additional information	View Document

Other Upload Files	
1	View Document

4.5 Maintenance of Campus Infrastructure

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

Answer: 46.17

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
6850.64	6778.50	6482.67	5638.98	4273.89

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

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

Answer:

The University has constituted committees, sub committees, procedures and policies for maintaining and utilizing the physical and academic support facilities, as per the Bye- laws of the University (**Vol III-YU 315- YU 322-** Building and works committee) and subsequent amendments for ease of operations, reviewing and task accomplishments (Eg. Building, Library, Sports, IT, safety committees, etc.).

The Maintenance Department:

The University has established a maintenance department headed by the Maintenance Manager and supported by the work force. They abide by the policies and SOPs round the clock in shifts. The team looks after the regular maintenance of electrical, plumbing, civil works such as furniture repairs, masonry, painting, rest rooms, approach roads and ambience of the entire campus. The working condition of all the equipment in the campus is ensured through annual maintenance contracts (AMC)/Comprehensive maintenance contracts (CMC) after the expiry of the warranty period. The STP, water purifiers and water coolers are managed by in- house personnel. The maintenance of the University estate property is executed through full complement of the workforce.

The Laboratories are furnished and maintained as per the SOPs set in place according to statutory norms and equipped with resources for necessary procedures. The equipment are maintained by the biomedical engineering section for minor breakdown issues or from the company as per the AMC.

Library maintenance: The Library committee meets twice a year and prepares the procedures and policies for administrative maintenance aspects of the library. The committee oversees the functioning of Library, documentation services, updating and maintenance of the books/journals. The infrastructure of the library is kept up by the maintenance department.

The **Sports/games** facilities are under the supervision of Director, Physical Education and the supporting staff in the department of physical education are responsible for the maintenance of the equipment and other facilities to keep the sports activities uninterrupted as per the policies adopted by the department.

Computers and Wi-Fi Facility IT department is headed by a Deputy Director supported by 26 staff members who provide overall support for all the campus-wide computing systems, servers, networking and business/administrative software functions 24x7. IT systems and applications including CCTV cameras, hardware, software and telecommunication facilities are maintained by the IT department efficiently to minimize the downtime significantly.

Classrooms General maintenance of the classrooms are by the maintenance staff and the ICT tools are by the IT department.

The **Bio Medical Engineering** section has SOPs in place for maintaining of the medical and research equipment. The breakdown and preventive maintenance including equipment replacement is facilitated by the purchase department.

Cleanliness of the Campus House-keeping section has adequate and dedicated staff for taking care of the cleanliness of the hospitals, units / centres and departments.

Fire safety Strategic and operational maintenance plan for fire related equipment are ensured by the safety officer. Fire officer and team regularly conduct mock drills to ensure the safety of patients and facilities. Monitoring is done through log books/registers and periodic inspections.

File Description	Document
Any additional information	View Document
Links for minutes of the meetings of the Maintenance Committee.	View Document
Links for log book or other records regarding maintenance works.	View Document
Link for additional information	View Document
Other Upload Files	
1	View Document

5. Student Support and Progression

5.1 Student Support

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

Answer: 11.01

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
563	581	473	332	308

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

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

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

Answer: All of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of capability enhancement and skills development schemes	View Document
Detailed report of the Capacity enhancement programs and other skill	View Document

development schemes	
Any additional information	View Document
Link to institutional website	View Document
Link for additional information	View Document

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

Answer: 21.58

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
842	1369	1140	482	563

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

5.1.4 The institution has an active international student cell

Answer:

The University caters to students from overseas for training in medical and allied science educational programs. International students are encouraged and assisted to enroll in the University to realize their professional academic voyage, through a dedicated Centre for International Relations with a dedicated officer in-charge with support facilities. In addition to its core objectives, this centre assists admission in process, guides in financial formalities visa, passport and other legal formalities such as NOC from ministries, registration in various government offices equivalent of degrees and obtaining residential permits and all other formalities required by government and University. The Centre has been striving to provide need-based comfort, confidence and security in the new environment and instill a sense of belonging. Orientation programs are conducted to sensitize the International students to the local environment, language and customs. They are provided with guidelines and help-line numbers of University personnel to contact in any emergency.

Objectives of the Centre:

- Facilitate International student admissions to various programs
- Facilitate global cooperation in research, academics and collaboration
- Enable global engagement in emerging areas of Innovation, skills and research
- Facilitate Medical Tourism
- Extension of health care at community level and cultural exchange

International students from USA, Germany, MENA region and the UK visit our campus for gaining an insider's perspective on educational prowess of Yenepoya (Deemed to be University). There are 77 International students enrolled in the University for various academic programs till date. The needs of the International students are regularly monitored and feedback are collected to improve the facilities.

Key Achievements:

International Memoranda of Understanding (MoU)

- Two batches of students from University of North Carolina (UNC) underwent observer-ship and training in Yenepoya Dental College
- Department of Philosophy, Ethics and History of Medicine, Johannes Gutenberg University (JGU), Mainz, Germany in association with the University held 2 Indo-German joint CMEs. An academic programme “PG Diploma in Clinical Ethics” has been commenced and Postgraduate Student exchange programmes are active between these Universities
- Gulf Medical University, Ajman UAE, Faculty and student exchange
- Students pursuing MDS program in the Yenepoya (Deemed to be University) had attended observer-ship and training in the University of Queensland, Brisbane-Australia
- Postgraduate students of the University and Hospital Tengku Malaysia had attended observer-ship and training through student exchange program

Other Activities:

- Joint funding from McGill Global Health Programs, McGill University, Montreal, Canada and Centre for Nutrition Studies for training students and faculty
- Visiting faculty from UNICEF, NCEARD, St. John’s, University of Helsinki are training students and faculty on Reanalysis of NFHS-4 module on adolescent nutritional parameter under Short Course on Nutrition Assessment Techniques offered by the University
- Joint project with faculty and student exchange between Norges Teknisk-Naturvitenskapelige Universitet (NTNU) Norway, Linköping University, Sweden, Research Centre Borstel - Leibniz Centre for Medicine and Biosciences, Germany
- Fellowship Programme in Urology is developed by the University for the Ministry of Health, Government of Maldives

In the year 2020-2021, the University was constrained involve in the student exchange program/international student enrollment on account of travel restrictions due to COVID-19 pandemic.

File Description	Document
Any additional information	View Document
Links for international students’ cell	View Document
Link for additional information	View Document

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

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

Answer: All of the above

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

5.2 Student Progression

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

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

Answer: 90.48

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
29	59	48	35	35

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
34	68	50	39	37

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

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

Answer: 60.43

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
239	297	278	244	263

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

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

Answer: 22.26

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

Answer: 140

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

5.3 Student Participation and Activities

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

Answer: 82

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
12	21	24	15	10

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

Other Upload Files

1	View Document
2	View Document

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

Answer:

Yenepoya (Deemed to be University) has constituted student council and also constituent unit-wise student councils. The members of these councils are nominated by the students based on their academic performance, aptitude for organizing co-curricular/extra-curricular activities and communication skills. The council has positions like President, Secretary, Treasurer and other office bearers. The Council members involve in promoting , extra-curricular activities such as sports, cultural, literary events, NSS, orientation programs and co-curricular activities viz., quiz competitions, health and hygiene camps at outreach areas, environmental awareness programs and anti-ragging and gender sensitization programs. Student Councils organize important National and International days/weeks of relevance. The students have received **National Award by the UGC** for the short film on Anti-ragging which is a testimonial of the student's involvement.

Student Nurses Association (SNA): is under TNAI (Trained Nurses Association of India). This Association is a union of students headed by SNA President to facilitate all round development of students and accredit them to join TNAI.

Kara Seva: This initiative undertakes screening and prevention of common diseases for students in Government Schools by delivering talks on menstrual hygiene, Good touch and bad touch covering 3326 students from 28 schools. This organization has

adopted a Government rural primary school. The members are involved in managing the natural disasters in Kerala and Karnataka.

Samraksha: Is a subsidiary organization by the students and student councils with units of Medicine, Palliative Care and Blood Bank. The beneficiaries are poor inpatients of Yenepoya Medical College Hospital. Paediatric play area is managed by Samraksha. Students organize entertainment programs and games in the wards of Palliative care involving these patients. Orphanage/old age home visits are also undertaken. “Art for charity” is one such programme conducted each year by *Samraksha* for fundraising to support the poor and needy patient.

Visual Art Club, “Group Aesthete”: is a platform for exhibiting painting and photography skills. Some of the event organized are “Tiger dance face painting” and “Photography and its nuances”

Encircle: Student members of Encircle club participate in the discussion to embed ethical values in health care.

Observation of Days: The student councils organize and participate in debate, quiz, social events, medical art shows, seminars, and drawing competitions during observations of Water Day, World Ozone Day, World Environmental Day, *Vanamahosthava* etc. The student councils organize adventure camp, self-protection training programs and Yoga and wellness camps. Students also participate in cultural and National Integration camp, Youth Red Cross and village adoption programs.

Cancer Awareness Outreach Program: is an event to create community awareness through National Service Scheme (NSS) and students from all units of the University participate regularly in this programme. The objective is to train NSS Volunteers, NSS Programme officers *ASHA* and *Anganwadi* workers in early detection of common cancers.

The Student Councils as part of UGC’s guidelines are hence involved in imparting academic and non academic activities for holistic development of students to prepare them to face the professional and societal challenges.

https://yenepoya.edu.in/NAAC/5/5.3.2/YU_criteria_V-5.3.2-2.jpg



File Description	Document
Any additional information	View Document
Links for Student Council activities	View Document
Link for additional information	View Document

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

Answer: 23.8

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
16	36	31	14	22

File Description	Document
Report of the events/along with photographs appropriately dated and captioned year-wise	View Document
Institutional data in prescribed format	View Document
Event photograph if available (random selection with titles and date(s) of the events marked)	View Document

Copy of circular/brochure indicating such kind of activities	View Document
Any additional information	View Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Link for additional information	View Document

5.4 Alumni Engagement

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

Answer:

Yenepoya (Deemed to be University) Alumni Association (YUAA), Reg. No. DKM 5218 was founded in December 2010 and registered under the Karnataka Societies Act 1960, Karnataka, India. The primary mission of YUAA is to provide a platform for interaction with fellow alumni, participate in various institutional activities and academic projects. YUAA has 3 International chapters and alumni are spread across the globe have a very good opportunity to network amongst them as well as with the Alma mater. The office bearers are selected annually through a nomination process.

Some of the Alumni initiatives and activities are,

- **Yen to Aspire:** It is a unique programme, where alumni of the constituent units engage in interactions pertaining to their specialties
- This platform builds leadership qualities and provides guidance to career choices
- **Yen-lighten:** Alumni are invited to deliver Guest Lectures to provide testimonies of their success
- **Global Alumni Meet:** International chapters are set up in UAE, Kingdom of Saudi Arabia and Malaysia. The alumni meetings and general body meetings are conducted annually
- **Reuni-Yen:** Reunions are conducted to celebrate and cherish success of alumni
- **Webinar Series:** YUAA conducts regular webinar series from the reputed alumni
- **Alumni Online** “Almashines” has been installed and “YUAA” app has been developed where students can register as alumni. An Alumni directory has been released which helps to connect alumni
- **Website fund** is earmarked to provide new modules into the website. The YUAA has a website www.alumni.yenepoya.edu.in and has both android and IOS APP. This is an interactive website allowing the alumni community to interact with both, the present generation of students and faculty
- YUAA provides Book Bank facility for needy students
- **Yenepoya Green Initiative:** *Vanamahotsava* are organized under this initiative
- **Yen-Power–Job shadowing Program:** Trains students on first-hand experience of dental and medical practice management
- **Special Interest Groups:** Academics-based information is exchanged through alumni portal in these discussions
- **Scientific Research Project Fund:** Student scholarship projects to support economically-weaker sections to realize their dream of higher education
- **Group Insurance Scheme:** YUAA is offering an Insurance Scheme to cover the alumni
- **RISE-Reach out in Support Education and Endowment:** Dr. B. H. Sripathi Rao endowment fund was installed to honour his exceptional service to the dental college for over 25 years. The alumni contribution towards this endowment totals to around 6 lakh Rupees
- **Sports Events:** Alumni association conducts annual sports fests, training programs, lectures on professionalism and self defence training. Recently, the unique programme on Hair Donation to make wigs to the Cancer Survivors was organized
- Alumni are involved in placement and training of students. The association also works with employment and placement cell
- Alumni are also involved in giving feedback on the nature of training with Industry and Professional requirements

Above descriptions on the activities of Yenepoya University Alumni Association provide ample reflection on the contribution of alumni association to the Alma mater.

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

Link for details of Alumni Association activities	View Document
Link for additional information	View Document

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

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

Answer: A. All of the above

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

6. Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Answer:

Vision:

To provide access to quality higher education in health sciences and related areas ensuring equity, create a vibrant knowledge capital and inspiring leaders of tomorrow who can take this country to the forefront of the developed nations.

Mission:

- To achieve academic excellence and global competencies among students
- To create an environment for the generation of new knowledge through meaningful research, adopting latest methods of pedagogy and incorporating modern principles of academics integrated with highest ethical standards
- To extend the knowledge acquired and new knowledge generated for the development of the community in promoting health management

Academic and Administrative Governance:

The objective of the University is to achieve the stated vision and mission through robust governance. Yenepoya (Deemed to be University) has a decentralized structure for participative governance. The Boards of Studies, Academic Council and constituent unit level committees contribute to the academics; while the Finance Committee, Planning and Monitoring Board and the Board of Management along with inputs from the constituent unit committees provide foundation for the administrative aspects. The delegation of both the academic and administrative roles of the University is converged and a direct participative structure in governance has been established for achieving excellence in all facets of the functioning of the University. Further, The Internal Quality Assurance Cell (IQAC) ensures quality assurance and sustenance through stakeholder participation.

Perspective Plans:

The **first strategic plan period (2009-2020)** of the University had drawn to a close by the end of the year 2020 with majority of the goals envisaged in the plan achieved in a time bound manner. In view of this accomplishment, the **second strategic plan (Yenvision 2021-2035)** of the University with short, intermediate and long term goals has been designed and being deployed in consonance with the futuristic educational needs and reforms including National Education Policy (NEP-2020). The first plan involved inputs from various stakeholders with a goal to establish academic excellence to be among the top ranked Universities. It was framed covering all the cardinal functional domains of the University. This included Academics, Research and Administration as core activities coupled with the infrastructural requirements for accomplishment of the objectives. From the University functioning point of view, this planning determined the future course of its progress.

Stakeholder's Participation in Decision Making:

The participative decision making in the University is reflected in its academic and administrative functioning. The stakeholders, being the members of various statutory bodies and committees are involved in strategic decision making and implementing quality initiatives at multiple levels and collectively work towards achieving the vision and mission of the University. The governance system of the University functions in accordance with the Memorandum of Association, Bye-laws, UGC regulations, guidelines and notifications of the statutory/ regulatory bodies/ councils for the improvement of the University.

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

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

Answer:

Yenepoya (Deemed to be University) has a well-developed organizational structure which reflects decentralization and participative management in the functioning of the University. The constituent units, University departments and standalone centres under the ambit of the University serve to the diverse academic and administrative needs. These units, departments and centres are given appropriate autonomy for excelling in their respective areas of functioning. There are various committees existing in each constituent units, departments and centres to manage and address the academic and administrative systems and processes. These bodies meet regularly as per the schedule drawn and the proceedings of these meetings form the foundation for better accomplishments. The outcome of the meetings also provide necessary inputs for the University to improve its functional domains. The purposeful autonomy granted through decentralization and participative management has resulted in perceptible, tenable and appreciable achievements independently by the constituent units, departments and centres.

Accomplishments of Centre for Ethics as a Case Study:

Centre for Ethics is a unique and distinctive facility created by Yenepoya (Deemed to be University) keeping in mind the importance of ethics in healthcare professions education and practice. The centre established in 2008 has now transformed into a well-recognized centre with its internal organizational structure in place led by a Director at the helm of affairs. The Vision of the Centre is to bring bioethics into the mainstream of all health care academics, clinical and research applications. The centre is empowered further with the availability of adjunct and visiting faculty drawn from the national and international arena of ethics to cater to the academic programs. The Centre for Ethics has independently designed and implemented an innovative academic program that has thrust Yenepoya (Deemed to be University) on to the global map of bioethics education. It has signed MoUs with institutions of repute towards achieving its objectives of education in ethics, research and culture.

The Centre is imparting academic programs at Diploma, Postgraduate levels, value added and certificate courses, apart from conducting regular workshops in ethics, mentorship programs, ethics internship, and professional ethics for the students of allied health sciences. The Centre offers a M.Sc. in Research Ethics, a two-year postgraduate program with an objective aiding to the national pool of research ethics expertise. **Research Ethics Master's Program funded by the National Institute of Health (NIH-Fogarty), USA is first of its time program conducted in India.** Based on its track record of successfully conducting programs on ethics, the centre has been receiving an educational grant to the tune of USD 2,85,000 per year for a period of five years (2017-2022), from **National Institute of Health (NIH)**, Maryland, USA. This is a direct result of the liberty and autonomy vested upon the Centre to charter its journey to reach its goals, objectives and excellence.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed.

Answer:

Yenepoya (Deemed to be University) has developed a robust governance system to realize its Vision and Mission by perceiving the importance of efficient Governance, Leadership and considering them crucial for taking the University to greater heights. The strategic plan of the University envisages that the institution strides towards excellence by providing the best and most appropriate facilities to all the stakeholders. It intends to build a foundation for value-based education resulting from the core values of the University focusing on ethics, evidence based research and translation of knowledge through community service and achievement of excellence.

Development of Strategies:

Every stakeholder of the University is involved in formulation and implementation of the goals and objectives envisioned in the vision document. The strategic plan has a holistic approach on all the core activities of the University in a dynamic manner in tandem with the vision and mission, encompassing the changing global needs. Strategic plan broadly covers domains of academics, administration, research and infrastructure. These domains are approached by prioritizing the requirements through needs assessment mechanism and SWOC analysis. The prioritized needs are executed after drawing an action plan for timely completion of the tasks. The required changes in the strategic plan are implemented by review of the plans for bringing in desirable changes and outcome analysis. The baseline for the development of strategic plan also takes into cognizance the regulations of the statutory bodies.

Deployment and Assessment of Strategies:

The strategic plan deployments are based on SWOC analysis to achieve its set goals and objectives. This document is the driving force for the university to become an institution of academic excellence. It follows the principles and procedures as depicted in various approved policy documents. The University administration facilitates the processes and monitors the progress. Planning and Monitoring Board and Board of Management assess the deployment of strategic plans periodically.

https://yenepoya.edu.in/NAAC/6/6.2.1/YU_criteria_VI-1_Institute_excellence.jpg



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

6.2.2 Effectiveness and efficiency of functioning of the institutional bodies as evidenced by policies, administrative setup, appointment and service rules, procedures etc.

Answer:

The organizational structure of Yenepoya (Deemed to be University) is depicted in the organogram, which is in alignment with the functioning of the University. The statutory bodies are constituted as per the norms of MoA and UGC (IDU Regulations). To ensure

stakeholder participation in decision making and implementation, various committees are constituted as per the Bye-laws of the University. The statutory bodies such as the Board of Studies, Academic Council, Finance Committee and Planning and Monitoring Board meet as stipulated by the UGC and are notified in advance in the calendar of events. The meeting proceedings are drawn timely and circulated among the members. The decisions taken are implemented through appropriate processes and action taken reports are presented in the ensuing meetings of the respective bodies. There is also UGC/Govt. of India representative in the statutory bodies wherever defined. The University ensures a transparent governance system and to strengthen this concept, policies are drawn which forms the foundation for governance. The administrators adhere to the duties and responsibilities and discharge those in consonance with the policies notified.

Policies are notified on research, consultancy, IPR, start-ups, publications, resource mobilization, service rules, promotion policies and standard operating procedure manuals to ensure the effectiveness and efficiency of functioning. There are ancillary committees for all the core activities of the University. These include Board of Postgraduate Teaching and Research, Research Advisory Board, Ethics Committee, Intellectual Property Management Cell, Employment and Placement Cell, Student Cell, Anti-ragging Committees, Grievance Redressal Cell, Gender sensitization cell, Sports Committee, Cultural Committee, Hospital Committee, etc. These ancillary Committees function as per the terms of references and supplementary to the statutory committees. These arrangements ensure the governance system is robust and reaches grass root level.

The Vice Chancellor is the academic and administrative head and executes the decision of the statutory bodies through the Registrar and other statutory offices. Thus, the administrative set up is on a hierarchical mode and ensures the participation of the concerned officers in the process. Further, to ensure there is a blend of experience and novelty in the functioning, the boards and committees (statutory and ancillary) have academic administrators as members to bring in contemporary and futuristic plans and ideals for functioning of the University.

Staff appointments are done by the selection committee constituted as per the Bye-laws. The vacancies are advertised in the website and newspapers with details. The selection process is well defined; promotion and increments are based on the criteria developed, and meets the norms and guidelines outlined by the statutory bodies. Faculty Induction Program as per 'UGC- Guru-Dakshatha' is conducted regularly. The staff members are motivated to improve their skills and qualifications for advancing their career. The effectiveness and efficiency in every process of the University is periodically evaluated, which has resulted in significant growth of the institution during the last five years.

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

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

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

Answer: All of the above

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

6.3 Faculty and Staff Empowerment Strategies

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

Answer:

The strength of any institution is its Human Resource and Yenepoya (Deemed to be University) follows an elaborate procedure to recruit the best talents in the industry. The University has taken many effective staff welfare measures for the well-being of its employees.

University has evolved a wide range of employee welfare measures aiming to enhance employment security, which reinforces their commitment to efficient functioning. The welfare measures include:

Healthcare Benefits:

- **Yen Health Card** issued to the employees provides access to free medical care facility for all OP based consultation and general ward admissions
- **Personal Accident Insurance/ Group Insurance:** All employees are covered under Personal Accident Insurance scheme whereby the immediate family/nominee of the employee will be eligible for an assured sum
- Free pre-employment medical check-up
- Annual Medical Check-up and vaccination for all healthcare technical and supporting staff

Leave Benefits:

- Study leave for employees who have served in the University for 10 years or more
- Earned leave encashment facility
- Annual attendance incentives
- Leave benefits for Ph.D. scholars

Financial Support:

- Financial assistance up to Rs. 10,000/- for the marriage of self/children of employees/ for the construction/renovation of house
- Fee concession of 50% and 25% for children of non-teaching and teaching staff respectively, joining in Yenepoya School. Also, the wards of teaching staff and Non-teaching staff can avail 25% and 40% fee concession respectively in selected programs, as per the policies of the University
- Wards of the employees are eligible to apply for free seats/ fee concessions/ scholarships
- Fee concession for staff nurses of the hospital for pursuing M.Sc. Nursing program
- Interest free salary advance is extended to meet necessities
- Research incentives and financial assistance for faculty to attend conferences / workshops as per the policy

Awards and Recognition:

- Annual Excellency awards with financial support is given to the meritorious children of employees studying in the SSLC, PUC, graduate and Postgraduate levels
- All employees are rewarded by the University for the committed services rendered during their superannuation by providing incentives and in many instances service extension on contract basis
- Employees obtaining a Ph.D. degree during their service are provided additional qualification allowance

Other Facilities:

- Crèche facility for children of all employees and students
- Local transport facilities for employees
- Uniforms to the supporting and ancillary staff
- Skill up-gradation training to nurses, technicians and other non-teaching staff
- Wi-Fi facility within the campus
- Gymnasium and indoor games facilities for staff during specific hours
- Canteen, Bank and ATM facilities within the campus
- Induction training for the newly recruited employees

Benefits Provided during Covid-19 Pandemic:

- Additional full paid leave of 14 days as special COVID leave to employees if tested positive for COVID-19
- Free vaccination to all the employees
- Group Mediciam Insurance (upto Rs.3 lakhs) to those employees who are not covered under ESI

These welfare measures implemented in the University has resulted in the greater commitment and contribution of the employees to the overall growth and performance.

File Description	Document
Any additional information	View Document
Link for policy document on welfare measures	View Document
Link for list of beneficiaries of welfare measures	View Document
Link for additional information	View Document
Other Upload Files	
1	View Document

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

Answer: 13.86

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:

2020-21	2019-20	2018-19	2017-18	2016-17
10	103	93	40	52

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

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

Answer: 67.2

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
110	59	85	53	29

File Description	Document
Reports of Academic Staff College or similar centres Verification of	View Document

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

6.3.4 Average percentage of teachers undergoing Faculty Development Programmes (FDP) including online programmes (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.) during the last five years..

Answer: 73.04

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
368	357	348	298	241

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

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

Answer:

The purpose of Performance Appraisal System in the human resource policy of the University is to create a competency is to gain an insight into its organizational strengths and areas for sustainable development and growth. Adopting this system has ensured stakeholder alignment with the institutional vision, mission, values and strategies. The appraisal method has helped in identifying competent faculty, who deserved to be supported further and absorbed in to occupying leadership roles. Based on the appraisal, the faculty and non-teaching staff are granted career progression. This system has created a competitive ecosystem in the University where the performance is the yardstick for professional advancements.

Appraisal for Teaching Staff:

The University adheres to the guidelines of the statutory bodies and UGC regulations and amendments for the selection and promotions of teaching staff. Apart from the minimum stipulations, the selection committee ensures that the faculty selected

possesses additional professional competencies. The Annual Performance Review and Development (APRD) forms are to be filled by each faculty. The outcome of the appraisal process is one of the determinants for annual increments and promotions. The appraisal system considers: Academic contribution including Clinical engagements/Research outcomes/ Awards/Recognitions/Additional qualifications/Presentations/Feedback from stakeholders/ Administrative, Community and outreach contributions, professional development and evidence for exemplary work ethics.

The filled up APRD forms are scrutinized by the Head of the Department and forwarded to the Dean for inputs and remarks and finally submitted to the University. The office of the Registrar and human resource section verifies the correctness of the furnished information. The research credentials are verified by the Yenepoya Research Centre of the University and provide a comprehensive report on the research outcomes of the individual faculty. Dependable evaluation scales have been developed for various positions and each of these criteria carry specific weightage points. These points are converted to percent (Minimum eligibility score should be 55%). All the tabulated scores along with the regulatory norms are placed before the promotion committee for the needful and subsequently to the Board of Management for the approval.

Appraisal for Non-Teaching Staff:

The selection of non-teaching staff follows the minimum stipulated qualification as notified by the University. The support staff needs to have the minimum qualification as per the job description for nursing, laboratory technical staff, medical records staff, engineering, information technology and other administrative and supervisory positions. However for other ancillary services, the manpower is recruited as per the needs and ability to adapt to the work. The appraisal system for non-teaching staff considers: Knowledge/Additional qualification/Work quality/team work/Interpersonal relationship/Trainings attended/Punctuality.

The annual appraisal of non-teaching staff is captured in a structured proforma and employees have to submit duly filled up format as notified by the University. Scrutiny of the appraisals is carried by the concerned Head and based on the comments employees will be considered for regularization of service, increments/promotion.

Through the appraisal process University has identified and appointed academic administrators/general administrators, managerial staff and career promotions.

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

Answer:

The University has evolved well defined policies for resource mobilization and optimal fund utilization. These are executed by the Finance Officer as per the advice of the Vice Chancellor of the University.

Resource Mobilization:

Student Fee

Student fee is the major source of financial resource. The fee for various programs is fixed by the Fee Fixation Committee and as approved by the Board of Management.

Research and Consultancy Funding from External Agencies

The University has established a Research Centre and is committed to promote research activities leading to funding from Government/Non-Government agencies and Industry collaborations (consultancy, patents and technology transfer and joint centers.) The University accepts external funding as per the terms and conditions mutually agreed upon between the parties through appropriate Memoranda of Understanding and agreements.

The University is registered under Foreign Contribution (Regulation) Act and accepts external research grants from various International agencies such as National Institute of Health (NIH) USA, McGill Canada and other renowned institutions for advancing research and educational endeavors.

Hospital Income

Hospital revenue is a major source of income for the day to day operations of the Hospital. Efforts are being made to increase the hospital income by empanelment of various health insurance schemes under Government/Non-Government agencies so that the patients get affordable/free healthcare service.

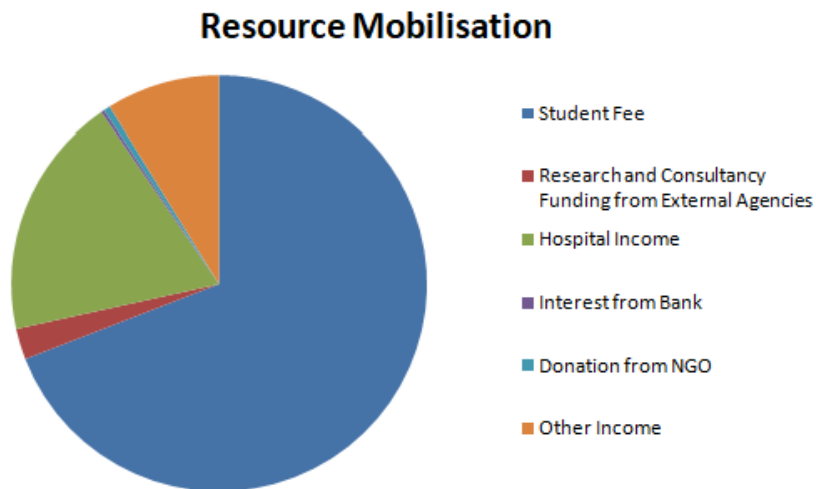
Interest from Bank

Interest income is received from the corpus fund deposit and also from other deposits such as Bank guarantee which are essentially utilized for development and augmentation of educational/training requirements.

Donations from NGO

Funding support from various NGOs and other private philanthropists are also accepted and accounted in the form of cash/kind with specific mutual terms of conditions without compromising the interest of the University.

https://yenepoya.edu.in/NAAC/6/6.4.1/6.4.1_resource_image-1.PNG



Utilization of Resources:

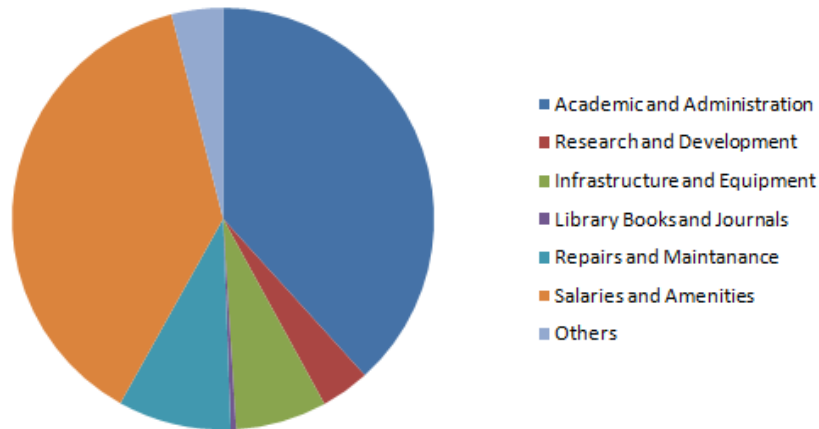
Based on the proposals/information received from constituent units, departments and sections, the Finance officer under the guidance of the Vice Chancellor prepares the Annual Financial budget and places it before the Finance Committee for approval. Finance Committee after considering the budget, recommends the same to the Board of Management for the final approval and execution.

Major financial transactions are budgeted under following heads

- Academic and Administration
- Research and Development
- Infrastructure and Development
- Library Books/Journals
- Repairs and Maintenance
- Salaries and Amenities to Employees
- Equipment and other assets
- Other Expenses

The Board of Management, Finance Committee, Planning and Monitoring Board regularly meet and discuss the financial aspects/decisions and review the expansion plan and expenditures to manage planned and non – planned financial commitment.

Optimum Utilization of Resources



Utilization of Surplus/Managing Deficit:

Surplus generated are ploughed back for infrastructure development and equipment procurement of the University and development of its constituent units. The University is aiming at minimizing financial risk and preventing fiscal deficit. However, in the event of paucity of funds for expansion plans beyond the projected surplus, the University opts to raise short/medium term loans from Financial Institutions. The University encourages contributions from the donors towards the development plans.

File Description	Document
Any additional information	View Document
Link for resource mobilization policy document duly approved by BoM / Syndicate / Governing Council	View Document
Link for procedures for optimal resource utilization	View Document
Link for additional information	View Document

6.4.2 Funds / Grants received from government / non-government bodies / philanthropists during the last five years (excluding scholarships and research grants covered under Criterion III)

Answer: 722

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
164	237	164	155	02

File Description	Document
Provide the budget extract of audited statement towards Grants received from non-government bodies, individuals, philanthropist duly certified by chartered accountant and/or Finance Officer	View Document
List of government / non-Governmental bodies / philanthropists that provided the funds / grants	View Document
Institutional data in prescribed format	View Document
Copy of letter indicating the grants/funds received by respective agency as stated in metric	View Document
Audited statements of accounts for the last five years (Refer annexure number -01 as per SOP)	View Document

Any additional information	View Document
Link for additional information	View Document

6.4.3 Institution conducts internal and external financial audits regularly

Answer:

The team headed by the Finance Officer, prepares the budget meticulously every year by December which is approved by the Board of Management. The proposal is effectively implemented and monitored through the Deans and Finance Officer. The annual revenue and expenditure statements are regularly reviewed by the Finance committee and by the Board of Management. The recurring expenditure is projected to fall within the budgeted resources. The financial aid received through government schemes, viz., DST, DBT and other research grants are handled by a separate section under the Finance Officer. On completion of the scheme/s, the audited statement of the accounts and utilization certificates are sent to the sanctioning authority.

The salaries of the employees are paid directly into their individual bank accounts and the payments are done through electronic money transfer. The financial requests from the individual departments are collated and reviewed at the end of the financial year and forwarded to the Finance Committee. Likewise, the financial requests from the centers, committees, cells, library, sports, and all the support services are forwarded to the Finance committee for approval. The invoices are scrutinized by the Finance officer prior to making payments. The purchase requests are processed according to the purchase manual as approved by the University.

The Finance Committee meets biannually and reviews the recurring and non recurring expenses and monitors the recurring expenditure to meet the capital expenditure.

Internal Audit:

The University has a robust mechanism for internal and external audits. The auditors validate and certify as per the UGC regulations and other standard accounting practices. The University has appointed an Internal Auditor who verifies all the income and expenditure, capital expenditure and purchase of equipment before the end of the financial year. The internal auditor checks the vouchers and bills. Their reports are placed before the appropriate bodies. There is an annual stock verification process, where the store manager and purchase section officials visit all the colleges, hospitals, hostels, laboratories and other offices to carry out the stock verification of chemicals, consumables, glassware, furniture etc. and report to the finance section for the needful action.

External Audit:

External Auditors are appointed as per the approval of Board of Management. The external auditors carry out the audit every item of income and expenditure and capital expenditure and its compliance to all statutory requirements and filings. Before certification, auditor ensures that the audit report complies with all standard accounting norms. No audit objections were recorded till date on the statement of the accounts submitted by the Finance Officer. Minor corrections, if any, are meticulously addressed by the University. The audit report is placed before the Finance Committee and Board of Management for acceptance and approval. It is published on the University website and in the Annual reports. The annual audit report is submitted to the relevant authorities as stipulated by the UGC regulations.

File Description	Document
Any additional information	View Document
Link for policy on internal and external audit mechanisms	View Document
Link for financial audit reports for the last five years (Refer annexure number -01 as per SOP)	View Document
Link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Institution has a streamlined Internal Quality Assurance Mechanism

Answer:

The University has a streamlined mechanism for Internal Quality Assurance. Post accreditation in the year 2015 by NAAC, the quality sustenance, improvement and enhancement efforts of the institution are steered by the Internal Quality Assurance Cell (IQAC) towards internalizing and institutionalizing quality practices. The University had established the IQAC in 2010 adopting the core values and objectives of NAAC. The IQAC has been reconstituted 3 times thereafter, adhering to the norms of its composition as per the NAAC Guidelines. The Vice Chancellor is the Chairman of the committee with 4 external members nominated from

Academia, Industry, and Research. The other internal members represent various academic/administrative sections/units of the University along with student representation from various constituent units.

IQAC has devised specific mechanisms and created Quality Circles (QCs), through which it has ensured that planned quality processes are made functional. Post accreditation, institution-wise IQA units were formed and provided with necessary manpower to collect data, initiate and monitor the quality processes. The nominated **Criteria-wise Coordinators** are involved in data collation, discussing, planning and feedback collection on the relevant programs with **College Coordinators**. The college-wise coordinators work closely with the **University IQAC** and other administrative bodies for implementation of the processes and SWOC analysis.

To facilitate data collection, relevant software with an inbuilt mechanism has been installed to address the data collection needs for preparing Annual Quality Assurance Reports (AQAR) and the University Annual Reports. The software system also enabled collation of Institutional data for UGC Review Committee for the continuation of the Deemed to be University status in 2017. IQAC has collected and submitted data to All India Survey on Higher Education (AISHE), Association of Indian Universities (AIU), Association of Commonwealth Universities (ACU), University Grants Commission (UGC) Portal and other ranking agencies such as National Institute Ranking Framework, QS, Atal Ranking of Institutions on Innovation Achievements (ARIIA), Times Higher Education (THE) and other media houses. The IQAC has involved in proposing for creation of new faculties, centres, courses, units, cells, divisions, departments, and facilities including Incubation and Translational Research centers and Institutional Innovation Council of MHRD. This has resulted in curricular diversification, enhancement of student enrollment, new pedagogic methods, quality research publications, patents, incubation facilities and technology transfers.

IQAC has submitted AQARs for the years 2016, 2017 and 2018 as per the earlier format and in 2019, it was submitted online. Development and deployment of an online feedback system from all the stakeholders on a specified format and time line was accomplished which has helped to improve curriculum design, teaching-learning and evaluation, research output, student support, infrastructure and other key processes. The Academic and Administrative Audit of the University which was originally planned in March 2020 could not be accomplished due to covid pandemic. However, the audit was completed in January 2021 by external auditors in offline mode.

The University underwent 1st cycle of NAAC accreditation in November 2015. The observations and recommendations of the peer team report have been fully complied with and this has enabled the University to achieve credibility in the areas of academics and skill training by establishing the state of the art simulation centre, Advanced Comprehensive Clinical Training and Simulation Centre (Acts-Yen) and Centre for Advanced Surgical Skills Enhancement Division (ASSEND), teaching learning and evaluation through Learning management system and examination management system, enhancing capabilities in research by establishing new centres with state of the art equipments and qualified manpower, innovation centre with startups with funding from government and non government agencies, augmenting of e-governance, obtaining various accreditations, ratings and rankings. E governance software (31) were purchased and implemented throughout the functional units of the University. The maintenance of the documents including achievements of the individual faculty, departmental progress and preparation of annual report submission to statutory bodies was facilitated through this process.

IQAC has conducted 2 conferences, 11 workshops, 9 orientation programs, 1 training programme, 6 webinars and 3 guest lectures on quality improvement during the last five years. NAAC Sponsored National Seminar on “**Quality sustenance and quality enhancement measures in health science institutions**” was organized on 29th and 30th March 2017. The IQAC is also involved in the NABL, NABH accreditation and ISO and GLP certification processes. IQAC coordinates with Deans of the constituent units regarding compliance to the observations and implementation of the statutory councils like Medical Council of India, Dental Council of India, Indian Nursing Council, Pharmacy Council of India, Ayurveda Yoga and Naturopathy Unani Siddha, Homoeopathy and University Grants Commission.

One of the noteworthy achievement was the successful implementation of the Outcome Based Education (OBE) across all the faculties of studies and mapping of programmes and course outcomes for all the under graduate and post graduate programmes. This was achieved by developing in-house mechanism and use of specific software InPods. The Question Bank Management Software is being planned with blue printing to match with the learning outcomes. The University was able to publish and present the outcome of this practice and it was one of the earliest reports of OBE implementation among Health Science Institutions. This model is now being adopted by several other Health Science Institutions across India.

The IQAC ensures that the proceedings of all the committees viz., research committee, administration, examination, library committee, are acted upon and the action taken reports are submitted to statutory committees on time for effective implementation.

The IQAC has identified and nurtured a good number of best practices across teaching learning and assessment, learning outcomes, research, administrative reforms, patient care, hospital practices, community extension and outreach activities. The University is one among other institutions that were invited to participate in the pilot study conducted by the NAAC for finalizing the Health Science University Manual. The dynamic team has been successful in streaming and internalizing most of the quality mandates and for fast tracking the institute towards achieving its excellence and realizing its vision.

IQAC is committed to consistent, comprehensive, credible and continuous efforts to quality assurance of Yenepoya (Deemed to be University).

File Description	Document
Any additional information	View Document
Link for the structure and mechanism for Internal Quality Assurance	View Document
Link for additional information	View Document
Link for the report on the initiatives for the appointment of a fulltime Director/Officer for the IQAC	View Document
Link for the minutes of the IQAC meetings	View Document

6.5.2 Quality assurance initiatives of the Institution include:

1. *Academic and Administrative Audit (AAA) and initiation of follow-up action*
2. *Conferences, Seminars, Workshops on quality*
3. *Collaborative quality initiatives with other Institution(s)*
4. *Orientation programmes on quality issues for teachers and students*
5. *Participation in NIRF process*
6. *Any other quality audit by recognized State, National or International agencies (ISO, NABH, NABL Certification, NBA, any other)*

Answer: A. All of the above

File Description	Document
Report /certificate of the Quality Assurance Initiatives as claimed by the Institutions eg: NBA, ISO, NABH, NABL, AAA etc.,	View Document
Institutional data in prescribed format	View Document
e-copies of the accreditations and certifications	View Document
Any additional information	View Document
Annual reports of the University	View Document
Link for AQARs prepared by IQAC.	View Document
Link for additional information	View Document

6.5.3 Impact analysis of the various initiatives carried out and used for quality improvement

Answer:

Quality education has been the hallmark of Yenepoya (Deemed to be University). The Vision 2020 document spells out the expectations to be realized and the Institution is making continuous efforts in this regard. The Internal Quality Assurance Cell (IQAC) has identified quality initiatives and benchmarks for academics, research, patient care activities and community service.

The internal quality assurance is monitored through Planning and Monitoring Board, IQAC, Academic and Administrative Audit, Curriculum Committee, Faculty Development Centre, Advisory Boards, Hospital Management Committee, Research Committee, the Deans of respective Faculty. External review on the functioning of the University is carried out by University Grants Commission and the functioning of the constituent units of the University by respective regulatory authorities. In addition, accreditations by NAAC, NABH and NABL, Ranking and Ratings by NIRF, K-SURF, and THE, recognitions by FERCAP, CPCB, CPCSEA, DBT and DST, certification by ISO are impacts of quality initiatives in the areas of teaching-learning, assessment process, research and governance.

Quality parameters which have created a significant impact in teaching learning and assessment include adoption of student induction programme, Deeksharambh, E-learning, skill based training by simulation, Learning outcome based curriculum framework (LOCF), assessment reforms, imparting professional and life skills. In addition to the students undergo to community based training, Ethics and Values, early clinical exposure for acquiring the professional competencies. Student mentorship programme of the University has effectively identified the slow performers and advanced learners enabling to achieve the desired outcomes.

To augment the research output quality, funding and collaborations, dedicated research centers with state of the art infrastructure and equipments and research support systems were established. Research capacity building of the faculty was improved through conduct of workshops on research methodology, IPR, innovation, promotion policies and establishment of incubation and translational research facilities. Identification of thrust areas, inter-disciplinary and multi-disciplinary research has resulted in securing grants, patents, high impact publications, academy-industry collaborations, awards and recognitions by SCIMAGO-SCOPUS, TIMES Global, Outlook, ARIIA. The University was granted Med Tech Design and Rapid Prototyping Facility, SPARSH Centre and Early Translational Accelerator by BIRAC.

Feedback mechanism and action plans have resulted in introduction of new programmes value added courses, revision of the syllabus, assessment patterns enhancing the educational experience of the students as reflected in the academic performance. Digitization and decentralization in administration and governance has facilitated performance with accountability resulting in obtaining global recognition.

The impact of these quality initiatives resulted in securing 86th rank in NIRF-2020, 4th position in K-SURF (Young Universities Category) in 2019, NABH and NABL Accreditations, GLP, ISO 17025:2017 Certifications, accreditation by LSSSDC, NSDC, American Heart Association, SIRO recognition by DSIR, FERCAP for Ethics Committee, NABH accreditation of Ethics committee. The constituent Medical College Hospital of the University secured the Encouragement award in the category of large sized hospital at the international contest on healthcare worker safety/workplace safety in 2020.

File Description	Document
Any additional information	View Document
Link for relevant documents/information on the process and results of impact analysis on the above aspects	View Document
Link for additional information	View Document

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.

Answer:

Yenepoya (Deemed to be University) believes that education is the catalyst for social change and supports zero gender discrimination by establishing the **Gender Sensitization Cell**. This cell sensitizes students and faculty on gender equity by organizing activities like debates, seminars and observance of important days/weeks of social and public health significance.

Promotion of Gender Equity in Curricular Activities:

The University follows the UGC (Institution Deemed to be University) Regulations - 2019, for admission and does not discriminate between students based on caste, creed or gender. Students are selected and admitted based on performance in competitive/qualifying examinations as stipulated by regulatory bodies and the University. All the curricula of the programs offered by the University integrate the concept of gender equity.

Facilities for Women in the Campus:

a. Safety and security

- The University campus is well-demarcated with boundary fencing, well protected and monitored by security personnel and CCTV cameras at strategic locations including hostels
- Ensuring 24 X 7 security service in the University
- Availability of Security personnel
- Transport facility available 24 X 7 for the mobility of students and staffs
- A helpline number is available round - the - clock which is displayed throughout the campus
- The pathway for the Entry to Women's Hostels has adequate lights for safe mobility
- Surveillance cameras at strategic locations to monitor incidents deterrent to women safety and acts of harassment/violence against women

- Washrooms, sick rooms, first aids, lockers and lost and found counter are available in the campus. The University provides utmost importance for the safety and security of women

b. Counseling

Separate Counseling facilities are available for girls in all the constituent units and in the University. The trained counseling staff include women counselors and Psychiatrists.

c. Common rooms

Common Rooms are provided in each of the constituent units for the exclusive use of women. There are separate Common Rooms for girls and boys students.

d. Day care facility for young children

Crèche has been established in the campus for supporting working staff and students. It includes space for playing, food preparation and dining, rest area and separate space for breastfeeding.

e. Any other relevant information

- Three women counselors and a **24X7 Mental Health Helpline** assist students and staff to discuss personal issues. **Self-defense** training for women staff and students are conducted. “**YEN CRADLE**” is a **welfare scheme** for new mothers and newborn babies
- **Courses Focusing on Women and Child Health**
 - **Center for Nutritional Studies** has designed *NATCOURSE – 1* (a unique course on Nutritional Assessment Techniques deployed by the UNICEF) orients students towards preventive and promotive health care and maternal nutrition
 - This center is also involved in pretesting Maternal Nutrition Package under *Pradhan Mantri Surakshit Matritva Abhiyan (PMSMA)*
- The **PhD scholars, faculty and students** are also carrying out studies exclusively on **women Health and Wellness**

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

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

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

Answer: Any Four of the above

File Description	Document
Institutional data in prescribed format	View Document
Geo-tagged photographs of the facilities	View Document
Any additional information	View Document
Link to additional information	View Document
Other Upload Files	
1	View Document

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*

Answer:

The University has, imbibed the principles and practice of waste management to manage the waste generated through the **3R** Concepts of **Reduce, Reuse and Recycle**. A dedicated Centre for Environmental Studies has been established to oversee the implementation of environmental policies of the University.

Solid Waste Management:

Solid waste is broadly classified into hazardous and non-hazardous waste and handled as per regulations. The solid domestic waste is disposed through the city corporation disposal system. A certain quantity of biodegradable domestic waste is composted in the vermicompost units (400 Kg capacity). For collection of general waste, bins are kept in strategic locations. Dedicated team of house-keeping staff, well-trained in segregation and handling all types of waste, collect and transport the waste daily to a common collection point for disposing to authorized vendors for further processing.

Liquid Waste Management:

Waste water from all buildings is treated as per the regulations. The University has four Sewage Treatment Plants (STPs) with a total capacity of **1500 KLD** and two Effluent Treatment Plants (ETPs) of **310 KLD** capacity. Recycled water is used for irrigation and water closets. The sludge is used as manure.

Biomedical Waste Management:

Biomedical waste is segregated and collected in colour-coded bins as per the regulations and is then handed over to Government certified agency (Ramky Enviro Engineers Limited) as per the MoU.

E-waste Management:

The E-waste collected from different units of the University is managed by the IT department. The E-waste is collected and stored in a specified area and disposed as per Karnataka State Pollution Control Board (KSPCB) regulations through approved vendor (Cerebra Integrated Technologies Ltd.) for further processing.

Waste Recycling System:

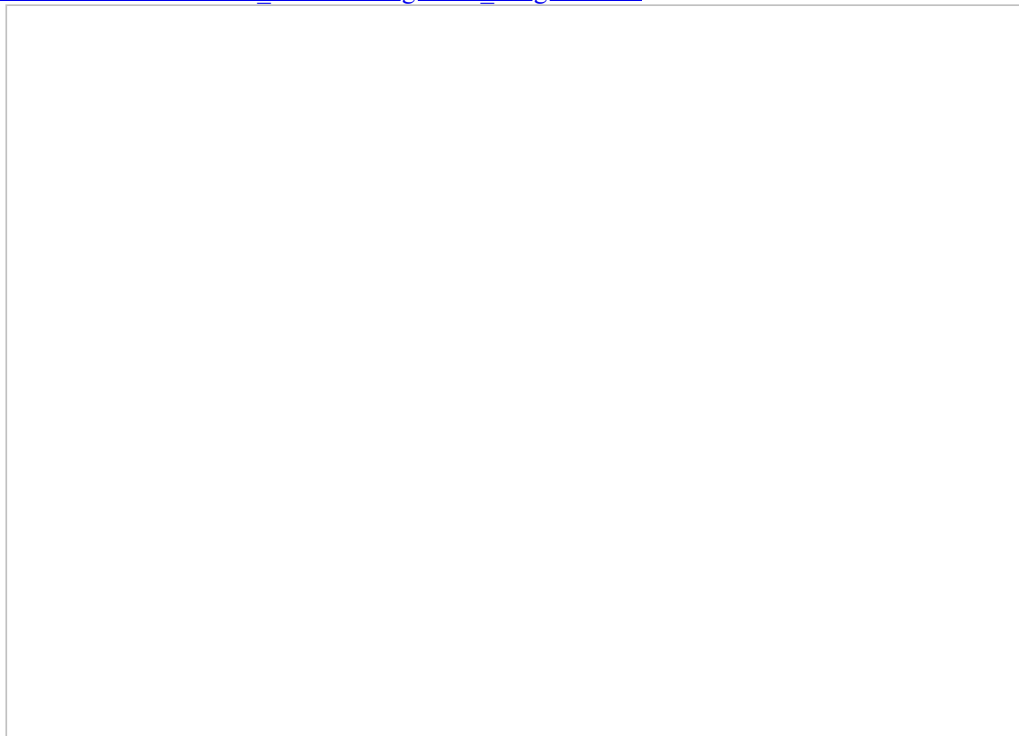
A certain quantity of garden and vegetable waste (biodegradable) is composted in the vermicompost units. There are six large vermibins (400 Kg capacity) which produce 5-6 tons of compost/year. Garden waste, including grass, leaves, etc., is recycled through mesh composting process. This nutrient-rich fertilizer is used as mulch in gardens.

Approximately **5 KLD** of waste water is generated and treated in the four STPs. The recycled water complies with prescribed standards and is handled as per applicable norms.

Hazardous Chemical and Radioactive Waste Management:

Appropriate steps are taken for the scientific disposal of non-biological hazardous waste as per the regulations. The relevant records are maintained for accounting the quantity of waste generated and disposed. Used engine oil is collected in solid containers and stored in a designated area with display boards. Used batteries are disposed off through buyback arrangements to certified vendors (Ganapathy Refineries Pvt. Ltd. and Indian Solar Energies).

No radioactive waste is generated in the University campus.



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

7.1.4 Water conservation facilities available in the Institution:

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

Answer: All of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional informational	View Document
Geo-tagged photographs / videos of the facilities	View Document

7.1.5 Green campus initiatives include:

- 1. Restricted entry of automobiles**
- 2. Battery-powered vehicles**
- 3. Pedestrian-friendly pathways**
- 4. Ban on use of Plastics**

5. Landscaping with trees and plants

Answer: All of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link to additional information	View Document
Geo-tagged photos / videos of the facilities	View Document

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

- **Green audit**
- **Energy audit**
- **Environment audit**
- **Clean and green campus recognitions / awards**
- **Beyond the campus environmental promotion activities**

Answer: Any Four of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document
Audit reports of the institution related to the metric	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Answer: All of the above

File Description	Document
Relevant documents / reports	View Document
Institutional data in prescribed format	View Document
Additional information	View Document
Link for additional information	View Document
Link for relevant geo-tagged photographs / videos	View Document

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

Answer:

Yenepoya (Deemed to be University) is a Minority Education Institution [recognized by the National Commission for Minority Educational Institutions (NCMEI), Government. of India] and inclusiveness for **social equity** is one of its important missions of the University. The University has an **Equal Opportunity Cell** which creates awareness on inclusiveness and social equity. Religious festivals are celebrated with emphasis on the human values and social messages associated with these festivals. The Institution does not discriminate students or faculty based on cultural, social, regional or communal backgrounds.

Annual Fests and Gatherings:

More than 70% of the students hail from different states of India. In addition, there are a few students from other countries as well. Senior students organise Annual Fresher's Party for new students. Annual cultural fests for students and faculty are organized in the University under the banners of **Renaissance** and **Yentity**, respectively.

Cultural and Religious Festivals:

Religious festivals of different faiths like Onam, Deepawali, Dussehra, Christmas, Eid, Ramzan, etc. are celebrated with valour and vigour. Spiritual leaders/social activists are invited to the campus to deliver speeches on human values and rights. The University also organises various competitions and cultural events on festival days. During these events, students and faculty wear uniform festive attire to mark the occasion and spread the message of brotherhood and unity. The University library has a section on spiritualism and well-being. The University has established a **Centre for Ethics** to teach students to differentiate right from wrong which is the ultimate objective of all religions. During Christmas Eve, a unique "Cake-mixing Ceremony" is organised to celebrate friendship and harmony among all. The University celebrates Ayudha Pooja during Navratri as per tradition. The University also provides donations and material help to needy people of different faiths as part of Institutional Social Responsibility.

NSS Activities:

Students of all cultural denominations participate in the NSS Unit of the University which organises several programmes related to inclusive practices. The NSS has organised the "**National Integration Camp for Youth**" in collaboration with National Youth Project of the Government of India. Inter-State Youth Exchange Program was held in association with Nehru Yuva Kendra, Mangaluru, under **Ek Bharath Shreshtha Bharat**. NSS students have also attended numerous National Integration and Youth camps like **Harmony-2017**, **YUVANIKA**, etc., where the theme revolves around unity in diversity, and tolerance and harmony towards other religions. Additionally, the NSS has organized mass singing of the National Anthem, Women's Day and Youth Day celebrations, **Swachh Bharat Swasth Bharat Abhiyan** in adopted villages, Yoga training, celebration of birthdays of national leaders, health camps, interaction with leaders, breastfeeding awareness programs, Essay competition (**Azadi@70**), observance of **Rashtriya Ekta Diwas** (a National Unity Day), and several other training programs and events for inculcating tolerance and harmony towards cultural, regional, linguistic, communal, socioeconomic and other diversities.

File Description	Document
Any additional information	View Document
Link to supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Link for additional information	View Document

7.1.9 Sensitization of students and employees of the institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

Answer:

The University plays an exemplary role in sensitizing students and employees about their constitutional obligations by facilitating and conducting relevant programs.

Initiatives for Sensitization to Rights, Duties, inculcating Values and Harmony:

Commitment to social responsibility is given utmost priority. The success of the Institutions' Vision and Mission is dependent on value-based, ethical commitment of the faculty and students. The Institution has adopted the "**MULYA PRAVAH**" (Guidelines for Inculcation of Human values and Professional Ethics in Higher Educational Institutions) mandated by the UGC. Various programs to provide value-based education with focus on integrity, accountability, inclusiveness, commitment, respect, belonging and sustainability have been implemented. The **Code of Ethics** for academic and administration functioning has been implemented for the administrative/support staff, external experts/invitees who are members of various committees, and students.

The University conducts programs for students and faculty to create awareness about their **Fundamental Rights** guaranteed by the Constitution of India. The University's acclaimed **Center for Ethics** and the **Centre for Environmental Studies** conduct programs to sensitize students and faculty about environmental conservation, and their duties and responsibilities to the community. In addition, classes are conducted for undergraduate students to orient towards understanding of the Constitution of India as per UGC guidelines. With active participation of faculty and students, **Commemorative Days of national importance** such as Independence Day, Republic Day, Kannada Rajyotsava and Constitution Day are observed every year.

Service to the Nation:

The University provided relief materials including food, medicines and basic amenities to those affected during the floods in Kerala and Kodagu in August 2018. It also supplied essentials to the flood affected in Raichur, Belagavi, Uttara Kannada and Dakshina

Kannada districts during the floods in Karnataka State in 2019. Another relief gesture of the University, which was widely appreciated, was the provision of medical equipment (5 dialysis machines), manpower (5 dialysis technicians) and supplies to hospital in Kasargod, Kerala, during the COVID-19 pandemic in 2020.

Social Commitment and Environmental Preservation:

The University is committed to support the **Swachh Bharath, Swachta Hi Seva and Swachhta Pakhwada Programmes** implemented by the Govt. of India through **Centre for Environmental Studies, NSS and the Rural Health Care and Development Centre (RHDC)** in the adopted villages with the participation of students and faculty. Various programs, like health camps, and awareness talks on environmental pollution, protection and sustainable development, sanitation, clean water and personal hygiene have also been implemented in these villages. Telemedicine initiatives have also been implemented.

The support provided by the University to student organizations like **KARASEVA** and **SAMRAKSHA (ASHRAYA)** have enabled students to volunteer in health and service-related activities in and around the campus. Programs conducted by the **Centre for Environmental Studies** have exposed them to sustainable ecosystem concepts and generated awareness about accountability for their actions and their contribution towards a sustainable future.

These programs have helped students understand their social responsibilities and commitments, and led to development of leadership, communication, language and public-speaking skills. These programs have also helped mould them into well-rounded professionals committed to the welfare of society.

File Description	Document
Any additional information	View Document
Link to details of activities that inculcate values, necessary to render students in to responsible citizens	View Document
Link additional information	View Document

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

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

Answer: All of the above

File Description	Document
Institutional data in prescribed format	View Document
Institutional code of conduct and code of ethics	View Document
Details of the monitoring committee of the code of conduct	View Document
Any additional information	View Document
Web link of the code of conduct	View Document
Link for additional	View Document

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

Answer:

Yenepoya (Deemed to be University) believes that it is important to protect and preserve our nation's culture, unity and integrity by raising awareness among students. The University organizes and celebrates National and International Commemorative Days, events and festivals with vigor and enthusiasm involving students, faculty and administrators. The Institution also observes all important days and weeks outlined by the WHO, UNICEF, Government of India, Government of Karnataka and the local District Administration, such as World Health Day, International Day of Yoga, National Pharmacy Week, etc. Quiz, Debate, Elocution and Essay competitions, Radio talks, Television talks, and/or sports events are held on these occasions. The University follows the national calendar for all festivals, and national days are observed.

Armed Forces **Flag Day** is observed to extol our undying gratitude to the heroes who have sacrificed their lives to defend our motherland. Retired defence personnel are invited to the University and lauded for their bravery. Their exploits are recounted for the benefit of the faculty and students.

The International Day of Yoga is observed to ignite a passion for fitness among faculty and students of the university. Marathon Yoga Teaching and online Yoga Training have been some of the in unique ways of observance.

International Women's Day highlights the contributions of women to the University and society. Various events and competitions are held to raise awareness and to promote gender equality. Women achievers among the teaching and supporting faculty are felicitated to highlight and acknowledge their contributions in the growth of the University.

Teacher's Day celebrations are a much-awaited event at the University. **Good Teacher Awards** are bestowed on faculty in recognition of their achievements and contributions to teaching and research, based on feedback from various stakeholders.

Observance of **Republic Day** and **Independence Day** imbibe a patriotic fervor in the University. Contributions of freedom fighters to the struggle for India's independence and our duties as citizens are highlighted in the events organized.

The University organizes programs related to health awareness, health care extension, National Health Programs, environmental protection, and disaster management in coordination with many organizations. Events are organized to raise awareness about community health. Screening camps are organized for early identification, prevention and treatment. Observance of days of national and public health significance are also integrated into extension activities held in the community.

Observance of **Health-related Days** and **Professional Recognition Days** generate awareness of the importance of health among students and the community. It brings to the fore the critical role played by health-care professionals during the COVID-19 pandemic.

The green campus is a reflection of the University's commitment to environment conservation. Water conservation, ban on single-use plastics, waste management, etc. are emphasized during awareness programs conducted in the community during Days related to Environment Conservation.

https://yenepoya.edu.in/NAAC/7/7.1.11/Criteria-7.1.11_table1.PNG

Days of National and International Significance		
1	National Youth Day	12 th January
2	Republic Day	26 th January
3	Independence Day	15 th August
4	World Senior Citizen Day	21 st August
5	World Elders Day	1 st October
6	Children's Day	14 th November
7	National Integration Day	19 th November
8	Constitution Day	26 th November
9	Armed Forces Flag Day	7 th December

https://yenepoya.edu.in/NAAC/7/7.1.11/Criteria-7.1.11_table2.PNG

Birthdays of National Leaders		
1	Swami Vivekananda's 156 th Birth Anniversary	12 th January
2	150 th Birthday Celebrations of Mahatma Gandhi	02 nd October
3	Rashtriya Ekta Diwas	31 st October

https://yenepoya.edu.in/NAAC/7/7.1.11/Criteria-7.1.11_table3.PNG

Health-related Days		
1	World Leprosy Day	30 th January
2	World Cancer Day	04 th February
3	World Hearing Day	3 rd March
4	World Oral Health Day	20 th March
5	World Tuberculosis Day	24 th March
6	World Autism Day	2 nd April
7	World Health Day	7 th April
8	World DNA Day	25 th April
9	World Asthma Day	4 th May
10	World Menstrual Hygiene Day	28 th May
11	World Hepatitis Day	28 th July
12	World Breastfeeding Day	1 st August
13	World Alzheimer's Day	21 st September
14	World Heart Day	29 th September
15	World Mental Health Day	10 th October
16	World Diabetes Day	14 th November
17	World Iron Deficiency Day	26 th November
18	World AIDS Day	01 st December

https://yenepoya.edu.in/NAAC/7/7.1.11/Criteria-7.1.11_table4.PNG

Awareness Days on Social Issues		
1	International Day of Social Justice	20 th February
2	National Science Day	28 th February
3	International Women's Day	8 th March
4	World No-Tobacco Day	31 st May
5	World Blood Donor Day	14 th June
6	World Suicide Prevention Day	10 th September
7	World Patient Safety Day	17 th September
8	National Anti-Drug Addiction Day	2 nd October
9	Ethics Day	21 st October
10	Vigilance Awareness Week	27 th October to 2 nd November
11	International Day for Persons with Disability	3 rd December

https://yenepoya.edu.in/NAAC/7/7.1.11/Criteria-7.1.11_table5.PNG

Celebration of Professional Recognition Days		
1	Prosthodontist Day	22 nd January
2	International Oral & Maxillofacial Surgeons Day	13 th February
3	Oral Pathology Day	25 th February
4	Cons-Endo-Day	5 th March
5	World Social Work Day	16 th March
6	World Homeopathic Day	10 th April
7	Teacher's Day	4 th May
8	International Nurses' Day	12 th May
9	Public Health Dentistry Day	19 th June
10	International Day of Yoga	21 st June
11	World Physiotherapy Day	8 th September
12	World Pharmacist Day	25 th September
13	World Anesthesia Day	16 th October
14	National Ayurveda Day	13 th November

https://yenepoya.edu.in/NAAC/7/7.1.11/Criteria-7.1.11_table6.PNG

Observance of Days Related to Environment Conservation		
1	International Day of Forests	21 st March
2	World Water Day	22 nd March
3	World Earth Day	22 nd April
4	International Day for Biological Diversity	22 nd May
5	World Environment Day	5 th June
6	Vanamahotsava Day	1 st July
7	National Energy Conservation Day	14 th December

https://yenepoya.edu.in/NAAC/7/7.1.11/Criteria-7.1.11_image1.PNG

Observance of National and International Days of Significance at the Institution



File Description	Document
Any additional information	View Document
Link for annual report of the celebrations and commemorative events for	View Document

the last five years	
Link for Geo-tagged photographs of some of the events	View Document
Link for additional information	View Document

7.2 Best Practices

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

Answer:

BEST PRACTICE I:

1. Title of the Practice

Fostering Research in Health Science Institutions

2. Objectives of the Practice

1. To provide research support, advocate critical thinking and catalyze innovations among faculty and students
2. To impart adequate training to faculty and students in health science research
3. To encourage advanced multi-disciplinary and translational research
4. To provide unique, stimulating and vibrant research ecosystem to address the societal needs and challenges

To realize these objectives, **Yenepoya Research Centre (YRC)** was established in 2008 as a central support facility to develop and promote research activities in advanced areas of biomedical sciences.

3. The Context

- **Procurement of instrumentation for conducting advanced research:** This required huge financial investment, supported by national and international extramural research grants
- **Limited manpower:** This challenge was mitigated through recruitment of Junior and Senior Research Fellows. The financial burden of new recruitments was eased through the extramural grants received
- **Lack of skilled workforce to carry out specific research objectives:** Faculty with the necessary expertise and skills were recruited by the University enhancing the number of researchers to 29
- **Promoting translational research:** Difficulties encountered in the initial stages were resolved through deliberations among the basic science researchers and clinicians for multi-disciplinary collaborative projects
- **Augmenting Instrumentation for research:** Instruments/equipment and physical infrastructure required for Yenepoya Research Centre were newly added

4. The Practice

- **Dedicated faculty:** To carry out research and development activities in thrust and emerging areas, **29** researchers were appointed. YRC is one among the top biomedical research facilities in India
- **Research support:** YRC provides assistance to undergraduate and postgraduate students, PhD scholars and faculty for **preparation of research proposals, study design, application for grants, data analysis, publications and IPR issues** on patenting of various research findings with translational value. A research **coordinator** acts as a single point of contact linking research proposals from the ideation stage to attainment. This has resulted in the realization of **59 extramural grants amounting to Rs. 26,40,82,677/-** and **high impact publications. 65 research scholars have received National/International fellowships.** The University has funded **50 research projects amounting to Rs. 1,40,830/-**, resources for conducting preliminary experimentation and further to widen the scope of research through extramural grants. The **University-sponsored JRF/SRF and PDF fellowships (numbering 151)** have attracted and motivated researchers
- **Interdisciplinary/Multidisciplinary Translational Research:** YRC emphasizes **collaborative research aiming to improve patient care and treatment outcomes** through expertise available at molecular/ genomic/proteomic levels. This has resulted in **11 National and 1 International collaborative projects amounting to Rs. 2,75,39,248/- and Rs. 82,00,000/-**, respectively
- **Promotion of undergraduate/postgraduate research:** The Centre organizes programs to inculcate and nurture research aptitude among students, and provides assistance to research proposal preparation as evidenced by **25 fellowships**
- **Workshops and training sessions:** YRC regularly organizes programs on research methodology, proposal writing, journal quality and advanced analytical techniques by reputed scientists and YRC faculty
- **Technology Incubator facility:** Focusing on **translational research and to encourage entrepreneurship among faculty and students**, a **technology incubator** facility has been set up to support innovation and entrepreneurship
- **Compliance to GLP standards:** YRC operational procedures meet GLP and ISO17025 standards. The centre has been awarded **certificate of compliance to GLP and ISO17025** in recognition of maintaining quality of research
- **Life Science Skill Sector Development Council (LSSSDC) association:** To transfer knowledge and life science skills, YRC conducts two academic programs, **Postgraduate Diploma in Multiomics Technology and M.Sc. in Bioscience.** The multiomics diploma program is supported by Government of Karnataka under BiSEP and students of this program receive LSSSDC certification

- **Nurturing research aptitude among school children:** YRC has provided opportunities for **115** school children by encouraging them to undertake research projects for presentation at Science / Technology fairs

5. Evidence of Success

- **Student Research**
 1. **ICMR fellowships** have been awarded to **25** Undergraduate and Postgraduate students
 2. Ph.D/Post-doctoral scholars have received **65** National/International fellowships
 3. Outcomes of student research have been presented at conferences and published
 4. Research studies by students have won accolades for exemplary quality
- **Grants and Resource Mobilization**
 1. YRC has **59** research projects funded by national and international agencies
 2. Extramural funding amounts to **Rs. 26,40,82,677/-**
 3. Internship program adds to the research revenues
 4. Research consultancy services for students of other institutions are well appreciated and acknowledged, generating revenues of **Rs. 1,23,03,000/-** and joint publications
- **Publications and Patents**
 1. 522 high-quality research papers published
 2. 19 patents filed (7 published)
- **Yenepoya Technology Incubator (YTI)**
 1. Translational research activities have generated commendable intellectual output and YTI supports start-ups and entrepreneurship
 2. The incubator has been awarded grants by DBT-BIRAC for its superlative performance
- **Entrepreneurship and Start-Ups**
 - Availability of YTI has resulted in the realization of start-ups by the following students and faculty
 1. Dr. Parameshwar Hegde - Goran Apps (incubated in YTI)
 2. Dr. Sudhakaraprasad and Ms. Sonia Joseph - Papersense Ltd. (supported by DBT grant, incubated in YTI)
 3. Dr. Sandeep Shetty - Ishitha Health Care Pvt. Ltd. (result of BIG grant)
 4. Ms. Manisha Rao and Mr. Kumara BN - Chem Acura Pvt. Ltd
 5. Dr. Priyanka P. and Dr. Vipin C. - Relicus Pvt. Ltd. (incubated in Anna University, Chennai)
- **School Science Programs**
 1. Nurturing research aptitude among school children has resulted in **115 research projects** of which **4** have won National and International recognitions

6. Problems Encountered and Resources Required

- **Establishment of YRC**
 1. **Inculcating the culture of research among healthcare professionals:** Research forms one of the major components of higher education. The research output of India stands at 3-4% of the global output and the contribution towards this from healthcare sector is abysmal and needs to be improved significantly. In this direction, the University has established a research centre with one of its objectives being inculcation of a culture of conducting research by healthcare fraternity. This objective was accomplished by YRC through the conduct of seminars, workshops, guest lectures and hand-holding of novice researchers, in which skilled manpower available played a crucial role
 2. **Paucity of funds**
 - Public funding (Challenges faced by self financing Deemed Universities)
 - 12B certification (Fitness of the institution to receive grants)
 3. **Infrastructure limitations**
 - Skilled manpower
 - Physical

The Centre, to scale up the scope of research facility, requires additional human resources and infrastructure to meet the ever-increasing demands of health science researchers and to be a leader in this sector.

Summary of Outcomes from July 2016-June 2021

Sl. No.	Activity	Outcome
1	Publications	Research articles - 522 Book / Book chapters - 33
2	h-index	20
3	Ph.D. awarded	11
4	Patents	Filed - 19 Published - 07 Granted - 01
5	Collaborations	National - 11 International - 01
6	Internships	133
7	Start-ups	05
8	Extramural grants	59
9	Certifications / Training programmes	06
10	Workshops	03
11	Conference organized	01



Additional details can be accessed in the Institutional website:

Sci-Club a scientific Blog site: <https://sciclub.yenepoya.res.in/>

- Fosters scientific writing skills among students
- Over 77,207 visitors

Key to the Success of YRC

- Building necessary research expertise by appropriate integration of a team of skilled researchers

- Aligning vision with national thrust areas of research and changing trends
- Bridging inter-disciplinary gaps by creating conducive environment to overcome research hesitance
- Creating incentive-based motivational support systems

BEST PRACTICE II:

1. Title of the Practice

Participatory Learning and Rural Health Care Extension through Rural Health Care and Development Centre (RHDC)

Acute health manpower shortage in rural areas of our country needs to be addressed by Health Professional Educational Institutions. They can play a major role in addressing health care gaps of underserved communities.

2. Objectives of the Practice

- To impart community oriented training to students through Family Adoption Program and community outreach services
- To facilitate training of doctors as family physicians with a public health perspective
- To provide awareness on preventive, promotive, curative and referral services to rural population through network of health centres
- To facilitate implementation of national health programmes and empower community with benefits of health programs and policies
- To establish digital technology-enabled health care and demographic surveillance system to understand health-related trends in the community and support continuum of care

3. Context

RHDC was established by Yenepoya (Deemed to be University) as Institutional Social Responsibility initiative to inculcate social responsiveness among students through community-oriented training and service with focus on rural populations.

The following strategies were adopted

- **Participatory learning:** Community-oriented training is essential for students to understand the role of social determinants of health and provide comprehensive health care. Family Adoption Program orients them to the health care system, national health programs, inculcates empathy and social responsibility
- **Capacity building:** Field training will strengthen managerial skills and enable students to function efficiently in limited resource settings
- **Collaboration with local stakeholders:** MOUs (22) with local organizations facilitated establishment of satellite centres and delivery of outreach services
- **Resource mobilization**
 1. To offer outreach and extension health services, 30 centers have been established
 2. Dedicated teams of professionals from various specialties have enabled delivery of comprehensive services and training in rural and remote areas

4. The Practice

Rural health care & Development Centre has completed **12 years of service in rural areas**. This is one of the best models of student training in the community.

The Centre is above minimum norms of the regulatory bodies for medical colleges and **addresses the principle of social responsibility** of Higher Educational Institutions. The practices include:

- **Participatory learning through Family Adoption Program:** With **Family Adoption Program**, a cluster of MBBS and BDS students adopt a family and follow it up on a yearly basis from 1st year till the end of Internship. A total of 1750 students have been trained since its implementation and 525 households have been adopted in six villages. With this, students learn social determinants of health, soft skills like active listening, communication, and team-building. Students understand health status and health needs of the families. It also enables them to learn about socio-cultural influences on health especially the effects of financial hardship and cultural practices. This helps to develop empathy, social responsiveness and understand the importance of comprehensive and holistic health care
- **Service learning:** With the network of outreach health centers and special extension activities, interns and students actively participate in community service and regular extension activities, especially outreach camps, school health programs, pulse polio immunization program, **Swachhta Abhiyan**, health education drives for prevention and control of Malnutrition, Tuberculosis, Malaria, Dengue, H1N1, Nipah virus, SARS-CoV-2, etc. Student participation helps them to actively learn about the health problems and health needs of the community by the principle of **“learning by doing”**
- **Service**

1. Full-time health centres provide general health care on a daily basis, physiotherapy, dental and homeopathy services on a bi-weekly basis and lab diagnostic facilities. Door-to-door health care services are also provided
2. Community-based health services are offered through the satellite centers
3. **Health-Care-on-Wheels**; a special service component to reach the unreached
4. Multi-specialty camps are conducted in various villages in collaboration with local organizers
5. For observance of World Health Days, the centre works in collaboration with the district administration on various occasions
6. As a social commitment, the centre distributes Yen Health Cards and Geriatric Health Cards to families, thus encouraging health-promoting and health-seeking behavior and providing affordable health care
7. Technology-enabled health and demographic surveillance system has enabled upgrade of pen-and-paper-based data collection methods to electronic health records, ensuring continuity of care

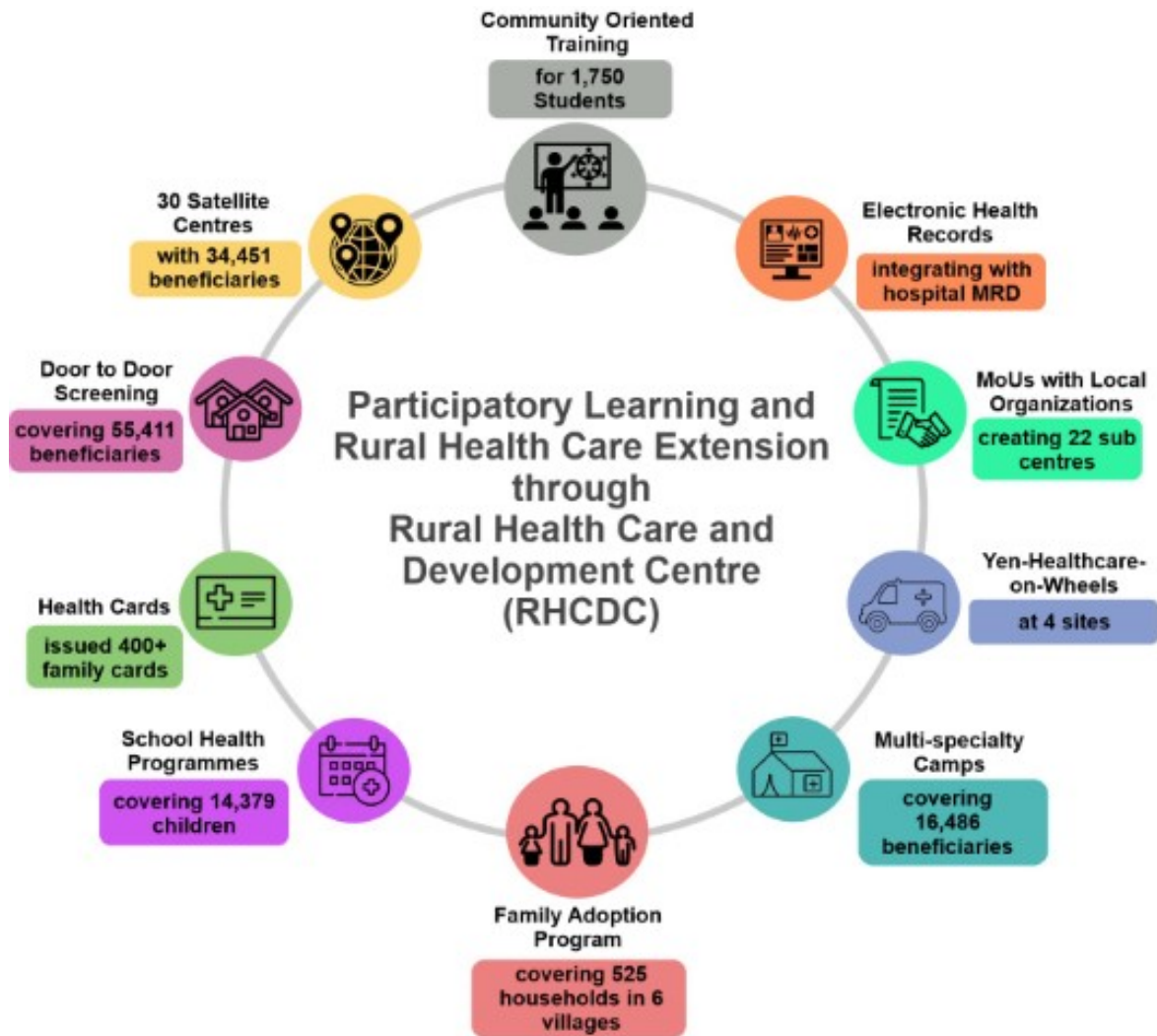
5. Evidence of Success

- **Participatory Learning:** Family Adoption Program is a model of mutual benefit for both students and the community
 1. Students have imbibed the importance of rural health care and have **joined the Centre as Medical Officers**
 2. Students appreciated this program in terms of their **communication skills being strengthened and an increase in empathy**
 3. **Impact of community-oriented training**
 - Students developed careers in Public Health
 - Joined RHCDC as Medical Officers
 - Effectively practice as family physicians in the community
 - It has enabled them to take appropriate decisions
- **Institutional Social Responsibility**
 1. Through systematic implementation of Health Care Delivery Programs, the Centre **addresses health needs and reaches out to a large number of individuals** in the community
 2. Wide geographic coverage of up to 34 kms
 3. Centres provide services to underserved special groups such as old age homes, orphanages, rehabilitation centres, Anganwadi training centres, tailor's association, etc.
 4. High level of satisfaction was reflected in the feedback collected from stakeholders (patients and community coordinators)

https://yenepoya.edu.in/NAAC/7/7.2.1/7.2.1_RHCDC_table1.PNG

No. of Beneficiaries from July 2016-June 2021

Sl. No.	Activity	Number of Beneficiaries
1	Satellite centre outreach activities	34,451
2	Camps	16,486
3	School health programs	14,379
4	Health Education sessions	14,379
5	Blood grouping sessions	20,188
6	Door-to-door outreach activities	55,411
7	SHG members' check-up	5,319



6. Problems Encountered and Resources Required

- Students were posted along with field workers in the community - facilitating communication and thus, overcoming the language barrier
- Students, along with field workers, bridged the gap between the community and the hospital, facilitating referral of patients to the tertiary health care institute
- Community engagement with stakeholders enabled development of rapport and outreach to remote areas
- Strengthening collaborations with Government agencies and NGOs through MoUs facilitated implementation of health care services and national health programs
- Mobile Health van (Yen-Health-Care-on-Wheels) with health care infrastructure and manned by medical personnel helped deliver services in areas with infrastructure deficiency
- Provision of social commitment schemes to patients ensured affordable health care, thus reducing the financial barrier

7. Notes

Following features have been addressed by the Rural Health Care and Development Centre

- Reflective essays and feedback collected from student participants regarding the Family Adoption Program mentioned the importance of this program in inculcating empathy, strengthening communication skills and understanding the relationship between social determinants in health and disease
- Student training through the RHCDC activities facilitated capacity building to work in limited resource settings and enhanced decision-making skills
- Community engagement forums with stakeholders facilitated delivery of services in the community
- Collaboration with government infrastructure like anganwadis and primary health centres, and community self-help groups helped address unmet needs of the community and supported provision of comprehensive care
- Social commitment schemes such as General Health Card, Yen Aarogya Card and Geriatric Health Card have been provided to families in the field practice area, thus facilitating provision of affordable health care to the community and encouraging early

health care utilization practices

- RHDCDC Weblink: <https://www.yenepoya.edu.in/centres/rural-health-care-and-development-centre>

File Description	Document
Any additional information	View Document
Link of the best practices in the Institutional web site	View Document
Link for additional information	View Document

7.3 Institutional Distinctiveness

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

Answer:

ENHANCING SKILL TRAINING AND DEVELOPING COMPETENCIES OF HEALTH PROFESSIONALS AND SURGEONS: ACTS-YEN AND ASSEND AT YENEPOYA (DEEMED TO BE UNIVERSITY)

ADVANCED COMPREHENSIVE TRAINING THROUGH SIMULATION (ACTS-YEN)

The distinctiveness of Yenepoya (Deemed to be University) is nested in its vision and mission for creating global competencies among health care professionals employing cutting edge technology and state of the art facilities. To realize this, the University has set up an **ADVANCED COMPREHENSIVE TRAINING THROUGH SIMULATION (ACTS-YEN)** which is **one of the largest** simulation facilities in the country.

The University places cardinal importance on **patient safety** and **improving health status** of the society. To achieve these, **two-pronged strategy** of creating competent health care professionals and providing them with regular opportunities for updating skills and competencies is employed. The concept of simulation-based training in **imparting and enhancing** skills is an effective means of ensuring patient safety and minimising medical errors.

Simulation has the potential to enhance the healthcare procedures and address patient safety issues, through integrated educational processes. Simulation-based training provides students with scenarios designed to **replicate** real-life health situations using mannequins, physical models and standardized patients. The trainees get opportunities to apply their knowledge and skills in a stress-free, student-friendly environment provided in the simulation centre. Integrating simulation into the undergraduate and postgraduate curriculum helps in facilitating an **ethical training** process sparing the discomfort that would otherwise have been experienced by patients.

Constraint faced during the planning and implementation of this program was time scheduling. This was overcome by **integrating these training sessions** into the academic timetable without compromising the teaching hours. To streamline the process, each department from all constituent units nominate a faculty as **co-ordinator** to plan and implement simulation-based programs. These co-ordinators are trained in preparation of case-scenarios, debriefing techniques and operating the software for assessment in simulation. The coordinators design the modules on the desired competencies to be imparted to the trainees. Trainers from ACTS-YEN and the Medical Education Unit conduct regular hands-on training sessions for the faculty for conducting the modular training. The trained faculty are assessed for their competencies to ensure that they are effective trainers. Effectiveness of the implementation of the modular simulation training programs for the students is carried out through pre-test, post-tests and feedback. The outcomes of this analysis indicated post-training improvement in academic performance and skill acquisition.

The facilities of the ACTSYEN are offered to Medical professionals for acquiring and enhancing their skills through various simulation based workshops. Most of these training sessions include participants from various institutions and hospitals ensuring **inter-professional** interaction, networking and team building. The trainers from this centre are invited by **other institutions/centres** for providing training to their faculty. This is a reflection of extending the expertise for capability enhancement of healthcare professionals through this distinct and unique facility.

ACTS-YEN has implemented '**Code Blue**' training for consultants and nurses to manage cardiopulmonary and life-threatening emergencies in the teaching hospital of the Medical College and a commendable level of competency improvement has been observed among participants.

Other areas of training which improved clinical outcomes were the **Triaging system** in the emergency department and disaster management preparedness and towards these, in-situ simulation training was carried out in the emergency department followed by reflective debrief.



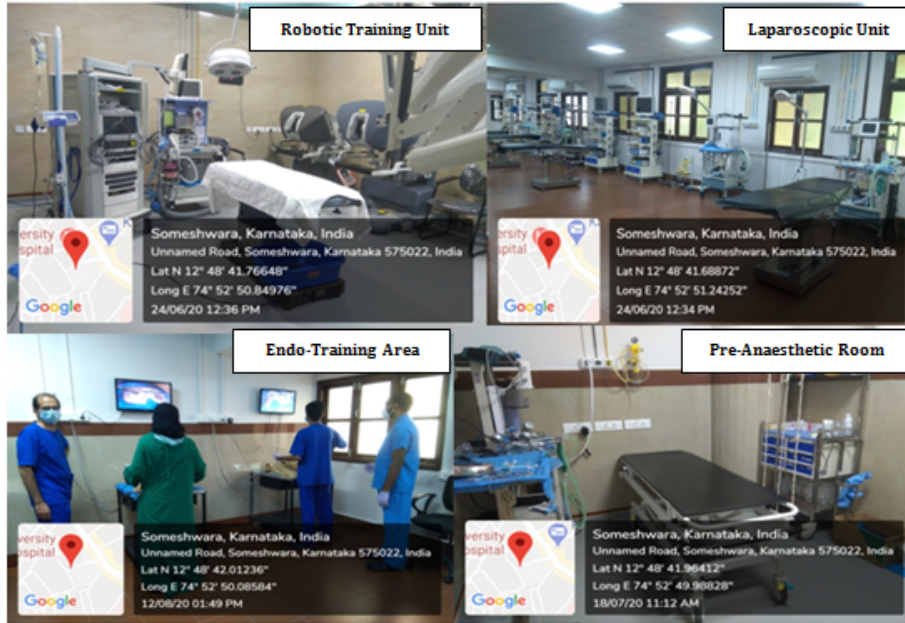
ADVANCED SURGICAL SKILLS ENHANCEMENT DIVISION (ASSEND)

Enhancement of surgical skills using large animals and human cadavers are extremely useful in the Minimally Invasive and Robotic-assisted surgical training programs. These surgical procedures are gaining popularity, as they offer many advantages over conventional surgical procedures.

On the technology front, **Robotic-assisted devices** have continued to evolve and are being used more frequently in surgical procedures. Considering the demand for up skilling surgeons in Robotic-assisted surgeries, the Yenepoya (Deemed to University) in collaboration with **Intuitive Surgical, USA Inc. (a global technology leader in minimally invasive robotic-assisted surgeries)** has established an **Advanced Surgical Skills and Robotic Surgery Training Centre (ASSEND)**, for training surgeons in Robotic-assisted surgery using animals and cadavers. The **da Vinci® Surgical System** enables surgeons to operate through a few small incisions on the belly button from a nearby ergonomic console. Training is imparted by trainers from Intuitive Surgical, USA. Inc. The goal is to help trainees develop knowledge and skills needed to use the **da Vinci® System** safely and efficiently. Training is also imparted in minimal invasive surgeries like laparoscopic surgeries and transplantation procedures like renal and liver transplantations by surgeons.

A large **Animal Facility** has been created (License No. 347/PO/Re-S/Rc-L/01/CPCSEA) to provide training. Before performing surgeries on large animal models, an initial simulation-based training is imparted. A **Cadaveric Laboratory** has also been set up which imparts training in surgical procedure including Robotic Surgery.

A **holistic approach** for training has been followed by the **synchronized** use of ACTS-YEN, Animal Facility, Cadaveric Laboratory and ASSEND. The trainees get opportunities to scale up their basic skills to advanced levels. Advantages of this training approach are multifold. ACTS-YEN provides minimal access surgery simulation models which provide **various clinical scenarios** to work with. Trainees get **adequate exposure** to **hone** their skills before performing surgeries on the animal model. The trainer can also **assess** the trainee's skill before **progression** to the animal models. This helps the trainer **customize** training modules according to the trainees' **strengths and weaknesses**. Training on large animal models immediately after simulation gives the trainee maximum advantage in **translating** skills acquired in simulation to a live model. On acquiring the basic skills, the trainee **advances** to the cadaveric model for comprehensive training of surgical anatomy. Training modules have been developed **integrating** all these systems (**ACTS-YEN, Animal Facility, Cadaveric Laboratory and ASSEND**) so that **available resources** are used **prudently** for the **maximum benefit** of the trainees. **Two hundred and forty four surgeons** have been trained to date in this system, and have vouched for its **uniqueness** and the resultant **enrichment** of their surgical skills.



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

Extended Profile

Program

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

Answer: 91

File Description	Document
Institutional data in prescribed format	View Document

Students*Number of students year-wise during the last five years***Answer:**

2020-21	2019-20	2018-19	2017-18	2016-17
7175	4862	3616	3075	2704

File Description	Document
Institutional data in prescribed format	View Document

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

2020-21	2019-20	2018-19	2017-18	2016-17
629	504	482	389	310

File Description	Document
Institutional data in prescribed format	View Document

Teachers*Number of full time teachers year-wise during the last five years***Answer:**

2020-21	2019-20	2018-19	2017-18	2016-17
564	493	444	373	348

File Description	Document
Institutional data in prescribed format	View Document

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

2020-21	2019-20	2018-19	2017-18	2016-17
564	493	444	373	348

File Description	Document
Institutional data in prescribed format	View Document

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

2020-21	2019-20	2018-19	2017-18	2016-17
16595.44	13818.37	13971.54	11371.87	9600.60

File Description	Document
Institutional data in prescribed format	View Document

Conclusion

Additional Information :

The “**Vison 2020**” of the University had come to a successful closure during the year 2020 with exceedingly well documented outputs, while guiding the **University to make decisions in line with the philosophy and objectives of the trust and the expectations of the society for achieving the excellence**. The second strategic plan “**Yenvision-2035**” is a futuristic vision document intended to transform the University into one of the most reputed educational Institution globally, by imparting high quality academics, healthcare, translational research and extensive societal engagement. Utmost importance will be given to promote the culture of excellence in academics, graduate attributes, faculty performance, Research and Innovation, Staff performance, Governance and Internationalization aspects.

The **Yenvision-2035 strategic plan** has been developed with well defined short, mid and long term action plans. It clearly outlines the milestones to be achieved and path for achieving the goals and objectives. The University will continue to focus on innovative academic programmes in interdisciplinary and multidisciplinary areas, utilizing the cutting edge technology and by fully utilizing the autonomy envisaged under NEP-2020. The research, patient care, community extension and outreach will be both transformational and translational to fill the critical gaps in the unmet medical needs of the society. The University has identified its strengths in health sciences, which will be further consolidated to achieve the quality and excellence, to create an envious niche among health science institutions globally while upholding training needs in other disciplines of study.

The info-graphics given below provide a bird’s eye view of phase-wise strategic plans of YDU during 2021-2035 and its growth trajectory during the earlier cycle of NAAC accreditation (2015-2020), and expectations/aspirations 2030 & beyond.

https://yenepoya.edu.in/NAAC/Executive/YU_vision_doc-5_strategic-plan-21-25.png



https://yenepoya.edu.in/NAAC/Executive/YU_vision_doc-5_strategic-plan-26-30.png



https://yenepoya.edu.in/NAAC/Executive/YU_vision_doc-5_strategic-plan-31-35.png



https://yenepoya.edu.in/NAAC/Executive/YU_executive_summary-2_Vision-2030.jpg



Concluding Remarks:

- The University offers contemporary and innovative academic programs under nine faculties of study. The curricula cater to the diverse needs of the students which are interdisciplinary and skill oriented enriched with electives and value added courses. The training of students is facilitated through advanced simulation centers for holistic development for meeting global competency challenges
- ICT enabled teaching learning processes are supported by teachers who are trained in various curricular transaction techniques aided by learning management system, ICT tools and digital repository and resources. Ph.D. programs are offered in all the faculties with blend of workshops, lectures, online activities, hands on training to mould the novice scholars to proficient and prolific researchers
- The facilities available in the research laboratory cater to contemporary research needs, which reflected in securing of 17th position in SCIMAGO institution ranking. These facilities attract researches across the country to make use of the instrumentation and expertise. The Innovation ecosystem caters to incubation facilities for startups
- International standard playgrounds, multipurpose indoor auditorium, gymnasium and theatre are the key infrastructural facilities which accentuate support to extracurricular activities
- Rural Health Care and Development Centre, a distinct facility inculcates social responsiveness among students and staff. Center is involved in creating awareness on hygiene, disease prevention and need for early disease detection and treatment among rural population. The services extended to underserved has been rewarded by the government agencies
- The student support systems are commendable with good numbers of student community receiving scholarships. The campus has a harmonious atmosphere upholding equanimity
- The governance system is well conceived and participatory in nature. There are evidences for achieving excellence by the constituent units/centers on account of autonomy granted. The management is supportive to needs of the employees and welfare measures exercised are exemplary. The ICT facilities adds to the execution of all the activities
- The University provides an inimitable milieu for the holistic development of the students and upholds all the functional integrities of an institution of excellence. The accreditations by national and international bodies and laudable transformation in its overall performances are endorsements for quality of education imparted by the University

EXCLUDED METRICES

No Metrics are Excluded

ANNEXURE

1. Metrics Level Deviations

Metric ID Sub Questions and Answers before and after DVV Verification
Student :Mentor Ratio (preceding academic year)

2.3.4 2.3.4.1. Total number of mentors in the preceding academic year
Answer before DVV Verification : 564
Answer after DVV Verification: 564

Remark : Value as per data provided

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

3.3.3 3.3.3.1. Number of awards/recognitions received by the Institution/teachers/research scholars/students year-wise during the last five years
Number of awards/medals for outstanding performance in sports/cultural activities at state/regional/national/international events (award for a team event should be counted as one) during the last five years

5.3.1 5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at state/regional /national/international events (award for a team event should be counted as one) year-wise during the last five years

2. Extended Profile Deviations

ID Extended Questions
Number of all programs offered by the institution during the last five years
1.1 Answer before DVV Verification : 100
Answer after DVV Verification : 91
Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
18255.68	15355.59	15359.56	12647.70	10722.84

2.1

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
16595.44	13818.37	13971.54	11371.87	9600.60