



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**IIHMR UNIVERSITY**

IIHMR UNIVERSITY, 1 PRABHU DAYAL MARG, NEAR SANGANER AIRPORT,

JAIPUR

302029

[www.iihmr.edu.in](http://www.iihmr.edu.in)

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**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**March 2019**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

The IIHMR University was established as a private Post Graduate Research University on 25/02/2014 through an act enacted by the Rajasthan State Legislature and received assent of the Government of Rajasthan. The UGC approval was granted on 30th Oct 2015. There are 3 schools in the university comprising of Institute of Health management research, School of Pharmaceutical Management and School of Development Studies.

The genesis of Indian Institute of Health Management Research Jaipur owes to pressing needs felt in the early eighties to improve the health system in India. When Shri P D Agarwal, Dr. Ashok Agarwal father passed away in the USA after a bypass surgery, The family decided to have that the institute of health management would be a suitable fitting memorial to Dr. P D Agarwal. According to Dr. N S Deodhar there was not a single institute in the world which exclusively meant for health management except one in Geneva, Further this is the only institute in India having no department and another characteristic of the institute is that does not function in isolation. As a strategy it was decided that the location of the Institute should be in poorly performing state where health management needs real & potential and scope for the need-based health system was large, Rajasthan was chosen which has the highest potential for proposed institute to thrive and prosper. The institute started functioning in the present campus on July 1, 1990 spread over 14 acres, the landscaping, distribution of the building under campus, the external and internal design were to be unique and innovation, function ability and quality received priority. A 1year postgraduate course on health management was launched in sept 1990 and later extended to 2 year PG diploma PGDHM 2 more new course PG diploma in pharmaceutical management (PGDPM) in 2009 and PG diploma in rural management in 2010 after getting approval from AICTE. In august 2013, Institute entered in a MoU for joint collaboration with Bloomberg School of Public Health, Baltimore, John Hopkin University, USA and started the master's in public health programme MPH and give degree jointly.

### Vision

IIHMR is a global institution for promoting health research to encourage innovation better management and use to technology in healthcare delivery and developing of cost effective and culturally relevant health intervention to improve health and productivity of the people of India and globally.

A vision statement is an institution roadmap indicating the both what institutions wants to become and guiding transformational initiatives by setting a define direction for the institutional growth. Vision statements undergo minimal revision during the life of the institution unlike operational goals which may be updated from year to year. Vision can range in length from short sentences to multiple pages. Vision statements are also formally written and referenced in institutional documents.

The short-term goals of the university are as follows:

1. To make a visible impact on policies and programmes in India through teaching, research and training in higher education and make provisions for research, advancement and dissemination of knowledge.
2. To create a higher-level intellectual ability through self-financed, postgraduate and doctoral programme in hospital and health management., pharmaceutical management, rural management and social sector.

3. To establish state of the art facilities for research, education and training.
4. To carry out teaching and research and offer continuing education programme.
5. To carry out center of excellence for research and development and sharing knowledge and its application.
6. To produce world class research out put that will find place in peer reviewed journals.
7. To establish high quality management development programme which will attract participates from public, private and NGOs from Asia and Africa.

To emerge as a leading academic center of excellence in the Asian region and involve in community engagement.

## **Mission**

ther IIHMR University is dedicated in improvement in standards of health through better management of healthcare and related programmes it seeks to accomplish this through management research, education, training consultations and institutional networking in national and global perspective.

The IIHMRU was recognized as an excellence by Ministry of Health and Family Welfare, Government of India and collaborated with University of North Carolina, John Hopkin University, USA, Public Health Institute, Berkeley, USA, University of Hydeburg, Germany, University of Southampton UK and Mahidol University, Thailand. The institute is a World Health Organizations collaborating center for strengthening for health system based on primary care. We have already conducted more than 500 research projects on health, social and developmental systems and policies in India and wider South East Asian Region. Now in the fourth decade, we strive to generate knowledge to help develop effective health system and socially relevant health technologies. We have a considerable stake in the Ayushman Bharat Programme and also conducting research in several NHFS states over the years.

After transition to university status we have following long term goals:

1. Conduct high quality applied policy and programme management research in health, pharmaceutical, development and related sectors.
2. Develop successful models of service delivery and management, which can be adopted widely by public sector and non-governmental organizations for sustainable implementation.
3. Built capacity in planning, conduct research in health and related areas, and disseminate among stake holders.
4. Conduct high quality postgraduate education and doctoral in programme sectoral management.
5. Disseminate latest knowledge of management technology in India and other developing countries.
6. Establish IIHMR University as world class academic institution

We believe in creativity, innovation, environmental and social responsibility and all the stake holders students, faculty, managers and staff are fully dedicated towards this mission. Our values include compassion, inclusiveness, excellence, innovativeness, leadership and transparency. We cater to both internal stake holder students, faculty and management as well as external stake holders like alumni, funding agencies, central and various state government, industries, cooperates, societies which recruit our students and other affiliates universities and NGOs.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

1. IIHMR University is a unique organization exclusively focused on research and education at the postgraduate level at the national and international levels. The University has conducted 600 research studies and projects at the national and international levels in the past 2.5 decades published several policy and program relevant publications
2. It has active collaboration with eminent institutions, such as World Health Organization, UNFPA, UNICEF, SAARC, Johns Hopkins University, USA, University of Chester, UK, Ministry of Health, GOI, National Institute of Health and Family Welfare, National Health Systems Resource Centre, New Delhi, and several hospitals and pharmaceutical industry in India and abroad
3. IIHMR has created and established a new discipline and career in Hospital and Health Management; and Pharmaceutical Management. IIHMR University's MBA in Hospital and Health Management is perhaps the largest academic program around the world, and holds a leadership position in India. It has produced strong Alumni of over 3000 management graduates specialized in management of hospital and health systems in India who have transformed management in health systems and hospitals in the country.
4. Highly experienced multidisciplinary Faculty (Public Health, Management, Population Science, Pharmaceutical, Development, Economics, Behavior Sciences, Biostatistics) and Research Teams
5. Modern infrastructure and technology for teaching, research, large scale national surveys and data analytics. The library is rich fully automated, DELNET integrated and run 24x7. It's a green campus with unique building architecture.
6. University has an excellent learning environment and organization culture with openness, trust, transparency, autonomy and accountability (Students and Faculty OCTAPACE Evaluation).

### Institutional Weakness

1. It's a non-profit and self-financed university in the private sector
2. Retention of talent, switch to government jobs

### Institutional Opportunity

1. The health and pharmaceutical sectors are growing at CAGR 18% and 15%, respectively, especially in the private sector. The health systems and hospitals are growing in number at a rapid pace
2. The sector undergoing policy reforms and transformation to make health care accessible and affordable
3. IIHMR is designated as 'Institute of Excellence' by Government of India, and WHO has designated it as a Collaborating Centre for District Health Systems for Primary Health Care and Quality of Services.
4. Opportunities for research in training in management research in policy and health programs have increasing. IIHMR University being a unique research and postgraduate university, has an advantage of a first call for providing support to the government, private sector and international development

- agencies and partners to build partnerships and collaborations
5. Foreign universities and organizations are increasingly interested in collaboration education, research, training and consulting medical and health care
  6. Rising economic and GDP growth, and globalization

### **Institutional Challenge**

1. Health of the people is critical to development. There is rising burden due to noncommunicable disease namely; diabetes, hypertension, cardiovascular disease, cancers and COPD in India. Rising cost of care medical and health care due to these diseases resulting in to catastrophic health expenditure and consequent poverty and reduced productivity.
2. Health systems and hospitals are not efficient and effective, especially in the public sector, thus making health care inaccessible and poorly available, And the quality of health services is poor.
3. Poor availability of quality and talented faculty in higher education. Retention of faculty and researchers is a major challenge.
4. IIHMR University is a private non-profit and self-financed institution. Financing is a major challenge.
5. High cost evolving technology
6. Unpredictability and instability government policy and lack engagement of stakeholders in the policy process and reforms
7. Bias and lack of trust among Regulatory Bodies in private sector higher education and research institutions

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The IIHMR University is a growth extension of Institute of Health Management Research (IIHMR) that sprouted as a standalone Institution at the time of inception in 1984. At that time the Institution was created as a response to the void in the realm of health management, not only locally but also globally. The world at large and India in particular was struggling to meet the health goals without much success despite tremendous pumping of funds and energy to the clinical, medicinal and disease control aspect of health. The promoters' scanning of macro and micro environment of health led to the weakest link "management" in health care.

The faculty has been integral in suggesting and providing inputs to policy makers from block to district to state to regional, to central government level and going beyond to south East Asia and WHO level and in the reciprocal process has revised the curricula every three years incorporating professional advices from not only the Public Sector policy makers but also from Professionals of eminence from the private Sector. The learning objectives including programme outcomes, Programme specific outcomes and course outcomes have been responsibly responsive to the dynamic environmental and developmental nuances and as a natural extension new faculty of specialization like Pharmaceutical Management and Rural Management were created to contribute holistically to healthcare.

The last course revision was done in 2017. Inputs from academia, industry experts were considered. The formal and informal inputs received from students, alumni and recruiters received from time to time were also considered. The specialty specific courses are offered as elective courses considering outcomes desired of the programmes.

Periodic review of syllabus, addition of new core courses and elective courses, exploration of new courses to be launched, field segments and dissertations rooted in sound scientific research, extensive industry-academia collaboration, wide canvas of extramural lectures, diverse faculty base, diverse membership of Board of Studies, Academic Council and Board of Management are a few efforts directed to keep the curricula relevant, contemporary and serving needs of the tectonic environment in which the IIHMR University is situated.

### **Teaching-learning and Evaluation**

The program outcomes, course outcomes and program specific outcomes for all the academic programs are the guiding milestones that are kept in mind in the academic roll out. Before the commencement of the course faculty meeting to share the course outcomes and work towards attainment of that in a synergistic manner discussed and decided. The syllabus, learning objectives, course outcomes, session plan, pre reads and suggested readings, and rubrics of assessment are shared with all students before the commencement of each module. These are discussed and shared with visiting faculty contributing to modules. In case of field learning segments clear guidelines are shared with host organizations and a system of co evaluation put in place depending on the specific learning outcomes.

The programme outcomes are displayed on the website along with programme objectives for each programme. The Teaching module issued to the students consist of course outcome in the beginning of the module.

Every student will be attached with one of the faculty members as their mentor in the firstyear. The second-year students will work for their dissertation under the guidance of faculty member/s as his/her guide. The students are encouraged to participate in extracurricular activities.

Summer training is an integral part of the program. The students get training for 2 months in various organizations in the country and abroad for practical exposure and hands-on training to: 4.4.1 learn through assisting the manager/administrator in daily operational management, and, if possible, 4.4.2 Help the management to study and address some identified issues/problems associated with some specific operational area/program. The main purpose of the summer training is, therefore, to learn the functioning of the organizations. During summer training, students are expected to acquaint themselves with various departments and functioning of the organization.

### **Research, Innovations and Extension**

The three major verticals of the University are Research , Teaching and Training in the realm of Healthcare, Development Studies and Pharmaceutical Management. Given the very specialized nature of University, catering to specific niche' service sector ( healthcare and Development), there are no product innovations to showcase.

**Innovations in Research:** IIHMR is now stepping into the fourth decade of research in the healthcare sector. Over the past three decades IIHMR has conducted more than 600 research projects and studies at the national and international levels. There are several research methodology innovations carried out by the University like innovative mobile technology to routinely gather data on family planning and water, sanitation and hygiene, Real time data collection on 24 hours recall method on OPTIFOOD and others

**Innovations in Teaching:** Innovations in teaching range from unconventional modules to pedagogical

innovations like teaching through movies, live projects, multimedia case studies, integrated module simulations, extensive field immersions, participation of students in research work and using psychometry techniques for self exploration etc. Many a faculty members of the University have adorned prestigious positions in policy making of elite national and international forums like the WHO, SEAPHEN ( South East Asean Public Health Education Network), and are NABH assessors, PhD evaluators and on Board of Studies, Board of management of several prestigious Institutions.

**Innovations in Training :** The University has trained more than 10,000 participants all over the world using HRD instruments, most of them developed and validated in house by Dr Udai Pareek and his team of Professors from our University. A great many training modules including disaster management, leadership and strategic management for healthcare, Qualitative research methods in Healthcare are developed in-house and are subscribed by public, private, international agencies. The University is also a WHO Collaborating centre for research and training for the SEAR countries.

Health camps including mental health, blood donation camps are organized by IIHMR university by the students with the technical support from Santokba Durlabhji Memorial Hospital, Jaipur. Students used to create awareness by visiting the nearby areas.

### **Infrastructure and Learning Resources**

The IIHMR University is a specialized Research University in management research, postgraduate education and training in the health sector. The University aims to generate new knowledge and technologies to provide evidence and inputs for developing effective policies and health interventions and strategies. The Mission of IIHMR University is to “Improve the standards of health through better management of health care and related programs through management research, education, training and institutional networking in a national and global perspective, in the health sector”.

All the lecture halls are spacious, equipped with modern teaching aids and specially designed to facilitate participative learning environment. Every lecture hall has a computer connected to the wi-fi network that allows the faculty to retrieve relevant information real time, some lecture halls are equipped with interactive display boards.

### **Sports Facility**

The IIHMR University is a specialized Research University in management research, postgraduate education and training in the health sector. The University aims to generate new knowledge and technologies to provide evidence and inputs for developing effective policies and health interventions and strategies. The Mission of IIHMR University is to “Improve the standards of health through better management of health care and related programs through management research, education, training and institutional networking in a national and global perspective, in the health sector”.

The students celebrate various functions and participate in cultural events at the University.

### **Library is automated using Integrated Library Management System (ILMS) during last five years.**

The Dr. D. A. Henderson Library & Documentation, IIHMR University, are automated all its routine activities through library management software “LIBSYS” since 1990.

The University library work is handled with the help of Window based LIBSYS-4 (6.3) Software. A Windows 2000 server, connected with all terminals in the university, handles the library catalog, information regarding new arrivals, circulation-based inquires, Journals articles base inquires and compilation of bibliographies. The software has Web OPAC features.

The University Library work with all five modules of LIBSYS - Acquisition System, Cataloguing System, Circulation System, Serials System and OPAC.

### **Student Support and Progression**

The students are encouraged to participate in extracurricular activities. The University offers a variety of recreation facilities. The campus includes courts for outdoor games like Tennis, Volleyball, Basketball, Badminton and Gymnasium. In addition, there is an open playground. Depending on the interest of students the ground could be made ready for games like Football/Cricket. In addition, indoor games including Table Tennis, Carom and Chess are available in the recreation/ common room.

The University had foreign students in its MBA programmes and at present foreign students are regularly admitted to MPH programme. To assist them to get accustomed to the changed environment an international students' cell was formed. The cell provides assistance to foreign students who are seeking admission. Their day to day problems which are unique to foreign students are dealt by the cell. A few of the task assigned to this cell the given below.

The international cell also handles incoming visits by international students under student exchange programme. Providing guidance, arranging requisite travel documents, reception in India and provision of accommodation to such student is integral function of the cell. Sometimes foreign students need counselling to get accustomed to new environment, the cell is actively involved to settle them in the country so that they can peruse their educational goals.

Annual Alumni Meet - MAITREYA The Annual Alumni meet is held every year. It focuses on converging experiences of the University alumni and is a medium of interaction for all and one

**Jaipur, 2nd October, 2015:** India's globally recognised and leading healthcare research institutions, IIHMR University, today organised alumni meet 'Maitreya 2015' at its Jaipur campus. Over 200 alumni overwhelmingly participated to this reunite event and memorised their enchanting days while they were studying at IIHMR University.

**JAIPUR, November 26, 2016—** India's globally recognized and leading healthcare research institutions, IIHMR University, recently organized 'Maitreya 2016- The Annual Alumni Meet at its Jaipur campus. IIHMR University, Jaipur has a rooted history in Healthcare Management and the success of its alumni is a great testimony. The alumni of IIHMR University have been contributing to the health and the related sectors tremendously.

### **Governance, Leadership and Management**

The University is managed by an efficient governing structure as outlined in the IIHMR University Act, 2014. The Board Of Management is the principal executive body of the University and is headed by the Chairperson



(Chancellor). The university has an Academic Council which steers the academic activities of the University. The President (Vice Chancellor) is the ex-officio chairperson of the Council. The University also has Boards of Studies for each School, each one of which is chaired by the Director/Dean of the respective School. The existing Governing structures are as under:

- Board of Management
- Academic Council
- Board of Studies(Institute of Health Management Research)
- Board of Studies(School of Pharmaceutical Management)
- Board of Studies(School of Rural Management)

The faculty at IIHMR University is entrusted with the responsibility of gearing the University in three domains of teaching , training and research with complete autonomy and freedom to chose what to do, and how to do. The senior management members provide direction, guidance and extend all round support when needed to clear the bottlenecks in pursuance of individual and organizational goals.

### **Performance Appraisal System for teaching and non-teaching staff**

IIHMR University has an increment and promotion system through 270-degree appraisal system. Increments are on the basis of time scale prescribed and effected in April every year. University also gives reward good performers by providing in cash or in kind or otherwise.

### **Incremental improvements**

The University engages itself to be a renowned center of higher learning, and work towards academic, professional, cultural and social enrichment of the lives of individuals and communities. In its continuous efforts, notable incremental improvements made during the preceding five years are:

- Establishing Computer Labs for data analysis with new software.
- Establishing Centers of Excellence – Center of Injury Research, Center for Health Systems and Policy Research, Center for Health Economics; and Center for Ethics and Mindfulness.
- Initiating elective course for students on new areas.
- Started course on “Quality Management in HealthCare” on MOOCS platform.
- Initiated ERP for improving quality of various academic administration processes.
- Establishing Solar plant for generating energy.

### **Institutional Values and Best Practices**

#### **BEST TWO INNOVATIVE PRACTICES**

IIHMR University is a typical learning organization with excellent organizational culture focused core ethos of openness, trust, transparency, accountability, autonomy and experimentation. It promotes team learning and sharing information. Research at the University has contributed in India in Eradication of polio through management audit of National Polio Surveillance Project (1998), Safe Drinking Water and Sanitation (WASH), Effective implementation of TB Control in India; Elimination of Leprosy (2002); and Reducing Malnutrition through Food Fortification with micronutrients – Iron, Vitamin A and D.

Innovations in teaching and using it's research in teaching has enabled it to provide quality education and training to prepare future ready management graduates in hospital and health management and Pharmaceutical management.

### **Student Organization Climate Survey of IIHMR University**

Each year, student conduct an organization climate survey to assess as how they perceive the learning environment and culture in the campus from the point of organization behavior and core values of the University.

An HRD Instrument – OCTAPACE (Openness, Confrontation, Trust, Authenticity, Proaction, Authenticity, Autonomy, Collaboration and Experimentation) is administered on each student and findings of analysis (Mean Scores and Standard Deviation) are posted on the notice board.

As per the UGC guidelines on Gender Champion Scheme (D.O. No.91-2r01 {GS) dated August 3, 2015, Center for Gender Studies at IIHMR University implemented the scheme since 2016. Each year gender chamois are selected using the prescribed proforma. They were sensitized on gender issues and the scheme.

### **Sewage Treatment Plant at The IIHMR University (STP)**

Waste Management Steps in The IIHMR University- Placed dustbins with garbage bags at proper places as per requirement and housekeeping staff collect the waste in Dustbins after cleaning and the time of full of waste take out the garbage bag from dustbin put the note and keep them at prescribed area (store room). Hired agency on daily basis take away all garbage bages from campus and disposed off at municipal / Nagar Nigam prescribed area

Organisation using Sewage Treatment Plant for liquid waste management.

There was a Roof Top Rain Water Harvesting at The IIHMR University

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the University	
Name	IIHMR UNIVERSITY
Address	IIHMR University, 1 Prabhu Dayal Marg, Near Sanganer Airport, Jaipur
City	Jaipur
State	Rajasthan
Pin	302029
Website	<a href="http://www.iihmr.edu.in">www.iihmr.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Pankaj Gupta	0141-3924700	7073999965	0141-3924738	registrar@iihmr.edu.in
Dean	P R Sodani	0141-2791432	8739901284	0141-	sodani@iihmr.edu.in

Nature of University	
Nature of University	State Private University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	25-02-2014
Status Prior to Establishment, If applicable	Other
Establishment Date	01-01-1970
Any Other, Please Specify	

<b>Recognition Details</b>		
<b>Date of Recognition as a University by UGC or Any Other National Agency :</b>		
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>
2f of UGC		
12B of UGC		

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

<b>Location, Area and Activity of Campus</b>							
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>	<b>Programmes Offered</b>	<b>Date of Establishment</b>	<b>Date of Recognition by UGC/MHRD</b>
Main campus	IIHMR University, 1 Prabhu Dayal Marg, Near Sanganeer Airport, Jaipur	Semi-urban	14.37	13720.9	Five		

## 2.2 ACADEMIC INFORMATION

**Furnish the Details of Colleges of University**

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

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: No
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#### 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	8				14				18			
Recruited	7	1	0	8	10	4	0	14	8	10	0	18
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				99
Recruited	73	26	0	99
Yet to Recruit				0
On Contract	0	0	0	0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				11
Recruited	9	2	0	11
Yet to Recruit				0
On Contract	0	0	0	0

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	4	1	0	7	4	0	3	5	0	24
M.Phil.	0	0	0	0	1	0	2	0	0	3
PG	3	0	0	0	2	0	5	3	0	13

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

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

**Distinguished Academicians Appointed As**

	Male	Female	Others	Total
Emeritus Professor	0	0	0	0
Adjunct Professor	6	6	0	12
Visiting Professor	0	0	0	0

**Chairs Instituted by the University**

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Institute of Health Management Research	Dr A S Paintal Distinguished Scientist Chair	Indian Council of Medical Research

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male	11	39	0	1	51
	Female	22	120	0	0	142
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	2	6	0	1	9
	Female	0	5	0	1	6
	Others	0	0	0	0	0

<b>Does the University offer any Integrated Programmes?</b>	No
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#### **Details of UGC Human Resource Development Centre, If applicable**

Year of Establishment	01-01-1970
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

### **2.3 EVALUATIVE REPORT OF THE DEPARTMENTS**

<b>Department Name</b>	<b>Upload Report</b>
Institute Of Health Management Research	<a href="#">View Document</a>
School Of Development Studies	<a href="#">View Document</a>
School Of Pharmaceutical Management	<a href="#">View Document</a>



### 3. Extended Profile

#### 3.1 Program

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
5	5	8	5	NA
File Description			Document	
Institutional Data in Prescribed Format			<a href="#">View Document</a>	

Number of departments offering academic programmes

Response: 3

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

#### 3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
246	230	204	160	NA
File Description			Document	
Institutional Data in Prescribed Format			<a href="#">View Document</a>	

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

2017-18	2016-17	2015-16	2014-15	2013-14
203	178	133	141	NA
File Description			Document	
Institutional Data in Prescribed Format			<a href="#">View Document</a>	

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
203	178	133	141	NA
File Description		Document		
Institutional Data in Prescribed Format		<a href="#">View Document</a>		

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

2017-18	2016-17	2015-16	2014-15	2013-14
46	6	25	23	NA

## 3.3 Teachers

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

2017-18	2016-17	2015-16	2014-15	2013-14
159	147	174	105	NA
File Description		Document		
Institutional Data in Prescribed Format		<a href="#">View Document</a>		

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

2017-18	2016-17	2015-16	2014-15	2013-14
36	41	40	34	NA
File Description		Document		
Institutional Data in Prescribed Format		<a href="#">View Document</a>		

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

2017-18	2016-17	2015-16	2014-15	2013-14
30	30	28	28	NA
File Description		Document		
Institutional Data in Prescribed Format		<a href="#">View Document</a>		

### 3.4 Institution

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

2017-18	2016-17	2015-16	2014-15	2013-14
663	566	666	490	NA
File Description		Document		
Institutional Data in Prescribed Format		<a href="#">View Document</a>		

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

2017-18	2016-17	2015-16	2014-15	2013-14
156	156	138	147	NA
File Description		Document		
Institutional Data in Prescribed Format		<a href="#">View Document</a>		

**Total number of classrooms and seminar halls**

**Response: 14**

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

**Response: 1034**

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

2017-18	2016-17	2015-16	2014-15	2013-14
1235	1527	1884	1549	NA

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Design and Development

**1.1.1 Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the University**

**Response:**

The IIHMR University is a growth extension of Institute of Health Management Research (IIHMR) that sprouted as a standalone Institution at the time of inception in 1984. At that time the Institution was created as a response to the void in the realm of health management, not only locally but also globally. The world at large and India in particular was struggling to meet the health goals without much success despite tremendous pumping of funds and energy to the clinical, medicinal and disease control aspect of health. The promoters' scanning of macro and micro environment of health led to the weakest link "management" in health care.

The DNA of University is rooted in evidence-based creation and dissemination of health management knowledge and practices through research, training and teaching of Health Management and allied fields. The University is perhaps one of the few such academic outfits that has both contributed to the development of the niche' field of Healthcare as also responded to the transitions in the realm. The curricula of health management was pioneered by the IIHMR University after multi-level consultation and validation exercises to cater to the developmental needs of not only the country, but world at large. The curricula has evolved with universal evolution of healthcare trends like MDGs, SDGs, Universal Healthcare, Health for All and has at the same time responded to micro level local-geography specific healthcare innovations like ASHAs, Health Systems, Health Policies, NRHM and NHM.

The faculty has been integral in suggesting and providing inputs to policy makers from block to district to state to regional, to central government level and going beyond to south East Asia and WHO level and in the reciprocal process has revised the curricula every three years incorporating professional advices from not only the Public Sector policy makers but also from Professionals of eminence from the private Sector. The learning objectives including programme outcomes, Programme specific outcomes and course outcomes have been responsibly responsive to the dynamic environmental and developmental nuances and as a natural extension new faculty of specialization like Pharmaceutical Management and Rural Management were created to contribute holistically to healthcare.

The last course revision was done in 2017. Inputs from academia, industry experts were considered. The formal and informal inputs received from students, alumni and recruiters received from time to time were also considered. The specialty specific courses are offered as elective courses considering outcomes desired of the programmes.

Periodic review of syllabus, addition of new core courses and elective courses, exploration of new courses to be launched, field segments and dissertations rooted in sound scientific research, extensive industry-academia collaboration, wide canvas of extramural lectures, diverse faculty base, diverse membership of Board of Studies, Academic Council and Board of Management are a few efforts directed to keep the

curricula relevant, contemporary and serving needs of the tectonic environment in which the IIHMR University is situated.

File Description	Document
Link for Additional Information	<a href="#">View Document</a>

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

**Response: 80**

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

Response: 4

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

Response: 5

File Description	Document
Details of program syllabus revision in last 5 years	<a href="#">View Document</a>

### 1.1.3 Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years

**Response: 68.49**

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

2017-18	2016-17	2015-16	2014-15	2013-14
100	90	95	100	NA

File Description	Document
Program/ Curriculum/ Syllabus of the courses	<a href="#">View Document</a>
MoU's with relevant organizations for these courses, if any	<a href="#">View Document</a>
Average percentage of courses having focus on employability/ entrepreneurship	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

<b>1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</b>	
Response: 8.8	
1.2.1.1 How many new courses are introduced within the last five years	
Response: 46	
1.2.1.2 Number of courses offered by the institution across all programs during the last five years	
Response: 523	
File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

<b>1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</b>	
Response: 40	
1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.	
Response: 2	
File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

<b>1.3.1 Institution integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum</b>
---

**Response:**

The IIHMR University is a growth extension of Institute of Health Management Research (IIHMR) that sprouted as a standalone Institution at the time of inception in 1984. At that time the Institution was created as a response to the void in the realm of health management, not only locally but also globally. The world at large and India in particular was struggling to meet the health goals without much success despite tremendous pumping of funds and energy to the clinical, medicinal and disease control aspect of health. The promoters' scanning of macro and micro environment of health led to the weakest link "management" in health care.

The DNA of University is rooted in evidence-based creation and dissemination of health management knowledge and practices through research, training and teaching of Health Management and allied fields. The University is perhaps one of the few such academic outfits that has both contributed to the development of the niche' field of Healthcare as also responded to the transitions in the realm. The curricula of health management was pioneered by the IIHMR University after multi-level consultation and validation exercises to cater to the developmental needs of not only the country, but world at large. The curricula has evolved with universal evolution of healthcare trends like MDGs, SDGs, Universal Healthcare, Health for All and has at the same time responded to micro level local-geography specific healthcare innovations like ASHAs, Health Systems, Health Policies, NRHM and NHM.

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Periodic review of syllabus, addition of new core courses and elective courses, exploration of new courses to be launched, field segments and dissertations rooted in sound scientific research, extensive industry-academia collaboration, wide canvas of extramural lectures, diverse faculty base, diverse membership of Board of Studies, Academic Council and Board of Management are a few efforts directed to keep the curricula relevant, contemporary and serving needs of the tectonic environment in which the IIHMR University is situated.

<b>File Description</b>	<b>Document</b>
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	<a href="#">View Document</a>

**1.3.2 Number of value-added courses imparting transferable and life skills offered during the last five years****Response:** 16

1.3.2.1 How many new value-added courses are added within the last 5 years

Response: 16

File Description	Document
List of value added courses	<a href="#">View Document</a>

**1.3.3 Average percentage of students enrolled in the courses under 1.3.2 above****Response:** 84.44

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

2017-18	2016-17	2015-16	2014-15	2013-14
222	194	162	134	NA

**1.3.4 Percentage of students undertaking field projects / internships****Response:** 95.12

1.3.4.1 Number of students undertaking field projects or internships

Response: 234

File Description	Document
List of programs and number of students undertaking field projects / internships	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**1.4 Feedback System****1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year-wise****A. Any 4 of above****B. Any 3 of above**



**C. Any 2 of above**

**D. Any 1 of above**

**Response:** B. Any 3 of above

File Description	Document
URL for stakeholder feedback report	<a href="#">View Document</a>

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

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

**B. Feedback collected, analysed and action has been taken**

**C. Feedback collected and analysed**

**D. Feedback collected**

**Response:** C. Feedback collected and analysed

File Description	Document
Any additional information	<a href="#">View Document</a>
URL for feedback report	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average percentage of students from other States and Countries during the last five years

**Response:** 77.25

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

2017-18	2016-17	2015-16	2014-15	2013-14
211	164	148	127	NA

File Description	Document
List of students (other states and countries)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 2.1.2 Demand Ratio(Average of last five years)

**Response:** 1.89

##### 2.1.2.1 Number of seats available year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
360	267	320	320	NA

File Description	Document
Demand Ratio (Average of Last five years)	<a href="#">View Document</a>

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

**Response:** 26.64

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

2017-18	2016-17	2015-16	2014-15	2013-14
45	52	34	29	NA

File Description	Document
Average percentage of seats filled against seats reserved	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

### 2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

#### Response:

Every student will be attached with one of the faculty members as their mentor in the first year. The second-year students will work for their dissertation under the guidance of faculty member/s as his/her guide. The students are encouraged to participate in extracurricular activities. The following avenues are available for students: • Annual Conference of the University • Participation in conferences in other institutions • Sports and games • Cultural activities. For monitoring and supervising academic activities at the University, the office of the Director/ Proctor and Schools Dean will perform the required day-to-day functions. For policy formulation and reviewing academic activities the Board of Studies of the respective MBA course and the Academic Council will meet at periodic intervals. MBA Hospital and Health students will be allotted streams at the end of the first-year, based on their preference and merit. For other MBA programs the course will be of two years in their chosen fields. Students are required to follow discipline. If a student is found to indulge in any act of indiscipline, action against him/her will be taken, based on the gravity of the disciplinary act. The Proctor shall be responsible to maintain discipline among University students: a) By taking preventive steps such as issue of notices, warning, instructions regulating certain acts, and other arrangements for the purpose of forestalling acts of individual or collective indiscipline b) The Proctor will investigate incidents of indiscipline, evaluate the evidences and decide/recommend the quantum of punishment to be imposed on the erring students c) The proctor shall issue all orders relating to disciplinary proceedings against students The student is liable to be produced before the University Level Grievance Redressal Committee for investigation and punitive action as per the laid down regulations. The University has following student committees for coordination with faculty members nominated for various events: • Placement Committee • Conference Committee • Cultural Committee • Alumni Committee • Campus Welfare Committee • Hostel and Mess Committee • Sports Committee

File Description	Document
Any additional information	<a href="#">View Document</a>
link for additional information	<a href="#">View Document</a>

### 2.2.2 Student - Full time teacher ratio

Response: 6.83

**2.2.3 Percentage of differently abled students (Divyangjan) on rolls****Response:** 0

## 2.2.3.1 Number of differently abled students on rolls

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

**2.3 Teaching- Learning Process****2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences****Response:**

Summer training is an integral part of the program. The students get training for 2 months in various organizations in the country and abroad for practical exposure and hands-on training to: 4.4.1 learn through assisting the manager/administrator in daily operational management, and, if possible, 4.4.2 Help the management to study and address some identified issues/problems associated with some specific operational area/program. The main purpose of the summer training is, therefore, to learn the functioning of the organizations. During summer training, students are expected to acquaint themselves with various departments and functioning of the organization. The training is expected to reinforce classroom teaching in organizational settings. At the end of summer training the student would prepare a brief report of the learning and a poster for presentation. A panel of experts/faculty would examine students on the basis of the content and quality of work and presentation. No first-year student will be promoted to second year unless he/she has successfully completed first-year courses and summer training. The students will go to the organizations depending on the respective specialization and consent of the organization. The student may also suggest an organization in which he would like to go for summer training. Any change in the organization after joining will be with approval of respective mentors and dean academic and students affairs. The student will submit a certificate from organization where he has completed 2 months of training. In absence of production of certificate he/she will not be promoted to second year. All students would be required to undergo a 3 months duration internship after completion of the last term examination in the second year. The objective of the internship is to get a first hand probationary exposure of the work culture of the organization and to learn and attain clear understanding of the assigned task and official procedures of the organization. During the internship the student would prepare a report showing details of the organization and any specific work/project she/he has undertaken based on the requirement/suggestion of the organization. The student would be required to make a presentation of the internship. The student would have to submit the soft copy of internship report to the library after approval of the guide. Academic Office facilitates the process of internship. After completion of internship the student is expected to submit an internship completion certificate from the organization where the internship was done. Internship report should not be confused with dissertation. All students are required to submit a dissertation at the end of final term of second year. The data collection could start after the approval of the synopsis while still doing the III term. During the internship, the student will collect data in the organization where he/she has been placed for internship. The student would be in constant touch with the respective guide/mentor. The draft of dissertation should be prepared and shared/discussed with the guide before final submission. Dissertation will be approved by the guide.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

**Response:** 100

#### 2.3.2.1 Number of teachers using ICT

Response: 36

File Description	Document
List of teachers (using ICT for teaching)	<a href="#">View Document</a>
Provide link for webpage describing the " LMS/ Academic management system"	<a href="#">View Document</a>

### 2.3.3 Ratio of students to mentor for academic and stress related issues

**Response:** 1.54

#### 2.3.3.1 Number of mentors

Response: 160

## 2.4 Teacher Profile and Quality

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

**Response:** 130.24

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

**Response:** 70.26**2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
26	29	27	24	NA

**File Description****Document**

List of number of full time teachers with PhD and number of full time teachers for 5 years

[View Document](#)**2.4.3 Teaching experience per full time teacher in number of years****Response:** 21.06**2.4.3.1 Total experience of full-time teachers**

Response: 758

**File Description****Document**

Any additional information

[View Document](#)**2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years****Response:** 15.89**2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
1	2	2	1	NA

**File Description****Document**

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)**2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years**

**Response:** 62.02

#### 2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
19	19	16	18	NA

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

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

**Response:** 45.25

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

2017-18	2016-17	2015-16	2014-15	2013-14
49	27	50	55	NA

File Description	Document
List of programs and date of last semester and date of declaration of result	<a href="#">View Document</a>

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

**Response:** 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	NA



<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

### 2.5.3 Average percentage of applications for revaluation leading to change in marks during the last five years

**Response:** 51.31

2.5.3.1 Number of applications for revaluation leading to change in marks year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
33	2	12	12	NA

### 2.5.4 Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system

**Response:**

**2.5.4 Positive impact of Reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system.**

**Response**

The IIHMR university periodically conducts Academic council meeting after receiving feedback from our stakeholders like students, Alumni, Pharma industries, Hospitals and NGOs and formulate the rules and regulations of university examinations.

**The following reforms have taken from 2015- to till date as follows**

Reforms	Positive Impacts
Three Sets of question papers are prepared for each subject by the internal & External faculty	<ul style="list-style-type: none"> <li>• Confidentiality in the question paper selection</li> <li>• Chances of question paper leakage are prevented</li> <li>• Promotes Double Blinding of selection.</li> <li>• Prevention of Bias in Question paper selection</li> </ul>
Selection of question paper by Moderation committee.	<ul style="list-style-type: none"> <li>• Confidentiality in the question paper selection</li> <li>• Chances of question paper leakage are prevented</li> <li>• Promotes Double Blinding of selection.</li> <li>• Prevention of Bias in Question paper selection</li> </ul>
Preparation of detailed scheme of evaluation by internal subject experts	<ul style="list-style-type: none"> <li>• Uniformity in the evaluation among the evaluators</li> <li>• Fair judgement for the students</li> </ul>



Initiation of Flying Squad team consisting of senior faculty members	<ul style="list-style-type: none"> <li>• Strict vigilance for smooth conduct of exam</li> <li>• prevention of malpractices in exam.</li> </ul>
Inclusion of CCTV cameras in Examination Hall and Central valuation Room	<ul style="list-style-type: none"> <li>• Eliminates possibilities of use of unfair means</li> <li>• Prevention of malpractices in exam.</li> <li>• Prevention of Impersonation.</li> <li>• Avoidance of External assistance via any ( )</li> <li>• Prevention of Ghost Centers: Fictitious ex</li> </ul>
Implementation of ERP Soft ware	<ul style="list-style-type: none"> <li>• Promotes pre-exam preparation like Exam registration.</li> <li>• Hall Ticket generation.</li> <li>• Generation of Exam schedule.</li> <li>• Student attendance management at Exams</li> <li>• Marks entry</li> <li>• Grade, Percentage, GPA, CGPA management</li> <li>• Prevention of Impersonation.</li> <li>• Preparation of results.</li> <li>• Result Analysis.</li> <li>• Chances of manipulations are nullified.</li> </ul>
Establishment of Central evaluation center	<ul style="list-style-type: none"> <li>• Date processing has become more accurate</li> <li>• Absolutely no human error.</li> <li>• Reliable &amp; no scope for manipulation.</li> </ul>
Rotation of controller of examination in every academic year.	<ul style="list-style-type: none"> <li>• Prevention of unfair means.</li> </ul>
Inclusion of security features in grade cards	<ul style="list-style-type: none"> <li>• Improved security to the Examination Ma</li> </ul>
Inclusion of unique code in answer booklet.	<ul style="list-style-type: none"> <li>• Ensured uniform evaluation.</li> </ul>
Complete Automation of Examination Management system	<ul style="list-style-type: none"> <li>• Declaration of results with in the stipulate</li> <li>• Confidentiality and custody of answer scr</li> </ul>
	<ul style="list-style-type: none"> <li>• Ensures the uniform evaluation among the</li> <li>• Fair judgement for the student</li> </ul>
	<ul style="list-style-type: none"> <li>• Considerable improvement in the speed, r</li> <li>• transparency, confidentiality and accuracy</li> <li>• examination process.</li> </ul>
	<ul style="list-style-type: none"> <li>• Delayed declaration of results and the tedi</li> <li>• avoided</li> <li>• The system is more transparent and reliab</li> </ul>

### 2.5.5 Status of automation of Examination division along with approved Examination Manual

#### A. 100% automation of entire division & implementation of Examination Management System (EMS)

#### B. Only student registration, Hall ticket issue & Result Processing

#### C. Only student registration and result processing

#### D. Only result processing

**Response:** B. Only student registration, Hall ticket issue & Result Processing

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	<a href="#">View Document</a>
Current Manual of examination automation system	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual reports of examination including the present status of automation	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

**2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students**

**Response:**

The program outcomes, course outcomes and program specific outcomes for all the academic programs are the guiding milestones that are kept in mind in the academic roll out. Before the commencement of the course faculty meeting to share the course outcomes and work towards attainment of that in a synergistic manner discussed and decided. The syllabus, learning objectives, course outcomes, session plan, pre reads and suggested readings, and rubrics of assessment are shared with all students before the commencement of each module. These are discussed and shared with visiting faculty contributing to modules. In case of field learning segments clear guidelines are shared with host organizations and a system of co evaluation put in place depending on the specific learning outcomes.

The programme outcomes are displayed on the website along with programme objectives for each programme. The Teaching module issued to the students consist of course outcome in the beginning of the module.

File Description	Document
COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**Response:**

The program outcomes, program specific outcomes and course outcomes are evaluated through a rigorous and transparent system of assessment. The rubrics of assessment are bifurcated into mid-term, internal and end term examinations. The summer training, dissertation and other field learning segments are evaluated through a process that is shared and discussed with students as well as the participating organizations / resource persons. In the field learning segments, a lot of emphasis is laid on student peer learning.

The mid-term and internal assessment are drawn from a basket of choices that may vary from module to module. These consist of case study analysis, quiz, class participation in group discussions, individual and group assignments / presentations. The end term is a written exam. The weightage accorded to internal / mid-term and end term exam is in the ratio of 30:70.

The assessment of course outcomes for individual modules is aggregated to measure the attainment of program outcomes and program specific outcomes. This is achieved through faculty discussions and sharing feedback with students

Apart from this formal assessment, a system of mentorship and guide facilitates personal monitoring of students in their life journey in attainment of desired learning outcomes.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 2.6.3 Average pass percentage of Students

**Response:** 100

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

Response: 620

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

Response: 620

File Description	Document
List of programs and number of students passed and appeared in the final year examination	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for annual report	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1 Online student satisfaction survey regarding teaching learning process

**Response:**

NAAC

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

**3.1.1 The institution has a well defined policy for promotion of research and the same is uploaded on the institutional website**

**Response:** Yes

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
URL of Policy document on promotion of research uploaded on website	<a href="#">View Document</a>

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

**Response:** 5.07

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)

2017-18	2016-17	2015-16	2014-15	2013-14
1.9	0	13.59	4.8	NA

File Description	Document
Minutes of the relevant bodies of the University	<a href="#">View Document</a>
List of teachers receiving grant and details of grant received	<a href="#">View Document</a>
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.1.3 Number of teachers awarded international fellowship for advanced studies/ research during the last five years**

**Response:** 0

3.1.3.1 The number of teachers awarded international fellowship for advanced studies / research year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	NA

File Description	Document
List of teachers and their international fellowship details	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response: 0**

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	NA

File Description	Document
List of research fellows and their fellowship details	<a href="#">View Document</a>

**3.1.5 University has the following facilities**

1. Central Instrumentation Centre
2. Animal House/Green House / Museum
3. Central Fabrication facility
4. Media laboratory/Business Lab/Studios
5. Research/Statistical Databases

**Any four facilities exist**

**Three of the facilities exist**

**Two of the facilities exist**

**One of the facilities exist****Response:** Three of the facilities exist

File Description	Document
List of facilities provided by the university and their year of establishment	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to videos and photographs geotagged	<a href="#">View Document</a>

**3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognition by government agency****Response:** 100

3.1.6.1 The Number of departments with UGC-SAP, CAS, DST-FIST ,DBT,ICSSR and other similar recognition by government agency

Response: 3

File Description	Document
List of departments and award details	<a href="#">View Document</a>
e-version of departmental recognition award letters	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.2 Resource Mobilization for Research****3.2.1 Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution during the last five years (INR in Lakhs)****Response:** 5383.16

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

2017-18	2016-17	2015-16	2014-15	2013-14
287.13	1595.95	2135.94	1364.14	NA

File Description	Document
List of project and grant details	<a href="#">View Document</a>
e-copies of the grant award letters for research projects sponsored by non-government	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.2.2 Grants for research projects sponsored by the government sources during the last five years

**Response:** 131.98

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

2017-18	2016-17	2015-16	2014-15	2013-14
43.54	4.48	23.85	60.11	NA

File Description	Document
e-copies of the grant award letters for research projects sponsored by government	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 3.84

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

Response: 145

3.2.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 151

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for funding agency website	<a href="#">View Document</a>



### 3.3 Innovation Ecosystem

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

##### Response:

The three major verticals of the University are Research , Teaching and Training in the realm of Healthcare, Development Studies and Pharmaceutical Management. Given the very specialized nature of University, catering to specific niche' service sector ( healthcare and Development), there are no product innovations to showcase.

However, several policy innovations, healthcare practices, healthcare knowledge capital generation, and innovative thoughts and ideas have been incubated in the University that thrives on a wide canvas of ecosystem for innovations. The University prospers on boundaryless thinking by faculty and research staff to explore and undertake researches in never-ventured areas which is made possible by extending autonomy , promoting a learning culture and team work of intellectually diverse human capital.

**Innovations in Research:** IIHMR is now stepping into the fourth decade of research in the healthcare sector. Over the past three decades IIHMR has conducted more than 600 research projects and studies at the national and international levels. There are several research methodology innovations carried out by the University like innovative mobile technology to routinely gather data on family planning and water, sanitation and hygiene, Real time data collection on 24 hours recall method on OPTIFOOD and others

Many a projects like Future Health Systems, PMA 2020, PMA agile, Food Fortification, MHAT, , Aapni Yojana, Vikalp, TSU for RSACS are first of its kind to be ever taken up by any Indian University . The University boasts of 2000+ dissertations in the realm of healthcare, pharmaceutical management and development praxis and 75+ Phd Scholars enrolled and engaged in creating, validating and forwarding new knowledge in the focus areas of the University.

**Innovations in Teaching:** Innovations in teaching range from unconventional modules to pedagogical innovations like teaching through movies, live projects, multimedia case studies, integrated module simulations, extensive field immersions, participation of students in research work and using psychometry techniques for self exploration etc. The University It has a rich repository of academic modules, white papers, policy papers, research papers, meta analysis based publications, research reports and research output based cases. Many a faculty members of the University have adorned prestigious positions in policy making of elite national and international forums like the WHO, SEAPHEN ( South East Asean Public Health Education Network), and are NABH assessors, PhD evaluators and on Board of Studies, Board of management of several prestigious Institutions.

**Innovations in Training :** The University has trained more than 10,000 participants all over the world using HRD instruments, most of them developed and validated in house by Dr Udai Pareek and his team of Professors from our University. A great many training modules including disaster management, leadership and strategic management for healthcare, Qualitative research methods in Healthcare are developed in-house and are subscribed by public, private, international agencies. The University is also a WHO

Collaborating centre for research and training for the SEAR countries.

File Description	Document
Any additional information	<a href="#">View Document</a>
link for additional information	<a href="#">View Document</a>

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

**Response: 70**

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

2017-18	2016-17	2015-16	2014-15	2013-14
35	4	16	15	NA

File Description	Document
List of workshops/seminars during the last 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years

**Response: 37**

3.3.3.1 Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
13	9	8	7	NA

File Description	Document
List of innovation and award details	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.3.4 Number of start-ups incubated on campus during the last five years****Response:** 6**3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
0	2	2	2	NA

File Description	Document
List of startups details like name of startup, nature, year of commencement etc	<a href="#">View Document</a>

**3.4 Research Publications and Awards****3.4.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research****Response:** Yes

File Description	Document
Any additional information	<a href="#">View Document</a>

**3.4.2 The institution provides incentives to teachers who receive state, national and international recognition/awards****Response:** Yes

File Description	Document
Any additional information	<a href="#">View Document</a>

**3.4.3 Number of Patents published/awarded during the last five years****Response:** 0**3.4.3.1 Total number of Patents published/awarded year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	NA

File Description	Document
List of patents and year it was awarded	<a href="#">View Document</a>

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

**Response:** 0.03

3.4.4.1 How many Ph.Ds are awarded within last 5 years

Response: 2

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

Response: 71

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	<a href="#">View Document</a>
URL to the research page on HEI web site	<a href="#">View Document</a>

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

**Response:** 3.34

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

2017-18	2016-17	2015-16	2014-15	2013-14
36	30	36	24	NA

File Description	Document
List of research papers by title, author, department, name and year of publication	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 3.34

3.4.6.1 Total number of books and chapters in edited volumes / books published, and papers in

national/international conference-proceedings year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
36	30	36	24	NA

File Description	Document
List books and chapters in edited volumes / books published	<a href="#">View Document</a>

### 3.4.7 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

**Response:**

File Description	Document
BiblioMetrics of the publications during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:**

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the University	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 3.5 Consultancy

### 3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual

**Response:** Yes

File Description	Document
Soft copy of the Consultancy Policy	<a href="#">View Document</a>
Minutes of the Governing Council/ Syndicate/Board of Management related to Consultancy policy	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
URL of the consultancy policy document	<a href="#">View Document</a>

### 3.5.2 Revenue generated from consultancy during the last five years

**Response:** 651.75

3.5.2.1 Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
87.6	208.85	91.3	264	NA

File Description	Document
List of consultants and revenue generated by them	<a href="#">View Document</a>
Audited statements of accounts indicating the revenue generated through consultancy	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.5.3 Revenue generated from corporate training by the institution during the last five years

**Response:** 651.75

3.5.3.1 Total amount generated from corporate training by the institution year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
87.6	208.85	91.3	264	NA

File Description	Document
List of teacher consultants and revenue generated by them	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.6 Extension Activities

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

##### Response:

Health camps including mental health, blood donation camps are organized by IIHMR university by the students with the technical support from Santokba Durlabhji Memorial Hospital, Jaipur. Students used to create awareness by visiting the nearby areas. The students organize blood donation drive on September 17 every year to remember Late Shri. P.D. Agarwal. Recently, the event was organized on September 15. Santokhba Durlabhji Hospital helps in organizing the drive.

Year	Unit blood collected
2018	70 Units
2017	85 Units
2016	46 Units
2015	62 Units
2014	47 Units

Under the Community Studies module for the MBA-HM first year, the students visit the households in the community for five days. The exposure to the community is designed with a purpose to make the students understand the community perspectives of health of the members of the family and the factors which influence them in maintaining good health. The family record tool aims at generating comprehensive dataset from the household.

Dr A S Paintal Chair Dr Kiran Katoch who is associated with IIHMR University, she is working on school health in Bhanpur Kalan areas of Jaipur district. More than 500 girls and boys were contacted to check their health profile to work out nutrition.

File Description	Document
Any additional information	<a href="#">View Document</a>
link for additional information	<a href="#">View Document</a>

#### 3.6.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 2

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	1	1	0	NA

File Description	Document
Number of awards for extension activities in last 5 years	<a href="#">View Document</a>

**3.6.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years**

**Response: 8**

3.6.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	2	2	NA

File Description	Document
Reports of the event organized	<a href="#">View Document</a>
Number of extension and outreach programs conducted with industry,community etc for the last five years	<a href="#">View Document</a>

**3.6.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years**

**Response: 59.98**

3.6.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years



2017-18	2016-17	2015-16	2014-15	2013-14
222	174	151	0	NA

File Description	Document
Report of the event	<a href="#">View Document</a>
Average percentage of students participating in extension activities with Govt. or NGO etc.	<a href="#">View Document</a>

### 3.7 Collaboration

#### 3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year

**Response: 2.5**

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

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	5	2	NA

File Description	Document
Number of Collaborative activities for research, faculty etc	<a href="#">View Document</a>
Copies of collaboration	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years

**Response: 12**

3.7.2.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	4	4	NA

File Description	Document
e-copies of linkage related Document	<a href="#">View Document</a>
Details of linkages with institutions/industries for internship	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.7.3 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)**

**Response:** 10

3.7.3.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	5	2	NA

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	<a href="#">View Document</a>
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

**Response:**

The IIHMR University is a specialized Research University in management research, postgraduate education and training in the health sector. The University aims to generate new knowledge and technologies to provide evidence and inputs for developing effective policies and health interventions and strategies. The Mission of IIHMR University is to “Improve the standards of health through better management of health care and related programs through management research, education, training and institutional networking in a national and global perspective, in the health sector”.

All the lecture halls are spacious, equipped with modern teaching aids and specially designed to facilitate participative learning environment. Every lecture hall has a computer connected to the wi-fi network that allows the faculty to retrieve relevant information real time, some lecture halls are equipped with interactive display boards.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**Response:**

**Sports Facility**

The IIHMR University is a specialized Research University in management research, postgraduate education and training in the health sector. The University aims to generate new knowledge and technologies to provide evidence and inputs for developing effective policies and health interventions and strategies. The Mission of IIHMR University is to “Improve the standards of health through better management of health care and related programs through management research, education, training and institutional networking in a national and global perspective, in the health sector”.

In a healthy body resides a healthy mind IIHMR University encourage students to stay fit through participating in various sports and co-curricular activities. The students celebrate various functions and participate in cultural events at the University. The facilities on the campus including outdoor playground & indoor sports facility as mentioned below: -

**Outdoor & Indoor Sports Facility**

S. No	Sports Facility	Qty.
1	Cricket Ground	1
2	Football Ground	1
3	Lawn Tennis court	1
4	Badminton court	2
5	Basketball court	1
6	Volleyball court	1
7	Swimming pool with coach	1
8	Gymnasium hall with trainer	1
9	Yoga & Mindfulness center	1
10	Carrom, chess, Table Tennis (Indoor)	2
11	Auditorium & common rooms for cultural activities	2

File Description	Document
Any additional information	<a href="#">View Document</a>
link for additional information	<a href="#">View Document</a>

**4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc****Response:** 100

## 4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 14

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	<a href="#">View Document</a>
Link for additional information which is optional	<a href="#">View Document</a>

**4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.****Response:** 100

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
1235	1527	1884	1549	NA

File Description	Document
Audited utilization statements	<a href="#">View Document</a>

**4.2 Library as a Learning Resource****4.2.1 Library is automated using Integrated Library Management System (ILMS)****Response:****4.2.1. Library is automated using Integrated Library Management System (ILMS) during last five years.**

The Dr. D. A. Henderson Library & Documentation, IIHMR University, are automated all its routine activities through library management software “LIBSYS” since 1990.

The University library work is handled with the help of Window based LIBSYS-4 (6.3) Software. A Windows 2000 server, connected with all terminals in the university, handles the library catalog, information regarding new arrivals, circulation-based inquires, Journals articles base inquires and compilation of bibliographies. The software has Web OPAC features.

The University Library work with all five modules of LIBSYS - Acquisition System, Cataloguing System, Circulation System, Serials System and OPAC.

Apart from automating, as part of modernizing the Library all the Books, Theses, Bound Volumes, Reports, CDs, etc. are Bar-coded.

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment

**Response:**

#### 4.2.2. Collection of rare books, manuscripts, special reports as knowledge resource for library enrichment in last five years.

the IIHMR University Library & Documentation Center was dedicated on May 31, 1996 to Dr. D. A. Henderson, renowned for his outstanding contribution to the eradication of small pox.

It has a collection of more than 30,000 volumes including textbooks, reference books, training materials, case studies, manuals, reports and conference proceedings etc. The university library has collection of publications in various fields, such as Health Management, Hospital Administration, Health Economics and Finance, Public Health, General Management, Management Information Systems, Population, Research Methodology, Sociology, Economics, Rural Management, Pharma Management Computer Science, and also has collection of books of general interest.

File Description	Document
Any additional information	<a href="#">View Document</a>
link for additional information	<a href="#">View Document</a>

#### 4.2.3 Does the institution have the following

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

**Any 4 of the above**

**Any 3 of the above**

**Any 2 of the above**

**Any 1 of the above**

**Response:** Any 3 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	<a href="#">View Document</a>

#### 4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

**Response:** 22.5

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

2017-18	2016-17	2015-16	2014-15	2013-14
27.95	24	23.13	14.91	NA

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	<a href="#">View Document</a>

#### 4.2.5 Availability of remote access to e-resources of the library

**Response:** Yes

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 4.2.6 Percentage per day usage of library by teachers and students

**Response:** 123.05

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

**Response:** 347

#### 4.2.7 E-content is developed by teachers :

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

**Any 5 of the above**

**Any 4 of the above**

**Any 3 of the above**

**Any 2 of the above**

**Response:** Any 3 of the above

File Description	Document
Details of e-content developed by teachers for e-PG-Pathshala, CEC (UG)	<a href="#">View Document</a>
Give links or upload document of e-content developed	<a href="#">View Document</a>

### 4.3 IT Infrastructure

#### 4.3.1 Institution frequently updates its IT facilities including Wi-Fi

**Response:**

#### 4.3.1 Institution frequently updates its IT facilities including WiFi

The University IT Centre is one of the most modern ones. We provide support to the ongoing activities of the University like research, teaching, training and consultancy. The Centre is well versed in technically competent man and machine resources to give services for high end servers, laptops and Desktops, Laser printers, Online UPS, LCD projectors and video- conferencing equipment. The University network is linked to the Internet via a dedicated leased line enabling round-the-clock fast Internet connectivity. Presently we have entered into collaboration with Serosoft to implement ERP in the campus so that we ensure that all official transactions would be paperless in future.

We have a dedicated website for the University. Our website is [www.iihmr.edu.in](http://www.iihmr.edu.in) , which has sufficient web hosting space and 24X7 AMC support for website maintenance. All faculty , staff and students are provided with email id's through Microsoft Office-365.

Regarding software we have sufficient licenses of system software (Client OS: Windows 7 / 8 / 10, Server OS : Windows 2003, 2012 with sufficient CALS). We also have a Microsoft EDU Cloud Campus Agreement (CASA). We provide both freeware licenses like Adobe Reader, WinZip, Epi Info, CS Pro and licensed Application software like Microsoft office 365, SPSS , STATA / SE , Atlas.ti, Arc GIS, Turnitin-a plagiarism detection software for research purposes. We have a dedicated English Language Lab for students.



Regarding hardware, we have Four advanced HP servers, All client desktops have latest configuration processors ranging core-i5/ core-i3/C2D/DualCore. We also have sufficient Laser printers, MFP, Colour printers, Scanners, Video conferencing equipment, LCD projectors, speakers and other peripherals. Each individual faculty, staff, library and other offices , all class rooms , auditorium, conference hall, board room have permanently installed multimedia enabled computing equipment.

There are 273 laptops and desktops issued to faculty, staff and others and 138 dedicated computers are installed in the computer labs for use of students. Similarly, we have 89 printers installed in faculty and staff wing and 14 laser printers in the student labs.

We have 104 MBPS Lease Line connections with 1:1 contention Ratio to provide uninterrupted internet accessibility. This internet speed has been increased over the years. Initially when we started as a University the total bandwidth was only 24 MBPS and we continued to upgrade it on yearly basis depending on our requirements. It also includes 4 MBPS of backup internet bandwidth.

Our 100% terminals are connected through Local Area Network(LAN) and Wi-Fi connectivity is throughout the campus with 26 high end wireless access points and a centralized controller. Our centralized LAN networking is fibre optic based and we also have unified threat management device (UTM) -Cyberoam for centralized authentication of all users.

To ensure continuous power supply to all computing equipment we have five online UPS of total 111 KVA load for smooth functioning .

As the IT sector is ever changing we also strive to provide the latest technology to all users and clients.

File Description	Document
link for additional information	<a href="#">View Document</a>

#### 4.3.2 Student - Computer ratio

**Response:** 0.24

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

?1 GBPS

**500 MBPS - 1 GBPS**

**50 MBPS-250 MBPS**

**250 MBPS-500 MBPS**

**Response:** 50 MBPS-250 MBPS

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

#### **4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)**

**Response:** Yes

<b>File Description</b>	<b>Document</b>
Facilities for e-content development such as Media Centre, Recording facility,LCS	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to photographs	<a href="#">View Document</a>

## **4.4 Maintenance of Campus Infrastructure**

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

**Response:** 14.61

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

2017-18	2016-17	2015-16	2014-15	2013-14
175.4	286.6	239.8	197.3	NA

<b>File Description</b>	<b>Document</b>
Details about assigned budget and expenditure on physical facilities and academic facilities	<a href="#">View Document</a>
Audited statements of accounts.	<a href="#">View Document</a>

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

**Response:**

The IIHMR University is a specialized Research University in management research, postgraduate education and training in the health sector. The University aims to generate new knowledge and technologies to provide evidence and inputs for developing effective policies and health interventions and strategies. The Mission of IIHMR University is to “Improve the standards of health through better management of health care and related programs through management research, education, training and institutional networking in a national and global perspective, in the health sector”.

All the lecture halls are spacious, equipped with modern teaching aids and specially designed to facilitate participative learning environment. Every lecture hall has a computer connected to the wi-fi network that allows the faculty to retrieve relevant information real time, some lecture halls are equipped with interactive display boards.

Procedure for maintenance of class room, library & sports grounds –

1. Incorporate Expenditure for class rooms, library & sports in yearly budget as per requirement.
2. Daily cleaning of classrooms, library after class over by housekeeping staff, Regular dusting.
3. Time to time maintenance of class rooms furniture’s by carpenter, dusting & cleaning of electric & electronics fixtures by electricians, servicing of AC’s, audio – visual systems, pest control in rainy seasons & as per requirement, paint work (as per requirement) etc.

File Description	Document
Any additional information	<a href="#">View Document</a>
link for additional information	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

**Response:** 0

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	NA

File Description	Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

**Response:** 9.16

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
52	19	2	10	NA

#### 5.1.3 Number of capability enhancement and development schemes –

1. Guidance for competitive examinations
2. Career Counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and Meditation

**8. Personal Counselling****7 or more of the above****Any 6 of the above****Any 5 of the above****Any 4 of the above****Response:** Any 6 of the above

File Description	Document
Details of capability enhancement and development schemes	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>

**5.1.4 Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years****Response:** 83.43

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

2017-18	2016-17	2015-16	2014-15	2013-14
222	193	161	129	NA

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	<a href="#">View Document</a>

**5.1.5 The institution has an active international students cell to cater to the requirements of foreign students****Response:**

The University had foreign students in its MBA programmes and at present foreign students are regularly admitted to MPH programme. To assist them to get accustomed to the changed environment an international students' cell was formed. It is headed by faculty member – Dr. Mohan Bairwa and a full-

time executive is appointed for helping him. The cell provides assistance to foreign students who are seeking admission. Helps during admission process and acclimatization during initial days. Their day to day problems which are unique to foreign students are dealt by the cell. A few of the task assigned to this cell the given below.

The international cell also handles incoming visits by international students under student exchange programme. Providing guidance, arranging requisite travel documents, reception in India and provision of accommodation to such student is integral function of the cell. Sometimes foreign students need counselling to get accustomed to new environment, the cell is actively involved to settle them in the country so that they can peruse their educational goals.

File Description	Document
Link for Additional Information	<a href="#">View Document</a>

#### 5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

**Response:** Yes

File Description	Document
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1 Average percentage of placement of outgoing students during the last five years

**Response:** 88.47

#### 5.2.1.1 Number of outgoing students placed year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
176	152	122	127	NA

File Description	Document
Details of student placement during the last five years	<a href="#">View Document</a>

**5.2.2 Percentage of student progression to higher education (previous graduating batch)****Response:** 0

## 5.2.2.1 Number of outgoing students progressing to higher education

File Description	Document
Details of student progression to higher education	<a href="#">View Document</a>

**5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)****Response:** 0

## 5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	NA

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	NA

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	<a href="#">View Document</a>

**5.3 Student Participation and Activities****5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) during the last five years**

**Response: 0**

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	NA

**File Description****Document**

Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years

[View Document](#)

### 5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

**Response:**

The students are encouraged to participate in extracurricular activities. The following avenues are available for students: • Annual Conference of the University • Participation in conferences in other institutions • Sports and games • Cultural activities

The University offers a variety of recreation facilities. The campus includes courts for outdoor games like Tennis, Volleyball, Basketball, Badminton and Gymnasium. In addition, there is an open playground. Depending on the interest of students the ground could be made ready for games like Football/Cricket. In addition, indoor games including Table Tennis, Carom and Chess are available in the recreation/ common room.

The University has following student committees for coordination with faculty members nominated for various events: • Placement Committee • Conference Committee • Cultural Committee • Alumni Committee • Campus Welfare Committee • Hostel and Mess Committee • Sports Committee

**File Description****Document**

Any additional information

[View Document](#)

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

**Response: 6.25**



5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
7	6	6	6	NA

File Description	Document
Number of sports and cultural activities / competitions organised per year	<a href="#">View Document</a>

## 5.4 Alumni Engagement

**5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years**

### Response:

Annual Alumni Meet - MAITREYA The Annual Alumni meet is held every year. It focuses on converging experiences of the University alumni and is a medium of interaction for all and one

**Jaipur, 2nd October, 2015:** India's globally recognised and leading healthcare research institutions, IIHMR University, today organised alumni meet 'Maitreya 2015' at its Jaipur campus. Over 200 alumni overwhelmingly participated to this reunite event and memorised their enchanting days while they were studying at IIHMR University. The event was inaugurated by Dr. SD Gupta, President of IIHMR University and Dr. Ashok Kaushik, Dean - Academic and Student Affairs by lighting the lamp. he programme was kicked-off with a very interesting panel discussion on 'Gandhian Perspective on Healthcare followed by special workshops on Road Safety and Injury and Healthcare Governance. In the noon session alumni were also indulged in fun games, ramp walk and DJ party which resembled them in their past student life. Every alumnus were feeling blessed while they had a great career path because of their value creation by IIHMR University and its faculties.

**JAIPUR, November 26, 2016—** India's globally recognized and leading healthcare research institutions, IIHMR University, recently organized 'Maitreya 2016- The Annual Alumni Meet at its Jaipur campus. IIHMR University, Jaipur has a rooted history in Healthcare Management and the success of its alumni is a great testimony. The alumni of IIHMR University have been contributing to the health and the related sectors tremendously. Present at the dais were, Dr. Vivek Bhandari, President, IIHMR University, Dr. SD Gupta, Chairman, IIHMR University, Dr. (Coln) Ashok Kaushik, Dean academic and Student Affairs, and Dr. (Brig) S.K. Puri, Advisor, IIHMR University.

Dr. Vivek Bhandari, President, IIHMR University said, "We are delighted to welcome our alma mater once again of this wonderful institution. Maitreya is an opportunity for the entire institutional community and its stakeholders who wait to reflect on the 30 plus years of legacy that the institution has developed. IIHMR as an institution has had a long journey since the 1990's but our students are an extraordinary testimony to the work that our institution has done for all these years. Maitreya is a platform

that helps to receive inputs, build networks, receive constant feedbacks and get, support of various kinds which will prove to be an integral part of the way we plan for the future. Our Alma Mater has made us proud as they have tremendously contributed in the healthcare sector. We take this opportunity to thank all our brand ambassadors to keep up the good work and perform at their best.”

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### 5.4.2 Alumni contribution during the last five years (INR in Lakhs) ? 100 Lakhs

50 Lakhs -100 Lakhs

20 Lakhs -50 Lakhs

5 Lakhs -20 Lakhs

**Response:** <5 Lakhs

<b>File Description</b>	<b>Document</b>
Alumni association audited statements	<a href="#">View Document</a>

#### 5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

**Response:** 4

##### 5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	NA

<b>File Description</b>	<b>Document</b>
Number of Alumni Association / Chapters meetings conducted during the last five years	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the University

**Response:**

The University is managed by an efficient governing structure as outlined in the IIHMR University Act, 2014. The Board Of Management is the principal executive body of the University and is headed by the Chairperson (Chancellor). The university has an Academic Council which steers the academic activities of the University. The President (Vice Chancellor) is the ex-officio chairperson of the Council. The University also has Boards of Studies for each School, each one of which is chaired by the Director/Dean of the respective School. The existing Governing structures are as under:

- Board of Management
- Academic Council
- Board of Studies(Institute of Health Management Research)
- Board of Studies(School of Pharmaceutical Management)
- Board of Studies(School of Rural Management)

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### 6.1.2 The institution practices decentralization and participative management

**Response:**

**A typical meeting in IIHMR**

**Setting :** IIHMR

**Date and Time :** 18 August 2018 , 11 :30 am

**Context :** Meeting to review the researches planned for next quarter ( 1 September -19- 31 December-19)

**Members Present :** Chairman ( CS), President ( PS), Research Dean ( RD), GM Finance ( GMF), three faculty members( one incharge of NFHS V, one incharge of Nestle Project (NP), one Incharge of PMA 2020), One Research Officer ( BC) involved in an ongoing BCC research funded by The Union.

**Chairman :** Good Morning, So RD, What's the update and engagement of next quarter?

**Research Dean :** Sir, the going is good and our hands are full. We have already rolled out the NFHS for

two states and third will be rolled out in first week of September. There is a little delay in the fourth state as the budget is yet to be finalized.

**President ( Interrupting):** What's the glitch there? As per our last discussion, all should be rolling by first week of September. Any thing that needs my attention?

**RD:** Thank you sir, We are good to go , its just that some faculty members have volunteered their involvement in NFHS this year. Since it's their first time in such big project , they are treading slowly. The internal budget draft they prepared is being looked upon by senior experienced faculty members. The show will be on sooner.

Also wish to share that The Nestle-IIHMR research partnership of the first phase which involves 6-month long (January-June 2017) desk research by IIHMR that reviews and summarizes existing research to inform the design the FITS-KNHS was finalized yesterday and our colleague (NP) will brief us on same today . We also have a presentation on the ongoing BCC research by our research officer (BC) involved in the team.

In the words of the longest serving Director of IIHMR, an Institution Builder, and the present Chairperson of IIHMR University, Dr S D Gupta, the University is like a Wonderland and the faculty and staff are in the role of Alice. From vision, mission to execution the university has thrived on the values of co-creation where all efforts, practices and work converges to the shared mission.

The faculty at IIHMR University is entrusted with the responsibility of gearing the University in three domains of teaching , training and research with complete autonomy and freedom to chose what to do, and how to do. The senior management members provide direction, guidance and extend all round support when needed to clear the bottlenecks in pursuance of individual and organizational goals. The founder members have created the DNA of University with a cushion that absorbs shocks, promotes learnings from failures and promotes experimentation. The conversations in galleries centre around new strides in health, advancement in technology, radical changes in pedagogy and novel ideas to work upon rooted in complete autonomy and accountability. And the policies and practices are arrived at through participatory management and decentralized decision making.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

**Response:**

**Strategic Plan of the IIHMR University**

- 1. Academic Excellence:** Launch of new academic programme which are cross section of various disciplines as per the University Act.
- 2. Centre of Excellence:** Launch of new COEs which are aligned to industry requirement and national/state priorities such as public health, mindfulness, mental health, urban health, public health nutrition.
- 3. Faculty Strength:** Multidisciplinary faculty will be recruited and retained from national and international reputed organizations for implementing new academic programme, innovative research and MDPs.
- 4. Collaborations:** More collaborations will be done with national and international organization for joint research and faculty/student exchange.
- 5. Social impact:** More programmes will be undertaken which give more benefit to the community and society at large.
- 6. Infrastructure:** More infrastructure will be created in term of classrooms, conference hall, seminar halls and student hostels to enhance the academic and research activity. More technology will be installed for academic excellence.
- 7. Accrediation:** Focus on national and global accreditations.

**6.2.2 Organizational structure of the University including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism**

**Response:**

**Organizational structure of the University including governing body, administrative setup, service rules, recruitment, promotional policies.**

### **Organizational Structure of the University**

The IIHMR Society has done pioneer work in the field of healthcare and training in the lasts 35 years. The IIHMR University became a post graduate private research university in 2014 by an act of Government of Rajasthan. Even during our days as primer institute of healthcare we were conducting post graduate diploma program in hospital and Health management, Pharmaceutical management and Rural Management. We also had collaboration with university of North Carolina and later with Blomberg school of public health John Hopkins University Since 2012. The IIHMR Society has had transferred the beautiful campus to the University and the Association of Indian Universities had conferred equiveillance with MBA for our PGDM courses and we also ran FPM courses which was equivalent to Phd program.

On becoming an University our director of 17 years became the first vice chancellor of the University and former Chief Secretary of Rajasthan state became our first chairman. We have Management board, Finance Committee for the society and Board of Management, Academic Council, Board of Studies as regular Authority of the University which makes all policy decisions.

The Chairman of the University is also the Trustee Secretary and the President or Vice Chancellor is the final authority for taking decisions of the university matters. All Statutory officers like Pro-President, Deans of the respective schools, Registrar, Controller of the Examinations and Chief Finance and Accounts Officer are recruited and salaried officer of the University. Normally there is no interference or favoritism in taking administrative decisions. The Registrar has been designated as Compliance Officer of the University and he ensures that all directions of the UGC and AICTE are followed by the University and same is reported in the meetings of the authority. The essential committees like Anti Ragging Committee, Internal complaints committee, The Minority cell, The OBC Cell and Anti Discriminatory committee have regular meetings to review the situation. We have a proctor in the University who look after Law and Order and Grievance redressal mechanism. We have a dynamic website and all minutes of the authorities are uploaded on our website as mandatory disclosures. The finance department of our University is also robust and our budget and all financial records are regularly audited and all due taxes are paid and documented.

As per our act the statutes and ordinances are to be got approved by the state government we have already submitted the draft statutes to the State Government for approval which is pending. In order to run the University without bias we have developed various policies like the HR Policy, purchase policy, admission policy, examination policy, research policy, training policy etc which are interim arrangements approved by the board of management.

The organogram of the University is as follows: -

### University Organogram

Chairman						
President						
Pro-President						
Dean Academic			Registrar			
School Deans	Activity Dean	Proctor	CFAO	COE	Dy-Registrar	

Faculty	Research/Training		Finance	Exams	HR/ Admin/Academ
<b>File Description</b>			<b>Document</b>		
Any additional information			<a href="#">View Document</a>		
Link to Organogram of the University webpage			<a href="#">View Document</a>		
Link for Additional Information			<a href="#">View Document</a>		

### 6.2.3 Implementation of e-governance in areas of operation

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

All 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

**Response:** All 5 of the above

File Description	Document
Screen shots of user interfaces	<a href="#">View Document</a>
ERP Document	<a href="#">View Document</a>
Details of implementation of e-governance in areas of operation Planning and Development, Administration etc	<a href="#">View Document</a>

### 6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

**Response:**

## **The Board of Management**

The IIHMR University is managed by a Board of Management. The Board of Management is the principal executive body of the University. All the movable and immovable property of the University vests in the Board of Management. It provides general superintendence, directions and control of the functioning of the University by using all such powers as are provided by this Act or the Statues, Ordinances, Regulations or Rules made there under. The first Board of Management of the University was constituted on November 18, 2013 for three years. The reconstitution of the Board of Management took place on February 15, 2017.

## **The Academic Council**

The Academic Council is the principal academic body of the University and subject to the provisions of the Act and the Statues, Regulations and Ordinances, it co-ordinates and exercises general supervision over the academic policies of the University. The first Academic Council was constituted on December 07, 2013 for two years and the reconstitution of the Council was done on February 15, 2016 for two years. Again, the Council was reconstituted in February 2019.

## **The Board of Studies**

The University constituted separate Board of Studies (BOS) for the Institute/schools in accordance with the decision of the Academic Council. The Board of Studies so constituted to recommend introduction of new courses, their curriculum and review the existing curriculum of the Course in the respective stream. The school-wise details on Constitution of Board of studies are as under:

**Institute of Health Management Research:** The constitution of first Board of he Studies for the Institute of Health Management Research (IHMR) was notified on September 09, 2014 for two years. The reconstitution of the Board took place on January 11, 2017. Recently, the BOS has been reconstituted.

## **School of Pharmaceutical Management (SPM)**

The constitution of the first Board of Studies for the School of Pharmaceutical Management was done on September 09, 2014for two years. The reconstitution of the Board was notified on January 13, 2017. Recently, the BOS has been reconstituted.

## **School of Rural Management (SRM)**



The constitution of the first Board of Studies for the School of Rural Management was done on October 14, 2014 for two years. The reconstitution of the Board was notified on January 09, 2017. Recently, the BOS has been reconstituted.

### 6.3 Faculty Empowerment Strategies

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

##### Response:

#### 6.3.1. EFFECTIVE WELFARE MEASURES FOR TEACHING AND NON-TEACHING STAFFS.

IIHMR University provides welfare measures since its inception i.e.1984 and treating its Human Recourses as capital and create a healthy and professional environment in the organization. Employees of the University are aimed to get familiarized with the work culture of IIHMR, so that they may drive the utmost benefit from the available facility and peer group solidarity.

#### List of Welfare measures provided by University for teaching and non-teaching staff are as follows:

##### 1. Staff Development:

1. Teaching and Non-teaching staff are promoted for self-development programs and higher education like enrollment in inhouse Ph.D, MPH Program and enrollment in various inhouse capacity building programs and Provides opportunity and facilitates them to participate in various external workshops/conferences nationally and internationally.
2. Faculty retreat
3. Faculty staff is encourages to write publication and same are being awarded.
4. Individual consulting provision is also available for teaching staff for 30 days in a year.

##### 1. Staff welfare:

1. The University is firmly committed to the cause of planned and small family. Employee having two children of which one or both are females, will be provided a 16 year fixed deposit scheme in the name of each girl equivalent to maturity value of Rs. 40000.
2. Any employee formally wishing to adopt a child will be paid Rs. 400/- per month till that child attains at the age of 18 years.
3. Any childless couple after 5 years of marriage willing to undergo medical treatment for fertility

##### 1. Various medical facilities:

The University organizes frequent health checkup camps, Yoga, mindfulness sessions, annual medical checkup, also provides group medical insurance for self, spouse and children and Personal Accidental insurance for self and also provides medical allowances to the staff members.

**1. Various leaves:**

1. Joining leave,
2. Casual leave
3. Earned Leaves
4. Paternity leave
5. Maternity leave
6. Restricted holiday and closed holidays.

1. **Statutory benefits:** Provides Employee Provident Fund, ESIC, Employee pension scheme and Gratuity benefits.

2. Accommodation facility for Teaching and non-teaching staff.
3. Sick room, doctor and transport facilities are available in the campus.
4. Transport facility for teaching and non-teaching staff.
5. **Recreation facilities and activities** –

1. GYM, Badminton, swimming pool, Basketball, volleyball, Lawn tennis, Table tennis and common room facility is available in the campus.
2. Annual picnic
3. Republic, Independent day celebration
4. Kite festival celebration
5. Various festival celebration
6. Art of living program
7. Yoga
8. Mindfulness and wellness programs
9. Staff get together on various occasions

1. Safe workplace for women
2. Guest house facility
3. Loan facility is available
4. **Relocation benefit:** New employee are supported to meeting out their expenses incurred due to relocation (cargo and travel for self and family) and provides free stay in the guest house in initial days
5. Felicitation of teaching & non-teaching staff on their achievements.

File Description	Document
Link for Additional Information	<a href="#">View Document</a>

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

**Response:** 14.1

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

2017-18	2016-17	2015-16	2014-15	2013-14
10	3	5	3	NA

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 18.25

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

2017-18	2016-17	2015-16	2014-15	2013-14
13	17	18	25	NA

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	<a href="#">View Document</a>
Details of professional development / administrative training programs organized by the University for teaching and non teaching staff	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

**Response:** 49.03

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
13	17	18	25	NA

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers).	<a href="#">View Document</a>
Details of teachers attending professional development programs during the last five years	<a href="#">View Document</a>

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

#### Response:

- IIHMR University has an increment and promotion system through 270-degree appraisal system. Increments are on the basis of time scale prescribed and effected in April every year. University also gives reward good performers by providing in cash or in kind or otherwise. Those confirmed on regular basis on or before 1st October (i.e. six months) are eligible for increment in April next year. Though, normally, increments will be granted to every person, poor performance or other negative factors may lead to increment not being granted.

#### Process

HR department initiates the process of annual appraisal every year in the month of February in consultation with the President of the University. Appraisal forms are sent to all eligible employee of the university through email with a request to fill and route it through supervisor for performance review and submit to the President office. President Office sends all the appraisal to HR Department for consolidation of the data along with employee's existing professional and educational information. HR department prepares and submit to President officer for further direction.

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

#### Response:

The Finance and Accounts department of the IIHMR University is very prompt and efficient in managing the finance and accounts of the University. The IIHMR University has an approved accounting manual and all activities and operations of the Accounts and Finance Department are conducted in accordance with the manual. The University has a mechanism for internal and statutory audit. W.e.f FY 2017-18, M/s H. S. Darda & Co., Chartered Accountants' were appointed as an internal auditor. Appointment of a separate internal auditor will further strengthen the internal control mechanism of the IIHMR University and accountability. Before FY 2017-18, no separate internal auditor was appointed by the IIHMR University but the statutory auditor (M/s M L Sharma & Co.) of the IIHMR university scope of work covers many elements of an internal audit & their scope includes following activities which ideally be a part of an internal auditor:-

- 100 % vouching of all the revenue income and expenditure, also capital expenditure incurred by the University, as per approved budget and according to approved laid down rules & system mentioned in the Accounting & Personnel policy of the University
- Give comments and observations on the maintenance of accounting records, internal systems and control examined during the course of the audit
- Identify specific deficiencies and areas of weakness in the internal control systems that have come to the auditor's attention and make recommendations for their improvements
- Checking of all records maintained by various department of the University e.g. Admin, and HR, Library, Hostel & Guest House, IT department etc.
- To check whether all tour programs and travelling bills of the staff, duly approved from the concerned authorities and bills are passed according to rules laid down in the personnel policy of the University.
- 100% checking of salary & other payments made to staff members according to their appointment letters, attendance register and leave record

Internal auditor as well as statutory auditor perform their audit as per their scope of work & submit the audit report. The auditors meticulously undertake the auditing processes. Minor errors or omissions which are pointed out by the audit team are immediately corrected and rectified and precautionary steps are taken to avoid recurrence of such and furthermore errors in future.

IIHMR University review their system, processes, controls, checks as per the suggestions of the auditor and implement those suggestions which are acceptable to them.

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

**Response:** 17.03

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

2017-18	2016-17	2015-16	2014-15	2013-14
17.03	0	0	0	NA

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	<a href="#">View Document</a>

#### 6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

**Response:**

IIHMR University mobilize resources of both short-term and long-term nature to meet the funding requirements for the development and operation of ongoing and upcoming research projects, training activities, educational activities and capital expenditure that are technically feasible and economically viable. IIHMR University consider availing overdraft facility from the banks for short term fund requirements for research project, education and training purposes on collateral basis. IIHMR University also borrow money from banks in the form of term loan on collateral basis for long term resource mobilization which are required for the capital expenditure like procurement of any capital asset or construction or any other expenditure of capital nature. Internal accruals are also used for long as well as short term fund requirements. IIHMR University makes endeavor to keep its cost of financial resources at the lowest possible level by utilizing the fund to the optimum. Surplus fund of the IIHMR University is invested as per the mode of investments prescribed under section 11(5) of the Income Tax Act, 1961.

### 6.5 Internal Quality Assurance System

#### 6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

**Response:**

IHMR became a private post graduate research university in 2014 and we participated in the NIRF ranking in 2017. However because of the ceiling of at least 1000 enrolled student we could not get proper ranking. NIRF has provision for discipline specific rank for highly focused institutions and this year we are applying for same in health and hospital management. They stockholders are aware of our contribution of the society and specialized education sector which we have created our brilliant and talented students are manning almost all corporate hospital in India and aboard and also dominating the arena of international healthcare. Our esteemed faculty is scintillating in the field of Research consultancies in healthcare and MDP's where participants form all over the world are getting updated.

Our University applied NBA

File Description	Document
Link for Additional Information	<a href="#">View Document</a>

### 6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

#### Response:

The program outcomes, course outcomes and program specific outcomes for all the academic programs are the guiding milestones that are kept in mind in the academic roll out. Before the commencement of the course faculty meeting to share the course outcomes and work towards attainment of that in a synergistic manner discussed and decided. The syllabus, learning objectives, course outcomes, session plan, pre reads and suggested readings, and rubrics of assessment are shared with all students before the commencement of each module. These are discussed and shared with visiting faculty contributing to modules. In case of field learning segments clear guidelines are shared with host organizations and a system of co evaluation put in place depending on the specific learning outcomes.

The programme outcomes are displayed on the website along with programme objectives for each programme. The Teaching module issued to the students consist of course outcome in the beginning of the module.

The program outcomes, program specific outcomes and course outcomes are evaluated through a rigorous and transparent system of assessment. The rubrics of assessment are bifurcated into mid -term, internal and end term examinations. The summer training, dissertation and other field learning segments are evaluated through a process that is shared and discussed with students as well as the participating organizations / resource persons. In the field learning segments, a lot of emphasis is laid on student peer learning.

The mid- term and internal assessment are drawn from a basket of choices that may vary from module to module. These consist of case study analysis, quiz, class participation in group discussions, individual and group assignments / presentations. The end term is a written exam. The weightage accorded to internal / mid- term and end term exam is in the ratio of 30:70.

The assessment of course outcomes for individual modules is aggregated to measure the attainment of program outcomes and program specific outcomes. This is achieved through faculty discussions and sharing feedback with students

### 6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

**Response:** 0.5

#### 6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	0	0	0	NA

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	<a href="#">View Document</a>
IQAC link	<a href="#">View Document</a>

### 6.5.4 Quality assurance initiatives of the institution include

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

**Response:** Any 3 of the above



File Description	Document
e-copies of the accreditations and certifications	<a href="#">View Document</a>
Details of Quality assurance initiatives of the institution	<a href="#">View Document</a>

### 6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)

#### Response:

The University engages itself to be a renowned center of higher learning, and work towards academic, professional, cultural and social enrichment of the lives of individuals and communities. In its continuous efforts, notable incremental improvements made during the preceding five years are:

- Promoting Research and Innovations.
- Establishing Computer Labs for data analysis with new software.
- Along with promotion of research and innovation, to improve quality of education programmes IIHMR University proposes to build capacities of the students in essential professional and soft skills, promote their bond with society and implement a mandatory human process lab.
- Establishing Centers of Excellence – Center of Injury Research, Center for Health Systems and Policy Research, Center for Health Economics; and Center for Ethics and Mindfulness.
- Strengthening Alumni Relations and conducting Alumni Meeting in various parts of the country.
- Starting Faculty Development Programmes for enhancing quality of teaching and research.
- Collaborating with National and International agencies for joint research, exchange of faculty and students.
- Initiating elective course for students on new areas.
- Conducting MDPs for senior level executives
- Started course on “Quality Management in HealthCare” on MOOCS platform.
- Initiated ERP for improving quality of various academic administration processes.
- Establishing Solar plant for generating energy.

File Description	Document
Any additional information	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

**Response:** 7

##### 7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	2	5	0	NA

File Description	Document
Report of the event	<a href="#">View Document</a>
List of gender equity promotion programs organized by the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 7.1.2 Institution shows gender sensitivity in providing facilities such as

- a) Safety and Security
- b) Counselling
- c) Common Room

**Response:**

As per the UGC guidelines on Gender Champion Scheme (D.O. No.91-2r01 {GS) dated August 3, 2015, Center for Gender Studies at IIHMR University implemented the scheme since 2016. Each year gender champions are selected using the prescribed proforma. They were sensitized on gender issues and the scheme. They themselves work out their roles and responsibilities using the guidelines. Accordingly, the Center of Gender studies plan the activities for the year. After gender sensitization of the Champions, they are supposed to sensitize other classmates by conducting workshops, competitions, street play, etc.

Gender Champion Scheme is being implemented since 2016 and at least one boy and girl was selected from all the streams and sections.

2016	2017	2018

Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
11	4	15	10	5	15	11	4	15

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 7.1.3 Percentage of annual power requirement of the Institution met by the renewable energy sources

**Response:** 20.01

7.1.3.1 Annual power requirement met by renewable energy sources (in KWH)

Response: 148256

7.1.3.2 Total annual power requirement (in KWH)

Response: 740840

File Description	Document
Details of power requirement of the university met by renewable energy sources	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 7.1.4 Percentage of annual lighting power requirements met through LED bulbs

**Response:** 10

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 74084

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 740840

File Description	Document
Details of lighting power requirements met through LED bulbs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 7.1.5 Waste Management steps including:

- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

### **Response:**

#### Sewage Treatment Plant at The IIHMR University (STP)

Sewage treatment is the process of removing contaminants from wastewater and household sewage water. It includes physical, biological and sometimes chemical processes to remove pollutants. Its aim is to produce an environmentally safe sewage water, called effluent, and a solid waste, called sludge or biosolids, suitable for disposal or reuse. Reuse is often for agricultural purposes, but more recently, sludge is being used as a fuel source.

Water from the mains, used by manufacturing, farming, houses (toilets, baths, showers, kitchens, sinks), hospitals, commercial and industrial sites, is reduced in quality as a result of the introduction of contaminating constituents. Organic wastes, suspended solids, bacteria, nitrates, and phosphates are pollutants that must be removed. Sewage is partly decomposed by anaerobic bacteria in a tank without the introduction of air, containing oxygen. This leads to a reduction of Organic Matter into Methane, Hydrogen Sulphide, Carbon Dioxide etc. It is widely used to treat wastewater sludge and organic waste because it provides volume and mass reduction of the input material to a large extent.. The methane produced by large-scale municipal anaerobic sludge treatment is currently being examined for use in homes and industry, for heating purposes. Septic tanks are an example of an anaerobic process, but the amount of methane produced by a septic tank (it is only the SLUDGE at the bottom that produces methane) serving less than 100 people is miniscule. In addition to this, septic tank effluent still contains about 70% of the original pollutants and the process smells very badly, due to the Hydrogen Sulphide, if not vented correctly. The effluent produced by this process is highly polluting and cannot be discharged to any watercourse. It must be discharged into the Aerobic layer of the soil (within the top metre of the ground) for the aerobic soil bacteria to continue the sewage treatment via the aerobic process below. Conventional sewage water treatment involves either two or three stages, called primary, secondary and tertiary treatment. Before these treatments, preliminary removal of rags, cloths, sanitary items, etc. is also carried out at municipal sewage works.

#### Primary Treatment

This is usually Anaerobic. First, the solids are separated from the sewage. They settle out at the base of a primary settlement tank. The sludge is continuously being reduced in volume by the anaerobic process, resulting in a vastly reduced total mass when compared to the original volume entering the system.

The primary settlement tank has the sludge removed when it is about 30% of the tank volume.

#### Secondary Treatment

This is Aerobic. The liquid from the Primary treatment contains dissolved and particulate biological matter. This is progressively converted into clean water by using indigenous, water-borne aerobic micro-organisms and bacteria which digest the pollutants. In most cases, this effluent is clean enough for discharge directly to rivers.

## Tertiary Treatment

In some cases, the effluent resulting from secondary treatment is not clean enough for discharge. This may be because the stream it is being discharged into is very sensitive, has rare plants and animals or is already polluted by someone's septic tank. The Environment Agency may then require a very high standard of treatment with a view to the new discharge being CLEANER than the water in the stream and to, in effect, 'Clean it up a bit'. It is usually either Phosphorous or Ammoniacal Nitrogen or both that the E.A. want reduced. Tertiary treatment involves this process. If Phosphorous is the culprit, then a continuous dosing system to remove it is the tertiary treatment. If Ammoniacal Nitrogen is the problem, then the sewage treatment plant process must involve a nitrifying and then de-nitrification stage to convert the ammoniacal nitrogen to Nitrogen gas that harmlessly enters the atmosphere.

Waste Management Steps in The IIHMR University- Placed dustbins with garbage bags at proper places as per requirement and housekeeping staff collect the waste in Dustbins after cleaning and the time of full of waste take out the garbage bag from dustbin put the note and keep them at prescribed area (store room). Hired agency on daily basis take away all garbage bages from campus and disposed off at municipal / Nagar Nigam prescribed area. Organisation using Sewrage Treatment Plant for liquid waste management.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 7.1.6 Rain water harvesting structures and utilization in the campus

#### Response:

#### Roof Top Rain Water Harvesting at The IIHMR University

Rooftop Rain Water Harvesting is the technique through which rain water is captured from the roof catchments and stored in reservoirs. Harvested rain water can be stored in sub-surface ground water reservoir by adopting artificial recharge techniques to meet the household needs through storage in tanks. The Main Objective of rooftop rain water harvesting is to make water available for future use. Capturing and storing rain water for use is particularly important in

dryland, hilly, urban and coastal areas. The advantages of having Roof Top rain water Harvesting system has benefitted in following ways It Provides self-sufficiency to your water supply, Reduces the cost for pumping of ground water, Provides high quality water, soft and l

ow in minerals, Improves the quality of ground water through dilution when recharged to

ground water, reduces soil erosion, the rooftop rain water harvesting is less expensive, Rainwater harvesting systems are simple which can be adopted by individuals, Rooftop rain water harvesting systems are easy to construct, operate and maintain In hilly terrains, rain water harvesting is preferred in saline or coastal areas, rain water provides good quality water and when recharged to ground water, it reduces salinity and also helps in maintaining balance between the fresh-saline water interface In Islands, due to limited extent of fresh water aquifers, rain water harvesting is the most preferred source of water for domestic use. In desert, where rain fall is low, rain water harvesting has been providing relief to people.

1. To meet the ever-increasing demand for water
2. To reduce the runoff which chokes storm drains
3. To avoid flooding of roads
4. To augment the ground water storage and control decline of water levels
5. To reduce ground water pollution
6. To improve the quality of ground water
7. To reduce the soil erosion
8. To supplement domestic water requirement during summer, drought etc.

A rainwater harvesting system comprises components of various stages - transporting rainwater through pipes or drains, filtration, and storage in tanks for reuse or recharge. The catchment of a water harvesting system is the surface which directly receives the rainfall and provides water to the system. It can be a paved area like a terrace or courtyard of a building, or an unpaved area like a lawn or open ground. A roof made of reinforced cement concrete (RCC), galvanized iron or corrugated sheets can also be used for water harvesting. All buildings of the IIHMR University were constructed with an ability for the catchment of rainwater from which paved in to lawns/

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 7.1.7 Green Practices

- **Students, staff using**
  - a) **Bicycles**
  - b) **Public Transport**
  - c) **Pedestrian friendly roads**
- **Plastic-free campus**

- **Paperless office**
- **Green landscaping with trees and plants**

**Response:**

IIHMR University's beautiful campus is among the best designed and landscaped campuses in the country. Spread over 14.37 acres, the campus is lush green and punctuated by wonderful buildings, tall trees, and pathways. It is a home to over 600 people and has world class facilities for everyone to share. Separate hostel facility for boys and girls is available Room rent is payable on an yearly basis. In the vicinity of the University private hostels, PG accommodation, rented accommodations are available which can be utilized by students who could not be allotted hostel accommodation. IIHMR University has limited hostel facility on the campus for the students. The University provides spacious, well-furnished and air-cooled hostel facilities with all modern amenities and conveniences.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### **7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years**

**Response:** 0.28

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
3.98	4.52	3.98	4.37	NA

<b>File Description</b>	<b>Document</b>
Details of expenditure on green initiatives and waste management during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### **7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:**

- 1. Physical facilities**
- 2. Provision for lift**
- 3. Ramp / Rails**
- 4. Braille Software/facilities**



**5. Rest Rooms****6. Scribes for examination****7. Special skill development for differently abled students****8. Any other similar facility (Specify)****A. 7 and more of the above****B. At least 6 of the above****C. At least 4 of the above****D. At least 2 of the above****Response:** C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	<a href="#">View Document</a>

**7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years****Response:** 1

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	1	NA

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	<a href="#">View Document</a>

**7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)****Response:** 1

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years



2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	1	NA

**7.1.12**

**Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff**

**Response:** Yes

File Description	Document
Any additional information	<a href="#">View Document</a>
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	<a href="#">View Document</a>

**7.1.13 Display of core values in the institution and on its website**

**Response:** Yes

File Description	Document
Provide URL of website that displays core values	<a href="#">View Document</a>

**7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations**

**Response:** Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.15 The institution offers a course on Human Values and professional ethics**

**Response:** Yes

File Description	Document
Provide link to Courses on Human Values and professional ethics on Institutional website	<a href="#">View Document</a>

**7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions****Response:** Yes

File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	<a href="#">View Document</a>

**7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years****Response:** 11

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	4	3	2	NA

File Description	Document
List of activities conducted for promotion of universal values	<a href="#">View Document</a>

**7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities****Response:**

Every year IIHMR university engaged in conducting of Cultural Programs and National Festivals of our country.

University celebrates it's foundation day on 5 October, Republic day on 26 Jan and Independence day on 15 Aug in every calendar year where students of the University plan, organize, execute the programs with full of passion and enthusiasm.

University motivates to students to organize other religious events like Holi, Diwali, Lohari, Pongal, and Games festival as students belongs to various state of eh country. It gives an harmony among the students to understand the value and culture of different region of nation.

University excel the talent of students in a way of assessing their sociocultural habits and allowed inculcate them throughout the year to participate in all events of the University.

Sports is also game of relaxation, moral boosting, energy engaging and motivation among youths. various activities like cricket, badminton, chess, tennis, swimming and many more are the favourite of students to play and enjoy.

### **7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions**

#### **Response:**

#### **The University maintains complete transparency in its financial, academic, administrative functions:**

**Finance:** The finance department of the University maintains transparency by completing the internal and external audits on regular intervals and update the management about the audit reports. Based on the audit reports, University takes certain decisions to further smoothen and strengthen the systems for improving the efficiency of the system. The University encourage the digital transactions. The salary of all the teaching and non-teaching staff is directly transferred into their bank account. A purchase committee has been formed which provides final decision for the purchase of any items for the university.

**Academic:** The recruitment of faculty and staff is done through open advertisement. The profile is provided on the University website for general information. The courses along with their details like eligibility, and fee structure are also uploaded on the University website. The admissions in the various programmes of the University is done as per information shared on the University website and admission brochures. The assessments/examinations are conducted with full notification to the students and results are shared with the students.

**Administrative:** The University maintains transparency in selection and hiring of the teaching and non-teaching staff. The promotions are based on the staff performance which is measured on annual basis. The personal policy provides details on salary structure, staff welfare measures, and is available to every staff member. The University constituted various committees represented by faculty and staff as per the UGC requirement.

## **7.2 Best Practices**

### **7.2.1 Describe at least two institutional best practices (as per NAAC Format)**

#### **Response:**

#### **BEST TWO INNOVATIVE PRACTICES**

IIHMR University is a typical learning organization with excellent organizational culture focused core ethos of openness, trust, transparency, accountability, autonomy and experimentation. It promotes team learning and sharing information. Research at the University has contributed in India in Eradication of

polio through management audit of National Polio Surveillance Project (1998), Safe Drinking Water and Sanitation (WASH), Effective implementation of TB Control in India; Elimination of Leprosy (2002); and Reducing Malnutrition through Food Fortification with micronutrients – Iron, Vitamin A and D.

Innovations in teaching and using it's research in teaching has enabled it to provide quality education and training to prepare future ready management graduates in hospital and health management and Pharmaceutical management.

### **1. Community Studies**

Every student in MBA courses are required to work in the community (Villages and Slums in urban areas). The main objective of the community studies is to orient the MBA students to community, households and family in the real-life settings, life styles, economic status, social determinants of health, disease burden, food and nutrition, access and utilization of health care services. The objectives of this program are: i) to generate data on families and the community, ii) analysis of data and writing report, iii) presentation of report; and iv) use their own data/group data in learning and practicing principles of biostatistics and analysis.

The community studies are compulsory for all students in the University. Each student is allotted 2 families. The students visit their allotted families at least for 5 times; collect data in specially designed record book; and enter the data. They ask the families issues related to income, access to health care, food and nutrition. Any patient in the family is assisted by the respective student to seek appropriate medical care; assist them for child immunization, and refer pregnant women to the primary health centre in the area.

A data set of about 600 families is created by the students. Students analyze the aggregated data. The groups students choose their area of interest and present their project in the domain of – nutrition; health status; economic status and poverty; access to social welfare schemes; health expenditure, etc.

This data set used further in the class room teaching in various courses. The students are encouraged write research papers and submit to academic research Journals.

## 1. Student Organization Climate Survey of IIHMR University

Each year, student conduct an organization climate survey to assess as how they perceive the learning environment and culture in the campus from the point of organization behavior and core values of the University.

An HRD Instrument – OCTAPACE (Openness, Confrontation, Trust, Authenticity, Proaction, Authenticity, Autonomy, Collaboration and Experimentation) is administered on each student and findings of analysis (Mean Scores and Standard Deviation) are posted on the notice board.

**Openness** Openness can be defined as a spontaneous expression to feelings and thoughts, and the sharing of these without defensiveness. Openness is in both directions, (including criticism), and feelings. Openness may also mean spatial openness, in terms of accessibility.

**Confrontation** Confrontation can be defined as facing rather than shying away from problems. It also implies deeper analysis or interpersonal problems. All this involves taking up challenges.

**Trust** Trust is not used in the moral sense. It is reflected in maintaining the confidentiality of information shared by others, and in not misusing it. It is also reflected in a sense of assurance that others will help, when such help is needed and will honour mutual commitments and obligations. The outcome of trust includes higher empathy, timely support, reduced stress, and reduction and simplification of forms and procedures. Such simplification is an indicator of trust and or reduced paper work, effective delegation and higher productivity

[[[.

**Authenticity** Authenticity is the congruence between what one feels, says and does. It is reflected in owning up one's mistakes, and in unreserved sharing of feelings. Authenticity is closer to openness. The outcome of authenticity in an organisation is reduced distortion in communication.

**Proaction** Proaction means taking the initiative, preplanning and taking preventive action, and calculating the payoffs of an alternative course before taking action. Proactivity gives initiative to the person to start a new process or set a new pattern of behavior.

*At the feeling level*, the person transcends his role boundary and sees things from the point of view of the other role sender. This is empathy. He appreciates the other's point of view (understands it even if he does not agree) and is able to *feel* the other person. This also means that he transcends logic and reasoning, and is able to *reach* the feeling. Things then may acquire a new meaning.

*At the thinking level*, the person may transcend his own immediate feeling and emotions, and reason to understand a problem. He may transcend time, and think of the future (in terms of long-term implications); he may transcend individual events and see a pattern, leading to his own *action theory*.

*At the action level*, proactivity means transcending the immediate cause, i.e. taking initiative. There are three ways in which this can be done: transcending symptoms (i.e. looking for the causes of a problem), transcending traditionality and uniformity (i.e. searching several alternative modes of action), and transcending content (i.e. initiating a new process, e.g. the process of joint exploration),

**Autonomy** Autonomy is using and giving freedom to plan and act in one's own sphere. It means respecting and encouraging individual and role autonomy. It develops mutual respect and is likely to result in willingness to take on responsibility, individual initiative, better succession planning. The main indicator of autonomy is effective delegation in organisation, and reduction in reference made to senior people for *approval* of planned actions.

**Collaboration** Collaboration is giving help to, and asking for help from, others. It means working together (individuals and groups) to solve problems and team spirit. The outcome of collaboration includes timely help, team work, sharing of experiences, improved communication and improved resource sharing.

**Experimenting** Experimenting means using and encouraging innovative approaches to solve problems; using feedback for improving, taking a fresh look at things, and encouraging creativity. We are so caught up with our daily tasks that we often only use traditional, tried and tested ways of dealing with problems.

### 7.3 Institutional Distinctiveness

**7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust**

**Response:**

The IIHMR University is a post graduate research university and research is one area which is distinct in our vision priority and thrust. As per our vision statement IIHMR is a global institution for promoting health research to encourage innovations, better management and use of technology in healthcare delivery and for developing cost effective and culturally relevant health interventions to improve the health and productivity of the people of India and Globally. The University has conducted more than 600 research studies and projects at the national and international levels in the past three decades and published several policy and programs relevant publication. It has been a active collaboration with eminent institution such as World Health Organization, UNFPA, UNICEF, SAARC, John Hopkins University USA, University of Chester UK, Ministry of Health Government of India, NIHFWS, NHRDC New Delhi and The Medical and Health Department of Rajasthan and Many other State Government.

IIHMR Is designated as Institute of Excellence by Government of India and WHO has designated it as collaborating center for district health system for primary health care and quality of service. We have been partners in the different cycles of NHFS- National Health Family Survey over the years and even conducting survey in 5 states in NHFS-5. We have a excellent organizational culture focused core ethos of openness, trust, transparency, accountability, autonomy and experimentation. It promotes team learning and sharing information. Research at the university has contributed in India in eradication of polio through management audit of National Polio surveillance Project 1998, safe drinking water and sanitation (WASH) effective implementation of TB control in India, elimination of leprosy (2002) and reducing malnutrition through food fortification with micro nutrients iron vitamin A & B. We are also involved in various interventions in the Aysuhman Bharat Campaign.

We have submitted 35 research proposal during 2018-19 including Indian iodine survey 2018, partnered with Nestle research center on FITS and KNSH research collocated with UNFPA for RKSK, conducted facility assessment in women hospital in 5 states DIMPA project, have done pre and post assessment of wash in West Bengal, conducted NFHS with IIPS Mumbai in Bihar, Rajasthan, West Bengal , Uttarakhand, Sikkim, Orissa, Chhattisgarh, COPD research with Rajasthan with Cipla Foundation, Assessed demand and gap of villages of Uttarakhand with HANS foundation, rice fortification in Maharashtra with Tata trust and Poshan 2 for concurrent monitoring and validation.

The ongoing awarded projects includes integrated road traffic injury surveillance with ICMR , Dietary advise to pregnant and lactating women in Rajasthan with women and child development department, LASI in Punjab and Chandigarh edible oil project GAIN, Global Asthma network study, Performance monitoring and accountability (PMA-Agile) in UP, MP , Orissa with John Hopkins USA, Ganganager NCD project primal swasthya and cost benefit analysis of health system and access adolescent health issues with Tata Trust Copenhagen. We are conducting research climate change, vulnerability assessment, eye health assessment, informal health providers , intuitional mapping of Sundar Bans with various international agencies like Norwegian University, John Hopkins University and OAK Foundation in West Bengal.

<b>File Description</b>	<b>Document</b>
Link for Additional Information	<a href="#">View Document</a>

NAAC



## 5. CONCLUSION

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### **Additional Information :**

The IIHMR University undertakes education, training, research and consultancy in hospital management, health management, pharmaceutical management, rural management and related areas. The University has the best faculty pool who possess national and international experience. IIHMR is the first of its kind knowledge institution in India, established in 1984 in Jaipur, with attention solely focused on health systems management. IIHMR University has been ranked No.1 in Healthcare Management Program by Outlook India, 2018.

### **Concluding Remarks :**

The IIHMR University (formerly known as Institute of Health Management Research) is the first of its kind knowledge institution in India established in 1984. The institute was upgraded as a postgraduate research university vide ACT No 3 of 2014 of the Government of Rajasthan.

It is a specialized research university in management research, postgraduate education and training with focus on the health sector. The university aims to generate new knowledge and technology to provide evidence and inputs where developing effective policies, health intervention and strategies.

The origin of the IIHMR University has its roots in pioneering and significant contribution of IIHMR in last more than three decades to policy and programme management, research and capacity development in the health sector throughout South East Asia.

The IIHMR University was established with the fundamental purpose of creating new knowledge and developing alternate modes through research, education, training in India and overseas. The university has conducted more than 600 research studies and has over two thousand alumni, managing hospital and healthcare both at national and international levels. More than ten thousand policy makers health administrator, programme manager have been trained to build capacity and we have also been involved in conducting national family health survey over the years to facilitate Government of India and to generate evidence for policy and strengthening programmes.