



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

Certificate of Accreditation

*The Executive Committee of the
National Assessment and Accreditation Council*

is pleased to declare the

Maharishi Markandeshwar

(Deemed to be University u/s 3 of the USC Act, 1956)

Mullana, Dist. Ambala, Haryana as

Accredited

with CGPA of 3.53 on four point scale

at A⁺⁺ grade

valid up to December 20, 2026

Date : December 21, 2021



S. C. Sharma
Director

NAAC

Institutional Assessment and Accreditation

(Effective from July 2017)

Accreditation - (Cycle: 2)

**MAHARISHI MARKANDESHWAR (DEEMED TO BE
UNIVERSITY), MULLANA-AMBALA, MULLANA, Haryana,
133207**

Track ID : HRUNGN11435

AISHE-ID : U-0168

Visit dates : 13 - 12 - 2021 to 15 - 12 - 2021

Grade Sheet



NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA

Name of the Institution: MAHARISHI MARKANDESHWAR (DEEMED TO BE UNIVERSITY), MULLANA-AMBALA

Type of the Institution: Health Sciences University

Dates of Visit: 13 - 12 - 2021 to 15 - 12 - 2021

No	Criteria	Weightage (W _i)	Criterion-wise weighted Grade Point (CrWGP _i)	Criterion-wise Grade Point Averages (CrWGP _i / W _i)
1	Curricular Aspects	150	565	3.77
2	Teaching-learning and Evaluation	200	723	3.62
3	Research, Innovations and Extension	250	804	3.22
4	Infrastructure and Learning Resources	100	360	3.6
5	Student Support and Progression	100	333	3.33
6	Governance, Leadership and Management	100	359	3.59
7	Institutional Values and Best Practices	100	387	3.87
Total		$\sum_{i=1}^7 (W_i) = 1000$	$\sum_{i=1}^7 (CrWGP_i) = 3531$	3.53

$$\text{Institutional CGPA} = \frac{\sum_{i=1}^7 (CrWGP_i)}{\sum_{i=1}^7 (W_i)} = \frac{3531}{1000} = 3.53$$

Grade: A++



**INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)**

Accreditation - (Cycle - 2)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
Maharishi Markandeshwar (Deemed to be University), Mullana-Ambala
MULLANA
Haryana
133207**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

Section I: GENERAL INFORMATION

1.Name & Address of the institution:	Maharishi Markandeshwar (Deemed to be University), Mullana-Ambala MULLANA Haryana 133207	
2.Year of Establishment	2007	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	8	
Departments/Centres:	12	
Programmes/Course offered:	129	
Permanent Faculty Members:	818	
Permanent Support Staff:	4029	
Students:	9968	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. First Deemed to be University of state of Haryana located in the rural area 2. Main focus of the university is on Medical and Paramedical courses 3. Environment friendly campus with several green initiatives.	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 13-12-2021 To : 15-12-2021	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. SHAILENDRA SARAF	Vice Chancellor,Durg University
Member Co-ordinator:	DR. DEBENDRA BARUAH	Professor,Tezpur University
Member:	DR. VIJAYA NATH MISHRA	Professor,Institute Of Medical Sciences Banaras Hindu University
Member:	DR. DEBASHIS CHATTERJEE	FormerDean,University Of Kalyani
Member:	DR. SACHIN SARODE	Professor,Dr DY Patil Dental College and Hospital Pune
Member:	DR. SANJEEVI SHANTHAKUMAR	Director,Gujarat National Law University
Member:	DR. PAWAN KRISHAN	Professor,DEPT OF PHARMACEUTICAL SCIENCES AND DRUG RESEARCH PUNJABI UNIVERSITY

Section I:GENERAL INFORMATION

		PATIALA
NAAC Co - ordinator:	Dr. M.S. Shyamasundar	

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Section II: CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)	
1.1	Curriculum Design and Development
1.1.1 QIM	Curricula developed and implemented have relevance to the local, national, regional and global health care needs which are visible in Programme Outcomes (POs), and Course Outcomes (COs) offered by the University, as per the norms of the Regulatory Bodies.
1.1.3 QIM	Provide a description of courses having focus on competency/ employability/ entrepreneurship/ skill-development offered either by the University or in collaboration with partner Institutions/Industries during the last five years
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	Institution integrates crosscutting issues relevant to Gender, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics in the curricula
1.3.4 QIM	Students undertaking field visits / research projects / Industry internships/ visits/Community postings as a part of curriculum enrichment
1.4	Feedback System

Qualitative analysis of Criterion 1

The University made efforts for curriculum planning, delivery, and evaluation system through the well-defined process as prescribed by respective regulatory councils such as NMC, DCI, RCI, AICTE, INC, PCI etc. The integration of cross-cutting issues relevant to gender, environment and sustainability, right to health issues, human values, health determinants, and emerging demographic issues are well documented and reflected in the curriculum too. The curriculum prescribed by the university and respective regulatory councils has a professional ethics component. The NMC, RCI, AICTE, INC, PCI guidelines have been followed in the implementation of CBME. The University has a module on Universal Human Values that has been included in the Induction Program for all the students enrolled in Technical Education Program.

The curriculum planning is facilitated by the academic board, curriculum committee, foundation course committee, and medical education unit. Most of the core, specialized and inter-disciplinary courses have a focus on competency/employability and all lab/workshop courses focus on skill development. The university for imparting employability skills in the students has introduced value-added courses. However, the policy/SoP document along with the academic council and BoM resolution on the same was not evident. There is well established Simulation Lab which is providing clinical skills to the students of the Health science discipline.

The health science disciplines of the university conduct regular community postings as a part of curriculum requirements. The university has Satellite Primary/Rural/Urban Health Centers where regular healthcare is provided with the help of student participation. All the PG and Ph.D. students take the research projects as a

part of a dissertation. The health science programs have compulsory internship programs in the hospitals, while in the curriculum of Technical Programs mandatory provisions have been made for Industry/Field Internship and Field Visits.

The majority of the undergraduate programs have representation of environmental studies. The university has introduced a compulsory course on environmental studies for all UG students.

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Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.3	Teaching- Learning Process
2.3.1 QIM	<p>Student-centric methods, are used for enhancing learning experiences by:</p> <ul style="list-style-type: none"> • Experiential learning • Integrated/Inter-disciplinary learning • Participatory learning • Problem-solving methodologies • Self-directed learning • Patient-centric and Evidence-based learning • The Humanities • Project-based learning • Role play
2.3.3 QIM	Teachers use ICT-enabled tools for effective teaching and learning process, including online e-resources
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.4 QIM	Reforms in the process and procedure in the conduct of evaluation/examination; including Continuous Internal Assessment to improve the examination system.
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	The institution has stated learning outcomes /graduate attributes as per the provision of Regulatory bodies which are integrated into the assessment process and widely publicized through the website and other documents
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

Being primarily a health science university, the majority of the programs are integrated and interdisciplinary in nature. The student-centric teaching and learning methods are imparted to the undergraduate and post-graduate students through seminars, case studies, field projects, industry visits, live-case discussions, educational trips, and participation in the intra and inter-university curricular and co-curricular activities. The Department of Humanities organizes special language lab classes for the students including the international students for their better learning experience.

The university has adequate ICT facilities with the Internet having more than 2 Gbps bandwidth for the teaching and learning process. Training sessions, guest lectures, and skill development sessions have been conducted on the use of e-resources and ICT facilities as a part of the faculty development program.

The e-resources are present in the form of the Knimbus and OVID databases. Although full access has been given to the faculty and students, effective implementation of these facilities in the teaching and learning process is not adequate. The use of resources from NPTEL and SWAYAM to enhance the learning experience can be strengthened.

The university follows standardized protocol laid down by the regulatory councils of various disciplines for effective conduction of evaluation and examination at the university level and departmental levels. As a part of reforms, the university has introduced special examination on-demand, automation of examination and result declaration, the introduction of OSCE and OSPE. Competency-based assessment is followed in health science and technical courses. However, there is scope for the introduction of newer reforms in the evaluation and examination at the departmental as well as university level.

Program Educational Objectives are reflected in the Program Outcomes and Program Specific Outcomes, which in turn are reflected in the course outcomes of the curriculum. The learning outcomes are publicized through the course outcomes of each course on the website. The university is considering integrating features of outcome-based learning into the assessment and evaluation process including assessment of the attainment of learning outcome. Direct assessment methods such as comprehensive examination, pre-/post-tests, case studies, and oral presentation tools have been used to assess the learning outcomes. Indirect assessment is done through course evaluations, student, alumni, faculty or employer surveys, stakeholder focus groups, enrollment or retention rates, and job placement rates.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Promotion of Research and Facilities
3.1.1 QIM	The institution has a well defined Research promotion policy and the same is uploaded on the institutional website
3.2	Resource Mobilization for Research
3.3	Innovation Ecosystem
3.3.1 QIM	Institution has created an ecosystem for innovations and entrepreneurship with an Incubation centre, entrepreneurship cell
3.3.2 QIM	Workshops/seminars conducted on Intellectual Property Rights (IPR) Research methodology, Good clinical Practice, Laboratory, Pharmacy and Collection practices, Research Grant writing and Industry-Academia Collaborations during the last five years
3.4	Research Publications and Awards
3.5	Consultancy
3.5.1 QIM	Institution has a policy on IPR and consultancy including revenue sharing between the Institution and the individual, besides a training cum capacity building programme for teachers, students and staff for undertaking consultancy
3.6	Extension Activities
3.6.3 QIM	Number of awards and recognition received for extension and outreach activities from Government / other recognised bodies during the last five years
3.6.4 QIM	Institutional social responsibility activities in the neighborhood community in terms of education, environmental issues like Swachh Bharath, health and hygiene awareness, delivery of free/ subsidized health care and socio economic development issues carried out by the students and staff, including the amount of expenditure incurred during the last five years
3.7	Collaboration

Qualitative analysis of Criterion 3

The University has a Research Promotion Policy and uploaded on the website. The document has properly formulated aims and objectives with various research promotion avenues such as seed money to faculty, publication incentive scheme, research awards, etc. Financial support has been provided for attending and organizing the conference and patent/copyright filling. The university has signed a Memorandum of Agreement with the National Research and Development Corporation for the commercialization of the technologies developed by the inventors.

To create an ecosystem for entrepreneurship, the university has initiated Campus Business Park and Business Incubation Centre to support the young entrepreneurs by providing them access to the infrastructure and resources. The university have the Centres of Excellence like BOSCH, GOOGLE, and SAP, etc.

The University has organized a total of 79 workshops and seminars on Intellectual Property Rights, research methodology, good clinical practice, laboratory, pharmacy and collection practices, research grant writing, and industry-academia collaborations. Total 783 Faculty and students participated and benefited from such activities.

The revenue sharing between the institution and individual is mentioned in the research policy document. There is a document on the rules and regulations for undertaking the consultancy. The revenue sharing has been very well defined. The consultancy document has included SoPs about ensuring Academic Integrity in Research and Curbing Plagiarism which is inappropriate in this context.

The constituent institutions of the university have conducted numerous health check-up camps, awareness camps, legal aid camps, gender sensitization activities, etc. Moreover, it has a NSS and NCC unit which organizes Blood Donation Camps regularly in collaboration with the Indian Red Cross Society, Ambala. Other drive includes Swachh Bharat Abhiyan for seven Days & Nights social camps in the nearby-adopted villages. As a part of social responsibility, free health services are provided to expecting mothers and childbirth. There is a provision to give Rs. 5000.00 to the family on the birth of a girl child. Free bus service is provided to patients and their attendants coming from nearby villages. NSS units supported by other student volunteers of HEI have started some literacy drives and teaching programs for the slum Areas. However, there lacks evidence for the awards and recognition received for extension and outreach activities from Government / other recognized bodies during the last five years.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	The institution has adequate physical facilities for teaching – learning, skills acquisition etc
4.1.2 QIM	The institution has adequate facilities to support physical and recreational requirements of students and staff – sports, games (indoor, outdoor), gymnasium, auditorium, yoga centre, etc. and for cultural activities
4.1.3 QIM	Availability and adequacy of general campus facilities and overall ambience
4.2	Clinical, Equipment and Laboratory Learning Resources
4.2.1 QIM	Teaching Hospital/s, Equipments, Laboratory and clinical teaching-learning facilities including equipment as per the norms of the respective Regulatory Bodies
4.2.2 QIM	Describe the adequacy of both outpatients and inpatients in the teaching hospital during the last five years vis-à-vis the number of students trained and programmes offered (based on HIMS / EMR) within 500 words.
4.3	Library as a Learning Resource
4.3.1 QIM	Library is automated using Integrated Library Management System (ILMS)
4.3.2 QIM	Total number of books and reference volumes as well as collection of ancient books, manuscripts, Digitalized traditional manuscripts, Discipline-specific learning resources from ancient Indian languages, special reports or any other knowledge resource for library enrichment especially with reference to traditional systems of medicines
4.4	IT Infrastructure
4.4.2 QIM	Institution frequently updates its computer availability for students and IT facilities including Wi-Fi
4.4.4 QIM	Facilities for e-content development such as Media centre, audio visual centre, Lecture Capturing System(LCS), etc.,
4.5	Maintenance of Campus Infrastructure
4.5.2 QIM	There are established systems and processes for maintaining physical and academic support facilities: (laboratory, library, sports facilities, computers, classrooms, etc.)

Qualitative analysis of Criterion 4

The institute has sufficient physical facilities and infrastructure for the teaching-learning process, clinical training, skill development, and related applications for the market-oriented career development of the students. Currently, the institute is running several Bachelor's, Master's, Diploma, and Ph.D. programs. The campus encompasses adequate land and an eco-friendly environment. Upgradation of the infrastructure has also been practiced from time to time. During the visit, it has been found that smart classrooms, seminar halls, tutorial rooms, and lecture theatres were provided with ICT facilities. Additionally, internet connectivity has also been found. The institute has simulation-based clinical labs provided with mannequins for the development of skills. UG and PG medical students notably from medical, nursing, and physiotherapy streams are trained with Laerdal Medical, Norway, and Simulation Surgical state-of-the-art simulators. Additionally, multi-specialty hospitals with an emergency, ambulance facilities (24X7) are existing. are for the related skill acquisitions by the students. By and large, the regulatory body norms are often followed was observed. Computer facilities and associated software connected through LAN are also found. For example, experimental labs are equipped to conduct designed experiments. Departmental libraries are also noticed. Learning-cum-therapy centers are found for the students. However, the MM (DU) is not offering any AYUSH-

related courses. The institution has several centers of excellence (BOSCH, CISCO, GOOGLE) and SAP incubation center. The training and Placement department is working for keen Skill Development Programs to groom the students to be Corporate Ready. Regarding the upcoming program, the Centre for Skill and Entrepreneurship Development (CSED) on manufacturing is under process. Language labs are established to enhance the English language skills and communication skills of students and to practice other soft skills. The present infrastructure is often utilized beyond regular college hours to conduct technical events, co-curricular activities/extracurricular activities, parent-teacher meetings, Campus Recruitment Training classes, campus recruitments, meetings, seminars, conferences, etc

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Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.1.4 QIM	The institution has an active international student cell
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QIM	Presence of Student Council and its activities for institutional development and student welfare
5.4	Alumni Engagement
5.4.1 QIM	The Alumni Association/Chapters (registered and functional) has contributed significantly to the development of the Institution through financial and other support services during the last five years

Qualitative analysis of Criterion 5

The university has a provision for providing scholarships, fee waivers to deserving and needy students by the government/ Non Governmental agencies/ institution. A variety of capacity enhancement and other skill development schemes such as soft skills development, language, and communication skill development, yoga and wellness, analytical skill development, human value development, personality, and professional development, and employability skill development programs and workshops are conducted by the institute from time to time as a part of capacity building of the students. The university provides guidance and training to the students for competitive examinations and career advancement. The university has an active international student cell to cater to the needs and take care of foreign students. The university has many foreign students from various countries of the world. The university takes care and supports the foreign students by assisting them in overcoming any difficulty relating to language, culture, or any other problem and in providing the services related to pre-arrival services, campus accommodation, post-arrival services, conflict resolution, and counseling services. The university has signed MOU's with many foreign universities and institutions from different countries. The institution has a transparent mechanism for timely redressal of student grievances/prevention of sexual harassment and prevention of ragging by following and adopting the guidelines of Regulatory bodies. Many students of the university have qualified in-state/ national/ international level examinations during the last five years such as NET/SLET/GATE/GMAT/GPAT/CAT/GRE/TOEFL/PLAB/USMLE /AYUSH/AICTE/ Civil Services/Defense /UPSC/State government examinations/PG-NEET/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test, etc. The university has a placement cell in place for guiding and providing placement support to the passing out students. Many students graduating from the university have progressed to higher education or got placed/ self-employed. The institution has a student welfare council that focuses on the holistic development and welfare of the students. The University and the student welfare council conduct, execute and manage various cultural events such as UniversuMM, Ammunition, InterUniversity Participation, etc. The university conducts various Sports events such as Inter-College Sports Competitions, Inter-University Participation, etc. The university also conducts various allied events such as NSS, NCC, Fine Arts, Literary, Social, Extension Education, National, and International days celebrations, etc. In addition to these activities, students are actively involved in various other committees. The university has MM(DU) Alumni Association, which helps each other students in social and professional networking to create job opportunities, entrepreneurial opportunities, and professional contacts. It also helps to serve the community and the nation.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	The Institution has clearly stated vision and mission which are reflected in its academic and administrative governance.
6.1.2 QIM	Effective leadership is reflected in various institutional practices such as decentralization and participative management etc.
6.2	Strategy Development and Deployment
6.2.1 QIM	The institutional Strategic plan is effectively deployed.
6.2.2 QIM	Effectiveness and efficiency of functioning of the institutional bodies as evidenced by policies, administrative setup, appointment and service rules, procedures etc.
6.3	Faculty and Staff Empowerment Strategies
6.3.1 QIM	The institution has effective welfare measures for teaching and non-teaching staff, and other beneficiaries.
6.3.5 QIM	Institution has Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.4.3 QIM	Institution conducts internal and external financial audits regularly
6.5	Internal Quality Assurance System
6.5.1 QIM	Institution has a streamlined Internal Quality Assurance Mechanism
6.5.3 QIM	Impact analysis of the various initiatives carried out and used for quality improvement

Qualitative analysis of Criterion 6

The institution has a clearly stated vision and mission adequately displayed conspicuously at all premises housing various institutes/constituent colleges/departments. Moreover, the vision and mission statements are reflected in its academic and administrative governance. The University has integrated technology into the teaching-learning and administrative governance, which is evident in its Medical college having the state-of-the-art simulation skill lab, the Engineering Institute having the State of the Art Centre for Skill and Entrepreneurship Development, their MCA Institute having both an Android and Mac Lab to facilitate the development of mobile apps, Engineering Institute having the Bosch Centre of Excellence, etc.

Effective leadership is reflected in various institutional practices such as decentralization and participative management. Students, Alumni, and stakeholder participation are visible in upgrading academic programs. The Board of Management and Academic Council has a representation of principals of institutes and teacher representatives.

The institutional Strategic plan is deployed and the Strategic Plan for the period 2016-2020 and 2020 to 2025

are in place and given effect to.

The University partially implemented performance self-appraisal system, and follows the Career Advancement Scheme as notified by the University Grants Commission and other regulatory bodies to ensure promotional avenues for teaching staff. Effective welfare measures for teaching and non-teaching staff such as subsidized housing, free medical treatment in the University Hospital, concession in the tuition fees in the University for all children of employees, subsidized transportation facility, concession in the diagnostic and surgical procedures, etc.

The principal source of income is the fee collected from students. The University also earns from hospital receipts, interest on FDRS, hostel receipts, and grants from government and non-government agencies.

The Finance Committee prepares the budget in consultation with the constituent colleges/institutes/departments.

The University conducts an internal audit on a regular basis through two qualified chartered accountants.

The IQAC collects feedback from all stakeholders and the same is discussed in departmental meetings. The IQAC conducts Academic Audit (twice a year) & Administrative Audit (once a year) and these audits are conducted with the help of experts drawn from outside the University system. IQAC also conducts periodically the Student Satisfaction Survey.

Incremental improvements in the quality post the first cycle is visible.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	Measures initiated by the institution for the promotion of gender equity during the last five years.
7.1.3 QIM	Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within 500 words) <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • Biomedical waste management • E-waste management • Waste recycling system • Hazardous chemicals and radioactive waste management
7.1.8 QIM	Describe the institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words)
7.1.9 QIM	Sensitization of students and employees of the institution to the constitutional obligations: values, rights, duties and responsibilities of citizens
7.1.11 QIM	Institution celebrates / organizes national and international commemorative days, events and festivals
7.2	Best Practices
7.2.1 QIM	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.
7.3	Institutional Distinctiveness
7.3.1 QIM	Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Qualitative analysis of Criterion 7

The University promote gender equality on the campus and regular events are conducted at the University level. The share of women faculties and student is around 45% in the University. It is also noticed from the admission profile that, approximately half of the students are female students. The overwhelming participation of girls in sports, cultural events, NCC, and alike substantiate the University's effort to empower women. There is also ample evidence of gender-friendly facilities and amenities both in academic/administrative buildings and residential buildings. There are also some specific courses offered by some specific Departments to impart gender-sensitive learnings. Management is also actively considering the mandatory participation of women members in the highest decision-making process.

University organizes regular events to promote tolerance and harmony towards cultural, regional, linguistic, communal socio-economic, and other diversities. These events are mostly organized at decentralized levels as

well as some annual events at the University level. There are special events to promote cultural integrity among the students belonging to different regions. Programs are organized to inculcate the values, rights, duties, and responsibilities of citizens as per the constitutional obligations in the University.

The solid waste generated at different sources is handled differently. The household wastes including hostel kitchen waste are disposed of through the involvement of the local municipality as per MoU. There are two liquid waste management plants (Sewage Treatment Plant) on the campus where treated water is reused for irrigation after necessary testing. There are arrangements to handle biomedical waste and E-waste through the engagement of third parties. University is keen to recycle the waste and dispose of the hazardous chemicals and radioactive waste generated on its campus. University is also keen to comply with all the mandatory regulations of waste management to ensure zero burdens on the environment. The treated water is used for irrigation purposes and plantation of Eucalyptus, grown in the agricultural land. There is a biogas plant with a capacity of 6 cum which is available on campus. Rainwater harvesting (39 units) systems are integrated with several buildings. About 5.5 MW rooftop solar generation plants are working, generating about 6 MU of renewable energy annually. Serving the local rural community paving the way for their development and green practices including generation of solar energy, rainwater harvesting and sewage water treatment and water conservation are some of the distinguishing features.

Section III: OVERALL ANALYSIS based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC) (up to 500 words)

Strength:

1. Rural location-based deemed to be University predominantly in health sciences with NABH, NABL and NBA accreditation of respective units.
2. Consisting ranking in national and international ranking framework and presence of international students.
3. Collaboration with numerous globally renowned industries for the establishment of a center of excellence on the campus.
4. Many inter-university and intra-university sport and cultural activities for the holistic development of the students.
5. Robots and transparent examination and evaluation process.
6. A lush green campus in 132 acres with all amenities managed by proactive sponsoring body.

Weaknesses:

1. Lack of research culture across the university and extramural research funding and limited internal funding for research
2. University approval under section 12B of UGC Act
3. Mechanism for translation, commercialization, and technology transfer of IPR.
4. Lack of proper lecture capturing system in the classrooms.
5. Limited workshops / seminars / conferences on IPR, research methodology, manuscript writing, good clinical practices, etc.

Opportunities:

1. Strengthening of the alumni contribution in terms of extending financial assistance.
2. Complete automation of exam section including evaluation of answer booklets.
3. Invitation of external applications for establishing startup on campus with suitable policy in place.
4. Create a repository of clinical data and its analysis for the development of evidence-based medical education material. This can be incorporated into the teaching-learning system.
5. Strengthening of systems and processes for maintaining physical and academic support facilities by incorporating them into the in-house ERP system.
6. Alumni involvement in the institution building
7. Contribution of the student councils of the constituent institutions for student welfare and institution development.
8. Plan of management for starting new courses.
9. Energy efficient and sustainable practices on campus.
10. Resource mobilization for Research and Development
11. Development of research infrastructure in certain programs.
12. To enhance multidisciplinary and interdisciplinary leaning environment.
13. Consultancy /Testing services and collaboration'
14. Mobilization of funds through extramural research grants.
15. Capacity building initiative for young faculty.

Challenges:

1. Competing and sustaining the rank in the international and national ranking frameworks.
2. Obtaining research grants from international and national agencies.
3. International student enrollment in various university programs.
4. Sensitization of faculty for reputed fellowships programs from government agencies such as Fulbright and Commonwealth.
5. Long terms multi-disciplinary projects.
6. Motivation to faculty for excellence in research.
7. Adequate facilities for super specialization courses.
8. Need for introducing new courses in basic and social sciences
9. Entry of foreign University and private universities
10. International exposure to faculty members

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Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- University should get the approval u/s 12B from UGC.
- There is need to develop ecosystem for the quality academic research leading to publications and IPRs.
- Creation of culture for research, provision of seed money, and funds from extramural research funding agencies.
- Up-gradation of central assessment and evaluation processes by the introduction of complete automation including evaluation of answer sheets.
- Introduction of the online feedback system and its analysis.
- To make provision for an authentic lecture capturing system in each institution. Establishment of a state-of-the-art media center on the campus for recording and developing high-quality videos of lectures and demonstrations.
- Augmentation of integrated library management system by incorporating weeding and new purchase of books in the system.
- Enrichment of University as well as constituent institutions website information especially of faculty profile and their achievements.
- Development of paperless systems and processes for maintaining physical and academic support facilities.
- Development of effective and novel strategies for increased participation of alumni for growth and development of the university.
- Start super-specialty post-graduate programs in medical college.
- Strengthen the faculty and student exchange program with reputed international universities.
- Teacher should be encouraged to improve consultancy services through better utilization of the available research infrastructure of the university.
- There is need to start programs of basic and social sciences.
- Training and placement component needs to be further strengthened to support students for competitive examination.

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution

NAAC

Sl.No	Name		Signature with date
1	DR. SHAIENDRA SARAF	Chairperson	
2	DR. DEBENDRA BARUAH	Member Co-ordinator	
3	DR. VIJAYA NATH MISHRA	Member	
4	DR. DEBASHIS CHATTERJEE	Member	
5	DR. SACHIN SARODE	Member	
6	DR. SANJEEVI SHANTHAKUMAR	Member	
7	DR. PAWAN KRISHAN	Member	
8	Dr. M.S. Shyamasundar	NAAC Co - ordinator	

Place

Date

NAAC