



YEARLY STATUS REPORT - 2023-2024

| Part A | |
|---|--|
| Data of the Institution | |
| 1.Name of the Institution | Manipal Academy of Higher Education, Manipal |
| • Name of the Head of the institution | Lt. Gen. (Dr.) M D Venkatesh |
| • Designation | Vice Chancellor |
| • Does the institution function from own campus | Yes |
| • Phone no. of the Vice-chancellor | 08202922615 |
| • Alternate phone No. | 08202570062 |
| • Mobile no (Vice-chancellor) | 7760393030 |
| • Registered Email ID (Vice-chancellor) | vicechancellor@manipal.edu |
| • Address | manipal.edu, Madhava Nagar, Manipal |
| • City/Town | Manipal, Udupi |
| • State/UT | Karnataka |
| • Pin Code | 576104 |
| 2.Institutional status | |
| • University | Deemed |
| • Type of Institution | Co-education |
| • Location | Semi-Urban |

| | |
|--|--|
| • Financial Status | Private |
| • Name of the IQAC Co-ordinator/Director | Dr. Sandeep S. Shenoy |
| • Phone No. | 08202922422 |
| • Alternate phone no. | 08202925341 |
| • Mobile No: | 9880368390 |
| • IQAC e-mail ID | iqac@manipal.edu |
| • Alternate e-mail | compliance@manipal.edu |
| 3.Website address | www.manipal.edu |
| 4.Whether Academic Calendar prepared during the year? | Yes |
| • If yes, was it uploaded in the Institutional Website? | slcm.manipal.edu |

5.Accreditation Details

| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
|---------|-------|------|-----------------------|---------------|-------------|
| Cycle 1 | B++ | NA | 2002 | 01/10/2002 | 30/09/2007 |
| Cycle 2 | A | 3.30 | 2016 | 11/07/2016 | 10/07/2021 |
| Cycle 3 | A++ | 3.65 | 2022 | 29/05/2022 | 28/05/2027 |

| | |
|--|------------|
| 6.Date of Establishment of IQAC | 03/06/2013 |
|--|------------|

7.Provide the list of Special Status conferred by Central/ State Government-UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Annual Quality Assurance Report of MANIPAL ACADEMY OF HIGHER EDUCATION (DEEMED-TO-BE-UNIVERSITY U/S 3 OF THE UGC ACT)

| Institution/ Department/Faculty | Scheme | Funding agency | Year of award with duration | Amount |
|---------------------------------|-------------|---|-----------------------------|---------|
| KMC, Mangalore | GOVT grants | DST, New Delhi | 2021 - 36months | 1830912 |
| KMC, Mangalore | GOVT grants | ICMR-NCDIR National Centre for Diseases Informatics and Research ,Bengaluru-562110,Karnataka | 2022 - 48 months | 719368 |
| KMC, Mangalore | GOVT grants | ICMR - DHR, Ministry of Health and Family Welfare ,Govt of India | 2023 - 6 months | 292000 |
| KMC, Mangalore | GOVT grants | ICMR-NIE, Chennai | 2023 | 150000 |
| KMC, Mangalore | GOVT grants | ICMR - DHR, Ministry of Health and Family Welfare ,Govt of India | 2023 - 12 months | 667557 |
| KMC, Mangalore | GOVT grants | ICMR - DHR, Ministry of Health and Family Welfare ,Govt of India | 2023 - 12 months | 667557 |
| KMC, Mangalore | GOVT grants | ICMR - DHR, Ministry of Health and Family Welfare | 2023 - 12 months | 667557 |

Annual Quality Assurance Report of MANIPAL ACADEMY OF HIGHER EDUCATION (DEEMED-TO-BE-UNIVERSITY U/S 3 OF THE UGC ACT)

| | | | | |
|----------------|-------------|--|------------------|----------|
| | | ,Govt of India | | |
| KMC, Mangalore | GOVT grants | ICMR - DHR, Ministry of Health and Family Welfare, Govt of India | 2023 - 12 months | 667557 |
| KMC, Mangalore | GOVT grants | RSSDI, New Delhi | 2023 | 197200 |
| KMC, Mangalore | GOVT grants | ICMR, New Delhi | 2023 - 12 months | 1097649 |
| KMC, Mangalore | GOVT grants | ICMR, New Delhi | 2024 - 12 months | 4036498 |
| KMC, Mangalore | Fellowship | DST, New Delhi | 2023 - 60 months | 167400 |
| KMC, Manipal | GOVT grants | Regional Center for Biotechnology, Faridabad | 2024 - 60 months | 1958829 |
| KMC, Manipal | Fellowship | DST, New Delhi | 2022 - 60 months | 767021 |
| KMC, Manipal | Fellowship | Lady Tata Memorial Trust | 2023 - 60 months | 512828 |
| KMC, Manipal | GOVT grants | DBT, New Delhi | 2024 - 60 months | 1970695 |
| KMC, Manipal | GOVT grants | DBT, New Delhi | 2024 - 60 months | 1959138 |
| KMC, Manipal | GOVT grants | ICMR- NIRRH, Mumbai | 2019 - 60 months | 21186.44 |
| KMC, Manipal | GOVT grants | ICMR, New Delhi | 2023 - 36 months | 988004 |
| KMC, Manipal | GOVT grants | NIMHANS, Bangalore | 2023 - 60 months | 3840000 |
| KMC, Manipal | GOVT grants | ICMR, New | 2023 - 36 | 1358607 |

Annual Quality Assurance Report of MANIPAL ACADEMY OF HIGHER EDUCATION (DEEMED-TO-BE-UNIVERSITY U/S 3 OF THE UGC ACT)

| | | Delhi | months | |
|--------------|-------------|--|------------------|----------|
| KMC, Manipal | GOVT grants | ICMR, New Delhi | 2022 - 42months | 430515 |
| KMC, Manipal | GOVT grants | ICMR, New Delhi | 2023 - 36 months | 1095071 |
| KMC, Manipal | GOVT grants | SERB, New Delhi | 2023 - 36 months | 1000000 |
| KMC, Manipal | Fellowship | DST, New Delhi | 2022 - 60 months | 298080 |
| KMC, Manipal | GOVT grants | ICMR, New Delhi | 2023 - 24 months | 326379 |
| KMC, Manipal | GOVT grants | SERB, New Delhi | 2023 - 36 months | 650000 |
| KMC, Manipal | GOVT grants | ICMR, New Delhi | 2023 - 36 months | 801241 |
| KMC, Manipal | GOVT grants | DBT, New Delhi | 2023 - 36 months | 3081055 |
| KMC, Manipal | Fellowship | DST, New Delhi | 2022 - 60 months | 624888 |
| KMC, Manipal | GOVT grants | DBT, New Delhi | 2021 - 36 months | 1777556 |
| KMC, Manipal | GOVT grants | Regional Center for Biotechnology, Faridabad | 2021 - 60 months | 2220874 |
| KMC, Manipal | GOVT grants | ICMR, New Delhi | 2023 - 36 months | 835922 |
| KMC, Manipal | GOVT grants | ICMR, New Delhi | 2023 - 36 months | 576244 |
| KMC, Manipal | GOVT grants | ICMR, New Delhi | 2023 - 36 months | 796303 |
| KMC, Manipal | GOVT grants | ICMR, New Delhi | 2023 - 36 months | 451905 |
| KMC, Manipal | GOVT grants | DBT/Wellcome Trust India Alliance, | 2021 - 60 months | 38052395 |

Annual Quality Assurance Report of MANIPAL ACADEMY OF HIGHER EDUCATION (DEEMED-TO-BE-UNIVERSITY U/S 3 OF THE UGC ACT)

| | | New Delhi | | |
|--------------|--------------|-----------------|------------------|---------|
| KMC, Manipal | GOVT grants | ICMR, New Delhi | 2023 - 36 months | 847317 |
| KMC, Manipal | GOVT grants | DST, New Delhi | 2022 - 36 months | 978529 |
| KMC, Manipal | GOVT grants | ICMR, New Delhi | 2024 - 36 months | 8604518 |
| KMC, Manipal | Fellowship | ICMR, New Delhi | 2023 - 36 months | 432130 |
| KMC, Manipal | GOVT grants | DBT, New Delhi | 2023 - 36 months | 424663 |
| KMC, Manipal | Fellowship | DST, New Delhi | 2022 - 60 months | 475755 |
| KMC, Manipal | GOVT grants | DST, New Delhi | 2023 - 12 months | 260476 |
| KMC, Manipal | GOVT grants | DST, New Delhi | 2022 - 36 months | 942742 |
| KMC, Manipal | Fellowship | ICMR, New Delhi | 2022 - 24 months | 458045 |
| KMC, Manipal | Fellowship | ICMR, New Delhi | 2023 - 24 months | 396733 |
| KMC, Manipal | GOVT grants | ICMR, New Delhi | 2024 - 36 months | 1935183 |
| KMC, Manipal | Fellowship | ICMR, New Delhi | 2023 - 12 months | 102212 |
| KMC, Manipal | GOVT grants | ICMR, New Delhi | 2023 - 12 months | 1419448 |
| KMC, Manipal | GOVT grants | ICMR, New Delhi | 2023 - 36 months | 741000 |
| KMC, Manipal | Travel Grant | SERB, New Delhi | 2023 - 5 days | 126333 |
| KMC, Manipal | Fellowship | ICMR, New Delhi | 2023 - 18 months | 485000 |
| KMC, Manipal | Travel Grant | SERB, New Delhi | 2023 - 5 days | 141992 |

Annual Quality Assurance Report of MANIPAL ACADEMY OF HIGHER EDUCATION (DEEMED-TO-BE-UNIVERSITY U/S 3 OF THE UGC ACT)

| | | | | |
|--------------|---------------|--|------------------|-----------|
| KMC, Manipal | GOVT grants | Regional Center for Biotechnology, Faridabad | 2023 - 60 months | 2472000 |
| KMC, Manipal | GOVT grants | SERB, New Delhi | 2023 - 36 months | 887900 |
| KMC, Manipal | GOVT grants | SERB, New Delhi | 2023 - 36 months | 1210000 |
| KMC, Manipal | GOVT grants | ICMR-NIE, New Delhi | 2023 - 3 months | 127118.64 |
| KMC, Manipal | GOVT grants | SERB, New Delhi | 2023 - 36 months | 815000 |
| KMC, Manipal | GOVT grants | ICMR, New Delhi | 2023 - 36 months | 626264 |
| KMC, Manipal | GOVT grants | SERB, New Delhi | 2023 - 36 months | 1874000 |
| KMC, Manipal | GOVT grants | ICMR, New Delhi | 2023 - 24 months | 4249711 |
| KMC, Manipal | GOVT grants | ICMR, New Delhi | 2023 - 36 months | 1343816 |
| KMC, Manipal | GOVT grants | ICMR, New Delhi | 2023 - 36 months | 1936000 |
| KMC, Manipal | GOVT grants | SERB, New Delhi | 2023 - 36 months | 1122843 |
| KMC, Manipal | GOVT grants | ICMR, New Delhi | 2023 - 36 months | 2428229 |
| KMC, Manipal | Travel grants | SERB, New Delhi | 2023 - 4 days | 145216 |
| KMC, Manipal | GOVT grants | DBT/Wellcome Trust India Alliance, New Delhi | 2021 - 60 months | 5000000 |
| KMC, Manipal | GOVT grants | SERB, New Delhi | 2023 - 36 months | 1855460 |
| KMC, Manipal | GOVT grants | AIIMS, Telangana | 2023 - 36 months | 351003 |

Annual Quality Assurance Report of MANIPAL ACADEMY OF HIGHER EDUCATION (DEEMED-TO-BE-UNIVERSITY U/S 3 OF THE UGC ACT)

| | | | | |
|-----------------------|--------------|------------------|------------------|---------|
| KMC, Manipal | GOVT grants | ICMR, New Delhi | 2023 - 36 months | 2315000 |
| KMC, Manipal | GOVT grants | SERB, New Delhi | 2023 - 36 months | 754000 |
| KMC, Manipal | GOVT grants | ICMR, New Delhi | 2024 - 36 months | 1452469 |
| KMC, Manipal | GOVT grants | SERB, New Delhi | 2023 - 24 months | 396800 |
| KMC, Manipal | GOVT grants | ICMR, New Delhi | 2024 - 36 months | 1241454 |
| KMC, Manipal | GOVT grants | ICMR, New Delhi | 2024 - 48 months | 8904837 |
| KMC, Manipal | GOVT grants | ICMR, New Delhi | 2024 - 36 months | 488639 |
| KMC, Manipal | Travel Grant | SERB, New Delhi | 2024 - 4 days | 133352 |
| KMC, Manipal | GOVT grants | ICMR, New Delhi | 2024 - 36 months | 2080454 |
| KMC, Manipal | GOVT grants | ICMR, New Delhi | 2024 - 36 months | 1299324 |
| KMC, Manipal | GOVT grants | DBT, New Delhi | 2023 - 36 months | 67580 |
| KMC, Manipal | GOVT grants | ICMR, New Delhi | 2024 - 36 months | 1315616 |
| KMC, Manipal | Travel grant | SERB, New Del | 2024 - 5 days | 167909 |
| KMC, Manipal | GOVT grants | ICMR, New Delhi | 2024 - 36 months | 613116 |
| KMC, Manipal | GOVT grants | ICMR, New Delhi | 2024 - 36 months | 1295227 |
| MAHE Bengaluru Campus | GOVT grants | ICSSR, New Delhi | 2023 - 24 months | 360000 |
| MAHE Bengaluru | GOVT grants | ICSSR, New Delhi | 2023 - 6 months | 337500 |

Annual Quality Assurance Report of MANIPAL ACADEMY OF HIGHER EDUCATION (DEEMED-TO-BE-UNIVERSITY U/S 3 OF THE UGC ACT)

| Campus | | | | |
|-----------------|-------------|---------------------|------------------|---------|
| MCHP, Bangalore | GOVT grants | BIRAC, New Delhi | 2023 - 18 months | 424000 |
| MCHP, Manipal | GOVT grants | DST, New Delhi | 2020 - 48 months | 456920 |
| MCHP, Manipal | GOVT grants | DST, New Delhi | 2023 - 36 months | 363883 |
| MCHP, Manipal | GOVT grants | DST, New Delhi | 2023 - 36 months | 1002882 |
| MCHP, Manipal | GOVT grants | ICMR, New Delhi | 2023 - 36 months | 646473 |
| MCHP, Manipal | GOVT grants | ICMR, New Delhi | 2023 - 36 months | 1026809 |
| MCHP, Manipal | GOVT grants | ICMR, New Delhi | 2023 - 36 months | 307016 |
| MCHP, Manipal | GOVT grants | ICMR, New Delhi | 2024 - 36 months | 576358 |
| MCHP, Manipal | GOVT grants | ICMR, New Delhi | 2023 - 36 months | 491671 |
| MCHP, Manipal | GOVT grants | SERB, New Delhi | 2023 - 36 months | 700000 |
| MCHP, Manipal | Fellowship | ICMR, New Delhi | 2023 - 24 months | 436372 |
| MCHP, Manipal | Fellowship | ICMR, New Delhi | 2023 - 36 months | 439329 |
| MCHP, Manipal | GOVT grants | DST, New Delhi | 2023 - 36 months | 171940 |
| MCHP, Manipal | GOVT grants | ICMR, New Delhi | 2023 - 36 months | 1142860 |
| MCHP, Manipal | GOVT grants | ICMR, New Delhi | 2023 - 36 months | 1050610 |
| MCHP, Manipal | GOVT grants | ICMR, New Delhi | 2023 - 36 months | 1081547 |
| MCHP, Manipal | GOVT grants | National Commission | 2023 - 12 months | 193350 |

Annual Quality Assurance Report of MANIPAL ACADEMY OF HIGHER EDUCATION (DEEMED-TO-BE-UNIVERSITY U/S 3 OF THE UGC ACT)

| | | | | |
|---------------------|--------------|---|---------------------|----------|
| | | for Women, New Delhi | | |
| MCHP, Manipal | GOVT grants | ICMR, New Delhi | 2024 - 36 months | 490527 |
| MCHP, Manipal | GOVT grants | ICMR, New Delhi | 2024 - 36 months | 1223967 |
| MCHP, Manipal | GOVT grants | ICMR, New Delhi | 2024 - 36 months | 1681454 |
| MCHP, Manipal | GOVT grants | DST, New Delhi | 2024 - 36 months | 4746328 |
| MCHP, Manipal | GOVT grants | ICSSR, New Delhi | 2024 - 24 months | 800000 |
| MCODS, Mangalore | Travel grant | Science and Engineering Research Board, New Delhi | 2024 - 5 days | 90495 |
| MCODS, Manipal | GOVT grants | DBT/Wellcome Trust India Alliance, New Delhi | 2020 - 60 months | 8464281 |
| MCODS, Manipal | Fellowship | ICMR, New Delhi | 2023 - 12 months | 930739 |
| MCODS, Manipal | GOVT grants | ICMR, New Delhi | 2024 - 48 months | 18770252 |
| MCON, Manipal | GOVT grants | ICMR, New Delhi | 2023 - 36 months | 219186 |
| MCON, Manipal | GOVT grants | ICMR, New Delhi | 2022- 36 months | 222403 |
| MCON, Manipal | GOVT grants | DST, New Delhi | 2020 - 36 months | 395802 |
| MCON, Manipal | GOVT grants | DST, New Delhi | 2023 - 36 months | 1299059 |
| MCON, Manipal | GOVT grants | ICMR, New Delhi | 2023 - 36 months | 771838 |
| MCON, Manipal | GOVT grants | ICMR, New | 2023 - 36 | 401588 |

Annual Quality Assurance Report of MANIPAL ACADEMY OF HIGHER EDUCATION (DEEMED-TO-BE-UNIVERSITY U/S 3 OF THE UGC ACT)

| Manipal | | Delhi | months | |
|-------------------|-------------|--------------------|---------------------|--------|
| MCON, Manipal | GOVT grants | ICMR, New Delhi | 2023 - 36 months | 867909 |
| MCON, Manipal | Fellowship | ICMR, New Delhi | 2022 - 36 months | 467129 |
| MCON, Manipal | Fellowship | ICMR, New Delhi | 2024 - 36 months | 604174 |
| MCON, Manipal | Fellowship | ICMR, New Delhi | 2023 - 36 months | 583805 |
| MCON, Manipal | GOVT grants | ICMR, New Delhi | 2022 - 30 months | 415340 |
| MCON, Manipal | GOVT grants | ICMR, New Delhi | 2022 - 24 months | 352458 |
| MCON, Manipal | GOVT grants | ICMR, New Delhi | 2023 - 12 months | 633984 |
| MCOPS, Manipal | Fellowship | DST, New Delhi | 2021 - 60 months | 461813 |
| MCOPS, Manipal | Fellowship | DST, New Delhi | 2022 - 60 months | 692369 |
| MCOPS, Manipal | Fellowship | ICMR, New Delhi | 2021 - 36 months | 433561 |
| MCOPS, Manipal | Fellowship | DST, New Delhi | 2022 - 60 months | 722959 |
| MCOPS, Manipal | GOVT grants | DST, New Delhi | 2021 - 36 months | 3540 |
| MCOPS, Manipal | Fellowship | ICMR, New Delhi | 2023 - 36 months | 95881 |
| MCOPS, Manipal | Fellowship | DST, New Delhi | 2022 - 60 months | 637809 |
| MCOPS, Manipal | Fellowship | DST, New Delhi | 2022 - 60 months | 493230 |
| MCOPS, Manipal | Fellowship | DST, New Delhi | 2022 - 60 months | 425811 |
| MCOPS, Manipal | Fellowship | ICMR, New Delhi | 2022 - 36 months | 475503 |

Annual Quality Assurance Report of MANIPAL ACADEMY OF HIGHER EDUCATION (DEEMED-TO-BE-UNIVERSITY U/S 3 OF THE UGC ACT)

| | | | | |
|-------------------|-------------|--------------------|---------------------|--------|
| MCOPS, Manipal | GOVT grants | ICMR, New Delhi | 2023 - 36 months | 296460 |
| MCOPS, Manipal | Fellowship | ICMR, New Delhi | 2023 - 36 months | 460277 |
| MCOPS, Manipal | Fellowship | ICMR, New Delhi | 2023 - 36 months | 528250 |
| MCOPS, Manipal | Fellowship | ICMR, New Delhi | 2023 - 36 months | 435182 |
| MCOPS, Manipal | Fellowship | ICMR, New Delhi | 2023 - 36 months | 434081 |
| MCOPS, Manipal | Fellowship | ICMR, New Delhi | 2023 - 36 months | 474265 |
| MCOPS, Manipal | Fellowship | ICMR, New Delhi | 2023 - 36 months | 434183 |
| MCOPS, Manipal | Fellowship | ICMR, New Delhi | 2023 - 36 months | 371627 |
| MCOPS, Manipal | Fellowship | ICMR, New Delhi | 2023 - 36 months | 467904 |
| MCOPS, Manipal | GOVT grants | BRNS, New Delhi | 2023 - 36 months | 910779 |
| MCOPS, Manipal | Fellowship | ICMR, New Delhi | 2022 - 36 months | 434837 |
| MCOPS, Manipal | Fellowship | ICMR, New Delhi | 2023 - 36 months | 575596 |
| MCOPS, Manipal | Fellowship | ICMR, New Delhi | 2023 - 36 months | 587615 |
| MCOPS, Manipal | GOVT grants | DST, New Delhi | 2022 - 36 months | 786570 |
| MCOPS, Manipal | GOVT grants | DST, New Delhi | 2022 - 36 months | 810806 |
| MCOPS, Manipal | Fellowship | ICMR, New Delhi | 2023 - 36 months | 480834 |
| MCOPS, Manipal | Fellowship | ICMR, New Delhi | 2023 - 36 months | 481196 |

Annual Quality Assurance Report of MANIPAL ACADEMY OF HIGHER EDUCATION (DEEMED-TO-BE-UNIVERSITY U/S 3 OF THE UGC ACT)

| | | | | |
|-----------------|-------------|--------------------------|------------------|----------|
| MCOPS, Manipal | Fellowship | ICMR, New Delhi | 2023 - 24 months | 391744 |
| MCOPS, Manipal | Fellowship | ICMR, New Delhi | 2023 - 36 months | 478369 |
| MCOPS, Manipal | Fellowship | Lady Tata Memorial Trust | 2023 - 36 months | 438537 |
| MCOPS, Manipal | Fellowship | ICMR, New Delhi | 2023 - 36 months | 228900 |
| MCOPS, Manipal | Fellowship | ICMR, New Delhi | 2024 - 36 months | 773197 |
| MCOPS, Manipal | GOVT grants | KSTePS, Bangalore | 2023 - 12 months | 300000 |
| MCOPS, Manipal | GOVT grants | ICMR, New Delhi | 2023 - 36 months | 1359456 |
| MCOPS, Manipal | GOVT grants | ICMR, New Delhi | 2023 - 36 months | 1355728 |
| MCOPS, Manipal | GOVT grants | SERB, New Delhi | 2023 - 36 months | 2491500 |
| MCOPS, Manipal | GOVT grants | ICMR, New Delhi | 2023 - 36 months | 558615 |
| MCOPS, Manipal | GOVT grants | ICMR, New Delhi | 2024 - 48 months | 10043909 |
| MCOPS, Manipal | GOVT grants | ICMR, New Delhi | 2024 - 36 months | 1570651 |
| MCOPS, Manipal | GOVT grants | SERB, New Delhi | 2024 - 36 months | 706475 |
| MCOPS, Manipal | GOVT grants | ICMR, New Delhi | 2023 - 36 months | 3737195 |
| MIC, Manipal | GOVT grants | ICSSR, New Delhi | 2023 - 18 months | 350943 |
| MIRM, Bangalore | GOVT grants | SERB, New Delhi | 2023 - 24 months | 85211.81 |
| MIRM, Bangalore | Fellowship | DST, New Delhi | 2022 - 60 months | 555846 |

Annual Quality Assurance Report of MANIPAL ACADEMY OF HIGHER EDUCATION (DEEMED-TO-BE-UNIVERSITY U/S 3 OF THE UGC ACT)

| | | | | |
|--------------------|--------------|---|---------------------|---------|
| MIRM, Bangalore | GOVT grants | DRDO, New Delh | 2023 - 36 months | 1384365 |
| MIRM, Bangalore | GOVT grants | ICMR, New Delhi | 2023 - 36 months | 1147022 |
| MIRM, Bangalore | Fellowship | ICMR, New Delhi | 2023 - 36 months | 669105 |
| MIRM, Bangalore | GOVT grants | ICMR, New Delhi | 2024 - 36 months | 1101454 |
| MIRM, Bangalore | GOVT grants | ICMR, New Delhi | 2023 - 36 months | 1200320 |
| MIRM, Bangalore | GOVT grants | SERB, New Delhi | 2023 - 24 months | 1000000 |
| MIRM, Bangalore | GOVT grants | SERB, New Delhi | 2023 - 36 months | 1400000 |
| MIRM, Bangalore | GOVT grants | DBT, New Delhi | 2021 - 36 months | 681226 |
| MIRM, Bangalore | GOVT grants | DBT, New Delhi | 2023 - 36 months | 2090893 |
| MIRM, Bangalore | GOVT grants | SERB, New Delhi | 2024 - 36 months | 650000 |
| MIRM, Bangalore | GOVT grants | Regional Center for B iotechnology , Faridabad | 2023 - 60 months | 2472000 |
| MIRM, Bangalore | GOVT grants | KSTePS, Bangalore | 2023 - 12 months | 1000000 |
| MIRM, Bangalore | GOVT grants | SERB, New Delhi | 2023 - 36 months | 275000 |
| MIRM, Bangalore | GOVT grants | DBT, New Delhi | 2023 - 36 months | 1562257 |
| MIRM, Bangalore | GOVT grants | DBT, New Delhi | 2023 - 36 months | 1449323 |
| MIRM, Bangalore | Travel grant | Biotech Consortium India Limited | 2023 - 36 months | 142515 |

Annual Quality Assurance Report of MANIPAL ACADEMY OF HIGHER EDUCATION (DEEMED-TO-BE-UNIVERSITY U/S 3 OF THE UGC ACT)

| | | | | |
|-----------------|--------------|---|------------------|---------|
| MIRM, Bangalore | GOVT grants | ICMR, New Delhi | 2024 - 36 months | 2724043 |
| MIRM, Bangalore | GOVT grants | ICMR, New Delhi | 2024 - 36 months | 5754043 |
| MIRM, Bangalore | Travel grant | SERB, New Delhi | 2024 - 6 days | 53875 |
| MIRM, Bangalore | GOVT grants | ICMR, New Delhi | 2024 - 36 months | 1311043 |
| MIRM, Bangalore | GOVT grants | DBT/Wellcome Trust India Alliance, New Delhi | 2024 - 60 months | 3989846 |
| MIRM, Bangalore | GOVT grants | DBT/Wellcome Trust India Alliance, New Delhi | 2024 - 60 months | 7805985 |
| MIT, Bangalore | GOVT grants | DST, New Delhi | 2023 - 36 months | 857040 |
| MIT, Bangalore | GOVT grants | Indian National Academy of Engineering, New Delhi | 2024 - 24 months | 2390005 |
| MIT, Manipal | GOVT grants | BRNS, New Delhi | 2023 - 36 months | 136417 |
| MIT, Manipal | GOVT grants | SERB, New delhi | 2023 - 36 months | 43366 |
| MIT, Manipal | GOVT grants | SERB, New delhi | 2020 - 36 months | 226177 |
| MIT, Manipal | Fellowship | DST, New Delhi | 2022 - 36 months | 477210 |
| MIT, Manipal | Fellowship | DST, New Delhi | 2022 - 60 months | 51701 |
| MIT, Manipal | GOVT grants | UGC-DAE-CSR, Indoor | 2021 - 36 months | 136080 |
| MIT, Manipal | GOVT grants | UGC-DAE-CSR, Mumbai | 2023 - 36 months | 228120 |

Annual Quality Assurance Report of MANIPAL ACADEMY OF HIGHER EDUCATION (DEEMED-TO-BE-UNIVERSITY U/S 3 OF THE UGC ACT)

| | | | | |
|--------------|-------------|------------------------------------|------------------|---------|
| MIT, Manipal | Fellowship | ICMR, New Delhi | 2023 - 36 months | 71109 |
| MIT, Manipal | GOVT grants | ICMR, New Delhi | 2023 - 36 months | 367919 |
| MIT, Manipal | Fellowship | ICMR, New Delhi | 2023 - 36 months | 565688 |
| MIT, Manipal | GOVT grants | SERB, New Delhi | 2023 - 36 months | 500000 |
| MIT, Manipal | Fellowship | DST, New Delhi | 2023 - 36 months | 681014 |
| MIT, Manipal | Fellowship | DST, New Delhi | 2023 - 36 months | 263967 |
| MIT, Manipal | GOVT grants | ICMR, New Delhi | 2023 - 36 months | 229530 |
| MIT, Manipal | GOVT grants | MEiTY, New Delhi | 2022 - 36 months | 490014 |
| MIT, Manipal | Fellowship | ICMR, New Delhi | 2023 - 32 months | 533946 |
| MIT, Manipal | Fellowship | ICMR, New Delhi | 2022 - 36 months | 479815 |
| MIT, Manipal | GOVT grants | DRDO, New Delhi | 2022 - 36 months | 426862 |
| MIT, Manipal | GOVT grants | SERB, New Delhi | 2023 - 36 months | 401166 |
| MIT, Manipal | GOVT grants | SERB, New Delhi | 2022 - 36 months | 550000 |
| MIT, Manipal | GOVT grants | MEiTY, New Delhi | 2022 - 36 months | 1152270 |
| MIT, Manipal | GOVT grants | DST, New Delhi | 2023 - 36 months | 325806 |
| MIT, Manipal | GOVT grants | SERB, New Delhi | 2023 - 36 months | 150000 |
| MIT, Manipal | Fellowship | Regional Center for B iotechnology | 2023 - 60 months | 536102 |

Annual Quality Assurance Report of MANIPAL ACADEMY OF HIGHER EDUCATION (DEEMED-TO-BE-UNIVERSITY U/S 3 OF THE UGC ACT)

| | | | | |
|--------------|--------------|--|------------------|---------|
| | | , Faridabad | | |
| MIT, Manipal | GOVT grants | Central Tool Room & Training Centre, Bhubaneswar | 2022 | 1235475 |
| MIT, Manipal | Fellowship | IITI Drishti CPS Foundation, Indoor | 2023 - 12 months | 183600 |
| MIT, Manipal | Fellowship | DST, New Delhi | 2023 - 60 months | 818039 |
| MIT, Manipal | GOVT grants | KSCST, Bangalore | 2023 - 1month | 4000 |
| MIT, Manipal | GOVT grants | KSCST, Bangalore | 2023 - 1month | 8000 |
| MIT, Manipal | GOVT grants | KSCST, Bangalore | 2023 - 1month | 5000 |
| MIT, Manipal | GOVT grants | KSTePS, Bangalore | 2023 - 12 months | 2000000 |
| MIT, Manipal | GOVT grants | KSTePS, Bangalore | 2023 - 12 months | 223450 |
| MIT, Manipal | Fellowship | DST, New Delhi | 2023 - 60 months | 762172 |
| MIT, Manipal | Fellowship | DST, New Delhi | 2023 - 60 months | 887589 |
| MIT, Manipal | GOVT grants | SERB, New Delhi | 2023 - 36 months | 275000 |
| MIT, Manipal | Fellowship | SERB, New Delhi | 2024 - 4 months | 1067021 |
| MIT, Manipal | GOVT grants | INCOIS, Hyderabad | 2023 - 30 months | 1230745 |
| MIT, Manipal | Travel grant | SERB, New Delhi | 2023 - 6 days | 104523 |
| MIT, Manipal | GOVT grants | ICMR, New Delhi | 2023 - 36 months | 1191625 |

Annual Quality Assurance Report of MANIPAL ACADEMY OF HIGHER EDUCATION (DEEMED-TO-BE-UNIVERSITY U/S 3 OF THE UGC ACT)

| | | | | |
|---------------|--------------|---|------------------|-----------|
| MIT, Manipal | GOVT grants | SERB, New Delhi | 2023 - 36 months | 291922.65 |
| MIT, Manipal | GOVT grants | CSIR, New Delhi | 2024 - 36 months | 962665 |
| MIT, Manipal | GOVT grants | ICMR, New Delhi | 2023 - 36 months | 6876412 |
| MIT, Manipal | Travel grant | DAE, Mumbai | 2023 - 3 days | 36000 |
| MIT, Manipal | GOVT grants | SERB, New Delhi | 2023 - 24 months | 2104320 |
| MIT, Manipal | GOVT grants | SERB, New Delhi | 2023 - 24 months | 1532436 |
| MIT, Manipal | GOVT grants | SERB, New Delhi | 2024 - 36 months | 1561000 |
| MIV, Manipal | GOVT grants | BIRAC, New Delhi | 2021 - 57 months | 4595000 |
| MIV, Manipal | GOVT grants | BIRAC, New Delhi | 2023 - 48 months | 2772400 |
| MIV, Manipal | GOVT grants | DBT, New Delhi | 2021 - 60 months | 2828379 |
| MIV, Manipal | GOVT grants | ICMR, New Delhi | 2022 - 24 months | 1983181 |
| MSAP, Manipal | GOVT grants | Department of Urbal Land Transport, Bangalore | 2022 - 18 months | 1145100 |
| MSAP, Manipal | GOVT grants | ICMR, New Delhi | 2023 - 36 months | 92175 |
| MSIS, Manipal | GOVT grants | DBT, New Delhi | 2021 - 36 months | 48389 |
| MSLS, Manipal | GOVT grants | SERB, New Delhi | 2023 - 36 months | 52885 |
| MSLS, Manipal | GOVT grants | Regional Center for B iotechnology | 2023 - 60 months | 1970502 |

Annual Quality Assurance Report of MANIPAL ACADEMY OF HIGHER EDUCATION (DEEMED-TO-BE-UNIVERSITY U/S 3 OF THE UGC ACT)

| | | , Faridabad | | |
|------------------|-------------|--|---------------------|---------|
| MSLS, Manipal | GOVT grants | DBT, New Delhi | 2021 - 36 months | 299431 |
| MSLS, Manipal | GOVT grants | DBT, New Delhi | 2023 - 36 months | 490259 |
| MSLS, Manipal | Fellowship | ICMR, New Delhi | 2024 - 36 months | 472492 |
| MSLS, Manipal | Fellowship | ICMR, New Delhi | 2023 - 36 months | 482735 |
| MSLS, Manipal | GOVT grants | SERB, New Delhi | 2023 - 36 months | 200000 |
| MSLS, Manipal | GOVT grants | SERB, New Delhi | 2023 - 36 months | 900000 |
| MSLS, Manipal | GOVT grants | SERB, New Delhi | 2023 - 36 months | 1000000 |
| MSLS, Manipal | Fellowship | ICMR, New Delhi | 2022 - 36 months | 398950 |
| MSLS, Manipal | Fellowship | ICMR, New Delhi | 2022 - 36 months | 34333 |
| MSLS, Manipal | Fellowship | ICMR, New Delhi | 2023 - 36 months | 437342 |
| MSLS, Manipal | GOVT grants | Global Innovation & Technology Alliance, Haryana | 2021 - 36 months | 521948 |
| MSLS, Manipal | GOVT grants | ICMR, New Delhi | 2023 - 36 months | 1068939 |
| MSLS, Manipal | Fellowship | ICMR, New Delhi | 2023 - 36 months | 472686 |
| MSLS, Manipal | Fellowship | DST, New Delhi | 2022 - 60 months | 610110 |
| MSLS, Manipal | GOVT grants | DST, New Delhi | 2021 - 36 months | 126266 |
| MSLS, Manipal | Fellowship | Lady Tata Memorial | 2022 - 24 months | 213900 |

Annual Quality Assurance Report of MANIPAL ACADEMY OF HIGHER EDUCATION (DEEMED-TO-BE-UNIVERSITY U/S 3 OF THE UGC ACT)

| | | Trust | | |
|------------------|-------------|---|---------------------|----------|
| MSLS, Manipal | GOVT grants | SERB, New Delhi | 2023 - 24 months | 700000 |
| MSLS, Manipal | GOVT grants | DST, New Delhi | 2022 - 26 months | 232353 |
| MSLS, Manipal | GOVT grants | SERB, New Delhi | 2024 - 36 months | 180000 |
| MSLS, Manipal | GOVT grants | DBT, New Delhi | 2022 - 60 months | 9144807 |
| MSLS, Manipal | GOVT grants | DST, New Delhi | 2022 - 36 months | 653154 |
| MSLS, Manipal | Fellowship | ICMR, New Delhi | 2024 - 24 months | 395474 |
| MSLS, Manipal | Fellowship | ICMR, New Delhi | 2023 - 36 months | 237101 |
| MSLS, Manipal | Fellowship | ICMR, New Delhi | 2023 - 36 months | 741700 |
| MSLS, Manipal | GOVT grants | BRNS, New Delhi | 2023 - 36 months | 920683 |
| MSLS, Manipal | GOVT grants | ICMR, New Delhi | 2023 - 36 months | 205132 |
| MSLS, Manipal | Fellowship | ICMR, New Delhi | 2023 - 36 months | 238900 |
| MSLS, Manipal | Fellowship | ICMR, New Delhi | 2024 - 24 months | 91560 |
| MSLS, Manipal | GOVT grants | DBT/Wellcome Trust India Alliance, New Delhi | 2023 - 60 months | 10465180 |
| MSLS, Manipal | GOVT grants | SERB, New Delhi | 2023 - 36 months | 1385000 |
| MSLS, Manipal | GOVT grants | SERB, New Delhi | 2023 - 36 months | 863944 |
| MSLS, Manipal | GOVT grants | ICMR, New Delhi | 2023 - 36 months | 1959720 |

Annual Quality Assurance Report of MANIPAL ACADEMY OF HIGHER EDUCATION (DEEMED-TO-BE-UNIVERSITY U/S 3 OF THE UGC ACT)

| | | | | |
|---------------------|--------------|---|---------------------|----------|
| MSLS, Manipal | GOVT grants | SERB, New Delhi | 2023 - 36 months | 1495000 |
| MSLS, Manipal | Travel grant | SERB, New Delhi | 2023 - 6 days | 182335 |
| MSLS, Manipal | Travel grant | SERB, New Delhi | 2023 - 4 days | 138008 |
| MSLS, Manipal | GOVT grants | DST, New Delhi | 2023 - 60 months | 352013 |
| MSLS, Manipal | GOVT grants | SPARC, New Delhi | 2023 - 24 months | 192105 |
| MSLS, Manipal | GOVT grants | ICMR, New Delhi | 2024 - 36 months | 329000 |
| MSLS, Manipal | GOVT grants | ICMR, New Delhi | 2024 - 36 months | 2305484 |
| MSLS, Manipal | GOVT grants | ICMR, New Delhi | 2024 - 48 months | 9732927 |
| MSLS, Manipal | Travel grant | SERB, New Delhi | 2024 - 4 days | 181334 |
| MSLS, Manipal | GOVT grants | ICMR, New Delhi | 2024 - 36 months | 329000 |
| MSLS, Manipal | Travel grant | SERB, New Delhi | 2024 - 4 days | 104778 |
| MSLS, Manipal | Travel grant | SERB, New Delhi | 2024 - 5 days | 147792 |
| MTMC, Jamshedpur | GOVT grants | Jharkhand State AIDS Control Society | 2023 - 5 months | 77966.11 |
| PSPH, Manipal | GOVT grants | ICSSR, New Delhi | 24 months | 50000 |
| PSPH, Manipal | Fellowship | ICMR, New Delhi | 2023 - 31 months | 438340 |
| PSPH, Manipal | GOVT grants | ICMR, New Delhi | 2023 - 36 months | 4525600 |
| PSPH, | Travel grant | BRNS, New | 2023 - 5 | 126000 |

Annual Quality Assurance Report of MANIPAL ACADEMY OF HIGHER EDUCATION (DEEMED-TO-BE-UNIVERSITY U/S 3 OF THE UGC ACT)

| Manipal | | Delhi | days | |
|---------------|-------------|--|------------------|---------|
| PSPH, Manipal | GOVT grants | SPARC, New Delhi | 2023 - 24 months | 185746 |
| DAMP, Manipal | GOVT grants | SERB, New Delhi | 2023 - 36 months | 47346 |
| DAMP, Manipal | GOVT grants | SERB, New Delhi | 2021 - 36 months | 100000 |
| DAMP, Manipal | GOVT grants | DST, New Delhi | 2021 - 36 months | 154854 |
| DAMP, Manipal | Fellowship | DST, New Delhi | 2023 - 60 months | 344443 |
| DAMP, Manipal | GOVT grants | SPARC, New Delhi | 2023 - 24 months | 1042931 |
| DAMP, Manipal | GOVT grants | DBT, New Delhi | 2024 - 36 months | 6903 |
| DBMS, Manipal | GOVT grants | ICMR, New Delhi | 2023 - 36 months | 1898492 |
| DBMS, Manipal | Fellowship | ICMR, New Delhi | 2023 - 36 months | 69912 |
| DOC, Manipal | Fellowship | ICSSR, New Delhi | 2023 - 24 months | 260000 |
| DOC, Manipal | Fellowship | ICSSR, New Delhi | 2023 - 24 months | 260000 |
| DOC, Manipal | GOVT grants | ICSSR, New Delhi | 2023 - 6 months | 1125000 |
| DOR, Manipal | Fellowship | DBT/Wellcome Trust India Alliance, New Delhi | 2021 - 36 months | 341603 |
| MCBR, Manipal | GOVT grants | Regional Center for Biotechnology, Faridabad | 2023 - 60 months | 2221545 |
| MCBR, Manipal | Fellowship | DST, New Delhi | 2023 - 60 months | 409159 |

| | | | | |
|------------------|-------------|--------------------|---------------------|---------|
| MCBR, Manipal | GOVT grants | ICMR, New Delhi | 2024 - 24 months | 3189534 |
| MCBR, Manipal | GOVT grants | SERB, New Delhi | 2024 - 36 months | 2884000 |
| MCNS, Manipal | Fellowship | DST, New Delhi | 2022 - 60 months | 65423 |
| MCNS, Manipal | GOVT grants | DST, New Delhi | 2023 - 24 months | 92583 |
| MCNS, Manipal | GOVT grants | SERB, New Delhi | 2023 - 24 months | 300000 |
| MCNS, Manipal | GOVT grants | SERB, New Delhi | 2023 - 36 months | 1015000 |
| MCNS, Manipal | GOVT grants | SERB, New Delhi | 2024 - 36 months | 275000 |

| | |
|--|---------------------------|
| 8.Is the composition of IQAC as per latest NAAC guidelines | Yes |
| <ul style="list-style-type: none"> • Upload latest notification of formation of IQAC | View File |
| 9.No. of IQAC meetings held during the year | 2 |
| <ul style="list-style-type: none"> • Have the minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website | Yes |
| <ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) | View File |
| 10.Did IQAC receive funding from any funding agency to support its activities during the year? | No |
| <ul style="list-style-type: none"> • If yes, mention the amount | |
| 11.Significant contributions made by IQAC during the current year (maximum five bullets) | |
| NAAC - AQAR 2022-23 submission | |

Data submission to THE World Ranking 2025, QS Sustainability Ranking 2025 and NIRF 2024

Hand holding MGM College for autonomous status by UGC

Conducted Awareness sessions on Risk Management and Change Management, at MIT Manipal for the administrators, ISO Auditors, Coordinators and other faculty members

Conducted a Virtual Session on Academic Audit for the MAHE Bengaluru campus officials and faculty members

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

| Plan of Action | Achievements/Outcomes |
|--|-----------------------|
| Add 3 interdisciplinary programs | 8 |
| Add 1 structured course | 19 |
| Have additional 4 percent of the programs to facilitate Semester Abroad option | 9 % |
| Increase the international undergraduate admissions to 9.2% and postgraduate admissions to 19% | 5.13 % |
| Enable additional 2 courses to have the option of offering joint degrees | 13 |
| Offer 2 additional twinning programme | 19 |
| Have additional 20 students opt for outbound Semester Abroad programme | +35 |
| Have additional 20 students opt for inbound Semester programme | +59 |
| Increase in international faculty by additional 1percent | 0.866% |
| Add 200 institutions collaborating with MAHE for research publications | +494 |
| Add 945 co-authored publications with international collaborators | +1240 |
| Add 10 specialized centers encompassing all faculties | +3 |
| Increase the research spend from current level by additional 2 percent | 0.82% |
| Have 640 new doctoral enrolments | 672 |
| Increase the no. of PhD scholars to 2250 | 2347 |

| | |
|--|--------------|
| Increase PhD guides by 4 percent | +6.2% |
| Have 5500 publications | 4049 |
| Improve the citation score to 6.3 | 10.8 |
| Achieve an increase in Field Weighted Citation Impact score by 0.9 | 0.9 |
| Add 15 new ventures | +20 |
| Have graduation of additional 5 ventures | +9 |
| Increase the no. of new patent applications to 212 | 377 |
| Commercialize additional 3 technology | +4 |
| Add 85 more international partnerships with top 500 Universities | 80 |
| Provide accommodation for additional 500 students | Nil |
| Increase the scholarship for meritorious students to Rs. 49.85 Crore | 72.85 Crores |
| Increase the number of programs accredited to 30 | 35 programs |
| Have international exposure for additional 0.5 percent of total domestic faculty | 1.12% |
| Sapling plantation 1250 Numbers | 1250 |

| | |
|---|-----------|
| 13. Whether the AQAR was placed before statutory body? | No |
|---|-----------|

- | | |
|--|--|
| <ul style="list-style-type: none"> Name of the statutory body | |
|--|--|

| | |
|------|--------------------|
| Name | Date of meeting(s) |
| Nil | Nil |

| | |
|--|------------|
| 14.Does the Institution have Management Information System? | Yes |
|--|------------|

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

MAHE has the online Management Information System Reports in the various Application Software Modules - The details are given below. CFAS - Centralised Financial Accounting System PAIS - Purchase and Inventory System MSPM - Manipal Solution for People management SLCM - Student Life Cycle Management System RMS - Research Management System Almashine - Alumni Management System The respective functional depts. - Finance, Purchase, Inventory(Stores), HR , Admissions, Evaluation, Institutions, Research Directorate, Alumni Relations team are able to generate the MIS Reports using these application software modules.

15.Multidisciplinary / interdisciplinary

Manipal Academy of Higher Education (MAHE) is distinguished for its multidisciplinary and interdisciplinary educational approach. The university offers a broad spectrum of programs and courses that blend multiple disciplines, providing students with a comprehensive learning experience. This distinctive approach differentiates MAHE from traditional universities and cultivates an environment of innovation, collaboration, and critical thinking. A notable feature of MAHE is its vast array of academic disciplines. The university spans numerous fields, including medicine, engineering, pharmacy, dentistry, nursing, allied health sciences, life sciences, natural sciences, virology, public health, architecture and design, commerce, hotel management, management, communication, law, humanities, geopolitics, European studies, liberal arts, and social sciences. This extensive selection allows students to explore various interests and encourages cross-disciplinary collaboration. MAHE promotes interdisciplinary and multidisciplinary education by offering courses and programs that merge knowledge from various fields. For instance, the university provides B.Tech in Biomedical Engineering, B.Tech in Biotechnology, B.Tech in Computer Science and Financial Technology, B.Sc and M.Sc in Biotechnology, M.Sc in Nanoscience and Photonics, M.Sc in Digital Epidemiology, Bachelor and Master in Design programs focusing on Creative and Applied Computation and Human-Centered Design, Master's programs in Genome

and Tissue Engineering, Master's in European Studies, M.Tech in Medical Informatics, M.Tech in Machine Intelligence and Decision Science, Master's in Sanskrit Studies, Data Science, and Ecosophical Aesthetics. These programs offer students a broader perspective and equip them with the skills needed to address complex, real-world challenges requiring expertise in multiple fields. Beyond formal academic programs, MAHE encourages interdisciplinary collaboration through research and innovation. The university supports research initiatives that unite faculty and students from various disciplines to pursue common research objectives. This collaborative approach fosters the exchange of ideas, methodologies, and perspectives, leading to innovative solutions and breakthroughs in different fields. Moreover, MAHE nurtures a multidisciplinary learning environment by offering students opportunities to engage in extracurricular activities and clubs. These activities cover a wide range of interests, including sports, arts, culture, entrepreneurship, and community service. Participation in these activities allows students to interact with peers from diverse backgrounds and develop essential skills such as teamwork, leadership, and adaptability, crucial for success in a multidisciplinary world. The multidisciplinary and interdisciplinary ethos of MAHE also extends to its faculty. The university attracts esteemed professors and researchers from various disciplines who contribute their expertise and knowledge to the academic community. This diverse faculty body facilitates cross-disciplinary collaborations, mentorship, and intellectual exchange, enriching the student learning experience and promoting a culture of innovation and research. In summary, MAHE is distinguished by its multidisciplinary and interdisciplinary educational approach. By integrating various disciplines, the university prepares students to tackle complex real-world challenges, fosters innovation, and promotes collaboration. MAHE's dedication to interdisciplinary learning and research equips students with the skills and mindset needed to excel in today's rapidly changing global landscape. In this way, MAHE is indeed a 'Multidisciplinary Education and Research University' (MERU) as envisioned in NEP2020.

16.Academic bank of credits (ABC):

As per National Education Policy 2020, the Academic Bank of Credits (ABC) has been envisaged to facilitate the academic mobility of students with the freedom to study across the Higher Education Institutions in the country with an appropriate "credit transfer" mechanism from one programme to another, leading to attain a Degree/ Diploma/PG-diploma, etc., ABC shall deposit credits awarded by registered institutions into students' accounts. The Academic bank

credit(s) can only be shared from institutions, not directly from the student. Only credits submitted by an authorized institution will be accepted for storage and validation by the ABC. MAHE has registered for National Academic Depository (NAD) as well as Academic Bank of Credit (ABC). As on date 17582 degree awarded data has been uploaded for the academic years 2021-22, 2022-23 & 2023-24 and 5300 ABC IDs have been created.

17.Skill development:

Manipal Academy of Higher Education (MAHE) is one of the country's premier institutions, renowned for its comprehensive focus on skill development across various disciplines. The university offers a diverse range of courses designed to equip students with both academic knowledge and practical skills, ensuring they are well-prepared for the demands of the modern workforce. B.Tech and M.Tech Programs offered by MAHE emphasize hands-on experience through state-of-the-art laboratories, workshops, and industry collaborations. Students engage in projects, internships, and training sessions that enhance their technical skills. Centers like the Center for Advanced Training in Instrumentation and Calibration (CATIC) provide specialized training in niche areas of engineering and technology. MBBS, BDS and allied health programs integrate clinical skills training from the early stages of education. Simulated learning environments, clinical rotations, and postings in community health centres ensure students gain practical experience. Continuing Medical Education (CME) programs are conducted for professionals to keep their skills updated with the latest advancements in medical science. B.Pharm and M.Pharm programs focus on practical training in pharmaceutical sciences through extensive laboratory work, internships in pharmaceutical companies, and exposure to the latest research and development practices. MBA and BBA programs incorporate case studies, internships, live projects, and industry interactions to develop managerial and leadership skills. The curriculum includes modules on entrepreneurship, digital marketing, and financial management. The ME programs offered by MAHE focus on developing software development skills, big data analytics, artificial intelligence and machine learning and cybersecurity through project-based learning and industry collaborations. Programs in journalism, digital media, and public relations emphasize practical skills through internships, media labs, and real-world projects. Programs in clinical psychology and social work incorporate fieldwork, internships, and practical sessions to develop counseling, research, and community engagement skills. The Innovation Center functions as a hub for fostering creativity and innovation among students, encouraging them to develop entrepreneurial skills and work on start-

up ideas. MAHE has partnerships with leading global companies and industries to provide students with exposure to real-world challenges and solutions through internships, live projects, and guest lectures. Internship and Placement Cells are dedicated to ensuring students gain industry experience and are well-prepared for their careers through internships, career counselling, and placement support. Manipal Academy of Higher Education is committed to holistic education that goes beyond academic excellence. Its focus on skill development ensures that students are not only knowledgeable but also proficient in the practical application of their skills. By integrating hands-on training, industry exposure, and innovative learning methods, MAHE prepares its students to excel in their chosen fields and contribute meaningfully to society.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

Manipal Academy of Higher Education (MAHE) is dedicated to promoting Indian knowledge systems and cultures. As a leading institution in education and research, MAHE aims to harmonize global and Indian scholarly practices. Its constituent units conduct various events and programs to deepen the understanding of India's rich cultural and intellectual landscape, emphasizing the preservation and documentation of local folk and performing arts. MAHE also organizes annual events such as exhibitions for local artisans and literary and art gatherings, bringing together practitioners from across the country. Additionally, it hosts summer and winter schools for scholars to share their research on India with an international audience. The Regional Resources Centre for Folk Performing Arts (RRC) in Udupi, a cultural unit of MAHE, has been documenting and preserving folk performance arts, rituals, and other cultural aspects for over three decades. The center trains young scholars in folklore research through workshops and has received funding for research projects from government and other agencies. Rashtra Kavi Govind Pai Samshodhana Kendra in Udupi is a unique research center established in 1965, housing a collection of 5000 volumes from Poet-Laureate Shri Manjeshwar Govind Pai's library. The Kendra focuses on research in ancient history and literature, organizing annual lectures, and publishing works on these subjects. Its significant Tulu Lexicon Project produced a comprehensive dictionary. In 2008, the Government of Karnataka funded the Kendra to study and propagate the works of saint Kanakadasa. The Centre for Intercultural Studies and Dialogue (CISD) at Manipal Centre for European Studies, MAHE, facilitates research on cross-cultural communication, particularly in plurilingual and multicultural societies. The "Discerning India - Living Cultures of Tulunadu" project introduces participants to the

cultural heritage of Tulunadu, covering aspects like Yakshagana (Folk Theatre of the Region), Kambala (Slush Track Buffalo Race of the Region) Bhutaradhane (Bhuta Worship of the Region) and Nagaradhane (Worship of Naga in the Region). Amongst MAHE's many global engagements, Manipal Universal Press (MUP) represents an effort to promote Indian scholarship and writing. As a constituent of MAHE Trust, the publishing program at MUP strives to strengthen and serve the academic community, contributing to MAHE's objective of excellence in global scholarship. The MUP series on Indian Literature in Translation is an effort to preserve and convey indigenous elements specific to diverse linguistic communities of the Indian subcontinent. Translation provides a platform for synthesis of ideas and native knowledge. MUP recognizes this power of translation and therefore brought out this series- Indian Literature in Translation. MUP has also published several historical Indian works under its History Series including 'Administrative and Social History of Mysore Under the Wodeyars of Mysore' (1600-1800 CE) - (English), The Princely States and the Making of Modern India (English), Ancient India: Identities, Boundaries and Cultural Practices (English), Early Buddhist Artisans and their Architectural Vocabulary (English) and the Multivalence of an Epic: Retelling the Ramayana in South India and Southeast Asia (English). Yakshagana Kendra, Udupi, is one of the cultural wings of MAHE. It is a training centre imparting professional training in the art of Yakshagana (Badagutittu) dance and music to young learners in the traditional gurukula system. The Department of Philosophy at MAHE offers MA programs in Indian Philosophy and Sanskrit Studies, along with various elective and certificate courses. It conducts interdisciplinary research in philosophy, literature, digital humanities, and computational linguistics, aiming to integrate Indian knowledge systems with global scholarship. The Mahabharata Project utilizes Sanskrit Computational Linguistics to analyze and annotate the epic text, making it accessible to international scholars. The Division of Yoga under the Centre for Integrative Medicine & Research (CIMR) offers an MSc in Yoga Therapy, combining yoga with modern medical treatments for patients. The Division of Ayurveda provides value-based ayurvedic treatment and offers a Postgraduate Certificate Course in Panchakarma, bridging theory and practice in Ayurveda. The Gandhian Centre for Philosophical Arts and Sciences (GCPAS) offers academic programs focusing on Ecosophy, Aesthetics, and Peace, integrating indigenous knowledge systems with various art forms and social sciences. The Cultural Coordination Committee at MAHE enhances professional education with a holistic approach, organizing workshops, seminars, lectures, and performances on humanities topics. It provides exposure to local and global arts, literature, music, history, philosophy, and languages.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

William Spady described an Outcome Based Education (OBE) curriculum as one that begins with a clear understanding of what students need to be capable of achieving. The curriculum, instruction, and assessment are then organized to ensure that these learning outcomes are ultimately realized. According to Spady, the fundamental principles of OBE are: - Clear focus on what students are expected to learn and accomplish. - Designing the curriculum from the desired outcomes backward and then delivering it forward. - Setting high expectations and standards for student performance. - Providing expanded opportunities for assessments and learning. MAHE has implemented the OBE format across all its programs. In the OBE process at MAHE, institutional objectives are established at both the institution and department levels, articulated through Vision and Mission statements formulated after extensive discussions with key stakeholders. These Vision and Mission statements guide the development of Program Educational Objectives (PEOs). The PEOs are crafted to align with the Vision and Mission of the department and are developed with input from key stakeholders, particularly faculty members who will implement the program. Following this, Program Outcomes (POs) are created based on the Graduate Attributes, supplemented by a few Program Specific Outcomes (PSOs). In addition to involving stakeholders, industry and academic experts are consulted before finalizing the PEOs and POs. The program structure, comprising multiple courses with clearly defined course outcomes (COs), is then developed. To achieve these COs, the content, delivery, and assessment methods are carefully chosen and documented. The initial step in curriculum design and revision involves gathering feedback on the existing curriculum and expectations for the new curriculum from stakeholders through formal curriculum conclaves. These conclaves bring together all key stakeholders, including academicians, industry partners, teachers, students, alumni, and management, to ensure the curriculum aligns with the Vision, Mission, PEOs, and POs. The curriculum is designed to offer adequate scope for interdisciplinary courses through electives, in addition to core courses. It also includes value-added programs like language courses, communication skills, certificate programs, and industry-oriented subjects. A blended learning approach, incorporating resources like NPTEL, Swayam, Coursera, and lectures by adjunct faculty and industry partners, is integrated into the curriculum. Learner-centric methods such as tutorials, discussions, seminars, case studies, and peer learning are also part of the curriculum. Emphasis is placed on experiential learning through mini projects, major projects, industrial internships, and practice schools to provide students with practical experience. The

attainment of outcomes is assessed through continuous evaluation, structured feedback, exit surveys, alumni surveys, and employer surveys, in addition to standard direct assessments. These assessments and surveys are administered periodically, and the results are analyzed to inform corrective actions and close the feedback loop. The key benefits observed after implementing OBE include regulatory compliance, improved graduate mobility and acceptance, alignment in curriculum design, delivery, and assessment, enhanced process transparency for key stakeholders, and a stronger focus on continuous quality improvement.

20.Distance education/online education:

The Directorate of Online Education (DOE) is a constituent unit of Manipal Academy of Higher Education (MAHE) committed to advancing the United Nations Sustainable Development Goal 4 (SDG 4) of ensuring inclusive and equitable quality education for all. Established in 2019, DOE strives to revolutionize the field of education by offering high-quality online programs that provide lifelong learning opportunities to individuals worldwide. Program Offerings: DOE takes pride in its diverse range of online programs designed to enhance professional skills and academic knowledge while promoting sustainable development. These programs include: Master of Business Administration (MBA): The online MBA program equips students with essential business management skills, fostering sustainable leadership in a rapidly changing global economy. Graduates are prepared to navigate complex challenges while considering the social, environmental, and economic dimensions of sustainable development. MSc Data Science: The MSc Data Science program focuses on advanced data analytics, machine learning, and data-driven decision-making, while emphasizing the importance of using data for sustainable development. Students learn how to leverage data to address pressing social and environmental issues and contribute to sustainable solutions. MSc Business Analytics: This program explores the field of business analytics, equipping students with the tools to make informed decisions that align with sustainable business practices. Graduates are well-equipped to analyze data, identify trends, and implement sustainable strategies that drive positive societal and environmental outcomes. Post Graduate Certificate in Logistics & Supply Chain Management: The logistics and supply chain management program equips students with the knowledge and skills needed to manage the movement of goods and services efficiently and sustainably. Graduates understand the importance of minimizing environmental impact, optimizing resource utilization, and promoting ethical practices within the logistics industry. Global Reach: DOE's commitment to inclusive and equitable

education extends globally. At present, students from 36 countries have enrolled in DOE's online programs, creating a diverse and inclusive learning environment that fosters cross-cultural understanding and collaboration. This global reach ensures that learners from different backgrounds and regions have access to quality education and the opportunity to contribute to sustainable development in their communities. eVidyaBharati eArogyaBharati (eVBAB) PanAfrican Network Scholarship Project: DOE-MAHE has signed an agreement with the Ministry of External Affairs (MEA), Government of India, to support education in African countries. Through the MEA's eVidyaBharati eArogyaBharati (eVBAB) PanAfrican Network Scholarship Project, DOE offers its online programs to African learners, empowering them to pursue quality education and contribute to sustainable development in their countries. This transformative initiative has already enrolled over 1000 students from 15 African countries, widening access to education and creating pathways for sustainable development in Africa. By equipping African learners with the knowledge and skills to address local challenges, DOE-MAHE is playing a vital role in fostering human capital development and promoting sustainable socioeconomic progress across the continent.

Extended Profile

1.Programme

| | |
|---|-----|
| 1.1 | 324 |
| Number of all Programmes offered by the Institution during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2.Student

| | |
|------------------------------------|-------|
| 2.1 | 34165 |
| Number of students during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

| | |
|--|------|
| 2.2 | 7528 |
| Number of graduated students during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

3.Academic

| | |
|--|-------------|
| 3.1 | 3215 |
| Number of full-time teachers during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

| | |
|--|-------------|
| 3.2 | 3215 |
| Number of sanctioned posts during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

4.Institution

| | |
|---|------------------|
| 4.1 | 173568.69 |
| Total expenditure excluding salary during the year (INR in lakhs) | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

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

The curricula developed and implemented at MAHE are designed to meet local, national, regional, and global healthcare needs, as reflected in the Programme Outcomes (POs) and Course Outcomes (COs) established by the University in accordance with regulatory standards. MAHE is distinguished for its extensive and globally relevant curricula, offering over 320 programs across various fields including health sciences, technology, management, arts, design, humanities, law, and social sciences, all aimed at cultivating a new

generation of skilled professionals. The curriculum development and review process is conducted regularly through curriculum conclaves that involve a diverse range of stakeholders, including students, faculty, industry experts, alumni, and employers.

The curricula at MAHE are specifically crafted to address the healthcare needs of the local community in Manipal, as well as the larger Indian population. The University ensures that its programs align with national healthcare standards and requirements set forth by regulatory bodies.

MAHE's colleges in medicine, dentistry, nursing, allied health, public health, and pharmacy offer programs that are competency- and outcome-based, with clear program outcomes aimed at addressing local, national, regional, and global healthcare demands. For instance, the MSc. in Clinical Embryology trains students to effectively employ cutting edge technologies to achieve greater success in infertility treatment. Additionally, the Biomedical Engineering program at MIT collaborates closely with the clinical disciplines of MAHE's medical colleges. Programs at MSLS focus on developing essential human resources, producing graduates equipped with advanced skills in fields such as molecular biology and genome engineering.

| File Description | Documents |
|---|---|
| Curricula implemented by the University | https://compliance.manipal.edu/naac24/?ee=1&eeFolder=Criteria-1%2F1-1-1%2FCurricula-implemented&eeListID=4 |
| Outcome analysis of POs, COs | https://compliance.manipal.edu/naac24/?ee=1&eeFolder=Criteria-1%2F1-1-1%2FOutcome-analysis&eeListID=4 |
| Any other relevant information | https://compliance.manipal.edu/naac24/?ee=1&eeFolder=Criteria-1%2F1-1-1%2FCurriculum-conclave&eeListID=4 |

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

71

| File Description | Documents |
|--|---------------------------|
| Minutes of relevant Academic Council/BoS meetings | View File |
| Details of the revised Curricula/Syllabi of the programmes during the year | View File |
| Institutional data in prescribed format (Data Template) | View File |
| Syllabus prior and post revision of the courses | View File |
| Any other relevant information | View File |

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

MAHE offers a range of courses aimed at fostering entrepreneurship and business development, equipping students with the necessary skills and knowledge to launch and manage their own enterprises. The DST-sponsored business technology incubator, MUTBI, supports aspiring entrepreneurs and has already facilitated the establishment of numerous start-ups. Additionally, the Manipal-Government of Karnataka Bioincubator provides researchers, faculty, and students with a platform to help transform innovative ideas into commercially viable products.

The University also offers skill development courses focusing on essential areas such as communication, leadership, teamwork, problem-solving, and critical thinking. The competency-based medical education (CBME) curriculum for the MBBS program emphasizes lifelong learning skills essential for providing holistic patient care. MAHE's dental colleges are equipped with cutting-edge technology, ensuring that students are well-prepared for employment both in India and abroad, while also promoting entrepreneurial skills for establishing their own practices. Engineering programs at MIT benefit from exposure to advanced laboratory equipment and hands-on experience through various technical clubs, which help cultivate crucial technical competencies. Moreover, MCHP offers a variety of programs in allied health disciplines, preparing graduates to work in hospitals within India and internationally.

MAHE collaborates with prestigious institutions to facilitate credit transfer and dual degree programs, offering students unique learning opportunities.

Furthermore, the University organizes workshops, seminars, and training sessions led by industry experts to enhance students' professional skills, industry awareness, and overall employability.

| File Description | Documents |
|--|---------------------------|
| List of courses having focus on competency/ employability/ entrepreneurship/ skill-development | View File |
| MOUs with Institutions / Industries for offering these courses (Initiated during the year?) | View File |
| Any other relevant documents | No File Uploaded |

1.2 - Academic Flexibility

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

1.2.1.1 - Total number of Programmes where there is regulatory provision for CBCS – elective course system

263

| File Description | Documents |
|---|---------------------------|
| Minutes of relevant Academic Council/BoS meetings | View File |
| Institutional data in prescribed format (Data Template) | View File |
| University letter stating implementation of CBCS by the Institution | View File |
| Structure of the program clearly indicating courses, credits/Electives as approved by the competent board | View File |
| Any other relevant information | View File |

1.2.2 - Number of new Degree Programmes, Fellowships and Diplomas introduced by the University across all Faculties during the year (certificate programmes are not to be included)

1.2.2.1 - Number of new Degree Programmes, Fellowships and Diplomas introduced by the

University during the year

14

| File Description | Documents |
|--|---------------------------|
| List of the new Programmes introduced during the year | View File |
| Minutes of relevant Academic Council/BoS meetings for the year | View File |
| Institutional data in prescribed format (Data Template) | View File |
| Any other relevant information | View File |

1.2.3 - Number of interdisciplinary courses under the Programmes offered by the University during the year

1.2.3.1 - Number of courses offered across all programmes during the year

4683

| File Description | Documents |
|--|---------------------------|
| List of Interdisciplinary courses under the programmes offered by the University during the year | View File |
| Minutes of relevant Academic Council/BoS meetings | View File |
| Institutional data in prescribed format (Data Template) | View File |
| Any other relevant information | No File Uploaded |

1.3 - Curriculum Enrichment

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

MAHE actively incorporates gender perspectives throughout its curricula, fostering an understanding of gender issues, equality, and social justice. This initiative includes dedicated courses in gender studies, women's health, gender and development, and other related subjects.

MAHE integrates education on environmental sustainability into its

curricula, highlighting the significance of environmental conservation, sustainable development, and responsible resource management. The MA in Geopolitics and International Relations examines India's stance and policies on environmental challenges, including disasters and climate change.

MAHE underscores the importance of human values and ethics by embedding courses that encourage ethical decision-making, social responsibility, and moral reasoning. These courses address themes such as professional ethics, social justice, and moral philosophy. Electives also cover critical issues like environmental sustainability, human values, cross-cultural sensitivity, the right to health, and professional ethics.

MAHE tackles health determinants and the right to health by incorporating public health education, which examines the social, economic, and environmental factors affecting health outcomes. This includes courses focused on health equity, healthcare policy, and global health challenges. The Community Health Nursing program addresses disease risk factors through the lens of 'agent, host, and environment' while discussing strategies for risk reduction via environmental sanitation and waste management.

MAHE places a strong emphasis on professional ethics by weaving ethical principles and standards into the curricula of its professional programs, such as medicine, engineering, business, law, and others. This approach ensures that graduates possess a robust ethical foundation relevant to their respective fields.

| File Description | Documents |
|--|---|
| List of courses that integrate crosscutting issues mentioned above | https://compliance.manipal.edu/wp-content/uploads/naac24/Criteria-1/1-3-1/1_3_1-2023-24-List-of-courses-integrating-cross-cutting-issues-revised.xlsx |
| Description of the courses which address Gender issues, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics in the Curricula | https://compliance.manipal.edu/naac24/?ee=1&eeFolder=Criteria-1%2F1-3-1%2F1-3-1-Description-of-courses&eeListID=4 |
| Any other relevant information | No File Uploaded |

1.3.2 - Number of value-added courses offered during the year that impart transferable and life skills

| File Description | Documents |
|--|---------------------------|
| Brochure or any other document related to the value-added course/s | View File |
| List of value-added courses (Data Template -5) | View File |
| Any other relevant information | No File Uploaded |

1.3.3 - Number of students who successfully completed the value-added courses during the year

1.3.3.1 - Number of students who successfully completed the value-added courses imparting transferable and Life skills offered during the year

12330

| File Description | Documents |
|--|---------------------------|
| List of students enrolled in value-added courses (Data Template 5) | View File |
| Any other relevant information | View File |

1.3.4 - Students undertake field visits / research projects / Industry internship / visits/Community postings as part of curriculum enrichment

Field visits are arranged to give students direct exposure to real-world environments relevant to their areas of study. Each year, BDS students participate in a field visit to the Primary Health Centre, while faculty and postgraduate students from the Dental College organize school dental health education programs annually. Nursing students also undertake field visits as part of their community health nursing curriculum.

Students are encouraged to participate in research projects, either independently or within teams led by faculty members. These projects enable students to enhance their critical thinking skills, conduct empirical research, and contribute to the advancement of knowledge in their fields. All postgraduate programs require the submission of a dissertation or thesis as a partial fulfilment of their course requirements.

MAHE supports industry internships and site visits to provide students with practical experience in professional work environments

and industry practices. This hands-on exposure allows students to apply theoretical concepts in real-world contexts, acquire industry-specific skills, and establish professional networks. The collaboration between industry and academia is well-developed at MAHE, with many institutions integrating this connection into their curricula to create a structured approach.

Community postings involve students working closely with local communities to address social, environmental, or health-related challenges. KMC Manipal manages six Rural Maternity and Child Welfare (RMCW) homes in Udupi, where students are assigned for six weeks. During this time, they engage with community members to understand their health issues and the socioeconomic factors that influence them.

| File Description | Documents |
|---|---|
| List of Programmes and number of students undertaking field visits / research projects / internships/Industry visits/Community postings during the year | https://compliance.manipal.edu/naac24/?ee=1&eeFolder=Criteria-1%2F1-3-4&eeListID=4 |
| Any other relevant information | Nil |

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on curricula/syllabi from various stakeholders Students Teachers Employers Alumni Professionals

A. All 4 of the above

| File Description | Documents |
|--|---|
| Stakeholder feedback report as stated in the minutes of the Governing Council/Syndicate/ Board of Management | View File |
| URL for feedback report | https://compliance.manipal.edu/wp-content/uploads/naac24/Criteria-1/1-4-1/1_4_1-Feedback-report-2023-24.pdf |
| Sample filled-in Structured Feedback forms by the institution for each category | View File |
| Institutional data in prescribed format (Data Template) | View File |
| Any other relevant information | No File Uploaded |

| | |
|--|--|
| 1.4.2 - Feedback process of the Institution may be classified as: | A. Feedback collected, analyzed and action taken on feedback and such documents are made available on the institutional |
|--|--|

| File Description | Documents |
|--|---|
| URL for stakeholder feedback report | https://compliance.manipal.edu/wp-content/uploads/naac24/Criteria-1/1-4-1/1_4_1-Feedback-report-2023-24.pdf |
| Action taken report of the University on feedback report as stated in the minutes of the Governing Council/ Syndicate/ Board of Management | View File |
| Any other relevant information | View File |

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process

| File Description | Documents |
|---|---------------------------|
| Number of seats filled against seats reserved (As per Data Template) | View File |
| Copy of letter issued by state govt. or and Central Government Indicating the reserved categories to be considered as per the state rule (in English) | View File |
| Final admission list published by the HEI | View File |
| Admission extract submitted to the state OBC, SC and ST cell for the year | View File |
| Initial reservation of seats for admission | View File |
| Any other relevant information | No File Uploaded |

2.1.2 - Student Demand Ratio, applicable to programmes where State / Central Common Entrance Tests are not conducted

| File Description | Documents |
|--|---------------------------|
| Institutional data in prescribed format (Data Template) | View File |
| Document relating to Sanction of intake | View File |
| Extract of No. of application received in each program | View File |
| The details certified by the Controller of Examination or Registrar evaluation clearly mentioning the programs that are not covered under CET and the number of applications received for the same | View File |
| Any other relevant information | No File Uploaded |

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

2.1.3.1 - Number of students from other states and countries during the year

22978

| File Description | Documents |
|--|---------------------------|
| List of students enrolled from other states and countries during the year | View File |
| E-copies of admission letters to the students enrolled from other States / Countries | View File |
| Copy of the domicile certificate/passport from respective states / countries | View File |
| Previous degree/ Matriculation / HSC certificate from other state or country | View File |
| Institutional data in prescribed format (Data Template) | View File |
| Any other relevant information | View File |

2.2 - Catering to Student Diversity

2.2.1 - The Institution assesses the learning levels of the students after admission and organises special programmes for advanced learners and slow performers. The Institution: Adopts measurable criteria to identify slow performers Adopts measurable criteria to identify advanced learners Organizes special programmes for slow performers and advanced learners Follows protocols to measure students' achievement

A. All of the Above

| File Description | Documents |
|--|---------------------------|
| Methodology and Criteria for the assessment of Learning levels Details of special programmes | View File |
| Details of outcome measures | View File |
| Proforma created to identify slow performers/advanced learners | View File |
| Consolidated report to Dean academics /Dean student's welfare on special programs for advanced learners and slow learners for the year | View File |
| Any other relevant information | View File |

2.2.2 - Student - Fulltime teacher ratio (data for the preceding academic year)

2.2.2.1 - Total number of students enrolled in the specified year

34165

| File Description | Documents |
|--|---------------------------|
| List of students enrolled in the preceding academic year | View File |
| List of full-time teachers in the preceding academic year in the University (with Designation and Highest Qualification) | View File |
| Any other relevant information | No File Uploaded |

2.3 - Teaching- Learning Process

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

At MAHE, student-centric methods are fundamental to our educational approaches aimed at enhancing learning. The needs of our millennial learners are central to all endeavours undertaken by our constituent institutions. Emphasis is placed on experiential learning across all MAHE institutions.

At MIT, students design Formula cars, solar cars, all-terrain vehicles, and mini-satellites. MCON employs scenario-based learning. Students at WGSMA manage a restaurant and engage in entrepreneurial ventures. The students of the Department of Media at MIC host Chalchitra, an international film festival. Students at MIC publish

a weekly newspaper, with the university campus bustling with various student-focused activities.

The opportunities for experiential learning at Manipal are vast, both formally as part of the curriculum and informally within a vibrant university atmosphere. Problem-Based Learning (PBL), Case-Based Learning (CBL), Self-Directed Learning (SDL) modules, and small group teaching (SGTs) are mainstays in all our constituent institutions.

Student research has been given great importance at MAHE. Be it Manipal BioMachines by the Biomedical Engineering department at MIT, Faculty Assisted Study and Training Program (FAST) at WGSHA, or Urban Design stakeholder consultations by MSAP, most of our institutions have student research weaved into their curriculum.

| File Description | Documents |
|---|---|
| List of student-centric methods used for enhancing learning experiences during the year | https://compliance.manipal.edu/naac24/?ee=1&eeFolder=Criteria-2%2F2-3-1-Student-centric-methods&eeListID=4 |
| Any other relevant information | View File |

2.3.2 - The Institution has provision for the use of Clinical Skills Laboratory and Simulation-Based Learning The Institution: 1. Has Basic Clinical Skills Training Models and Trainers for clinical skills in the relevant disciplines. 2. Has advanced patient simulators for simulation-based training 3. Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation centre 4. Conducted training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning

A. All of the Above

| File Description | Documents |
|---|---------------------------|
| Geotagged photographs of clinical skills lab facilities, clinical skills models, patient-simulators | View File |
| List of training programmes conducted in the facilities during the year | View File |
| List of clinical skills training models | View File |
| Proof of Establishment of Clinical Skill Laboratories | View File |
| Proof of patient simulators for simulation-based training | View File |
| Report on training programmes in Clinical skill lab/simulator Centre | View File |
| Any other relevant information | View File |
| Institutional data in prescribed format (Data Template) | View File |

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

MAHE has always been at the cutting edge of use of ICT-enabled tools and electronic resources in teaching-learning activities. As a university policy, all faculty members are given laptops, which are then replaced every 6 years.

Highlight

One transformational ICT change that MAHE has made and is extremely proud of, it is the complete shift of all examinations into an electronic mode by use of E-pad, and as a positive fallout for environment, removing use of massive amount of paper

By installing high-definition cameras in classrooms, MAHE has made thousands of hours of learning material accessible to students, facilitating asynchronous learning. MAHE takes pride in its library resources. Our health sciences and technical libraries contain thousands of resources, and individual institutions have their own library facilities with numerous journal subscriptions, both physical and electronic. The Department of Library Science

frequently holds workshops to raise faculty awareness of these e-resources.

Many MAHE institutions utilize Learning Management Systems (LMS). BrightSpace Lighthouse is currently operational in our institutions, including the sister campus at MTMC, Jamshedpur. Advanced ICT tools are available for teaching-learning activities where needed. For example, the Department of Design uses Computer Aided Design (CAD) with printers, MSLs has its own server with access to bioinformatics databases, and all departments at MIT use licensed software such as Matlab, Aspen, and the Avionics laboratory's flight simulator.

| File Description | Documents |
|---|---|
| Details of ICT-enabled tools used during the year for teaching and learning | https://compliance.manipal.edu/wp-content/uploads/naac24/Criteria-2/2_3_3-List_of ICT_to_ols_Oct-2024-Edited.pdf |
| List of teachers using ICT-tools | https://compliance.manipal.edu/wp-content/uploads/naac24/Criteria-2/2_3_3-List-of-ICT-trained-teachers-2023-24.xlsx |
| Any other relevant information | Nil |

2.3.4 - Student: Mentor Ratio (preceding academic year)

| Total number of mentors in the preceding academic year | Total number of students in the preceding academic year |
|--|---|
| 1940 | 17408 |

| File Description | Documents |
|--|---------------------------|
| Details of fulltime teachers/other recognized mentors and students for the year | View File |
| Allotment order of mentor to mentee and records of mentors and mentees meetings for the year | View File |
| Copy of circular pertaining to the details of mentor and their allotted mentees | View File |
| Approved Mentor list as announced by the HEI | View File |
| Log Book of mentors | View File |
| Institutional data in prescribed format (Data Template) | View File |
| Any other relevant information | View File |

2.4 - Teacher Profile and Quality

2.4.1 - Number of fulltime teachers against sanctioned posts during the year

3215

| File Description | Documents |
|--|---------------------------|
| List of fulltime teachers and sanctioned posts for the year (Certified by the Head of the Institution) | View File |
| Position sanction letters by competent authority | View File |
| Appointment letters of faculty during the year | View File |
| Institutional data in prescribed format (Data Template) | View File |
| Any other relevant information | No File Uploaded |

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

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

1676

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

2.4.3 - Teaching experience of fulltime teachers in number of years (preceding academic year)

37490

| File Description | Documents |
|--|---------------------------|
| List of fulltime teachers including details of their designation, department, total number of years of their teaching experience | View File |
| Experience certificate of fulltime teacher | View File |
| Institutional data in prescribed format (Data Template) | View File |
| Any other relevant information | No File Uploaded |

2.4.4 - Number of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the year

3215

| File Description | Documents |
|---|---|
| List of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the year | View File |
| Reports of the e-training programmes | View File |
| Certificate of completion of training for development of and delivery of e-contents / e-courses / video lectures / demonstrations | View File |
| Web-link to the contents delivered by the faculty hosted in the HEI's website | https://compliance.manipal.edu/naac24/?ee=1&eeFolder=Criteria-2%2F2-4-4-Lecture-contents-developed-by-the-faculty-members-samples&eeListID=4 |
| List of e-contents / e courses / video lectures / demonstrations developed | View File |
| Any other relevant information | View File |
| Institutional data in prescribed format (Data Template) | View File |

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

281

| File Description | Documents |
|--|---------------------------|
| Institutional data in the prescribed format/ Data Template | View File |
| Certified e-copies of award letters (scanned or soft copy) | View File |
| Any other relevant information | No File Uploaded |

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination to the date of declaration of results during the year

2.5.1.1 - Number of days from the date of last semester-end/ year- end examination to the date of declaration of results in the year

19568

| File Description | Documents |
|--|---------------------------|
| List of Programmes and dates of declaration of last semester-end and yearend examination results | View File |
| Reports from Controller of Exam (COE) office/ Annual reports mentioning the relevant details | View File |
| Institutional data in prescribed format (Data Template) | View File |
| Any other relevant information | No File Uploaded |

2.5.2 - Total number of student complaints/grievances about evaluation against total number appeared in the examinations during the year

712

| File Description | Documents |
|---|---------------------------|
| Certificate from Registrar / Controller of examination / Data on student grievances from the office of the Registrar (Evaluation) | View File |
| Minutes of the grievance cell / relevant body | View File |
| List of complaints / grievances during the year | View File |
| List of students who appeared in the exams during the year (Data template) | View File |
| Any other relevant information | View File |

2.5.3 - Evaluation-related Grievance Redressal mechanism followed by the Institution. The University adopted the following for the redressal of evaluation-related grievances.

1. Double valuation/Multiple valuation with appeal process for re totalling/revaluation and access to answer script

| File Description | Documents |
|--|---|
| Provide links to the examination procedure and re-evaluation procedure developed by the Institution and duly hosted in the Institution's website | https://compliance.manipal.edu/wp-content/uploads/naac24/Criteria-2/253-Examination-Revaluation-procedures-for-website-verified-131023.pdf |
| Report of the Controller of Examination/ Registrar evaluation regarding the Grievance Redressal mechanism followed by the Institution | View File |
| Institutional data in prescribed format (Data Template) | View File |
| Any other relevant information | No File Uploaded |

2.5.4 - Reforms in the process and procedure in the conduct of evaluation/examination; including Continuous Internal Assessment to improve the examination system. Describe examination reforms implemented by the University during the year with reference to the following within 100 - 200 words

With more than 400 academic programs, Manipal Academy of Higher Education (MAHE) has courses governed by numerous regulatory bodies like MCI, DCI, PCI, NCI, COA, AICTE, and UGC. In a phenomenal move, MAHE introduced paperless exams in 2015, and since then, all theory exams have been conducted using electronic writing pads (e-pad).

E-pads enable the capture of question difficulty levels, biometric authentication of candidates, encryption of question papers, decryption just before the exam begins, strict adherence to exam duration, digital mark tabulation, and eliminating the need for paper distribution and collection.

An ERP system supported by the Salesforce Company, 'Student Life Cycle Management System' (SLCM), with an integrated finance gateway, ensures full academic transparency and provides academic data access to all stakeholders. SLCM allows students to request "paper seeing and revaluation" online, with digital payment.

MAHE allows internal and external stakeholders to verify certificates and transcripts online. Recently, student mark sheets and degree certificates have started being uploaded to the National Academic Depository.

| File Description | Documents |
|--|---|
| Details of examination reforms implemented during the year | https://compliance.manipal.edu/naac24/?ee=1&eeFolder=Criteria-2%2F2-5-4-Reforms-in-examination-and-evaluation-process-2023-24&eeListID=4 |
| Any other relevant information | View File |

2.5.5 - Status of automation of Examination division using Examination Management System (EMS) along with approved online Examination Manual Options (Choose an applicable option):

A. Complete automation of entire division & implementation of Examination Management System (EMS)

| File Description | Documents |
|--|---------------------------|
| Snapshot of EMS used by the Institution | View File |
| Copies of the purchase order of the software/AMC of the software | View File |
| The present status of automation., Invoice of the software, & screenshots of software | View File |
| Annual report of examination including present status of automation as approved by BOM / Syndicate / Governing Council | View File |
| Institutional data in prescribed format (Data Template) | View File |
| Any other relevant information | No File Uploaded |

2.6 - Student Performance and Learning Outcomes

2.6.1 - The Institution has stated learning outcomes /graduate attributes as per the provisions of Regulatory Bodies which are integrated into the assessment process and widely publicized through the website and other documents Provide details of the stated learning outcomes for each programme / course as stipulated by the appropriate Regulatory Body and the methods followed by the Institution for assessment of the same within 100 - 200 words

At MAHE, strict adherence to regulatory body guidelines concerning learning outcomes and graduate attributes is a top priority. The Program Education Objectives (PEO), Program Outcomes (PO), and

Course Outcomes (CO) for all institutions are clearly defined and available on the university website for all stakeholders. Additionally, there is comprehensive mapping of COs to POs, with graduate attributes or qualification descriptors listed for clarity.

In 2019, our nursing college, MCON, aligned its curriculum and assessment with the Indian Nursing Council (INC) guidelines, the national statutory body regulating nursing curriculum. MCOPS has detailed 16 course outcomes for their BPharm course, a practice standard in all our institutions.

At MIT, curriculum design incorporates input from faculty, industry, alumni, and students. The Department Faculty Council, Department Curriculum Committee, Board of Studies, and Academic Council collaboratively fine-tune any curriculum changes. Assessment designs are communicated to all stakeholders via the university website, and information is provided to students and parents during orientation and examination-related sessions.

| File Description | Documents |
|--|---|
| Relevant documents pertaining to learning outcomes and graduate attributes | https://compliance.manipal.edu/naac24/?ee=1&eeFolder=Criteria-2%2F2-6-1-relevant-documents-pertaining-to-LO-and-GA&eeListID=4 |
| Methods of the assessment of learning outcomes and graduate attributes | https://compliance.manipal.edu/naac24/?ee=1&eeFolder=Criteria-2%2F2-6-1-methods-of-assessment-of-LO-and-GA&eeListID=4 |
| Any other relevant information | No File Uploaded |

2.6.2 - Pass percentage of final year students in the year

2.6.2.1 - Number of final year students of all the programmes, who passed in the university examinations in the year

7528

| File Description | Documents |
|---|---|
| List of Programmes and the number of students appeared and the number of students passed in the final year examination for the year | View File |
| Institutional data in prescribed format (Data Template) | View File |
| Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for year | https://compliance.manipal.edu/wp-content/uploads/naac24/Criteria-2/2_6_2-Programs-with-number-of-students-appeared-and-passed.pdf |
| Any other relevant information | View File |

2.7 - Student Satisfaction Survey

2.7.1 - Online student satisfaction survey regarding teaching learning process

| File Description | Documents |
|---|---------------------------|
| Any other relevant information | No File Uploaded |
| Database of all currently enrolled students (Data Template) | View File |

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

3.1.1 - The Institution has a well-defined Research promotion policy and the same is uploaded on the Institutional website

Research and innovation play a vital role in advancing knowledge and addressing societal challenges. Educational institutions contribute to this knowledge through various means, such as scientific publications, conference presentations, intellectual property protection, and product development.

Manipal Academy of Higher Education (MAHE) is a leader in providing quality education in India, and in recent years, it has placed a strong emphasis on advancing research. To support and encourage research and development activities among its stakeholders—including faculty members, research scholars, and students—MAHE has established a comprehensive research promotion policy. This policy offers detailed information and a holistic approach to foster research across its constituent units.

| File Description | Documents |
|--|---------------------------|
| Minutes of the meetings of Governing Council/ Syndicate/Board of Management for the year related to research promotion policy adoption | View File |
| Document on Research promotion policy | View File |
| Any other relevant information | View File |

3.1.2 - The institution provides seed money to its teachers for research (amount INR in Lakhs)

92.53

| File Description | Documents |
|---|---------------------------|
| Sanction letter of seed money to the faculty | View File |
| Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized | View File |
| List of teachers receiving seed money and details of seed money received (Data Template) | View File |
| Any other relevant information | View File |

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

592

| File Description | Documents |
|---|---------------------------|
| Certified e-copies of the award / recognition letters of the teachers | View File |
| List of teachers and their national/international fellowship details (Data Templates) | View File |
| Any other relevant information | View File |

3.1.4 - Number of JRFs, SRFs, Post-Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the year

546

| File Description | Documents |
|---|---------------------------|
| List of research fellows and their fellowship details | View File |
| E copies of fellowship award letters | View File |
| Registration and guide / mentor allocation by the Institution | View File |
| Institutional data in prescribed format (Data Template) | View File |
| Any other relevant information | View File |

**3.1.5 - University has the following facilities
Central Research Laboratory / Central Research Facility Animal House/ Medicinal plant garden / Museum Media laboratory/Business Lab/e-resource Studios Research/Statistical Databases/Health Informatics Clinical Trial Centre Any other facility to support research**

A. Any 5 of the Above

| File Description | Documents |
|---|---|
| Videos and geo-tagged photographs | https://compliance.manipal.edu/naac24/?ee=1&eeFolder=Criteria-3%2F3-1-5&eeListID=4 |
| List of facilities provided by the University and their year of establishment (Data Template) | View File |
| List of the facilities added in the current academic year | View File |
| Any other relevant information | No File Uploaded |

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

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

22

| File Description | Documents |
|---|---------------------------|
| E-copies of departmental recognition award letters | View File |
| List of departments and award details (Data Template) | View File |
| Any other relevant information | View File |

3.2 - Resource Mobilization for Research

3.2.1 - Grants for research projects /clinical trials sponsored by Non-Government sources such as industry, corporate houses, international bodies, endowments, professional associations, endowment-Chairs etc., in the Institution during the year

INR 375.72 lakhs

| File Description | Documents |
|--|---------------------------|
| E-copies of the grant award letters for research projects sponsored by nongovernment organizations | View File |
| List of project and grant details (Data Template) | View File |
| Any other relevant information | View File |

3.2.2 - Grants for research projects/clinical research project sponsored by the Government funding agencies during the year

INR 4048.98 lakhs

| File Description | Documents |
|--|---------------------------|
| E-copies of the grant award letters for research projects sponsored by government agencies | View File |
| List of projects and grant details (Data Template) | View File |
| Any other relevant information | View File |

3.2.3 - Ratio of research projects/clinical trials per teacher funded by Government/Industries and Non-Government agencies during the year

3.2.3.1 - Number of research projects/clinical trials funded by Government /industries and non-government agencies during the year

118

| File Description | Documents |
|---|---------------------------|
| List of research projects and funding details (Data Template) | View File |
| Supporting document/s from Funding Agencies | View File |
| Copy of the letter indicating sanction of research project funded by Govt./Non-Govt agency and industry including names of teachers and amount in INR | View File |
| Any other relevant information | View File |

3.3 - Innovation Ecosystem

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

Be it Satya Nadella, Rajeev Suri, or many such global CEOs, MIT has a track record of nurturing global leaders for more than 60 years. This may be mainly attributed to the multidisciplinary, multinational, pan-India, multicultural environment on the campus enabling all-around development in the student. In addition, freedom for the students has enabled them to have self-discipline, openness to come up with new ideas, and to take ownership of their decisions and actions.

Being innovative and creative, every student came up with some innovative ideas to solve some stressful issues of society. Also, the majority of the students had potential to be entrepreneurs. The Institute felt the need to nurture both these qualities of the students and Institute leadership with input from the university and deliberated on this for some time to address implementation aspects. As an outcome of this, the Innovation Center to Promote and Facilitate Innovation was started in 2007. Further, to take innovative projects to society, the Manipal University Technology Business Incubator (MUTBI) came into existence in 2009. MUTBI is for students, faculty members, alumni of MAHE, and the people of the region.

| File Description | Documents |
|--|---------------------------|
| Geotagged photographs of the facilities and innovations made | View File |
| Any other relevant information | View File |

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

Efforts to raise awareness about intellectual property rights have been implemented for teachers, research scholars, and postgraduate students at MAHE through workshops and seminars. These sessions are led by academic specialists who educate participants on the importance of intellectual property and its associated procedures. Additionally, experts from various authorities are invited to provide insights to researchers regarding intellectual property rights.

Intellectual property legal protections include patents, copyrights, trademarks, and other rights that enable individuals to benefit financially or gain recognition for their inventions. Participants were introduced to the processes involved in preparing and scrutinizing patent drafts.

As part of an orientation program, newly hired faculty members receive training on research methodologies right from the start. They are also educated on research ethics, ensuring that they conduct their research responsibly from the inception of an idea to the publication of their findings.

| File Description | Documents |
|---|---|
| Reports of the events | https://compliance.manipal.edu/naac24/?ee=1&eeFolder=Criteria-3%2F3-3-2&eeListID=4 |
| List of workshops/seminars on the above conducted during the year | https://compliance.manipal.edu/wp-content/uploads/naac24/Criteria-3/3_3_2.xlsx |
| Any other relevant information | View File |

3.3.3 - Number of awards / recognitions received for innovation / discoveries by the Institution/teachers/research scholars/students from recognized bodies during the year

3.3.3.1 - Total number of awards/recognitions received by the Institution/teachers/research

scholars/students from recognized bodies during the year

336

| File Description | Documents |
|--|---|
| E-Copies of award letters (scanned or soft copy) for innovations with details of awardee and awarding agency | View File |
| Link to appropriate details on the Institutional website | https://www.manipal.edu/mu/news-events.html#/page/1 |
| Institutional data in prescribed format (Data Template) | View File |

3.3.4 - Number of start-ups incubated on campus during the year

3.3.4.1 - Number of start-ups incubated on campus during the year (a startup to be counted only once)

18

| File Description | Documents |
|--|---------------------------|
| Registration letter | View File |
| E- sanction order of the University for the start-ups on the campus | View File |
| Contact details of the promoters | View File |
| List of start-ups- details like name of the start-up, nature, year of commencement etc (Data Template) | View File |
| Any other relevant information | No File Uploaded |

3.4 - Research Publications and Awards

3.4.1 - The Institution has a stated Code of Ethics for research, the implementation of which is ensured by the following Research methodology with course on research ethics Ethics committee Plagiarism check Committee on Publication guidelines

A. All of the Above

| File Description | Documents |
|--|---------------------------|
| Institutional code of Ethics document | View File |
| Course content of research ethics and details of members of Ethics Committee | View File |
| Copy of software procurement for plagiarism check | View File |
| Minutes of the relevant committee meetings for the year with reference to the code of ethics | View File |
| Details of committee on publication guidelines | View File |
| Institutional data in prescribed format (Data Template) | View File |
| Any other relevant information | No File Uploaded |

| | |
|---|-----------------------------------|
| <p>3.4.2 - The Institution provides incentives for teachers who receive state,national or international recognitions/awards. Options: Career Advancement Salary increment Recognition by Institutional website notification Commendation certificate with cash award</p> | <p>A. All of the Above</p> |
|---|-----------------------------------|

| File Description | Documents |
|---|---------------------------|
| Policy on Career advancement for the awardees | View File |
| Policy on salary increment for the awardees | View File |
| Snapshots of recognition of notification in the HEI's website | View File |
| Copy of commendation certificate and receipt of cash award | View File |
| List of the awardees and list of awarding agencies and year with contact details for the year | View File |
| Incentive details (link to the appropriate details on the Institutional website) | View File |
| Institutional data in prescribed format (Data Template) | View File |

3.4.3 - Number of Patents/ Copyrights published/awarded/technology-transferred during the year

3.4.3.1 - Total number of Patents/ Copyrights published/awarded/ technology-transferred during the year

417

| File Description | Documents |
|--|---------------------------|
| List of patents/Copyrights and the year they were published/awarded | View File |
| E- copies of the letters of award/ publication of patent/copyright/ technology-transferred | View File |
| Technology transfer document | No File Uploaded |
| Institutional data in prescribed format (Data Template) | View File |
| Any other relevant information | View File |

3.4.4 - Number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines awarded per recognized PG teacher of the Institution during the year

3.4.4.1 - Number of Ph. Ds /DM/M Ch/PG degrees in the respective disciplines awarded per recognized PG teacher of the Institution during the year

690

| File Description | Documents |
|---|---|
| List of PhD/DM/M Ch candidates with details; like name of the guide, title of the thesis, year of award, award letter etc | View File |
| Web page for research in the Institutional website. | https://www.manipal.edu/mu/directorate-of-research.html |
| Institutional data in prescribed format (Data Template) | View File |
| Any other relevant information | No File Uploaded |

3.4.5 - Number of research papers per teacher in the approved list of Journals in Scopus / Web of Science/ PubMed during the academic year

| File Description | Documents |
|---|---------------------------|
| List of research papers by title, author, department, name and year of publication and Scopus/Web of Science/PubMed list ref. No: (Data Template) /link | View File |
| Names of the indexing databases | View File |
| Any other relevant information | No File Uploaded |

3.4.6 - Number of research papers per teacher in the approved list of Journals notified in UGC-CARE list during the academic year

3.4.6.1 - Number of research papers in the approved list of Journals notified on UGC website during the year

3223

| File Description | Documents |
|---|---|
| List of research papers with title, author, department, name and year of publication and UGC list ref. No: (link) | https://compliance.manipal.edu/wp-content/uploads/naac24/Criteria-3/3_4_6.xlsx |
| Names of the indexing databases | View File |
| Any other relevant information | View File |

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

3.4.7.1 - Number of books/ chapters in edited volumes and papers in National/International conference-proceedings published per teacher and indexed in Scopus/Web of Science/ PubMed during the academic year

636

| File Description | Documents |
|--|---------------------------|
| List of books and chapters in edited volumes / books published (Data Template) | View File |
| List of names of publishers: National/ International | View File |
| Any other relevant information | No File Uploaded |

3.4.8 - Bibliometrics of the publications during the calendar year based on average Citation Index in Scopus/ Web of Science

2.97

| File Description | Documents |
|--|---------------------------|
| List of the publications during the year | View File |
| Any other relevant information | No File Uploaded |

3.4.9 - Provide Scopus/ Web of Science – h-index of the Institution for the academic year

167

| File Description | Documents |
|--|---------------------------|
| Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution | View File |
| Any other relevant information | No File Uploaded |

3.5 - Consultancy

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

Manipal Academy of Higher Education (MAHE), located in Manipal, has an Intellectual Property Rights (IPR) and Consultancy policy that applies to all employees, faculty members, staff (both permanent and temporary), visiting scholars, fellows, research scholars, and students associated with MAHE.

The IPR policy broadly covers the following areas of intellectual property. The University holds ownership of any intellectual property created using its resources, while the author retains ownership of the copyright for their original work and is eligible for financial gain according to MAHE's conditions.

In cases where the University owns the patent, the inventor(s) retains their rights to the intellectual property until the terms of protection are agreed upon between the University and the inventor(s). The University also reserves the right to initiate discussions regarding the sale, licensing, or transfer of technology related to patents or other forms of intellectual property deemed suitable for such activities. If a successful sale, licensing, or technology transfer occurs, revenue sharing will be conducted according to the specified royalty terms.

| File Description | Documents |
|---|---|
| Minutes of the Governing Council/ Syndicate/Board of Management related to IPR and consultancy policy | https://www.manipal.edu/mu/directorate-of-research/technology-transfer-office/policies-and-forms.html |
| Link to the soft copy of the IPR and Consultancy Policy | https://www.manipal.edu/mu/directorate-of-research/technology-transfer-office/policies-and-forms.html |
| List of the training / capacity building programmes conducted during the year | https://www.manipal.edu/mu/directorate-of-research/technology-transfer-office/policies-and-forms.html |
| Any other relevant information | https://www.manipal.edu/mu/directorate-of-research/technology-transfer-office/policies-and-forms.html |

3.5.2 - Revenue generated from advisory / R&D consultancy projects (exclude Patients consultancy) including Clinical trials during the year

3.5.2.1 - Total amount generated from consultancy during the year (INR in lakhs)

625.85

| File Description | Documents |
|---|---------------------------|
| Audited statements of accounts indicating the revenue generated through consultancy/clinical trials | View File |
| CA certified copy/Finance Officer Certified copy attested by head of the Institution | View File |
| List of consultants and revenue generated by them (Data Template) | View File |
| Any other relevant information | No File Uploaded |

3.6 - Extension Activities

3.6.1 - Extension and outreach activities such as community Health Education, Community health camps, Tele-conferences, Tele-Medicine consultancy etc., are conducted in collaboration with industry, Government and Non- Government Organisations engaging NSS/NCC/Red

Cross/YRC, Institutional clubs etc., during the year

3.6.1.1 - 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 year

780

| File Description | Documents |
|---|---------------------------|
| Photographs or other relevant supporting document | View File |
| Detailed program report for each extension and outreach program with specific mention of number of students and collaborating agency participated | View File |
| Description of participation by NSS/NCC/Red cross/YRC, Institutional clubs etc., for the year | View File |
| Any other relevant information | View File |

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

15492

| File Description | Documents |
|--|---------------------------|
| Reports of the events organized | View File |
| Number of extension and outreach activities conducted with industry, community health camps etc., for the year (Data Template) | View File |
| Geo tagged Photos of events and activities | View File |
| Any other relevant information | No File Uploaded |

3.6.3 - Number of awards and recognitions received for extension and outreach activities from Government / other recognized bodies during the year

Number of Awards and Recognitions Received: 68

MAHE demonstrates its commitment to societal well-being through

impactful healthcare and educational outreach initiatives. With a network of mobile clinics, health camps, and community programs, the university addresses barriers to healthcare accessibility for underserved populations, improving overall community health. One notable initiative, Manipal Arogya Suraksha, offers high-quality medical services at discounted rates, affirming healthcare as a fundamental right. MAHE's efforts have garnered numerous awards, including recognition for Wenlock Hospital in Mangalore by the Commissioner of Health & Family Welfare Services. Faculty members like Dr. Pratap Kumar and Dr. Satish Adiga received the "Dronacharya Award" for contributions to women's health, while Dr. Srinivas Muthalik and Dr. Usha Nayak are recognized among the top 2% of global researchers in pharmacology. Ms. Chithra M. from MCODS Mangalore was also awarded for her work in youth social change and the Sustainable Development Goals (SDGs). In addition to healthcare, MAHE engages in educational outreach through adult literacy classes, skill development workshops, and scholarships. For example, a Manipal Institute of Technology student excelled in NCC cadet examinations with the institute's support.

| File Description | Documents |
|--|---------------------------|
| Number of awards for extension activities in the year- e-copy of the award letters | View File |
| List of Government/other recognized bodies that have given the awards | View File |
| Any other relevant information | View File |

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

MAHE exemplifies its unwavering commitment to social responsibility through various impactful outreach initiatives. From organizing health awareness camps focused on critical issues like diabetes, cancer, and mental health to promoting literacy, environmental sustainability, and community welfare, it actively engages with diverse communities to foster positive change. Key activities include blood donation drives, school health programs, and sustainable living workshops.

Founded by the visionary Dr. T. M. A. Pai, MAHE carries forward a legacy of philanthropy and a mission to transform rural India by

addressing poverty, illiteracy, and ill health. As a pioneer in providing higher education, MAHE promotes inclusivity through its open-door academic policy, transcending barriers of caste, creed, and political beliefs. It has always supported empowering women and rural communities and was the first university to adopt public-private partnerships for delivering quality healthcare to underserved populations in coastal Karnataka.

Guided by its motto, "Inspired by Life," MAHE consistently strives to create a meaningful impact. Upholding values of integrity, transparency, quality, teamwork, passion, and a humane touch, the university inspires change, sets benchmarks in education and societal impact, and builds a legacy that uplifts communities while nurturing a sustainable future.

| File Description | Documents |
|---|---|
| Geotagged photographs of Institutional social responsibility activities | https://compliance.manipal.edu/naac24/?ee=1&eeFolder=Criteria-3%2F3-6-4&eeListID=4 |
| Link for additional information | https://compliance.manipal.edu/wp-content/uploads/naac24/Criteria-3/3_6_4.pdf |
| Link for additional information | Nil |

3.7 - Collaboration

3.7.1 - Number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc conducted during the year

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

1517

| File Description | Documents |
|--|---|
| List of Collaborative activities for research, faculty exchange etc., (as per Data Template) | View File |
| Certified copies of collaboration documents and exchange visits | View File |
| Link with collaborating Institution's website | https://compliance.manipal.edu/naac24/?ee=1&eeFolder=Criteria-3%2F3-7-1&eeListID=4 |
| Any other relevant information | No File Uploaded |

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

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

455

| File Description | Documents |
|---|---------------------------|
| E-copies of the functional MoU's with institution/ industry/ corporate house, Indicating the start date and completion date | View File |
| Institutional data in prescribed format | View File |

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate physical facilities for teaching –learning, skills acquisition etc.

To ensure a robust learning environment across campuses, MAHE emphasis on tools like LCD facilities, Wi-Fi, and smart classrooms. Each unit is equipped with standard audio-visual aids, permanent libraries, and simulation laboratories, fostering effective training and research. Continuous expansion is evident with added classrooms, seminar halls, and demo rooms.

This year, the MTMC Jamshedpur has a total of 22 large lecture halls and 6 large seminar halls, where the SMI Bengaluru has added 116

classrooms, 7 seminar halls. The TAPMI Bengaluru added 04 new classrooms, while DLHS Bengaluru added 13 classrooms and 01 seminar hall. The DOC Bengaluru added 01 class room and 01 seminar hall, while MLS Bengaluru added 2 class rooms and 2 seminar halls.

With reworking of the existing campus facilities, WGSMA Manipal now has 14 class rooms, 04 seminar halls and 13 demo rooms, while the MSAP Manipal's new facility consist of 10 class rooms, 1 big seminar hall, 32 demo rooms. With these additions MAHE has 993 total class rooms, 501 well-equipped laboratories. Beyond academics, MAHE prioritizes intellectual curiosity, providing exclusive facilities for students outside the classroom.

| File Description | Documents |
|---|---|
| Teaching- learning and skills acquisition facilities in the Institution | https://compliance.manipal.edu/naac24/?ee=1&eeFolder=Criteria-4%2F4-1%2F4-1-1&eeListID=4 |
| Geotagged photographs of the facilities | https://compliance.manipal.edu/naac24/?ee=1&eeFolder=Criteria-4%2F4-1%2F4-1-1&eeListID=4 |
| Any other relevant information | <u>NIL</u> |

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

MAHE's dynamic campus, renowned for diversity and interdisciplinary collaboration, serves as a blend of cultural and sports activities. The extensive sports infrastructure spans outdoor facilities like athletic grounds, hockey, and football fields, while the Marena Sports Complex provides indoor amenities. Annual events include inter-collegiate tournaments, athletics, basketball, badminton, and more.

Cultural engagement thrives through student clubs, with multiple auditoriums like the Convention Centre, MIT Quadrangle, and KMC Greens hosting large audiences. Specialized venues such as WGSMA's Chaitya Hall and KMC's TMA Pai Hall enrich the cultural experience. The Hebbar Gallery, open-air amphitheatres, and the Gangubhai Hanagal indoor stadium contribute to a vibrant artistic environment. Yakshagana Kalakendra offers unique folk art training opportunities, reflecting MAHE's commitment to holistic student development and a diverse extracurricular landscape.

| File Description | Documents |
|---|---|
| Available sports and cultural facilities: with geotagged photos | https://compliance.manipal.edu/naac24/?ee=1&eeFolder=Criteria-4%2F4-1%2F4-1-2&eeListID=4 |
| Any other relevant information | <u>NIL</u> |

4.1.3 - Availability and adequacy of general campus facilities and overall ambience

MAHE sprawls across 600 acres, housing administrative and institutional buildings, hostels, and staff residences. Kasturba hospital provides healthcare via the Medicare scheme, accessible without payment. Central food courts, canteens, and shops meet dining needs, and amenities like post offices, banks, and ATMs are conveniently located. Well-maintained roads connect all areas. Central utilities, including sewage and water treatment, and a multilevel car park, are managed efficiently. The Department of General Services oversees estates, security, and maintenance.

Sub-divisions like Civil, Ancillary, Electrical, HVAC, Telecommunications, and Transportation manage infrastructure, housekeeping, power supply, telecommunications, and transportation. Specialized departments ensure efficient operations, emphasizing green energy, resource optimization, and upgrading to energy-efficient technologies. This holistic approach guarantees a well-managed, secure, and functional environment for students and staff across multiple locations.

| File Description | Documents |
|--|---|
| Geotagged Photographs of Campus facilities | https://compliance.manipal.edu/naac24/?ee=1&eeFolder=Criteria-4%2F4-1%2F4-1-3&eeListID=4 |
| Any other relevant information | https://compliance.manipal.edu/naac24/?ee=1&eeFolder=Criteria-4%2F4-1%2F4-1-3&eeListID=4 |

4.1.4 - Number of expenditure incurred, excluding salary, for infrastructure development and augmentation during the year

4.1.4.1 - Number of expenditure incurred, excluding salary, for infrastructure development and augmentation during the year (INR in lakhs)

96739.39

| File Description | Documents |
|--|---------------------------|
| Audited report / utilization statements (highlight relevant items) | View File |
| Details of budget allocation, excluding salary during the year (Data Template) | View File |
| Any other relevant information | No File Uploaded |

4.2 - Clinical, Equipment and Laboratory Learning Resources

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

MAHE prioritizes active learning and advanced healthcare through its extensive infrastructure. The teaching hospitals, accredited by NABL, offer diverse diagnostic services, including surgical pathology and genetic testing. Advanced technologies like flow cytometry, PET scans, MRIs, and COVID-19 testing are strategically placed. Kasturba Hospital, Manipal, continuously integrates cutting-edge technologies, hosting specialized centers and providing various facilities. Hospitals focus on specific diseases, such as KMC Mangaluru's neonatal unit that has significantly reduced neonatal mortality. Accredited by NABH, ISO, and others, the hospitals ensure trustworthiness, with committees monitoring patient care and safety. The year 2019 marked patient-centric initiatives with enhanced facilities. Additionally, institutions like Manipal-TATA Medical College, Manipal College of Dental Sciences, College of Pharmaceutical Sciences, and College of Health Professions contribute to MAHE's excellence in medical education, research, and healthcare delivery.

| File Description | Documents |
|---|---|
| The facilities as per the stipulations of the respective Regulatory Bodies with Geotagged photos | https://compliance.manipal.edu/naac24/?ee=1&eeFolder=Criteria-4%2F4-2%2F4-2-1%2FAS-PER-REGULATIONS_WEBLINKS-to-sarabprit&eeListID=4 |
| List of facilities available for patient care, teaching- learning and research with geotagged evidences | https://compliance.manipal.edu/naac24/?ee=1&eeFolder=Criteria-4%2F4-2%2F4-2-1%2FLIST-OF-PATIENT-CARE&eeListID=4 |
| Any other relevant information | https://compliance.manipal.edu/naac24/?ee=1&eeFolder=Criteria-4%2F4-2%2F4-2-1%2FANY-OTHER-INFO&eeListID=4 |

4.2.2 - Describe the adequacy of both outpatients and inpatients in the teaching hospital vis-a-vis the number of students trained and programmes offered (based on HIMS / EMR)

Under MAHE, seven hospitals operate in Manipal, Mangaluru, and Jamshedpur. KMC, Manipal, operates at Kasturba Hospital, Dr TMA Pai Rotary Hospital, and Dr TMA Pai Hospital. MCODS, Manipal, offers dental services. KMC, Mangalore, collaborates with Kasturba Hospital, Wenlock Hospital, and Lady Goschen Hospital. TMH, Jamshedpur, is the teaching hospital for MTMC Jamshedpur. Focused on quality and affordable healthcare, these hospitals serve diverse patients and adhere to a patient-centric approach. Kasturba Hospital, Manipal, established in 1961, is a model teaching hospital with 2032 beds. KMC Hospital, Mangalore, a 600-bed facility, excels in medical expertise. Partnerships with government hospitals offer unique community-level healthcare experiences for students. Tata Main Hospital, Jamshedpur, provides similar experiences. With rotations in specialty departments, students gain an immersive learning experience, evident in the steady increase in patient numbers over the last five years.

| File Description | Documents |
|---|---|
| Outpatient and inpatient statistics for the year | https://compliance.manipal.edu/naac24/?ee=1&eeFolder=Criteria-4%2F4-2%2F4-2-2%2FOP-AND-IP_STATISTICS&eeListID=4 |
| Description of the adequacy of outpatient and inpatient statistics as per the norms of the Regulatory Bodies (critical documents to be verified by DVV) | https://compliance.manipal.edu/naac24/?ee=1&eeFolder=Criteria-4%2F4-2%2F4-2-2%2FADEQUACY-OF-IP-AND-OP-STATS&eeListID=4 |
| Link to hospital records / Hospital Management Information System | https://compliance.manipal.edu/naac24/?ee=1&eeFolder=Criteria-4%2F4-2%2F4-2-2%2FLINKS- PMS-SCREENSHOT&eeListID=4 |

| | |
|---|----------------------------|
| 4.2.3 - Availability of infrastructure for community-based learning. Institution has: Attached Satellite Primary Health Centers Attached Rural Health Centers for training of students Attached Urban Health Centre for training of students Residential facility for students / trainees at the above peripheral health | A. All of the Above |
|---|----------------------------|

| File Description | Documents |
|--|---------------------------|
| Geotagged photographs of Health Centers | View File |
| Government Order on allotment/assignment of PHC to the Institution | View File |
| Documents of resident facility | View File |
| Any other relevant information | View File |

| | |
|---|------------------------------|
| 4.2.4 - Is the Teaching Hospital / Clinical Laboratory accredited by any National Accrediting Agency? NABH accreditation NABL accreditation International accreditation like JCI., ISO certification of departments /Institution GLP/GCLP accreditation. | B. Any 4 of the Above |
|---|------------------------------|

| File Description | Documents |
|---|---------------------------|
| Copies of the Certificate/s of Accreditations | View File |
| Any other relevant documents | No File Uploaded |
| Data Template in prescribed format | View File |

4.3 - Library as a Learning Resource

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

Manipal Academy of Higher Education (MAHE), Manipal has 17 libraries on the Manipal, Mangaluru, Bengaluru, and Jamshedpur campuses.

Libraries have fully computerized their collection and services using EasyLib library management software in 2004, then upgraded with Koha Library Management Software in 2018. All the collections and services of MAHE libraries are fully automated using Koha library management software.

All libraries are enabled with Wi-Fi facilities, security systems, Closed Circuit Television (CCTV), and Access control. The KMC Health Sciences Library, Manipal; MIT Central Library, Manipal; KMC Central Library, Mangaluru, and MAHE Bengaluru Library are enabled with RFID technology. All libraries have introduced OpenAthens software, enabling the users to access the library's subscribed e-resources remotely. The libraries provide various research/project support services such as access to Turnitin (plagiarism check), Grammarly (online grammar and spelling checker), author workshops, literature search service, access to bibliographical and citation tools (Scopus and Web of Science).

Other services offered by libraries include reference service, current awareness service, circulation, photocopying, Scanning, inter-library loan/document delivery, computer services, book bank facility, access to question paper archive, display of faculty publications, display of new acquisitions, and training in accessing e-resources.

| File Description | Documents |
|--------------------------------|---|
| Geotagged photographs | https://compliance.manipal.edu/naac/?ee=1&eeFolder=Criteria-4%2F4-3%2F4-3-1&eeListID=1 |
| Any other relevant information | https://compliance.manipal.edu/wp-content/uploads/2023/naac/Criteria-4/4-3/4-3-1/4_3_1-Library-Management-System.docx |

4.3.2 - 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

MAHE Libraries are deeply committed to providing physical as well as virtual access to books, journals, online databases, and other materials to students, faculty members, and researchers. MAHE libraries have varied collections of print textbooks, reference volumes/books, ancient books/manuscripts, theses/projects, and reports in diverse fields. Total textbooks and reference volumes/books are 15204 and 2373, respectively (the year 2023-24). The ancient books are 2852. Theses/projects and Reports are 30284 and 2095 respectively. CDs and audio-visual materials are 10230.

The libraries provide a growing range of e-resources (online databases, online journals, and e-books) on the campus network and remotely through OpenAthens software. The KMC Health Sciences Library, Manipal, KMC Central Library Mangaluru, and MIT Central Library, Manipal, have provided 'Web-Scale Discovery Service' (Single Window Search tool) to find relevant information across all libraries subscribed e-resources and open-access resources using the single search box.

There are 52 online databases subscribed (2023-24) at MAHE Libraries for students, faculty, and research scholars for their teaching/learning/clinical practice/research activities. MAHE libraries also provided access to 43316 online journals and 138918 e-books (the year 2023-24). Further, the total number of print journals subscribed is 931 (the year 2023-24). 92019-bound volumes of journals are also available at MAHE libraries.

| File Description | Documents |
|---------------------------------------|---|
| Library acquisition data for the year | https://compliance.manipal.edu/naac24/?ee=1&eeFolder=Criteria-4%2F4-3%2F4-3-2&eeListID=4 |
| Any other relevant information | View File |

4.3.3 - Does the Institution have an e-Library with membership/ subscription for the following e – journals / e-books consortia e - ShodhSindhu Shodhganga SWAYAM Discipline-specific Databases

A. All of the Above

| File Description | Documents |
|---|---------------------------|
| Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership etc. (Data Template) | View File |
| E-copy of subscription letter/membership letter or related document with the mention of year | View File |
| Any other relevant information | No File Uploaded |

4.3.4 - Annual expenditure for purchase of books and journals (including e-resources) during the year

4.3.4.1 - Annual expenditure for purchase of books and journals during the year (INR in lakhs)

5913.65

| File Description | Documents |
|---|---------------------------|
| Provide consolidated extract of expenditure for purchase of books and journals during the year duly attested by Finance Officer | View File |
| Audited Statement highlighting the expenditure for purchase of books and journal library resources | View File |
| Proceedings of Library Committee meetings for the year for allocation of fund and utilization of fund | View File |
| Details of annual expenditure for purchase of books and journals for the year (Data Template) | View File |
| Any other relevant information | No File Uploaded |

| | |
|---|---------------------------|
| 4.3.5 - E-content resources used by teachers/students Other MOOCs platforms SWAYAM Institutional LMS e-PG-Pathshala Any other Government Initiatives | A. All of theAbove |
|---|---------------------------|

| File Description | Documents |
|--|---|
| Give links or upload document of e-content developed | View File |
| Supporting documents from the hosting agency for the e-content developed by the teachers | View File |
| Give links e-content repository used by the teachers / Students | https://compliance.manipal.edu/naac/?ee=1&eeFolder=Criteria-4%2F4-3%2F4-3-5&eeListID=1 |
| Data Template | View File |

4.4 - IT Infrastructure

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

4.4.1.1 - Number of classrooms, seminar halls and demonstration room with ICT facilities

996

| File Description | Documents |
|--|---------------------------|
| Number of classrooms, seminar halls and demonstration room with ICT enabled facilities (Data Template) | View File |
| Description of new facilities added during the preceding academic year | View File |
| Consolidated list duly certified by the Head of the institution | View File |
| Geotagged photographs | View File |
| Any other relevant information | View File |

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

MAHE has implemented the Brightspace Learning Management System (LMS) across campuses, providing a cloud-based platform for creating, hosting, and editing online learning resources. The LMS features content creation tools, external platform integration, and video notes with closed captions. Single sign-on and the "Pulse" mobile app ensure easy access and a seamless learning experience on any device. Initial implementation occurred at KMC Manipal, KMC Mangaluru, MTMC Jamshedpur, MIT Manipal, and MIT Bengaluru in 2021-22, with expansion to 12 more institutions in 2022-23.

Simultaneously, MAHE is undergoing a three-year digital transformation with Project SHIFT. Stakeholders actively contribute to the roadmap, identifying 12 digital initiatives and 40 projects to enhance the education experience. These initiatives include a Central Research Management System, Augmented Performance Management System, and Smart Campus, aligning with the university's vision for a progressive future in higher education.

| File Description | Documents |
|---|---|
| Documents relating to updation of IT and Wi-Fi facilities | https://compliance.manipal.edu/naac24/?ee=1&eeFolder=Criteria-4%2F4-4%2F4-4-2&eeListID=4 |
| Any other relevant information | Nil |

4.4.3 - Available bandwidth of internet

A. ?1 GBPS

connection in the Institution (Leased line)

| File Description | Documents |
|--|---------------------------|
| Details of available bandwidth of internet connection in the Institution | View File |
| Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth | View File |
| Annual subscription bill / receipt | View File |
| Any other relevant information | No File Uploaded |

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

MAHE prioritizes ICT integration for enhanced teaching and learning experiences. The campus boasts Wi-Fi connectivity with over 1 GBPS internet speed, and 577 rooms equipped with ICT facilities like LCD, Wi-Fi, smartboards, and audio-video recording. Impartus, a video-based learning platform, is implemented in 78 rooms, enabling automatic recording and distribution of lectures, fostering collaborative learning. Virtual classrooms at Sir MV Seminar Hall in MIT facilitate real-time interactions, live-streaming guest lectures, and remote participation. The Audio Visual Department offers specialized services for photography, video coverage, and audio systems, benefiting health care institutes. Manipal Institute of Communication's studios provide hands-on training in audio-visual content production, using modern equipment. Additionally, Manipal Institute of Technology's Media Studio features cutting-edge software and machinery for packaging design, prepress technology, quality testing, and color management, empowering students' creativity.

| File Description | Documents |
|--------------------------------------|---|
| The e-content development facilities | https://compliance.manipal.edu/naac24/?ee=1&eeFolder=Criteria-4%2F4-4-4-e-content-development%2FThe-e-content-development-facilities&eeListID=4 |
| Geotagged photographs | https://compliance.manipal.edu/naac24/?ee=1&eeFolder=Criteria-4%2F4-4-4-e-content-development%2FThe-e-content-development-facilities&eeListID=4 |
| Any other relevant information | Nil |

4.5 - Maintenance of Campus Infrastructure

4.5.1 - Number of expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the year

101,647.30 (INR in Lakhs)

| File Description | Documents |
|--|---|
| Audited statements of accounts on maintenance | View File |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Template) | View File |
| Link to ERP | https://finance.manipal.edu/ |
| Any other relevant information | View File |

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

MAHE has robust systems in place for both physical and academic support activities. The General Services Department oversees maintenance requests for institutional buildings, adhering to ISO standards. Routine activities like painting and water tank cleaning follow a schedule, with services like lifts and air-conditioning covered by annual contracts. Libraries are fully automated using modern software, offering remote access to e-resources. The campus provides well-maintained indoor and outdoor sports facilities,

including swimming pools. State-of-the-art computer labs, supported by an IT helpline, ensure smooth functioning. The transport department, with an in-house fleet and electric vehicles, meets mobility needs. Monthly review meetings led by the Director General Services ensure prompt issue resolution and discuss new initiatives

| File Description | Documents |
|---|---|
| Minutes of the meetings of the Maintenance Committee for the year | https://compliance.manipal.edu/naac24/?ee=1&eeFolder=Criteria-4%2F4-5%2F4-5-2%2FMOM-DGS&eeListID=4 |
| Log book or other records regarding maintenance works | https://compliance.manipal.edu/naac24/?ee=1&eeFolder=Criteria-4%2F4-5%2F4-5-2%2Flog-book&eeListID=4 |
| Any other relevant information | Nil |

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships /free-ships / fee-waivers by Government / Non-Governmental agencies / Institution during the year

5.1.1.1 - Number of students benefited by scholarships /freeships / fee-waivers by Government / Non-Governmental agencies / institutions during the year

19167

| File Description | Documents |
|---|---------------------------|
| Attested copies of the sanction letters from the sanctioning authorities | View File |
| Consolidated document in favour of freeships and number of beneficiaries duly signed by the Head of the institution | View File |
| List of students for the year who received scholarships/ freeships /fee-waivers | View File |
| Any other relevant information | No File Uploaded |

5.1.2 - Institution implements a variety of

A. All of the Above

capability enhancement and other skills development schemes
Soft skills development
Language and communication skill development
Yoga and wellness Analytical skill development
Human value development
Personality and professional development
Employability skill development

| File Description | Documents |
|---|---|
| Detailed report of the Capacity-enhancement programs and other skills development schemes | View File |
| List of capability enhancement and skill development schemes (Data Template) | View File |
| Link to Institutional website | https://www.manipal.edu/kmc-manipal/about-kmc/career-counselling.html |
| Any other relevant information | No File Uploaded |

5.1.3 - Number of students benefited by guidance for competitive examinations and career advancement offered by the Institution during the preceding academic year

5.1.3.1 - Number of students benefited by guidance for competitive examinations and career advancement offered by the Institution during the preceding academic year

17740

| File Description | Documents |
|---|---------------------------|
| Copy of circular/brochure of such programs | View File |
| List of students attending each of these schemes signed by competent authority | View File |
| Program/scheme mentioned in the metric | View File |
| List of students (Certified by the Head of the Institution) benefited by guidance for competitive examinations and career advancement offered by the Institution during the preceding academic year (Data Template) | View File |
| Any other relevant information | No File Uploaded |

5.1.4 - The Institution has an active international student cell

MAHE's Office of International Affairs and Collaborations

The Office of International Affairs and Collaborations (OIAC) at MAHE offers various resources for international experiences, including:

- Study, research, and internships abroad: OIAC helps students with various programs and provides guidance on settling abroad.
- Student exchange: Promotes exchange programs with partner universities worldwide.
- Internships: Facilitates paid and volunteer internships through following student associations and international networks.
 - International Association for the Exchange of Students for Technical Experience (IAESTE) provides opportunities for internships and technical exchanges for students across the world.
 - AIESEC (International Association of Students in Economic and Commercial Sciences) facilitates nontechnical internships with social organizations and industries.
 - SPIE (International Society for Optics & Photonics)
 - IPSF (International Pharmaceutical Students' Federation)
- MAESTRO: A portal that connects students with research internship opportunities. <https://maestro.manipal.edu/>

- **English language training:** Provides IELTS testing on campus.
- **International Students' Day:** Celebrates cultural diversity and exchange.
- **Summer/Winter schools:** Offers short immersion programs with cultural experiences.

OIAC aims to provide a comprehensive international experience for students, faculty, and staff.

| File Description | Documents |
|--------------------------------|---|
| International students' cell | https://www.manipal.edu/mu/about-us/international-collaboration.html |
| Any other relevant information | https://www.manipal.edu/mu/about-us/international-collaboration/international-student-organization.html |

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and prevention of ragging Adoption of guidelines of Regulatory Bodies Presence of the committee and mechanism of receiving student grievances (online/ offline) Periodic meetings of the committee with minutes Record of action taken

A. All of the Above

| File Description | Documents |
|---|---|
| The Institution has a transparent m | View File |
| Circular/web-link/ committee report justifying the objectives of the metric | https://www.manipal.edu/mu/about-us/grievances.html |
| Details of student grievances and action taken (Data Template) | View File |
| Any other relevant information | No File Uploaded |

5.2 - Student Progression

5.2.1 - Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/ GPAT/CAT/ GRE/TOEFL/ PLAB/ USMLE /Civil services/ Defense/UPSC/State government examinations/ PG-NEET/ AIMSPGET, JIPMER Entrance

Test, PGIMER Entrance Test etc.) during the preceding academic year

217

| File Description | Documents |
|--|---------------------------|
| Number of students qualifying in state/ nation | View File |
| Pass Certificates in the examination | View File |
| Any other relevant information | No File Uploaded |

5.2.2 - Number of placement /self-employed professional services of outgoing students during the preceding academic year

5.2.2.1 - Number of outgoing students who got placed / self-employed during the preceding academic year

4053

| File Description | Documents |
|---|---------------------------|
| Self-attested list of students placed / self-employed | View File |
| Details of student placement / self-employment during the preceding academic year (Data Template) | View File |
| Any other relevant information | No File Uploaded |

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

5.2.3.1 - Number of outgoing students progressing to higher education

637

| File Description | Documents |
|--|---------------------------|
| List of students who have progressed to Higher education preceding academic year | View File |
| Supporting data for students/alumni | View File |
| Details of student progression to higher education (Data Template) | View File |
| Any other relevant information | No File Uploaded |

5.3 - Student Participation and Activities

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

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

235

| File Description | Documents |
|--|---------------------------|
| e-copies of award letters and certificates | View File |
| List of awards/medals for outstanding performance in sports/cultural activities at national/international events during the year (Data Template) | View File |
| Any other relevant information | No File Uploaded |

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

MAHE Student Councils: Bridging the Gap between Students and Administration

Each institute at MAHE has a Student Council functioning as a bridge between students and the administration. Members are elected or nominated and represent their peers in areas like academics, extracurriculars, and grievance redressal.

Key Functions:

- Organize cultural, sports, and technical activities (national level!)
- Manage student projects and provide academic/mentoring support.
- Voice student concerns and facilitate communication. Represent students in various committees (academics, hostel, etc.)
- Manage and boost student clubs (technical & non-technical)
- Promote community service activities.

Communication Channels:

- Student council members raise student concerns with the administration.
- They act as the official communication channel between students and administration.
- A network of class representatives ensures communication reaches all students.
- Student council members across MAHE institutes collaborate with the Department of Student Affairs.

Overall, MAHE's Student Councils play a crucial role in ensuring the well-being and smooth functioning of student life.

| File Description | Documents |
|--|---|
| Student Council activities during the year | https://www.manipal.edu/mit/mit-experience/student-welfare/student-council---mit--manipal-academy-of-higher-education.html |
| Any other relevant information | https://www.manipal.edu/kmc-manipal/about-kmc/Collegestudentcouncil.html |

5.3.3 - Number of sports and cultural activities / events/ competitions organised in the Institution during the year

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

106

| File Description | Documents |
|---|---------------------------|
| Report of the events/along with photographs appropriately dated and captioned | View File |
| Copy of circular/brochure indicating such kind of activities Information as per Data template | View File |
| Any other relevant information | No File Uploaded |

5.4 - Alumni Engagement

5.4.1 - The Alumni Association/Chapter (registered and functional) has contributed significantly to the development of the Institution through financial and other support services during the year

Alumni Relations of Manipal Academy of Higher Education (MAHE) serves as a platform that brings all Manipal Alumni of different institutions on together to create a global group of Manipalites and build long lasting relationship. In order to achieve this goal and develop a mutually beneficial relationship between alumni and Alma mater we have developed new alumni logo with the theme of CONNET, INSPIRE & SUPPORT.

- **Connect:** We have an alumni network of 1.8 Lakhs across MAHE of which 70,000 alumni have registered on our portal.
- **Inspire:** Over 300 alumni revisited the campus to deliver guest lectures. About 20 Orations as a part of annual lecture series were delivered by notable alumni.
- **Support:** MAHE provides a 10% fee waiver for the wards of alumni to pursue higher education at any unit/institute of MAHE

Other than financially and in kind the alumni Contribute as

- **Teaching/Consulting/Visiting/Adjunct Faculty etc.**
- **Guest lectures/ Oration /keynote address/ workshops /Seminars etc.**

| File Description | Documents |
|--|---------------------------|
| Details of Alumni Association activities for the year | View File |
| Frequency of meetings of Alumni Association with minutes | View File |
| Quantum of financial contribution for the year | View File |
| Audited statement of accounts of the Alumni Association for the year | View File |

| | |
|---|----------------------------|
| 5.4.2 - Provide the areas of contribution by the Alumni Association / chapters during the year Financial / kind Donation of books /Journals/ volumes Students placement Student exchanges Institutional endowments | A. All of the Above |
|---|----------------------------|

| File Description | Documents |
|---|---------------------------|
| Annual audited statements of accounts. Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Finance Officer and Head of the Institutions | View File |
| List of Alumni contributions made during the year | View File |
| Certified statement of the contributions by the head of the Institution | View File |
| Any other relevant information | No File Uploaded |

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The Institution has clearly stated Vision and Mission which are reflected in its academic and administrative governance

Yes.

The institution has a clearly stated vision and mission, reflected in its academic and administrative governance. Vision:Global leadership in human development, excellence in education and

healthcare Mission: Be the most preferred choice of students, faculty and industry Be in the top 10 in every discipline of education, health sciences, engineering, and management. In line with the vision of the institution, 'leadership' is committed to continual improvement, sustained development, and the development of a culture of quality. The leadership of the ISO- certified, self-financing deem to be university in the private sector, guided by the principles of sound judgment, effective communication, and setting standards and benchmarks in quality education and administration, always strives to excel in stakeholder customer satisfaction. In this regard, the university had approached the QS Intelligence Unit about benchmarking its services and participating in all the leading rankings, both national and international. The nature of governance, perspective plans, and stakeholders' participation in the decision-making bodies highlight the activities leading to institutional excellence. Management directly interacts with the stakeholders, obtains regular feedback, and takes prompt actions based on feedback analysis. The policies of the university are framed in such a way that there is continuous improvement in every aspect. The senior leaders communicate effectively with the faculty and staff through regular meetings, newsletters and bulletins, the university's internet/ intranet, and many publications and media activities. The university has a people-driven HR policy to motivate employees to strive for excellence.

| File Description | Documents |
|---|---|
| Vision and Mission documents approved by the Statutory Bodies | https://manipal.edu/mu/about-us/vision-and-mission.html |
| Report of achievements which led to Institutional excellence | https://compliance.manipal.edu/naac24/?ee=1&eeFolder=Criteria-6%2F6-1-1&eeListID=4 |
| Any other relevant information | View File |

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

The university encourages participatory management by involving stakeholders at all levels. Departmental meetings are held at the departmental level, where all faculty members participate. Head-of-department meetings are held at the institutional level. At the university level, heads of institution meetings are held, where all of them take part and discuss management issues. All HoIs are also members of the Academic Senate, which is entrusted with the primary responsibility of maintaining academic standards. Other than this,

HoIs are the members of the executive committee, and three of the HoIs are also members of the Board of Management. Academic and Administrative head meetings Executive committee meetings Some of the senior faculty members are entrusted with the additional responsibilities of senior officials' positions at the university. Thus, the university promotes a culture of decentralization and participative management. The overall administrative activities, operational issues, and overall control of constituent institutions are under the university's leadership for all decision-making purposes. Hence, all issues, such as planning, strategic developmental issues, academic issues, administrative issues, and financial control, are vested with the university under various and appropriate committees.

All constituent units of the university have functional autonomy to carry on with academic and administrative activities to ensure the vision and mission of the university and the institution are achieved. All constituent units of the University have functional autonomy to carry on with academic and administrative activities.

| File Description | Documents |
|--|---|
| Information / documents in support of the case study | https://compliance.manipal.edu/naac24/?ee=1&eeFolder=Criteria-6%2F6-1-2&eeListID=4 |
| Any other relevant information | https://compliance.manipal.edu/naac24/?ee=1&eeFolder=Criteria-6%2F6-1-2&eeListID=4 |

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

Established in 1953 as India's First Private Self-Financed Medical College by the visionary doctor turned banker turned philanthropist Shri TMA Pai, Manipal Academy of Higher Education over a period of 6 and 1/2 decades has grown to become one of India's finest comprehensive multi-disciplinary deemed universities. Rated as the No. 1 by the Government of Karnataka overall and within the Top 8 by NIRF, MAHE has recently been conferred the status of Graded Autonomy by UGC and Institution of Eminence status by MHRD, which is a clear sign of continued excellence achieved over the years.

Over 33000+ students from 67 different nationalities live, work, and play in a highly safe, peace-loving, sprawling, and pristine town of

over 700 acres and are well mentored by over 2500+ highly qualified & experienced faculty, ably assisted by over 10,000+ well-trained support staff. In a dynamic inter-disciplinary environment, students at MAHE have a choice of over 275+ globally recognized and accredited programmes from 46 constituent units across the fields of medicine, engineering, liberal arts, social sciences, humanities, hospitality, and hotel management. With four state-of-the-art modern tertiary hospitals comprising of 4500+ beds, one of its kind museum devoted to life sciences, a planetarium to kindle the imagination of young minds, and primary health centers in rural villages, MAHE's contribution to society over a long period of 60 years has changed the health & social landscape of the entire district.

| File Description | Documents |
|---|---------------------------|
| Strategic Plan document | View File |
| Minutes of the Governing Council/ other relevant bodies for deployment / monitoring of the deliverables during the year | View File |
| Any other relevant information | View File |

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

MAHE, as an Institute of Eminence Deemed to be a University, is functioning as per the framework/MOA of UGC with an independent Board of Management (BoM). It has developed a very robust self-governance structure, led by highly qualified and eminent academic leaders from time to time. BOM is empowered to function independently without any interference from MAHE Trust.

MAHE has constituted all statutory committees as prescribed by the regulatory authorities both at the university and institution levels. The major committees effectively function as per the defined time schedule, and relevant documents are maintained at the university. The Academic Council, being the primary academic body of MAHE, monitors and manages the standards of teaching, research, and training; approval of syllabus; coordination of research activities; and conducts examinations and tests. The Finance Committee monitors the annual budget, annual accounts, and financial estimates of the university. The Executive Committee meets at defined intervals and takes decisions on various administrative matters approved by the BoM. MAHE has constituted the Faculty Selection Committee (FSC) under the chairmanship of the Vice-Chancellor of the University to recommend eligible and suitable candidates for teaching positions.

The Internal Quality Assurance Committee initiates, plans, and monitors the quality of various academic activities. The planning and monitoring committee of MAHE monitors the development of various academic programs at the university. Other Committee are Grievance Committee, Anti-ragging cell, Internal Complaints Committee for prevention of Sexual Harassment, etc. Various other committees also function at the institution level.

| File Description | Documents |
|--|---|
| Annual Report of the preceding academic year | https://manipal.edu/mu/important-links/mu-annual-reports.html |
| Minutes of meetings of various Bodies and Committees for the preceding academic year | https://compliance.manipal.edu/naac24/?ee=1&eeFolder=Criteria-6%2F6-2-2&eeListID=4 |
| Any other relevant information | https://compliance.manipal.edu/naac24/?ee=1&eeFolder=Criteria-6%2F6-2-2&eeListID=4 |

| | |
|---|----------------------------|
| 6.2.3 - The University has implemented e-governance in the following areas of operation Planning and Development Administration (including Hospital Administration & Medical Records) Finance and Accounts Student Admission and Support Examination | A. All of the Above |
|---|----------------------------|

| File Description | Documents |
|--|---------------------------|
| Institutional budget statements allocated for the heads of E-governance implementation ERP Document for the year | View File |
| e-Governance related document | View File |
| Screen shots of user interfaces | View File |
| Any other relevant information | View File |

6.3 - Faculty and Staff Empowerment Strategies

6.3.1 - The Institution has effective welfare measures for teaching and non-teaching staff and other beneficiaries.

MAHE offers a wide range of welfare measures to its employees, realizing that the well-being of teaching and non-teaching staff is important for the effective functioning of the institution. It also

practices various faculty empowerment strategies to upgrade the professional competencies of its faculty members.

A summary of welfare practices are

Statutory benefits: Provident Fund, Gratuity, and ESI Scheme—fully complied with as per the respective enactments. Pension Scheme: MAHE has introduced the National Pension System (NPS), covering all the teaching and non-teaching staff on the rolls, with effect from April 1, 2016. MAHE contributes 10% of the basic pay of every employee to the NPS fund. Medical Coverage: Life Insurance and Permanent Disability Coverage: School Fee Reimbursement: Scholarships to children / spouses for higher education: Conference Facilities: Faculty members are entitled to Rs.100,000 per financial year as financial support to attend professional conferences, workshops, etc. the same can also be used for reimbursement of publication charges, fees for patents, etc. Incentives for Research & Publication: Provides cash incentives/sponsorships to the conference under the scheme based on the points earned by the faculty members for their research publications. Research incentives: Provides incentives for research grants and consultancies with a top ceiling of Rs. 15 lakhs per year. Subscription to Professional Societies: Dr. TMA Pai Endowment Chairs: MAHE has constituted 20 endowment chairs of Rs. 10 lakh each per year for exemplary researchers. Interest subsidy on a utility or housing loan: Leave Travel Concession: Institutional accommodation: Laptops: Sodexo vouchers: Recreation facility:

| File Description | Documents |
|---|---|
| Policy document on welfare measures | https://compliance.manipal.edu/naac24/?ee=1&eeFolder=Criteria-6%2F6-3-1&eeListID=4 |
| List of beneficiaries of welfare measures | https://compliance.manipal.edu/naac24/?ee=1&eeFolder=Criteria-6%2F6-3-1&eeListID=4 |
| Any other relevant information | https://compliance.manipal.edu/naac24/?ee=1&eeFolder=Criteria-6%2F6-3-1&eeListID=4 |

6.3.2 - Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

1802

| File Description | Documents |
|--|---------------------------|
| Details of teachers provided with financial support to attend conferences, workshops etc. during the year (Data Template) | View File |
| List of teachers provided membership fee for professional bodies during the year | View File |
| Policy document on providing financial support to teachers | View File |
| E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support under each head | View File |
| Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies during the year | View File |
| Any other relevant information | No File Uploaded |

6.3.3 - Number of professional development / administrative training programmes organized by the University for teaching and non- teaching/technical staff during the year (Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,)

1748

| File Description | Documents |
|--|---------------------------|
| List of professional development / administrative training programmes organized by the University for the year | View File |
| The lists of participants who attended the above programmes during the year (Data template) | View File |
| Detailed program report for each program | View File |
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centres). | View File |
| Reports of Academic Staff College or similar centres. Verification of schedules of training programs | View File |
| Copy of circular/ brochure/report of training program self-conducted program may also be considered | View File |
| Any other relevant information | No File Uploaded |

6.3.4 - Number of teachers who have undergone Faculty Development Programmes (FDP) including online programmes (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.) during the preceding academic year

2787

| File Description | Documents |
|--|---------------------------|
| Details of teachers who attended FDPs during the preceding academic year (as per Data Template) | View File |
| Details of teachers who attended FDPs during the preceding academic year (as per Data Template) | View File |
| E-copies of the certificates of the programs attended by teacher Any other relevant information | View File |

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

MAHE recognises the value of its employees and understands that the quality of university services depends on employees. MAHE has a well-defined performance management policy applicable to its faculty members. MAHE has upgraded its Performance Management System (PMS) from paper format to online mode through internally developed software. Based on the assessment scores, faculty members are graded as 'A+++', 'A++', 'A+', and 'A' through relative ranking in the ratio of 30:30:30:10, respectively. Performance incentives at approved rates are sanctioned based on the grades obtained by the faculty members. The faculty member with grades 'A' is not eligible for performance incentives for that particular year. The annual appraisal process begins with self-appraisal, followed by assessment by the respective heads of departments. Further, the assessment report is reviewed by the Head of the Institution, and recommends the appropriate performance grades and submits the report to MAHE. Annual appraisal reports thus received are reviewed by a committee chaired by the Vice-Chancellor for final approval. Student feedback on faculty is conducted at the institute level, which is also a part of the PMS process. Faculty members are assessed every calendar year, i.e., from January to December. Performance incentives based on the above assessments are sanctioned from the month of April every year. PMS reports and grades are essential parts while considering faculty members for promotions to the next level and also while considering for leadership positions such as Heads of departments, etc.

| File Description | Documents |
|--|---------------------------|
| Performance Appraisal policy of the Institution | View File |
| Report on the analysis of the Performance Appraisal for the teaching and non-teaching staff for the year as submitted to the Board of Management/ University Senate etc. | View File |
| Any other relevant information | View File |

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institutional strategies for mobilisation of funds and the optimal utilization of resources

Strategies for mobilisation of funds and optimal utilization of Resources at Manipal Academy of Higher Education (MAHE) Well before the financial year starts, the HOIs submit their budget proposals

(capital and operational) to the Director of Finance. The Director of Finance consolidates the requirements of all constituent units. Over a period of two days, the top management holds budget meetings with each individual HOI. After due deliberation and considering the available resources, allocations are made to each of the units. The draft proposals are presented before the Finance Committee for its consideration. The budget proposals, duly considered and approved by the Finance Committee, is then notified by the Director, Finance, to the various constituent institutions. The HOIs, in turn, communicate to respective heads of the departments of the units. Once the allocations are made, the HOI is authorised to implement the budget proposals. The accounts are audited annually by a statutory auditor (external), who examines the accounts for the year. The BoM/Finance Committee appoints the external auditors. As a self-financed university, resource mobilisation is primarily through fee collections. Other forms of resource mobilisation are: Hospital Income Research Grant Consultancy Services Donations Endowments etc. MAHE encourages its faculty to apply for research grants and also to render consultancy work. MAHE also approaches philanthropists and alumni for donations to institute awards, scholarships, etc.

| File Description | Documents |
|--|---|
| Resource mobilization policy document duly approved by BoM / Syndicate / Governing Council | https://compliance.manipal.edu/naac24/?ee=1&eeFolder=Criteria-6%2F6-4-1&eeListID=4 |
| Procedures followed for optimal resource utilization | https://compliance.manipal.edu/naac24/?ee=1&eeFolder=Criteria-6%2F6-4-1&eeListID=4 |
| Any other relevant information | https://compliance.manipal.edu/naac24/?ee=1&eeFolder=Criteria-6%2F6-4-1&eeListID=4 |

6.4.2 - Funds / Grants received from Government / Non-Government bodies / philanthropists during the years (excluding scholarships and research grants covered under Criterion III)

| File Description | Documents |
|---|---------------------------|
| Audited statements of accounts for the year | View File |
| Copy of letter indicating the grants/funds received by respective agency as stated in the metric | View File |
| Provide the budget extract of audited statement towards Grants received from Non-Government bodies, individuals, philanthropist duly certified by chartered accountant and/or Finance Officer | View File |
| Information as per Data template | View File |
| Any other relevant information | No File Uploaded |

6.4.3 - Institution conducts internal and external financial audits regularly

Audit Process at Manipal Academy of Higher Education: The audit at MAHE is being carried out by external agencies who are appointed by the Finance Committee. The audit is by way of: Internal Audit. Statutory Audit The internal audit from the last four financial years has been entrusted to an external party. They carry out the audit for each quarter of the year. They are mainly into transactional audits, which is done on a test basis. They also look into the physical verification of stocks and cash verification at the institutional level. They look into the internal controls of the financial system. They highlight the deficiencies in the system, if any, and advise the management on remedial measures. The Statutory Audit is carried out annually. In order to reduce the burden at the end of the financial year, the external audit team visits MAHE at the end of six months, i.e., September, and carries out the half-yearly audit. Subsequently, the final audit is carried out in the month of June/July. The financials are prepared according to the prevailing laws. They are then approved by the Finance Committee.

Along with the above two audits, MAHE also has: Audit of its PF Trusts and Gratuity trust ISO Audit Audit of the Research Grants. Audit of the conference and workshop conducted. Till date, there have been no major observations from the external auditors or internal auditors.

| File Description | Documents |
|--|---|
| Policy on internal and external audit mechanisms | https://compliance.manipal.edu/naac24/?ee=1&eeFolder=Criteria-6%2F6-4-3&eeListID=4 |
| Financial Audit reports for the years | https://compliance.manipal.edu/naac24/?ee=1&eeFolder=Criteria-6%2F6-4-3&eeListID=4 |
| Any other relevant information | https://compliance.manipal.edu/naac24/?ee=1&eeFolder=Criteria-6%2F6-4-3&eeListID=4 |

6.5 - Internal Quality Assurance System

6.5.1 - Institution has a streamlined Internal Quality Assurance Mechanism

Yes.

MAHE is well known for its quality education and health care. It obtained ISO certification 20 years ago and voluntary NAAC accreditation in 2004.

MAHE has a central Internal Quality Assurance Cell (IQAC) with representation from various institutional and functional departments as members along with external stakeholders. Each institution has institutional IQAC. MAHE participates in accreditation like ISO, NBA, NABH, NABL AAHRP. The IQAC meets on regular basis and approves the annual quality assurance reports to be submitted to NAAC. The compilation, validation, and submission of data for all the rankings in which the institution is participating is done by the IQAC. Following are some of the important rankings the institution participates in every year: Times Higher Education World University Ranking QS Asian University Ranking UI Green Metric World University Ranking NIRF Ranking Week Hansa Research Survey Education World Ranking Career360 Ranking Inpods services are being initiated for the implementation of OBE in all colleges and CBME at medical colleges. MAHE is ISO certified for QMS (9001:2015), EMS (14001:2015), and EnMS (50001:2011) by M/s TUV Rheinland Co. Bengaluru. As part of this certification, every year there will be two internal audits thoroughly conducted by our own in house trained and certified auditors, which cover all the functions of universities and colleges, including academics, curriculum design, / Teaching Learning evaluation. Also, one more external audit is conducted yearly by experts from our certifying agency, which also covers academics, curriculum design, / Teaching Learning & Evaluation.

| File Description | Documents |
|--|---|
| The structure and mechanism for Internal Quality Assurance | https://compliance.manipal.edu/naac24/?ee=1&eeFolder=Criteria-6%2F6-5-1&eeListID=4 |
| Report on the quality sustenance/enhancement initiatives of the IQAC during the year | https://compliance.manipal.edu/naac24/?ee=1&eeFolder=Criteria-6%2F6-5-1&eeListID=4 |
| Minutes of the IQAC meetings for the year | https://manipal.edu/mu/about-us/naac/igac-mahe/igac-minutes.html |
| Any other relevant information | Nil |

6.5.2 - Quality assurance initiatives of the Institution include: Academic and Administrative Audit (AAA) and initiation of follow-up action Conferences, Seminars, Workshops on quality Collaborative quality initiatives with other Institution(s) Orientation programmes on quality issues for teachers and students Participation in NIRF process Any other quality audit by recognized State, National or International agencies (ISO, NABH, NABL Certification, NBA, any other)

A. All of the Above

| File Description | Documents |
|---|---------------------------|
| Report /certificate of the Quality Assurance Initiatives as claimed by the Institutions eg: NBA, ISO, NABH, NABL, AAA etc., | View File |
| Data template including documents/certificates relating to options 1 to 6 above | View File |
| Any other relevant information | No File Uploaded |

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

Impact of the Initiatives

- 1608 interdisciplinary courses offered during 2023-24

- CBCS is implemented in 259 programmes
- 2842 value-added courses offered during the year
- 10235 students successfully completed the value-added courses imparting transferable and life skills during 2023-24
- Continuous feedback from stakeholders is taken and integrated with the delivery system.
- Faculty percentage with PhD and other Terminal degrees is 69%.
- 22978 (67.26%) students are from outside the state and country
- Outcome Based Education is documented in all the constituent units. Attainment of Student Learning Outcomes is being monitored.
- 98.29% is the Final year students' pass percentage in the University exams
- 416 is the No. of patents published/awarded
- Around 20.3% of the articles are published in Top 10 percentile journals and 59.3% of articles are published in open-access journals
- Field Weighted Citation impact of MAHE is 1.24
- MAHE in its journey to meet the objectives of IoE. led to better realization of goals.
- MAHE ranked 4th in the University category in NIRF ranking 2024 and 801-1000 in THE world ranking 2025, THE Clinical & Health Subject Rank 201-250
- QS Subject Rank 2024 -Dentistry 51-100; Anatomy & Physiology 101-150; Pharmacy 151-200 and Medicine 201-250
- Teaching Hospitals are accredited with NABH and NABL

| File Description | Documents |
|---|---|
| Relevant documents/information on the process and results of impact analysis on the above aspects | https://manipal.edu/mu/about-us/naac/igac-mahe/igac-minutes.html |
| Any other relevant information | View File |

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the institution for the promotion of gender equity during the year

Manipal Academy of Higher Education is constantly striving to maintain international standards of excellence in academic output and equally in holistic emotional, mental, and physical well-being among all its stakeholders. Since its inception, MAHE remains committed to fostering an inclusive environment and to creating a

fair and equitable space for all staff and students irrespective of their gender. Women leadership heads various constituent institutes of MAHE.

- The Director Student Affairs is the nodal contact for all student grievances. The Student Support Centre offers practical and constructive support to students in adjusting to a new environment as well as social or personal challenges that are specific to their age group and circumstances.

- Policy on Prevention, Prohibition, and Redressal of Sexual

Harassment is a robust and fair mechanism to address sexual

harassment complaints received from stakeholders. MAHE has an

Internal Complaints Committee where grievances are received and resolved in a fair and confidential manner.

- Centre for Women's Studies organizes events like talks and conferences that revolve around gender equity.

- MAHE celebrates International Women's Day on March 8th every year

- Hostel accommodations are provided separately for boys and girls with several functional CCTV cameras positioned across the premises.

| File Description | Documents |
|---|---|
| Annual gender sensitization action plan | https://compliance.manipal.edu/naac24/?ee=1&eeFolder=Criteria-7%2F7-1-1&eeListID=4 |
| Specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information | chrome-extension://efaidnbmnnnibpcajpcglclef-indmkaj/https://compliance.manipal.edu/wp-content/uploads/naac24/Criteria-7/7-1-1/7_1_1-links.pdf |

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment

A. All of the Above

| File Description | Documents |
|------------------------------------|---------------------------|
| Geotagged Photographs | View File |
| Any other relevant information | View File |
| Data template in prescribed format | View File |

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 100 - 200 words)

Manipal Academy of Higher Education, Manipal is an ISO 9001, 14001 & 50001 certified campus, following a series of voluntary ISO standards on Quality, Environmental & Energy Management Systems. The Environment and Energy Policy is our guiding document that enables the University to achieve continual improvement over time. Solid waste management: Domestic Waste is segregated into recyclables; food is used in farms and vegetable waste is composted through organic & vermicomposting. Biomedical waste is generated in the hospital and nursing facilities within the campus and is handled as per the Biomedical Waste Rules. Hazardous waste, the major component in this category is generated is disposed of to Authorized recyclers. E-waste including desktop computers and accessories, compact fluorescent lights, printer cartridges are collected through separate waste streams and disposed to Authorized recyclers Waste water management: Sewage treatment plants set up and maintained by the University treat the waste water generated on the campus. Treated water is fully utilized for gardening and arboriculture. Rainwater harvesting is done by diverting roof water to percolation pits and storm water runoff to artificial water body to rejuvenate and improve the water table.

| File Description | Documents |
|---|---|
| Relevant documents like agreements/MoUs with Government and other approved agencies | https://compliance.manipal.edu/naac24/?ee=1&eeFolder=Criteria-7%2F7-1-3&eeListID=4 |
| Geotagged photographs of the facilities | chrome-extension://efaidnbnmnibpcajpcglclefindmkaj/https://compliance.manipal.edu/wp-content/uploads/naac24/Criteria-7/7-1-3/7_1_3.pdf |
| Any other relevant information | https://compliance.manipal.edu/wp-content/uploads/2023/naac/Criteria-7/7-1-3/Solidwaste-Vermicompost.jpg |

| | |
|--|-------------------------------------|
| 7.1.4 - Water conservation facilities available in the Institution Rainwater harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus | A. Any 4 or All of the above |
|--|-------------------------------------|

| File Description | Documents |
|--|---------------------------|
| Geotagged photographs / videos of the facilities | View File |
| Any other relevant information | No File Uploaded |

| | |
|---|----------------------------|
| 7.1.5 - Green campus initiatives include: Restricted entry of automobiles Battery-powered vehicles Pedestrian-friendly pathways Ban on the use of Plastics Landscaping with trees and plants | A. All of the Above |
|---|----------------------------|

| File Description | Documents |
|---|---------------------------|
| Geotagged photos / videos of the facilities | View File |
| Relevant documents / reports | View File |
| Any other relevant documents | View File |
| Data template in prescribed format | View File |

| | |
|---|-----------------------------------|
| <p>7.1.6 - Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives: Green audit Energy audit Environment audit Clean and green campus recognitions / awards Beyond the campus environmental promotion activities Any awards received for green campus initiatives</p> | <p>A. All of the Above</p> |
|---|-----------------------------------|

| File Description | Documents |
|--|---------------------------|
| Audit reports of the institution related to the metric Data template | View File |
| Any other relevant information | View File |

| | |
|--|-----------------------------------|
| <p>7.1.7 - The Institution has Divyangjan friendly, barrier-free environment Built environment with ramps/lifts for easy access to classrooms. Divyangjan friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for Divyangjan to access NAAC for Quality and Excellence in Higher Education AQAR format for Health Sciences Universities Page 68 website, screen-reading software, mechanized equipment Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading</p> | <p>A. All of the Above</p> |
|--|-----------------------------------|

| File Description | Documents |
|--|---------------------------|
| Geotagged photographs / videos of the facilities | View File |
| Relevant documents / reports | View File |
| Any other relevant information | View File |
| Data Template | View File |

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

Manipal Academy of Higher Education (MAHE) believes in providing an inclusive environment that promotes students' all-around personality

development. MAHE is also committed to upholding harmony towards cultural, regional, linguistic, socioeconomic, and other diversities among students, faculty, and staff. The students actively participate in Voluntary Service Organization (VSO) activities, a social unit of MAHE, initiated to provide an opportunity for students to serve society. VSO undertakes projects which cover community, organizational, and soft skills avenues. Projects are planned in collaboration with the clubs/organizations of the constituent colleges of MAHE and executed with MAHE support. Staff and students participate in week long donation drive, week-long, by participating in various community projects aimed at spreading smiles by touching others' lives in Manipal, Udupi, and Mangalore. The students participate in outreach programs organized by their respective departments and student councils. Some of the activities organized: role play, sociodrama, street play, eye camps, diabetes camps, and blood donation camps. The different institutes under MAHE also observe days of national and international health importance such as World tuberculosis day, World suicide prevention day, World health day, No tobacco day, International Women's Day, World breastfeeding week, World mental health day, World heart day, World diabetes day.

| File Description | Documents |
|--|---|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | https://compliance.manipal.edu/naac24/?ee=1&eeFolder=Criteria-7%2F7-1-8&eeListID=4 |
| Any other relevant information | chrome-extension://efaidnbmnnnibpcajpcglclef indmkaj/https://compliance.manipal.edu/wp-content/uploads/naac24/Criteria-7/7-1-8/inclusive-environment.pdf |

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

MAHE organizes various activities to sensitize students and employees alike to our constitutional obligation: Values, Rights, Duties and responsibilities of the citizens. On 26th Jan, MAHE organized the Republic Day every year. MAHE actively celebrates Independence Day on 15th August every year. Every institution is represented by a contingent of students at the Independence Day parades who marches and offer their respect to the national flag. The best contingents were awarded. Similarly other institutions

under the MAHE university conducted various events introduction to Indian literature, cinema and nation making, Body of barricades, Media and society etc.

| File Description | Documents |
|---|---|
| Details of activities that inculcate values necessary to render students to be responsible citizens | https://compliance.manipal.edu/naac24/?ee=1&eeFolder=Criteria-7%2F7-1-9&eeListID=4 |
| Any other relevant information | Nil |

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organized professional ethics programmes for students, teachers, administrators and other staff during the year Annual awareness programmes on Code of Conduct were organized during the year

A. All of the Above

| File Description | Documents |
|---|---|
| Weblink of the code of conduct | https://compliance.manipal.edu/naac24/?ee=1&eeFolder=Criteria-7%2F7-1-10&eeListID=4 |
| Details of the monitoring committee of the code of conduct | View File |
| Details of Programs on professional ethics and awareness programs organized during the year | View File |
| Any other relevant information | No File Uploaded |

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

Manipal Academy of Higher Education celebrates national and international commemorative days. Independence Day Republic Day is celebrated by the University every year. Also, special competitions are organized by its constituent institutes at the grass-root level to instill a sense of patriotism. Rashtriya Ekta Diwas is celebrated

to commemorate the birth anniversary and paid a tribute to Sir Sardar Vallabhai Patel on the occasion of Rashtriya Ekta Diwas (National Unity Day). Birthday of Swami Vivekananda is celebrated every year as National Youth Day on January 12 to channelize energies of the youth in national reconstruction. Rashtriya Bhasha Divas, another important event on campus where students from various cultural and linguistic backgrounds participate in seminars and cultural programs. International Students of Manipal Academy of Higher Education come together to organize and celebrate International Day. This is facilitated by the Office of International Affairs annually. Literary and cultural events are organized by the international community on campus. Showcasing its accountability to sustainability, MAHE celebrates World Environment Day annually by planting saplings. Hundreds of students take part in the day's programs, which were designed to help them understand the importance of a good clean environment.

| File Description | Documents |
|---|---------------------------|
| Annual report of the celebrations and commemorative events for the year | View File |
| Geotagged photographs of some of the events | View File |
| Any other relevant information | No File Uploaded |

7.2 - Best Practices

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

1. Manipal International Summer School, a novel initiative by MAHE, aims to bring together international students from diverse cultures for a holistic learning experience both inside and outside the classroom. The two-week program offers intensive half-day courses led by experts, focusing on subjects like science, geopolitics, management, and humanities. The participating students engage in interactive discussions, debates, and networking tailored to their chosen disciplines during the course work. The latter half of the day is dedicated to immersive cultural activities, offering a glimpse into the vibrant local traditions and regional diversity. These experiences include guided tours to historical landmark and cultural heritage sites of the region called Tulunadu, providing a deeper understanding of the region's unique identity.

2.The Student Support Centre is a confidential service devoted to supporting the emotional wellbeing of students at Manipal. Keeping in mind that going to large hospitals often distresses students and dissuades them from seeking help, SSC is located in a quiet residential area that ensures privacy and accessibility. SSC offers psychotherapy sessions with qualified clinical psychologists. It also conducts interactive sessions, certificate courses and outreach events for the student community.

| File Description | Documents |
|--|---|
| Best practices in the Institutional web site | https://compliance.manipal.edu/naac24/?ee=1&eeFolder=Criteria-7%2F7-2&eeListID=4 |
| Any other relevant information | Nil |

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution during the year in one area distinctive to its priority and thrust within 100 - 200 words

The SHIFT Program (Strategic Holistic Initiatives for Future Transformation) is a testament to MAHE's commitment to innovation and excellence. This program exemplifies our focus on digital transformation, aligning institutional priorities with cutting-edge technological advancements to create impactful and sustainable outcomes. The SHIFT program underscores MAHE's thrust toward improving operational efficiency, enhancing user experiences, and fostering academic and administrative innovation. Core initiatives under SHIFT during 2023-24 include:

- ERP Implementation: Streamlining administrative processes with an integrated enterprise solution.
- SLCM V2.0: Upgrading the Student Lifecycle Management system for improved academic planning.
- HRMS: Automating HR processes like recruitment, payroll, and performance management.
- CRM: Implementing a Customer Relationship Management system.
- LMS: Facilitating online learning and resource accessibility through a modern Learning Management System.
- Alumni Portal: Building a robust platform to strengthen alumni relationships.
- Service Desk Automation: Improving IT service delivery through a centralized help desk
- Website Revamp: Enhancing user experience and accessibility

with a redesigned website showcasing MAHE's offerings.

- UI/UX Enhancements: Improving digital interfaces.

Regular cadence meetings, strategic stakeholder engagement, performance tracking ensured timely execution of these projects, contributing to MAHE's distinctiveness in leveraging technology for institutional growth. The SHIFT program is a beacon of our dedication to creating sustainable, innovative, and inclusive educational ecosystem.

| File Description | Documents |
|--|---|
| Appropriate web in the Institutional website | https://compliance.manipal.edu/naac24/?ee=1&eeFolder=Criteria-7%2F7-3-1&eeListID=4 |
| Any other relevant information | Nil |

7.3.2 - Future Plans of action for next academic year (100 - 200 words)

- Add 3 interdisciplinary programs
- Add 1 structured course
- Have additional 1 percent of the programs to facilitate Semester Abroad option
- Increase the international undergraduate admissions to 10% and postgraduate admissions to 20%
- Enable additional 3 courses to have the option of offering joint degrees
- Offer 2 additional twinning programme
- Have additional 20 students opt for outbound Semester Abroad programme
- Have additional 20 students opt for inbound Semester programme
- Increase in international faculty by additional 1.2 percent
- Add 200 institutions collaborating with MAHE for research publications
- Add 1000 co-authored publications with international collaborators

- Add 10 specialized centers encompassing all faculties
- Increase the research spend from current level by additional 3 percent
- Have 750 new doctoral enrolments
- Increase the no. of PhD scholars to 2500
- Increase PhD guides by 4 percent
- Have 8100 publications
- Improve the citation score to 7
- Achieve an increase in Field Weighted Citation Impact score by 0.2
- Add 15 new ventures
- Have graduation of additional 7 ventures
- Increase the no. of new patent applications to 245
- Commercialize additional 3 technology
- Add 90 more international partnerships with top 500 Universities
- Increase the scholarship for meritorious students to Rs. 55.85 Crore
- Increase the number of programs accredited to 35
- Have international exposure for additional 0.5 percent of total domestic faculty
- Sapling plantation 1250 Numbers