# SELF STUDY REPORT

## FOR

## 1st CYCLE OF ACCREDITATION

## NATIONAL INSTITUTE FOR EMPOWERMENT OF PERSONS WITH MULTIPLE DISABILITIES (NIEPMD)

MUTTUKADU, KOVALAM POST, ECR, CHENNAI
603112
www.niepmd.tn.nic.in

Submitted To

## NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

## BANGALORE

## February 2018

# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

National Institute for Empowerment of Persons with Multiple Disabilities under Department of Empowerment of Persons with Disabilities, Ministry of Social Justice & Empowerment, Govt. of India was established in 2005 at ECR, Muttukadu, Chennai, Tamil Nadu, to fulfil the objective of serving as a national Resource centre for empowerment of Persons with Multiple Disabilities such as those with two or more disabilities in a person, as per PWD (1995) Act and now adopted to the scope of provisions under RPWD (2016) Act.

Vision & Mission have been proposed by a council constituted by the Secretary of MSJ & E and eminent scholars in the field, which was brought out in the form of memorandum of association & bye laws.

**Vision**

The Persons with Multiple Disabilities have equal rights to lead a better quality of life. This may be enabled with committed professionalism, accessible environment, equal opportunities, positive attitudes and appropriate, affordable, acceptable and available technological interventions.

**Mission**

To provide need based comprehensive rehabilitation through team approach facilitating inclusion, ensuring empowerment of persons with Multiple Disabilities and their families and by substantiating field based research and development of human resources.

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

**Institutional Strength**

The institute being a National body

The expertise of the faculties

Having multi-discipline faculty under one roof

Promotion of inter-departmental discussions and research

**Institutional Weakness**

Requirement of regular faculty and supporting staff

**Institutional Opportunity**

Being a pioneer in the Multiple Disability Rehabilitation, the department foresees the available resources as its biggest opportunities

**Institutional Challenge**

To provide an effective quality of education

To provide good quality of services to PwDs and their family members.

# 1.3 CRITERIA WISE SUMMARY

**Curricular Aspects**

In education, a **curriculum** is the essential ingredient of any education system regardless of the education level. All other **aspects** whether teaching, learning and evaluation or research and development, infrastructure and learning recourses, student activities and support system revolve around it. Curriculum may be defined as "All the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside of school." Curriculum aspects involves in the following procedure. They are, 1.Diagnosis of needs, 2.Formulation of objectives, 3.Selection of content, 4.Organization of content, 5.Selection of learning experiences, 6.Organization of learning experiences and 7.Determination of what to evaluate and of the ways and means of doing it.

**Teaching-learning and Evaluation**

**Teaching and Learning**:

Teaching is the process of attending to people needs, experiences and feeling, and making specific interventions to help them learn particular things. a lot of time is devoted to the 'What' of teaching- what areas we should cover, what resources do we need and so on. The 'How' of teaching also gets a great deal of space- how to structure a lesson, manage classes access for learning and so on.

Teaching learning process make use of information communication technology (ICT) which helps them to keep up with the current trends and aids both the teachers and learners to comprehend the academic concepts.

**Evaluation** is an ongoing process in rehabilitation field; it is the ongoing appraisal of the students learning progress during and after teaching. The goal of evaluation is to find out if the student has learnt what was taught

## Research, Innovations and Extension

National Institute for Empowerment of Persons with Multiple Disabilities situated in 15.2 acres land on which various buildings have been constructed for service of Persons with Multiple Disabilities. The buildings are Administrative and service building (G+ 3 floors) comprises of Therapeutic rooms, Assessment rooms, class rooms, library and administration, OPD services, etc . The Model Special School for persons with Multiple Disabilities. Accommodation capacity It comprises of various class rooms for different types of disabilities. The Men's Hostel (77 students), Women's Hostel (128 students), Guest House, staff Quarters, Canteen, Director's Bungalow, are part of the campus.

The Persons with Disabilities can access the entire campus with out any hindrance. It has all the barrier free features like, ramp, Handrail, tactile flooring, signage's, etc.

The need for creation and enhancement of in fracture - user department will put the proposal to the competent authority with proper justification. If the Department need new HRD program it needs Class room, equipments, clients, other facilities etc. Hence the department has to submit the detailed justification all above items and put up to the Executive Council. If the Department need EEG Machine, the concern department requires to submit the details of the usage, client details, Out come etc, should be explained in detail proposal and put up for the approval.

## Infrastructure and Learning Resources

National Institute for Empowerment of Persons with Multiple Disabilities situated in 15.2 acres land on which various buildings have been constructed for service of Persons with Multiple Disabilities. The buildings are Administrative and service building (G+ 3 floors) comprises of Therapeutic rooms, Assessment rooms, class rooms, library and administration, OPD services, etc . The Model Special School for persons with Multiple Disabilities. Accommodation capacity It comprises of various class rooms for different types of disabilities. The Men's Hostel (77 students), Women's Hostel (128 students), Guest House, staff Quarters, Canteen, Director's Bungalow, are part of the campus.

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## Student Support and Progression

**Students progression**: The purpose of the institutional human resource programme is to provide appropriate instruction and selected services to enable the student to perform academically at the expected level or higher. In recognition to the wide range or diverse needs of students it is mandatory to facilitate them in all ways and provide them opportunities to succeed and achieve in distinct manner.

At NIEPMD students profession is ensured by providing them feedback regarding their clinical work, academic performances-through internal assessments following which guidance is provided. It is assured that the students personality perspective changes-positively from their entry level to exit level.

## Governance, Leadership and Management

Rehabilitation of Persons with disabilities is the State Subject, which appear in the Seventh Schedule of the Constitution of India. At the apex level, the Union Ministry of Social Justice and Empowerment initiates various policies and schemes for the up-liftment and Empowerment of persons with disabilities. The MSJE, GOI has established National Institute since 1980's across the country ie. National Institute for Visual Disabilities at Dehra dun, National Institute for Speech and Hearing Disabilities at Mumbai, National Institute for Orthopedic Disabilities at Kolkata, National Institute for Physical Disabilities at New Delhi, National Institute for Rehabilitation, Training & Research at Cuttack and National Institute for Empowerment of Intellectual Disabilities at Secunderabad.

The Persons with Disabilities PwD (1995) Act & National Trust (1999) Act coming into force many of the organization and Institutes of National Importance have been streamlined, formed in Implementation of the PWD(1995) Act, like Education for the PWD's, Accessibility features, Vocational training, Early Intervention Centers, Special Schools, Disability certification, Job reservations, grievance redressal, provision of Commissioner for disabled in every State etc are some of the main features. The National Trust Act's main objective is to empower the families having children with mental retardation, cerebral palsy, Autism and Multiple Disabilities. The word multiple disabilities appeared in National Trust in 1999 Act in section 2 clause H which defines as a person having two or more disabilities at a given point of time; disabilities as enumerated in PwD 1995 Act and National trust ( 999) Act

## Institutional Values and Best Practices

**Institutional values**: The ideation framework of NIEPMD is provided by vision, mission , strategy and quality policy.

The framework of NIEPMD is led by a vision- persons with multiple disabilities have equal rights to lead a better quality of life. This maybe enabled with committed professionalism accessible environment, equal opportunities, positive attitudes and appropriate affordable, acceptable and available technological interventions. Its vision is to provide need based comprehensive rehabilitation through team approach facilitating inclusion, ensuing empowerment of persons with multiple disabilities and their families and by substantiating field based research and development of human resources.

Overall upholding a value statement of promoting quality of life for persons with multiple disabilities through equal participation of clients, families, professionals and community agencies. In this criteria, NIEPMD also explains the successful rehabilitation of some of the clients who after obtaining sufficient period of various types of training have gained successful, meaningful and gainful employment.

**Best Practices**: In educational field the phrase best education practice is used on a wide variety of activities and approaches that will enhance the quality of education and thereby achieve positive changes in students academic behaviour. The present chapter expresses the quality of education provided to students of all the courses. Two instances have been spelt out about the BEST PRACTICES practiced at NIEMPD.

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the College | |
|---|---|
| Name | NATIONAL INSTITUTE FOR EMPOWERMENT OF PERSONS WITH MULTIPLE DISABILITIES (NIEPMD) |
| Address | Muttukadu, Kovalam Post, ECR, Chennai |
| City | Chennai |
| State | Tamil Nadu |
| Pin | 603112 |
| Website | www.niepmd.tn.nic.in |

| Contacts for Communication | | | | | |
|---|---|---|---|---|---|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Director | Himangshu Das | 044-27472113 | 9445990176 | 044-2747238 9 | niepmdhrd@gmail. com |
| Associate Professor | Neeradha Ch andramohan | 044-27472046 | 9840632284 | 044-2747211 4 | cneeradha@yahoo. com |

| Status of the Institution | |
|---|---|
| Institution Status | Government |

| Type of Institution | |
|---|---|
| By Gender | Co-education |
| By Shift | Regular Day |

| Recognized Minority institution | |
|---|---|
| If it is a recognized minroity institution | No |

| Establishment Details | |
|---|---|

| Date of establishment of the college | 01-01-2005 |
|---|---|

**University to which the college is affiliated/ or which governs the college (if it is a constituent college)**

| State | University name | Document |
|---|---|---|
| Tamil Nadu | University of Madras | View Document |
| Tamil Nadu | Tamil Nadu Teacher Education University | View Document |
| Tamil Nadu | Tamilnadu Dr. M.G.R. Medical University | View Document |

**Details of UGC recognition**

| Under Section | Date | View Document |
|---|---|---|
| 2f of UGC | | |
| 12B of UGC | | |

**Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)**

| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
|---|---|---|---|---|
| RCI | View Document | 22-08-2016 | 24 | Validity period for various courses differes |

**Details of autonomy**

| Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges? | No |
|---|---|

**Recognitions**

| Is the College recognized by UGC as a College with Potential for Excellence(CPE)? | No |
|---|---|
| Is the College recognized for its performance by any other governmental agency? | No |

| Location and Area of Campus | | | | |
|---|---|---|---|---|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | Muttukadu, Kovalam Post, ECR, Chennai | Semi-urban | 15.2 | 12480 |

## 2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|---|---|---|---|---|---|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BEdSplEd,Special Education | 24 | SSLC HSC Degree | English | 30 | 2 |
| UG | BEdSplEd,Special Education | 24 | SSLC HSC Degree | English | 30 | 11 |
| UG | BEdSplEd,Special Education | 24 | SSLC HSC Degree | English | 30 | 15 |
| UG | BPT,Therapeutics | 54 | SSLC HSC | English | 25 | 22 |
| UG | BOT,Therapeutics | 54 | SSLC HSC | English | 25 | 24 |
| UG | BASLP,Speech Hearing And Communication | 48 | SSLC HSC | English | 20 | 20 |
| PG | MEdSplEd,Special Education | 24 | SSLC HSC Degree | English | 20 | 2 |
| PG | MEdSplEd,Special Education | 24 | SSLC HSC Degree | English | 20 | 2 |
| PG Diploma | PG Diploma, | 12 | SSLC HSC | English | 25 | 0 |

| recognised by statutory authority including university | Therapeutics | | Degree | | | |
|---|---|---|---|---|---|---|
| PG Diploma recognised by statutory authority including university | PG Diploma, Medical Sciences | 12 | SSLC HSC Degree | English | 25 | 4 |
| Pre Doctoral (M.Phil) | MPhil,Clinical Psychology | 24 | UGC Bachelor Degree in Psychology | English | 12 | 12 |

## Position Details of Faculty & Staff in the College

| | Teaching Faculty | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 0 | | | | 0 | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 | | | | 0 | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 | | | | 6 | | | | 6 |
| Recruited | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 3 | 5 | 1 | 0 | 6 |
| Yet to Recruit | | | | 0 | | | | 3 | | | | 0 |

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| Non-Teaching Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 7 |
| Recruited | 5 | 2 | 0 | 7 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned by the UGC /University State Government | | | | 1 |
| Recruited | 1 | 0 | 0 | 1 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

**Qualification Details of the Teaching Staff**

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| Permanent Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 0 | 0 | 3 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| PG | 0 | 0 | 0 | 1 | 1 | 0 | 2 | 1 | 0 | 5 |

| Temporary Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 3 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 | 0 | 6 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 5 | 0 | 9 |

| Part Time Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 4 | 0 | 6 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Details of Visting/Guest Faculties | | | | | |
|---|---|---|---|---|---|
| **Number of Visiting/Guest Faculty engaged with the college?** | **Male** | **Female** | **Others** | **Total** | |
| | 2 | 4 | 0 | 6 | |

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|---|---|---|---|---|---|---|
| PG Diploma recognised by statutory authority including university | Male | 1 | 0 | 0 | 0 | 1 |
| | Female | 0 | 3 | 0 | 0 | 3 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Diploma | Male | 6 | 4 | 0 | 0 | 10 |
| | Female | 21 | 5 | 0 | 0 | 26 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Certificate | Male | 2 | 0 | 0 | 0 | 2 |
| | Female | 22 | 0 | 0 | 0 | 22 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Pre Doctoral (M.Phil) | Male | 0 | 1 | 0 | 0 | 1 |
| | Female | 3 | 8 | 0 | 0 | 11 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| UG | Male | 18 | 13 | 0 | 0 | 31 |
| | Female | 34 | 26 | 0 | 0 | 60 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 2 | 2 | 0 | 0 | 4 |
| | Others | 0 | 0 | 0 | 0 | 0 |

**Provide the Following Details of Students admitted to the College During the last four Academic Years**

| Programme | | Year 1 | Year 2 | Year 3 | Year 4 |
|---|---|---|---|---|---|
| SC | Male | 12 | 10 | 5 | 10 |
| | Female | 24 | 22 | 14 | 12 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 1 | 2 | 1 | 0 |
| | Female | 5 | 1 | 3 | 5 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 25 | 19 | 8 | 14 |
| | Female | 75 | 53 | 30 | 33 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 18 | 10 | 1 | 1 |
| | Female | 19 | 0 | 3 | 2 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 3 | 0 | 0 | 1 |
| | Female | 2 | 3 | 0 | 2 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 184 | 120 | 65 | 80 |

# 3. Extended Profile

## 3.1 Program

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

Response: 18

**Number of self-financed Programs offered by college**

Response: 0

**Number of new programmes introduced in the college during the last five years**

Response: 13

## 3.2 Students

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| --- | --- | --- | --- | --- |
| 92 | 65 | 112 | 65 | 128 |

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| --- | --- | --- | --- | --- |
| 67 | 46 | 46 | 46 | 46 |

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| --- | --- | --- | --- | --- |
| 47 | 71 | 63 | 121 | 74 |

**Total number of outgoing / final year students**

Response: 94

## 3.3 Teachers

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 40      | 21      | 17      | 17      | 17      |

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 18      | 17      | 17      | 17      | 17      |

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 71      | 71      | 71      | 71      | 71      |

**Total experience of full-time teachers**

**Response: 246**

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

**Response: 5**

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

**Response: 18**

# 3.4 Institution

**Total number of classrooms and seminar halls**

**Response: 19**

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 1085    | 1180    | 740     | 492     | 357     |

 **Number of computers**

**Response: 70**

**Unit cost of education including the salary component(INR in Lakhs)**

**Response: 0**

**Unit cost of education excluding the salary component(INR in Lakhs)**

**Response: 0**

# 4. Quality Indicator Framework(QIF)

## Criterion 1 - Curricular Aspects

## 1.1 Curricular Planning and Implementation

**1.1.1 The institution ensures effective curriculum delivery through a well planned and documented process**

**Response:**

Development of action plans for effective implementation of the curriculum

- In the beginning of the academic year, NIEPMD frames an academic calendar pertaining whole syllabus for each course. Handbook of each course specials about the Institute, infrastructure, and long term courses offered, short term training programme, Library facility, and various services provided at the institute, staff in regular establishment, fee starchier, course content, eligibility criteria, mode of selection & syllabus, examination services.

- At the end of every month, the monthly monitoring sheets are prepared; showing the actual number of lectures engaged by every faculty member in the months. Log book is maintained regarding the coverage of syllabus by each faculty. Any deficiencies noticed non-coverage of any topic of assigned paper, course co-ordinator with settle reminders that it is covered in subsequent months.

- It also shows the actions to be taken to cover up the gaps if any. **For effective implementation of the curriculum, the classroom teaching is also supplemented with seminars, projects, study tours, debates, quizzes, topic presentation, simulation program, workshops, group discussions, peer tutoring, Fish bowl techniques, Action research, reading -self directed / supervised, formal article review / case conferences, ICT supported programs, field based hands on experience.**

- Student seminars and field studies and projects are inculcated in the learning process for developing confidence, clear understanding and an inquisitive approach.

- All faculties prepare lesson planning which exhibiting month wise units to be focused, conduct of class test / term exams evaluation of assignments / group projects & providing them the feedback, suggestion for further improvements.

- ○ **All faculties prepare the course work in detail for their paper allocation**.

- ○ Faculty members are briefed on the Academic Plan of the institution as well as their paper allocations.

- ○ Faculty members are provides the guidance and counseling for the backdrop students.

- ○ Evaluation by the Academic Audit Team and necessary inputs are given to the respective staff members
- ○ Extra classes are organized for an in-depth discussion of the topics and for their further clarifications.
- ○ Revision classes before the examinations help the students to recapitulate the vital concepts.
- ○ Special expertise of the individual teachers is taken into consideration while allotting them portions from the curriculum which they are supposed to teach.
- ○ Evaluating and getting the score of GCPA and providing feedback
- ○ Micro level & Macro level teaching methods.

## 1.1.2 Number of certificate/diploma program introduced during the last five years

**Response:** 4

### 1.1.2.1 **Number of certificate/diploma programs introduced year-wise during the last five years**

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 2 | 0 | 0 | 0 | 2 |

| File Description | Document |
|------------------|----------|
| Details of the certificate/Diploma programs | [View Document](#) |

## 1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

**Response:** 40.7

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0 | 4 | 2 | 0 | 1 |

| File Description | Document |
|------------------|----------|
| Details of participation of teachers in various bodies | View Document |

## 1.2 Academic Flexibility

**1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years**

**Response:** 77.78

1.2.1.1 How many new courses are introduced within the last five years

Response: 14

| File Description | Document |
|------------------|----------|
| Details of the new courses introduced | View Document |

**1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented**

**Response:** 27.27

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

Response: 3

| File Description | Document |
|------------------|----------|
| Name of the programs in which CBCS is implemented | View Document |

**1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years**

**Response:** 0

1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|------------------|----------|
| Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs | [View Document](#) |

## 1.3 Curriculum Enrichment

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

**Response:**

**Yes,**

- As per TNTEU and RCI curriculum framework above points are incorporated in the syllabus
- Zero rejection policy is followed by NIEPMD as far as gender issues are concerned. Environmental Education is promoted through different activities such as Swatch Bharat, Go green, any such schemes that are implemented in State / Central government.
- Committee constituted to safeguard human rights, prevention of Sexual Harassment on working women, anti ragging, Etc
- ICT: Access to computer Wi-Fi for browsing facility, accessible systems for students with disability to access, Braille to text & text to Braille etc are provided for integrative learning.

Since our institution is offering courses in the field of disabilities recognised by RCI, regularly organising Workshops and Seminars on Equal Opportunities, Protection of Rights  Full Participation of Person with Disabilities in society, Create Barrier –Free Environment for person with disabilities and some other topics in the disabilities.

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

**Response:** 0

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

| File Description | Document |
|------------------|----------|
| Details of the value-added courses imparting transferable and life skills | [View Document](#) |

**1.3.3 Percentage of students undertaking field projects / internships**

**Response:** 117.39

1.3.3.1 Number of students undertaking field projects or internships

Response: 108

| File Description | Document |
| --- | --- |
| Institutional data in prescribed format | View Document |

# 1.4 Feedback System

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

**B.Any 3 of the above**

**C. Any 2 of the above**

**D. Any 1 of the above**

**Response:** A.Any 4 of the above

**1.4.2 Feedback processes of the institution may be classified as follows:**
**A. Feedback collected, analysed and action taken and feedback available on website**

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

**C. Feedback collected and analysed**

**D. Feedback collected**

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

# Criterion 2 - Teaching-learning and Evaluation

## 2.1 Student Enrollment and Profile

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

**Response:** 18.67

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 15 | 13 | 12 | 23 | 14 |

| File Description | Document |
|------------------|----------|
| List of students (other states and countries) | [View Document] |
| Institutional data in prescribed format | [View Document] |

### 2.1.2 Average Enrollment percentage (Average of last five years)

**Response:** 47.9

2.1.2.1 Number of students admitted year-wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 92 | 65 | 112 | 65 | 128 |

2.1.2.2 Number of sanctioned seats year-wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 291 | 148 | 223 | 151 | 181 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document] |

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

**Response:** 56.87

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 23      | 23      | 28      | 25      | 39      |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |

## 2.2 Catering to Student Diversity

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

**Response:**

An, Induction programme is provided to students after admission where the rules & regulations, dos & don'ts, duty, discipline, maintenance of the institute's objectives, decorum, principles are spelt out very clearly for strict adherence. The scope, duration and objectives of the courses are explained in detail. The students are also put in comfort zone as they could approach the faculty concerned for academic and personal reasons, and    a welcome programme is given for students after admission. Initial period is scheduled about orientation programme given for each and every department.

The Students are assessed in a informal way using semi-structured interview regarding the knowledge & Skills about disability before commencement of the programme. For exp., Have you seen persons with disability or people wearing black spectacles, or people holding cane & walking. People wearing hearing aids. People talking to themselves and deserved shabby/ unkempt    such people work. Are they beneficial to society etc.,

*Sensitization  its staff and students on issues such as gender, inclusion, environment etc.?*

NIEPMD does orient students and staff on issues related to gender, and to maintain a cohesive environment. Seminars and talks are also conducted regarding the third gender issue and develop an inclusive attitude. Inclusion is the key word in Rehabilitation set up like NIEPMD, which child is integrated in the family and the family is encouraged to be part of community and adopt the principles of inclusion. Staff & students are regularly involved in Swatch Bharat Mission to keep their environment premises clean there by aching cleanliness is next to solidness.

This institute constituted various committee such

- Academic committee
- Ethics committee
- Women Harassment Committee
- Vigilance Committee
- Celebration on various national and international events

Through this committee various activities were planned to sensitize the staff and students.

*Identify and respond to special educational/ learning needs of advanced learners*

The coordinator and faculty of each subject/ paper identifies students with special educational needs and those students who are advanced learners. This institute enrolls student s with Deaf blindness, Hearing Impairment & Visual Impairment. During the course of training various Teaching Learning Materials / Scribe volunteers are provided as support services. Students with PWD's are provided with extra time and assistive devices for effective learning. Most of the students avail the benefits of aids and appliances provided by the Ministry of Social Justice & Empowerment.

During the course of training, peer tutoring is encouraged through the support of advanced learners for students with special needs. Additional support and focused training are done by the faculty.

**2.2.2 Student - Full time teacher  ratio**

**Response:** 5.11

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |

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

**Response:** 2.17

2.2.3.1 Number of differently abled students on rolls

Response: 2

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |

## 2.3 Teaching- Learning Process

**2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences**

**Response:**

Learning is focused on student- centric. The Rehabilitation Council of India planned and constructed the curriculum of each course encompassing different types of learning. The teaching skills are developed through:

- Interactive learning

  - Audio visual mode
  - Real time feedback
  - Practical demonstrations
  - Case presentation
  - Peer learning

- Collaborative learning

  - Group discussions
  - Periodical  group projects
  - Inter college developmental programmes

- Independent learning

  - ICT Lab with broad band
  - Extensive Library
  - E-learning
  - Access to journals.
  -

In addition to this the following skills imparted to the students

1. Sign language –NIEPMD launched basic, certificate and advanced level course of sign language. Faculties are encouraged to learn sign language. The courses are conducted in   two batches of 6 months duration at NIEPMD.
2. Spoken English classes are provided.
3. Scholarship- 3 Students with disabilities of 2013-14 batch have received scholarship for pursuing their academic career.
4. Admission of persons with disability in the graduation course with technological support:

- 2013-12= 03 students (B.Ed/ D.Ed-ASD & CP HRD students)
- 2013-15= 01 of student (B .Ed-MD)

Enrolling students with disabilities in the HRD programs enables the institute to develop appropriate

infrastructure thus making the institute disabled friendly.

1. Online books/ e-book learning for students

- Computer browsing facilities with printing option is available at NIEPMD and the entire system is accessible with broad band. The 150 e books and online open sources are available with free download to the student and faculties in NIEPMD.

1. Hi-tech and low –tech devices for people with disabilities have been put to use for academic purposes.
2. Digital lesson plans and smart boards have provided to the students to deliver their lessons and to enhance their knowledge.

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

**Response:** 138.89

2.3.2.1 Number of teachers using ICT

Response: 25

| File Description | Document |
|---|---|
| List of teachers (using ICT for teaching) | [View Document](#) |

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

**Response:** 0

2.3.3.1 Number of mentors

| File Description | Document |
|---|---|
| Year wise list of number of students, full time teachers and students to mentor ratio | [View Document](#) |

**2.3.4 Innovation and creativity in teaching-learning**

**Response:**

- The students are exposed to attending conferences, seminar of State and National level, short term training programmes, special lectures to enhance thinking and creativity to the student.
- Students are also involved in preparation of individual and group project to enhance their innovative thinking.
- Student are engaged in creating awareness about disability through the means of distributing pamphlets, conducting awareness rallies, mimes and street plays.

- Case vignettes are provided to support management plans where novel ideas come out as management modules.

## 2.4 Teacher Profile and Quality

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

**Response:** 24.23

| File Description | Document |
|---|---|
| Year wise full time teachers and sanctioned posts for 5 years | <u>View Document</u> |

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

**Response:** 5.82

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 1 | 1 | 1 | 1 | 1 |

| File Description | Document |
|---|---|
| List of number of full time teachers with PhD and number of full time teachers for 5 years | <u>View Document</u> |

### 2.4.3 Teaching experience per full time teacher in number of years

**Response:** 13.67

| File Description | Document |
|---|---|
| List of Teachers including their PAN, designation,dept and experience details | <u>View Document</u> |

### 2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

**Response:** 0

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |

## 2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

**Response:** 11.27

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 9 | 9 | 8 | 7 | 7 |

| File Description | Document |
|------------------|----------|
| List of full time teachers from other state and state from which qualifying degree was obtained | [View Document](#) |

# 2.5 Evaluation Process and Reforms

## 2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

**Response:**

The institution ensure that the stake holders of the institution especially students and faculty are aware of the evaluation process:

- Through formative discussions between students and faculty.
- Student staff meets
- Annual general body meetings . yes this institute takes care of internal evaluation for all the courses starting from diploma , degree and pg courses.

    Yes, the Diploma Courses run by this institute are recognized by Rehabilitation Council of India, Govt. of India. Degree Courses are recognized by Tamilnadu Teacher Education University, Chennai and M.Phil Courses are recognized by University of Madras, Chennai. The outcome of the courses are clearly mentioned in the prospectus. This is also uploaded in the website of the institute. The students are oriented regarding the outcome of the course at regular intervals.

After declaration of the results at the end of the academic year, result analysis is done by the coordinator of each course. The outcome is discussed in the form of Performance Report, and submission of Annual Report and data to the Ministry. Parents are individually called when needed to provide moral support. Alumni meets are periodically conducted with detailed deliberation for better update of knowledge. CRE Programmes are also conducted by NIEPMD for upgrading knowledge of professionals.

Periodically, course coordinator meets are conducted. Departmental meetings are also conducted to review the completion of course contents. Feedback is collected from the faculty to monitor the achievement of learning outcomes. Learning outcomes are assessed through Presentations, Group discussions and extempore.

## 2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

**Response:**

Monetary incentives are provided to the NIEPMD staff when they publish research articles in reputed journals as per UGC norms.

NIEPMD always ventures on learning best practices and strives to implement best strategies for effective teaching, learning process. Summits and conferences are conducted to provide a platform for faculty to access this information for implementation.

Formative assessments are done by the internal faculty on a periodical basis through observations, clinical work, assignments, practical demonstrations, lesson plans (planning and preparation), preparation of appropriate teaching learning materials etc while summative assessment is being conducted as an annual examination by the concerned university.

## 2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

**Response:**

Yes, transparency is maintained for the marks allotted to the individual student trainees. The obtained marks are displayed in the notice board of the respective class rooms. The final exam marks are uploaded in the website. The scoring system is well explained to the students pertaining to the theory and practical's

(preparation of teaching learning materials etc.

There is amechanism for redressal of grievances with reference to evaluation. This is addressed by the student to the University through the Head of the institution. This is done by filling the appropriate paperwork for re-evaluation, retotalling etc. There is a provision to correct errors in the marksheets. These issues are then taken up by the faculty and appropriately addressed.

**2.5.4 The institution adheres to the academic calendar for the conduct of CIE**

**Response:**

During the time of admission all the HRD Student Trainees were given orientation about the course, objectives and curriculum contents. They were briefed about the quality of the rehabilitation professionals with special reference to RCI Guidelines. During the course each student trainees were trained about the attributes and qualities needed for a profession. At the time of admission the existing rules and regulations of the institute are oriented to them.

yes for each courses alamac were prepared and schedules were planned at each step by the course coordinator. in between evaluation were made to check the qualitative and quantitive progress of the identified activity.

in few case public private partnership were made with training partner across the country for effective and wider coverage of the targets

## 2.6 Student Performance and Learning Outcomes

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

**Response:**

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

Yes, the Diploma Courses run by this institute are recognized by Rehabilitation Council of India, Govt. of India. Degree Courses are recognized by Tamilnadu Teacher Education University, Chennai and M.Phil Courses are recognized by University of Madras, Chennai. The outcome of the courses are clearly mentioned in the prospectus. This is also uploaded in the website of the institute. The students are oriented regarding the outcome of the course at regular intervals.

After declaration of the results at the end of the academic year, result analysis is done by the coordinator of each course. The outcome is discussed in the form of Performance Report, and submission of Annual Report and data to the Ministry. Parents are individually called when needed to provide moral support. Alumni meets are periodically conducted with detailed deliberation for better update of knowledge. CRE Programmes are also conducted by NIEPMD for upgrading knowledge of professionals.

Periodically, course coordinator meets are conducted. Departmental meetings are also conducted to review the completion of course contents. Feedback is collected from the faculty to monitor the achievement of learning outcomes. Learning outcomes are assessed through Presentations, Group discussions and extempore.

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

**Response:**

Yes, the institution uses assessment and evaluation outcomes as an indicator for evaluating student performance. During the first term and second term assessment, the marks scored were used as an indicator to plan action. Students are given additional support and special classes in the courses they are lagging in.

Initiatives are taken by this institution to enhance the social and economic relevance. At the end of the year, students are referred to various institutions requesting for professionals such as Special Educators, Psychologists, Teachers and Vocational Instructors. At NIEPMD, an entrepreneurship program was titled Mother Child Income Generation Program wherein the parents are encouraged to enhance their social and economic relevance through entrepreneurship. During the course of the training, all of them are trained on their future in the field of disability rehabilitation. Some of the parents have started entrepreneurship in their residential areas involving their children. Students are expected to take up research projects and present in conferences. They are also encouraged to publish. Students prepare innovative models as part of their project work. A good example is of a student who create a sensory based teaching aid for persons with deaf blindness. The student made use of varying heat surfaces in different colors to enable students to understand the concept of color.

## 2.6.3 Average pass percentage of Students

**Response:** 95.38

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

Response: 62

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

Response: 65

| File Description | Document |
| --- | --- |
| Institutional data in prescribed format | |

## 2.7 Student Satisfaction Survey

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

**Response:** 2.99

| File Description | Document |
| --- | --- |
| Database of all currently enrolled students | |

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# Criterion 3 - Research, Innovations and Extension

## 3.1 Resource Mobilization for Research

**3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)**

**Response:** 0

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description | Document |
|------------------|----------|
| List of project and grant details | [View Document]() |

**3.1.2 Percentage of teachers recognised as research guides at present**

**Response:** 27.78

3.1.2.1 Number of teachers recognised as research guides

Response: 5

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document]() |

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

**Response:** 0

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

| File Description | Document |
|------------------|----------|
| List of research projects and funding details | [View Document]() |

## 3.2 Innovation Ecosystem

### 3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

**Response:**

NIEPMD has facilities of various labs including physio therapy, early intervention occupational therapy speech therapy clinical psychology special education vocational training centres. These labs are utilized to train the NIEPMD students and other college students to provide demonstrations of various hands on training and on field experience. Prior handling clients directly the trainees are getting simulation training of various principles and practices in these labs.

Students are encourages to new tools and protocols with guidance of professionals for specific purpose. These trainings helps to develop overall understanding of principles and its practice for developing skills for Individuals with disabilities.

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

**Response:** 0

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|------------------|----------|
| List of workshops/seminars during the last 5 years | [View Document] |

## 3.3 Research Publications and Awards

### 3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

**Response:** No

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document] |

### 3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

**Response:** No

| File Description | Document |
|---|---|
| List of Awardees and Award details | [View Document](#) |

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

**Response:** 0.2

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 1

| File Description | Document |
|---|---|
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc | [View Document](#) |

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

**Response:** 0

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|---|
| List of research papers by title, author, department, name and year of publication | [View Document](#) |

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

**Response:** 0.23

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 1 | 1 | 1 | 1 | 0 |

| File Description | Document |
|---|---|
| List books and chapters in edited volumes / books published | View Document |

## 3.4 Extension Activities

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

**Response:**

NIEPMD is an apex body of national importance catering to holistic rehabilitation for persons with multiple disabilities. The Ministry of Social Justice has sanctioned to establish this Institute of national importance at Muttukadu, Tamilnadu, which is 35 kms away from city centre (or) airport. The notional land was provided by government of Tamil Nadu in 2005, since the institute is far away from city NIEPMD has established many extension centre in the city limits in collaboration with State Government and NGOs, are as follows:

1. Rajiv Gandhi National Institute for Youth Development (RGNIYD), Sriperambathur, Chennai

2. German Leprosy Relief Association (GLRA), Slum Area, Anna Nagar, Chennai

3. Jesus Calls, Vanagaram, Chennai

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

**Response:** 1

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 1 |

| File Description | Document |
|---|---|
| Number of awards for extension activities in last 5 years | View Document |

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

**Response:** 0

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|------------------|----------|
| Number of extension and outreach programs conducted with industry,community etc for the last five years | [View Document](#) |

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

**Response:** 100

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 92 | 65 | 112 | 65 | 128 |

| File Description | Document |
|------------------|----------|
| Average percentage of students participating in extension activities with Govt. or NGO etc. | [View Document](#) |

## 3.5 Collaboration

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

**Response:** 11

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 3 | 5 | 2 | 1 | 0 |

| File Description | Document |
|------------------|----------|
| Number of Collaborative activities for research, faculty etc. | [View Document](#) |

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

**Response:** 11

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 3 | 5 | 2 | 1 | 0 |

| File Description | Document |
|------------------|----------|
| Details of functional MoUs with institutions of national, international importance,other universities etc. during the last five years | [View Document](#) |

# Criterion 4 - Infrastructure and Learning Resources

## 4.1 Physical Facilities

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

**Response:**

National Institute for Empowerment of Persons with Multiple Disabilities situated in 15.2 acres land on which various buildings have been constructed for service of Persons with Multiple Disabilities. The buildings are Administrative and service building (G+ 3 floors) comprises of Therapeutic rooms, Assessment rooms, class rooms, library and administration, OPD services, etc . The Model Special School for persons with Multiple Disabilities. Accommodation capacity It comprises of various class rooms for different types of disabilities. The Men's Hostel (77 students), Women's Hostel (128 students), Guest House, staff Quarters, Canteen, Director's Bungalow, are part of the campus.

The Persons with Disabilities can access the entire campus with out any hindrance. It has all the barrier free features like, ramp, Handrail, tactile flooring, signage's, etc.

The need for creation and enhancement of in fracture - user department will put the proposal to the competent authority with proper justification. If the Department need new HRD program it needs Class room, equipments, clients, other facilities etc. Hence the department has to submit the detailed justification all above items and put up to the Executive Council. If the Department need EEG Machine, the concern department requires to submit the details of the usage, client details, Out come etc, should be explained in detail proposal and put up for the approval.

Curricular and co-curricular activities – class rooms, technology enabled learning spaces, seminar halls, tutorial spaces, laboratories, botanical garden, Animal House, Specialized facilities and equipment for teaching, learning and research etc.

Class Room: Technology enabled learning spaces - Yes, attached with LCD, Smart class rooms, OHP

Seminar Halls - Yes (3 Nos)

Tutorial spaces - Yes (consultant rooms - 22 Nos)

Laboratories - Yes (Model school) Around 200 beneficiaries of age range from 6yrs to

45yrs attend regularly from early childhood Special education to adult independent living.

In addition there are other OPD clients coming for various services on weekly basis.

Specialized Facilities - Yes, Wi-fi facility, Internet Browsing, ICT Lab

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

**Response:**

Extra- curricular activities – Sports, Outdoor and indoor games, gymnasium, auditorium, Cultural activities, public speaking, communication skills development, yoga, health and hygiene etc.

 Sports , Outdoor and Indoor games -  Yes: Beneficiaries and student trainees are involved in  various games & sports. National level sports meet & competition are conducted where in the students trainees participate.

Auditorium - Yes

Cultural Activities - Yes: During all the state level, National level conferences summit- an evening cultralextravaganza is held where in the Student trainees put up different types of cultural shows.

Public Speaking - Yes, Debates, topic discussion etc are frequently held where student trainees participate. Exp., birth Anniversary of Swami Vivekanda.

Communication Skills - Yes

Yoga - Yes, Course curriculum warranty that teacher trainees learn the different asanas to teach children with disabilities.

Health and Hygiene - yes, Regular medical checkup are conducted and caution is taken care during epidemic times Example. Summer frequent attach of measles.

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

**Response:** 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 19

| File Description | Document |
|---|---|
| Number of classrooms and seminar halls with ICT enabled facilities | [View Document](#) |

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

**Response:** 53.12

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 841     | 151     | 432     | 414     | 117     |

| File Description | Document |
|------------------|----------|
| Details of budget allocation, excluding salary during the last five years | [View Document](#) |

## 4.2 Library as a Learning Resource

**4.2.1 Library is automated using Integrated Library Management System  (ILMS)**

**Response:**

Library plays a vital role in furthering the academic & research mission of NIEPMD and facilitates creation and dissemination of knowledge. The NIEPMD Library has a rich collection of books, journals, thesis, reports, Standards, Pamphlets and other reading materials on various disciplines viz, Medical, Special Education, Deafblind, Autism Spectrum Disorder, Cerebral Palsy, Multiple Disabilities, Physiotheray, Occupational Therapy, Prosthetics & Orthotics, Speech & Hearing,  Mental Retardation, Visual Impairment, Psychology, Sociology, Research, statistics, Education books etc. It comprises e journals and print volume of Back issues.. It offers various services to the users including reference service, membership, circulation, document delivery, resource sharing and information alert service. It also has printout and photo copying service to the library clientele as per library rules.

The NIEPMD library have the Advisory committee including library staff and representatives from different departments of NIEPMD with Director serving as the Chairperson. It decides upon the rules and guidelines of the library such as the loan period of books, the number of books that can be issued at a time to a member, the various categories of membership renewal facility, and overseeing the purchase of new books and journals. The committee recommended to set up Internet lap, automation, extension of working hours, prepartation of articles on Multiple Disabilties.  for the purpose of users.

- Total are of the library (in Sq.Mts) : 600 Sq.mts(inclusive of browing cell)
- Total seating capacity                : 60
- Working Hours (on working days, on holidays, before examination days, during examination days, during vacation):

9.00 am to 8 pm ( on all days except Saturdays, Sunday and Government Holidays)

- Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing E-Resource.)

Library consist of Reading Hall for Books and Journals. A separte room for accessing Internet  with 15 computers for student and staff. E-Resources can also accessed in the computerlab.

- Clear and prominent display of floor plan: Adequate sign boards; fire alarm: access to differently able users and mode of access to collection:

Adequate signboards are provided, Fire alarm is placed in the corridor.

The new cataloges received by the section is circulated to all the faculty and administrative staff to propose the selected books for Library. The list received from staff is submitted to the competent authority for approval based upon the budgetary allocations approval is granted and further purchase proceding as per GFR are followed and books are procured for the Library.

OPAC:    Available

Library Automation: In order to facilitate ease of use, all the data relating library is computerized with SOUL software and barcoding has been introduced.

Library Website:  Library information is available in the Institute website.

Total Number of Computers  for Public Access: 21

Total Number of Printers for Public Access: 01

Internet band width/Speed :  6 Mbps

Institutional Repository: Dissertations and project reports are available.

Content Management System for E-Learning:  Book share

Participation in Resource Sharing networks/Consortia): NIL

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

**Response:**

NIEPMD library collects and stores various rare Braille books available for the education of individuals with Visual disabilities. Apart from that, thesis and dissertation related to welfare of individuals with disabilities are collected and stored for the purpose student references. Government gazette nonfictions related persons with disabilities are collected and stored in the library. Daily affairs related to Persons with disabilities flashed in various news papers are collected stored in the library. Acts, policies and schemes related to welfare of persons with disabilities are collected stored in the library for enrichment.

**4.2.3 Does the institution have the following:**

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

**A. Any 4 of the above**

**B. Any 3 of the above**

**C. Any 2 of the above**

**D. Any 1 of the above**

**Response:** E. None of the above

| File Description | Document |
|---|---|
| Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc. | [View Document](#) |

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

**Response:** 8.56

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 3.9 | 11 | 15.3 | 6.2 | 6.4 |

| File Description | Document |
|---|---|
| Details of annual expenditure for purchase of books and journals during the last five years | [View Document](#) |

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

**Response:** No

| File Description | Document |
|---|---|
| Details of remote access to e-resources of the library | [View Document](#) |

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

**Response:** 68.18

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

Response: 75

| File Description | Document |
|---|---|
| Details of library usage by teachers and students | [View Document](#) |

## 4.3 IT Infrastructure

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

**Response:**

Number of Computers with configuration(Provide actual number with exact configuration of each available system

1. Desktop Computers: 70
2. Laptop computers: 21
3. Printers: 53
4. MFDS : 07
5. Projectors : 16

Stand Alone Facility: Yes

LAN Facility: Available

Wifi facility:  Available

Licenced Software: All systems are loaded with Windows Software and MS-Office suit.

Number of Nodes/Computers with Internet facility: 123

- Internet services is available for both Faculty and students in the campus
- 15 systems are provided with internet facility in the Central Library
- The Instituteprovides Internet facility to staff membes at the respective departments in order to access the required study material from available e-resources and present them as part of their teaching process.
- The Principals's  Office, Administrative Office, Examination section, Training and Placement cell and senior faculty member cabins
- Uninterruped power supply is made available in the NIEPMD main building so that the students and staff can access the internet without any interruption.

Computer systems are upgraded with latest configuration as per the need and requirements of the various departments.Enough provision is made available in the annual budgets for the procurement of the computer systems.All the computer systems in the campus are regularly monitored by the system administrator and maintenance staff.The trouble/problems experieced by the computers in the various laboratories are entered by the lab programmers/technicians in the complaint register which is kept in HRC.The maintenance staff will then goes to the respective units for identification of the problems and resolves the same at the respective places.In case of major problems i.e Replacement of component/part during warranty they are sent to the respective service centres and get replaced at the earliest.

**4.3.2 Student - Computer ratio**

**Response:** 1.31

| File Description | Document |
|---|---|
| Student - Computer ratio | [View Document] |

**4.3.3 Available bandwidth of internet connection in the Institution (Lease line)**
**>=50 MBPS**

**35-50 MBPS**

**20-35 MBPS**

**5-20 MBPS**

**Response:** 5-20 MBPS

| File Description | Document |
|---|---|
| Details of available bandwidth of internet connection in the Institution | [View Document] |

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

**Response:** No

| File Description | Document |
|---|---|
| Facilities for e-content development such as Media Centre, Recording facility,LCS | [View Document] |

## 4.4 Maintenance of Campus Infrastructure

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

**Response:** 85.75

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 865     | 852     | 635     | 492     | 325     |

| File Description | Document |
|------------------|----------|
| Details about assigned budget and expenditure on physical facilities and academic facilities | [View Document](#) |

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

**Response:**

As per the GOI norms the major maintenance all carried through AMC and the minor maintenance are attended day to day basis.

The maintenance & upkeep of the infrastructure is supervised by Estate & Maintenance officer through outsourced housekeeping security staff.

As per the GOI norms the major maintenance carry over every three years and the minor maintenance are attended day to day works

Any other relevant information regarding infrastructure and Learning Resources which the college would like to include.

To manage voltage flexuation installed internal transformer and also provision made for Backup DG generator

The institute basically depend on ground water resources to manage the water situation, provision is made for water harvesting facility and also control measures on water consumption and etc. to ensure the sustainable development and also the STP plant treated water utilized for the plants and articulator to save the water. Well trained and committed personnel's are engaged to maintain and regulate the supply of water, operation of Genset etc.,

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# Criterion 5 - Student Support and Progression

## 5.1 Student Support

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

**Response:** 8.41

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| --- | --- | --- | --- | --- |
| 06 | 04 | 06 | 9 | 13 |

| File Description | Document |
| --- | --- |
| Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years | [View Document](#) |

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

**Response:** 0

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| --- | --- | --- | --- | --- |
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
| --- | --- |
| Number of students benefited by scholarships and freeships besides government schemes in last 5 years | [View Document](#) |

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

1. **For competitive examinations**
2. **Career counselling**

      3.Soft skill development
      4.Remedial coaching
      5.Language lab
      6.Bridge courses
      7.Yoga and meditation
      8.Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

**Response:** E. 3 or less of the above

## 5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

**Response:** 0

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|------------------|----------|
| Number of students benefited by guidance for competitive examinations and career counselling during the last five years | [View Document](#) |

## 5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

**Response:** 0

5.1.5.1 Number of students attending  VET year-wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
| --- | --- |
| Details of the students benifitted by VET | |

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

**Response:** Yes

| File Description | Document |
| --- | --- |
| Details of student grievances including sexual harassment and ragging cases | |

## 5.2 Student Progression

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

**Response:** 14.18

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| --- | --- | --- | --- | --- |
| 0 | 0 | 11 | 14 | 31 |

| File Description | Document |
| --- | --- |
| Details of student placement during the last five years | |

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

**Response:** 14.89

5.2.2.1 Number of outgoing students progressing to higher education

Response: 7

| File Description | Document |
| --- | --- |
| Details of student progression to higher education | |

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

**Response:** 100

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| --- | --- | --- | --- | --- |
| 1 | 2 | 1 | 2 | 1 |

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| --- | --- | --- | --- | --- |
| 1 | 2 | 1 | 2 | 1 |

| File Description | Document |
| --- | --- |
| Number of students qualifying in state/ national/ international level examinations during the last five years | [View Document](#) |

## 5.3 Student Participation and Activities

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

**Response:** 15

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| --- | --- | --- | --- | --- |
| 0 | 0 | 01 | 12 | 02 |

| File Description | Document |
| --- | --- |
| Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years | <u>View Document</u> |

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

**Response:**

The students from the HRD coursed have been selected to form the hostel and canteen committees. The student representatives meet at regular intervals with staff committees. They put forth their needs and the staff will discuss in detail and analyze the needs. Facilities will be provided after the discussion with the comptent authority. The hostel rules and regulations will be explained to the students representatives. The students also discuss about the menu for the canteen and they are given freedom to choose the menu. The menu is based on the cultural difference among the students. They celebrate festivals freshers day with cultural programmes and followed by the grand dinner.

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

**Response:** 3

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| --- | --- | --- | --- | --- |
| 3 | 3 | 3 | 3 | 3 |

| File Description | Document |
| --- | --- |
| Number of sports and cultural activities / competitions organised per year | <u>View Document</u> |

## 5.4 Alumni Engagement

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

**Response:**

In 2014 Aug an alummni meeting was held more than 250 participants were present. Students were

addressed by the then finance secretary MSJ&E, SSA Director, NIEPMD Director. There was cultural programm following the inauguration. The president the secretary members treasurer were selected. The members were selected from various states. There was great lunch and students really enjoyed the alummni meet. After the first meet another meet was organised in the year 2015 but the number of participants were less. An awareness about different NJO and vaccanies of job were announced. As the students of NIEPMD come from different nuke corner of the country acrivity of this associations as decreased. Attempts are being made to revive the association.

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

**? 5 Lakhs**

**4 Lakhs - 5 Lakhs**

**3 Lakhs - 4 Lakhs**

**1 Lakh - 3 Lakhs**

**Response:** <1 Lakh

| File Description | Document |
|---|---|
| Alumni association audited statements | View Document |

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

**Response:** 2

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 0 | 1 | 1 | 0 | 0 |

| File Description | Document |
|---|---|
| Number of Alumni Association / Chapters meetings conducted during the last five years. | View Document |

# Criterion 6 - Governance, Leadership and Management

## 6.1 Institutional Vision and Leadership

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

**Response:**

Government of India, Ministry of Social Justice and Empowerment, Department of Empowerment of Persons with Disabilities has established NIEPMD, Chennai to implement the policies of Government of India relating to PwDs. The Institute is functioning under the control of MSJ&E, Government of India.

At the apex level, the Union Ministry of Social Justice and Empowerment initiates various policies and schemes for the up-liftment and Empowerment of persons with disabilities. The MSJE, GOI has established National Institute since 1980's across the country ie. National Institute for Visual Disabilities at Dehra dun, National Institute for Speech and Hearing Disabilities at Mumbai, National Institute for Orthopedic Disabilities at Kolkata, National Institute for Physical Disabilities at New Delhi, National Institute for Rehabilitation, Training & Research at Cuttack and National Institute for Empowerment of Intellectual Disabilities at Secunderabad.

With the Persons with Disabilities PwD (1995) Act & National Trust (1999) Act coming into force many of the organization and Institutes of National Importance have been streamlined, formed in Implementation of the PWD(1995) Act, like Education for the PWD's, Accessibility features, Vocational training, Early Intervention Centers, Special Schools, Disability certification, Job reservations, grievance redressal, provision of Commissioner for disabled in every State etc are some of the main features. The National Trust Act's main objective is to empower the families having children with mental retardation, cerebral palsy, Autism and Multiple Disabilities. The word multiple disabilities appeared in National Trust in 1999 Act in section 2 clause H which defines as a person having two or more disabilities at a given point of time; disabilities as enumerated in PwD 1995 Act and National trust (1999) Act; The RPwD Act, 2016 has further strengthened the policy framework of the Government by addressing new disabilities.

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

**Response:**

The policies of Government of India in implementing the schemes for welfare of the Persons with Disabilities is carried out through National Institutes, Composite Regional Centers, DDRCs, other statutory bodies; NIEPMD being one of the National Institute (an autonomous body), all the decisions of the Institute are taken by the General Council, Executive Council with reference to the policies and guidelines issued by the Government of India.

NIEPMD functions are executed through its various departments namely Department of Clinical Psychology, Department of Medical Sciences, Department of Special Education, Department of Speech Language & Communication, Department of Social Work, Department of Therapeutics, Department of

Adult Independent Living. All these department functions under their HoD with clear charter of duties for all staff at various levels

## 6.2 Strategy Development and Deployment

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

**Response:**

The Institute is maintaining the following documents relating to policy implementation as envisaged by Government of India:

1. Agenda notes and Minutes of the meetings of General Council of the Institute;
2. Agenda notes and Minutes of the meetings of Executive Council of the Institute;
3. Agenda notes and Minutes of the meetings of Academic Council of the Institute;
4. Annual Report;
5. Monthly Report submitted to Government of India;
6. Plan of Action of the Institute submitted to Government of India during review meetings of National Institutes and CRCs.

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

**Response:**

National Institute for Empowerment of Persons with Multiple Disabilities is an Autonomous body under the Ministry of Social Justice & Empowerment(MSJ&E), Govt. of India registered under **The Tamil Nadu Society Registration Act 1975(Tamil Nadu Act 27 of 1975) bearing Registration No: 59/2006 dated 23rd October 2006.**

service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism are mutatis mutandis applicable to NIEPMD as applicable to the departments of Government of India.

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

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

**A. All 5 of the above**

**B. Any 4 of the above**

**C. Any 3 of the above**

**D. Any 2 of the above**

**Response:** E. Any 1 of the above

| File Description | Document |
|---|---|
| Details of implementation of e-governance in areas of operation Planning and Development,Administration etc | [View Document](#) |

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

**Response:**

Yes. The Governance of the Institute is carried out through implementing the resolutions of General Council which is conducted once in a year. All strategic and policy level decisions reflecting the stand of Government of India are taken in this meeting.

The executive council meeting is held four time in a year and the resolutions passed in this meeting are implemented to ensure achieving the vision and mission statement.

The academic council meeting is  to be held once in every year and the resolutions passed in this meeting are  carried out for implementation of HRD programs.

## 6.3 Faculty Empowerment Strategies

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

**Response:**

In addition to regular Government of India welfare measures which include periodical increments,  study leave for pursing higher studies, the Institute is also encouraging the faculties to participate in academic programmes like conferences, workshops, symposiums etc.

The Institute regularly conducts State Level, National level and International Level Conferences in which the staff are encouraged to submit papers (scientific and research) for their knowledge enrichment.

NIEPMD being a national level resource center by its mandate, this institute regularly organizes short term

training programmes, refresher courses, knowledge sharing programs in order to train the teachers, professionals working in the field of disability all over the country. In these training programs, teachers and non teaching staff are also participate. On an average 40 such programs are conducted every year.

It is the mandate of the Institute that all the teaching staff should attend at least two academic programs in their area of specialization every year. These programmes are fully sponsored by the Institute.

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

**Response:** 0

6.3.2.1 Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|------------------|----------|
| Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years | [View Document](#) |

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

**Response:** 5.4

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 6 | 9 | 8 | 3 | 1 |

| File Description | Document |
|------------------|----------|
| Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff | [View Document](#) |

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

**Response:** 96.54

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 17 | 17 | 17 | 16 | 16 |

| File Description | Document |
|------------------|----------|
| Details of teachers attending professional development programs during the last five years | [View Document](#) |

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

**Response:**

**STAFF APPRAISAL METHODOLOGY**

The staff performance is evaluated through the process of Annual Performance Appraisal Report (APAR).

The officer / faculty concerned is given an opportunity to submit the details of various activities carried out during the year. The self appraisal form is reviewed in terms of the information furnished by the concerned official by reporting officer and a rating is provided. Later the APAR after being reviewed by the reporting officer is submitted to the reviewing officer for further evaluation and a rating is provided of there are any adverse remarks the official is communicated and also suggestions to improve further are suggested.

## 6.4 Financial Management and Resource Mobilization

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

**Response:**

NIEPMD is centrall funded institute where the insitute receives annual gran in aid from Department of Empowermment of Persons with Disabilities, Minsitry of Social Justice & Empowerment, Government of India. Apart from that, NIEPMD also receives grants for implementation of various schemes of the department for the welfare of individuals with disabilties. NIEPMD is subject to audit CAG of India every

year. Further, CAG empaneled auditors conduct internal audit of NIEPMD at periodical intervals. The audited statement of NIEPMD accounts are included in the Annaul Report of NIEPMD and the same has been uploaded in the website of NIEPMD.

NIEPMD is fully funded by Government of India; during the year 2017-18 NIEPMD has received cash equiavalenet sponsorship (CSR) to an extent of Rs.25 Lakh;

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

**Response:** 0

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|------------------|----------|
| Details of Funds / Grants received from non-government bodies during the last five years | [View Document](#) |

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

**Response:**

NIEPMD is fully funded by Government of India. The plan of action for release of grants-in-aid and optimal utilization of resources thereon, is approved by the Executive Council and then by the General Council of the Institute; The same is then forwarded to Government of India for release of funds.

NIEPMD conducts various general activities based on its objectives. These activities are proposed by various departments through established proper channel. These channels includes academic and administrative professional who scrutinise the activities and budget estimation. After through consideration the activity proposals are approved by the competent authority for execution of activities.

## 6.5 Internal Quality Assurance System

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

**Response:**

Yes.  By creating learner centric environment, robust grievance redressal mechanism, documentation of various activities relating to quality improvement, the IQAC has contributed significantly towards ensuring Quality Assurance Process being a part of the Institute activity.

The IQAC has been formed on 19.08.2016. IQAC has internal and external members in the team. Internal quality assurance cell roles and responsibilites are clearly indicated in the written order issued to the internal members. The guidelines are to be followed as per the norms of UGC.

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

**Response:**

Yes. The institute has recently established IQAC. But, however various committees have been formed and functions to look into the various quality assurance processes. The IQAC guidelins of the insitute inline with UGC norms are advised to followed through its NIEPMD guidelines. The same has been communicated to its member with office order. The roles of IQAC are reviewing the teaching learning process, structure of the course and methodolgies of operations and learning outcomes.

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

**Response:** 0.4

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 2       | 0       | 0       | 0       | 0       |

| File Description | Document |
|------------------|----------|
| Number of quality initiatives by IQAC per year for promoting quality culture | [View Document](#) |

**6.5.4 Quality assurance initiatives of the institution include:**

1. **Regular meeting of  Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
2. **Academic Administrative Audit (AAA) and initiation of follow up action**

**3.Participation in NIRF**

**4.ISO Certification**

**5.NBA or any other quality audit**

**A. Any 4 of the above**

**B. Any 3 of the above**

**C. Any 2 of the above**

**D. Any 1 of the above**

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

| File Description | Document |
|---|---|
| Details of Quality assurance initiatives of the institution | [View Document](#) |

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

**Response:**

NIEPMD full time teaching and non- teaching staff are covered under annual increment system of government of india. NIEPMD follows the service rules of Central civil services rules for administration and management related activities. NIEPMD part time teaching and non-teaching staff salaries are revised as per the rates increase in the market. The revision salary is made with the approval of Excutiove council of NIEPMD.

The teachers are encouraged to continue their education with higher education leave. These leaves are granted with full salary.

# Criterion 7 - Institutional Values and Best Practices

## 7.1 Institutional Values and Social Responsibilities

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

**Response:** 0

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|------------------|----------|
| List of gender equity promotion programs organized by the institution | [View Document](#) |

**7.1.2**

1. Institution shows gender sensitivity in providing facilities such as:
    1. Safety and Security
    2. Counselling
    3. Common Room

**Response:**

**Safety and Security**: The campus walled by CCTV camera for securing the students. There are two entrance approached from the road and both gates there are security officers and guards were safeguarding the institution from prohibiting trespassers.

   **Counselling:**

HRD students in the hostel feeling nostalgic and for problem in interpersonal relationship, adjustment problems, academic issues, individual counseling was providing similar such issues on individual need basis.

   **Common Room:** there are common rooms for both men and women were provided for their privacy purpose during their practical posting and demonstration of teaching practices.

**7.1.3 Alternate Energy initiatives such as:**

**1. Percentage of annual power requirement of the Institution met by the renewable energy sources**

**Response:** 0.02

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

Response: 100

7.1.3.2 Total annual power requirement (in KWH)

Response: 600000

| File Description | Document |
|---|---|
| Details of power requirement of the Institution met by renewable energy sources | View Document |

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

**Response:** 4.79

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

Response: 7944

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 165864

| File Description | Document |
|---|---|
| Details of lighting power requirements met through LED bulbs | View Document |

**7.1.5 Waste Management steps including:**
- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

**Response:**

Through local planning authority the waste are shifted to local panchayat for recycling process

**Solid waste management**

There is no human hazardous available at this campus. Even though the general environmental waste were handled and collected, dumped and decomposed for the natural manure for the trees.

**Liquid waste management:**

**STP Plant:**

Sewage treatment plant was installed at NIEPMD, backside of north corner of the campus. The waste water and the drainage waste were treated and the usable recycled water is used for watering the trees and lawns. It was protected area were managed by the estate and maintenance office.

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

**Response:**

Rain water harvesting is taken care at NIEPMD. All rain water channels are connected to the open wells which are situated at the back side of the building. In addition, NIEPMD is located near to the backwaters of the Bay of Bengal and is soil prone where rain water gets absorbed automatically thereby increasing the groundwater level. The rain water channels were inter connected from the main building, hostel, guest house, staff quarters, and directors banglow and it interconncetd to the wells located at all three side of the open area. The well water were used all the utility purpose through over head tank once it filtered and served.

## 7.1.7 Green Practices
* **Students, staff using**
a) **Bicycles**
b) **Public Transport**
c) **Pedestrian friendly roads**
* **Plastic-free campus**
* **Paperless office**
* **Green landscaping with trees and plants**

**Response:**

**Students, Staff using**

1. **Bicycle: Yes**
2. **Public transport: Yes**
3. **Pedestrian friendly roads: Yes**
4. **Plastics- free campus: -**
5. **Paperless office: No**
6. **Green landscaping with trees and plants:Yes**

**Response:**

The campus is surrounded by 1330 trees

1. Coconut trees: 130 nos.
2. Country wood trees: 750 nos

   Lawn area: 1400 meters sft

1. Fruits tree: 150 nos.
   1. Micro plants 300 nos.

The campus in located in a non-polluted area more over greenery through lawns, trees ect. The carbon naturality level is being achieved.

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

**Response:** 1.96

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 15      | 21      | 14      | 11      | 9       |

| File Description | Document |
|------------------|----------|
| Details of expenditure on green initiatives and waste management during the last five years | [View Document](#) |

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

1. **Physical facilities**
2. **Provision for lift**
3. **Ramp / Rails**
4. **Braille Software/facilities**
5. **Rest Rooms**
6. **Scribes for examination**
7. **Special skill development for differently abled students**
8. **Any other similar facility (Specify)**

**A. 7 and more of the above**

**B. At least 6 of the above**

**C. At least 4 of the above**

**D. At least 2 of the above**

**Response:** E. None of the above

| File Description | Document |
|---|---|
| Resources available in the institution for Divyangjan | **View Document** |

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

**Response:** 0

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|---|
| Number of Specific initiatives to address locational advantages and disadvantages | **View Document** |

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

**Response:** 0

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
| --- | --- |
| Details of initiatives taken to engage with local community during the last five years | **View Document** |

**7.1.12**
**Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff**

**Response:** No

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

**Response:** No

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

**Response:** Yes

| File Description | Document |
| --- | --- |
| Details of activities organized to increase consciousness about national identities and symbols | **View Document** |

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

**Response:** No

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

**Response:** No

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

**Response:** 7

| File Description | Document |
| --- | --- |
| List of activities conducted for promotion of universal values | **View Document** |

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

**Response:**

| Sl.no. | Year | Activities |
|---|---|---|
| 1 | 2012-13 | Independence Day |
| | 2012-13 | Cerebral Palsy Awareness day on 3rd October 2012 at NIEPMD |
| | 2012-13 | International Day of Persons with Disabilities, |
| | 2013-14 | Helen Keller's Birth day |
| | 2013-14 | National Fair Swavlamban- National Fair on Aids and Appliances for Persons with Disability" |
| | 2013-14 | celebrated 67th Independence Day on 15th August 2013 |
| | 2013-14 | Sadbhavana Diwas |
| | 2014-15 | NIEPMD Celebrated Autism Awareness Day |
| | 2014-15 | NIEPMD celebrated the 134th Birth day celebration of Dr.Helen Keller on 27th June 2014. |
| | 2014-15 | Film Festival on Disability and Related Issus in collaboration with Department of Social Work and Mizoram University, at Aizwal, Mizoram from 23rd – 25th March 2015 |
| | 2015-16 | Autism Awareness Day  NIEPMD Celebrated Autism Awareness Day on 1st April 2015 |
| | 2015-16 | Independence Day NIEPMD celebrated 69th Independence Day on 15th August 2015 |
| | 2015-16 | Cerebral Palsy Awareness Day Cerebral Palsy Awareness Day was celebrated on 1st October 2015 |
| | 2015-16 | Pongal Celebrations NIEPMD celebrated the Pongal festival on 14th January 2016 |
| | 2015-16 | Swachh Bharat Model Special School Children were involved in cleaning activities in front of the Special School Building |
| | 2015-16 | Vigilance Awareness Week Displayed the Awareness Banners in public places and campus premises |
| | 2015-16 | Clean India Campaign |
| | 2015-16 | Cerebral  Palsy Awareness day |
| | 2015-16 | Implementation of Official Language |
| | 2016-17 | Autism Awareness Day |
| | 2016-17 | World Multiple Sclerosis Day |
| | 2016-17 | Swachh Bharat: |
| | 2016-17 | International Day of Yoga – 2016 |
| | 2016-17 | Swachh Bharat Abhiyan |
| | 2016-17 | Independence Day |
| | 2016-17 | Swachh Bharat Abhiyan  Swachh Bharat Bhakwada |
| | 2016-17 | Cerebral Palsy Day |
| | 2016-17 | World Mental Health Day |
| | 2016-17 | World Occupational Therapy Day |
| | 2016-17 | Vigilance Awareness Week |
| | 2016-17 | National Festival on Therapeutics Sports for Persons with Multiple Disabilities |

| | 2016-17 | International Day of Persons with Disabilities |
| | 2016-17 | National Youth Day Celebration |
| | 2016-17 | Pongal Celebration |
| | 2016-17 | Republic Day celebration |
| | 2016-17 | NIEPMD organized an Awareness program on Social Security Schemes of Govt.of India on 15th February 2017 |
| | 2016-17 | National Science Day |
| | 2016-17 | International Women's Day Celebration |
| | 2016-17 | World Social Work Day |
| | 2016-17 | World Down Syndrome Day Celebration |

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

**Response:**

Yes, the financial, academic, and research activities published in the annual report during the finaciual year. The finacial statnemnt also uploaded in the website and individual copies are circulated to institutionas working in the field of disability and rehabilitationa and other institutions for transperencies and truthfulness. all the necessary information uploaded in the website. beneficiaries details with contact no were uploaded in the website. all the department and their units maintain their stock inventory with available items. Purchase procedure followed for procurement of items through GEM protal as per GFR norms.

similiarly all the staff members details were maintained in a seperate file with confidentiality. During recuritment phase adequate procedure and process of recuritment rules were followed.

## 7.2 Best Practices

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

**Response:**

The best practices followed by NIEPMD contributing to the achievement of Institutional objectives and quality improvement are –

1. Best Practice regarding Grievance Redressal

Anti-ragging committee, complaints redressal / investigation officer, student welfare committee, hostel committee, student's canteen monitoring committee,

1. Title of the Best Practice–Complaint Management Process 2. Goal creating an interface for stakeholders to communicate with administrative body and, reduce the communication barriers between the different stakeholders and administration. To address the issue of developing a systematic management of grievance

redressal, a quality circle was created which resulted in the formation of a Complaint Management System. In the process of the formation of the Complaint Management System the challenges faced were a) Putting new ideas into practice b) Untrained academicians in the field of quality tools c) Developing a grievance mechanism d) Adapting to a new work culture

## 7.3 Institutional Distinctiveness

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

**Response:**

     1. Best Practice regarding Grievance Redressal

Anti-ragging committee, complaints redressal / investigation officer, student welfare committee, hostel committee, student's canteen monitoring committee,

1. Title of the Best Practice–Complaint Management Process 2. Goal creating an interface for stakeholders to communicate with administrative body and, reduce the communication barriers between the different stakeholders and administration. To address the issue of developing a systematic management of grievance redressal, a quality circle was created which resulted in the formation of a Complaint Management System. In the process of the formation of the Complaint Management System the challenges faced were a) Putting new ideas into practice b) Untrained academicians in the field of quality tools c) Developing a grievance mechanism d) Adapting to a new work culture

# 5. CONCLUSION

## Additional Information :

NIEPMD HAS FUTURE PLANS OF ESTABLISHING VARIOUS CENTRE OF EXCELLENCE ON VARIOUS DISABILITIES ACROSS INDIA.

VARIOUS STATE LEVEL PROJECTS ON ESTABILISHING COMPOSITE REHABILITAITON CENTRE IN NEAR FUTURE

## Concluding Remarks :

NIEPMD known for holistic structure for providing comprehensive rehabilitation. The same has been established in very soothing environment with highly maintained ambience.

# 6.ANNEXURE

## 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification |
|---|---|
| 1.1.3 | Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years<br><br>1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years<br>Answer before DVV Verification:<br><br>| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |<br>\|---\|---\|---\|---\|---\|<br>| 18 | 18 | 12 | 12 | 11 |<br><br>Answer After DVV Verification :<br><br>| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |<br>\|---\|---\|---\|---\|---\|<br>| 0 | 4 | 2 | 0 | 1 |<br><br>Remark : As per supporting document. |
| 1.3.3 | Percentage of students undertaking field projects / internships<br><br>1.3.3.1. Number of students undertaking field projects or internships<br>Answer before DVV Verification :  108<br>Answer after DVV Verification: 108<br><br>Remark : As per Supporting Document |
| 1.4.1 | Structured feedback received from<br><br>1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus- Semester wise/ year-wise<br>Answer before DVV Verification : A.Any 4 of the above<br>Answer After DVV Verification: A.Any 4 of the above<br>Remark : As per Supporting Document |
| 1.4.2 | Feedback processes of the institution may be classified as follows:<br><br>Answer before DVV Verification : B. Feedback collected, analysed and action has been taken<br>Answer After DVV Verification: B. Feedback collected, analysed and action has been taken<br>Remark : As per Supporting Document |
| 2.2.3 | Percentage of differently abled students (Divyangjan) on rolls<br><br>2.2.3.1. Number of differently abled students on rolls<br>Answer before DVV Verification :  5 |

| | |
|---|---|
| | Answer after DVV Verification: 2 |
| | Remark : As per supporting document |
| 2.3.2 | Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. |
| | 2.3.2.1. Number of teachers using ICT |
| | Answer before DVV Verification : 50 |
| | Answer after DVV Verification: 25 |
| | Remark : According to provided list. |
| 2.3.3 | Ratio of students to mentor for academic and stress related issues |
| | 2.3.3.1. Number of mentors |
| | Answer before DVV Verification : 36 |
| | Answer after DVV Verification: 0 |
| | Remark : Provided document is not related. |
| 2.4.2 | Average percentage of full time teachers with Ph.D. during the last five years |
| | 2.4.2.1. Number of full time teachers with Ph.D. year-wise during the last five years |
| | Answer before DVV Verification: |

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 4 | 4 | 3 | 2 | 2 |

Answer After DVV Verification :

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 1 | 1 | 1 | 1 | 1 |

Remark : As per supporting document.

**2.4.4** Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years
Answer before DVV Verification:

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 2 |

Answer After DVV Verification :

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| 3.1.1 | Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs) |
|-------|-----------------------------------------------------------------------------------------------------------|

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

Answer before DVV Verification:

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 8 | 5 | 3 | 13 | 10 |

Answer After DVV Verification :

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| 3.1.3 | Number of research projects per teacher funded, by government and non-government agencies, during the last five year |
|-------|----------------------------------------------------------------------------------------------------------------------|

3.1.3.1. Number of research projects  funded by government and non-government agencies during the last five years
Answer before DVV Verification :  18
Answer after DVV Verification: 0

| 3.3.4 | Number of research papers per teacher in the Journals notified on UGC website during the last five years |
|-------|----------------------------------------------------------------------------------------------------------|

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

Answer before DVV Verification:

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 10 | 06 | 20 | 06 | 10 |

Answer After DVV Verification :

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

Remark : Journals are not found in UGC approved journal list.

| 3.3.5 | Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years |
|---|---|

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

Answer before DVV Verification:

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 50 | 60 | 46 | 22 | 26 |

Answer After DVV Verification :

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 1 | 1 | 1 | 1 | 0 |

Remark : Supporting documents are not proper.

| 3.4.2 | Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years |
|---|---|

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

Answer before DVV Verification:

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 3 |

Answer After DVV Verification :

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 1 |

Remark : Last 5 years data can be considered.

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

Answer before DVV Verification : Yes
Answer After DVV Verification: No |
|---|---|
| 5.1.1 | Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

5.1.1.1. Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years
Answer before DVV Verification: |

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|

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| 06 | 06 | 06 | 14 | 13 |

Answer After DVV Verification :

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| 06 | 04 | 06 | 9 | 13 |

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

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

Answer before DVV Verification:

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| 28 | 12 | 14 | 34 | 50 |

Answer After DVV Verification :

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| 0 | 0 | 0 | 0 | 0 |

Remark : As per HEI's Response.

| 5.1.3 | Number of capability enhancement and development schemes –

1. For competitive examinations

2. Career counselling

3. Soft skill development

4. Remedial coaching

5. Language lab

6. Bridge courses

7. Yoga and meditation

8. Personal Counselling

Answer before DVV Verification : A. 7 or more of the above
Answer After DVV Verification: E. 3 or less of the above |
|---|---|
| 5.1.6 | The institution has a transparent mechanism for timely redressal of student grievances including |

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| | |
|---|---|
| | sexual harassment and ragging cases<br><br>Answer before DVV Verification : Yes<br>Answer After DVV Verification: Yes |
| 5.3.1 | Number of awards/medals for outstanding performance in sports/cultural activities at national / international level (award for a team event should be counted as one) during the last five years.<br><br>5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year-wise during the last five years<br>Answer before DVV Verification:<br><br>| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |<br>\|---\|---\|---\|---\|---\|<br>| 0 | 0 | 03 | 03 | 03 |<br><br>Answer After DVV Verification :<br><br>| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |<br>\|---\|---\|---\|---\|---\|<br>| 0 | 0 | 01 | 12 | 02 | |
| 6.2.3 | Implementation of e-governance in areas of operation<br><br>1. Planning and Development<br>2. Administration<br>3. Finance and Accounts<br>4. Student Admission and Support<br>5. Examination<br><br>Answer before DVV Verification : A. All 5 of the above<br>Answer After DVV Verification: E. Any 1 of the above<br>Remark : As per HEI's Answer |
| 6.3.2 | Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years<br><br>6.3.2.1. Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise during the last five years<br>Answer before DVV Verification:<br><br>| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |<br>\|---\|---\|---\|---\|---\|<br>| 17 | 17 | 17 | 17 | 17 |<br><br>Answer After DVV Verification :<br><br>| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |<br>\|---\|---\|---\|---\|---\|<br>| 0 | 0 | 0 | 0 | 0 | |

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Remark : Incomplete information.

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

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

Answer before DVV Verification:

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 326 | 64 | 140 | 192 | 59 |

Answer After DVV Verification :

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 6 | 9 | 8 | 3 | 1 |

Remark : organized by the institution

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

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

Answer before DVV Verification:

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 2 | 2 | 2 | 2 | 2 |

Answer After DVV Verification :

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

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

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

Answer before DVV Verification : A. 7 and more of the above
Answer After DVV Verification: E. None of the above |

| | Remark : Supporting document dosen't have information related to this. |
|---|---|
| 7.1.12 | Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff<br><br>Answer before DVV Verification : Yes<br>Answer After DVV Verification: No |
| 7.1.13 | Display of core values in the institution and on its website<br><br>Answer before DVV Verification : Yes<br>Answer After DVV Verification: No |
| 7.1.16 | The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions<br><br>Answer before DVV Verification : Yes<br>Answer After DVV Verification: No |

## 2.Extended Profile Deviations

| ID | Extended Questions |
|---|---|
| 1.2 | Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years<br><br>Answer before DVV Verification:<br><br>**2016-17** 2015-16 2014-15 2013-14 2012-13<br>99 / 46 / 46 / 46 / 46<br><br>Answer After DVV Verification:<br><br>2016-17 2015-16 2014-15 2013-14 2012-13<br>67 / 46 / 46 / 46 / 46 |
| 1.3 | Number of outgoing / final year students year-wise during the last five years<br><br>Answer before DVV Verification:<br><br>2016-17 2015-16 2014-15 2013-14 2012-13<br>47 / 71 / 96 / 121 / 74<br><br>Answer After DVV Verification:<br><br>2016-17 2015-16 2014-15 2013-14 2012-13<br>47 / 71 / 63 / 121 / 74 |
| 2.5 | Number of teachers recognized as guides during the last five years<br>Answer before DVV Verification :  6<br>Answer after DVV Verification : 5 |

For 1.2:

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 99 | 46 | 46 | 46 | 46 |

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 67 | 46 | 46 | 46 | 46 |

For 1.3:

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 47 | 71 | 96 | 121 | 74 |

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 47 | 71 | 63 | 121 | 74 |

| 3.4 | Unit cost of education including the salary component(INR in Lakhs)<br>Answer before DVV Verification :  628.14<br>Answer after DVV Verification : 0 |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.5 | Unit cost of education excluding the salary component(INR in Lakhs)<br>Answer before DVV Verification :  471.23<br>Answer after DVV Verification : 0 |