SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

INTERNATIONAL INSTITUTE OF HEALTH MANAGEMENT RESEARCH

**PLOT - 3 SECTOR - 18A DWARKA
110075**

www.iihmrdelhi.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

February 2023

Executive Summary

Introduction:

The International Institute of Health Management Research(IIHMR), New Delhi, allied to the 'Society for Indian Institute of Health Management Research' (established in October 1984 under the Societies-Registration Act-1958) was setup in 2008 in response to the growing needs of sustainable solutions critical to optimal functioning of healthcare sector nationally and globally.

We are a leading institute of higher learning that lends technical expertise to policy analysis and formulation, develops effective strategies and facilitates efficient implementation, enhances capacity to build a competent and responsive healthcare sector through a multipronged strategy by:

- Conducting masters/ doctoral level academic courses in health/hospital management
- Implementing research relevant to health policies/programs at national/global level.
- Continued education through management-development and executive programs for working professionals to upgrade their knowledge/skills in response to the emerging needs of the industry.
- Technical consultation to the country and states for capacity-building and policy research needs that culminates in developing innovative and equitable healthcare strategies

Over the years IIHMR-Delhi has emerged as an institute of repute both nationally and globally for producing socially conscious, skilled and vibrant top-class healthcare management professionals. Our graduates are well-matched for the ever-changing healthcare sector and evolving social-milieu. IIHMR has carved out a niche for itself through its cutting-edge academic curriculum, infrastructure, accomplished multi-disciplinary faculty and research.

The Institute as an autonomous body of international stature has been developing leaders for several years to shape tomorrow's healthcare by equipping the students in the fields of health, hospital, and health information technology.

IIHMR-Delhi is committed to inclusive excellence by creating an environment of higher learning that can serve as a model for the kind of society it strives to build– one of equity, social justice and mutual support. We have made concerted efforts to promote the ethos and philosophies amongst today's students and nurture them into growing as effective managers, to think both critically and ethically, to learn to cope with ethical dilemmas and apply systems-thinking approaches to serious and complex societal problems. Our internationally renowned

faculty lead multidisciplinary health research in multifarious areas such as public-health, health-services, health-financing and economics, hospital-management, and other topics of global/national interest.

Vision:

IIHMR is a premier institute in health management education, training, research, program management and consulting in the health care sector globally. The Institute is known as a learning organization with its core values as quality, accountability, trust, transparency, sharing knowledge and information. The Institute aims to contribute to social equity and development through its commitment to support programs aiming at poor and the deprived population.

Mission:

IIHMR Delhi is an institution dedicated to the improvement in standards of health through better management of health care and related programs. It seeks to accomplish this through management research, training, consultation and institutional networking in a national and global perspective.

SWOC

Institutional Strength :

One of the key strengths of IIHMR Delhi lies in the legacy which it carries. It is this legacy which has provided the Institute a strong foundation in its initial years of conception and facilitated in creating its own brand image in the healthcare sector. The other key strengths are:

Governance

- We are a self financed organization providing autonomy to function at everyone's full potential.
- Accredited with major regulatory bodies of AICTE, NBA and AIU that provides autonomy to the Institute to dovetail its activities effectively. We are mandated to follow all compliances and we do it with due diligence
- Activities are planned and executed through the Deans and Departments reflecting decentralization.
- Policies, guidelines, and committees in place for the institutional operation

Organizational

- Core work portfolios, namely, research, academics, training, consultancy, and community engagement activities integrated with each other and aligned with mission, vision and Institute policies.
- Multidisciplinary young faculty, senior faculty experienced and well known in their fields.
- We follow the principles and norms of gender equity and sensitization in true spirit
- Prime location is another major strength that facilitates networking opportunities with government, non-government and international organizations.
- Performance based reward system motivates faculty and staff to work towards organizational goals

Activities

- The Institute's community engagement portfolio gives students and faculty to apply their learning, knowledge in the field and test out their research findings in practical manner.
- Strong nationally and internationally spread alumni base with more than 1500 members working in almost all the domains of the health sector.
- Strong and vibrant collaborations with national and international partners provides opportunities for research and training.
- Our collaborations with health care organizations have widened avenues for internships and placements-both nationally and internationally.
- Student placements are high at 90-100%

Institutional Weakness :

Lack of adequate campus space to commensurate with the growing demands of the various Institute activities. Due to increase in the students' strength in the recent years the institution is facing shortage of infrastructural facilities in terms of -unavailability of auditorium, sports ground, spacious canteen, unavailability of hostel for boys, sufficient transport facilities to metro etc. However, Institute is in a phase of vertical expansion which again can't be extended beyond 6-7 floors as the Institute is situated near the airport.

Institutional Opportunity :

The Institute has the following opportunities:

- Young organization with greater ease in moving towards less bureaucratic processes of functioning.
- Incorporating Entrepreneurship, Innovation and Incubation into academics and research that will give rise to patents and student/ alumni development.
- *Academics-*
  - New online courses and new pedagogic methods, Revision of curriculum according to National Education Policy, Harnessing new developments in digital technology.
  - Aligning the existing academic curriculum according to National Education Policy in the areas of instituting choice-based credit system, hybrid mode of delivery, establishing academic bank of credits through ERP, integrating digital technology and transforming the existing streams of specializations as individual departments with heads

- *Research and consultancy-*

  - Forging national & international network and collaborations, entering into new diverse areas like clinical research, translational research & entrepreneurship & innovations
  - Strategic collaboration with international universities to provide dual degree programme and student/ faculty exchange.

- Diverging into new upcoming research areas like clinical research, action research, translational research and health technology assessments.

- *Training-*
  - Strategic partnerships with government departments and offices, tie-ups with international organizations & research universities for visits & trainings
  - Collaboration with government and non-government organizations to provide customized training programs that will feed the National skill development need in the healthcare sector.

Institutional Challenge :

- Upcoming multiple organizations offering similar courses creates a competitive environment
- The campus is at a location not well connected by public transport compelling staffs to use their personal vehicles
- Lack of hostel for boys is a limitation. We have a rented hostel for girls but that too has limited number of rooms
- Industry fluidity regarding student placements in terms of opportunities and low pay-scale.

Criteria wise Summary

Curricular Aspects :

IIHMR-Delhi was setup in 2008 in response to the growing needs of sustainable management and administration solutions critical to the optimal function of healthcare sector both in India and in the Asia-Pacific region.

IIHMR has always followed the norms prescribed by AICTE. IIHMR Delhi is guided by an able team of professionals who have contributed significantly to the health care sector. They are represented in several committees including Management Board, Governing body, and Academic advisory council (AAC). Meetings are held regularly and suggestions and recommendations emanating from them have helped us to upgrade the existing curriculum and revisit them to align as per the local/ national/ regional and global needs.

IIHMR follows the academic calendar to deliver the curriculum and to conduct the internal and end-term examinations. There is a formal process of periodic review of the curriculum by the in-house faculty. Additionally, experts are invited from academia and industry (through IQAC) and discussions held to review the contents. Deliberations are made to revisit program outcomes and program specific outcomes and accordingly amend course outcomes. Course outcomes and programme specific outcomes are matched with the needs of

Outcome Based Education. Additionally, we seek feedback from all our stakeholders, i.e., students, alumni, recruiters and parents to improvise the academic curriculum.

IIHMR-Delhi follows the Choice Based Credit System (CBCS). The institute also offers value added courses to enhance the skills of students. Courses on gender equality, environment sustainability, human values, professional ethics and human rights are also included to shape the students' personality. The curriculum is designed to kindle the entrepreneurial skills of the students and make them employable. The institution also offers value added programmes which helps students to gain practical knowledge and hone their practical skills.

Individual and group projects are assigned to improve group dynamics and facilitate teamwork. Courses like life coping skills and corporate readiness through its simulations give a real life feel, making them more industry oriented. Increased industry-academia interface and summer trainings provide first hand exposure of translating theory into practice. These result in our students getting better equipped and ably placed as budding health professionals.

Teaching-learning and Evaluation :

This criterion highlights academic parameters such as average enrollment percentage, sanctioned intake and filled seats, number of seats reserved under various categories, student-teacher ratio, mentor-mentee data, faculty data.

The intake in the two-year PGDM (Hospital & Health Management) had been increased in the year 2020-21 from 120 to 180 and duly approved by All India Council of Technical Education (AICTE).

The institute ensures that all students in the institute have equal opportunity to avail of the benefits of the academic curriculum with substantial improvement in the performance of weak students (less than 50 marks) and to provide more learning opportunities to advanced learners.

The institute allocates mentors to all the students when they enter in the institute to guide them professionally. There is adequate number of faculty members in the institute with 12.23 student-teacher ratio in the academic year 2021-22. Most of the faculty members are Ph.D./MD and carry extensive experience in their respective fields.

We have well established student grievance cell with student representation. Issues are raised in the grievance cell and concerned departments address them. The institute has strong academic standards and teaching pedagogy. The curriculum is designed to cover all the three-learning domains such as cognitive, affective, and psychomotor through learning classification system as attributed in Bloom's Taxonomy. All the components such as remember, understand, apply, analysis, evaluate and create are considered.

The institute has adopted Outcome-Based-Education (OBE) and has designed well thought out Course-Outcome (COs), Program-Outcomes (POs) and Program-Education-Objectives (PEOs).

Through the mapping of questions to COs and COs to POs, the students' performance in each course is utilized to compute the level of achievement of the POs. The students are assessed through internal assessments and term-examinations and cumulative scores computed along with the grades.

The institute considers the weaker segments of the society during admissions. Although there is no notification/directive from Central/State Government applicable for private institutes, IIHMR implements 10

percent of intake capacity for reserved categories such as SC/ST/OBC and any such category. In case of non-filling up of such seats, those are transferred to general category students.

Research, Innovations and Extension :

IIHMR has a Research policy, which was developed with a vision to establish IIHMR Delhi as one of the hubs for research and practice that will help attain academic excellence in public health and hospital management. It offers clear guidance in operationalization of research i.e. proposal development, implementation, reporting and publication of findings for all. The interdisciplinary teams of faculty and research staff constitute an enabling environment for learning and professional growth and development. The Institute has an Institutional Review Board (IRB), duly registered by Department of Health Research, Ministry of Health and Family Welfare, to review and upkeep the values of ethics in every project. We have a Student Research Board (SRB) to oversee students research activities.

During 2017-22, the faculty members conducted 27 external funded research projects, out of which 12 were funded by government agencies. The combined budget of the projects was Rs 1470.25 lakhs. In addition, IIHMR furthered the research interests of the faculty by providing financial and human resource support for project work and publications from the internal grant/seed money for faculty research. The amount spent was approximately Rs 23 lakh over 5 years, out of which Rs 9.8 lakh (approx.) was provided in 2021-22.

The faculty published 125 articles, 17 books and book chapters. The average citation per paper has increased from 0.5 to 2.3, and average citation per faculty from less than 1 to 13.3 over the past 5 years.

IIHMR also conducted corporate trainings and consultancies for international and national organizations and generated a revenue of Rs 326.02 lakhs during the past five years. Participation in these trainings from more than 30 countries reflects the increasing global footprints. IIHMR conducted 27 research development programmes to build capacity of faculty to conduct research projects and consultancies.

The faculty and students of IIHMR were involved in 34 extension activities related to furthering of government programes and celebration of days related to disease control, health promotion, awareness generation, environmental protection.

IIHMR has 25 functional MoUs during 2017-22 for which activities related to academics, research and training were carried out.

Infrastructure and Learning Resources :

IIHMR-Delhi is centrally located in Delhi with sprawling area of 1 acre. It has been constantly upgrading the infrastructure with increasing demand and additional requirements to accommodate new programmes and is optimally utilized for various events and activities.

It is a Wi-fi-enabled campus with state-of-the-art infrastructure and learning resources including ICT enabled classrooms, seminar halls, smart classes, library, Divyangjan facilities and other support facilities. Fully-equipped computer labs, communication and language labs, Audio-Visual Studio with Broadcast devices, Lecture Capturing Systems, Editing Software, LED projectors, LED-Commercial displays with and facilities to develop e-content for LMS. Massive renovation of its building was undertaken during the last five years.

Budget is earmarked annually based on the recommendations of respective department heads. Institute spends majority of the allocated budget for infrastructure enhancement such as library, ERP Software, Solar Power Plant, fire and safety mechanism, Mass Communication Studio. Besides regular electricity system, provision of 30 KVA Online UPS is installed for Uninterrupted power supply along with 625VA Generator. Institute has

made provisions for safe drinking water for students and staff members by installing water filters and water coolers on each floors including cafeteria.

The Institute has substantial infrastructure for sports and other extracurricular activities like Gymnasium, Yoga. It has a fully automated library using Koha-ILMS software for managing operations of library. The library has vast collection of books of all disciplines, Journals, CD-DVDs, Kindle E Reader facilities and includes E-database; Ebscohost eBooks, J-Gate and Indiastat statistical, in additional the institute has an Institutional Membership of DELNET, National Digital Library of India (NDL), e-Shodhsindhu. The Digital library is made on Dspace open-source software which is available for research and document digitalization. Remote access is provided to students and faculty even beyond working hours.

The Institute has 165 computers, 45 Laptops, 2 HP Servers, 10 projectors, 48 Printers, 04 Scanners, Proprietary and Open source software, with adequate student-computer ratio with over 100Mbps bandwidth for internet connection. The regular maintenance and upkeep of the infrastructure facilities and equipment is done through AMCs (Annual Maintenance Contract) and by our staff/ technicians.

Student Support and Progression :

The Institute provides students with an enabling learning environment, provides opportunities for academic and cultural growth, addresses needs and grievances of students and supports students with financial aid for education. Guidance and counseling sessions are arranged for students to prepare them for the competitive job market and also for clearing national and international eligibility exams for higher education. The Institute has an active and functioning grievance redressal cell for students and also has a students anti-ragging committee, which take care of the emotional wellbeing of students on campus and in hostel.

Students are encouraged to pursue sports and cultural activities and actively participate in intra and inter college competitions. The Institute arranges sports and cultural events for students, which are planned and organized by the student-led sports committee. Students of IIHMR Delhi are represented in administrative committees of the Institute like Internal Quality Assurance Committee, Internal Complaints Committee for Prevention of Sexual Harassment at Workplace, Library Committee, Student's Grievance Redressal Committee, Institute Level Anti Ragging Committee. Students are trained in leadership and soft skills to enable them to become effective managers and leaders. Students are also part of the placement committee who work closely with the placement cell and help in the placement process and related activities. The Institute involves students in celebration of national days of health importance in arranging awareness activities in the field practice area and virtual programs for the larger audience. The students also lead the production and release of Synapse which is the e-newsletter of IIHMR Delhi.

The Institute has a registered Alumni Association who are well connected and meet regularly and are also represented in administrative bodies of the Institute. The Institute frequently organizes Alumni talks and platforms for interaction of alumni and students. The alumni members guide the students on placement and internship opportunities, participation in innovation related activities that contributes to overall development. Alumni members always extend their support to the institute and its students in their current professional capacity, including supporting for student placement. Alumni members also make financial contributions to the IIHMR Delhi Alumni Fund.

Governance, Leadership and Management :

IIHMR-Delhi focuses on its vision and mission of promoting excellence in research, education and training with humane values and social commitment. It has well-stated perspective plans for institutional development that are carried out in consensus with the stated policies and practices for quality assurance.

The institutional leadership has distinct administrative structure that encourages transparent, decentralised, participative and consultative approach between the management and the stakeholders to achieve the mission and goals of the institution. The various statutory bodies, departments, committees, and centres ensure that faculty and students are provided ample opportunities to hone their leadership skills and realize their potential.

Fair measure of autonomy is granted to research, training and academic departments to function proactively through planning, consultation, execution and reporting. The Management board meticulously analyzes and allocates budget to the respective departments. Effective internal coordination and monitoring mechanism is the hallmark of the institution's administrative procedures. The institution plans human-resource requirements, recruitments and welfare for congenial work environment. EPF, Medical insurance, Mediclaim and Gratuity welfare are provided to all.

To enrich the competency of its faculty, 40 professional-development-programmes were organised. 9 faculty members were given financial support to travel abroad for international programs. Adopting a well-regulated and standardized mechanism of Performance-Appraisal Reviews, Departmental Performance Audits and a stringent vigilance on academic schedules, student discipline and regularity has made for holistic and quality of education. Faculty welfare measures, appraisal mechanism, audit mechanism, fund mobilization processes are in place as per standard operating procedures of the institute.

The IQAC coordinates all the quality-related activities by integrating the various activities of the institute and ensuring the adoption and dissemination of good practices. Feedback received from the stake-holders is considered for continuous review and revision of policies/strategies/methodologies which are relevant to the changing needs of higher education, research and training. Participation in various academic institution surveys, NBA, NIRF ranking, and preparing progress reports is undertaken.

The institution has developed a democratic and well-organized management system. The management committee is well represented by teaching and non-teaching members. ERP (LMS) system is being implemented for effective participation and decentralisation for daily activities in the institution.

Institutional Values and Best Practices :

We have an approach to have a green, eco-friendly campus, energy conservation in the institution. All these proclaims the nature perspectives of the institution towards the outside world, and its moral values. IIHMR-Delhi strives to be a model institution for the world, to be an institution of future to meet guidelines under National Education Policy 2020.

Gender sensitization is an integral part of the educational process at IIHMR, both in curricular and co-curricular aspects with dedicated focus on women empowerment. The campus is barrier free and disabled-friendly with ramps, wheelchairs, disabled friendly washrooms, alexa, etc.

The Institute has a Clean and Green Policy along with Energy Policy to promote sustainable environment with its green-campus initiatives and maintain a pollution-free green and clean campus. It manages solid, liquid, e-waste according to government norms. Regular third party audits are undertaken and their suggestions followed scrupulously. Solar energy panel, use of LED bulbs and Rain Water Harvesting pit, and use of Sewage treatment plant and washrooms reflect the institutional efforts towards environmental and energy conservation.

The Eco-Club Group instills environmental ethics among the students and conducts various awareness and environmental promotion programs like Free Pollution Checkup, Tree plantation drives, Swatch Bharat, guest lectures on hazards of plastics etc. both in the campus and beyond the campus.

Inclusiveness, integration, equity and harmony are the corner stones of the administrative and academic vision of the Institute. Students are sensitised on constitutional values, citizenship roles and responsibilities through dynamic participation in programs like ABHA card generation, Vigilance week, Constitution Day. The campus culture is ever vibrant with celebration of national and international commemorative days, events, and festival to offer multidimensional learning experiences to the students and staffs in order to instil a sense of nationalism in them.

All our efforts have been instrumental in conserving resources such as water, electricity and papers as reflected in the institutional investment as running costs.

Profile

BASIC INFORMATION

Name and Address of the College	
Name	INTERNATIONAL INSTITUTE OF HEALTH MANAGEMENT RESEARCH
Address	Plot - 3 Sector - 18A Dwarka
City	New Delhi
State	Delhi
Pin	110075
Website	www.iihmrdelhi.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Director	Sutapa Bandyopadhyay	011-30418900	9910028889	011-30418909	director.delhi@iihmrdelhi.edu.in

	Neogi				
IQAC / CIQA coordinator	Ashok K Agarwal	011-45795308	9560400592	011-30418909	akagarwal@iihmrdelhi.edu.in

Status of the Institution

Institution Status	Self Financing

Type of Institution

By Gender	Co-education
By Shift	Regular

Recognized Minority institution

If it is a recognized minroity institution	No

Establishment Details

Date of Establishment, Prior to the Grant of 'Autonomy'	18-08-2008
Date of grant of 'Autonomy' to the College by UGC	01-01-1970

University to which the college is affiliated

State	University name	Document
No contents		

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	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks

AICTE	[View Document](#)	03-07-2022	12	First Approval by AICTE was granted on Twenty Eight June Two Thousand Eight and Approved by NBA and AIU in year Two Thousand Seventeen

| **Institution/Department programme** | | | | |

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?	Yes
If yes, name of the agency	National Centre for Disease Control Government of India
Date of recognition	24-09-2019

Location and Area of Campus

Campus Type	Address	Location *	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Plot - 3 Sector - 18A Dwarka	Urban	1	1000

ACADEMIC INFORMATION

Details of Programs Offered by the College (Give Data for Current Academic year)						
Program Level	**Name of Program/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
PG Diploma recognised by statutory authority including university	PGDM,Post Graduate Diploma In Management	24	Graduation	English	180	147

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				3				7				11
Recruited	0	3	0	3	5	2	0	7	7	4	0	11
Yet to Recruit				0				0				0

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				34
Recruited	20	14	0	34
Yet to Recruit				0

Technical 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				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	1	0	0	0	0	1
Ph.D.	0	3	0	5	1	0	6	3	0	18
M.Phil.	0	0	0	0	0	0	1	0	0	1

PG	0	0	0	0	0	0	0	1	0	1
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers

Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers

Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	0	0	0	0	0	0	0	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	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
	15	7	0	22

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

Program		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	4	38	0	0	42
	Female	21	84	0	0	105
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	2	0	2
	Female	5	2	4	3
	Others	0	0	0	0

ST	Male	0	0	0	0
	Female	2	0	0	0
	Others	0	0	0	0
OBC	Male	6	6	4	3
	Female	15	9	9	6
	Others	0	0	0	0
General	Male	41	30	24	24
	Female	82	74	66	70
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		151	123	107	108

Provide the Following Details

Number of Programs	UG programs not covered under the Autonomous status of UGC	PG programs not covered under the Autonomous status of UGC	Professional Programs offered	Self-financed Programs offered	New Programs introduced during the last five years
	0	1	0	0	0

EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Post Graduate Diploma In Management	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Our institute is well positioned to address the complex and multidisciplinary/ interdisciplinary challenges of today's health sector. Having a diverse team of faculty from a range of disciplines, including public health, management, non-communicable disease, reproductive and child health, mental health, human resource management, disaster management, demography and population sciences, anthropology, quality management, and healthcare Information Technology, it provides a wealth of knowledge and expertise that can be leveraged to create effective and innovative solutions. IIHMR Delhi is taking a comprehensive and interdisciplinary approach to its academic work. Our academic programs are also

	interlinked with allied departments (non health sectors) like administration, legal and regulatory bodies, environment, water and sanitation (WASH). These efforts provide a holistic learning environment highly conducive to the requirements of National Education Policy (NEP).
2. Academic bank of credits (ABC):	We are following the choice-based credit system to allow our students to select the respective streams i.e. Hospital Management/ Health management and Healthcare IT Management. IIHMR Delhi is committed to adopting the Academic bank of credits which is reflected in the Strategic Plan developed for the Institute. The plan would be shared with the Academic Advisory Committee before implementation.
3. Skill development:	Our Institution is investing in in-house skill development for our faculty, students and staff. Certain programs to this end include trainings on use of statistical software, use of tools for conducting systematic reviews, economic analysis etc. By making these resources available in-house, our faculty, staff and students have access to the necessary tools that enables them to effectively perform their tasks. We have a field practice area and outreach site, which is acting as a valuable resource for program management skill development. We are also providing hands-on experience in real settings to prepare our students and staff for the complexities and challenges of managing programs in diverse and dynamic environments. Posting of students for summer training and dissertations also enhances their skills and prepare them as a better workforce. Working in a professional setting helps our students to understand the expectations and demands of the workplace, as well as develop important professional skills, such as communication, collaboration, and time management.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Our educational programs are often delivered in bilingual mode, with instructions being given in both English and Hindi. Use of mixed language is encouraged based on the students' level of comfort and understanding. The presence of different faculty members with proficiency in different languages is a thoughtful approach to accommodate the needs of students and ensuring that they receive effective instruction in a language they are most comfortable with. For example during our teaching if our students are not able to follow English, we involve other faculty members to paraphrase them in local languages viz. Odia, Tamil, Bengali, Punjabi etc. We offer various programs/ trainings in hybrid mode based on the requirement of the participants and the

	programs. IIHMR Delhi celebrates various Indian festivals to expose students to Indian culture. Celebrating festivals is an important aspect of cultural identity and can provide students with a sense of belonging and connection to their heritage.
5. Focus on Outcome based education (OBE):	The programme outcomes and course outcomes are the core of purposeful education. Our academic curriculum is designed to cover all the three-learning domains such as cognitive, affective and psychomotor through learning classification system as attributed in Bloom's Taxonomy. All the components such as 'remember', 'understand', 'apply', 'analysis', 'evaluate' and 'create' are considered. Program Outcomes (POs), and Course Outcomes (COs) are framed following extensive consultation with all faculty and stakeholders, in strict conformity with the objectives of Outcome Based Education (OBE).
6. Distance education/online education:	COVID-19 pandemic has required educational institutions and training programs to move online. Online education has proven to be a flexible and convenient option for many students and professionals who are unable to attend in-person classes. IIHMR Delhi is one of the many institutions that has adapted to the changing circumstances by offering online certificate programs and executive programs in subjects such as Supply Chain Management and Hospital Management. By offering these programs online, IIHMR is providing students and professionals an opportunity to continue their education and develop new skills. The Fellow Program in Management and the Executive Post Graduate Diploma in Public Health Financial Management are also being offered with a blended learning system, which combines online and in-person learning. This approach provides students with the best of both worlds and helps them to acquire the knowledge and skills needed to succeed in their careers.

Institutional Initiatives for Electoral Literacy	
1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Electronic Literacy Club at IIHMR Delhi is at a nascent stage. However, IIHMR Delhi is well-equipped to adopt any new initiatives regarding its students' welfare. The Institute is in the process of creating a platform to engage students through interesting activities and hands-on experience to make them aware of their electoral rights.

2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Students and faculties at the Institute are enthusiasts and multitaskers. It believes that the new beginning of the Electronic Literacy Club will start with an open hand like diverse other clubs presently working here.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	IIHMR Delhi is determined to create an environment that is more inviting to underrepresented minorities, women, and socioeconomically underprivileged students. IIHMR Delhi believes that a student support campaign is key to make them aware beyond their socio-economical boundaries. Therefore, the Institute regularly organises awareness and sensitization programmes on different health-related and social issues. To keep in mind the importance of voting, we will surely plan to organise more innovative programmes and initiatives based on electoral rights.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	IIHMR Delhi has long been committed to research and innovative work to inform action, gather evidence for theories and contribute to knowledge development. However, no research or project work has been conducted showing the students' contribution to advancing democratic values and participation in electoral processes, as the Institute's area of interest lies in health research and management studies.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	All of the courses run by the IIHMR Delhi are for post-graduation level. Therefore, most students are aged more than 18 years and are already enrolled as voters. However, to keep in mind the importance of electoral rights, we organise sensitization programmes. Since students come from different states, they are given leaves to enrol themselves as voters if they have not enrolled till then. Special leaves are provided to students during elections to visit their states and cast their votes.

QIF

1.Curricular Aspects
1.1 Curriculum Design and Development
1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.

Answer:

IIHMR as an institution has the distinction of being the first institution nationally that formalized a program on health and hospital management. IIHMR-Delhi was setup in 2008 in response to the growing needs of sustainable management and administration solutions critical to the optimal function of healthcare sector both in India and in the Asia-Pacific region.

IIHMR has always followed the norms prescribed by AICTE. IIHMR Delhi is guided by an able team of dedicated teachers and professionals who have contributed significantly to the health care sector. They are represented in several committees including Management Board, Governing body, and Academic advisory council (AAC). We are mandated to update them about the overall curriculum through annual review meetings. Suggestions and recommendations emanating from such meetings have helped us to review the existing curriculum and revisit them to align as per the local/ national/ regional and global needs.

There is a formal process of periodic review of the curriculum by the in-house faculty. Additionally, experts are invited from academia and industry (through IQAC) and discussions held to review the contents. Deliberations are made to revisit program outcomes and program specific outcomes and accordingly amend course outcomes. Course outcomes and programme specific outcomes are matched with the needs of Outcome Based Education. Based on the revisions suggested, presentations are made before the AAC for final approval and thereafter incorporation into the curriculum done. Since the grant of approval in 2008, this institution, has been successful in making significant need- based changes to accommodate the growing needs within the ambit of the prescribed curriculum. Additionally, we seek feedback from all our stakeholders, i.e., students, alumni, recruiters and parents to improvise the academic curriculum.

Some such revisions include reduction in credit hours devoted for classroom teaching and strengthening practice focussed teaching by increasing field exposure visits, adopting field practice/demonstration site and streamlining summer training and internship opportunities by collaborating with eminent partners/ organizations and hospitals.

IIHMR Delhi adopted the Choice Based Credit System (CBCS) in the academic session 2008-09. The institute also offers value added courses like Communicative English, Life Coping Skills, MS-Excel, Grant proposal writing, Income Tax e-filing, The science of wellbeing, Corporate Readiness, GIS mapping and spatial analysis, Implementation science, Manuscript writing since 2017-18.

Courses like life coping skills and Corporate readiness through its simulations give a real life feel, much before the student enters the harsh workplace. Our courses on Income tax e-filing, Conflict management, Applied data science with Python and data visualization pave the way for self-employment and entrepreneurship.

As a result of the kind of rigour our students go through, they become eligible and interested for higher education and research in their chosen field. Economic mobility becomes a possibility. With the strong value base created in the institution, they go on to become responsible citizens handling challenges both at the micro and macro level. The scientific temperament, rational thinking and analytical and logical reasoning help the students to be the torch bearers on the path towards a better planet.

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

Answer: 100

1.1.2.1 **Number of all Programmes offered by the institution during the last five years.**

Answer: 1

1.1.2.2 **How many Programmes were revised out of total number of Programmes offered during the last five years**

Answer: 1

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of program syllabus revision in last 5 years(Data Template)	View Document
Any additional information	View Document

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Answer: 93.38

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
29	28	28	28	28

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Average percentage of courses having focus on employability/ entrepreneurship(Data Template)	View Document
Any additional information	View Document

1.2 Academic Flexibility
1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.

Answer: 7.28

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

Answer: 11
1.2.1.2 **Number of courses offered by the institution across all programmes during the last five years.**

Answer: 151

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document

Any additional information	View Document

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).

Answer: 100

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

Answer: 1

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.3 Curriculum Enrichment
1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum

Answer:

Our pedagogy understands issues related to gender, environment, values and professional ethics embedded in the course curriculum. We conduct several activities related to Human values and ethics aimed at the development of right values, attitudes, disposition, and character in students. Through the teaching learning process, the following skills, values and attitudes and dispositions are seamlessly integrated into the lives of the learners:

- Focused Skills: Critical thinking, Communication, Creative thinking, Collaborative Skills, Cross-cultural awareness; Computational thinking; Career learning; Self-Reliance
- Focused Values: Fairness, Honesty, Personal and Social Responsibility; Self-awareness
- Focused Attitudes: Enthusiastic; Energetic; Cooperative; Creative; Resilient; Thoughtful; Imaginative; Determined

Following are some examples that integrates such values in the curriculum:

In HEM-714 course title - Disaster Management of *second year* PGDM, we have detailed study on 'environment and sustainable development' whereby the students become alert to environmental threats. They are also being taught about Incident Command System as a framework for disaster management.

In *Organizational Behavior (*CC-607)*,* we teach 'Self and Identity'. The unit deals in development of self-control and gender-based roles. The curriculum includes organizational psychology. We teach the topic of values in which generational value differences are being explained in context of different countries.

In Health & Development CC-601 we help the students to understand the complex relationships between Poverty and health, Inequality between developed and the developing world, analysis of multi-disciplinary evidence on global health issues and interventions for policy analysis and Human Development Index. In CC-606 'Demography and Population Sciences' all units from unit 1 to 5 deal with the populations change in response to the interplay between fertility, mortality, and migration and future projections. Students are initiated to a deeper understanding of Indian social dynamics focusing on Gender Equality and Women Empowerment.

In the module of Global health (HEM-707), the students are also given the exposure regarding the importance of development vis-a- vis health by inclusion of Sustainable Development Goals (SDGs). SDGs recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests.

One of our strengths i.e. Healthcare finance (CC- 611) imparts professional ethics through its rich syllabus including accounting and role of health managers. In Introduction to Health Information Management (CC-616) we equip the IT learners with managerial skill-set.

We highly value these important portions of the syllabi and try to cultivate gender equity, professional ethics Environment and Sustainability, Human Values through befitting activities on the campus.

1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.

Answer: 15

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
3	3	3	3	3

File Description	Document
List of value added courses (Data Template)	View Document
Brochure or any other document relating to value added courses	View Document
Any additional information	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Answer: 96.14

1.3.3.1 **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
254	208	197	170	138

File Description	Document
List of students enrolled	View Document
Any additional information	View Document

1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)

Answer: 96.11

1.3.4.1 **Number of students undertaking field projects / internships / student projects**

Answer: 247

File Description	Document
List of programs and number of students undertaking field projects / internships / student projects (Data Template)	View Document
Any additional information	View Document

1.4 Feedback System
1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from

1) Students, 2) Teachers, 3) Employers,

 4) Alumni

Answer: A. All 4 of the above

File Description	Document
Any additional information	View Document
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	View Document

1.4.2 The feedback system of the Institution comprises of the following :

Answer: B. Feedback collected, analysed and action taken

File Description	Document
Any additional information	View Document

2.Teaching-learning and Evaluation
2.1 Student Enrollment and Profile
2.1.1 Average Enrolment percentage (Average of last five years)

Answer: 79.44

2.1.1.1 **Number of students admitted year-wise during last five years**

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
151	123	107	108	79

2.1.1.2 **Number of sanctioned seats year wise during last five years**

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
180	180	120	120	120

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Answer: 100

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years**

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
18	18	12	12	12

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.2 Catering to Student Diversity
2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Answer:

The Institute follows student centric approach in teaching learning process. The curriculum is designed to cover all the three-learning domains such as cognitive, affective and psychomotor through learning classification system as attributed in Bloom's Taxonomy. All the components such as remember, understand, apply, analysis, evaluate and create are considered.   This is primarily achieved through the regular classroom teachings, field studies, project works and seminars/presentations. Hands on research experience has been provided to the students through our field practice area. Seminars and industry projects are a part of the academic curriculum.

Methods like Group discussion, Focus Group Discussion, Video Analysis, Role Plays, and Peer learning has been adopted for enhancing participative learning among students. Case studies and caselets have been used by the faculty members to enhance the decision-making skills of the students.

Case study methods are used extensively to impart problem solving attitude and aptitude. These are based on the experiential learning of faculty members drawing from their vast real time experiences. For such activities, the students are divided into small groups. Time is allocated to discuss and deliberate on the problem statement and come up with some innovative solutions and suggestions. At the end they are asked to make presentations for wider discussions.

Apart from these, the students are exposed to the periodic industrial visits and study tours for hands on training and practical exposure. These are pre planned and objectives are set beforehand in discussion with the industry partners. The students have to observe and interact with the concerned officials. The findings are synthesized in the form of a report and discussed with their mentors at the Institute.

We get a mix of students from varied backgrounds. For those whose communication skills need improvement, language proficiency and soft skill trainings are arranged. Similarly, for those who are less technology savvy, special computer-based trainings are organized to enhance their technical as well as employability skills.

Furthermore, faculty members adopt different innovative methods beside their regular lecture method. Interactive learning classes reflect through the use of e-learning methods, projectors, slide modulators and virtual classroom. Regular workshops are arranged on different academic activities, socio-cultural issues to encourage scientific spirit and thinking among the students and to make them conscious about their social responsibilities.

Due to the pandemic, face to face classroom interaction which is an integral part of teaching learning process had taken a back seat. But, in order to cater to this necessity of the students, our institute adopted online classes through different online classroom platforms. E-materials, lecture videos and various online assignments were also provided by the faculty members for better understanding.

To stay abreast with latest developments and advancements in the field, it is encouraged to collate news items from media and journal reports and display them for wider readership. This student led activity instils a sense of responsibility and accountability. Besides, they are also responsible for developing and publishing a quarterly newsletter 'synapse' that highlights the key activities of the Institute as well as any relevant news/ policy/ program.

2.2.2 Student - Full time teacher ratio (Data for the latest completed academic year)

Answer: 14.28

File Description	Document
Any additional information	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

Answer:

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2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Answer:

The biggest challenge is to capture student's attention, conveying ideas effectively and making them understand the concepts in clarity. IIHMR Delhi believes that integrating technology into the classroom is an effective way to connect with all the students. The institute is equipped with ICT tools (interactive classrooms, LCD projectors and computers with internet connectivity). The classrooms are smart classrooms with multimedia facility. Every classroom has internet facility as the whole campus is wi-fi. Students can access the internet from anywhere in the campus. Total 120 computers are available in the labs and library equipped with latest software. Students practice and learn data analysis con these computers that complements various course modules.

Faculty members employ different aids like Power point presentation, videos, films, Ted talks, pictures in their class to make it more interactive. This method helps in the growth of creativity and imagination among the students.

Concurrent assessments for some modules are conducted online in the middle of the session to assess their attentiveness during the class. During the period of lockdown, examinations were also conducted online utilizing a smart technology-based application. This was to limit unfair means during examinations.

For some modules, brief talks/ videos of experts/ best practices available online are utilized. These are used to initiate discussions on key topics.

There are provisions to record every lecture based on the needs of the students. These are shared with them on special request.

There are computer labs available on the campus that are utilized for software-based classes eg. Biostatistics, data management etc. The students get hands on experience of using commonly available softwares for problem solving. Some of the Value-added courses such as systematic review and meta-analysis utilize online tools such as Revman, Cochrane, Prospero etc.

Our library has an online access to several learning resources that are shared with the students. Some of them can be accessed from computers from the campus only. For this purpose, some computers are stationed in the library to ease the process of learning. We have also upgraded our library to provide remote access to certain resources that are essential for holistic learning. This gives the students an opportunity to utilize the library resources optimally to support them in enhancing their knowledge and complete assignments beyond working hours. Our team from library and IT are available to fix any problems that the students might face while accessing.

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Answer: 14.28

2.3.3.1 **Number of mentors**

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Answer: 18

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll	View Document
Circulars pertaining to assigning mentors to mentees	View Document
Any additional information	View Document

2.3.4 Preparation and adherence of Academic Calendar and Teaching plans by the institution

Answer:

The Director/Dean of the institute addresses the newly admitted students to make them aware of various facilities, rules and regulations, academic and extracurricular activities. After the induction/orientation, students are provided with the student's handbook containing detailed information of the course contents and rules of the institute. The handbook also provides comprehensive information about various committees including anti ragging committee and grievance redressal committee. The academic department at the institute prepares academic calendar and share with all the faculty members and students along with day planner. The academic calendar specifies the teaching learning schedule of the academic year and examination dates.

The academic calendar follows a prespecified order and format that is discussed with the faculty before finalizing it. The faculty members are informed in advance about the schedule to enable them to plan their

schedule (related to research/ training/ workshops). Most of the modules are taught by a team of 2 inhouse faculty (one course coordinator and the co-coordinator), with supplementation of few sessions by external faculty and arranging field visits as deemed appropriate. These are taken into consideration while preparing the academic calendar. The faculty members consider the academic schedule while planning for their research, training and consultancy. In case of unavoidable circumstances that require coordinator's time commitment the co-coordinator takes over and vice versa.

The calendar indicates tentative examinations dates, mandatory field visit dates, holidays, festivals etc. Faculty members follow the teaching plans for the completion of courses. It is mandatory for the students and the faculty members to adhere to the academic calendar for the completion of academic activities.

    Examination cell prepares schedule of End term examination, and announcement of the results. Students are being informed about the question paper pattern of the term examinations. Examination controller, Dean Academics & Student Affairs along with Director of the institute pass the examination result before the final announcement.

Due to the pandemic many planned activities like, conduction of seminars, workshops, conferences, field visits, awareness programmes etc. couldn't be conducted. But the institute had organized various webinars and workshops during the pandemic period for the overall development of the students.

The director ensures regular conduction of meetings of various committees for better functioning of the admission, academic, and co-curricular activities.

2.4 Teacher Profile and Quality

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

Answer: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Answer: 100

2.4.2.1 **Number of full time teachers with *Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit.* year wise during the last five years**

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
18	15	12	12	12

File Description	Document

Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Answer: 7.84

2.4.3.1 **Total experience of full-time teachers**

Answer: 141.08

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms
2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

Answer: 30

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
31	35	31	25	28

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document

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

Answer: 7.49

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
27	13	17	8	9

File Description	Document
Number of complaints and total number of students appeared year wise	View Document
Any additional information	View Document

2.5.3 IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in Examination Management System (EMS) of the Institution

Answer:

The institute has adopted trimester examination system. Students are required to appear for the internal assessment which is for 30 marks and the rest 70 marks during the End-term examination. Apart from the regular examinations the students are also evaluated on classroom assignments, viva, seminar presentations etc.

The Course Coordinator is responsible to conduct the internal assessment. S/he assesses the students based on a combination of all or a few of the following activities:

- Class assignment,

- Practical work,

- Group discussion,

- Individual or group presentation

The Course Coordinator is free to conduct a written paper with short answer questions or multiple-choice questions. The procedure adopted by the Course Coordinator is informed to all students and the Examination cell.

The responsibility of preparing questions, conducting examinations and evaluating the answer scripts of examinations are done under the supervision of Examination Cell. Setting up of question papers has largely been the responsibility of the faculty coordinator. Inherent biases pertaining to teaching and evaluation by the same faculty were highlighted by IQAC. It was suggested that setting of question papers or evaluation of answer sheets be done by an external resource person. Deliberations were held in faculty meetings to resolve the problem to the extent possible. Based on their recommendations, it was decided that question papers be set by an external resource person and evaluation be done internally to begin with. In due course, both will be eventually done by external resources. The same was approved by the Academic Advisory council.

A set pattern is set for question papers for comprehensive assessment. Earlier, it was left to the course coordinators to frame their own. This led to a great deal of heterogeneity in the pattern of question papers without conforming to the rubrics ie. Assessing knowledge, skills, analytical component and application of theory into practice. In order to overcome this issue, we now issue guidelines to the paper setter and also check if those are adhered to.

So currently, setting of the questions paper is done by the external experts and evaluation of the answer scripts is done by the faculty members themselves. The experts are identified by the Academic Dean in consultation with the Director. The question papers are run through the Moderation committee constituted by the Controller of Examinations, IQAC member and the course coordinator to assess the suitability of the questions. Not more than 20% amendments are permitted. The Controller of Examination oversees the entire process and maintain due confidentiality throughout the process.

The process of course outcome assessment is by direct or indirect method. The direct method consists of Internal Examinations and End Term Examination. The indirect assessment is done through the course end survey.

The Institute has purchased ERP to automate all the departments. Presently, the institute is automated with upgraded software (Coll-Poll).

A time bound strategy is strictly maintained for the publication of the results in End term examination. Results of internal assessment is announced within two weeks of the examination and results of End-term examination is being published with an average duration of 30 days after the exams.

After the publication of results students can seek a revaluation of their answer sheets if needed. The answer sheets are preserved and documented for further clarification and use. The institute examination cell, Dean (Academics & Student Affairs) and Director take the responsibility and monitors the mechanism throughout the Academic year.

2.6 Student Performance and Learning Outcomes
2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Answer:

The Institute is approved by All India Council of Technical Education (AICTE) and considering the regulations of AICTE the institute has been undertaking well thought-out and coordinated efforts for designing and disseminating the POs, COs and PEOs for the academic programs.

Program Outcomes (POs), and Course Outcomes (COs) are framed following extensive consultation with all faculty and stakeholders, in strict conformity with the objectives of Outcome Based Education (OBE). Following the achievement of consensus, the information is extensively disseminated and popularized via various methods described below.

- Uploaded on website
- Discussed during meetings with employers
- Displayed in library
- Sensitized during Induction Programs
- Discussed in faculty meetings
- Discussed in alumni meetings
- Displayed in prominent places such as Director's office, Dean's office, classrooms, corridors where mobility of students is more

The faculty members provide information to students, raise awareness, and stress the importance of achieving the goals. Specified skill requirements are to be met by students at the micro level and by the end of the programme known as POs. The POs are normally prepared by the programme coordinators in cooperation with course coordinators in a participative approach.

Following method is used by the institute to communicate the learning outcomes to the stakeholders.

- The institute syllabi and learning outcomes of all the programmes are available in the academic departments for the faculty members and the students. These are also placed in the college website for ease of access by faculty members, students, and other stakeholders.
- The feedback on the POs and COs has been taken on the regular intervals from all the stakeholders to make it more realistic and effective.

- Moreover, the faculty members have been oriented for the COs and POs during the faculty meetings also.

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Answer:

The programme outcomes and course outcomes are the core of purposeful education. These are measured through internal assessment, End term Examination and assignment, viva and attendance. Attainment of programme outcomes is measured through internal assessment (30%) and End term Examination (70%).

After completion of post-graduation, students become ready to make their mark in the healthcare sector with their management and research skills. Most of the students get jobs in the big corporate hospitals, NGOs, National Health Missions, National Health System Resource Centre, Research organizations and health IT organizations. The scope for higher studies also increases as students go for Ph.D. or fellow program in management at national and international universities.

Each course contains a set of Course Outcome (COs) and evaluation criteria that must be met. The course results are mapped to the Program Outcome (POs). Through the mapping of questions to COs and COs to POs, the students' performance on examinations over the semester in each course is utilized to compute the level of achievement of the POs

The process of course outcome assessment is by direct or indirect method. The direct method consists of Internal Examinations and End Term Examination. The indirect assessment is done through the course end survey.

The following figure shows the process of CO-PO mapping

CO_PO Mapping.docx

The CO-PO mapping shows how a CO is complementing different POs. The COs of each course are mapped to POs with weightages of 3 (Strong), 2 (Medium) and 1 (Weak). **It is not compulsory that every CO will be related to all the POs.**

Rubrics are framed for the assessments:

The attainment of each CO is computed by setting the class average mark as the target. The question papers also cover all the COs in a course.

Assessment of COs:

CO Attainment.docx

A course result should satisfy at least one or more of the program's outcomes. These are the abilities, knowledge that students can display after course completion. CO attainment is calculated using the percentage of pupils who score over 60% in each measured criterion.

Attainment of PO:

All of the courses that contribute to the PO are recognized and are assessed using both direct and indirect assessments through the COs. The degree of achievement of each CO is compared to the specified targets for each course, and if they are not met, faculty offers ways to improve it such as extra reading material, more discussion,, video lectures etc.

PO Attainment.docx

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Answer: 92.45

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

Answer: 98

2.6.3.2 **Total number of final year students who appeared for the examination conducted by the Institution.**

Answer: 106

File Description	Document
Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template)	View Document
Any additional information	View Document

2.7 Student Satisfaction Survey
2.7.1 Online student satisfaction survey regarding teaching learning process

Answer: 3.46

File Description	Document
Upload database of all currently enrolled students	View Document

3.Research, Innovations and Extension
3.1 Promotion of Research and Facilities
3.1.1 The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented

Answer:

Research policy was developed with a vision to establish IIHMR Delhi as one of the hubs for research and practice that will help attain academic excellence in public health and hospital management. The interdisciplinary teams of faculty and research staff constitute an enabling environment for learning and professional growth and development. The policy document outlines the activities and facilitates conduct of research in accordance with the principles of ethics. It offers clear guidance in operationalization of research i.e. proposal development, implementation, reporting and publication of findings for all.

IIHMR spares no efforts to ensure that all the research activities are conducted as per ethical guidelines. IIHMR has an Institutional Review Board, which is recognized by Department of Health Research(DHR), Government of India and constituted by external and internal experts from multiple disciplines. Complying to the DHR guidelines, IIHMR had organized training in Research Ethics for all the IRB members and faculty. The IRB reviews all the faculty research projects for compliance to research ethics before field activities are initiated. A Committee has been set up for reviewing all the student research proposals as well – Student Research Board.

Under the leadership of Dean (research), faculty are encouraged to develop proposals depending on their areas of interest. Collaborative research projects are also distributed among the faculty members based on their willingness. During the past five years, IIHMR faculty had done a total of 27 research projects from external funding, out of which 12 were funded by government agencies such as Indian Council of Medical Research, Department of Science and Technology, etc. The combined budget of the projects was Rs 1470 lakhs. There is a thrust on implementation science and policy and program relevant research. Past few years have witnessed increased students' participation in institutional research activities.

The faculty also published 125 articles, 17 books and book chapters. The average citation per paper has increased from 0.5 to 2.3, and average citation per faculty from less than 1 to 13.3 over the past 5 years.

In addition to the external grants, an internal grant (seed money) of upto Rs 15 lakhs is earmarked every year for facilitating investigator initiated research and publications. IIHMR also conducted corporate trainings and consultancies for international and national organizations and generated a revenue of Rs 326.02 lakhs during the past five years. Participation in these trainings from more than 30 countries reflects the increasing global footprints. IIHMR conducted research methodology related 27 faculty development programmes to build capacity of faculty to conduct research projects and consultancies.

Faculty members contribute towards the research agenda of the country by participating in several committees that evaluate projects and proposals. Some of them are also serving in the Editorial Board of reputed journals.

The faculty research projects are related to assessments, evaluation, interventions implementation and operations research, funded by national and state governments, non-government organizations as well as international agencies. The multi-disciplinary faculty members with strong research competencies have boosted evidence-driven and program-relevant research in the recent years.

File Description	Document
URL of Policy document on promotion of research uploaded on website	View Document

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

Answer: 4.61

3.1.2.1 **The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).**

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
9.83	2.30	4.63	2.92	3.37

File Description	Document
List of teachers receiving grant and details of grant received	View Document
Any additional information	View Document

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

Answer: 0

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
List of teachers and their international fellowship details	View Document
Any additional information	View Document

3.2 Resource Mobilization for Research

3.2.1 Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)

Answer: 1470.25

3.2.1.1 **Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)**

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
446.44	91.70	769.39	26.96	135.76

File Description	Document
List of project and grant details	View Document
Any additional information	View Document

3.2.2 Percentage of teachers having research projects during the last five years

Answer: 60.87

3.2.2.1 **Number of teachers having research projects during the last five years**

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
13	7	5	8	9

File Description	Document
Any additional information	View Document
Link for additional information	View Document

3.2.3 Percentage of teachers recognised as research guides

Answer: 0

3.2.3.1 **Number of teachers recognized as research guides**

Answer: 00

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document

3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years

Answer: 100

3.2.4.1 **Number of departments having Research projects funded by government and non-government agencies during the last five years**

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	1	1

3.2.4.2 **Number of departments offering academic programes**

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	1	1

File Description	Document
List of research projects and funding details	View Document
Any additional information	View Document

3.3 Innovation Ecosystem
3.3.1 Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.

Answer:

IIHMR, since inception has successfully produced highly skilled industry ready health professionals with managerial capabilities and innovative blend of mind through its well-crafted course curriculum and knowledge dissemination around emergent technologies and data analytics (DA), having high significance to modern healthcare systems.

IIHMR set up its incubation and entrepreneurship cell in 2020 to promote this culture. Discussions were held on several occasions with Senior Management to initiate activities. We had an MOU with Entrepreneurship Development Institute of India (EDII) to foster such an environment. Webinars were organized where our

students also participated. To further provide a boost to such activities, we had another MOU with IIHMR Foundation housed in Jaipur that was created solely to support start ups and incubators.

As per the directives from Ministry of Education (MoE) under Institution's innovation council (IIC 5.0) initiatives, the incubation cell was upgraded to innovation councils and has been registered in year 2022. It has members represented by faculty, students and industrial consultants with specific roles and responsibilies. It is with an aim to provide a common platform to interact, besides nurture the budding entrepreneurs towards innovative avenues and various other opportunities in healthcare industry. Our association with industrial representatives and consultants has helped in establishing a centre for innovation with industrial collaborate like working with:

- Embebo, a start-up in MedTech domain having developed the emerging technologies driven Mobile App and web portal to measure the vital parameters of a person using camera sensors and AI, wherein we have successfully performed the field test and helped them to recalibrate it further. This association has further helped in establishing a industry-academia bonding and creating jobs for healthcare professionals from our institute.
- 2H, a startup in digital measurement equipment in medical diagnosis to measure the blood parameters. In single invasive use, one can find out the anemia and other blood related diseases using small digital measuring device developed and produced in India.
- Wadhwani International, is collaborating with IIHMR to develop AI based solutions for anthropometric measurements for early detection of malnutrition in child 0-6 years.

Few of the IIC initiatives like entrepreneur talks, online sessions on design and innovative thinking with innovation in mind and start-up innovators interaction were organized during our placement drives so as to inspire and make our students understand the start-up culture. The student council of our innovation cell is actively participating in incubation centre establishment, with an objective to handhold budding entrepreneurs and start-ups specially from healthcare domain. Our effort is to establish a cohesive ecosystem to nurture new innovations in our institute. Therefore, our futuristic stride is to attract best talents and innovators by establishing an incubation centre. We are also planning to establish the social-media campaigns with an objective to help our students get best technology interface in our institute and make them understand its various utility in healthcare domain. Our course work includes industrial and field visits to facilitate knowledge and innovation to our students, as it drives a way to think innovative and creative, it also will align the students towards new implementations across the industry.

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development during the last five years.

Answer: 27

3.3.2.1 **Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development year-wise during the last five years.**

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
8	8	3	4	4

File Description	Document
List of workshops/seminars during last 5 years	View Document

| Any additional information | View Document |

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following:

1. Inclusion of research ethics in the research methodology course work

2. Presence of Ethics committee

3. Plagiarism check through software

4. Research Advisory Committee

Answer: A. All of the above

File Description	Document
Any additional information	View Document

3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/ supervisors provided at 3.2.3 metric) during the last five years

Answer: 0

3.4.2.1 How many Ph.Ds are registered within last 5 years

Answer: 00

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

Answer: 48

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
URL to the research page on HEI web site	View Document

3.4.3 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Answer: 9.06

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
26	35	26	17	21

File Description	Document

List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

3.4.4 Number of books and chapters in edited volumes / books published per teacher during the last five years

Answer: 1.23

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
10	0	6	1	0

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	View Document

3.4.5 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

Answer: 152.76

File Description	Document
Bibliometrics of the publications during the last five years	View Document

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

Answer: 16

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document

3.5 Consultancy
3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Answer: 326.02

3.5.1.1 **Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
119.09	28.82	67.29	74.12	36.7

File Description	Document
List of consultants and revenue generated by them	View Document
Any additional information	View Document

3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).

Answer: 12.2

3.5.2.1 **Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)**

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
0.80	0	0	11.4	0

File Description	Document
List of facilities and staff available for undertaking consultancy	View Document
Any additional information	View Document

3.6 Extension Activities

3.6.1 Extension activities are carried out in the neighbourhood community,-sensitising students to social issues, for their holistic development, and impact thereof during the last five years

Answer:

As a healthcare institution, IIHMR Delhi actively engages in extension activities, sensitising students to social issues for their holistic development. During the last 5 years, the major extension activities for the students included providing opportunities to interact with community houselholds and members on a variety of issues, engaging them in health promotion and disease prevention activities such as screening camps, ensuring their participation in blood donation activities, facilitating celebration of National Health Programme days and instilling in them the importance of protecting the environment.

IIHMR has obtained approval from Delhi Government to set up a field practice area in Goyla Dairy, a semi-urban, residential sub-locality of Dwarka, South-west District, New Delhi. The PGDM students of the institute frequently visit the area to conduct assessments of community health needs, to generate awareness of the community on important national health programmes and initiatives etc. A significant recent development in this regard was the opportunity provided to the students of IIHMR Delhi to be part of the Ayushman Bharat Digital Mission (ABDM) and Ayushman Bharat Health Account (ABHA) initiatives by National Health Authority (NHA), Government of India. Our students became part of the digital revolution by creating awareness about ABDM and ABHA and helping people of the field practice create ABHA accounts.

Our students uphold the importance of the disease control programmes of Government of India by commemorating the international/ national days of public health importance. For example, on National Womens' Day in 2022, our students gave a stirring performance on a skit entitled 'Aakhir Kyon", highlighting the importance of womens' issues and gender sensitivity.

Our students conducted Nukkad-Natak on World No Tobacco Day (31st May 2022) in a resettlement colony in the South-west part of Delhi. The people in this area are in deprived conditions with a lack of proper health

facilities, waste disposal, transport, clean drinking water and sanitation facilities. Deprivation being a major determinant of tobacco use, it becomes imperative to spread awareness among such populations.

The students also celebrated World AIDS Day (01 December), World Leprosy Day(30 January), World Mental Health Day (10 October) highlighting the major achievements of the related national health programmes and the challenges ahead. World Patient Safety Day (17 September) is celebrated with great fervour by our students every year, where they develop posters and display in a community setting.

Last, but not the least, our students have enthusiastically participated in multiple activities to highlight the importance of protecting the environment. They have planted trees, done cleanliness drives and cyclothones, showcasing their strong support for this important cause

3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years

Answer: 2

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	01	01

File Description	Document
Number of awards for extension activities in last 5 year	View Document
Any additional information	View Document

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Answer: 29

3.6.3.1 **Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
5	6	5	9	4

File Description	Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document
Any additional information	View Document

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Answer: 86.08

3.6.4.1 **Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
154	223	156	169	142

File Description	Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document
Any additional information	View Document

3.7 Collaboration

3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

Answer: 6.6

3.7.1.1 **Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work**

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
16	2	3	9	3

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Any additional information	View Document

3.7.2 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)

Answer: 25

3.7.2.1 **Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years**

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18

13   1   1   7   3

File Description	Document
Details of functional MoUs with institutions of national, international importance, other Institutions etc during the last five years	View Document
Any additional information	View Document

4.Infrastructure and Learning Resources
4.1 Physical Facilities
4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Answer:

With an objective to impart quality education as per the curriculum requirements and norms of statutory/regulatory bodies, IIHMR has developed adequate infrastructure and physical facilities for teaching-learning. viz., classrooms, laboratories, computing equipment etc.

Classrooms: IIHMR has developed ICT enabled classrooms that include digital podiums, Interactive display screen, Switchers to broadcast multiple display and swapping of the screens. Each classroom is equipped with LAN connectivity both Wired and Wireless along with Audio systems including mixers, amplifiers, speakers, Gooseneck and Collar Mics. Moreover, LED projectors, motorised screens and biometric attendance machines are also present, enabling students to mark and track their physical presence in the classes, creating conducive learning environment. The Institute has 8 classrooms and 2 tutorial rooms for learning and teaching activities.

Laboratories: The Institute is driven to achieve research and innovation excellence and emphasises on creating conducive atmosphere for its students to conduct research and gain hands on training.

Labs are centrally air conditioned and well equipped with laboratory facilities and latest configuration desktops PC, Network equipments, Webcams and Headphones for communications and other educational activities. Though it is essential to have 60 computers, asper the AICTE, IIHMR has more than 120 desktop workstations in computer labs.

Computing Resources or Equipments: Since computers and fast speed internet access are essential to teaching and learning process today, IIHMR provides ubiquitous access to information and network services. The Institute has the latest computing resources deployed in the infrastructure which includes the Sophos Next Gen XG 330 firewall devices, that controls and manages the authentication based secured internet access across the campus and outside campus through secured Virtual private network.

Moreover, IIHMR has 160+ dedicated nodes of Desktop PC's, 45+ Laptops, 45+ Printers, 1 Plotter, 1 Xerox Machines, and dedicated biometric machines in each classroom.

Library: IIHMR Delhi Library acts as an integrated Knowledge Resource Centre, and is equipped with books, periodicals, references, national and international journals. The library has access to e-resources subscriptions such as Shodhganga, Koha Library automation software, Turnitin software for anti-Plagiarism, digital library (created on DSpace) and remote access.

Wi-Fi Enabled Campus: IIHMR Campus is connected via WIFI for seamless video conferencing and surfing activities.

Student support facilities: IIHMR Delhi has girls' and boys' common room which offers students space to conduct orientation programme and activities.

Software's:

1. **Education ERP:** IIHMR Delhi uses Leaning management system (CollPoll) a Cloud based centralized system that carries out conducive learning and keeps track for the faculty, students, and subjects/ modules. Apart from LMS, there are several other facilities available for faculty to seek support from various service desks through Campus help centre - which is a dedicated portal with ticketing support facility linked with concerned departments like Academics, Library, placements, Information technology among others.
2. **Liqvid English:** The purpose of this software is to develop Communication skills among the students of IIHMR. IIHMR has developed a dedicated communication lab for students to enhance their verbal and written communication skills along with their interview preparation, placement, etc.

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

Answer:

IIHMR aims to provide a conducive environment to enable integrated development of body and mind of the learners, thus ensuring all round development of the students.

Cultural activities and facilities: IIHMR Staff and students organize and participate in various cultural activities such as foundation day, Sport week, nukkad natak, teachers' day, Festive celebrations, and various other events like Freshers party, in and outside the campus throughout the year. This also helps showcase and nurture their inherent talent and artistic expression. Institute also facilitates its students with the decoration materials, audio-video equipment's, and support for the event.

Sports facilities: IIHMR campus has indoor and outdoor game facilities for its students and staff members. These includes Badminton court and Table Tennis table. Students and staff also participate in engaging indoor games such as carromchess etc

Annual Cultural Event: IIHMR Delhi organises foundation day and convocation day annually. Apart from these, many other activities are also organized as per the calendar such as Teachers Day, Independence Day, Constitution day and so on.

Annual Sport Weeks: IIHMR celebrates its Annual sports week in the month of August. Students, faculty and staff members all actively participate in these activities Sport activities that are organised include Cricket matches, Volleyball, Football, Basketball, Badminton, Table Tennis, Arm wrestling, Carrom, Thug of war, Health Run, Chess and various other sports.

GYM and YOGA Facility: IIHMR Delhi encourage its students not only for academics but also motivates them to stay healthy and fit, and also develop mindfulness and self-awareness. The institute has infrastructure for yoga and meditation in which students take part in yoga classes for mental and physical wellbeing and participate in yoga day. The Institute has a dedicated state of the art gymnasium for the students. Equipment like Tread Mill, butterfly, chest bar, cycle, lifting weights and various other gym equipment's have been installed for the students to carry out various exercises.

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Answer: 100

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

Answer: 9

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

Answer: 8.06

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
85.99	45.13	54.83	26.63	9.53

File Description	Document
Upload any additional information	View Document

4.2 Library as a Learning Resource
4.2.1 Library is automated using Integrated Library Management System (ILMS)

Answer:

Library: IIHMR Delhi Library acts as an integrated Knowledge Resource Centre, and is equipped with books, periodicals, references, national and international journals, covering all aspects of academic studies and research material. The library has access to e-resources subscriptions such as Shodhganga, Koha Library automation software, Turnitin software for Plagiarism check and many others.

The objective of the library is to provide its users with the current information on research carried out in the areas of healthcare and other related areas. Also, other resources of general and academic interest are available thus enabling the Institute to achieve excellence in teaching, learning, research, and community services. Remote access is provided to students and faculty even beyond working hours.

The Institute has fully automated library using ILMS software Koha which houses a vast collection of books of all disciplines, The library has a state-of-the-art collection of books of all disciplines, precisely 7854 volumes 5069 titles, 68 national/International Journals, CD-DVDs 413, Bound Volume 974, Kindle E Reader facilities and e-books in DELNET and INFLIBNET for various fields such as Health Management, Hospital Administration, Health Economics and Finance, Public Health, Healthcare IT, General Management, Management Information Systems, Population Studies, Demography, Research Methodology, Sociology, Economics, Computer Science and other general management areas, from where the users can borrow the

required books as per rules. Digital library is made available for research purposes which has a seating capacity of more than hundred.

The library has a well-balanced collection and provides user-friendly services and easy-open access facilities to the readers. To focus on quality information, we receive more than 100 National and International periodicals and magazines related to professional management and research. In addition to a few periodicals of general interest, as well as six newspapers published around the globe, the library collection includes CD-ROM and databases, from India and overseas, like Pro-Quest Health Management, Indiastat, Delnet, National Digital Library, J-Gate Database, EBSCOhost e-books and Ebrary.

4.2.2 Institution has access to the following:

1. e-journals

2. e-ShodhSindhu

3. Shodhganga Membership

4. e-books

5. Databases

6. Remote access to e-resources

Answer: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Answer: 4.72

4.2.3.1 **Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)**

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
6.17	1.45	6.45	5.53	3.98

File Description	Document
Details of annual expenditure for purchase of and subscription to journals/e-journals during the last five years	View Document
Any additional information	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Answer: 49.82

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

Answer: 137
4.3 IT Infrastructure
4.3.1 Institution has an IT policy covering wi-fi, cyber security, etc., and allocated budget for updating its IT facilities

Answer:

Hardware/Software Upgradation, Maintenance & its Uses:

IIHMR frequently upgrades its IT assets as per new industry standard by purchasing Smart LED displays for conducting various online meetings and classes. New and latest configuration Laptops and desktops are purchased for both faculty and staff for smoothly conducting daily activities.

Earlier AMC services from third-party vendors were hired for regular maintenance of IT hardware and related assets deployed at IIHMR. During the last three years, IIHMR has invested in upgrading the computing infrastructure with latest gadgets such as desktops, laptops, printers, WIFI enterprise level solution and other peripheral devices.

Moreover, old and dated computing and tech resources are being upgraded as per current industry standards. For maintaining the old computing resources, IT division has tied up with service providers, OEMs, and other contractual services.

For new Tech requirements, IIHMR invites quotations from multiple vendors for quality product at minimal price and then only places order for maintenance of the computing resources.

At IIHMR, we have a well-maintained IT Lab for students where we have deployed more than 100 systems with latest configuration desktops PC's and printers which can be leveraged by students to enhance their learning capabilities.

Adequate systems with webcams and headphones and printers have been assigned in Communication Lab where the students can enhance their communication skills verbal and written using Liqvid English communication software which is a cloud-based platform available on web and mobile app technology.

IIHMR have subscribed for several paid licensing-based software which are utilised by students, faculty, etc.

M365 Microsoft Cloud solution, Tally Enterprises solution, Collpoll Education ERP, Liqvid English Edge Communication software, Alumni Management Software (VAAVE), BUSY Accounting Software, SOPHOS Antivirus Licenses and Next Gen

Advanced Firewall Licensing, ZOOM Video Conferencing software, are some of the software commonly used here.

Wi-Fi and Network Connectivity: IIHMR Campus is connected via Wired and WIFI over LAN for seamless video conferencing and surfing activities. We have adequate number of Access Points deployed within the premises.

All the staff and students utilise the WI-FI service by requesting the IT Department.

Network Connectivity is excellent as we have 2 ILL Connections, from Reliance JIO & Bharti Airtel. Jio is our primary source of network providing 100Mbps and backup line of 25 Mbps from Bharti Airtel.

Sophos Next Gen XG 330 firewall device is deployed for management of user traffic, Bandwidth, Security management of network and also manages the authentication based secured internet access across the campus and outside campus through secured Virtual private network (VPN).

Condemnation of IT computing resources:

Each IT asset has a life span. Recently, 98 desktop computers, 4 laptops, 3 printers, 1 physical server, and 34 pieces of network equipment are disposed.

Company called E-Waste Recyclers, India has been given the responsibility of discarding the above items. The company has also certified IIHMR for our efforts in contributing towards a greener environment.

4.3.2 Student - Computer ratio (Data for the latest completed academic year)

Answer: 2.14

File Description	Document
Upload any additional information	[View Document](#)

4.3.3 Bandwidth of internet connection in the Institution.

Answer: ≥50 MBPS

File Description	Document
Upload any additional information	[View Document](#)

4.3.4 Institution has the following Facilities for e-content development

1. *Media centre*
2. *Audio visual centre*
3. *Lecture Capturing System(LCS)*
4. *Mixing equipments and softwares for editing*

Answer: A. All of the above

File Description	Document
Upload Additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)

4.4 Maintenance of Campus Infrastructure

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

Answer: 3.73

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)**

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
19.78	17.39	21.49	15.56	13.48

File Description	Document
Upload any additional information	View 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.

Answer:

Laboratories (Subject/ Computer Center/ Language Lab):

IIHMR has a well-defined policy and system in place for the maintenance and utilization of all its physical and academic facilities

More than 100 computer systems with latest configuration have been deployed for students, which can be leveraged to enhance their learning capabilities and conduct their day-to-day tasks which includes practical assessments, report writing, prepare presentations as per the curriculum requirements.

We also possess a Language Lab well equipped with headphones and webcam so that the students can improve their communication skills.

Softwares like R-Studio and EndNote commercial reference management software package for faculty, have been installed in some of the systems, so that the students and faculties, and research staff can conduct research and perform statistical analysis to manage or operate the data sets.

Enabling fast internet access, both LAN connectivity and Wi-fi facilities are enabled in the Laboratory with CCTV cameras. Printers are also available in the laboratories so that the students can make the utmost use of the resources.

Sports Facilities and ground maintenance:

At IIHMR, various sports activities are carried out throughout the year for the students and the staffs members

Sports like badminton, cricket, table tennis, carrom, chess, football etc are played in our campus. A well maintained gymnasium is also present where the students are provided with physical training.

Additionally, we have indoor facilities for games like table tennis, carrom, chess and games like badminton, cricket are played outside.

House Keeping of classrooms, laboratories and the entire institute campus:

At IIHMR, we consider house-keeping as essential services, as it provides a clean, comfortable, safe and aesthetically appealing environment to the students.

The House-keeping department has been established for proper maintenance of classrooms, laboratories and entire campus. The classrooms are cleaned twice daily along with the computer lab and English lab.

The computers and other IT peripherals at the laboratories are also cleaned thoroughly under the supervision of concerned department.

Moreover, the restrooms of the institute are also cleaned twice daily, to maintain increased hygiene and cleanliness.

The overall maintenance of the building fabric, furniture, fittings, plants and equipment are the duties of house-keeping department.

IT Facilities:

At IIHMR we have a well-maintained IT Lab for students where we have deployed more than 100 systems latest configuration desktops PCs, so that the students can perform their practical assessments, report writing and prepare presentations as per their curriculum requirements. 35 systems with Webcams and Headphones have been installed in the Communication Lab where the students can enhance their verbal and written communication skills using Liqvid English communication software which is a cloud-based platform available on web and mobile app technology. 4 printers have also been deployed in the Computer Lab, so that the students can take print outs for their handouts or presentations or any other relevant documents.

Earlier AMC services from third-party vendors were hired for regular maintenance of IT hardware and related assets deployed at IIHMR. During the last three years, IIHMR has invested in upgrading the computing infrastructure with latest gadgets such as desktops, laptops, printers, WIFI enterprise level solution and other peripheral devices.

Moreover, old and dated computing and tech resources are being upgraded as per current industry standards. For maintaining the old computing resources, IT division has tied up with service providers, OEMs, and other contractual services.

For new Tech requirements, IIHMR invites quotations from multiple vendors for quality product at minimal price and then only places order for maintenance of the computing resources.

IIHMR has also subscribed for several paid licensing-based software which are utilised by students, faculties, and other staffs of IIHMR.

These softwares include M365 Microsoft Cloud solution, Tally Enterprises solution, Collpoll Education ERP, Liqvid English Edge Communication software, Alumni Management Software (VAAVE), BUSY Accounting Software, SOPHOS Antivirus Licenses and Next Gen Advanced Firewall Licensing, ZOOM Video Conferencing software, are some of the software commonly used at IIHMR.

Electrical Maintenance:

At IIHMR, Electrical maintenance undergoes a service that involves everything from installing equipment to inspecting and diagnosing any faults with the equipment to servicing and repairing faulty electrical equipment. We have 24*7 electricians deployed at the campus to look over the electrical services.

The entire electrical connectivity and setup is carried out under the supervision of the concerned department. The entire sound system and lighting activity is also carried out by the electrical department.

Garden:

At IIHMR, we have a beautiful and well-maintained garden.. Garden and lawn maintenance is carried out throughout the year.

We have professional gardeners who carry out gardening activities like weeding, lawn-care, trimming trees and hedges etc. for beautification of the garden.

Canteen:

IIHMR also has a well-maintained and hygienic canteen where different cuisines are prepared as per the demand of the students. The food menu is finalized by the committee and the items are prepared as per the menu.

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 last five years

Answer: 0

5.1.1.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution and non-government agencies during the last five years

Answer: 21.36

5.1.2.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
71	38	48	44	20

File Description	Document
Upload any additional information	View Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	View Document
Institutional data in prescribed format	View Document

5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability

1. Soft skills

2. Language and communication skills

3. Life skills (Yoga, physical fitness, health and hygiene)

4. Awareness of trends in technology

Answer: A. All of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document

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

Answer: 69.96

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
238	189	188	68	59

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

1. Implementation of guidelines of statutory/regulatory bodies

2. Organisation wide awareness and undertakings on policies with zero tolerance
3. Mechanisms for submission of online/offline students' grievances
4. Timely redressal of the grievances through appropriate committees
Answer: A. All of the above

File Description	Document
Upload any additional information	[View Document](#)
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	[View Document](#)
Details of student grievances including sexual harassment and ragging cases	[View Document](#)

5.2 Student Progression
5.2.1 Average percentage of placement of outgoing students during the last five years

Answer: 92.3

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
98	97	87	68	57

File Description	Document
Upload any additional information	[View Document](#)
Self attested list of students placed	[View Document](#)
Details of student placement during the last five years	[View Document](#)

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

Answer: 0

5.2.2.1 **Number of outgoing student progressing to higher education.**

Answer: 0

File Description	Document
Details of student progression to higher education	[View Document](#)

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Answer: 58.1

5.2.3.1 **Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, *etc.*))**

year-wise during last five years

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
4	4	2	0	1

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
6	7	3	0	1

File Description	Document
Upload supporting data for student/alumni	[View Document](#)
Number of students qualifying in state/ national/ international level examinations during the last five years	[View Document](#)
Any additional information	[View Document](#)

5.3 Student Participation and Activities

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

Answer: 19

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
06	02	04	01	06

File Description	Document
Number of awards/medals for outstanding performance in sports/ cultural activities at inter-university / state / national / international level during the last five years	[View Document](#)
e-copies of award letters and certificates	[View Document](#)
Any additional information	[View Document](#)

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

Answer:

IIHMR Delhi is committed to all-round development of students including building leadership skills among the students.

Representation in academic and administrative bodies

Students of IIHMR Delhi are represented in the following administrative committees of the Institute:

1. Internal Quality Assurance Committee
2. Institute Level Anti Ragging Committee
3. Internal Complaints Committee for Prevention of Sexual Harassment at Workplace
4. Library Committee
5. Student's Grievance Redressal Committee
6. Cultural Committee

At the beginning of the session, the 'terms of reference' of these committees are discussed with the students. They are then asked to nominate themselves for various posts depending on their willingness to contribute meaningfully. After that the students elections are held at the Institute and members elected for various posts.

Thereafter they participate in the meetings of different committees. The feedback given by student representatives of these Committees is implemented in continuous quality improvement of the Institute.

Leadership training

Students are provided training in leadership and soft skills during first year to enable them to become effective managers and leaders. They are continuously involved in diverse activities to inculcate in them skills for organizing events, networking with relevant stakeholders, participating as representatives of an Institute, and team building exercises.

Student placement

Students of IIHMR Delhi are part of the placement committee, with few students being designated as placement committee representatives. They work closely with placement cell of the institute to identify potential recruiters, and organizations for internships and dissertation as well. They also participate in coordinating the placement process by arranging pre placement talks, streamlining the interview process and announcement of final results. Their involvement helps us in timely communication of the feedback to the students as well.

Sports and cultural committee

IIHMR Delhi encourages students to actively participate in sports and cultural activities. Students form their Sports Committee and Cultural Committee and organize sports week and other cultural events like Foundation day, Teachers day, Diwali celebrations, etc. Their responsibilities include participating in the process of identification of 'Guests of honor', conduct of the event, anchoring during the event, dissemination of the event to alumni, distributing prizes and awards.

Synapse Committee

Synapse is the e-newsletter of IIHMR Delhi which is released once in two months. The Synapse committee includes students who lead in the design and release of the newsletter, which features campus events, news headlines and other academic and research activities by students.

Celebration of National days

Students are actively involved in the observation and celebration of National Health Days in the Institute as well as in our field practice area and other virtual programs for the larger audience. Every year, some 10 to 12 important national health days are celebrated by the students, staff and faculty members of the Institute.

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Answer: 2.2

5.3.3.1 **Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.**

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
3	1	3	2	2

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Number of sports and cultural events / competitions organised per year	View Document

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 other support services.

Answer:

IIHMR Delhi has a registered Alumni Association, which was established in 2010. The latest election was held in October 2022 and the current alumni association includes 12 members. IIHMR Delhi Alumni Association is registered under the Societies Registration Act XXI of 1860.

Alumni meetings

The Alumni of IIHMR Delhi have quarterly meetings. A formal event is also organized every year to bring together alumni, current students, faculty and staff of the Institute. The last Alumni meet Samvayan was organized in December 2021 and the upcoming meet is scheduled for February 2023.

Alumni representation in institutional committees

IIHMR Delhi alumni member representatives are part of institutional committees like Internal Quality Assurance Committee. They also guide the student representatives on issues such as enhancing academia industry interface, placement and internship opportunities, participation in innovation related activities that contributes to overall development.

Student alumni interaction

The institute frequently organizes Alumni Talks for students where IIHMR Delhi alumni members are invited to address the current batch students and guide them regarding academics, career prospects, etc. The alumni

members are also kept updated regarding institutional activities through the Synapse e-newsletter and each issue is shared with all previous alumni batches by the Synapse committee.

Alumni contribution

Alumni members always extend their support to the institute and its students in their current professional capacity, including supporting for student placement. Alumni members also make financial contributions to the IIHMR Delhi Alumni Fund.

5.4.2 Alumni financial contribution during the last five years (in INR).

Answer: B. 10 Lakhs - 15 Lakhs

File Description	Document
Any additional information	View Document

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

Answer:

Vision

IIHMR is a premier institute in health management education, training, research, program management and consulting in the health care sector globally. The Institute is known as a learning organization with its core values as quality, accountability, trust, transparency, sharing knowledge and information. The Institute aims to contribute for social equity and development through its commitment to support programs which aiming at poor and the deprived population.

Mission

IIHMR Delhi is an institution dedicated to the improvement in standards of health through better management of health care and related programs. It seeks to accomplish this through management research, training, consultation and institutional networking in a national and global perspective.

IIHMR is a flat organization. Its nature of work requires team work as health is multi-dimensional. The autonomy of the faculty is an essential feature of IIHMR. The collective leadership as opposed to command and control structure provides the optimum basis for teaching and learning. The independence of faculty and their participation in decision making is adopted through their involvement in various committees for smooth and decentralized governance. Accountability and autonomy are essential features in the institute. Decision making is generally collective through various committees where the faculty and staff are the members and involved in taking decisions. Generally, the approach of the management is based on counselling and advising. The outcomes of the decisions are reviewed at the appropriate level and corrective actions are taken.

The director has decentralized the work at the institute to Dean (Academic & Student Affairs), Dean (Research), Dean (Admissions & Accreditations) and Dean (Training). The Deans are empowered to take administrative and financial decisions as per their 'terms of reference', approved financial budget of their

department activities and as per the Institute rules through proper channel. The Dean's position in the Institute is rotational.

Each faculty design their annual activity plan in consultation with the Director of the institution which focusses on key result areas on which their performance will be evaluated.

 All the Institute department heads such as Administration & HR, Finance, IT, Library, Academics, Research and Trainings submit their respective budgets to the Director. Discussions are thereafter held with each Department separately in presence of the Deans to have a realistic assessment based on the performance of the previous years and expected budget through activities in the coming year. The budget is finally placed before the Management board for their approval. The final decisions are communicated to the respective Departments. Each Department is then responsible for executing the planned activities and keeping an account of the expenditure. In case any additional activities/ expenditures are incurred, a formal approval is sought from the Deans and finally from the Director.

6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management.

Answer:

IIHMR practices decentralization and participative management to achieve excellence by involving faculty, staff and students in all its activities at various levels. It has a well-designed organizational structure with different bodies and committees and well-defined processes to provide leadership and manage different functions and initiate timely action, in tune with its vision and mission.

IIHMR Delhi has been a step ahead in promoting decentralised functioning with the one of the glaring case studies on International Collaborations generated by the Institute. Some of the examples are illustrated below:

The Director in consultation with the faculty members and management has created an atmosphere of institute first; before individual first policy. Nine faculty members and one senior research officer had been provided an opportunity in the last academic year to travel abroad for purpose of showcasing their skills, knowledge sharing and exchange.

IIHMR Delhi had conducted International Management Development Programs (MDP) where participants from National Health Mission Odisha had visited Mahidol University, Thailand for a week. The batches were accompanied by Prof and Dean Research (Dr. Preetha GS), Prof Anandhi Ramachandran, and assistant professors Dr. Sumant Swain and Dr. Sidharth Sekhar Mishra. The faculty members were there for smooth conduct of course, knowledge imparting, and management. This is one of the examples of decentralised leadership where the director entrusted the responsibility of International exposure to junior faculty members (assistant professors) under the guidance of senior faculty (professors).

In a similar activity, couple of faculty members were part of the Training Needs Assessment (TNA) for Timor Leste in association with the country office of World Health Organization. Dr. Nikita (Associate professor) and Dr. Sumesh (Associate Professors) were facilitated by the institute to travel to Timor Leste for a period of ten days and conduct interviews. They also conducted the pilot training on leadership and general management for the doctors in Timor Leste that was appreciated by the Ministry. Showcasing a good team at IIHMR Delhi has paved the way for participating in formulating the National Training Policy for Timor Leste.

Dr. Rupsa Banerjee (Assistant Professor) and Dr. Anuj Kumar Pandey (Senior Research officer) were provided full travel grants to visit Sri Lanka for Silver Jubilee South Asia Federation pf Obstetrics and Gynecology (SAFOG) Congress for a period of three days. Again, this highlighted decentralised leadership where the junior faculty members were given the platform to showcase their skills at international level.

Faculty members are involved in participating in several meetings organized by Government and non Government partners and donors. This is to impart exposure to faculty members and learn about the ongoing policy discussions and priorities of the country.

Students have been provided letters of recommendation and support from the institute to apply for International Universities for higher studies and also student exchange programs are being undertaken to enhance the same. Even placements in international organizations have touched around 10% in the year 2021-22.

These are few examples where the decentralised functioning was conducted in the domain of International collaborations.

6.2 Strategy Development and Deployment
6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Answer:

IIHMR-Delhi is committed to country's vision to upskill health-professionals. Its performance with regards to the key strategies are as follows:

Strategic goal	Progress
Strengthen and Expand Evidence Based Research Portfolio	Increased publications, increased citation-per-faculty(<1to13.3) and per-paper (0.5to2.3)
Widen the scope of Institute as recognized global capacity building hub	International exposure, academic collaboration with global academic partners and Universities
Strengthen IIHMR Brand-recognition through Social Recognition	Field-practice site established with Government support
Get recognized as a think-tank and knowledge hub	Large collaborative implementation-research based grants received, increased number of sanctioned projects
Adopt practices for continuous advancement in academic/research sector	IQAC created and meets regularly, course curriculum revisions, Increased industry-academia-interface, new initiatives (Environmental health, innovation cell)

One of the institutional mandates is to **increase collaboration with the Government**.   In the past 5 years, IIHMR has been able to make consistent efforts to build the resilient association with government:

Research:

Since 2017-18, IIHMR-Delhi has undertaken 14 research projects funded by various government agencies, such as Indian Council of Medical Research(ICMR), Dept. of Science &Technology (DST), International Institute of Population Sciences (IIPS), Dept. of Health Research (DHR). The revenue generated from the government projects increased from 15,001,580INR in 2017-19 to 77,196,532 INR in 2019-21.

IIHMR-Delhi has actively supported the government to generate evidence to support programs and policies of the country. The Institute has conducted assessments of government programs such as Public-Health-Management Cadre,Pradhan-Mantri-Matru-Vandana-Yojana(PMMVY), Anemia-Mukt-Bharat, Prime Minister's flagship program.

IIHMR-Delhi is empaneled by *National Health Systems Resource Centres (NHSRC)* to undertake Implementation research, and State-Innovations-in-Family-Planning-Services-Project-Agency (*SIFPSA)*, Uttar Pradesh. The Institute is in collaboration with state Governments of UP, Madhya-Pradesh, Gujarat, Bihar, Odisha, Delhi, Haryana, Punjab for various activities. IIHMR-Delhi has participated in Common Review Mission and National Quality Assurance Standards (NQAS) of Ministry of Health and Family Welfare.

IIHMR-Delhi's *Center for Climate, Environment and Health (CCEH)* has been designated by Govt. of India as a Centre of Excellence under National Programme on Climate Change and Human Health. The institute is represented in civil society outreach activities conducted by National Disaster Management Authority (NDMA).

Trainings:

IIHMR-Delhi collaborated with government organizations in past 5 years, such as Employees' State-Insurance-Corporation(ESIC),National-Institute-of-Disaster-Management(NIDM), NHSRC, MoHFW, and NHMs; trained more than 750 government-professionals. R*evenue generated increased from Rs 31.70 Lakhs (2017-20) to Rs 109.09Lakhs (2020-23).*

IIHMR-Delhi conducted Leadership-and-Management programs for NHM officials. Two international-exposure visits were conducted(2022) at Bangkok on "Public Health Policies & Systems".

IIHMR-Delhi has received 4 grants for conducting Faculty-Development-Programs (2021-22, 2022-2)3 from the prestigious ATAL (AICTE-Training-and-Learning-award).

Academics:

IIHMR-Delhi introduced an online executive-program on ***Public Health Financial Management*** for working professionals of NHM Odisha. Delhi Govt has given formal permission to start Community Outreach Program to support the academic rigor for students.

Our presence has increased placements of students in Government organizations such as NHSRC, State Health Resource Centers, NHMs of Chhattisgarh, Bihar, Kerala to name a few. Students (12 in 2021-23) got the opportunity to work in government projects. 60 students have undertaken their summer training in various government organizations in the last 2 years.

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Answer:

https://www.iihmrdelhi.edu.in/about-us/organogram

IIHMR Delhi has a clearly defined organizational hierarchy and structure to support decision-making processes that are clear and consistent with its purposes and supports effective decision-making. The organizational structure lends itself to sustaining institutional capacity and education effectiveness through involvement of stakeholders in various committees/Boards. The Institute is governed by the Management Board which is the decision-making administrative body of the Institute. The Trustee Secretary is member of the Management Board and Governing Board, which is the advisory body to the Institute. The members of the

Governing Board run the Institution in ethical manner and the terms of reference, by-laws and membership of the institution are well published for consumption of the stakeholders. The Institute is headed by the Director who is the overall in-charge of its functioning.

In keeping with the vision and mission, the Institute functions on three broad pillars of Academics, Training and Research. The key responsibilities of office bearers as mentioned in the organogram is clearly depicted and updated from time to time. In order to promote decentralization of planning and administration, faculty members are assigned administrative roles (Dean) to head each of these three departments. A team of staff support the respective Deans in the operations of the departments. The Institute is run by adequately credentialed staff who work towards realization of the organization's vision and mission. Each step taken towards realization is in sync with the organizational ethos. The staff is sensitized towards the provisions of the 'Code of conduct' of the Institute and its implementation in letter and spirit. The 'Code of conduct' is accessible to all employees at the Institute.

The organizational performance is monitored for its progress towards realization of the stated mission. The Institution follows the principle of easy and efficient decision-making, therefore follows a horizontal reporting system wherein the faculty individually reports to the Director. There are separate bodies for Library, Admin & Human Resources, Finance, Marketing and IT department, which are overseen by the Director of the Institute.

The Institution has constituted several Committees which evaluates, monitors and recommends in respect of various matters related to Institutional capacity, Review, Design and evaluation of course curriculum, Education effectiveness, Research, Examination and evaluation, etc. for sustaining institutional capacity and educational effectiveness. The terms of reference of each Committee are delineated and approved by the Management. External members are part of these Committees for enhancing the broader base and bringing transparency and fairness to the system. The working of the Committees are evaluated with respect to effectiveness at regular intervals, based on which the quorum is updated.

The Institute has a well-structured system for professional development of faculty and staff. Achievements of faculty and staff are recognized with financial and non-financial incentives. A well designed grievance redressal system is in place for students, staff and faculty. All grievances are redressed timely to keep their motivation at all time for their performance efficiency and satisfaction.

6.2.3 Implementation of e-governance in areas of operation

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

Answer: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
Institutional data in prescribed format	View Document
ERP (Enterprise Resource Planning) Document	View Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff and avenues for career development/ progression

Answer:

The Institute has an excellent work culture where both teaching and non-teaching staff have mutual respect resulting in a congenial environment for academic, research and personal growth. The following sections highlight the various activities/ schemes/ opportunities available as a continuous process as a part of employee nurturing in the Institute.

A. Welfare Measures

1. Grant of leaves

All staffs are entitled to casual-leave, earned-leave, restricted holidays, maternity/paternity leaves for eligible staff members. Compensation leaves are offered if the staff is required to work on holidays.

2. Financial Support

IIHMR-Delhi provides support in the form of gratuity, leave-encashment, provident-fund,EPS and leave-travel-allowance. There are facilities for guest rooms in the campus at discounted prices. Health-Insurance (spouse&children-inclusive), personal-accident-insurance, and annual medical check-ups are provided free of cost.

3. Material Benefits

Every faculty and staff is provided with a cabin/ workstation/laptop.

4. Emotional Welfare

IIHMR-Delhi has a multicultural environment in the campus. Staff Grievance Redressal Cell is there to address the issues and grievances of the staff. Spiritual organizations such as Brahmakumari and Heartfulness-Way are invited for initiating the employees in mindfulness and personal development. We celebrate major festivals and have monthly get-togethers to celebrate employees' birthdays. Independence and Republic days are celebrated on the campus.

6. Physical Welfare

To facilitate physical activities, gymnasium, sports activities are in place like sports week, health run, Yoga Day and Delhi Half Marathon.

7. Other benefits exists such as canteen Facility, free wi-fi connectivity, car parking facility, shuttle service to nearby metro station on emergency basis and 24 x 7 Library facility (both in-campus and off-campus)

B. Avenues for Career Development and Progression

1. Capacity Building

- All staff are regularly provided skill-based training within the campus to enhance their skills.
- Financial support to attend Faculty Development Programs and Workshops (external) (IIHMR HR-Policy)
- Research scholars are provided opportunities to take classes to build their teaching skills.
- Seed money for junior faculties to encourage them to undertake research projects

- Employees are nominated to participate in events/ forums/meetings as per their skill set, requirement & domain

2. Higher Education

- Provision of incentives and promotion (as per HR-policy) to the employees enrolled in PhD after completion.
- Motivation to the faculties and research staff to enroll for PhD by granting official permission to attend their mandatory contact classes and utilize Institute resources to complete their PhD.

3. Paper Publications/Conferences

- Financial support to all attend conferences (both National/International) for paper presentation (HR-policy)
- Financial support to faculties and research scholars for publication fees both National & International journals (IIHMR-Research Policy)
- Promoting faculties and research scholars to publish articles in media (newspaper)

4. Administrative Responsibilities

- Every employee of the Institute is delegated some administrative responsibilities to hone their administrative skills. eg coordinating Institute events, participating in accreditation activities, exam duties etc.

5. Institute / self-image building

- Encouraging networking visits (Travel, stay support & on duty leave) to various health departments, colleges, and organizations.
- Showcasing the events, activities, awards, accomplishments of the faculty and staff through Institute social media links

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

Answer: 37.78

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
16	00	05	05	02

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

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

Answer: 7.4

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
15	15	4	3	0

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	View Document
Reports of Academic Staff College or similar centers	View Document
Institutional data in prescribed format	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Answer: 82.22

6.3.4.1 **Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
17	5	20	7	7

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View Document
IQAC report summary	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization
6.4.1 Institution conducts internal and external financial audits regularly

Answer:

The Organization's auditing process is designed to have multiple checks at various stages to ensure the internal as well as external rules, regulations and compliances are followed in the best possible manner.

AUDITING PROCESS

For setting up the process the process and conducting necessary modifications from time to time the Management Board of the organization has constituted a Finance & Audit Committee. The committee ensures that an effective system of internal control, comprising financial, operational controls, compliance and risk management, is maintained and operated.

Various auditors appointments are approved by the committee to ensure internal controls as well as external rules & regulations viz. external agency commitments and statutory compliances. The observations of the auditors are noted, discussed and responded to ensure they are all complied with. Matters raised by the auditors having macro implications on the organization are presented before the committee and are dealt with according to the decision of the committee. Any matter that requires consideration/alteration at policy level, the committee shares the matter with the Management Board with its recommendations.

AUDITORS

Internal Auditors

The organization has appointed an audit manager at Trustee Secretary office, who conducts periodical visits to the institutes at Delhi & Bangalore and monitors the data and Management Information System (MIS) reports received from the institutes on a periodic basis.

For each institute an Internal auditor is also appointed by the management board upon recommendations received from the Finance and Audit Committee every year. The Internal auditors conducts quarterly audit with enhanced emphasis on internal controls of certain departments each quarter along with the financial audit.

External Auditors

Statutory Auditors:

The Organization appoints statutory auditors with approval of the general members upon recommendation of the management board. The external auditors conduct audit according to the applicable statutes to ensure the compliances. They also review and opine on the internal controls in place as well as optimum utilization of the available resources.

Other External Auditors:

The organization often receives the services of the audit teams of associated research organizations across globe to review records and internal control systems to identify improvement areas. Also, from time to time the organization appoints compliance auditors to conduct checks and ensure compliances to the various applicable rules and regulations.

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

Answer: 0

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

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

Answer:

IIHMR's fund management is governed by the regulations defined in the Finance Manual and related guidelines issued from time to time by the Audit and Finance committee and Management.

Budgeting Process

At Stage 1, the funds inflow and outflow are planned through Budgeting process. A participatory approach is followed to prepare the annual budget of the Institute. The deans (academic, training and research) and department heads prepare the budget of their respective departments based on the activities planned for the upcoming year. Similarly, every faculty member is mandated to develop annual activity plan (AAP) linked with the budget. The activity revenue is thus projected. The cost projected of Events/Activity viz. research training, consultancy, academic and departments planned in the AAP are then determined in consultation with the Finance Department.

Ancillary revenue and the other semi variable costs/Fixed costs as well as capital expenditures are projected based on past performance and projection period information available as on date.

Implementation Phase

At Stage 2, the Implementation of the Budget is carried out throughout the financial year in line with the Budget approved by the Finance and Audit Committee and Management Board. Any direct cost involved in additional activities not originally budgeted are approved for payment by the head of the Institute.

Departmental indirect costs are paid in line with the budget as and when due. Any payment exceeding the budget line item is approved by the Trustee Secretary office, Jaipur.

Investment and Banking

Unutilized funds throughout the year are invested as per clauses of the Rules & Regulations of the Organization in the modes specified under section 11 (5) of the Income Tax Act, 1961 with optimum returns based on cash flow projections.

Any shortfall of funds is met by the overdraft facilities availed from the Banking partner post approval by the Trustee Secretary office.

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 visible in terms of – Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)

Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)

Answer:

The IQAC of IIHMR Delhi has institutionalized following two practices:

1. Institutional collaborations for students' exposure
2. Examination process

The brief details of these two practices are given below:

1. **Institutional collaborations for students' exposure**

Networking and collaborations have always been a mandate of IIHMR Delhi. However, most of them were project based for specific tasks. Based on the recommendations of IQAC the current collaborations have expanded the scope of activities to strengthen the academic and research curriculum. There are now avenues to engage students during summer training, internships and dissertation; to invite resource persons a guest/ visiting faculty; to expose students through field visits.

While this used to be a practice earlier, we have streamlined the process now by entering into formal or concrete institutional long term collaborations. These efforts have resulted in better students' placements (packages), international placements (10% of students as per the latest data), setting up of Innovation cell at IIHMR Delhi, and having better interaction with states.

For recent two batches (2020-22 and 2021-2023), the Institute had organized 22 field visits, invited more than 25 experts/alumni to interact with students and held 2 alumni meets. Number of students doing summer trainings have increased manifolds with around 55 students undergoing training in National Health Mission of states like Haryana, Kerala, Punjab, Andhra Pradesh, and Madhya Pradesh in 2022. Additionally, 25 students also had the opportunities of undertaking summer internship in prestigious development organizations like IPE Global, PSI, and CARE Bihar. Thirty three students of these two batches also received stipend for their summer internship. Seven students (3 from 2020-22 and 4 from 2021-23) got the placement in National Health System Resource Centre (NHSRC), an apex technical assistance organization which assist Ministry of Health and Family Welfare at the centre and state level.

1. **Examination process**

The IQAC of IIHMR Delhi has also institutionalized the process of conducting examinations. The Institute, in the past, (owing to its autonomous status) was engaged in conducting the term-end examination where question papers were set by the faculty. Due to paucity in the numbers of faculty members for every subject, it was commonly done by the one who had taught the course.

To avoid the inherent biases resulting from this practice, IQAC recommended that the process be streamlined. The IQAC had suggested to explore the avenues of having a term-end question paper set both by in-house faculty and an external faculty. Accordingly, the examination cell has started approaching faculty members (outside IIHMR Delhi) with a request to provide a question paper for term-end examination. The Controller of Examination in consultation with in-house faculty and referring to both question papers, set out a term-end question paper for each course. Every question paper is reviewed by a moderation committee constituted by the Controller of Examination and relevant faculty members.

The IQAC also had suggested the examination cell to look into the ceiling of marks awarded to students in the supplementary examination. Now, in supplementary examinations, students are not awarded more than 50% marks. However, if the student has failed to appear in the main end term examination due to certified illness or tragedy, exceptions are being made (as per the Guidelines laid down). In such cases, the supplementary examination is considered as main end term examination for that particular candidate and original marks scored are awarded.

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 and recorded the incremental improvement in various activities

(For first cycle - Incremental improvements made for the preceding five years with regard to quality

For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives   )

Answer:

Following are the two examples of teaching learning reforms facilitated by the IQAC:

1. Establishment of community outreach programme
2. Teaching learning process

The brief details are given below:

1. **Community outreach programme**

The Institute had a felt need of having a field practice area or a demonstration site in order to develop and ensure that the students of IIHMR Delhi, who are future health management professionals, have a connect with the community and are able to identify, manage and address key individual and community health needs in the real settings. The IQAC, in its meeting, had emphasized and highlighted the importance of having such a field practice area or a demonstration site. Having the field practice area or a demonstration site not only facilitates in imparting hands-on experience to the students but also facilitates in learning of skills beyond the four walls of an institute and also serves as a platform to hone the skills of students. The Committee had recommended to explore the avenues of establishing one such practice area for IIHMR Delhi. Accordingly, the Institute started the process of looking and establishing a field practice area in Delhi or surrounding areas. In Feb. 2022, the Institute got the approval from the Directorate General of Health Services, Govt. of NCT of Delhi to start its Community Outreach Programme in Goyla Dairy, South-west District. Following establishment of this field practice areas, the students of IIHMR Delhi have started getting good exposure to field based practicum training as the visits to this field practice area are now a part of their academic calendar. It includes two days of visit to the field. These are credit based.

1. **Teaching learning process**

Under teaching learning process and as part of pedagogical improvement, the IQAC has suggested the academic department to review the course structure and its credits. The academic department had reviewed the course structure and associated credit. The whole two-year PGDM course had a total of 174 credit points, which was above the AICTE recommendation. Accordingly, the credit points of the whole course have been reduced to 110 which in turn provided an elbow room to undertake some of the pedagogical innovative initiatives. These initiatives include introduction of Value Added Course (VAC) both in the first year and second year, inclusion of field practice area visit in the academic calendar, more exposure visits to hospital and healthcare organization as part of academic and industry interaction and exchange.

These reforms are strengthening student's skills, in terms of establishing communication with various stakeholders including health care functionaries and community; eliciting information from beneficiaries through formal and informal interactions and interviews on a particular topic; use of technology to collect, manage and analyze data; organizing events at community level for a specific purpose such as general health

checkup, screening of diseases, dissemination of health related messages; and liaisioning with care providers, beneficiaries, management team and decision makers.

6.5.3 Quality assurance initiatives of the institution include:

1. ***Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements***
2. ***Collaborative quality initiatives with other institution(s)***
3. ***Participation in NIRF***
4. ***Any other quality audit recognized by state, national or international agencies (ISO Certification)***

Answer: All of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

7.Institutional Values and Best Practices
7.1 Institutional Values and Social Responsibilities
7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Answer:

IIHMR promotes equal opportunity for men and women in terms of recruitment, administrative, academic and admissions to safeguard the interest of all the students, faculties and staff. Women have been given due credit on meritorious grounds and promoted towards the leadership position; currently the Director and two Deans in IIHMR are women. Gender sensitization workshops are held regularly to promote the significance of equity and equality to all irrespective of gender, caste, creed or religion.

There is no reservation policy for female students during admission as we want to practice gender equality in letter and spirit. Equal opportunities are provided to all the students based solely on merit. To inculcate this sense of gender equality among students and staff a dedicated session is there for the students during induction.

Every year International Women's Day is celebrated to promote the achievements and progression of women in comprehensive development of the institute. Flexible timings are available for the staff, and management is open to suggestions to ensure gender equity at the Institute. Staffs are entitled to avail maternity and paternity leaves.

IIHMR provides the environment for the professional growth and development without any discrimination and provides multiple avenues to the staff and faculties. Regulated policies and procedures designed efficiently for promotions and increments.

Following are some of the activities take up to maintain gender equity.

1. **Safety and Security**- Security guards have been stationed for the safety of women at respective entries and exits in the institute and hostel. CCTV cameras are installed on every floor and at critical sites on each floor. Anti-ragging committee and policy is there in the institute to oversee and monitor security measures. The committees meetup regularly and upgrade their policies for safeguarding the students.

2. **Counselling**- Mentor- Mentee system is there in the institute for guiding the students. Every faculty has 15-20 students for mentoring and counselling over personal and professional concerns. Counsellors are also available weekly for the students and staff. To create more awareness webinars on Prevention of Sexual Harassment Act (POSH) are organized periodically.

3. **Common Rooms**- For the girls dedicated common rooms are available, and vending machines for sanitary pads are also available in wash rooms.

4. **Day Care Centre**- Although there are no designated space for day care centres, faculties and staffs are allowed to bring their children to campus during the holidays or before or after the schools, as and when the need arises.

5. **Girl's hostel**- There are provisions for accommodation for select regular female students. Proper security measures are furnished including CCTV cameras.

6. **Other Information**- Grievance redressal cell is there in the institute to address the concerns and problems of the employees. Open Box policy is also available for the employees, where they can put their views or concerns to the management anonymously.

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

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

Answer: B. 3 of the above

File Description	Document
Any other relevant information	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- *Solid waste management*
- *Liquid waste management*
- *Biomedical waste management*
- *E-waste management*
- *Waste recycling system*
- *Hazardous chemicals and radioactive waste management*

Answer:

IIHMR Delhi has facilities for management of:

1. Solid waste management
2. Liquid waste management
3. E-waste management
4. Waste recycling system

1. **Solid waste management:**

Based on the recommendations of the Swacch Bharat mission, a twin bin system being used to separate recyclable as well as biodegradable waste in the institute. The same being collected by the MCD garbage collector.

As IIHMR is equipped with paperless classrooms and Learning Management System (LMS), paper usage reduced considerably which helps to protect the environment. Faculty, staff and students are provided with laptop/desktop and the entire campus including hostels are Wi-Fi enabled. At campus all correspondence are being done electronically (Online).

At IIHMR, the admissions department is using No Paper Forms to take care of admission activity, and the Placement department is using Coll Poll software and used extensively which has eliminated usage of paper completely thereby contributing to the environment and reducing the impact on wood consumption at large.

1. **Liquid Waste Management:**

Liquid waste is in different forms including sanitary. Sanitary waste typically comes from a home or community and contains human waste and wash water. It includes toilet, bath, laundry, lavatory, and kitchen sink wastes.

At IIHMR, well-constructed and connected drainage systems leading to the closed collection tanks and the tanks are regularly cleaned to avoid stagnation of water.

At IIHMR, we have the sewage treatment plant which is properly maintained and is fully functional. The goal is to deliver much cleaner, more environmentally friendly effluent.

1. **E-waste management:**

E-waste is popularly called as electronic products waste which is nothing but nearing the end of their useful life. Examples of electronic products are Computers, televisions, VCRs, stereos, copiers, and fax machines are common electronic products. Many of these products can be reused, refurbished, or recycled.

At IIHMR, we have many electronic gadgets including desktops and laptops. We invite the government approved E-waste management vendors to submit the quotation for disposal of electronic equipments. Subsequently IIHMR Delhi purchase committee approves the vendor based on the prices at higher side. Then the vendor communicates the date of processing the payment and notify the date for the scrapping activity. Finally, pollution control board provides certificate to the Institute.

Biomedical waste management and Hazardous Chemicals and radioactive waste management:

This is not applicable for IIHMR Delhi as we don't generate any such waste.

7.1.4 Water conservation facilities available in the Institution:

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

Answer: A. Any 4 or all of the above

File Description	Document

| Any other relevant information | View Document |

7.1.5 Green campus initiatives include:

1. *Restricted entry of automobiles*
2. *Use of Bicycles/ Battery powered vehicles*
3. *Pedestrian Friendly pathways*
4. *Ban on use of Plastic*
5. *landscaping with trees and plants*

Answer: B. 3 of the above

File Description	Document
Any other relevant documents	View Document

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

1. *Green audit*
2. *Energy audit*
3. *Environment audit*
4. *Clean and green campus recognitions / awards*
5. *Beyond the campus environmental promotion activities*

Answer: A. Any 4 or all of the above

File Description	Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Answer: A. Any 4 or all of the above

File Description	Document
Any other relevant information	View Document

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

Answer:

IIHMR-Delhi has a vision towards inclusiveness and respects diversity among humans at all levels. It inculcates tolerance and harmony towards the vibrant cultural diversity of India by means of having an all-festival inclusive holiday list for staff and students.

At IIHMR we celebrate different days commemorated to address cross cutting issues like international women's day, Human Rights Day, World Environment Day etc. Faculty members are assigned the responsibility for organizing various educational, awareness and sensitization activities around these days. In total we celebrate approximately 20 different days in a year. Adequate budget is allocated to the faculty along with groups of students (respective mentees) for organizing these days and ensuring maximum participation by all concerned in such activities. This gives an opportunity for everyone to participate in organizing and/or conducting at least 1 event every year. Also, everyone is encouraged in attend festivals and cultural programs in traditional attire. A list of key days celebrated at IIHMR is as follows:

S.No.	Date	Important Days
1	March 8th	International Women's Day
2	March…	Holi
3	March 24th	World TB Day
4	April 7th	World Health Day
5	April 21st	World Creativity and Innovation Day
6	May 31st	World No Tobacco Day
7	June 5th	World Environment Day
8	June 21st	Yoga Day
9	July 11th	World Population Day
10	August 15th	Independence Day
11	August 29th	National Sports Day/ Sports Week
12	September 17th	Blood Donor Day
13	October 10th	National Mental Health Day
14	October-November	Diwali
15	November 14th	World Diabetes Day
16	December 10th	Human Rights Day
17	December 12th	Universal Health Coverage Day
18	December 25th	Christmas/ New Year
19	January 26th	Republic Day
20	February 4th	World Cancer Day

IIHMR Delhi has a code of conduct policy, in place that every staff has to abide by. Every employee of the organization is expected to treat everyone with dignity, courtesy and respect. IIHMR does not discriminate against any person because of their gender, caste religion, age, nationality, sexual orientation, disability or any other trait protected by law concerning any terms of employment such as hiring, promotion, transfer, compensation and benefits.

Sports is an occasion that binds us notwithstanding variables like caste, creed, gender, and socio-cultural background. At IIHMR-Delhi we celebrate Sports week in August every year. It helps not only the students, but also faculty and support staff to ensure inclusivity at all levels. Adequate budget is allocated to make arrangement for food, beverages, equipment and other accessories for the participants.

IIHMR-Delhi prohibits discrimination or harassment in any form including verbal, physical and visual form and has a zero-tolerance policy against any kind of harassment in a work-related situation based on sex, race, colour, caste, religion, ethnicity, nationality, age, physical or mental ability or any other category protected under applicable state and central laws.

IIHMR-Delhi campus has its own Internal Complaint Committee and strictly adheres to the guidelines of honourable Supreme Court of India on the sexual harassment of women at workplace (prevention, prohibition and redressal) Act 2013.

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Answer:

Human Values

IIHMR-Delhi strongly believes that addressing the cross-cutting issues relevant to **Human Values and Professional Ethics** will have a direct impact on achieving the sustainable development of our demographic dividend, and thus the nation. The Institute has therefore integrated crosscutting issues relevant to **Professional Ethics**, **Human Values**, **Environment and Sustainability**, into the Curriculum.

Community Outreach program

- At IIHMR, community outreach activities are carried out by students and faculty that aim to help, uplift, and support communities. Students actively participate in activities that combine community service with academics as it focuses on critical, reflective thinking and civic responsibility.

- #IIHMR Delhi Community Outreach Program was initiated with due approval from the Directorate General of Health Services, Govt. of Delhi. The objective of this program is to develop a connect between future health management professionals and the community to enable them to develop empathy and cross cultural awareness.

Glimpses of some community programs & Events & Celebrations held at IIHMR

- Students of IIHMR Delhi conducted health talks for awareness generation in the community on World Mental Health Day. They addressed anxiety disorders, mental health in children and adolescents, protection against suicide and self-harm.
- Students celebrated WorldNoTobaccoDay2022 at resettlement colonies in Bhatti Mines, Chhatarpur, New Delhi by sensitizing community through nukkad-natak and health-talks. The Quit-Line Number 1800-11-2356 was also flashed during the event. Towards the end of the event, all present at the venue took a pledge to make India tobacco-free.
- *Parakram Diwas:* On the birth anniversary of Netaji Subhash Chandra Bose, IIHMR Delhi celebrates PARAKRAM DIWAS on 23rd January.
- *Blood Donation Camps*: Blood Donation Camps are a great way to save lives and provide a vital service to those in need. IIHMR Delhi has over the years organized blood donation camps in association with AIIMS, New Delhi. Faculty members, students, alumni of IIHMR Delhi, and participants from #NHM have donated blood.
- *Constitution Day:* Students at IIHMR celebrate the Constitution Day also known as 'Samvidhan Divas', on 26th November to commemorate the adoption of the Constitution of India.
- *Celebration of Independence and Republic day:* In order to elevate a sense of nationalism, we celebrate these on the campus along with the students and faculty.

Professional Ethics

- IIHMR-Delhi has code of conduct handbook for students and faculty members for guiding them to foster work culture in the institution. All the stakeholders are expected to exhibit the highest standards of honesty and integrity and must perform under a standard of professional behavior that requires adherence to the highest principles of ethical conduct.
- In order to ensure ethics in research, the Research Policy presents the broad principles that uphold the integrity of scholarly inquiry that helps the faculty and students in achieving excellence and contributing to societal development.
- Policy guidelines on anti-plagiarism exists and is implemented in true spirit.
- IIHMR organizes guest lectures by experts to inculcate social, moral, and ethical values such as from Brhmakumari and Hearfulness-Way

Psychological counselling sessions are also organized for students in need, by a professional counsel

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

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

Answer: A. All of the above

File Description	Document
Any other relevant information	[View Document](#)

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Answer:

IIHMR strongly believes that celebrations of festivals among the students promotes a sense of unity and togetherness. By celebrating various festivals of different religions, cultures and regions, the students gain very crucial insight about them, along with helping us preserve our culture and heritage. The institution celebrates/ organizes national and international commemorative days, events and festivals with much fanfare among the students. The Faculty, Staff and Students of the institution all come together under one umbrella to celebrate these occasions and spread the message of Unity, Peace, Love and Happiness. International days like world Yoga day, Women's Day etc are occasions to educate on issues of concern, to address global problems, and to celebrate and reinforce achievements of humanity.

At IIHMR, patriotism is inherent, and is actively inculcated and encouraged among the students. On days of national importance like Independence and Republic days, the national flag is hoisted and the anthem is sung with the students with much patriotic fervour. The national flag is distributed among the faculty, staff, and students to instil sense of pride amongst them. As a mark of respect for the country, the students install flag collection box to reuse the flags during national festival.

The institute also celebrates festivals like Lohri, Saraswati Puja, Holi, Diwali, Christmas etc. with great enthusiasm among the students. The students plan and perform cultural programs that celebrates the diversity of cultures in India. The students also prepare videos and speeches to share their thoughts on these days.

We also invite prominent and notable persons (who made a difference in our society) are invited not only to share their experience but inspire and motivate young minds to contribute in nation building.

The Cultural committee (composed of students and faculty members) of the college organises many cultural programs to address prevailing social issues. The students also play nukkad nataks that highlight societal issues and increase awareness about them.

The Institution also commemorates the birth/ death anniversaries of great Indian personalities like Netaji Subhash Chandra Bose, Mahatma Gandhi, Dr. A.P.J. Abdul Kalam etc. The students share the teachings of these eminent personalities through speeches and posters. the Cultural Committee also puts up a play on Teachers Day, to express their love and gratitude for their teachers and salute the great teacher Dr. Sarvepalli Radhakrishnan.

To increase awareness about health and environment, the institute celebrates important Health days like World Health Day, World TB Day, World Environment Day, World Earth Day, World Mental Health Day etc. This includes speeches, nukkad nataks, quiz competitions, poster making competition etc. Routine blood donation camps are also organized in IIHMR.

Apart from these, many events and guest lectures are regularly organized to instil a sense of national pride and gratitude towards sacrifices of great leaders of our country.

7.2 Best Practices
7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Answer:

1. **Title of the Practice**: International collaborations and networking.

Objectives of the Practice (100 words)

- To build international collaboration in response to the growing needs of sustainable management and administration solutions critical to the optimal function of the thrust areas of IIHMR Delhi namely academics, research, training, and consultancies.
- To enable students/faculties and researchers to access additional, often specific, expertise, gain new perspectives on academics/research and build relationships with others in the field, which for early-stage researchers is key to career development.

The Context (150 words): Over the years the health delivery system in India as elsewhere, has become very complex with burgeoning demand, rapid technological changes, growing complexities of procedures, heightened consciousness of consumer rights and quality of service. To satisfactorily deal with these growing complexities of the health system, greater professionalism is needed. Thus, we require competent managers with a sound understanding of management, service delivery, epidemiology, health technology, finance, culture, and sensitivity to human suffering. IIHMR Delhi is sensitive to these changes and to the national and global needs and country's vision to upskill health professionals for delivery of better care and to undertake quality research. Collaborations and networking remain a focus for overall professional growth and

institutional growth. The collaborations objectively meet the requirement to upskill the in-house professionals for Management research and upskilling faculties/students by placements, internship opportunities and trainings by international experts.

The Practice and Evidence of Success (600 words): Through our international collaboration, we aim on emphasizing the advancement of skills of young scholars and in-service health professionals and to focus on new evidence generation. The institute has progressed as a leader in international collaboration for its research, teaching, and training activities in the field of health care. Focusing on different thrust areas, the number of international partners in FY 2021-22 have increased three folds.

The overall practices and evidence of success can be well clarified under following heads:

Research Collaborations: Lately, there has been an expansion in the nature and scope of research studies and projects undertaken by the Institute in collaboration with the international experts and funding agencies/sponsors.

Of the total collaboration in 2017-18, just 25% were from some non-Governmental organizations or international organizations which has significantly gone up to more than 70% in FY 2021-22. The total international funding amount in the present FY is close to 3 Cr. which was noticeably low back in FY 2017-18. We are having research collaborations with key international organizations such as Imperial College, London through NIHR, UK grant, Nutrition International, Global Health Task Force, Thakur Foundation, WHO Timor Leste etc. We have been conferred with an award through GAVI (Global Alliance for Vaccine Initiative) for establishing a learning hub in Bangladesh in collaboration with JSI International. This is the first time that through our international collaboration, IIHMR is contributing actively in conducting monitoring and process evaluation of 2 large scale multi centric, multi country clinical trials and implementation studies.

Trainings: A distinct activity of IIHMR Delhi is to offer continued advanced managerial and leadership capacity enhancement courses to young as well as seasoned health and hospital professionals. Over the years, the Institute has acquired the distinction of being an apex health leadership training institute in the country with a greater emphasis on collaborative training and teaching activities. IIHMR-D offers several highly specialized and popular Management Development Programmes (MDP) to a wide range of health professionals in the country and overseas which largely addresses educational needs amongst in-service aspirants. Such grants emphasize on improving research skills through online and offline workshops. These workshops that are jointly delivered by faculty from IIHMR and Universities from UK and have attracted participants from more than 30 Universities outside India.

The international training programs have doubled over the year from just 4 International training programs in 2012-17 to over 9 programs in 2017-22. We have established collaboration with Mahidol University, Bangkok and have successfully conducted 2 workshops at Bangkok. These workshops were attended by Government officials to provide block level officials from India an international exposure of how healthcare delivery functions. We also collaborated with Jaffna University; Sri Lanka for a Research Conference conducted. We are supporting the Government of Timor Leste to improve the capacity of health professionals through WHO. We have now been entrusted with the responsibility of developing a training policy for the country. Additionally, we are also a recipient NIHR Global Health Research Cohort Academic Development Award (CADA) through which we are organizing training workshops.

Academics: The Institute offers several academic programmes. We offer practical and meaningful internship experiences through partnerships with governmental agencies, hospital sector, civil society organizations, local businesses and industry, and a global network of governmental and non-governmental organizations. Almost a decade after the inception of IIHMR – Delhi, we have provided placement to almost 10 Students in one of the biggest chains of Thumbay Group of Hospital. We have established MoU with Rak and Emirates Hospitals, Jaffna University for Student/Faculty exchange and industry academia etc. Similarly IIHMR Delhi

also hosts students from Harvard School of Public Health for their summer training to provide them an opportunity to learn about the success stories pertaining to India's health care delivery system. Besides, IIHMR Delhi is also the secretariat of South East Asia regional coordination mechanism forum which is a Regional Center for Global Fund. We are also a technical partner to support activities of Johns Hopkins India Foundation. These partnerships have encouraged students and faculty members to participate in international delegations and conferences.

Problems Encountered and Resources Required (150 words): Following challenges addressed by the Institute for successful implementation of this practice:

- Faculty awareness and training of students to meet the International requirements.
- Training and Upskilling inhouse faculties to meet the international requirements for various research activities.

Following resources required during implementation of this practice:

- Administrative support from management and administrative authorities.
- Budget provision for MoU signing and organizing the training activities.
- Increasing availability and upgrading of computing facilities, Internet bandwidth and connecting devices for smooth execution of online program

Best Practice - 2

1. **Title of the Practice:** Community Outreach Programme

Objective of the Practice:

- To develop a connect between future health management professionals and the community to enable them to identify and manage key individual and community health needs by mobilizing locally available resources.
- To advance the knowledge base of our students in the domains of health system operations and structure at the frontline level; functioning of various flagship health programmes; role of NGOs and private sector in healthcare delivery; and intersectoral coordination.

The Context

Health management can be best understood by observing and experiencing the operations and the functions of delivery of healthcare projects and programmes in real time. Various courses provide in-depth information about the flagship health and welfare programmes as well as the national and state priorities. The community outreach programme has been designed to supplement the teaching by offering an opportunity to observe the implementation of health and welfare programmes in a community. It also gives an opportunity to the students to participate in programme implementation and delivery of services. This approach enhances the skills of the students in health management on one hand, and offers support to the community and health personnel at the frontline level to improve and expedite service delivery.

The Practice

IIHMR-Delhi launched the programme in Goyla Dairy after obtaining due approval from the Directorate General of Health Services, Government of NCT of Delhi on 4 February 2022. Goyla Dairy is a peri-urban aera with a population of approximately 55000. The healthcare services are available at two *Aam Aadmi Mohalla* clinics (Goyla Khurd=1, Qutub Vihar=1), one urban PHC (UPHC), one TB clinic and one leprosy clinic. A group of 21 ASHA workers and five ANMs act as an interface between the community and comprehensive package of primary health services. There are two medical officers in UPHC and two in each *Mohalla* clinics. The TB clinic and leprosy clinic are managed by the Damien Foundation India Trust (DFIT) in Qutub Vihar.

Our PGDM students undertake this community outreach activity twice a month (2nd and 4th Wednesday) under the guidance of experienced faculty members. The students visit Goyla Dairy with pre-defined study objectives. Over the year, our students have built an excellent rapport with the community and have also established successful collaboration with all staff at the *Mohalla* Clinics, UPHC, DFIT, ASHAs, and ANMs. During this learning process, we guide our students to support the on-going activities in Goyla Dairy such as:

1. Promotion of preventive healthcare (maternal-child health services and non-communicable diseases)
2. Promotion of clean fuels, safe drinking water, sanitation, and hygiene
3. Mobilisation of health services
4. Access to health insurance

Limitations

- The process of seeking administrative approval was time consuming; for over 12 months we rigorously followed-up with various officials.
- After seeking approval, we had to suspend the programme due COVID-19 pandemic.

Evidence of Success

In 2022, IIHMR-Delhi students for the first time successfully organized following events in Goyla Dairy

1. World Mental Health Day
2. World Patient Safety Day
3. World No-Tobacco Day

Above all, our students have significantly contributed to the massive drive of creating ABHA identification card under the Digital Health Mission.

Goyla Dairy residents and community leaders are experiencing several benefits such as reduced information asymmetries, improved use of health insurances, reduced out-of-pocket expenses, improved access to health and welfare services both from public and private sector, and improved referral compliance.

On the other hand, the programme has meaningfully improved the learning experience for our students. Often students struggle to bridge the distance from theory to practice. Our community outreach programme has successfully eased this transition and our students feel ready for the "real world job" from day one!

Problems Encountered and Resources Required

We have the following plan to streamline this activity…

- Appoint a full-time community outreach coordinator to arrange the logistics of the bi-monthly visits; plan the events, coordination between students, faculty, community leaders, and health staff; follow-up actions; and documentation of activities.
- Annual budgeting for transportation and implementation activities.

7.3 Institutional Distinctiveness
7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Answer:

In the healthcare sector, IIHMR stands out as the first ever institution in the country to formalise an academic programme on health and hospital management. Launched in 1996 from the Jaipur campus, the Masters programme saw a growing demand in the healthcare industry. In order to carry forward the legacy of IIHMR, the Delhi campus was established to expand its portfolio and contribute meaningfully to the international arena by strengthening management research capacity. Over the years, the graduates have positioned themselves at key ranks in every possible sector- public or private hospitals, government bodies, academics, administration, research, NGOs, and consulting firms thus bringing about a paradigm shift in the health systems of the country.

IIHMR's location in the capital city of Delhi has increased its proximity to different ministries and several development partners, thus fostering effective networking and collaborations. This is reflected in the institute's presence and participation in research and training activities across several states of the country. Our faculty members represent IIHMR in several national and international committees. Our unique contribution has resulted in students getting placed in a variety of organizations both within and outside the country. This in turn has opened up avenues for enrolment of students from almost 20 states of the country, adding to the diversity.

IIHMR is known for its unique and holistic course curriculum which transforms the graduate students into trained and skilled manpower, which is empowered with such administrative and managerial knowledge that they become sought after resources for not only contributing to the National Health Systems but also transforming it. Seeds of social transformation, entrepreneurship, policy reforms and new ideas are sown in the young and energetic minds at IIHMR, thus contributing immensely to the healthcare ecosystem in India.

Additionally, involvement in Government campaigns such as World population day, Ayushmaan Bharat Health Card campaign by National Health Authority, to name a few, has improved our students' engagement for public good. Our mutual trust has resulted in earmarking of an area by Delhi Government to be developed into a demonstration site for community outreach program. This adds to the uniqueness of our curriculum as very few institutions in the country, especially private academic institutions are formally provided with a field area by the Government.

IIHMR's contribution is duly acknowledged by its peers in the sector, as evident from the growing number of academic and research collaborations to enhance industry academia interface. This has opened the doors for student's internship and training both during the course work and beyond. Requests from different professionals have enabled successful launch and conduct of 5 different courses within a span of 10 years to cater to the national and industry needs. The annual intake of students have risen from 60 per year in 2008 to more than 350 per year in 2022. Within the flagship programme of Post Graduate Diploma in Management, IIHMR Delhi is distinctive as being the first institute to have a dedicated stream on health information technology.

The Institute strives to keep up the motivation level of its faculty. Besides academic sessions aimed at overall improvement in knowledge and skills, the Institute has provided an enabling environment for faculty members to go for higher education, such as PhD. While serving as faculty members, four of them have got

registered for PhD and of them three have already completed their PhD. Optimal support is provided for them to attend relevant coursework, collect data and complete dissertation work alongside. There are provisions to enhance research contribution of the institute by incentivizing them for leading research grants, projects and publications in peer reviewed journals.

To provide adequate exposure, in the last year, 9 out of 20 faculty members were sent abroad to attend meetings, conferences, workshops, all at institutional expenses and efforts. These measures have been instrumental in increasing south- south and north-south collaborations, initiated by the faculty members themselves.

IIHMR has always been sensitive to the needs of the students and staffs both at professional and personal fronts. Despite constraints posed by limitations of space, the Institute has provisions for holistic development of every professional. It provides the best possible environment through smart classrooms, well equipped computer labs, access to library resources even during remote hours, sports facilities, cultural events and outdoor events.

Due consideration is given to psychological wellbeing as reflected from the regular structured counselling sessions provided to students, faculty and staff on the campus. This initiative of improving access to quality services in a familiar environment, maintaining due confidentiality has earned a great deal of appreciation from the students and other members alike.

The pandemic left us with a great deal of crises on several fronts. IIHMR has been extremely sensitive to the needs of every individual and stood by each one of them. While we contributed in our own ways by participating in telecounselling of COVID patients initiated by the Government, in triaging, identifying and referring students who required professional counselling, the Institution facilitated and acknowledged them. We also provided special scholarships to students (to the tune of a waiver of 70% in tuition fees) for those who expressed an inability to pay their fees. Despite financial hiccups that every institution in the world was going through, IIHMR lived up to its promise of timely disbursing the salaries to staffs and continued its activities at full staff strength. Not only this, timely increments and promotions were also provided.

Thus, IIHMR Delhi with all its ethos and principles, has pioneered in setting an example of an evolving institution that is ever committed to the national and global needs. An institution that was created with an exemplary vision, will go a long way with the concerted efforts of the management, faculty, staffs and students.

Extended Profile

Program

Number of programs offered year-wise for last five years

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	1	1

File Description	Document

| Institutional data in prescribed format | View Document |

Number of departments offering academic programmes

Answer: 1
Students

Number of students year-wise during last five years

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
257	223	201	182	142

File Description	**Document**
Institutional data in prescribed format	View Document

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
106	102	95	74	63

File Description	**Document**
Institutional data in prescribed format	View Document

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
245	207	194	168	136

File Description	**Document**
Institutional data in prescribed format	View Document

Number of revaluation applications year-wise during last five years

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
27	13	17	8	9

Teachers

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
31	30	30	30	30

File Description	**Document**
Institutional data in prescribed format	View Document

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
18	15	12	12	12

File Description	**Document**
Institutional data in prescribed format	View Document

Number of sanctioned posts year-wise during last five years

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
18	15	12	12	12

File Description	**Document**
Institutional data in prescribed format	View Document

Institution

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
373	322	219	203	196

File Description	**Document**
Institutional data in prescribed format	View Document

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
18	18	12	12	12

File Description	Document
Institutional data in prescribed format	View Document

Total number of classrooms and seminar halls

Answer: 9

Total number of computers in the campus for academic purpose

Answer: 120

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
801.6	467.46	589.62	354.36	304.69

Conclusion

Additional Information :

IIHMR Delhi is an example of an institution that has been created to meet the national needs and over the years has proved to be one that has lived upto its promise. We wish to evolve and grow and keep up its name in the ever changing health care sector. With the team of dedicated resources and support of the Managemnt we are confident about doing justice in a meaningful way.

Concluding Remarks:

IIHMR Delhi has set a standard for itself and for similar other institutions in health sector. It provides a congenial environment to all its staffs and students to grow personally and professionally. We are committed to providing opportunities to network, collaborate, work and lead in various capacities, both within and outside the realms of the institute. This is reflected in our policies and investments that the institute has made in multiple ways. From encouraging faculty members and research staffs to pursue higher education, supporting them to attend national and international events, incentivizing them for leading projects and publishing papers to extending cooperation during their times of crises, IIHMR Delhi has always stood by its employees. Participation of the institute in large scale surveys, implementation research projects, publications, contribution in committees, forums and editorial boards of reputed journals has increased the visibility in recent years. Our efforts to abide by the regulations at any cost has helped in keeping up the reputation of the Institute, that was set up by visionaries of their times. An Institute that has been a trend setter in the field of health and hospital management will always remain committed to its cause in the days and years to come.

EXCLUDED METRICES

List of Excluded Metrices

3 Research, Innovations and Extension : Weightage (150)

3.2 Resource Mobilization for Research : Weightage (10)

Ref No	Details of Metric	weightage	Metric Performance
3.2.3	Percentage of teachers recognised as research guides (Metric Type : **Derived** , Question Type : **QN** , Evaluation : **By DVV** , Nature :**Value**)	3	0

3.4 Research Publications and Awards : Weightage (30)

Ref No	Details of Metric	weightage	Metric Performance
3.4.2	Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/ supervisors provided at 3.2.3 metric) during the last five years (Metric Type : **Derived** , Question Type : **QN** , Evaluation : **By DVV** , Nature :**Value**)	5	0

5 Student Support and Progression : Weightage (100)

5.2 Student Progression : Weightage (30)

Ref No	Details of Metric	weightage	Metric Performance
5.2.2	Percentage of student progression to higher education (previous graduating batch). (Metric Type : **Derived** , Question Type : **QN** , Evaluation : **By DVV** , Nature :**Value**)	10	0

6 Governance, Leadership and Management : Weightage (100)

6.4 Financial Management and Resource Mobilization : Weightage (20)

Ref No	Details of Metric	weightage	Metric Performance
6.4.2	Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs) (Metric Type : **Derived** , Question Type : **QN** , Evaluation : **By DVV** , Nature :**Value**)	10	0

ANNEXURE

1.Metrics Level Deviations

Metric ID   Sub Questions and Answers before and after DVV Verification

Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

2.1.2

      2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years
Remark : DVV has made the changes as per shared report by HEI.

Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

2.3.3   2.3.3.1. **Number of mentors** मार्गदर्शकानां सङ्ख्या
Answer before DVV Verification : 18
Answer after DVV Verification: 18

Remark : DVV has made the changes as per shared report by HEI.

Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

2.4.2

      2.4.2.1. Number of full time teachers with *Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit.* year wise during the last five years
Remark : DVV has made the changes as per shared report by HEI.

Pass Percentage of students(Data for the latest completed academic year)

      2.6.3.1. Total number of final year students who passed the examination conducted by Institution.
Answer before DVV Verification : 98
Answer after DVV Verification: 98

2.6.3

      2.6.3.2. Total number of final year students who appeared for the examination conducted by the Institution.
Answer before DVV Verification : 106
Answer after DVV Verification: 106

Remark : DVV has made the changes as per shared report by HEI.

Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years

3.1.3

      3.1.3.1. The number of teachers awarded national ⁄ international fellowship for advanced studies / research year wise during last five years
Remark : DVV has given the value as HEI has not provided the relevant E-copies pertain to the metric.

3.2.3   **Percentage of teachers recognised as research guides**

      3.2.3.1. Number of teachers recognized as research guides

Answer before DVV Verification : 00
Answer after DVV Verification: 00

Remark : DVV has given the value as per HEI clarification.

Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/ supervisors provided at 3.2.3 metric) during the last five years

3.4.2

    3.4.2.1. How many Ph.Ds are registered within last 5 years
Answer before DVV Verification : 00
Answer after DVV Verification: 00

    3.4.2.2. Number of teachers recognized as guides during the last five years
Answer before DVV Verification : 48
Answer after DVV Verification: 48

Remark : DVV has made the changes as per HEI clarification.

Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years

3.6.2

    3.6.2.1. **Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**
Remark : DVV has given the input as per HEI clarification.

Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

3.6.3

    3.6.3.1. **Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

3.6.4

    3.6.4.1. **Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**
Remark : DVV has made the changes as per 3.6.3

Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

4.2.3

    4.2.3.1. **Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)**
Remark : DVV has given the input as per HEI clarification.

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

5.2.2

    5.2.2.1. **Number of outgoing student progressing to higher education.**
Answer before DVV Verification : 0
Answer after DVV Verification: 0

Remark : DVV has given the input as per HEI clarification.

Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

5.3.1

    5.3.1.1. Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.
Remark : DVV has made the changes as per HEI clarification.

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

6.3.2

    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
Remark : DVV has made the changes as per HEI clarification.

Green campus initiatives include:

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

7.1.5

Answer before DVV Verification : A. Any 4 or All of the above
Answer After DVV Verification: B. 3 of the above
Remark : DVV has select B. 3 of the above as per HEI clarification.

2.Extended Profile Deviations

ID   Extended Questions

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
106	102	95	75	63

1.2

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
106	102	95	74	63

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
21	20	16	17	16

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
18	15	12	12	12