



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

MANGALA COLLEGE OF ALLIED HEALTH SCIENCES

**VIDYANAGAR, PEDAMALE POST, NEERMARGA ROAD.
575029**

<https://mangalaparamedicalcollege.com>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

December 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Mangala College of Allied Health Sciences was established in 2016 and is part of the Mangala Group of Educational Institutions offers Undergraduate and Postgraduate programs in the field of Allied Health Sciences. In a short period, Mangala College of Allied Health Sciences has been shown academic excellence.

Located at the heart of the coastal city of Southern Karnataka, Mangaluru, and connected to other parts of the country by road, rail, air, and sea route. The city is also famous for its educational institutions and healthcare with numerous educational institutions in and around the city.

The parent hospital Mangala Hospital and Kidney Foundation (NABH accredited in 2019) is a 250-bed hospital that has a high inflow of patients from Karnataka and outside states.

The institution has been headed by Prof. Pratijna Suhasini G. R. since its inception in 2016, Prof. Geethalakshmi I P has been the Vice-Principal since 2016 under the leadership of Founder and Chairman Dr. Ganapathi P., MD.

The Internal Quality Assurance Cell was established in 2020 and is headed by Prof. Pratijna Suhasini G. R. as the Chairperson and Mr. Karthik G Kamath K as the coordinator.

Vision

Mangala College of Allied Health Sciences is dedicated to delivering exceptional education in the realm of allied health sciences, firmly rooted in scientific principles and informed educational practices. Our primary objective is to equip aspiring healthcare professionals with the knowledge and skills necessary to excel as integral members of interdisciplinary healthcare teams across various healthcare organizations. We strive to uphold the highest standards of academic excellence, ensuring our graduates are well-prepared to contribute meaningfully to the ever-evolving field of healthcare.

Mission

1. Mangala College of Allied Health Sciences is dedicated to fostering the holistic development of our students, recognizing the significance of human, moral, psychological, cultural, intellectual, and spiritual aspects in shaping a well-rounded healthcare professional. We place special emphasis on nurturing these facets, equipping our graduates to become contributing citizens in a rapidly evolving society. (Core values: Holistic development, Morality).
2. At Mangala College of Allied Health Sciences, we uphold the values and code of ethics that govern personal and professional conduct. We instill in our students the importance of integrity, compassion, and respect, ensuring they uphold these principles throughout their personal and professional lives. (Core values: Ethics, Professional Conduct, Compassion).
3. We firmly believe that the pursuit of good health is a fundamental aspiration for every individual. Mangala College of Allied Health Sciences is committed to imparting the knowledge and skills

necessary for our students to contribute to the well-being of individuals and communities, thereby fostering a healthier society. (Core values: Quality Education, Social Responsibility, Right to Health).

4. Our Institution has produced a multitude of dedicated professionals who maintain strong connections to their roots and actively serve patients across the globe, reflecting the global impact and reach of our institution. (Core Values: Global Contribution).

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. **Leadership and Quality Improvement:** The management sets the organizational tone and provides clear guidance for enhancing the quality of education.
2. **Feedback Analysis for Quality:** Feedback analysis plays a vital role in both monitoring and enhancing the quality of education.
3. **Effective Decentralized Administration:** The institution employs decentralized administration to efficiently execute strategic plans and mobilize funds through various departments and committees.
4. **Student Enrollment in Curriculum Enrichment Initiatives:** The institution monitors student enrollment and offers a range of value-added courses to enhance the educational experience.
5. **Learning Management System Utilization:** The institution employs a Learning Management System for academic activities with access to students and parents.
6. **Diverse Student Demographics:** The institution boasts a wide national demographic representation among enrolled students, with 51.8% coming from outside Karnataka.
7. **Holistic Student Development:** The institution actively supports students' co- and extra-curricular growth in line with its mission of holistic development.
8. **Effective Mentorship Program:** The institution maintains a successful mentorship program.
9. **Consistent Pass Percentage Improvement:** The institution has achieved incremental improvements in the pass percentage in final year examinations, with an average of 99.07% over the last five years.
10. **Community Engagement and Student Leadership:** The institution is actively engaged in extension and community outreach programs, and student leadership initiatives, nurturing innate talent and offering extramural learning opportunities for the students.
11. **Parent Hospital:** The institution has a 250-bed multispeciality parent hospital, which received NABH accreditation in 2019.
12. **Curriculum Enhancement:** The College Curriculum Committee has introduced a wide range of capability enhancement courses, resulting in a high rate of student enrollment.
13. **Transparent Student Support Mechanism:** The institution maintains a transparent mechanism for

addressing student grievances, preventing sexual harassment, and discouraging ragging.

14. **Sustainability Focus:** The institution emphasizes sustainability by prioritizing reuse, and recycling, and relies on sustainable and renewable energy sources.
15. **Inclusivity and Diversity Promotion:** The institution takes significant measures to create an inclusive environment, promoting gender equity, tolerance, and harmony across various dimensions of diversity, including cultural, regional, linguistic, communal, and socio-economic backgrounds.

Institutional Weakness

1. **Autonomy in the Curriculum:** Being an affiliated institution, there is limited autonomy in curriculum development.
2. **Teaching Faculty with Ph.D.:** Appointment of Ph.D. holders as allied health sciences is an emerging field within the health education sector.
3. **Availability of Research Infrastructure:** There are constraints in the availability of research infrastructure.
4. **Partial Availability of E-Learning Resources:** MOOC platforms often lack a comprehensive range of courses and topics related to allied health sciences.

Institutional Opportunity

1. **Expansion of Subject-Related Add-On and Certificate Courses:** The institution aims to offer a greater variety of subject-related add-on and certificate courses.
2. **Increased Entrepreneurship and IPR Workshops/Seminars:** The institution collaborates to facilitate an increased number of workshops and seminars focused on entrepreneurship and intellectual property rights (IPR).
3. **Enhanced Collaboration for Competitive Examinations and Career Guidance:** The institution will forge partnerships to offer comprehensive guidance in competitive examinations and career counseling.
4. **Expanding Administrative and Communication Skill Development Programs:** There is potential for expanding the number of programs focused on staff development in administrative and communication skills.

Institutional Challenge

1. **Challenges in Integrating Interdepartmental Learning Methodologies into the Curriculum:** The

institution faces challenges in effectively integrating interdepartmental learning methodologies into the curriculum.

2. **Obstacles in Securing External Research Funding:** The institution encounters obstacles in its efforts to secure external funding for research, resulting in limited success in this area. National and International research collaborations.
3. **Shortcomings in National and International Research Collaborations:** While there are aspirations for national and international research collaborations, there are limitations in achieving these collaborations.
4. **Challenges in Recruiting and Retaining Qualified Teaching Faculty:** The institution, despite being in an emerging allied health sciences field, faces challenges in recruiting and retaining qualified and experienced teaching faculty even though it has maintained at an adequate student-to-teacher ratio of 5:1.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Mangala College of Allied Health Sciences follows the curriculum as planned, designed, and prescribed by RGUHS. Our institution ensures that the academic events are implemented for undergraduate and postgraduate Allied Health Science programs, as per the academic calendar published by the institution.

Regular representation in the Board of Studies and syllabus revision committee with a minimum of 1 nomination for membership from the institution, who routinely review and suggest changes in the curriculum and evaluation to RGUHS.

The College Curriculum Committee reviews the curriculum, identifies areas for enrichment based on inputs from the teaching faculty and offers interdepartmental, interdisciplinary, value-added and certificate courses to the undergraduates. Certificate Courses in Emergency Care, Psychological First Aid, Hands on Training in Phlebotomy have been conducted since 2020-2021 academic years. Add-on course i.e. Basic Life Support is implemented as Rajiv Gandhi University of Health Sciences suggested.

Institution upholds values of professional ethics, gender equity, emerging demographic issues, environment and sustainability. Such issues are incorporated in our academics by means of conducting CME, seminars, rallies, awareness programs, and health check camps. Value-added courses such as Basic of Vital Science, Medical Terminology, First Aid, Yoga, Computer Applications, Radiation-Induced Biological Changes, Ophthalmic Care and Vision Health, Blood Transfusion Safety, CPR guidelines and procedures, ECG Interpretation and Application, Quality Assurance Planning and Implementation are conducted.

Students are encouraged to actively participate in community postings, field visits, industrial visits, and undertake research projects.

The institution also aims at constant self-improvement by means of having a robust feedback system, where feedback is obtained from various stakeholders such as Students, Teachers, Employers, Alumni and

Professionals, analyzed and measures are implemented.

Teaching-learning and Evaluation

Admissions to undergraduate and postgraduate programs are per the Government of Karnataka and RGUHS norms. The eligibility is based on the pre-university course (PCBE) / plus-2, diploma courses, and B.Sc. in allied health sciences for undergraduate (direct and lateral) and postgraduate programs respectively.

The college curriculum committee has established measures for advanced and slow performers and assigned mentors for building confidence and preparation for the examination. Opportunities are provided for the slow performers to improve and advanced performers to succeed in their field of interest.

The institution promotes co-curricular and extracurricular participation among the students and encourages participation in community-based activities.

The educational institution upholds a student-teacher ratio and employs student-centered teaching approaches, including training in clinical skill laboratory, simulation-based, experiential learning, problem-solving approaches, integrated/multidisciplinary learning, self-directed learning, patient-centric and evidence-based learning, learning in humanities, and role-play.

The teaching faculty is trained in the delivery of e-content and the institution maintains a video library of lectures and tutorials on the institutional website. The institution also utilizes a Learning Management System (LMS) for academics, student progression, and evaluation. The institutional library offers books, e-learning resources, e-library, journals, and, e-journals.

The institution offers ICT-enabled lecture halls and experienced faculty to mentor and train students to achieve academic and extracurricular success.

The institution conducts Continuous Internal Examinations (CIEs) in accordance with the academic calendar with robustness and transparency.

The institution organizes parent-teacher meetings so that the parents, teachers, and mentors can discuss the progress of their ward.

The institution has developed a handbook with stated learning outcomes and graduate attributes and their assessment.

The institution has shown an incremental increase in pass percentage for the final year result with more than 99% of the eligible students passing out in the last 5 years which has brought immense pride to the institution.

Research, Innovations and Extension

Research and innovation play crucial roles in the college environment, contributing to academic excellence, societal progress, and economic development.

Our institution encourages the undergraduate and postgraduate students' involvement in research projects. This

hands-on experience allows students to apply theoretical knowledge to real-world problems, fostering critical thinking and problem-solving skills.

9 of the teaching faculty are recognized as PG guides under the Rajiv Gandhi University of Health Sciences.

The institution has collaborated with other health science institutions, organizations, and healthcare facilities to facilitate student and staff exchange, clinical internships, and industry internships.

The institution prioritizes extension and outreach programs and encourages the students to be involved in social responsibility activities. The institution helps the community by conducting various health camps and awareness programs in association with the NSS and NCC unit, Youth Red Cross Units, other college committees/clubs, and other external organizations.

Infrastructure and Learning Resources

Mangala College of Allied Health Sciences maintains ICT-enabled classrooms, lecture halls, seminar halls, laboratories, and an audio-visual room with comfortable seating necessary learning resources as per the statutory regulatory authority. The institution also maintains an auditorium with a seating capacity of more than 800. The institution also hosts university theory examinations.

The examination center consists of examination halls and an examination office with round-the-clock CCTV surveillance through PTZ cameras and a live streaming facility as per the affiliating university norms.

The institution has an artificial turf ground, volleyball court, kabaddi court, baseball court, indoor games, yoga center, and gymnasium on the college campus for physical activities and sports events.

The institution maintains 2 hostels for girls, 1 for boys and staff quarters for accommodation of students and staff equipped with modern amenities.

The campus contains medical facility with a qualified doctor available on campus. Parking facility with designated staff, student, visitor, and disable-friendly parking zones, sign boards, canteen, and divyangjan facilities with human assistance, ramps, and sign boards for easy accessibility.

Mangala Hospital and Mangala Kidney Foundation (Parent Hospital) is a multi-speciality hospital equipped with clinical teaching-learning facility. The institution has collaborated with numerous healthcare facilities within the city limits to provide diverse clinical learning opportunities for the students. On average, 146 students have utilized the opportunities available.

The institutional library is semi-automated and maintains extensive collections of textbooks, journals, reference materials, newspaper sections and e-resources. The library provides seating for 155 students with reference rooms, desktop computers, printers, and Wi-Fi-enabled for easy access of Helinet and other e-content libraries. The library advisory committee strives to improve the library by exploring various avenues.

The institution has an established maintenance committee dedicated for maintaining infrastructure of the institution responsible for maintaining the infrastructure on campus and regular maintenance.

Student Support and Progression

The institution aims to support students belonging to various backgrounds. The institution has assisted 206 applicants of scholarships (Institutional, Central Government, and Non-Governmental agencies) in the last 5 years.

The institution ensures its commitment and accountability to students from the beginning of the admission procedures.

The Institute has implemented a wide variety of capability enhancement courses such as Soft skill development, Yoga, Human values, Personality, and Professional Development. to enhance the professional competency of a student via analytical skills and soft skills training sessions.

The functioning of committees such as the Anti-Ragging Cell, Grievances Redressal Committee, and Internal Complaint Committee facilitates a healthy academic environment on campus.

The student council of Mangala College of Allied Health Sciences is representative of students belonging to various departments. The student council aims to develop leadership skills through their participation in beyond-the-classroom activities and demonstrate their talent and learning life skills.

Beyond classroom curriculum delivery, the learning and development of the students are promoted through various field cultural, and sports activities conducted at the regional and state levels.

The Placement Cell actively helps with employment opportunities and organizes programs for the development of professional and personality skills for students and alumni.

The Mangala College of Allied Health Sciences Alumni Association® is still young yet it has been functioning actively. Since its formation, Mangala College of Allied Health Sciences Alumni Association® has managed to establish professional associations with the members engaged in various careers or professions and contribute to the development of the institution.

Governance, Leadership and Management

The success of an institution is mainly decided by its administrative structure. To effectively administer its system, excellent administration requires good leadership. With an efficient structure of governance and management, Mangala College of Allied Health Sciences always had such leaders to encourage the institution to achieve its vision and mission.

Positioning our institution on the national stage and enticing students from across the nation to pursue their higher education exemplifies the caliber of governance within our institution. The institution's ambitious plans for the enhancement of digitally integrated teaching, treatment facilities, and skill development align with the ambitions of the current generation and global competitiveness.

The institution consistently prioritizes the well-being of its employees, ensuring that welfare measures are in place for all staff members. The comprehensive welfare measures in place for all staff members not only reflect the institution's commitment but also contribute to the continuous growth of trust and confidence among its workforce.

Sufficient funds are generated and mobilized to fulfill the assessed requirements through internal audits, rendering our institution self-reliable in supporting both academic and administrative functions once in six months. External auditing by certified chartered accountants will be conducted at the conclusion of the financial year.

The dynamic involvement of teaching staff with the board of management has transformed the college into a highly effective professional higher education institution, excelling comprehensively.

Well-structured organizational norms facilitate the efficient engagement of institution employees in carrying out their duties.

The institution places sufficient emphasis on e-governance, integrating information and communication technology (ICT) through the dedicated committee, and ensuring streamlined implementation of both academic and administrative activities.

The Internal Quality Assurance Cell (IQAC) of the institution diligently plays a pivotal role in overseeing and promoting quality-related initiatives in the institutional operations, organizational behavior, and the implementation of participative governance.

Institutional Values and Best Practices

Mangala College of Allied Health Sciences actively organizes various programs focused on gender equity and gender sensitization, contributing to the creation of a secure and inclusive campus environment for all individuals. The institution has established an anti-ragging cell, internal complaint cell, code of conduct monitoring committee, and grievance cell to ensure the safety and security of stakeholders.

The institution hosts many festivals and cultural and sports events that provide equal opportunities for all students regardless of their state, culture, and socio-economic backgrounds. National and international commemorative days are celebrated to preserve cultural roots, values, and historical milestones, grooming the students as global citizens. In addition to this campus observes days of public concern to raise awareness about public issues and professional recognition days are observed to acknowledge and appreciate the contribution of individuals in specific fields.

Community service is the pivotal component of the institution to foster a spirit of civic responsibility among students and cultivate a sense of empathy and social awareness. Student empowerment programs such as CME, BLS training, and hands-on training etc organized by the institution promote leadership skills, build self-confidence, and equip students with tools necessary for personal and academic success. The activities of NCC, NSS, YRC, and student council instill qualities such as courage, comradeship, and discipline, contributing to the well-rounded development of students. The institution's distinctiveness is evident in its practice of granting scholarships or financial assistance to students in need or academic merit, ensuring education is accessible to all, irrespective of financial constraints.

The institution provides various divyangjan amenities such as ramps, lifts, wheelchair accessibility, disabled-friendly restrooms, and human assistance, aiming to ensure their comfort. The institution has implemented an energy and water conservation policy and incorporated systems such as solar power generation, usage of LED bulbs, sensor-based bulbs, rainwater harvesting, and sewage treatment plants as sustainable practices. The execution of green audits demonstrates the institution's commitment to adopting green practices and fostering

an eco-friendly approach.

Allied Health Sciences Part

Allied health sciences is a healthcare field that encompasses a variety of healthcare professions including medical laboratory technologists, medical imaging technologists, renal dialysis technologists, optometrists, anesthesia and operation theatre technologists, physical therapists, occupational therapists, radiographers, speech-language pathologists, and many others.

Mangala College of Allied Health Sciences offers 5 UG and 5 PG programs. B.Sc. in Medical Laboratory Technology, Medical Imaging Technology, Optometry, Renal Dialysis Technology, and Anaesthesia and Operation Theatre Technology and M.Sc. in Medical Laboratory Technology offered with specialization in Clinical Biochemistry, Hematology and Blood Banking, Microbiology and Immunology, M.Sc. in Optometry, and M.Sc. in Renal Dialysis Technology.

Students have the opportunity to train in clinical sectors are exposed to high-end diagnostic and therapeutic equipment and utilize laboratory learning resources through collaboration with a wide variety of healthcare providers located in the city of Mangaluru through collaborations. Opportunities are provided to the students for hands-on training in clinical and community settings and for exposure to diagnostic and therapeutic equipment in various diagnostic centers and hospitals.

Mangala Hospital and Kidney Foundation provide Disability certificates as per the RPWD Act 2016 based on the type of disability. Disability is analyzed and certified by a Medical officer and a Disability Certificate/UDID Card will be issued electronically.

At Mangala College of Allied Health Sciences and Mangala Kidney Foundation, we provide scholarships for those students with disability who are pursuing a degree or postgraduate studies and organize free health checkups for needy populations.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MANGALA COLLEGE OF ALLIED HEALTH SCIENCES
Address	Vidyanagar, Pedamale Post, Neermarga Road.
City	Mangaluru
State	Karnataka
Pin	575029
Website	https://mangalaparamedicalcollege.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Pratijna Suhasini G. R	0824-2272276	9964144248	-	alliedhealth@mangalacollege.org
IQAC / CIQA coordinator	Karthik G Kamath K	0824-2272232	9164728708	-	iqac.mcahs@gmail.com

Status of the Institution	
Institution Status	Private
Institution Fund Source	No data available.

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

Date of establishment of the college	07-10-2016			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name		Document	
Karnataka	Rajiv Gandhi University of Health Sciences		View Document	
Details of UGC recognition				
Under Section	Date		View Document	
2f of UGC				
12B of UGC				
Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the college recognized for its outstanding performance by national or international agencies such as DSIR, DBT, ICMR, UGC-SAP, AYUSH, WHO, UNESCO etc.?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Vidyanagar, Pedamale Post, Neermarga Road.	Rural	7	6540.39

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Medical Laboratory Technology,	48	Pre University Course	English	20	6
UG	BSc,Medical Imaging Technology,	48	Pre University Course	English	20	19
UG	BSc,Optometry,	48	Pre University Course	English	20	7
UG	BSc,Renal Dialysis Technology,	48	Pre University Course	English	10	6
UG	BSc,Anaesthesia And Operation Theatre Technology,	48	Pre University Course	English	20	17
PG	MSc,Medical Laboratory Technology,Clinical Biochemistry	24	Pre University Course	English	5	1
PG	MSc,Medical Laboratory Technology, Microbiology and Immunology	24	Pre University Course	English	5	1
PG	MSc,Medical Laboratory Technology,Haematology and Blood Transfusion	24	Pre University Course	English	5	0

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PG	MSc,Optometry,	24	Pre University Course	English	5	2
PG	MSc,Renal Dialysis Technology,	24	Pre University Course	English	5	5

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	6				5				6			
Recruited	2	4	0	6	0	5	0	5	2	4	0	6
Yet to Recruit	0				0				0			
	Lecturer				Tutor / Clinical Instructor				Senior Resident			
	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	28				4				0			
Recruited	5	23	0	28	0	0	0	0	0	0	0	0
Yet to Recruit	0				4				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				30
Recruited	14	16	0	30
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				3
Recruited	0	3	0	3
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	2	1	0	0	0	0	0	0	0	3
Ph.D.	0	1	0	0	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	2	0	0	4	0	2	2	0	10
UG	0	0	0	0	0	0	0	0	0	0
Permanent Teachers										
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	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	4	11	0	0	0	0	0	0	0	15
UG	1	11	0	0	0	0	0	0	0	12

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	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
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	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			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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	1	0	0	0	0	1
UG	0	0	0	0	0	0	0	0	0	0
Part Time Teachers										
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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	3	0	0	0	0	0	0	0	3
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
	0	0	0	0
Number of Emeritus Professor engaged with the college?	Male	Female	Others	Total
	1	0	0	1
Number of Adjunct Professor engaged with the college?	Male	Female	Others	Total
	0	0	0	1

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	37	25	0	0	62
	Female	92	60	0	0	152
	Others	0	0	0	0	0
PG	Male	1	0	0	0	1
	Female	7	1	0	0	8
	Others	0	0	0	0	0
Diploma	Male	154	56	0	0	210
	Female	390	88	0	1	479
	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	1	0	0	2
	Female	3	4	0	2
	Others	0	0	0	0
ST	Male	0	1	1	1
	Female	2	2	2	2
	Others	0	0	0	0
OBC	Male	18	15	13	8
	Female	27	27	25	24
	Others	0	0	0	0
General	Male	15	23	14	20
	Female	24	41	20	17
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		90	113	75	76

General Facilities	
Campus Type: Vidyanagar, Pedamale Post, Neermarga Road.	
Facility	Status
• Auditorium/seminar complex with infrastructural facilities	Yes
• Sports facilities	
* Outdoor	Yes
* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	Yes
• Cafeteria	Yes

• Health Centre	
* First aid facility	Yes
* Outpatient facility	No
* Inpatient facility	No
* Ambulance facility	Yes
* Emergency care facility	No
• Health centre staff	
* Qualified Doctor (Full time)	1
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	0
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	No
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	No
• Power house	No
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes
• Renewable / Alternative sources of energy	Yes
• Any other facility	NA

Hostel Details	
Hostel Type	
* Boys' hostel	
* Girls's hostel	
* Overseas students hostel	
* Hostel for interns	
* PG Hostel	

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Our institution aims to introduce interdisciplinary and multidisciplinary courses and programs that integrate various health sciences disciplines. This involves identifying program outcomes, defining specific learning objectives, and designing courses to ensure that learners acquire specific knowledge, skills, attitudes, and values. Through this approach, we intend to ensure that each program successfully achieves its goals.
2. Academic bank of credits (ABC):	Mangala College of Allied Health Sciences is affiliated with Rajiv Gandhi University of Health Sciences in Bengaluru. The institution is ready to follow the Academic Bank of Credits system if permitted by the affiliating university.

3. Skill development:	The institution actively promotes various skill development and value-based quality education programs. As part of this commitment, the institution offers value-added courses, certificate courses, and add-on courses aimed at enhancing the skill level of students which aligns with the objectives of the National Education Policy (NEP) and underlines the institution's dedication to providing a comprehensive and enriched learning experience.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The institute offers Kannada language classes and actively participates in fostering national unity by celebrating religious festivals with equal enthusiasm. The institution places importance on promoting awareness of both national and regional languages, along with the associated cultures of India. Special observances of national events such as Yoga Day, Teacher's Day, Republic Day, and Independence Day are integral to the institution's cultural events. During these celebrations, students are encouraged to express themselves in their mother tongue. Additionally, various cultural events and competitions, encompassing aspects like characters from Indian mythology, classical music/songs, classical dance, rangoli, face painting, clay modeling, etc., are organized, providing students with opportunities to embrace and appreciate the rich cultural heritage and traditions of India.
5. Focus on Outcome based education (OBE):	The institution has adopted Outcome-Based Education (OBE) for all undergraduate (UG) and postgraduate (PG) programs. We actively communicate Program Outcomes (PO) and Course Outcomes (CO) to the students. A diverse range of assessment methods, including Continuous Comprehensive Evaluation Tests, OSPE/OSCE, quizzes, assignments, and projects, are employed to evaluate students' understanding of the designated course objectives.
6. Distance education/online education:	In response to the onset of the pandemic, the institution has been transitioning from traditional classroom teaching towards a hybrid model through the inclusion of platforms such as Google Classroom, Zoom, and other online resources. Additionally, the institution has made lectures accessible to students through its website. Looking ahead, the institution plans to launch the Mangala Academic App, an educational application that will feature lectures

presented through videos, animations, and PowerPoint presentations. This initiative aims to enhance the learning experience for students. The institution actively encourages both students and faculty members to explore various online courses available on platforms like Coursera. In a commitment to fostering digital education, the institution has registered on the SWAYAM platform, providing further opportunities for students and faculty to access a diverse range of online courses. This multi-faceted approach reflects the institution's dedication to adapting and utilizing technology for effective and comprehensive education delivery.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Electoral Literacy Club (ELC) was established in the institution with an aim to create awareness regarding the electoral process and democracy among the students of Mangala College of Allied Health Sciences.</p>
<p>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?</p>	<p>Mr. Mithun Venugopal is the appointed faculty co-ordinator and Mr. Abhishek M Poojary and Mr. Adithya G K Kottary are the student representatives. Electoral Literacy Club is functional but not representative in character.</p>
<p>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.</p>	<p>The institution has been conducting awareness events on National Voters' Day to encourage the new voters to fulfill their fundamental right to cast votes and promote ethical voting practices among the institution's students, faculty, and staff. On National Voters' Day 2021, 28 institution students took the Voters' Day pledge, and awareness was created among the new voters of the nation. On National Voters' Day, 25 January 2023 an awareness session was organized for faculty and students on the significance of casting your vote, and a pledge was taken. On 11 April 2023, on account of the Karnataka Legislative Assembly elections, an awareness session was organized for the students regarding the importance of voting and bringing about positive change in society. This event was organized in association with the District Electoral Office, Dakshina Kannada in which more than 120 students</p>

	and faculty participated.
<p>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.</p>	<p>The institution has taken initiatives in electoral-related issues such as participation in the electoral process where the newly admitted students were motivated to register themselves as voters and procure voter IDs. An activity was undertaken during the voter awareness program held on 11 April 2023, where the students wrote letters to their parents to encourage them to vote in the upcoming Karnataka Legislative Assembly elections.</p>
<p>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.</p>	<p>The institution actively encourages students eligible to vote to enroll themselves in the electoral roll. To facilitate the process of enrolment, through the institutional website, a portal is created that links to the official NVSP website where a student can enroll themselves in the electoral list and attain voter ID. The portal can accessed through the link https://mangalaparamedicalcollege.com/registration-of-new-voter/</p>

Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
223	214	186	205	191
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
43	46	37	42	48
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.3

Number of first year Students admitted year-wise in last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
90	113	75	76	106
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
29	28	31	30	25
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
45	45	45	45	45
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
778.05005	309.62658	243.18192	178.64291	134.82938
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning, delivery and evaluation through a well defined process as prescribed by the respective regulatory councils and the affiliating University.

Response:

Curriculum Planning and Implementation

Curriculum design:

The vision and mission of Mangala College of Allied Health Sciences are dedicated to delivering exceptional education, firmly rooted in scientific principles, and aim to equip aspiring healthcare professionals with the knowledge and skills. It ensures that the academic events are implemented for Bachelor of Science programs in Medical Imaging Technology (MIT), Medical Laboratory Technology (MLT), Renal Dialysis Technology (RDT), Anaesthesia and Operation Theatre Technology (A&OTT) and Optometry and PG programs in MLT with 3 specializations - Clinical Biochemistry, Haematology and Blood Transfusion, and Microbiology and Immunology, Master of Science programs in Renal Dialysis Technology and Optometry, based on the Rajiv Gandhi University of Health Sciences (RGUHS) guidelines. Currently, the revised UG scheme of 2019 for the Bachelor of Science program in MIT, MLT, RDT, Optometry and 2020 for A&OTT and the revised PG scheme of 2019 for the Master of Science programs in MLT and RDT, and 2022 for Optometry is implemented. It ensures that the academic events are implemented for 5 UG and 5 PG programs based on the RGUHS guidelines.

BoS and Syllabus Revision Committee representatives actively participate in the revision and design of the curriculum.

The College Curriculum Committee is actively involved in:

Curriculum enrichment: The college curriculum committee aims to bring out the overall development of our students. Content beyond the curriculum is identified and taught through interdepartmental/intradepartmental lectures to expose students to recent trends. A review of the curriculum is made and considering the feedback received, the institution takes initiatives to enrich the curriculum through the addition of soft skill training, value-added, and certificate courses by implementing them along with the curriculum which addresses many cross-cutting issues.

Curriculum delivery, mapping, and instructional methods: The college curriculum committee implements the curriculum through a well-planned curriculum delivery system which is integrated into the Learning Management System (LMS). The institute has adopted innovative and creative teaching-learning processes, tools, and techniques through the implementation of advanced concepts of pedagogy, the use of Information and Communication Technology (ICT), LMS, and student-centric learning methods for enhancing teaching and learning experience. Faculty development programs organized by

the faculty development committee have enhanced the teaching skills of faculty towards a more student-centric approach. Each faculty is entrusted with the task of mentoring 8 students on average to deal with academic and personal issues, thereby strengthening the bond between teachers and students.

Student evaluation: The institution follows a cumulative examination process per RGUHS guidelines, with invigilators, practical examiners, and evaluators. The college curriculum committee plans the internal examinations at the start of the academic year and the schedule of the internal examination, is displayed on the notice board and website from time to time. The systematic examination process, standard question paper preparation, meticulous and unbiased evaluation, and dispatch of reports to parents are carried out. The internal examination evaluation process is transparent as it is integrated through LMS so it's student and parent-friendly.

Feedback from stakeholders is collected and analyzed and the college curriculum committee implements measures accordingly.

File Description	Document
Any additional information	View Document
Link for any other relevant information	View Document
Link for Minutes of the meeting of the college curriculum committee	View Document

Other Upload Files	
1	View Document
2	View Document

1.1.2

Percentage of fulltime teachers participating in BoS /Academic Council of Universities during the last five years. (Restrict data to BoS /Academic Council only)

Response: 4.3

1.1.2.1 Number of teachers of the Institution participating in BoS/Academic Council of universities year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1	3	0	1	1

File Description	Document
Provide scanned copy of nomination letter such BoS and Academic Council From University/ Autonomous college	View Document
Institutional data in prescribed format	View Document
Link for details of participation of teachers in various bodies	View Document
Link for additional information	View Document

1.2 Academic Flexibility

1.2.1

Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years

Response: 33.86

1.2.1.1 Number of inter-disciplinary /inter-departmental courses /training offered during the last five years

Response: 43

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

Response: 127

File Description	Document
Minutes of relevant Academic Council/BoS meetings	View Document
List of Interdisciplinary /interdepartmental courses /training across all the the programmes offered by the University during the last 5 years	View Document
Institutional data in prescribed format	View Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

1.2.2

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

Response: 23.78

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

2022-23	2021-22	2020-21	2019-20	2018-19
163	98	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
Details of the students enrolled in subject-related Certificate/Diploma/Add-on courses	View Document
Any additional information	View Document
Link for additional information	View Document

1.3 Curriculum Enrichment

1.3.1

The Institution integrates cross-cutting issues relevant to gender, environment and sustainability, human values, health determinants, Right to Health and emerging demographic issues and Professional Ethics into the Curriculum as prescribed by the University / respective regulative councils

Response:

The curriculum offered in Mangala College of Allied Health Sciences has incorporated the cross-cutting issues relevant to gender, environment and sustainability, human value, health determinants, right to health, and professional ethics along with the prescribed curriculum by the university.

Gender: Various events like the gender equity webinar (2021) are proactively conducted for students to inculcate in them the value of gender equity and sensitize them towards gender empowerment. Red Card Campaign (2023), self-defense workshops (2020), Women's Day (2018,2020,2021,2022,2023), and Internal Complaint Committee (ICC) orientation program on anti-sexual harassment (2023) were conducted to empower students and to create awareness amongst students about rising societal issues with respect to gender.

Human values: Mangala College of Allied Health Sciences has made a lot of efforts in imparting and inculcating human values in students by organizing many programs related to the upliftment of human values. Several healthcare camps (2022) have been organized to reinforce human values. Personality development workshops were organized to bring a holistic approach towards human values. Awareness on drug abuse sessions (2020) and voter awareness programs (2021, 2023) were organized to educate the

students regarding its importance.

Health determinants, right to health, and emerging demographic issues: Many sensitization programs were organized by different departments of Mangala College of Allied Health Sciences in collaboration with NSS, NCC, YRCS, and other agencies in order to deliver healthcare awareness and impart knowledge for the well-being of the community. Programs such as pulse polio camps (2021), COVID vaccination drives (2021), blood donation camps (2021, 2022,2023), breast cancer awareness (2022), mental health awareness (2022), CPR training (2022,2023), health checkup camps (2022) were organized to provide hands-on training to the students.

Professional ethics: Professional ethics play a keen role in the upliftment of a health care professional who is an integral part of the health care setup. Sessions on professional ethics and health care (2022), and career enhancement workshops enable students to inculcate professional values.

Environment and sustainability: Environmental conservation holds significance in the present scenario. Our college organized various environmentally friendly events like Vanamahotsava(2018), Swachh Bharat Abhiyan (2022,2023), and Beach cleaning programs (2022,2023) by encouraging our NSS, NCC, and YRCS volunteers to actively participate and create awareness amongst the public.

File Description	Document
Link for any other relevant information	View Document
Link for list of courses with their descriptions	View Document

1.3.2

Number of value-added courses offered during the last five years that impart transferable and life skills.

Response: 46

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

Response: 46

File Description	Document
List of-value added courses	View Document
Institutional data in prescribed format	View Document
Brochure or any other document related to value-added course/s	View Document
Any additional information	View Document
Links for additional information	View Document

1.3.3**Average percentage of students enrolled in the value-added courses during the last five years****Response:** 58.53

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

2022-23	2021-22	2020-21	2019-20	2018-19
146	136	151	167	190

File Description**Document**

Institutional data in prescribed format

[View Document](#)

Attendance copy of the students enrolled for the course

[View Document](#)

Link for additional information

[View Document](#)**1.3.4****Percentage of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings (data for the preceding academic year)****Response:** 100

1.3.4.1 Number of students undertaking field visits, clinical, industry internships, research projects, industry visits, community postings

Response: 179

File Description	Document
Scanned copy of filed visit report with list of students duly attested by the Head of the institution to be provided	View Document
Institutional data in prescribed format	View Document
Community posting certificate should be duly certified by the Head of the institution	View Document
Links to scanned copy of completion certificate of field visits/Clinical / industry internships/research projects/industry visits/community postings from the organization where internship was completed	View Document
Link for additional information	View Document

1.4 Feedback System

1.4.1

Mechanism is in place to obtain structured feedback on curricula/syllabi from various stakeholders. Structured feedback received from:

- 1. Students**
- 2. Teachers**
- 3. Employers**
- 4. Alumni**
- 5. Professionals**

Response: A. All of the above

File Description	Document
Stakeholder feedback reports as stated in the minutes of meetings of the College Council /IQAC/ Curriculum Committee	View Document
Sample filled in Structured Feedback to be provided by the institution for each category claimed in SSR	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

1.4.2

Feedback on curricula and syllabi obtained from stakeholders is processed in terms of:

Response: A. Feedback collected, analysed and action taken on feedback besides such documents made available on the institutional website

File Description	Document
Stakeholder feedback report	View Document
Institutional data in prescribed format	View 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
Link for additional information	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

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

Response: 68.49

2.1.1.1 Number of students admitted from the reserved categories as per GOI or State Government norms year-wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
49	49	41	39	29

2.1.1.2 Number of seats earmarked for reserved categories as per GOI or State Govt. norms year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
70	72	61	50	49

File Description	Document
Institutional data in prescribed form	View Document
Final admission list published by the HEI	View Document
Copy of letter issued by state govt. or and Central Government (which-ever applicable) Indicating the reserved categories to be considered as per the GO rule (translated in English)	View Document
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution.	View Document
Admission extract submitted to the state OBC, SC and ST cell every year.	View Document

2.1.2

Average percentage of seats filled in for the various programmes as against the approved intake**Response:** 74.71

2.1.2.1 Number of seats filled-in for various programmes offered by the College as against the approved intake during the last five years:

2022-23	2021-22	2020-21	2019-20	2018-19
90	113	75	76	105

2.1.2.2 Number of approved seats for the same programme in that year

2022-23	2021-22	2020-21	2019-20	2018-19
141	144	122	100	112

File Description	Document
The details certified by the Head of the Institution clearly mentioning the programs that are not covered under CET and the number of applications received for the same	View Document
Institutional data in prescribed format	View Document

2.1.3**Average percentage of Students admitted demonstrates a national spread and includes students from other states****Response:** 56.16

2.1.3.1 Number of students admitted from other states year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
38	34	35	31	62

File Description	Document
List of students enrolled from other states year-wise during the last 5 years	View Document
Institutional data in prescribed format	View Document
E-copies of admission letters of the students enrolled from other states	View Document
Copy of the domicile certificate as part of the from other states and countries and/or Previous degree/Matriculation / HSC certificate from other state or country	View Document

2.2 Catering to Student Diversity

2.2.1

The Institution assesses the learning levels of the students, after admission and organises special Programmes for advanced learners and slow performers

The Institution:

- 1. Follows measurable criteria to identify slow performers**
- 2. Follows measurable criteria to identify advanced learners**
- 3. Organizes special programmes for slow performers**
- 4. Follows protocol to measure student achievement**

Response: D. Any one of the above

File Description	Document
Institutional data in prescribed format	View Document
Criteria to identify slow performers and advanced learners and assessment methodology	View Document
Consolidated report of special programs for advanced learners and slow learners duly attested by the Head of the Institution	View Document
Link for any relevant information	View Document

2.2.2

Student - Full- time teacher ratio (data of preceding academic year)

Response: 7.69

File Description	Document
List of students enrolled in the preceding academic year	View Document
List of full time teachers in the preceding academic year in the University	View Document
Institutional data in prescribed format (data Templates)	View Document

2.2.3

Institution facilitates building and sustenance of innate talent /aptitude of individual students (extramural activities/beyond the classroom activities such as student clubs, cultural societies, etc)

Response:

Mangala College of Allied Health Sciences has given equal importance to co-curricular activities and has utilized them to augment learning through the process of doing.

These activities provide opportunities for the students to develop problem-solving, critical, and creative thinking, initiation, communication, coordination, and collaboration skills among themselves.

One of our mission is the holistic development of students. To ensure this, various committees and cells are constituted for extramural activities including student council, arts club, NSS, YRCS, NCC, sports, and cultural activities.

Student Council: The student council helps in sharing students' interests with faculty and ensures that students are getting opportunities to highlight their talents through sports and cultural competitions. Student council delegates the duties of organization of sports and cultural events to students themselves and oversees the process to ensure smoothness in organization and completion.

Physical Education: The physical education department with full-time physical directors are appointed and are responsible for organization and participation in sports activities within the institution and outside at zonal, district, state, and university level sports and games.

Sports and Cultural Events: Emphasis is placed on student feedback on sports and cultural activities organized by the Student Council. The presence of dedicated facilities for hosting sporting and cultural events like an auditorium equipped with professional audio and video equipment, artificial turf grounds, and indoor and outdoor sports facilities has helped in organizing various events in the institution. A steady increase has been increased in participation in the events organized by the Student Council, Arts Club, and annual sports and cultural events.

Festival Celebrations: Celebration of festivals like Onam, Holi, Shri Krishna Janmashtami, and Christmas has brought a sense of togetherness among students and has promoted National Cultural and Religious diversity within the campus. Diverse cultural events are organized in which students from

diverse backgrounds come together to participate and perform their cultural dances and songs.

Annual Sports Meet: The Annual sports meet has provided a platform for the students to highlight teamwork and comradery. Spardha Sangam is the annual sports and cultural competition organized for the students of Mangala Group of Educational Institutions which includes rangoli, debate, wealth out of waste, spot photography, cooking without fire, mehndi, face painting, nail art, quiz, and variety competitions where students participated as a team. NSS and YRCS volunteers participate in Swatch Bharath Abhiyaan, regular Blood Donation, and Beach Cleaning Drives inculcating values of conservation of the environment and positive impact on the community.

Curriculum Enrichment: For psychological and personality development yoga, professional skill development courses are added to enrich the curriculum every year.

Social media initiative started by the Student Council provided the students with photography, videography, and editing skills to create high-quality videos and photos of the events organized in the institution.

File Description	Document
Link for Appropriate documentary evidence	View Document
Link for any other relevant information	View Document

2.3 Teaching- Learning Process

2.3.1

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

- **Experiential learning**
- **Integrated/interdisciplinary learning**
- **Participatory learning**
- **Problem solving methodologies**
- **Self-directed learning**
- **Patient-centric and Evidence-Based Learning**
- **Learning in the Humanities**
- **Project-based learning**
- **Role play**

Response:

Mangala College of Allied Health Sciences being affiliated to Rajiv Gandhi University of Health Sciences (RGUHS), has limited influence over curriculum development. Yet, the college urges instructors to refocus traditional classroom instructions in order to increase student participation.

Students are given the opportunity to improve their abilities and cultivate a positive outlook on the

disciplines through the inclusion of student-centric learning strategies in regular academic procedures in the curriculum delivery monitored by the College Curriculum Committee.

Experiential learning:

Students who actively participate in the learning process increase their understanding, gain new abilities, and expand their knowledge. Students participated in clinical postings and workshops to gain experience using the equipment and develop the necessary skills firsthand.

Integrated/Interdisciplinary Learning:

Integrated learning plays a significant role in the effective diagnosis of disorders. Interdepartmental and trans-departmental courses were taught through integrated learning to provide exposure to the basics and advanced aspects of their respective disciplines.

Self-directed learning:

The college features a comprehensive library that offers books, journals, and technical publications as information resources. Students are strongly encouraged to make use of the facilities offered in order to gain a greater grasp of the techniques and procedures applied in their particular fields as well as the latest developments in diagnostics, treatment modalities, and testing. It is recommended that trainees enhance their skill set by repeating the testing, diagnosis, and treatment procedures in clinical placements.

Participatory learning:

Through inclusion and engagement which emphasizes active participation, collaboration, and shared decision making the students take an active role in the learning process. Students actively participate in research projects, journal clubs, oral and poster presentations, and topic presentations.

Problem Solving methodologies:

Through tutoring, students learn to analyze, recognize, and solve complicated case-based problems using structured methodologies. The facilitator presents a case condition to the students, who are then guided to identify and offer suggestions for diagnosing the patients' conditions using the available clinical data. Next, they plan the treatment courses and do a follow-up analysis of the treatment outcomes.

Patient-Centric and Evidence-Based Learning:

The institution consists of large numbers of experienced faculty, the students are encouraged to incorporate patient-centric and evidence-based learning in patient management. Through active participation in case presentations and case studies, students develop analytical thinking, clinical reasoning, and decision-making skills.

Project Based Learning:

Students are provided with various projects related to the subjects in their curriculum like model preparation, poster preparation and presentation, and research projects to enhance their understanding and develop their skill set through applying themselves in the works over an extended period. They can

reflect on the challenges and problems they faced along the way, draw insights from various sources, and utilize specific skills to tackle and overcome challenges.

Role Play:

Role plays provide an ideal platform to explore real-life scenarios through interactions with people in a controlled learning environment to gain experience, confidence, and develop communication and social skills among learners in life-like situations. Students are provided with learning scenarios and by volunteering they participate in role-play situations. The facilitating teachers monitor the role play and brief and debrief the participants.

Learning in the Humanities:

In order to promote learning in humanities the institution has developed and delivered 26 courses to address challenges in day-to-day professional life in the last 5 years.

File Description	Document
Link for learning environment facilities with geotagging	View Document
Link for any other relevant information	View Document

2.3.2

Institution facilitates the use of Clinical Skills Laboratory / Simulation Based Learning

The Institution:

- 1. Has Basic Clinical Skills / Simulation Training Models and Trainers for skills in the relevant disciplines.**
- 2. Has advanced simulators for simulation-based training**
- 3. Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation based learning.**
- 4. Conducts training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning**

Response: A. All of the above

File Description	Document
Report on training programmes in Clinical skill lab/simulator Centre	View Document
Proof of patient simulators for simulation-based training	View Document
Institutional data in prescribed format	View Document
Geotagged Photos of the Clinical Skills Laboratory	View Document
Details of training programs conducted and details of participants.	View Document

2.3.3

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

Response:

Information and Communication Technology (ICT) tools are metamorphic tools when used appropriately can stimulate the shift towards an effective teaching-learning experience. The use of ICT in classroom teaching-learning delivers opportunities for teachers and students to operate, store, and retrieve information, encouraging independent and active learning and self-responsibility by guiding the students toward a learner-centered environment.

ICT-Enabled Classrooms: ICT-enabled tools are utilized to their fullest potential during theory classes, case studies, seminars, and demonstrations, using PowerPoint presentations, animations, and other AV aids. There are 11 classrooms, 2 seminar halls, 1 audio-visual room, and an auditorium equipped with overhead LCD projectors, computers, and laptops, and audio devices.

Library Resources: The institutional library provides access to numerous e-learning resources such as e-journals, 27 CD ROMs, and the Helinet Consortium of e-books which can be accessed by faculty and students alike.

Virtual Classrooms: During the COVID-19 pandemic, learning shifted to virtual classrooms. The faculty was trained to utilize online learning tools effectively and to teach online. Zoom classes were organized for the students, the faculty would upload reference materials, and conduct quizzes, and assignments in Google Classroom and Google Sites where the e-learning materials were uploaded by the faculty. These features were utilized to ensure the process's ease for faculty and students. Faculty have continued to utilize Google Classroom and Google Sites.

Faculty Training: Training programs were organized for the faculty to create e-content. 32 of the faculty were trained in 2019-2020 and 30 in 2020-2021 to create e-content. Efforts were made to train the faculty of the preparation of PowerPoint presentations, using Excel sheets and MS Word documents. During the lecture session, faculty use several online apps to assess students' understanding of the topic, evident in the institutional lesson plans.

Learning Management System: The college has subscribed to the Learning Management System (LMS), with various modules accessible through desktop and mobile with content for delivery, planning, and tracking of learning outcomes which is accessible for faculty, students, and parents. LMS login can be accessed through the website, where tutorials and demonstrations can also be found. LMS is also used for monitoring faculty and students on curriculum progression, class participation, and attendance, internal assessment performances, and mentor-mentee interactions.

Feedback System: A blended/hybrid model of collection of feedback is utilized. A portion of feedback from stakeholders is collected through Google Forms. Efforts are being made to shift fully towards electronic feedback collection.

Examination and Digital Valuation Center: Our institute has been hosting University Theory Examinations and digital valuations since 2019. The theory examination center is monitored through CCTV and PTZ cameras for continued surveillance during examinations, downloading question papers, scanning answer scripts, and digital valuations.

Accessibility: The campus is Wi-Fi-connected, and the computer lab contains desktops connected to the Internet for ease of access to online and e-learning resources, e-libraries, and LMS.

Video Libraries: The video recordings of prominent events and programs are uploaded to the institutional website and to the YouTube channel of the institution to create video libraries for reference purposes.

ICT has amplified the scope of individual learning where a student can achieve learning according to their will without the barriers of time and space.

File Description	Document
File for list of teachers using ICT-enabled tools (including LMS)	View Document
File for details of ICT-enabled tools used for teaching and learning	View Document
Link for webpage describing the “LMS/ Academic Management System”	View Document
Link for any other relevant information	View Document

2.3.4

Student :Mentor Ratio (preceding academic year)

Response: 10.14

2.3.4.1 Total number of mentors in the preceding academic year

Response: 22

File Description	Document
Log Book of mentor	View Document
Institutional data in prescribed format	View Document
Copy of circular pertaining the details of mentor and their allotted mentees	View Document
Approved Mentor list as announced by the HEI Allotment order of mentor to mentee	View Document

2.3.5

The teaching learning process of the institution nurtures creativity, analytical skills and innovation among students

Response:

Mangala College of Allied Health Sciences nurtures creativity, analytical skills and innovation among students through development of a learning environment primarily made up of conventional teaching-learning methods, technological innovations and extra mural learning opportunities in order to meet the set goals.

Utilization of conventional teaching-learning methods:

Through conventional teaching-learning methods such as lectures, seminars, assignments, demonstrations, etc. the teachers focus on incorporating creativity, analytical thinking and innovation in the teaching methods with an aim to equip the teachers so that they can nurture creativity among the students. Often times, the students select a wide variety of topics relevant to their respective disciplines in order to prepare seminars, presentations, posters and charts during the internal and external CMEs, departmental day celebrations, webinars. These topics encourage the students to cultivate the analytical skills to research and compile information in a presentable format which are showcased by the students during the presentation process.

Students choose a real-world issue and investigate, analyse, and problem-solve often in groups learning to collaborate and plan the project, gather information from wide variety of resources which encourages critical thinking and decision-making skills. The students present their findings which allows them to reflect on their learning. This process is continuously monitored by Research and Innovation Cell. Through our collaboration with the Atal Incubation Centre located in N.M.A.M.I.T., Nitte University (Deemed to be) we are creating opportunities for innovation and development of innovative thinking among the students along with development of entrepreneurship skills.

Students are encouraged to analyse and evaluate information through introduction of group discussions and case studies to stimulate critical thinking and problem-solving as incorporated in the curriculum delivery.

Role-play is a significant learning method where a teacher can create an environment for the student to approach the topics in a creative and innovative manner without the fear of failure.

Technological Innovations:

Integration of technology with the aim of enhancing the learning experience among the students. Online tools such as LMS, e-learning apps (such as the collaboration with Coursera to offer e-learning courses), access to e-library and other learning resources has assisted in fostering creativity and innovation and also polishing the analytical skills. The accessibility to learning resources has played a critical role in development of creative mindset among the students.

Extra mural learning opportunities:

Arts Club, Magazine Committee and Student Council emphasize the significance of music, sports and creative activities as extra-curricular activities to stimulate creativity among the students and think outside the box.

The College Curriculum Committee also includes professional and personality development skills through incorporation of value-added, add-on and certificate courses into the academic sessions.

Industrial visits, field visits, industry internships are regularly organized for the students to learn about the recent advancements and innovations happening in the healthcare industry. A high turn up of students to these events is an indicator of the positive response by the students towards nurturing creativity, innovation and analytical skills.

File Description	Document
Link for appropriate documentary evidence	View Document
Link for any other relevant information	View Document

2.4 Teacher Profile and Quality

2.4.1

Average percentage of fulltime teachers against sanctioned posts during the last five years

Response: 63.56

File Description	Document
Sanction letters indicating number of posts (including Management sanctioned posts) by competent authority (in English/translated in English)	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Links for additional information	View Document

2.4.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

2.4.3

Average teaching experience of fulltime teachers in number of years (preceding academic year)

Response: 7.21

2.4.3.1 Total teaching experience of fulltime teachers in number of years (cumulative experience)

Response: 209.03

File Description	Document
Institutional data in prescribed format	View Document
Consolidated Experience certificate duly certified by the Head of the institution	View Document
Any additional information	View Document

2.4.4**Average percentage of teachers trained for development and delivery of e-content / e-courses during the last 5 years****Response: 0**

2.4.4.1 Number of teachers trained for development and delivery of e-contents / e-courses year-wise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
Certificate of completion of training for development of and delivery of e-contents / e-courses / video lectures / demonstrations	View Document
Web-link to the contents delivered by the faculty hosted in the HEI's website	View Document

2.4.5**Average Percentage of fulltime teachers who received awards and recognitions for excellence in teaching, student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / academies during the last five years****Response: 0**

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
e-Copies of award letters (scanned or soft copy) for achievements	View Document

2.5 Evaluation Process and Reforms

2.5.1

The Institution adheres to the academic calendar for the conduct of Continuous Internal Evaluation and ensures that it is robust and transparent

Response:

The Principal and Vice-Principal of the Mangala College of Allied Health Sciences considering the RGUHS calendar hold the meeting with the class coordinators and discuss regarding academic activities, master rotation, clinical rotation, classwork schedule, internal and university examination schedule, holidays and other co-curricular activities of the year well in advance before the commencement of the academic year. Later tentative outline of the academic calendar is prepared by the class coordinators and the approval of the academic calendar is done at the HOD and staff meetings in the presence of the Principal. The academic calendar is communicated to students and faculty, and published on the institutional website and the Learning Management System (LMS). The academic calendar on the website includes both college and university events and holidays, making it easily accessible for faculty, students and the parents.

Both theory and practical examinations are based on predetermined criteria formed by departments (subject experts). The students are notified of the internal examinations by the subject experts. These exams are planned in accordance with the master rotation plan. In circumstances where the scheduled examinations are conducted, flexibility is given to the class coordinators to reschedule the examinations pending approval from the Principal of the Mangala College of Allied Health Sciences. Internal examination answer scripts are evaluated and the graded papers are distributed to the students and are countersigned by the students. The internal and model examinations are conducted in a well-organized manner. Question papers are prepared by Head of Department and given on the day of examination on the respective faculty who is conducting the examination. The results are communicated to the students within fifteen days of completing the exam. The results of each internal/ model examination are communicated to parents by meeting and those who are performing low in consecutive two examinations, their parents are called to college to discuss with the teachers and principal regarding attendance/ marks issues. PTS meetings are conducted after each exam and communicate student's performance to their parents.

Other than internal examinations there are other ways of evaluation such as unit tests, assignments, projects, seminar etc on which the students are evaluated. To assure transparency, at the end of the academic year the students are allowed to check their marks allotted to them in their internal assessment, followed by the signature of the student. The HOD of the respective departments and Principal of the college of Allied Health Sciences also approves.

The final evaluation is carried out in accordance with the guidelines of the Rajiv Gandhi University of Health Sciences, and the results will be announced on the university's website and officially communicated to the college by the university. The university employs sophisticated examination procedures such as live streaming of theory examination centres, online downloading of question papers and invigilation diaries prior to 30 minutes of examinations, a digital evaluation system, and marks.

File Description	Document
Link for dates of conduct of internal assessment examinations	View Document
Link for academic calendar	View Document
Link for any other relevant information	View Document

2.5.2

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

Response:

Mangala College of Allied Health Sciences deals with examination-related grievances in a strict, transparent, time-bound, and efficient manner. The College Curriculum Committee handles the smooth execution of internal examinations with relative ease. The institution is also the center for the University Theory Examination, so it conducts examinations without any errors as per the regulations of RGUHS which are communicated to students and staff alike.

To handle grievances related to examinations, the institution has made necessary arrangements as per the University guidelines.

Internal Examination

The institution conducts three internal examinations throughout the academic year spaced three months apart. And one model examination at the end of the academic activities before the study vacations. The question papers are prepared and verified by the subject experts to ensure it is reducing the mistakes. Following valuation, the evaluated answer scripts are handed over to the students and they are asked to sign on it if they agree with the valuation. Grievances related to splitting of marks, out-of-syllabus questions, and repeated questions. These grievances are handled by the subject experts themselves. If the student is unsatisfied with the offered resolution, the student can escalate the grievance to the College Curriculum Committee or to the Grievance Redressal Cell. The grievances will be investigated as per their credibility and necessary actions will be taken to resolve the issue. The instances of malpractice are

reported to the Internal Complaints Committee.

University Examination

The external examination is conducted according to guidelines prescribed by the university. Question papers are accessible to download just 30 minutes before the start of the examination by the Chief Superintendent of Examinations in the presence of the observer. The question papers are distributed to the students, and any issues with the question papers are communicated to the nodal examination center through Room Superintendents and the Chief or Deputy Superintendent of the Examination. Chief and Deputy Chief Superintendents also notify the University regarding the issue. Any changes made to questions by the University will be communicated to the students through the Deputy Superintendent of Examinations and acknowledgment of the same is collected from the students. Any changes made during the examination will be notified to the examination center through email.

The observer report will be sent to the University every day in compliance with the University guidelines signed by the university-appointed observer. The observer/squad appointed by the university reports any malpractices to the university along with evidence material (electronic device, mobile phones, malpractice report) in a sealed cover. The university follows the guidelines to handle the reported malpractice and the issue will be resolved.

Submission of Appeals: After the results are published, students having any issues with marks awarded can apply for a photocopy of their valued answer script through the website portal within 10 days of publishing the results on the website and the issue will be resolved by the university within 3 weeks. Guidelines for issuing photocopies of answer sheets are available on the university website for reference. Provision for Re-Totaling and Re-Assessment As per University norms, 3 three-step evaluation procedure is followed before the results are published on the university website. Since answer scripts are evaluated digitally through 3 step procedure, there is no provision for re-totalling and re-assessment.

File Description	Document
File for number of grievances regarding University examinations/Internal Evaluation	View Document
File for details of University examinations / Continuous Internal Evaluations (CIE) conducted during the last five years	View Document
File for any other relevant information	View Document

2.5.3

Reforms in the process and procedure in the conduct of evaluation/examination; including Continuous Internal Assessment to improve the examination system.

Response:

Examination Procedures and processes integrating IT:

The examination process is conducted in accordance with the standards and guidelines established by the university (RGUHS). The following reforms have been made in the process and procedure of the conduct of exams from 2017-2023.

Examination Management System (EMS) services are available in the university (RGUHS) which follows a unified and systematic approach to conduct examinations (both for Internal and University final assessments) like

1. Installation of CCTV in examination halls.
2. Implementation of the Bar-Coded answer booklets.
3. Online Question papers system is in place wherein paper is downloaded 30 minutes before the examination by chief superintendent, in front of observers/squad appointed by university.
4. EMS enabled process of scanning and online evaluation of answer scripts eliminates the answer paper movement from center and 3 step evaluation procedure is followed by RGUHS.
5. Functional clocks, bell, and stationary supports.

The University EMS website provides access to upload students' internal marks and attendance, the examination application notification is published on the RGUHS website, online payment of the fees, access to download hall-ticket, and uploading practical examination marks on the same day of the examination.

The University employs online correction of answer scripts and centralized valuation in the colleges, 3 step valuation system, publishes the results on the University website and the results are available to the student, who can log in using their register number to view their results, the awardees lists are published in the University website.

Internal Assessment System:

Three internal examinations and one model examinations are carried out in an academic year. The final practical and viva exams are conducted as prescribed by the university. The institutional LMS has provision for automated calculations of the marks and easy maintenance of attendance during internal examinations.

Competency Based Assessment: An assessment blueprint is prepared for the individual courses. This assessment blueprint aligns the test item with the program outcomes, course outcomes and learning outcomes which are aligned with the Bloom's Taxonomy and Guilbert's Hierarchy. The question paper is prepared on the basis of the blueprint which allows for matching the question with the expected outcomes. The scores are awarded in the internal examination depending on the weightage. Evaluation forms are used to assess student's clinical and theoretical competency.

Workplace Based Assessment: Students are evaluated in the clinical areas the procedures and other assignments as per the course.

File Description	Document
Link for Information on examination reforms	View Document
Link for any other relevant information	View Document

Other Upload Files

1	View Document
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2.5.4

The Institution provides opportunities to students for midcourse improvement of performance through specific interventions

Opportunities provided to students for midcourse improvement of performance through:

- 1. Timely administration of CIE**
- 2. On time assessment and feedback**
- 3. Makeup assignments/tests**
- 4. Remedial teaching/support**

Response: E. None of the above

File Description	Document
Re-test and Answer sheets	View Document
Policy document of the options claimed by the institution duly signed by the Head of the Institution	View Document
Policy document of midcourse improvement of performance of students	View Document
List of opportunities provided for the students for midcourse improvement of performance in the examinations	View Document
Institutional data in prescribed format	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

The Institution has stated the learning outcomes (generic and programme-specific) and graduate attributes as per the provisions of the Regulatory bodies and the University; which are communicated to the students and teachers through the website and other documents

Response:

Programs, courses, or any other academic activity are undertaken with the aim of execution in an orderly manner to achieve the outcomes associated with the academic activity.

Mangala College of Allied Health Sciences follows the revised ordinance governing regulation and curriculum provided by Rajiv Gandhi University of Health Sciences (RGUHS), Bengaluru. Current revision of the syllabus used are 2019 for B.Sc. in Medical Laboratory Technology (ref: ACA/DCD/AHS/B.Sc.MLT/367/2019-20, Dated: 28/08/2019), 2019 for B.Sc. in Optometry (Ref: ACA/DCD/AHS/OPTO/362(e)/2019-20, Dated: 28/08/2019), 2020 for B.Sc. in Anaesthesia and Operation Theatre Technology (ref: RGU/DCD/Allied Health Sciences Course/2019-20, Dated: 07/08/2019), 2019 for B.Sc. in Renal Dialysis Technology (Ref: ACA/DCD/AHS/B.Sc.RDT/366/2019-20, Dated: 28/08/2019), 2019 for B.Sc. in Medical Imaging Technology (Ref: ACA/DCD/AHS/B.Sc.MIT/363/2019-20, Dated: 28/08/2019), 2019 for M.Sc. in Medical Laboratory Technology (Ref: ACA/DCD/AHS/M.Sc., MLT/374/2019-20, Dated: 28/08/2019), 2019 for M.Sc. in Renal Dialysis Technology (Ref: ACA/DCD/AHS/M.Sc.RDT/372/2019-20, Dated: 28/08/2019) and 2022 for M.Sc. in Optometry. Ordinance and curriculum provided by RGUHS contains information on the eligibility criteria, medium of instruction, scheme of examination, internal assessment, teaching hours, examination schedule, and distribution of marks.

The college curriculum committee designed Program Outcomes (PO), Course Outcomes (CO), Learning Outcomes (LO), and Specific Learning Objectives (SLO) in alignment with the aims and objectives of RGUHS and the Vision and Mission of Mangala College of Allied Health Sciences.

Well-known Deemed to be Universities use Revised Bloom's Taxonomy and Guilbert's Hierarchy for better outcomes and so does our institution. The list of outcomes specific to programs and courses is displayed on the institutional website in the form of a handbook. However, we are waiting for the release from RGUHS for the implementation.

The description of the university ordinance includes the syllabus and the topics to be covered for each course in a specified time period. Based on the syllabus by the affiliating university our teachers and subject experts had prepared the Specific Learning Objectives and the Learning Outcomes in the appropriate domain of Bloom's Taxonomy and Levels of Guilbert's Hierarchy in the form of a lesson plan for each lesson. These Specific Learning Objectives and Learning Outcomes are linked to the Course Outcomes listed for the specific course.

The College Curriculum Committee divides the Program Outcomes and Course Outcomes which are incorporated into the list of Course Outcomes and implemented through Learning Outcomes and Specific Learning Objectives which in turn are incorporated into the class hour through a thoroughly planned lesson plan. The lesson plans are reviewed every year through the mixture of manual follow-up and the use of a learning management system by the college curriculum committee to ensure the effectiveness of the teaching-learning methods, media, and assessment methods used. Each department of the college is responsible for the proper implementation of the measures suggested by the College Curriculum Committee to obtain productive outcomes.

File Description	Document
Link for upload Course Outcomes for all courses (exemplars from Glossary)	View Document
Link for relevant documents pertaining to learning outcomes and graduate attributes	View Document
Link for methods of the assessment of learning outcomes and graduate attributes	View Document
Link for any other relevant information	View Document

2.6.2

Incremental performance in Pass percentage of final year students in the last five years

Response: 99.07

2.6.2.1 Number of final year students of all the programmes, who qualified in the university examinations in each of the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
0	44	36	37	37

2.6.2.2 Number of final year students of all the programmes, who appeared for the examinations in each of the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
0	45	37	41	48

File Description	Document
Trend analysis for the last five years in graphical form	View Document
Reports from Controller of Exam (COE) office/ Registrar evaluation mentioning the relevant details and the result analysis performed by the institution duly attested by the Head of the Institution	View Document
List of Programmes and the number of students passed and appeared in the final year examination each year for the last five years.	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Links for additional information	View Document
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the last five years.	View Document

2.6.3

The teaching learning and assessment processes of the Institution are aligned with the stated learning outcomes.

Response:

The College Curriculum Committee had designed Course Outcomes (CO), Program Outcomes (PO), Specific Learning Outcomes (SLOs) based on the inputs of senior faculty and subject experts due to absence of Statutory Regulatory Authority (SRA), and RGUHS has not provided with guidelines for POs, COs and SLOs. Program Outcomes and Course Outcomes are displayed on the college website.

The Learning Outcomes were compiled into Curriculum Delivery documents which serves as the point of reference for SLOs, teaching-learning method and media used, and assessment methods used for each SLO based on the learner group size and according to the cognitive, psychomotor and affective domains of Blooms' Taxonomy and levels of Guilbert's Hierarchy and ensuring the tools of assessment are aligned with stated learning outcomes. .

A blueprint for assessment has been prepared based on the curriculum delivery documents. Assessment of the listed outcomes is achieved through the summative assessments conducted throughout the year. In short term, the teacher quizzes the class on the topic taken the session, through interaction with the students, College Curriculum Committee monitors the syllabus progression through the Learning Management System (LMS) (DHI erp), Continuous Internal Evaluation system, assignments.

Decisions to improvise the method of delivery are made on the basis of the students' performances

compared to baseline performance parameters to improve the performance of the students. In cases where observable improvements were not visible, an immediate remedial strategy is planned for course correction. The students' success rate is used as a measuring criterion for the stated learning outcomes.

At the time of graduation, the students are expected to acquire the following skills:

Analysing Capacity:

The student shall be able to critically think, analyse and frame action in logical and rational manner.

Effective Communication Skills:

The student must be able to exhibit effective communication skills of listening, speaking, reading, and writing, and establish connection using tools of e-communication and advancements in technology.

Community Involvement:

The student must be able to contribute to the development and prosperity of the society by highlighting ideal moral and ethical values. Thus, being a contributing member of the society.

Desire to Learn:

Each student must be willing to adapt to the changing medical science landscape, and constantly upgrade their skills to effectively discharge their duties.

The learning outcomes are also assessed through the feedback given by the students at the end of the course. The feedback is analysed, and areas of improvements are identified which are then improved with the aim of meeting set academic targets and better accomplishment of the outcomes

File Description	Document
Link for any other relevant information	View Document
Link for programme-specific learning outcomes	View Document

2.6.4

Presence and periodicity of parent-teachers meetings, remedial measures undertaken and outcome analysis

Response:

Parent-teacher interactions play a crucial role in the overall development of the students and it is also an integral part of every educational institution.

Interactions between parents and teachers usually help in identifying areas for academic improvements,

motivation, and co-curricular and extra-curricular participation. In-person interactions provide feedback and update the steps initiated by the institution to improve the overall quality of education measures such as mentor-mentee interactions, academic and co-curricular performances, remedial measures for academic improvements, sports, and cultural performances, and Anti-ragging measures.

An annual orientation program is conducted for the newly enrolled students asking the parents where information regarding the periodicity of the parent-teacher meeting.

Our institution also follows a mentor-mentee system in which 8-9 students are assigned to a mentor who guides them to navigate through the program.

The parents can also follow their ward's academic performances, progression of classes, class participation and performances in examinations through the LMS through a parent can monitor their ward's progress.

During parent-teacher interactions, remedial measures such as extra sessions, video lectures, sharing literature and reference materials, demonstrations, group discussions, co-curricular activities like graduation day, annual days, annual sports meet and annual cultural competitions, student council, arts club, NSS, NCC, Youth Red Cross Society events, and other student participation events are also discussed.

Parent-teacher meetings also provide an ideal platform to connect feedback from the parents in all aspects to ensure quality education at the institution. Feedback is collected, and analyzed and measures are implemented, the outcomes of which are shared with the parents. The overall outcomes of the feedback resulted in favorable responses regarding the utility of LMS in academic performance.

The periodicity of Parent-teacher meetings was severely affected during Covid years where different platforms and methods had to be utilized such as Zoom meetings, over-the-phone interactions, and non-periodic interactions to ensure interaction between parents and teachers.

File Description	Document
Link for proceedings of parent –teachers meetings held during the last 5 years	View Document
Link for follow up reports on the action taken and outcome analysis.	View Document
Link for any other relevant information	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.39

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

Percentage of teachers recognized as PG/ Ph.D research guides by the respective University

Response: 6.29

3.1.1.1 Number of teachers recognized as PG/Ph.D research guides during the last 5 years

2022-23	2021-22	2020-21	2019-20	2018-19
9	0	0	0	0

File Description

Document

List of full time teacher during the last five years.

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Copies of Guideship letters or authorization of research guide provide by the university

[View Document](#)

Any additional information

[View Document](#)

3.1.2

Average Percentage of teachers awarded national /international fellowships / financial support for advanced studies/collaborative research and participation in conferences during the last five years

Response: 11.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	1	0	7	1

File Description	Document
Institutional data in prescribed format	View Document
Fellowship award letter / grant letter from the funding agency	View Document
Any additional information	View Document

3.1.3

Total number of research projects/clinical trials funded by government, industries and non-governmental agencies during the last five years

Response: 0

3.1.3.1 Number of research projects/clinical trials funded by government/industries and non-government agencies year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
E-copies of the grant award letters for research projects sponsored by Government, industries and non-government sources such as industries, corporate houses etc	View Document
Link for funding agencies websites	View Document

3.2 Innovation Ecosystem

3.2.1

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

Response:

In the postmodern era, there has been an increasing trend towards greater devolution of knowledge, research and administrative ecosystem in the Higher Educational Institute (HEI's) to keep updated.

Initiating innovation is a challenge in the healthcare education sector. Innovations are possible only when

the basics in the field are thoroughly understood and the minds are exposed to advances happening in the field.

In order to help researchers at different phases of their research projects, the internal research cell acts as a central hub, assisting with project proposal formulation, literature reviews, research technique, data analysis, and article preparation.

Objectives include:

- AIC, NITTE and Mangala College of Allied Health Sciences will collaborate to organize conferences, workshops, and interactive educational sessions on entrepreneurship.
- Organizing educational initiatives on intellectual property rights.
- Working in conjunction with other incubation centres to strengthen and streamline strategies for incubating innovations.
- Forming partnerships with funding organizations to get funds for innovative research initiatives approved.
- The parties will provide a pool of mentors to guide and support incubated start-ups.
- To keep a database up to date to provide simple access.
- The internal research cell actively participates in the development and implementation of research policies within the institution.
- The faculty and students at our college are privileged to access various facilities available in other technical and nontechnical institutions.
- Enrolled for Kapila Kalam program for Intellectual property Literacy and awareness assistance and will be utilized to greater extent in the coming days.
- Enhancement of research and development activities through comprehensive understanding of Intellectual Property (IP) rights and enforcement mechanisms.
- The internal research cell aids in choosing pertinent themes connected to their field of study and serves as a link between academics and research-related activities.

Research and Innovation Cell is actively involved in:

1. Organizing research-focused initiatives that include a range of approaches and their usage
2. Our institution encourages undergraduate and postgraduate students to actively participate in research by encouraging them to do literature reviews, develop appropriate research procedures, and seek mentorship.
3. Encourage academics and students to show a strong interest in research and associated activities and to publish their findings in National and International Journals that are indexed.
4. Keeps track of the work's progress, reviews study analysis with the research guides, and provides input to assess how the research activity is progressing.
5. The institution, in short, adopts, implements, and fosters a favourable environment for the promotion of innovation in the service of society and the country.

Mangala Institutional Ethics Committee Mangalore:

Mangala College of Allied Health Sciences has a robust Memorandum of Understanding (MoU) with the Mangala Institutional Ethics Committee. This MoU ensures that all research projects conducted adhere to the ethical principles and guidelines set forth by the Indian Council of Medical Research (ICMR).

All research protocols that require ethical clearance submitted to the Mangala Institutional Ethical Committee for review and approval. This committee diligently examines all research proposals to ensure compliance with relevant laws, regulations, and guidelines, granting clearance solely to those proposals that adhere to ethical standards.

File Description	Document
Link for details of the facilities and innovations made	View Document
Link for any other relevant information	View Document

3.2.2

Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) Research methodology, Good Clinical, Laboratory, Pharmacy and Collection practices, writing for Research Grants and Industry-Academia Collaborations during the last five years

Response: 8

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	0	0	1	0

File Description	Document
Report of the workshops/seminars with photos	View Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

3.3 Research Publications and Awards

3.3.1

The Institution ensures implementation of its stated Code of Ethics for research.

The Institution has a stated Code of Ethics for research, the implementation of which is ensured by the following:

- 1. There is an Institutional ethics committee which oversees the implementation of all research projects**
- 2. All the projects including student project work are subjected to the Institutional ethics committee clearance**
- 3. The Institution has plagiarism check software based on the Institutional policy**
- 4. Norms and guidelines for research ethics and publication guidelines are followed**

Response: B. Any 3 of the above

File Description	Document
Share the code of ethics of research clearly stating the claims of the institution duly signed by the Head of the Institution	View Document
Institutional data in prescribed forma	View Document
Link for Additional Information	View Document

3.3.2

Average number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines received per recognized PG teacher of the Institution during the last five years.

Response: 0

3.3.2.1 Number of Ph.D.s /DM/M Ch/PG degrees in the respective disciplines received per recognized PG teachers of the Institution during the last five years.

3.3.2.2 Number of PG teachers recognized as guides by the Regulatory Bodies / Universities during the last five years.

Response: 9

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

3.3.3

Average number of papers published per teacher in the Journals notified on UGC -CARE list in the UGC website/Scopus/ Web of Science/ PubMed during the last five years

Response: 0.04

File Description	Document
Institutional data in prescribed forma	View Document
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	View Document

3.3.4

Average number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings indexed in UGC-CARE list on the UGC website/Scopus/Web of Science/PubMed/ during the last five years

Response: 0

File Description	Document
Institutional data in prescribed format	View Document

3.4 Extension Activities**3.4.1**

Total number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, community, Government and Non-Government organizations engaging NSS / NCC / Red Cross / YRC / Institutional clubs etc. during the last five years.

Response: 18

3.4.1.1 Number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, community, Government and Non-Government organizations engaging NSS/NCC/Red Cross/YRC/Institutional clubs etc. during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
8	5	3	2	0

File Description	Document
Photographs or any supporting document in relevance	View Document
List of students in NSS/NCC/Red Cross/YRC involved in the extension and outreach activities year-wise during the last five years	View Document
Institutional data in prescribed format	View Document
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated	View Document
Any additional informatio	View Document
Link for Additional Information	View Document

3.4.2

Average percentage of students participating in extension and outreach activities during the last five years

Response: 46.54

3.4.2.1 Number of students participating in extension and outreach activities year-wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
162	126	121	74	0

File Description	Document
Institutional data in prescribed forma	View Document
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated and amount generated Photographs or any supporting document in relevance	View Document
Any additional information	View Document
Link for additional information	View Document

3.4.3**Number of awards and recognitions received for extension and outreach activities from Government / other recognised bodies during the last five years****Response:**

The students of Mangala College of Allied Health Sciences engage in a wide range of social responsibility activities that reflect their commitment to positively impacting their communities and the world.

The COVID-19 pandemic has tested our communities in unprecedented ways, and the individuals who have stepped forward to play a vital role in testing and sample collection have made an immeasurable difference. The students of Mangala College of Allied Health Sciences have shown exceptional dedication and service in the COVID-19 swab collection. This unwavering courageous effort from the students was well appreciated by the Department of District Kannada Health & Family Welfare, Dakshina Kannada and Jeppu Primary Health Care Centre, Jeppu, Mangalore.

Students of Mangala College of Allied Health Sciences also participated in the Malaria Screening Work in association with the District Vector Borne Disease Control Office, Mangaluru. Both the District Vector Borne Disease Control Office, Mangaluru and District Kannada Health and Family Welfare, Dakshina Kannada appreciated the service provided by the students for the betterment of society.

The NSS in association with the Department of Optometry conducted a school eye screening camp in Mangala Jyothi Integrated School, Vamanjoor, Mangalore. The School Vision Screening was a great success and helped to promote better eye health and eye care among school children. The initiation by the NSS unit of Mangala College of Allied Health Sciences was well appreciated by the school management.

When students participate in blood donation drives, it helps raise awareness about the importance of donating blood. By actively engaging in such initiatives, students can educate their peers and the community about the significance of regular blood donations, dispel myths, and encourage others to donate. The NSS unit and YRCS of Mangala College of Allied Health Sciences conducted several blood donation camps every year and were well appreciated and honoured with a certificate of appreciation by KMC Blood Centre, Mangalore and District Wenlock Hospital.

Swachh Bharat Abhiyan, also known as the Clean India Mission, is a nationwide cleanliness campaign launched by the Government of India. The National Service Scheme plays a significant role in promoting and actively participating in this campaign. The NSS unit of Mangala College of Allied Health Sciences actively participated in Swachh Bharat programmes yearly by collaborating with local government authorities and non-governmental organizations.

The NSS students of Mangala College of Allied Health Sciences participated in a beach cleaning campaign in the year 2023 and were honoured with an appreciation certificate by Axis Bank and 'Hasiru Dala'.

The students of Mangala College of Allied Health Sciences participated in United Nations Red Card

Campaign carried out by the YUCI in India. 500 students and faculties of the institute actively participated in the campaign to raise the Red Card to show strong condemnation against the ongoing discrimination and violence against women and girls. The YUCI appreciated the participants with an appreciation certificate.

File Description	Document
Link for list of awards for extension activities in the last 5 year	View Document
Link for e-copies of the award letters	View Document
Link for any other relevant information	View Document

3.4.4

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

Response:

The institute plays a parenting role in community outreach activities. The institute organizes various activities, events, and programs through the National Service Scheme (NSS), National Cadet Corps (NCC) and Youth Red Cross Society with the purpose to sensitize students on social, environmental, and health-related issues.

The important activities among them are listed below:

Environment awareness programs

- **Beach Cleaning:**

With the purpose to create awareness among students and the public on water conservation for human existence, poster presentation and awareness talk was organized by the NCC subunit against water pollution on 5th April 2022 in Thaneerbavi Beach, Mangalore. Students advised the public not to pollute the beach environment and promote a green environment. Beach cleanup drive conducted by the NSS unit in association with Axis Bank and 'Hasiru Dala' in Panambur Beach, Mangalore on 10th June 2023.

- **Clean India Campaign:**

To uphold the Swachh Bharat Abhiyan and the mission focus "Cleanliness" as it is one of the basic needs to stay civilized. The NSS unit volunteers were involved in Swachh Bharath programs by cleaning the bus stops and towns nearby to the college.

Health awareness programs

- **Health Camps:**

The NSS unit of the institute organized various health camps like Pulse Polio Campaign, General Health Checkup, Eye checkups, and donation awareness drives.

NSS in association with the Department of Dialysis organized free health check camps in various locations across Mangalore. The camp was supervised by Mangala Kidney Foundation.

Eye checkup and eye donation awareness program was organized by the NSS, Lions Club and department of Optometry, and more than 100 spectacles were given free of charge to home guards.

- **Blood donation camps:**

The NSS volunteers played a crucial role in the blood donation camp organized in association with the Indian Red Cross Society, Lady Goschen Blood Bank, Mangalore with a successful voluntary donor turnout of 85 in the year 2021, and 103 and 127 voluntary donors in the year 2022 and 2023 respectively in association with KMC Blood Center Mangalore.

- **Awareness Program:**

AIDS awareness program organized by the NSS unit on 1st December 2019 at Bikarnakatte, Kaikamba market. A skit was performed by the students about AIDS awareness.

- The NCC in association with NSS conducted a rally, poster presentation and awareness talk against Tobacco usage on World No-Tobacco Day.
- NSS conducted **Fit RGUHS for Fit India Walkathon** on ‘World Health Day’ in 2021.
- NSS unit and Department of Medical Imaging Technology conducted a session on "**Breast cancer awareness & Role of X- mammography**" on 23/09/2022, in the outpatient department, District Wenlock Hospital, Mangalore.

File Description	Document
Link for details of Institutional social responsibility activities in the neighbourhood community during the last 5 years	View Document
Link for any other relevant information	View Document

3.5 Collaboration

3.5.1

Average number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc. per year for the last five years

Response: 1.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	2	2	1

File Description	Document
Institutional data in prescribed format	View Document
Documentary evidence/agreement in support of collaboration	View Document
Certified copies of collaboration documents and exchange visits	View Document
Link for Additional Information	View Document

3.5.2

Total number of Functional MoUs/linkages with Institutions/ Industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for last five years

Response: 17

3.5.2.1 Number of functional MoUs/linkages with Institutions/ industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for the last five years

Response: 17

File Description	Document
Institutional data in prescribed format	View Document
E-copies of the MoU's with institution/ industry/ corporate house, Indicating the start date and completion date	View Document
Link for additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

Information and Communication Technology (ICT) facilities in colleges play a crucial role in modern education. These facilities are essential for teaching, learning, research, and administrative purposes. ICT facilities include Laptops, a Projector, a White projector screen, a Microphone, speakers, and Wi-Fi connectivity.

Classroom / Lecture Halls: Our institution has 11 classrooms with ICT facilities. All the classrooms are well-ventilated with adequate seating facilities.

Seminar Halls: Two seminar halls with an ICT facility and a seating capacity of 80 each. Faculty deliver lectures and facilitate discussions in these spaces. Students also use these halls to deliver presentations, projects, and seminars as part of their coursework. These presentations help students develop their public speaking and presentation skills. Colleges frequently invite guest speakers, experts, and industry professionals to deliver talks and seminars. It provides a suitable venue for such events.

Audio-Visual Room: Even though all the classrooms are ICT enabled, the audio-visual room is equipped with a range of audio and video equipment, including overhead projector, projector screens, sound systems, microphones, and speakers. This room is well-ventilated and offers comfortable seating for 150 people.

Examination Centre: The examination center is made up of examination halls and an examination office. As per the affiliating university norms, the center is set up with organized seating arrangements to ensure each student has a designated seat with adequate spacing to minimize distractions. Trained invigilators oversee the examination to maintain order and ensure that students adhere to the rules and guidelines. During examinations, round-the-clock CCTV surveillance is ensured with PTZ cameras and a live streaming facility as per the affiliating university guidelines.

Auditorium: A main airconditioned auditorium with a capacity of seating 750 people for large events like Cultural programs, Graduation Day, Orientation day, Seminars, Conferences, etc and it is ICT enabled.

Library: The library maintains extensive collections of medical textbooks, journals, and reference materials. Adequate seating capacity with reference rooms is available in the library. The newspaper section is available for students and staff. The library is interconnected to the internet network to allow access to e-resources, e-libraries, and the Helinet facility.

Digital Library: It has a collection of digital resources accessible through computers and the internet. These libraries serve as digital repositories of various types of information and resources. Users can

access digital libraries through web browsers or dedicated library software applications. Paper valuation is carried out in the digital library section

Laboratories: There are seven laboratories which include anatomy lab, physics lab, microbiology lab, pathology lab, biochemistry lab, optometry lab, and simulation lab. Each laboratory contains learning materials like specimens, models, photographs, charts, etc. Students carry out their practical exercises in laboratories equipped with all necessary learning resources as per the statutory regulatory authority.

File Description	Document
Link for list of available teaching-learning facilities such as Classrooms, Laboratories, ICT enabled facilities including Teleconference facilities etc., mentioned above.	View Document
Link for geotagged photographs	View Document
Link for any other relevant information	View Document

4.1.2

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

Response:

Outdoor sports

In our institution, we have outdoor sports fields for activities like cricket, football, kabaddi, volleyball court and basketball court. These fields are well-maintained with proper markings, ensuring a safe and conducive environment for practice and competition.

Mangala Mangnus - Our institution has artificial turf grounds for football and cricket. It measures 16 meters in width x 55 meters in length, 10000 sq. ft. The surface made from synthetic materials like polyethylene or polypropylene, is a grass-like surface that resembles natural grass but requires significantly less maintenance. It is maintained by brushing, cleaning, and ensuring that the turf remains free of debris.

Volleyball Court - This court is typically an open, rectangular space where students and faculty can engage in recreational and competitive volleyball games. The court is symmetrical, with boundary lines marking the court's outer limits. It measures about 18 meters in length x 9 meters wide. A total of six volleyball and one volleyball net are available on the college campus.

Kabaddi Court - We have one Kabaddi court on our college campus. The court surface is made up of soil. The court measures 13 meters in width x 10 meters in length. It's regularly maintained to keep the court in good condition. This includes leveling the playing surface, maintaining the lines, and addressing

any issues with the court's surface, etc. Kabaddi shoes and two-disc cones are available on campus.

Basketball Court - Our institution has one basketball court and it measures 15 meters in width x 11 meters in length. The basketball hoop consists of a ring with a net, suspended from a backboard. The standard hoop height of 3.05 meters (10 feet) from the ground. The court is marked with boundary lines to define the playing area. This is maintained by keeping the court in good condition. This includes repairing or repainting court markings, maintaining the hoop and backboard, and ensuring a level playing surface.

Indoor Games

Our institution has indoor games facilities which include Table Tennis, Ludo, Carrom, and Chess. We have six table tennis paddles and one box of table tennis balls, five ludo boards with four sets of coins, five Carrom boards with four sets of coins, and five chess boards with four sets of chess coins.

Auditorium

A main airconditioned auditorium Ishavasyam with a capacity of seating 750 people for large events like Cultural programs, Graduation Day, Orientation day, Seminars, Conferences, etc and it is ICT enabled.

Gymnasium

We have a gymnasium on our college campus. A treadmill, two gym cycles, dumbbells, a home gym, and a kneeling twister are available. This facility is available for students and faculties. College gymnasiums typically have operating hours that cater to students' schedules with extended hours during peak times. It has safety measures in place, such as first aid kits. It is maintained by keeping the gymnasium in good condition by cleaning, equipment checks, and repairs.

Yoga Center

It helps to promote physical and mental well-being among students and faculty. It is located in a quiet and peaceful area, away from the noise and distractions of the main campus buildings. Certified and experienced yoga instructors lead classes in various yoga styles, catering to different skill levels, from beginners to advanced practitioners. Classes are often held at convenient times for students and faculty

File Description	Document
Link for list of available sports and cultural facilities	View Document
Link for geotagged photographs	View Document
Link for any other relevant information	View Document

4.1.3

Availability and adequacy of general campus facilities and overall ambience

Response:

Hostel Facility: Separate UG hostels are available for boys and girls. We have one boy's hostel, a girls' hostel, and one staff quarters. Hostel provides dormitory-style accommodation, with rooms shared by four students. Hostel rooms are equipped with basic amenities such as beds, study tables, chairs, and storage space for personal belongings. Drinking water facilities, solar-enabled water heaters, and geysers are available. Hostels have dining halls for meals. The electricity supply is backed up by an automatic generator. Security measures deployed at the hostel include security personnel and surveillance through CCTV cameras.

Staff quarters: It is located outside the campus and travel to the college is made convenient by providing a transportation facility.

Medical Facility: It is crucial for the welfare and health of faculty, staff, and students. The medical advisor is available at the college campus, and on-call ambulance service is provided by the parent hospital. The hospital is located equidistance from the college and hostel. Emergency and OPD blocks are available in the parent hospital. Group insurance for students and health insurance for staff is available at the parent hospital.

Parking facility: Designated parking facilities are provided for Staff, Students, and Visitors, and designated parking zones with accessible parking are provided for individuals with disabilities on the campus. Parking lots are monitored through CCTV cameras.

Canteen: The college canteen offers a variety of affordable and hygienic food options, including breakfast items, snacks, and lunch. Operating hours may vary depending on the college's schedule.

Sign boards: They play an essential role in providing information, directions, and guidance to students, faculty, staff, and visitors about visitor information, parking, canteen, classrooms, lecture halls, laboratories, examination center, library, toilets, and more.

Reference room and newspaper section: These are available in the library for students and staff.

Sports and cultural facilities: Indoor and outdoor sports facilities are available within the college campus, including the basketball court, volleyball court, kabaddi court, table tennis, and more. Ishavasyam Auditorium is available for the various cultural activities.

Mangala Magnus: It is an artificial turf ground for football, cricket, and other games.

Gymnasium: The college gym is equipped with a variety of exercise machines and equipment. These facilities provide students and staff with the tools they need to engage in strength training exercises.

Yoga Center: It promotes physical and mental well-being among students and staff. Certified and experienced yoga instructors are hired to lead classes.

Green initiative: Facilities for rainwater harvesting, a solar electricity generating plant, sewage treatment plants, and wheeling of electricity to the grid are implemented as part of the green initiative.

Divyagjan Facility: Signages, elevators, wheelchair-accessible ramps, designated parking, and washrooms on the college campus are installed to ensure accessibility of the college resources to individuals with disabilities.

Wi-Fi facilities: Desktop computers and Wi-Fi facilities are available for internet browsing.

Sewage Treatment Plant: 15KLD Sewage Treatment Plant is installed on the college campus. Wastewater is made potable and used in washrooms.

Rainwater Harvesting: Rainwater is harvested, stored, and utilized in certain sections of the college campus

Solar Power Plant: 20KW of Solar rooftop power plant is installed in the college campus. The excess electricity generated is wheeled to the grid.

File Description	Document
Link for any other relevant information	View Document
Link for photographs/ Geotagging of Campus facilities	View Document

4.1.4

Average percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during the last five years

Response: 8.43

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

2022-23	2021-22	2020-21	2019-20	2018-19
82.00	19.89	5.23	22.33	14.23

File Description	Document
Provide the consolidated expenditure towards infrastructure development and augmentation during last five years duly certified by Chartered Accountant and Head of the institution.	View Document
Institutional data in prescribed format	View Document
Audited utilization statements (highlight relevant items)	View Document
Any additional information	View Document

4.2 Clinical, Equipment and Laboratory Learning Resources

4.2.1

Teaching Hospital, equipment, clinical teaching-learning and laboratory facilities are as stipulated by the respective Regulatory Bodies

Response:

Teaching Hospital:

Mangala Hospital and Mangala Kidney Foundation is a 250-bed multi-specialty hospital. It is a leading healthcare provider that was established in the year 1988. It received a prestigious accreditation from the National Accreditation Board for Hospitals and Healthcare Providers (NABH) in 2019. Mangala Hospital is a comprehensive center designed to meet the needs of premature to geriatric patients with simple to complex diseases.

The specialty and super specialty services provided are general surgery, obstetrics and gynecology, ENT (otolaryngology), ophthalmology, naturotherapy and yoga, orthopedics, urology, nephrology, neurosurgery, neurology, cardiothoracic surgery, physiotherapy, cardiology, plastic surgery, psychiatry, radiology, pediatrics and dental. The hospital provides both in- and out-patient services. The critical care services are available in MICU, NICU, and CCU units. There are four major operation theatres one minor operation theatre, one LSCS Operation theatre, 3 labor operation theatres, and well-equipped diagnostic services like X-ray, ultrasound, ECG, Echo, and endoscopy.

The hospital features various service areas, including CSSD (Central Sterile Services Department), Cafeteria, and canteen. It has established clear and comprehensive policies to prevent hospital-acquired infections. Moreover, the hospital has implemented highly efficient waste disposal systems, approved by regulatory authorities, for the safe management of bio-hazardous waste and other waste categories.

Operation Theatre: The department includes four operating rooms designated for major surgeries, along with one minor operating room intended for small procedures and cases. Each operating room is equipped with automatic operating tables and individual anesthetic machines, complete with ventilators. Additionally, there are multipara monitors, a central supply of oxygen and suction, and a post-operative

ICU that is connected to the operating room complex.

General and Laparoscopic Surgery: The equipment in the department comprises a three-chip laparoscopic camera manufactured by Karl Storz, a bipolar vessel sealing device, a high-end Allen electrocautery machine, a high-definition monitor, a diode laser, and an ultrasonic vessel sealing device.

Urology and Nephrology: The urology and nephrology department is furnished with a range of instruments, including extracorporeal shock wave lithotripsy (ESWL), two C-arm image intensifiers, ureterorenoscopes, a Karl Storz three-chip camera, a Holmium YAG laser, provisions for renal transplants, and eleven hemodialysis machines.

Ophthalmology and ENT: The department of ophthalmology and ENT is equipped with specialized instruments, including operating microscopes featuring Karl Zeiss lenses, a microdebrider, a three-chip Karl Storz camera, a diode laser for cancer treatment, a bipolar vessel sealer, and facilities for corneal transplants.

Radiology: The hospital features an X-ray unit equipped with essential components such as an X-ray tube, X-ray transformer, X-ray film, X-ray cassette, X-ray table, X-ray view box, radiation protection devices, two portable machines, and a computer.

Laboratories: The hospital is equipped with a fully functional laboratory housing essential equipment, for both automated and semi-automated analyzers such as ERBA H560, BacT Alert, CM 200, Chem Plus V2, Urometer, Vesmatic Easy, Hemocue, Eqsylyte Plus, ECL 412, Mini Vidas, Gel Matrix, MISPA VIVA, MISPA I3, ELISA Reader (J. Mithra), Sensacore ST 200 Plus, I Chroma II, ABBOTT ISTAT, CKK3, FInecare III Plus, Rotek VDRL Rotator in the hospital and autoclave, hot air oven, incubator, laminar airflow cabinet, centrifuge, mixer, magnetic stirrer, refrigerator, and various other minor instruments.

Clinical posting: It is provided in the Wenlock District hospital Mangaluru, Assign students to different departments within the hospital includes hand on training to practice clinical skills.

File Description	Document
Link for any other relevant information	View Document
Link for the list of facilities available for patient care, teaching-learning and research	View Document
Link for the facilities as per the stipulations of the respective Regulatory Bodies with Geotagging	View Document

4.2.2

Average number of patients per year treated as outpatients and inpatients in the teaching hospital for the last five years

Response: 284195.6

4.2.2.1 Number of patients treated as outpatients in the teaching hospital year-wise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
286553	232262	153443	327336	297628

4.2.2.2 Number of patients treated as inpatients in the teaching hospital year-wise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
29047	24582	15266	27915	26946

File Description	Document
Year-wise outpatient and inpatient statistics for the last 5 years	View Document
Institutional data in prescribed format	View Document
Extract of patient details duly attested by the Head of the institution	View Document
Details of the teaching hospitals (attached hospital or shared hospitals after due approval by the Regulatory Council / University) where the students receive their clinical training.	View Document
Any additional information	View Document
Link to hospital records / Hospital Management Information System	View Document
Link for additional information	View Document

4.2.3**Average number of students per year exposed to learning resource such as Laboratories, Animal House & Herbal Garden during the last five years.****Response:** 145.8

4.2.3.1 Number of UG students exposed to learning resource such as Laboratories, Animal House &

Herbal Garden year-wise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
141	155	118	143	163

4.2.3.2 Number of PG students exposed to learning resource such as Laboratories, Animal House & Herbal Garden year-wise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
9	0	0	0	0

File Description	Document
Number of UG, PG students exposed to Laboratories, Animal House & Herbal Garden (in house OR hired) per yearbased on time-table and attendance	View Document
Institutional data in prescribed format	View Document
Details of the Laboratories, Animal House & Herbal Garden	View Document
Detailed report of activities and list of students benefitted due to exposure to learning resource	View Document
Any additional information	View Document

4.2.4

Availability of infrastructure for community based learning

Institution has:

1. Attached Satellite Primary Health Center/s
2. Attached Rural Health Center/s other than College teaching hospital available for training of students
3. Residential facility for students / trainees at the above peripheral health centers / hospitals
4. Mobile clinical service facilities to reach remote rural locations

Response: C. Any two of the above

File Description	Document
Institutional prescribed format	View Document
Government Order on allotment/assignment of PHC to the institution	View Document

4.3 Library as a Learning Resource

4.3.1

Library is automated using Integrated Library Management System (ILMS)

Response:

Name of the ILMS software: Koha - a fully featured, scalable library management system.

Year of commencement: 2022

Automation Status: Partial automation

Koha is the software used to partially automate the library of Mangala College of Allied Health Sciences. It was developed by IT specialists under the supervision of library science experts and is a fully integrated system with every module essential for running a library successfully and professionally.

Modules in Koha

Koha includes modules of full-featured library software such as collections, journals, memberships, distribution, cataloging, reports, and tools. KOHA is standards-compliant - MARC 21 (or UNIMARC) for cataloging, Z39.5 for copy cataloging, UTF-8 for non-English catalog data, and SIP2 for RFID integration.

Acquisition and Cataloguing

The acquisition and cataloging module of the library management system enables our librarians to select and buy purchase titles, journals, and other resources and create a database of the same for easy search.

Serial Control

The serial control module of the library software enables our librarians to handle or control processes such as subscriptions, renewals of titles, or cancellations, and generate accurate MIS reports.

Circulation

The circulation module enables our librarian to create and manage borrower types along with keeping a tab on their book issue date, return date, dues, and fines. It enables a smooth circulation of books in the library.

MIS Reports

Management Information Systems or MIS reports related to the library allow our librarians to extract crucial data and information about all the library transactions in a few clicks. Accurate MIS reports foster better decision-making in the library.

OPAC - Online Public Access Catalogue

OPAC is a digital catalog that enables the search for books, journals, or any other material by entering keywords such as the name of the book, its title, author's name, etc

M- OPAC Mobile - Online Public Access Catalogue

M-OPAC is a smartphone app has enabled library users to search for any book via their smartphones by entering keywords such as author's name, title, etc

Benefits of the Software

- Because of excellent searching and issuance of materials, library personnel and students have easy access to information.
- Automation of notifications informs students and librarians about overdue things or the arrival of new items, for example.
- Due to MARC and z39.50 compliance, library item processing time has been reduced.
- Online supervision becomes available, lowering senior staff's line management obligations.
- The automatic collection of data has simplified library management.
- Budget control has been successful with the acquisition module.

File Description	Document
Link for any other relevant information	View Document
Link for geotagged photographs of library facilities	View Document

4.3.2

Total number of textbooks, reference volumes, journals, collection of rare books, manuscripts, Digitalized traditional manuscripts, Discipline-specific learning resources from ancient Indian languages, special reports or any other knowledge resource for library enrichment

Response:

TOTAL NUMBER OF BOOKS	2571
TOTAL NUMBER OF TITLES	510

Allied health science books	1701
Reference books	480
Complimentary books	227
Encyclopedia	06
Literature	65
Dictionaries	14
Current online subscription to e-journal source	Helinet consortium
CD ROM	27
Newspapers	03
E-books	Helinet consortium
Multimedia	1
Journals	04
Dissertation	24
Speech and hearing	21

	YEAR				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
TOTAL NUMBEROF TITLES PUR CHASED	17	33	17	18	102
TOTAL NUMBEROF COPIES OF BOOKS PURCHASE D	56	61	21	84	348

Mangala College of Allied Health Science's college library is where information thrives, and the quest of knowledge is embraced with open arms. This library, situated in the heart of our college, is a symbol of the ever-evolving world of healthcare and its interdependent specialties. Our library is a symbol of intellectual curiosity. Our library houses for wide variety of books, complimentary books, reference books, magazines, dictionaries, and other resources.

On entering, you are greeted by an ambiance that promotes focused study and reflection. Our design concept is around creating a quiet reading environment in which the pursuit of knowledge can emerge in

a peaceful and serene environment. Ample natural light, comfortable seats, and a peaceful environment set the tone for an ideal reading and learning environment.

At the heart of the library, are the expertly curated selection of books and e-resources which cover a wide range of allied health sciences, including anatomy, physiology, radiography, and respective other departments. Whether you're a student just starting out in your academic career or a seasoned healthcare professional looking to extend your knowledge, our library's collection offers something for everyone.

Our library offers an extensive selection of comprehensive reference materials to meet the needs. These books are essential for conducting research, academic studies, and keeping abreast of the latest developments in the field. The reference area of our library is a valuable resource for those wishing to gain a deeper understanding of the intricacies of allied health science, with a wide range of reference material ranging from authoritative medical dictionary texts to encyclopedias on a variety of healthcare topics.

We take pride in our commitment to technological innovation. Alongside our physical collection, we offer a range of digital resources and e-books, ensuring that you have access to the most up-to-date information at your fingertips. Our knowledgeable staff is always on hand to assist you in navigating these digital resources, making your research endeavors seamless and efficient.

Reference Section:

Reference area is calm, peaceful and welcomes focused research and study, creating the ideal environment for deep learning.

Reading Room:

Quiet and bright, library reading room provides calm setting for concentrated reading, encouraging and relaxing reading experience.

Periodicals Section:

Periodicals section emits up-to-date ambiance, inviting users to examine the most recent publications and newspapers.

The Computer and Technology Section:

Provide stimulating environment for students to explore digital resources such as Helinet, e-resources and other audiovisual section including CD ROM creating a modern center of innovation and learning.

Library staff:

Staff members at libraries are aware of their critical role in collecting, assembling, organizing, and preserving the written materials. They are knowledgeable about the literature available to assist every area of specialization. A team has been established in a section to efficiently plan, design, and use both print and electronic resources. Staff and students can utilize the photocopier.

File Description	Document
Link for geotagged photographs of library ambiance	View Document
Link for data on acquisition of books / journals /Manuscripts / ancient books etc., in the library.	View Document
Link for any other relevant information	View Document

4.3.3

Does the Institution have an e-Library with membership / registration for the following:

1. e – journals / e-books consortia

2. E-Shodh Sindhu

3. Shodhganga

4. SWAYAM

5. Discipline-specific Databases

Response: E. Any one of the above

File Description	Document
Institutional data in prescribed sormat	View Document
E-copy of subscription letter/member ship letter or related document with the mention of year	View Document
Any additional information	View Document

4.3.4

Average annual expenditure for the purchase of books and journals including e-journals during the last five years

Response: 1.72

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

2022-23	2021-22	2020-21	2019-20	2018-19
3.50858	1.51401	1.02842	1.66111	0.90361

File Description	Document
Provide consolidated extract of expenditure for purchase of books and journals during the last five years duly attested by Chartered Accountant and Head of the institution	View Document
Proceedings of library Committee meeting for allocation of fund and utilization of fund for purchase of books and journals	View Document
Institutional data in prescribed format	View Document
Audit statement highlighting the expenditure for purchase of books and journal library resources	View Document
Any additional information	View Document

4.3.5

In-person and remote access usage of library and the learner sessions/library usage programmes organized for the teachers and students

Response:

As hubs of knowledge dissemination and learning, libraries have long been a pillar of education. Libraries have evolved in the modern era to meet the demands of an ever-more digital world, offering possibilities for both in-person and remote use. In a variety of sessions and programs, these libraries are valuable resources for students and instructors as well as learners of all ages.

In-Person Library Usage:

A gate register is maintained separately for students and staff to track the daily users of the library. Access is available to reference books, journals, periodicals, dictionaries, encyclopedias, dissertations, and literature. Desktop computers are available in the library for ease of access to inventory, digital resources, and internet accessibility. The library is equipped with journal sections, reading, and reference rooms to cater to the users' needs. The library can accommodate up to 155 simultaneous users.

Remote Library Usage:

By providing remote access, the library has expanded its reach to suit the needs of an increasingly digital world. Helinet and e-libraries, which enable users to use journals, e-books, and multimedia items, are frequently accessible through libraries.

Through the link on the college website, users can access the library remotely, as both students and teachers can use this by logging in using the login and password. Through the link on the college website, users can access the library remotely, as both students and teachers can use this by logging in using the login and password. The library's computer lab, which provides rapid internet access, is

available to be utilized by students and teachers.

Timings:

Our library operates during the college hours that is 8:30 am to 5:00 pm. This time may be extended during the examination period for students' benefit..

Library Usage Programs for Teachers and Students:

Libraries, both physical and virtual, provide a variety of services that cater to the individual requirements of teachers and students. Dedicated library hours are included in the annual timetable so that the students are encouraged to utilize library resources. These programs seek to advance information literacy, encourage a love of reading, and promote educational objectives. Common programs include the following:

Library Advisory Committee: One of the objectives of the library advisory committee is to ensure increased utilization of the library resources and is responsible for organizing events for the completion of their objectives.

Library orientation sessions: These classes make sure that students and teachers can use the library efficiently by introducing them to its resources, cataloging methods, and research techniques.

Book exhibition: The purpose of the book exhibition is to introduce new and updated books so that teachers and students may choose which ones to buy next.

Finally, the library is constantly upgraded to meet the various learning requirements of students and teachers. It ensures accessibility and convenience by allowing for both local and remote usage. Library usage initiatives are essential for improving education and encouraging a love of studying for life.

File Description	Document
Link for details of library usage by teachers and students	View Document
Link for details of learner sessions / Library user programmes organized	View Document
Link for any other relevant information	View Document

4.3.6

E-content resources used by teachers:

1. NMEICT / NPTEL

2. other MOOCs platforms

3.SWAYAM**4. Institutional LMS****5. e-PG-Pathshala**

Response: Any One of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Give links e_content repository used by the teachers	View Document

4.4 IT Infrastructure**4.4.1**

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

Response: 100

4.4.1.1 Number of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities

Response: 14

4.4.1.2 Total number of classrooms, seminar halls and demonstration room in the institution

Response: 14

File Description	Document
Institutional data in prescribed format	View Document
Geo-tagged photos	View Document
Consolidated list duly certified by the Head of the institution.	View Document

4.4.2

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

Response:

Mangala College of Allied Health Sciences has established a vast and robust IT infrastructure including a computer laboratory, high-speed internet connectivity, and access to a variety of digital resources interconnected to facilitate research, effective communication, and technological skill development. This dynamic atmosphere encourages a wide range of educational initiatives enabling us to be at the forefront of the digital age.

The institution has been utilizing high-speed internet connectivity since 2016 and regular upgrades were made in the coming years to support the upgradation of IT infrastructure without affecting the routine functioning of the institution.

The institution has been utilizing the 100 MBPS connection through internet provider BSNL since 2018.

In 2019, a BBNL connection with a network speed of 100 MBPS was introduced to meet the requirements of establishing the university examination and evaluation center at the institution. This additional internet connectivity enabled the institution for the continued monitoring of examination and evaluation process and integrate additional modules of the learning management system and e-governance. In hindsight, this upgrade allowed the institution to adapt rapidly to the demands of integrating virtual classrooms and hybrid learning modules during the pandemic. The pandemic also provided the opportunity to create an inventory of e-learning materials such as video lectures and tutorials.

In 2021, a revision in university examination guidelines prompted the institution to acquire a JIO internet connection of 10 MBPS.

In 2022, to meet the growing requirements of e-library, library automation, and access to the digital library, e-resources, integration of academic modules in the LMS, e-governance, and office requirements significant enhancement of bandwidth capacity to 200 MBPS connection from MBNL was acquired.

ICT Facilities and Tools: The lecture halls, classrooms, seminar halls, and audio-visual rooms are equipped with information and communication technology (ICT) infrastructure, offering an array of advanced tools and resources including projectors, high-speed internet and Wi-Fi connectivity, and audio equipment.

Digital library: The institution utilizes an integrated library system Koha, and an adjacent computer laboratory consisting of 35 computers equipped with internet access which offers a range of software applications catering to the academic needs of students and faculty. It serves as an extension of the library's services, providing students and faculty access to digital resources, and platforms like Helinet and e-libraries.

Computer facility: The institution has a combined total of 66 computers, including desktops and laptops accessible to students and staff, and acquired 10 more laptops in the year 2020.

Learning management: It currently functions as an essential tool for organizing and delivering educational content and resources. It plays a vital role in facilitating the management of student attendance and timetables, contributing to the educational structure and efficiency of the institution.

University Assessment: Cameras were installed at the examination and valuation center as per university instruction (bills enclosed). A live streaming facility supervised by Rajiv Gandhi University of

Health Sciences during university exams.

Due to the consistent internet connectivity maintained throughout the COVID-19 pandemic, we effectively managed to carry out regular online classes for our students, arrange seminars, and convene meetings that included all staff members. (Photos are enclosed in other relevant data.)

The institution utilizes a biometric attendance system to ensure precise attendance tracking for all staff members. Furthermore, it upholds 24/7 surveillance through CCTV cameras, providing the capability to access recorded footage spanning a 45-day period.

File Description	Document
Link for documents related to updation of IT and Wi-Fi facilities	View Document
Link for any other relevant information	View Document

4.4.3

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

Response: 50 MBPS-250 MBPS

File Description	Document
Institutional data in prescribed format	View Document
Details of available bandwidth of internet connection in the Institution	View Document
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	View Document
Any other relevant information	View Document

4.5 Maintenance of Campus Infrastructure

4.5.1

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

Response: 14.78

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

2022-23	2021-22	2020-21	2019-20	2018-19
75.83381	94.88979	21.67920	26.64971	13.06145

File Description	Document
Provide extract of expenditure incurred on maintenance of physical facilities and academic support facilities duly certified by Chartered Accountant and the Head of the institution	View Document
Institutional data in prescribed format	View Document
Link for any additional information	View Document

4.5.2

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

Response:

Maintenance of Physical Facilities:

The college has a maintenance committee, which holds the responsibility for overseeing the maintenance of physical facilities. Any requests for repairs and maintenance work from various units are directed to this committee for action. The maintenance of water pumping facilities, sewage systems, and drainage is handled by our dedicated support staff. In the event of issues or breakdowns, the electrician is summoned to conduct maintenance on equipment, including electricity generators, general lighting systems, power distribution infrastructure, solar panels, and elevators. Additionally, vehicle maintenance, and elevator maintenance are carried out at regular intervals as well. Prior to initiating any maintenance procedures, comprehensive discussions occur within the committee, and budgets are allocated for the task through the manager.

Maintenance of Laboratories:

The college is equipped with multiple practical laboratories, and the laboratory in charge are responsible for the overall supervision and maintenance of laboratory facilities within respective departments. The regular functionality of equipment in all laboratories is periodically verified, and any necessary repairs, such as the replacement of parts are promptly undertaken. These maintenance activities are then documented in the service register.

Library and Library Resources:

The Chief Librarian oversees the efficient functioning of the library. Maintenance is performed on the books and other library resources based on the requests received from the various departments in the library of the college. A register is maintained to record the borrowing and return of library materials. Assessments of the collection to eliminate outdated or damaged materials and replace them with more relevant resources are done regularly. Furthermore, routine cleaning, repairs, and maintenance on

ventilation, furniture, shelving, and fixtures is performed.

Sports:

The Department of Physical Education consists of two faculty members who train the students in both indoor and outdoor sports activities, and they are responsible for maintaining all sports articles within the college. Additionally, the college houses a sports storage room containing a variety of sports equipment. A stock register is maintained to document the addition of new sports equipment.

Gymnasium:

All gym equipment is regularly inspected, serviced, and repaired as needed. Any necessary repairs or upgrades are done promptly involving fixing broken equipment, replacing worn-out parts, or upgrading the facility with new equipment.

Computers and ICT facility:

The IT System Administrator is responsible for the maintenance of ICT facilities, which encompasses computers and servers. Regular maintenance tasks, such as necessary software installation and upgrades, are performed. For this purpose, a register is maintained and purchase details like invoices are recorded. An additional register is kept to record the lending and return of laptops used by the staff.

Classrooms and Seminar Halls:

The classrooms have information and communications technology as well as a lighting system and ventilation system. Regularly cleaning of classrooms and seminar halls is the responsibility of the cleaning crew under the supervisor. Any issues related to classroom facilities are reported to the maintenance committee, which takes charge of resolving them.

File Description	Document
Link for minutes of the meetings of the Maintenance Committee	View Document
Link for any other relevant information	View Document
Link for log book or other records regarding maintenance works	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Average percentage of students benefited by scholarships /freeships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years

Response: 20.21

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)

2022-23	2021-22	2020-21	2019-20	2018-19
42	59	37	24	44

File Description

Document

List of students who received scholarships/ freeships /fee-waivers

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Consolidated document in favour of free-ships and number of beneficiaries duly attested by the Head of the institution

[View Document](#)

Attested copies of the sanction letters from the sanctioning authorities

[View Document](#)

Link for Additional Information

[View Document](#)

5.1.2

Capability enhancement and development schemes employed by the Institution for students:

1. Soft skill development

2. Language and communication skill development

3. Yoga and wellness

4. Analytical skill development

5. Human value development

6. Personality and professional development**7. Employability skill development****Response:** C. Any three of the above

File Description	Document
Institutional data in prescribed format	View Document
Detailed report of the Capacity enhancement programs and other skill development schemes	View Document
Link to Institutional website	View Document

5.1.3

Average percentage of students provided training and guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 0

5.1.3.1 Number of students benefitted by guidance for competitive examinations and career counseling offered by the Institution in a year

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

5.1.4

The Institution has an active international student cell to facilitate study in India program etc.,

Response:

The institution's International Students Cell is led by a Chairperson, Coordinator, and the members. The Cell has established working guidelines in consultation with the management.

The vision of the International Student Cell is to create a platform that fosters enriching interactions among all international students. The objectives of the Cell are as follows:

- The international student cell committee is constituted with the purpose of taking utmost care of international students during their stay, from the time of their admission to the completion of their studies.
- To promote cordial student-student and student-teacher relationships.
- The committee would work to ensure support and integrate international students in various events of the institution.

The International Student Cell will conduct regular meetings, with members convening once every six months. Additional meetings may be scheduled as needed, with the agenda decided in consultation with the Chairperson. Meeting details will be communicated to international students at least one week in advance.

The Co-ordinator of the International student Cell will assist Overseas Citizens of India (OCI), Persons of Indian Origin (PIO), Non-Resident of India (NRI), Students from South Asian Association of Regional Cooperation (SAARC) Countries, and Foreign students seeking admission to undergraduate and postgraduate courses. The coordinator provides information about available seats, admission processes, fee structures, and payment methods.

International Students Cell Activities:

Attend cultural events: Encourage students to attend cultural events, such as festivals, concerts, and art shows. This will give them a chance to learn more about the local culture and meet new people.

Explore the city: Take students on a tour of the city, highlighting important landmarks and attractions. This will help them get familiar with their new surroundings.

Volunteer: Encourage students to volunteer at local organizations or charities. This will give them a chance to give back to the community while also meeting new people.

Participate in sports: Encourage students to participate in sports or other physical activities. This will help them stay active and healthy while also meeting new people.

Host a cultural exchange: Host a cultural exchange event where students can share their culture with others. This will give them a chance to learn more about other cultures while also sharing their own.

Join a committee/cell: Encourage students to join a committee or cell that interests them. This will help them meet like-minded people and get involved in activities they enjoy.

Explore the outdoors: Take students on hikes or nature walks to explore the local environment. This will give them a chance to experience the natural beauty of their new home.

Learn a new skill: Encourage students to learn a new skill, such as cooking, painting, or playing an instrument. This will give them a chance to explore their interests while also meeting new people.

File Description	Document
Any additional information	View Document
Link for international student cell	View Document

5.1.5

The institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and prevention of ragging

- 1. Adoption of guidelines of Regulatory bodies**
- 2. Presence of the committee and mechanism of receiving student grievances (online/ offline)**
- 3. Periodic meetings of the committee with minutes**
- 4. Record of action taken**

Response: All of the above

File Description	Document
Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell	View Document
Institutional data in prescribed format	View Document
Circular/web-link/ committee report justifying the objective of the metric	View Document

5.2 Student Progression**5.2.1**

Average percentage of students qualifying in state/ national/ international level examinations during the last five years (eg:GATE/AICTE/GMAT/GPAT/CAT/NEET/GRE/TOEFL/PLAB/USMLE/AYUSH/Civil Services/Defence/UPSC/State government examinations/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,)

Response: 0

5.2.1.1 Number of students qualifying in state/ national/ international level examinations (eg: GATE/AICTE/GMAT/ **GPAT**/CAT/NEET/ GRE/TOEFL/ PLAB/USMLE/AYUSH/Civil Services/Defence/ UPSC/State government examinations/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) year-wise during the last five years ..

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

5.2.1.2 Number of students appearing in state/ national/ international level examinations (eg:GATE/AICTE/GMAT/CAT/NEET/GRE/ TOEFL/ PLAB/ USMLE/AYUSH/Civil Services/Defence/UPSC/ State government examinations / AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) **during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

5.2.2

Average percentage of placement / self-employment in professional services of outgoing students during the last five years

Response: 35.71

5.2.2.1 Number of outgoing students who got placed / self-employed year- wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
26	22	26	0	0

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Annual reports of Placement Cell	View Document
Link for Additional Information	View Document

5.2.3

Percentage of the batch of graduated students of the preceding year, who have progressed to higher education

Response: 4.65

5.2.3.1 Number of last batch of graduated students who have progressed to higher education

Response: 2

File Description	Document
Institutional data in prescribed format	View Document
Any proof of admission to higher education	View Document
Any additional information	View Document

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/ National / International levels (award for a team event should be counted as one) during the last five years.

Response: 6

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/National / International levels (award for a team event should be counted as one) year-wise during the last five years .

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	1	3	0

File Description	Document
Institutional data in prescribed format	View Document
Duly certified e-copies of award letters and certificates	View Document

5.3.2

Presence of a Student Council, its activities related to student welfare and student representation in academic & administrative bodies/ committees of the Institution

Response:

The Student Council of Mangala College of Allied Health Sciences is made up of students from various departments and are representatives of the student body. Student council aims at developing leadership skills through their participation in beyond-the-classroom activities demonstrating their talent and

learning life skills. The student council consists of students from third-year and second-year B.Sc. programs. A faculty in charge is appointed to be the administrative link between the Student Council and the Management of Mangala College of Allied Health Sciences.

Representation in Academic and Administrative Bodies

One of the responsibilities of the Student Council from student council is to actively participate as member representatives of the administration and academic cells and committees.

The office bearers of the Student Council are assigned the roles of student representatives in various cells and committees such as the Internal Quality Assurance Cell, Grievance Redressal Committee, Anti-ragging Cell, Mangala Arts Club, Youth Red Cross Society, Research and Innovation Cell, Women Cell, and Library Advisory Committee. They provide invaluable input and value.

Organization of Events and Programs

The Student Council also plays an important role in the organization of various events including Freshers' Parties, Farewell programs, community outreach programs like blood donation drives, beach cleaning drives, Vanamahotsava, gender sensitization programs, National Youth Days, Festival Celebrations, book exhibitions, 5K run for kidneys, Walkathons, career guidance events, etc organized by the National Service Scheme, Youth Red Cross Unit, Mangala Arts Club, Women Cell, and departmental programs.

The Student Council also organized periodic sports and cultural events such as Super League Volleyball, Super League Throwball, and Lens 2K23.

Members of the Student Council actively participated in events organized by the institution like the annual sports day, graduation days, annual days, and festival celebrations.

Leadership, Initiation, Communication and Coordination

Through leadership, communication, initiation, and coordination, the Student Council has ensured that the morale of the students is always been kept high by being an ideal example for students at the institute.

The Student Council came up with an initiative of Social Media Cell with an aim to document the events and programs in the college through photos and videos and to provide regular updates for the students through social media uploads. Resulting in an increase in traffic to the institute's website and social media handles.

WhatsApp Group Chats

The Student Council formed a WhatsApp group with class representatives of all the batches. This ensured there was a clear line of communication among the student peers. This helped in coordination during college events, freshers' parties, farewells, sports and cultural competitions, and examinations.

File Description	Document
Link for any other relevant information	View Document
Link for reports on the student council activities	View Document

Other Upload Files	
1	View Document
2	View Document

5.3.3

Average number of sports and cultural activities/competitions organised by the Institution during the last five years

Response: 4.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	3	5	3

File Description	Document
Report of the events with photographs or Copy of circular/ brochure indicating such kind of activities	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

5.4 Alumni Engagement

5.4.1

The Alumni Association is registered and holds regular meetings to plan its involvement and developmental activities with the support of the college during the last five years.

Response:

Mangala College of Allied Health Sciences Alumni Association® is registered under the Government of Karnataka on 21.06.2023 with the registration number: DRDK/SOR/30/2023-2024. It was established

with the aim of increasing engagement and providing opportunities for the alumni.

The Alumni Association of Mangala College of Allied Health Sciences has been functioning actively since 2020. Since then, Mangala College of Allied Health Sciences has managed to establish professional associations with the members engaged in various careers or professions. Mangala College of Allied Health Sciences Alumni Association® consists of a member committee which reshuffles every three years. Mangala College of Allied Health Sciences Alumni Association® officially meets once before the closure of every financial year to ensure proper direction, implementation, and alignment of strategies with the overall goals of Mangala College of Allied Health Sciences.

The mission of Mangala College of Allied Health Sciences Alumni Association®

- To provide an active symposium that promotes interaction and networking among alumni of the institute.
- To help alumni in achieving their professional and social goals.
- To help alumni in times of hardship and necessity.
- To facilitate the association of alumni with the Alma Mater
- To contribute to the vision of Mangala College of Allied Health Sciences of being recognized among the world's leading institutions in academics, research, outreach, and innovation.
- To function on a charitable basis, and to run the association on a 'no profit no loss' philosophy.
- To promote best practices in diverse areas of Health Sciences for the benefit of society, especially the weaker sections.
- To create awareness about Mangala College of Allied Health Sciences and its alumni network in the public, and
- To provide assistance to the deserving students from the weaker financial sections of the society.

Mangala College of Allied Health Sciences takes immense pride in the success, achievements, and glory of our alumni, and students which are well showcased and circulated among the Mangala family through social networks.

Activities of the Mangala College of Allied Health Sciences Alumni Association®:

- In the past years, Mangala College of Allied Health Sciences Alumni Association® has recognized and honored the exceptional achievements of the students.
- The collective commitment has helped many students find brighter prospects through career guidance, higher studies, and partners in the recruitment of students, and in the placement of graduates.

Future Aspirations:

- In the future, Mangala College of Allied Health Sciences Alumni Association® aims to contribute actively towards career lifecycles in line with the vision and mission of Mangala College of Allied Health Sciences.
- The Mangala College of Allied Health Sciences Alumni Association® also plans to associate closely with the management in supporting and encouraging the alumni towards shaping their future and advocating for the campus with key partners in the public and private sectors by staying connected and providing a base of mentorship for their juniors thereby keeping the lines of communication and commitment open well after removal of caps and gowns.

File Description	Document
Any additional information	View Document
Link for frequency of meetings of Alumni Association with minutes	View Document
Link for audited statement of accounts of the Alumni Association	View Document
Link for quantum of financial contribution	View Document
Link for details of Alumni Association activities	View Document
Link for Additional Information	View Document

5.4.2

Provide the areas of contribution by the Alumni Association / chapters during the last five years

- 1. Financial / kind**
- 2. Donation of books /Journals/ volumes**
- 3. Students placement**
- 4. Student exchanges**
- 5. Institutional endowments**

Response: D. Any two of the above

File Description	Document
Institutional data in prescribed format	View Document
Certified statement of the contributions by the head of the Institution	View Document
Any additional information	View Document
Annual audited statements of accounts. Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Chartered Accountant and Head of the Institutions	View Document
Link for Additional Information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The Institution has clearly stated vision and mission which are reflected in its academic and administrative governance.

Response:

The Vision

Mangala College of Allied Health Sciences (MCAHS) is dedicated to delivering exceptional education in the realm of allied health sciences, firmly rooted in scientific principles and informed educational practices. Our primary objective is to equip aspiring healthcare professionals with the knowledge and skills necessary to excel as integral members of interdisciplinary healthcare teams across various healthcare organizations. We strive to uphold the highest standards of academic excellence, ensuring our graduates are well-prepared to contribute meaningfully to the ever-evolving field of healthcare.

The Mission

1. Mangala College of Allied Health Sciences is dedicated to fostering the holistic development of our students, recognizing the significance of human, moral, psychological, cultural, intellectual, and spiritual aspects in shaping a well-rounded healthcare professional. We place special emphasis on nurturing these facets, equipping our graduates to become contributing citizens in a rapidly evolving society. (Core values: Holistic development, Morality).
2. At Mangala College of Allied Health Sciences, we uphold the values and code of ethics that govern personal and professional conduct. We instill in our students the importance of integrity, compassion, and respect, ensuring they uphold these principles throughout their personal and professional lives. (Core values: Ethics, Professional Conduct, Compassion).
3. We firmly believe that the pursuit of good health is a fundamental aspiration for every individual. Mangala College of Allied Health Sciences is committed to imparting the knowledge and skills necessary for our students to contribute to the well-being of individuals and communities, thereby fostering a healthier society. (Core values: Quality Education, Social Responsibility, Right to Health).
4. Our Institution has produced a multitude of dedicated professionals who maintain strong connections to their roots and actively serve patients across the globe, reflecting the global impact and reach of our institution. (Core Values: Global Contribution).

The institutional objectives are an expansion of core values, the domains of which are quality education, research, collaboration, alumni, and student support.

The nature of governance is decentralized, transparent, effective, equitable, and inclusive. The governing body meets periodically to review and implement new initiatives. The management also focuses on feedback and suggestions in the decision-making process. The management allocates budget for development, maintenance, improvement of human resources, infrastructure, alumni and student engagement, academics, research, and community outreach.

Dr. Ganapathi P., Chairman, provides guidance and leadership, while Prof. Pratijna Suhasini G.R, Principal oversees the administration, academics, and IQAC.

Our vision influences to enrich the curriculum through additions of value-added courses, inclusion of student-centric methods, extramural learning opportunities, student clubs, and various committees for the holistic development of students.

Students are offered support through mentorship programs, academic resources, extra-curricular activities, scholarships, and placement support imbuing ethics, professional conduct, and morality so that they contribute to society.

Faculty Development Committee (FDC) is responsible for promoting professional growth and excellence of faculty through faculty development initiatives. FDC conducts regular assessments to identify specific needs and requirements for training skill development and support. FDC organizes workshops, and seminars through internal and external collaboration to bring in specialized knowledge. It provides mentorship and support to faculty for their growth as educators. FDC also collects feedback from and evaluates effectiveness of development programs for continuous improvement.

Administrative Facilities:

The Office Manager provides support services to students, staff, and faculty, ensuring the safety and security, and public relation officers handle internal and external communications, public and media relations.

File Description	Document
Any additional information	View Document
Link for Vision and Mission documents approved by the College bodies	View Document
Link for achievements which led to Institutional excellence	View Document

6.1.2

Effective leadership is reflected in various institutional practices such as decentralization and participative management.

Response:

Mangala College of Allied Health Sciences functions with decentralized administration that has complete transparency in the decision-making process. The administration model is decentralized with motives:

1. To enhance democracy in decision-making,
2. To promote the effective and efficient use of resources in education.

From inception, the college functions through delegation of powers. The college council of Mangala College of Allied Health Sciences through clear deliberations with the Vice-Principal and HoDs the action plan is prepared which is implemented by the departments supported with adequate finance and infrastructure these include, Initiating new programs, establishing special needs, and implementation e-governance.

The progress is monitored and based on the feedback received from students, employers, parents, and quality assurance processes corrective actions are made, if necessary.

The success is attributed to the participative management in the academics and administration which empowers faculty members have clear understanding of the objectives and execute the tasks towards the realization of desirable outcomes.

For smooth functioning various committees are constituted including:

The Internal Quality Assurance Cell aims at improvement of administrative and academic performance through internalizing quality culture and institutionalization of best practices.

College Curriculum Committee deals with implementation, monitoring, enrichment, and feedback related to curriculum.

Anti-ragging Cell ensures a zero-tolerance policy towards ragging through organizing awareness programs and handling related incidents in a fair and impartial manner.

Women Cell is concerned with women empowerment, gender equity, and sensitization.

Placement Cell implements policies for employability skill development and placement process.

Mangala College of Allied Health Sciences Alumni Association® ensures alumni integration into the growth and development of the institution through alumni engagement activities..

Faculty Development Committee organizes continuing education, professional skill development, and administrative training programs for the staff.

Internal Complaints Committee ensures harassment-free work place through awareness programs, handling sexual harassment complaints in fair and impartial manner.

Library Advisory Committee organizes programs for procurement and utilization of library resources.

Student Council aims to develop leadership skills amongst the students through their representation in various academic and administrative activities.

NSS aims to develop and provide experience to students in delivering community services and social activities.

NCC aims to develop discipline, leadership, and spirit of adventure among youth of the country and contribute to the nation-building process.

Arts Club aims to cultivate an artistic environment and to develop an appreciation of the fine arts in the student community.

Maintenance Committee aims to oversee the upkeep and preservation of assets and facilities within the institution.

Youth Red Cross Society aims to promote humanitarian values, provide voluntary service, and empower students to become active agents of positive change.

Research and Innovation Cell aims to enhance research among the faculty and students to drive innovation, and enhance research culture of the institution.

International Student Cell aims to facilitate and enhance the academic, cultural, and social integration of international students in the institution.

Grievance Redressal Cell addresses complaints and concerns raised by individuals or groups in a fair and impartial manner.

SC ST, OBC and Minority Cell aims to promote the welfare, protection, and advancement of Scheduled Castes, Scheduled Tribes, Other Backward Classes, and Minority communities by addressing their specific needs and concerns.

Code of Conduct Monitoring Committee aims to ensure compliance with established ethical and behavioral standards within the organization and to address violations or breaches of the code.

File Description	Document
Any additional information	View Document
Link for additional information	View Document
Link for relevant information / documents	View Document

6.2 Strategy Development and Deployment

6.2.1

The Institutional has well defined organisational structure, Statutory Bodies/committees of the College with relevant rules, norms and guidelines along with Strategic Plan effectively deployed

Response:

The institution has well defined organization structure. The strategic plan prepared by the institution is effectively deployed through department and committees of the college.

According to the strategic plan of Mangala College of Allied Health Sciences, the objectives are as

follows:

- Principal serves as the head administrator of Mangala College of Allied Health Sciences, and is responsible for providing leadership, managing day to day operations, supervising staff and ensuring overall success and development of the institution.
- Office Manager assembles all the office related administrative details that finally reaches Principal or to the Chairman.
- Facility Manager takes care of campus building, ground and maintenance.
- College Admin of LMS oversee and manage the LMS platform, ensuring its functions, user support, and proper integration with academic activities to facilitate effective teaching and learning processes.
- Chief Accounts Officer handles financial aid like collecting fees, generating receipts, scholarships and student loan information.
- Chief Admissions Officer handles the application process for incoming students, including reviewing applications and conducting counselling during admission process.
- Mangala College of Allied Health Sciences Alumni Association engages with alumni and organizes alumni events and networking opportunities to aid in growth and development of the institution.
- Coordinator of College Curriculum Committee deals with curricular aspects like implementation, monitoring, enrichment, and curriculum related feedback and implementation of actions required for improvement.
- Department Heads and their faculty understands the need for improvement in the regular clinical and academic tasks of the departments that oversee, and report to the Principal or the Vice-Principal.
- Laboratory In-charge manages and oversee all aspects of laboratory operations, from indenting of laboratory supplies, ensuring accuracy, safety, and adherence to protocols and regulations.
- Chief Superintendent of Examinations oversee and ensure the smooth and fair conduct of all examinations, maintains integrity and standards of the examination process.
- Faculty Support System provides assistance, resources and guidance to academic faculty, promoting professional development, enhancing teaching effectiveness and facilitating their success in delivering high quality education to students.
- Student Support System provides assistance, resources and guidance to students, addressing their academic, emotional and personal needs to enhance their overall learning experience, wellbeing and success throughout their educational journey. Presence of student council has helped in bridging gaps between the students and the management.
- Chief Librarian leads and manage all aspects of a library, including its resources, services to provide effective and efficient information access and support to students and staff with the assistance of library advisory committee.
- IQAC chairperson oversees and leads the IQAC committee, the coordinator facilitates and implements quality assurance measures and initiatives within the institution.

File Description	Document
Link for additional information	View Document
Link for strategic Plan document(s)	View Document
Link for organisational structure	View Document
Link for minutes of the College Council/ other relevant bodies for deployment/ deliverables of the strategic plan	View Document

6.2.2

Implementation of e-governance in areas of operation

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

Response: E. Any one of the above

File Description	Document
Screen shots of user interfaces of each module Annual e-governance report approved by Governing Council/ Board of Management/ Syndicate Policy document	View Document
Policy documents	View Document
Institutional data in prescribed format	View Document
Institutional budget statements allocated for the heads of E_governance implementation ERP Document	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Employees are undeniably crucial stakeholders who influence organizational effectiveness by stabilizing the tremor caused by an adaptive environment. The management of Mangala College of Allied Health

Sciences implemented various welfare measures for faculty members.

Welfare Schemes for Teaching Faculty:

Provident Fund: The institution has been registered under the Employees Provident Fund Scheme since 2020 with a separate code number viz., KNMLR2389523000 for the benefit of its teaching faculty.

Group Health Insurance Scheme: Group medical insurance policy from 14/01/2023 with policy no: H1097879 coverage was implemented to protect the workforce through health emergencies.

Recurring Deposit Scheme: A savings program (RD) is introduced to let employees invest their savings and receive returns.

Staff Loan: Shamrao Vithal Co-operative Bank loans are available with a lower interest rate as part of the staff welfare program.

Staff Ward Concession: The Mangala Hospital and Kidney Foundation will provide staff members with discounts on their medical care.

Transportation Facility: Faculty are provided with free transportation.

Staff Food and Accommodation: Faculty are provided with free food and accommodation facilities at the college hostel campus.

Special Casual Leaves (Paid Leaves): The institution provides Special Casual Leaves to the staff for attending Conferences and CME programs and for being an examiner for other institutes.

On Duty: For the work in connection with Practical Examinations conducted by RGUHS, Para Medical Board; attending the meetings of the Academic Council, and Board of Studies of the Universities in Karnataka State; Training programs conducted by RGUHS & deputed by Institutions like teachers training, NSS, Youth Red Cross. Absent period will be considered as On Duty.

Leaves: 12 casual leave, 10 earned leaves, 30 days vacation per year.

Advance Salary Payment: Advance salary payment for the staff to their urgent expenses that arise before payday.

Leave for Higher Studies: Faculties from Mangala College of Allied Health who opt to enroll in the PG program at our institution receive their full salary.

Staff Welfare Programs: The faculty development committee and arts club organize picnics, celebration of festivals, and farewell programs.

Welfare Facilities for Non-teaching Faculty:

Provident Fund: For the benefit of its non-teaching faculty, the institution is registered under the Employees Provident Fund Scheme as of 2020 with a separate code number, KNMLR2389523000.

Group Health Insurance Scheme: The faculty is covered by a group medical insurance policy started on January 14, 2023, with policy number H1097879.

Staff Loan: Shamrao Vithal Co-operative Bank loans are accessible with a lower interest rate for the staff.

Staff Ward Concession: The Mangala Hospital and Kidney Foundation will give non-teaching faculty members discounts on their medical treatment as part of the staff wellness program.

Transportation Facility: The college's non-teaching faculty are provided with free transportation.

Staff Food and Accommodation: Non-teaching faculty members are provided with free food and accommodation facilities at the college hostel campus.

Advance Salary Payment: Facility of advance payment of salary for the staff to their urgent expenses that arise before payday.

Leaves: 12 casual leaves, 25 earned leaves per year.

ESI Scheme: The ESI scheme benefits employees drawing monthly salaries up to 21,000/- and below. For ESI contributions @ 3.25% is paid by the management. Any other case as indicated by the management.

File Description	Document
Any additional information	View Document
Link for policy document on the welfare measures	View Document
Link for additional information	View Document
Link for list of beneficiaries of welfare measures	View Document

6.3.2

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

Response: 11.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	1	0	7	1

File Description	Document
Policy document from institutions providing financial support to teachers, if applicable E-copy of letter indicating financial assistance to teachers	View Document
Office order of financial support	View 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

(Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,)

Response: 5.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	0	16	6	1

File Description	Document
Reports of Academic Staff College or similar centers Verification of schedules of training programs	View Document
Institutional data in prescribed format	View Document
Detailed program report for each program should be made available Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	View Document
Copy of circular/ brochure/report of training program self conducted program may also be considered	View Document
Any additional information	View Document

6.3.4

Average percentage of teachers undergoing Faculty Development Programmes (FDP) including online programmes (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.) during the last five years..

Response: 31.6

6.3.4.1 Number of teachers who have undergone Faculty Development Programmes including online programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course and any other course year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
0	21	3	22	0

File Description	Document
Institutional data in prescribed format	View Document
E-copy of the certificate of the program attended by teacher	View Document
Days limits of program/course as prescribed by UGC/AICTE or Preferably Minimum one day programme conducted by recognised body/academic institution	View Document
Link to additional information	View Document

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

The performance appraisal of employees at Mangala College of Allied Health Sciences is evaluated based on their performance throughout the year. The contributions of an individual to the growth of the institution and the achievement of institutional objectives can be recognized through this approach.

The institution uses a combination system for the evaluation of staff performance evaluation based on self-appraisal and by the Heads of their respective departments or supervisors. Based on this, the Principal then completes the annual evaluation system by taking the performances of the staff into consideration. Following the completion of staff evaluation, the Principal forwards the reports to the Chairman.

Mangala College of Allied Health Sciences uses a prepared form/format as a medium for each member of the staff to reflect on their own performance for the relevant year as a means to encourage improvement and encouragement to accomplishing newer goals, instead of only striving for praise or advancement.

Performance appraisal systems for Teaching Faculty:

Completion of assigned classes in accordance with the curriculum, active participation in student assessment and evaluation, adherence to University policies are the criteria chiefly consider for performance evaluation. Involvement in research initiatives, completion of continuous education programs and the programs to educate students are also take into consideration. Other duties may include the roles of class coordinator, training programme supervisors, chairpersons or organising secretary for symposiums, conferences, and workshops, as well as organisers or participants in community service initiatives like health camps and special projects is also considered. Students' feedback is also a crucial aspect of performance evaluation of teaching faculty.

A staff member's lending of their services in administration while exercising proper responsibilities is also subject to evaluation. The same goes for their active participation in committees and councils. Any additional contributions provided by the faculty throughout the year, whether they are labelled as professional or not, as long as they aid in personality development.

Performance appraisal systems for Non-Teaching Staff:

The due acknowledgment is given to the non-teaching employees based on their contribution to the development of the institution. Non-teaching staff are given the same consideration for annual increment that teaching staff get. The office manager assesses the efficiency of the office and administrative workers, and the report is submitted to the institute's head for due appreciation. The manager properly evaluates the performance of technical staff in managing all of the technical aspects of the institution, and the report is then forwarded to the institute's head for adequate recognition.

File Description	Document
Any additional information	View Document
Link for performance Appraisal System	View Document
Link for any other relevant information	View Document

Other Upload Files	
1	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The institution maintains and conforms to a thoughtfully developed process for resources and funds mobilization. The Office Manager prepares the annual budget and forwards it to the Chief Administrative Officer for addition to the consolidated institutional budget and presents the same before the Governing Body for approval. The approved budget is handed over to the respective department and section heads for implementation. Necessary arrangements are made to mobilize the funds as per requirement. An internal audit is conducted to ensure tracking of the budget. During unanticipated events, non-budgetary funds are mobilized. Invoices and purchase orders are examined for specific circumstances and non-budgetary funds are allocated based on the strength of the claim. At the end of the year, invoices and purchase orders are reviewed by the Office Manager, Chief Administrative Officer, and the Chairman.

Funds are Mobilized as Following:

Acquisition of Funds:

- Tuition fees raised from Undergraduate and postgraduate students are the primary sources of fund acquisition.
- The revenue is also raised through sponsorships from universities or professional organizations such as RAATI (Rajiv Gandhi University of Health Sciences Academic and Administrative Training Institute), and NSS (National Service Scheme).
- Revenue is also raised through hostel fee collection, funds generated from the college canteen, stationery and photocopy services, and contributions of Mangala College of Para Medical and Allied Health Sciences Alumni Association®.
- Mangala College of Para Medical and Allied Health Sciences Alumni Association® maintains its own account funded through alumni contributions.
- A portion of research funding is also received from Mangala Charitable Trust®.

Utilization of Funds:

- The Office Manager oversees the best possible usage of funds for ongoing and one-time expenses.
- A significant portion of the funds are utilized for staff salary payments.
- A significant portion of the funds are also utilized for maintenance and augmentation of the physical and IT infrastructure, and upkeep costs at the college and hostel premises.
- Funds are also utilized for the acquisition of books, journals, and e-learning resources through the library.
- Funds are also utilized for the maintenance of the Learning Management System (LMS) and other e-governance resources.
- Funds are also utilized to maintain canteen infrastructure and run and upkeep costs.
- Funds are utilized for consumables, office supplies, and stationaries.
- The finance and buying procedure carefully considers the quotes before making a final choice based on factors such as cost, value, terms of service, etc.
- The budgetary allocation is monitored by the principal, the store-in-charge, and the finance department. If the expense exceeds the budgeted amount, management intervention and support are requested.
- After the Governing Council has approved the budget.

Resource Mobilization Policy:

- The office manager and chief administration officer prepare the institutional budget before the commencement of the academic year.
- The institutional budget covers recurring expenses such as staff salaries, power, and internet as well as equipment maintenance fees, stationery, and other upkeep costs.
- It contains anticipated costs including the procurement of laboratory equipment, furniture, and other development costs.
- The Board of Management reviews and approves the budget.
- The Accounts department monitors the spending.
- Financial budgets are audited every financial year.
- Based on the current priorities and welfare programs, additional funds will be conserved and used for institutional growth.

File Description	Document
Any additional information	View Document
Link for resource mobilization policy document duly approved by College Council/other administrative bodies	View Document
Link for procedures for optimal resource utilization	View Document
Link for any other relevant information	View Document

6.4.2

Institution conducts internal and external financial audits regularly

Response:

The institution conducts audits once in a six-month period internally and externally by certified chartered accountants at the end of the financial year.

Auditing is a very important aspect of the functioning of the institution, it shows the institution in various financial aspects.

Internal Audit:

The Office Manager and the Management of Mangala College of Allied Health Sciences are presented with an audited statement of accounts for examination and to make any necessary decisions. Internal audits are conducted every six months. Internal audit plays an important role in maintaining budgetary restraint and limiting expenses. The institution makes every effort to implement care to keep the accounting system's accountability and transparency. The auditing team examines the creation and formulation of the stores' purchase orders in accordance with the laws and regulations of the National Government. The Manager carries out the Internal Audit department-by-department by examining the generated papers concerning the efficient use of the resources by keeping an inventory of books and entries in the register and delivering it to the Trustee from the department.

External Audit:

The institution has a centralized finance and accounts department where all the accounting and compliance are taken of. student fee collections are monitored at the college level as well as at the central level. Bank reconciliation statements are prepared on a timely basis to ensure timely collection of revenue. These collections are also audited by the external audit team. Any deficiencies noticed during the external audit are immediately reported to the management and corrective action is taken. The other areas covered under external audit are payments towards the expenditure, verification of Capital expenditure, purchase procedures, salary payment to staff, tax deduction at source from various payments made and all other connected financial functions. The external audit team also ensures compliance with various statutory requirements of various government bodies. The Chairman's signature is the only authorized signature for all payment approvals. Since there is centralized control over funds and various levels of approval for any expenditure, there is a minimized risk of audit objections.

Further, statutory auditors conduct audits every year. Any queries raised are resolved after discussion with the management and auditors. Statutory auditors examine the financial statements presented to them, and after a satisfactory note from them, the financial statements are presented to the Government Board. On approval from the Government Board, the auditors certify the financial statements. These audited financial statements are then filed with the respective statutory bodies including the Income-tax Department.

File Description	Document
Any additional information	View Document
Link for documents pertaining to internal and external audits year-wise for the last five years	View Document

6.4.3

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

Response: 3.53

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.61	0.885	0.26314	0.435	0.338

File Description	Document
Provide the budget extract of audited statement towards Grants received from nongovernment bodies, individuals, philanthropist duly certified by Chartered Accountant and the head of the institution	View Document
Institutional data in prescribed format	View Document
Copy of letter indicating the grants/funds received by respective agency as stated in metric	View Document
Annual statements of accounts	View Document

6.5 Internal Quality Assurance System

6.5.1

Institution has a streamlined Internal Quality Assurance Mechanism

Response:

Mangala College of Allied Health Sciences focuses on the quality of education by adhering to the set guidelines. The Internal Quality Assurance Cell was established to oversee and guide the implementation and application of quality-related procedures to ensure the dispensing of quality education at the

institution. Based on the suggestion of the NAAC, the Internal Quality Assurance Cell (IQAC) was established on 01 July 2020 for quality maintenance, sustenance, and enhancement measures prescribed by the NAAC. The committee is composed of a diverse group of stakeholders, including the head of the institution, faculty members from various departments, administrative staff, student representatives, and external experts. IQAC system is a step towards excellence. The IQAC reports on the institution's quality assurance activities to the governing body and other stakeholders. A comprehensive feedback mechanism encompasses inquiries regarding curriculum infrastructure and other related aspects.

The objectives of the Internal Quality Assurance Cell

- To identify the key aspects that need improvement and ensure continuous improvement in all units and aspects of the college.
- Encourage the use of technology in education to enhance teaching and learning quality.
- Promote research activities among faculty members and students across various disciplines.
- Monitor and ensure student progression and timely completion of academic programs.
- Monitor and evaluate the effectiveness of quality assurance mechanisms.

The Following are the Various Activities of the Internal Quality Assurance Cell

- IQAC holds a minimum of 2 meetings per year.
- IQAC recommends teachers use ICT-enabled teaching effectively in the classroom.
- IQAC ensures monitoring of the teaching-learning process and its effectiveness
- IQAC participates in feedback collection from students, faculty, staff, alumni, and other stakeholders on quality-related institutional processes.
- IQAC ensures the programs conducted by the various committees of the institution are in accordance to the quality guidelines.
- IQAC documents various programs/activities leading to quality improvement.
- IQAC organizes faculty development programs to upgrade the pedagogical skills and subject knowledge of faculty members.
- IQAC organizes employability skill development programs for the students to enhance their employability.
- IQAC assesses and ensures the availability of adequate infrastructure and learning resources, such as libraries, laboratories, IT facilities, and other academic amenities.

Members of the Internal Quality Assurance Cell

Chairperson Prof. Pratijna Suhasini G.R, Principal.

Coordinator Mr. Karthik G Kamath K, Assistant Professor.

Administrative representative Mr. Ramesh Nayak, Office Manager, Mangala Group of Educational Institutions.

Management representative Mr. Rajesh Mali, Secretary, Mangala Charitable Trust®.

Academics representative Prof. Geethalakshmi I.P, Vice Principal.

Deputy coordinator Ms. Abhineetha, Associate Professor.

Examinations representative Mr. Jayantha, Lecturer.

Alumni representative Ms. Navya M.

Student representative Ms. Renita Figredo, III-year B.Sc. in Medical Laboratory Technology.

Steering Committee members

Ms. Akshatha Alva, Associate Professor.

Ms. Shiny M D'Souza, Associate Professor.

Ms. Sonu A.S, Assistant Professor.

Mr. Mithun Venugopal A, Assistant Professor.

Ms. Rakshitha, Lecturer.

Ms. Padmashree Mohan Betalakar, Lecturer.

File Description	Document
Link for any other relevant information	View Document
Link for minutes of the IQAC meetings	View Document
Link for the structure and mechanism for Internal Quality Assurance	View Document

6.5.2

Average percentage of teachers attending programs/workshops/seminars specific to quality improvement in the last 5 years

Response: 49.46

6.5.2.1 Number of teachers attending programs/workshops/seminars specific to quality improvement year-wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
21	21	1	29	0

File Description	Document
List of teachers who attended programmes/workshops/seminars specific to quality improvement year-wise during the last five years	View Document
Institutional data in prescribed format	View Document
Details of programmes/workshops/seminars specific to quality improvement attended by teachers year-wise during the last five years	View Document
Certificate of completion/participation in programs/workshops/seminars specific to quality improvement	View Document
Link for Additional Information	View Document

6.5.3

The Institution adopts several Quality Assurance initiatives

The Institution has implemented the following QA initiatives :

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC)**
- 2. Feedback from stakeholder collected, analysed and report submitted to college management for improvements**
- 3. Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff.**
- 4. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF etc.,)**

Response: A. All of the above

File Description	Document
Report of the workshops, seminars and orientation program	View Document
Report of the feedback from the stakeholders duly attested by the Board of Management	View Document
Minutes of the meetings of IQAC	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Annual report of the College	View Document
Link for Additional Information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Total number of gender equity sensitization programmes organized by the Institution during the last five years

Response: 13

7.1.1.1 Total number of gender equity sensitization programmes organized by the Institution year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
5	4	1	1	2

File Description	Document
Report gender equity sensitization programmes	View Document
Institutional data in prescribed format	View Document
Geotagged photographs of the events	View Document
Extract of Annual report	View Document
Copy of circular/brochure/ Report of the program	View Document
Link for additional information	View Document

7.1.2

Measures initiated by the institution for the promotion of gender equity during the last five years.

Response:

- Gender equity and sensitisation programmes in the institution aim to promote gender equality and create a safe and inclusive environment for all individuals regardless of their gender identity.
- Co-education system of the institution awakes the spirit of equality and comradeship among the students without any discrimination. It provides an excellent foundation for the development of more realistic, meaningful and lasting relationships in profession and future life.
- Students participate in webinars and competitions to enhance the awareness of gender equity hence making the campus gender responsive.
- Women constitute 63% of the student strength and 80% of the workforce. Our institution witnesses women in various leading positions such as Vice Chairman, Principal, Vice Principal, and Department Heads.

- Girls hold 4 out of 7 officers in the student council which is representative of female students as promotion of gender equity and leadership quality.
- Ample opportunities are given to girl students and female faculty to represent themselves in different committees of the college.
- To ensure the safety and well-being of women, Women cell of the institution organised programmes such as awareness talks, self-defence training, felicitated group D female workers and upheld their achievements, recognized their contributions and focused greater attention on women's rights and gender equity.

Specific facilities provided for women in terms of

a) Safety and security

- CCTV cameras are strategically installed at various positions of campus and the footage is regularly monitored to prevent any untoward incidences.
- Entry to the campus is restricted and strictly monitored by the security guards.
- Wearing of college uniform and identity cards for students is made mandatory to keep an eye on students' activities.
- Every student is issued with the logbook to record their activities in academics and clinical postings and reviewed periodically by the staff coordinator.
- A logbook is issued to every student for maintaining the record of their activities and movements.
- Institution has Internal complaint committee headed by female staff to deal with issues like sexual harassment, sexual assault and any kind of gender related issues at workplace.
- Campus is made ragging free by continuous watch and vigil by the anti-ragging cell thus preventing occurrence and reoccurrence of incidents related to ragging.
- Students' grievances are resolved in transparent and effective manner by grievance redressal committee.
- Necessary medical assistance is readily available on campus in case of emergencies.
- Separate washroom facilities for male and female with CCTV installation on the passage.
- Fire extinguishers are installed at strategic locations.
- Separate hostel and transportation facilities are available for both male and female students.
- Institution provides free transportation facility for female staff to ensure their safety and security.

b) Common room

- Common room for girls is available with basic facilities and first aid service.

c) Counselling

- Our institution facilitates mentor-mentee system and each mentor is assigned with certain number of students. Basic level of counselling is done by mentors and professionally qualified counsellor is available to provide further psychological support.

File Description	Document
Any additional information	View Document
Annual gender sensitization action plan	View Document
Link for any other relevant information	View Document
Specific facilities provided for women in terms of a. Safety and security b. Counselling c. Common Rooms d. Day care centre for young children	View Document

7.1.3

The Institution has facilities for alternate sources of energy and energy conservation devices

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

Response: B. Any four of the above

File Description	Document
Institutional data in prescribed format	View Document
Installation receipts	View Document
Geo tagged photos	View Document
Facilities for alternate sources of energy and energy conservation measures	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.4

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**

Response:

Effective waste management requires a comprehensive approach that considers the entire life cycle of waste, from its creation to its disposal. It involves reducing waste generation, reusing the materials, and adopting sustainable practices to minimize the amount of waste produced.

Being a health educational institution, Mangala College of Allied Health Sciences gives priority to creating awareness about the necessity of proper waste management and its importance in public health.

Wastes generated in the institution are segregated as solid, liquid, biomedical, and e-waste at the primary level.

Solid waste management

Solid wastes are categorized as biodegradable and non-biodegradable. Biodegradable waste such as vegetable waste, and food waste are collected and given to Mangalore City Corporation vehicles for disposal.

- Dry waste and wet waste are segregated and collected in color-coded bins.
- Solid waste like paper, plastic, old newspapers, old answer scripts, wood, glass, and metal are stored separately and periodically sold out to scrap dealers for recycling.
- An adequate number of dustbins are placed in classrooms and staffrooms.
- Wealth out of waste competition is conducted to motivate students to practice the principle of “3R” (reduce, reuse, and recycle).
- Plastic bags are banned in the college canteen to minimize the usage of plastics.
- As per the green protocol, the institution minimizes the usage of paper by implementing duplex printing and the utilization of digital platforms for inter-departmental communication.
- As a part of paperless practice, the institution has implemented a digital signature of the Principal.
- The institution is upgraded with a software DHI used for attendance marking, accounts, and administrative works which significantly reduces paper usage as a step towards a paperless campus.
- Campus areas were cleaned as a part of the Swatch Bharath Abhiyan program to create a clean and green campus.

Liquid waste management

- Water pipelines are regularly checked to ensure minimal loss of water due to any leakage.
- Signages are placed near the water taps in the institution to create awareness of water conservation.
- Acids and chemicals from the laboratories are diluted and treated with decontaminating agents before disposal.
- Rainwater harvesting units are installed in the institution. Roof water is collected, filtered, and stored in underground reservoirs for daily usage. A certain quantity of water is released to borewell recharge thereby enhancing the underground water level.
- The institution has well well-maintained closed drainage system. A sewage treatment plant is installed to recycle the wastewater generated within the campus. After treatment, the purified water is used for flushing the toilets.

Biomedical waste management

Laboratory-generated biomedical wastes are collected in color-coded bins and transported to the parent hospital for proper disposal. The hospital has established an MoU with Sustainability Health Care Solutions to ensure the safe and responsible management of this waste.

e-waste management

The institution encourages minimal generation of e-waste by regular service of electronic devices. An agreement is signed with Venus Computer System for the optimal service of the electronic devices. It also manages the collection, disposal, and recycling of e-waste generated in the institution.

The college does not produce any radioactive waste.

File Description	Document
Any additional information	View Document
Link for relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Link for geotagged photographs of the facilities	View Document
Link for any other relevant information	View Document

7.1.5

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

Response: Any Four of the above

File Description	Document
Institutional data in prescribed format	View Document
Installation or maintenance reports of Water conservation facilities available in the Institution	View Document
Geo tagged photos of the facilities as the claim of the institution	View Document
Geo tagged photo Code of conduct or visitor instruction displayed in the institution	View Document

7.1.6

Green campus initiatives of the Institution include

- 1. Restricted entry of automobiles**
- 2. Battery-powered vehicles**
- 3. Pedestrian-friendly pathways**
- 4. Ban on use of plastics**
- 5. Landscaping with trees and plants**

Response: B. Any four of the above

File Description	Document
Institutional data in prescribed format	View Document
Geotagged photos / videos of the facilities if available	View Document
Geotagged photo Code of conduct or visitor instruction displayed in the institution	View Document
Any additional information	View Document
Link for additional 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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Geo tagged photos of the facilities as per the claim of the institution	View Document
Any additional information	View Document
Link for additional 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 socio-economic and other diversities. Add a note on how the Institution has leveraged its location for the services of the community (within 500 words).

Response:

Mangala College of Allied Health Sciences is one of the biggest examples of unity in diversity. Students of diverse geographic and religious backgrounds live here in complete harmony and rejoice in each other's company. The institution provides an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal, socioeconomic, and other diversities. Students and faculties are given equal opportunities regardless of race, religion, caste, gender, and national origin in admission, promotion, scholarship, and other benefits.

Statutory bodies of the college ensure social protection, tolerance, and harmony among the students.

The student council of the institution includes representatives from various communities and states.

Arts clubs and sports clubs aim to cultivate an aesthetic environment in college and to give opportunities to students to explore art forms and sports beyond what is offered in the curriculum.

Annual cultural programs

The celebration of regional and religious festivals can play a positive role in building communal harmony among students of different faiths. These festivals often celebrate common values such as

peace, love, and compassion which can bring the students together regardless of their individual beliefs. It also promotes tolerance and acceptance of different faiths and religious diversity.

Mangalotsava and Annual Day celebrations were organized to foster and flourish the abundance of cultural diversity and heritage present within the campus. Art forms of various states such as Yakshagana, Bharatanatyam, Garba, Mohiniyattam, Bihu, Manipuri, Chhav dance, etc. were performed during different occasions.

Festivals

The institution has hosted various religious festivals which include

- **Onam** - the rich cultural festival of Kerala was celebrated by conducting various competitions such as Pookalam, and Tiruvadira followed by Onam Sadya.
- **Deepavali** - the festival of light was observed by lighting diya as a symbol of victory of light over darkness. The Gududeepa competition was also organized for students on this occasion.
- **Sri Krishna Janmashtami** - was celebrated by performing traditional dances, bhajan, games, etc. Dahi handi was the highlight of the program.
- **Christmas** - was celebrated by decorating Christmas trees, carol singing, and conducting various other competitions. The arrival of Santa added more fun and joy to the event.
- **Sharada Pooja** - was observed on the occasion of Navaratri with immense devotion and dedication by worshipping Goddess Saraswati. Garbha and tiger dance grabbed the attention of the crowd.
- **Ugadi** - the festival of the harvest was celebrated by organizing various traditional activities and competitions.

Sports day

Institution celebrates annual sports meet comprising of march past, various athletic events provide a platform for the students to engage in friendly competition and teamwork which can create a sense of camaraderie among students.

Linguistic Initiatives

- In order to build a friendly bond among diverse language communities, Kannada classes were arranged for the students of other states as per the curriculum. Students were encouraged to participate in role plays to know each other and communicate in local languages.
- College annual magazines encouraged the students to write articles in the languages of their choice.

Civic Engagement

The institution has organized various outreach activities such as free health camps, blood donation camps, and health awareness programs to serve the community.

File Description	Document
Any additional information	View Document
Link for any other relevant information/documents	View Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

7.1.9

Code of conduct handbook exists for students, teachers and academic and administrative staff including the Dean / Principal /Officials and support staff.

- 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 and the academic and administrative staff**
- 4. Annual awareness programmes on the code of conduct are organized**

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Information about the committee composition number of programmes organized etc in support of the claims	View Document
Details of the monitoring committee of the code of conduct	View Document
Details of Programs on professional ethics and awareness programs	View Document
Web link of the code of conduct	View Document

7.1.10

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

Response:

The institution encourages the celebration of National and International commemorative days to preserve our cultural heritage, historical roots, and values. These celebrations foster solidarity among students and empower them to promote national integrity and progress. International Day celebrations provide opportunities to educate and raise awareness among students about important global issues and concerns.

National Days

- Independence Day and Republic Day were celebrated by hoisting the tri-color flag national flag followed by cultural events.
- Gandhi Jayanti is observed by emphasizing the importance of service-oriented values. As a part of this, campus cleaning is conducted with the motto of "Swachh Bharat".

Days of Public Concern

- World Sight Day was celebrated on 13 October by organizing awareness programs in Neermarga Grama Panchayat wards. Eye examination was conducted on the housekeeping personnel and drivers as a part of this event.
- World AIDS Day was celebrated on 01 December to create awareness of HIV infection through street plays and programs.
- World Kidney Day was observed in the second week of March with a series of activities, including awareness campaigns, walkathons, free health check-up camps for the public, and competitions for the students. CME was also organized to enhance the knowledge and skills of dialysis technicians.
- World Health Day was commemorated through a walkathon with the theme Fit RGUHS For Fit India on 07 April 2021.
- World No Tobacco Day was celebrated on 31 May by organizing a poster presentation and awareness talk against tobacco use among the public.
- The institution observes International Yoga Day on 21 June to spread the importance of yoga by conducting yoga sessions. During the pandemic, sessions were conducted through online platforms.

Professional Recognition Days

- World Anaesthesia and Operation Theatre Technologists Day was celebrated in the third week of July and World Anaesthesia Day in the third week of October by conducting various competitions for the students.
- Teachers' Day was celebrated on 05 September to honor and appreciate the contributions of teachers in students' lives.
- World Radiographers' Day was celebrated on 08 November by conducting various competitions.
- World Optometry Day was celebrated in the fourth week of March by organizing awareness programs, and eye screening programs for school students in and around Mangalore.
- Medical Laboratory Professional Week was celebrated in the third week of April by conducting various competitions to the students.

Days of Social Concern

- Vana Mahotsav is celebrated in July by planting samplings in college premises.
- World Human Rights Day was celebrated on 10 December to create awareness about human rights.
- National Youth Day was celebrated as a traditional day on 12 January by organizing motivational talks and cultural competitions.
- National Voters' Day is celebrated on 25 January by taking the Voters Day pledge.
- International Women's Day was celebrated on 08 March to recognize the achievements and contributions of women and promote gender equality.
- Mothers' Day was celebrated on the second Sunday of May to express honor, respect, and love towards mothers.
- Father's Day was celebrated on the third Sunday of June to acknowledge the contribution of fathers and to strengthen the paternal bond.

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

7.2 Best Practices

7.2.1

Describe two Institutional Best Practices as per the NAAC format provided in the Manual

Response:

Best Practice 1: Serving Beyond the Campus

Mangala College of Allied Health Sciences believes that giving back to the community is not just a valuable learning experience but also an essential component of responsible citizenship

Objectives of the Practice:

- Promote a sense of social responsibility and civic duty.
- Foster leadership abilities and inclusive approach.
- Application of academic knowledge to real-life situations in order to gain practical experience.
- Identify the needs of the society that elicit new research ideas while providing solutions back to the society, as well as generating research funds for the faculty or students.
- Practice national unity and social harmony.
- Develop proficiency by engaging in community activities.

The Context:

Community service is a vital aspect of our institution's commitment to fostering responsible and versatile individuals. Through a wide range of activities, we engage our students in addressing the

pressing needs of our local communities. These efforts encompass initiatives to raise awareness about health care, environmental clean-up drives, and collaborative projects with local non-profit entities. Our community service context is firmly rooted in the belief that our students contribute positively to society and cultivate valuable skills, empathy, and a strong sense of civic responsibility in the process.

The Practice:

- The institution frequently hosted blood donation drives to fulfill healthcare needs and foster a sense of social responsibility.
- Department of Optometry organized significant community service initiatives through regular eye check-up camps for the public. It also takes pride in organizing eye screening for school children around Mangalore which helps to identify vision problems at the early stage. Roughly 2,000 children benefitted so far.
- Department of Renal Dialysis Technology organized kidney health awareness programs and free health check-up camps for the public to educate them about kidney health and the importance of a healthy lifestyle.
- Department of Imaging Technology organized breast cancer awareness and the role of mammography to encourage self-exams and early detection to improve survival rates.
- Furthermore, the Arts Club, NSS, NCC, and YRC units of the institution organized events like Swachh Bharath Abhiyan (cleanliness drive), Beach Cleaning drives, and awareness programs such as AIDS Awareness, First Aid Awareness, Antitobacco Day, World Health Day, etc.
- Students of Medical Laboratory Technology served as frontline fighters against the COVID-19 pandemic.
- Complimentary food packages were distributed by Mangala Charitable Trust® during the COVID-19 pandemic.

Evidence of Success:

- Active responses to the health camps organized indicate the trust in services offered by the institution.
- These services fostered a sense of community solidarity and promoted the value of altruism and selfless acts.
- Students acquired various skills such as medical communication, teamwork, and organizational skills through their participation.
- Students acquired hands-on experience by applying theoretical knowledge to real-life situations. This practical knowledge is invaluable in building a strong foundation and making them more competitive in the job market.
- Engaging with the community provided insights into the needs of the community and helped students understand the social context of health issues.

Problems Encountered:

- Maintaining enthusiasm and motivation in students was a challenge.
- Students from regions outside Karnataka faced language barriers while communicating with the locals.

Best Practice 2: Zest for Youth Empowerment

Mangala College of Allied Health Sciences, affiliated to RGUHS, Bengaluru is a renowned allied health science institution located in South Canara which provides quality education in multidisciplinary programs designed to furnish opportunities for students from diverse socio-economic backgrounds with the dream to enter the healthcare world as qualified healthcare personnel.

Objectives of the Practice:

- To equip students with essential life skills such as communication, problem-solving, decision-making, and enhancing their overall competency.
- To encourage active participation in classroom discussions, and co-curricular and extracurricular activities to foster a well-rounded development.
- To instill a sense of social responsibility in students.
- To assist students in preparing for health careers by providing insight into job opportunities and skills required for success.

The context:

Our institution is committed to fostering a dynamic learning environment that extends beyond traditional academic boundaries. Recognizing the evolving needs of our students, we have implemented a comprehensive student empowerment program as a best practice to enrich their educational experience and prepare them for a rapidly changing world. The institution provides holistic support for academic, personal, and professional development and also fosters a sense of community engagement among students.

The Practice:

- The institution has conducted various empowerment programs aimed at fostering the comprehensive development of students.
- The institution features numerous skilled educators, ensuring a favorable student-faculty ratio for effective mentorship. Well-equipped laboratories and comprehensive library resources aim to enhance the learning experience and keep the students actively engaged.
- Our institution has conducted Continuing Medical Education (CME) and Basic Life Support (BLS) training initiatives aimed at equipping students with valuable skills.
- The students were permitted to engage in health checkup camps, school vision screening initiatives, industrial visits, and hands-on training programs as components of experiential learning.
- The students were offered clinical postings in parent hospital and the institution has collaborated with 10 government and private sector healthcare facilities to provide hands-on experience in clinical settings, preparing them for their future roles as healthcare practitioners.
- The institution organized job fairs, connecting skilled job seekers with opportunities from hospitals and companies. It also conducted workshops and webinars for career development and interview preparation and provided valuable guidance. The Mangala College of Allied Health Sciences Alumni Association® has assisted former students in placement.
- Our institution is the forerunner in Karnataka to establish an NCC Sub Unit. Student Council, NCC, NSS, and YRC programs were organized to develop qualities of courage, comradeship, discipline, and the ideals of selfless service among the youth.

- The institution encouraged physical and cultural activities on campus to preserve cultural heritage among students.
- Our college features an artificial turf playground for stable sports training.

Evidence of success:

- Successful job placements (58.7% of the outgoing students of the last three outgoing batches placed), internships, and higher education opportunities.
- An increase in students’ involvement in empowerment activities, workshops, and cocurricular activities indicates a strong interest and engagement among students, reflecting the relevance and effectiveness of the programs.
- Positive feedback reflects that the students are satisfied with the empowerment programs.

Problems encountered:

No significant issues have been encountered as such in the implementation of this practice, with the exception of occasional students’ withdrawal from courses for personal reasons they wish to keep undisclosed.

File Description	Document
Any additional information	View Document
Link for any other relevant information	View Document
Link for best practices page in the Institutional web site	View Document

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 500 words

Response:

Scholarly Aid for Underprivileged Students

Mangala College of Allied Health Sciences strives to make education accessible to a diverse range of individuals by offering financial assistance and scholarships, ensuring that students from varying financial backgrounds can pursue their studies. Our institution attracts students belonging to diverse demographic, socio-economic, and linguistic backgrounds due to the facilities offered by the institution for holistic development.

Objectives of Offering Scholarly Aid:

- Offer financial aid to economically disadvantaged students to prevent them from having to halt their education
- Provide financial support to students who are in need, deserving, and excel in their studies and sports without discrimination thereby fostering a culture of achievement.
- Alleviate the financial strain on students with physical disabilities or who lost their parents, making higher education more feasible.
- Invest in the future by supporting promising students who contribute significantly to society.
- Promote diversity and inclusion by ensuring that individuals from various backgrounds have equal education opportunities.

The institution is dedicated to offering scholarships and financial support to students who demonstrate both need and merit. The scholarships are awarded based on academic achievement, financial requirements, or other criteria. The institution acknowledges the financial burden of student loans and debt which can have long-lasting financial implications for graduates thus providing support and encouraging deserving students, promoting diversity, and fostering academic excellence. By offering financial aid through scholarships, the institution has contributed to alleviating the financial challenges faced by the students. The institution's dedication to offering scholarly aid enhances its reputation, drawing in talented students and faculty who value a commitment to equal educational opportunities.

Since its establishment, our institution has been committed to the mission of providing education to all. The institution follows clearly defined and transparent criteria for scholarship eligibility and selection. Scholarships are granted based on merit and need, promoting fairness and inclusivity. Being open to adapting scholarship programs to meet changing educational and student requirements, we offer a variety of scholarships catering to different talents, needs, and backgrounds. Over the past five years, a total of 128 students, including 29 from the Northeastern states of India, received scholarships totaling Rupees 37,70,000. In addition to this, the institution is actively engaged in fulfilling the requirements for government/nongovernment-sponsored scholarships.

The Criteria for Offering Scholarships:

1. Based on merit.
2. Performance in sports across different levels.
3. Financially weaker sections.
4. Orphans.
5. Single parent/No parent.
6. Physically disability.
7. Any other special category/Covid-related death of the parent/guardian.

Students who have received scholarships are excelling in their education with strong academic achievements free from financial obstacles. Numerous underprivileged students have been able to complete their education and they are actively making positive contributions to society. A significant portion of our students are employed both nationally and internationally providing valuable services in the allied health and para-medical sector.

The efficiency of the institution has been consistently supported by a substantial number of distinction holders and rank holders who have completed their education through scholarships.

File Description	Document
Link for appropriate web page in the institutional website	View Document
Link for any other relevant information	View Document

8.Allied Health Sciences Part

8.1 Allied Health Sciences Indicator

8.1.1

Describe the programmes offered by the Institution during the last 5 years add a note on the percentage of programmes approved by the Regulatory Body/ies within 500 words

Response:

Mangala College of Allied Health Sciences offered following undergraduate programs in the last 5 years are as follows:

1. Bachelor of Science in Optometry – B.Sc. in Optometry.
2. Bachelor of Science in Medical Laboratory Technology – B.Sc. in MLT.
3. Bachelor of Science in Renal Dialysis Technology – B.Sc. in RDT.
4. Bachelor of Science in Medical Imaging Technology – B.Sc. in MIT.
5. Bachelor of Science in Anaesthesia and Operation Theatre Technology – B.Sc. in A&OTT.
6. Bachelor of Science in Operation Theatre Technology – B.Sc. in OTT.
7. Bachelor of Science in Anaesthesia Technology – B.Sc. in AT.

Mangala College of Allied Health Sciences offered following postgraduate programs in the last 5 years are as follows:

1. Master of Science in Medical Laboratory Technology – M.Sc. in MLT with specialization in Clinical Biochemistry.
2. Master of Science in Medical Laboratory Technology – M.Sc. in MLT with specialization in Haematology and Blood Banking.
3. Master of Science in Medical Laboratory Technology – M.Sc. in MLT with specialization in Microbiology and Immunology.
4. Master of Science in Renal Dialysis Technology – M.Sc. in RDT.
5. Master of Science in Optometry – M.Sc. in Optometry.

All the programs offered at Mangala College of Allied Health Sciences are regular, fulltime and approved by Government of Karnataka and are affiliated to Rajiv Gandhi University of Health Sciences (RGUHS), Bengaluru.

All the undergraduate programs offered in the institution till the academic year 2019-2020 were for a period of three years and six months of internship. The program period was later revised from the academic year 2020-2021 onwards to four years including a year of internship as per the notification issued by RGUHS Ref: Rguhs/AFF/2018-19 dated 25/09/2018. All the postgraduate programs offered are for a period of two years.

Bachelor of Science in Operation Theatre Technology and Bachelor of Science in Anaesthesia Technology were discontinued by the university for the academic year 2020-2021 onwards. The University merged the two programs into one Bachelor of Science in Anaesthesia and Operation Theatre Technology (B.Sc. in A&OTT) as per the corrigendum Ref: RGU/DCD/Allied health science

course/2019-20 dated: 25/08/2020. Since the academic year 2020-2021, the institution is offering five undergraduate B.Sc. programs.

Bachelor of Science in Audiology and Speech Language Pathology was introduced into the Allied Health Sciences by RGUHS in the year 2019 Ref. No RGUHS/Aff/COE/Fresh/AHS/2019-20 dated 01 July 2019. However, the institution is yet to start accepting admissions due to delay in RCI approval.

For the academic year 2022-2023 permission to start three new undergraduate programs B.Sc. in Emergency and Trauma Care Technology, Bachelor of Hospital Administration and Bachelor of Science in Respiratory Care Technology was obtained from RGUHS. However, we could accept admissions for the academic year 2022-2023. Along with three undergraduate programs five postgraduate programs were introduced M.Sc. in Medical Laboratory Technology with specializations in Clinical Biochemistry, Haematology and Blood Banking, and Microbiology and Immunology, M.Sc. in Renal Dialysis Technology and M.Sc. in Optometry ref: RGU/ACA/AHS/Add/MANGALA/2022-23 dated 25/01/2023.

File Description	Document
Any additional information	View Document
Links for Minutes of relevant Academic Council/ BOS meetings	View Document
Links for Details of the programs/courses offered during the last 5 years	View Document
Link for Additional Information	View Document

8.1.2

Provide a description of how the Clinical / Equipment/ Instruments and Laboratory Learning Resources are used for the AHS students within 500 words

Response:

Students in MLT programmes are made to learn and perform various laboratory procedures by utilising laboratory instruments like Analytical balance (used designed to determine the mass of objects), water bath (used to maintain a steady temperature for a prolonged time when incubating samples.), centrifuge (A centrifuge is a device that uses centrifugal force to separate particles from a solution), microscope (used for observing morphology of various organisms, motility, cells, wet mount examination.), Autoclave (used for decontaminating certain biological waste and sterilizing media, instruments), Hot air oven (sterilizing glassware, surgical instruments, and other materials that can withstand high temperatures without getting burnt), Laminar air flow, and Mechanical rotator. Practical classes begin in the second year of the program, and students will have better exposure to laboratory techniques and equipment during this time.

Medical imaging technology students are required to study and practice a variety of radiographic methods utilizing a variety of tools, including a portable X-ray machine, ultrasound pictures, and an

AGFA printer. This will provide students in the second year and third year a greater advanced exposure to radiography.

With the use of laboratory tools including the Autorefractor, Fundus camera, Humphrey Visual Field, keratometer, Lensometer, slit lamp - bio microscopy, and Synoptophore, students in optometry programs are required to study and carry out a variety of operations. Students in their second year and third year of study begin their practical training.

In their second year and third year of study, ATOT students use a variety of tools, including Anastasia machines, a cardio mannequin resuscitator, an intravenous cannulation limp, and an intubation mannequin, to learn about various procedures in operation theatre and anaesthetic technology. Before their clinical posts, they are becoming more familiar with the processes and practicing them.

Students in the second year and third year of the Renal Dialysis Technology program utilize the dialysis machine to gain a better understanding of clinical processes.

First year students in all allied health sciences programs are gaining superior practical knowledge by using the models and charts that are available in practical laboratories of anatomy and physiology.

In addition to receiving hands-on experience with various instruments, students also learn through textbooks, articles, and magazines that are accessible in the college library. And Students were participating in a variety of CME programs relevant to the programs that would increase their understanding of the subjects.

File Description	Document
Any additional information	View Document
Link to hospital records / Clinical / Equipment/ Instruments and Laboratory Learning Resources / Hospital Management Information System	View Document
Links for Year-wise outpatient and inpatient statistics for the last 5 years	View Document
Link for Additional Information	View Document

8.1.3

Mechanism in place in the teaching Institute/ Hospital for providing disability certificates/ concessional facilities to the needy population as per RPWD Act 2016. Describe within 500 words.

Response:

At Mangala Hospital and Kidney Foundation we treat patients with the following disabilities:

OPTOMETRY DEPARTMENT:

1. Visual Impairment
2. Binocular Vision Disorders
3. Refractive Errors
4. Low Vision
5. Neurological Visual Impairment
6. Visual Perception Disorders

DIALYSIS DEPARTMENT:

1. Dialysis serves as an artificial replacement for kidney function, performing the essential task of filtering the blood when the kidneys are unable to do so adequately.
2. Two main types of dialysis are commonly employed: hemodialysis and peritoneal dialysis, each with its unique approach and benefits. Hemodialysis involves the use of a machine called a dialyzer, which acts as an artificial kidney.
3. On the other hand, peritoneal dialysis involves the use of the peritoneum, a natural membrane lining the abdominal cavity, as the filtration site.
4. Globally, the prevalence of dialysis patients highlights the significance of this life-sustaining treatment.

SPEECH AND HEARING DEPARTMENT:

1. Some types of speech disorders include stuttering, apraxia, and dysarthria. Speech therapy can help individuals with a range of speech impairment conditions such as speech fluency problems, stuttering disorders, language issues, and voice disorders.
2. Hearing aids, cochlear implants, and other assistive devices can help individuals with hearing impairment to communicate more effectively.

Criteria for issuing of Disability certificate:

At Mangala Hospital and Kidney Foundation, we have the facility of issuing disability certificates.

1. At first, the patient will approach the help desk
2. The patient will be guided to fill in the application form
3. The application from the Person with Disability (PwD) will be received by the Medical Officer.
4. After necessary verification, the PwD will be referred to a designated Specialist for disability assessment.
5. Once the assessment is over, the assessment details are submitted and a Disability Certificate/UDID Card will be issued electronically.

Here are the steps to apply online:

1. Visit the UDID web portal or <http://www.swavlambancard.gov.in/>.
2. Register yourself by entering the details.
3. After registration, you will receive login credentials.
4. Log in to the system using credentials and click on "Apply online for Disability Certificate".
5. Read the complete instructions and fill in the details correctly.
6. Enter your disability details.
7. Enter your employment details (if employed).

8. Upload a color passport photo and other requisite documents like Income Proof, Identity Proof, and SC/ST/OBC proof as required.
9. Submit data to the CMO Office/Medical Authority.

Once you submit your application, it will be reviewed by the CMO Office/Medical Authority . The medical board of Dakshina Kannada issues a disability certificate following validation of the type and extent of disability a person . The certificate is issued by the District Disability Welfare Office generally issued within 7 days from the date of receipt of application but in any case not later than 1 month. The doctors at a local government health center will access and guide the walk-in person seeking disability certificate to an appropriate hospital which can issue the disability certificate.

As per the RPWD Act, 2016, UDID card can be issued by home district hospital as well as the hospital where the PWD is taking medical treatment.

File Description	Document
Any additional information	View Document
Links for Details of disability certificates issued in the last 5 years	View Document
Link for Additional Information	View Document

8.1.4

Describe the mechanism in place in the teaching Institute/ Hospital for implementing the various schemes for the needy population under schemes such as Assistance to Disabled Persons (ADIP) scheme/ Empanelled professionals, within 500 words

Response:

At Mangala College of Allied Health Sciences and Mangala Kidney Foundation, we provide scholarships for those students with disability who are pursuing degrees or postgraduate courses from our institution. Criteria for the issue of scholarship include:

1. Selection is based on merit.
2. Students should be full-time and regularly studying at Mangala College of Allied Health Sciences.
3. Students with any kind of disability can be admitted
4. Parents' annual income should not exceed 2 lakhs.
5. 75% attendance is mandatory

Students are also provided with fee concession facilities to disabled students to help them pursue their education. Criteria for providing fee concession:

1. Students should be full-time and regular.
2. Student studying in Mangala College of Allied Health Sciences.

3. Students with any kind of disability can be admitted

4. Parents' annual income should not exceed 2 lakhs.

Financial assistance is provided for the needy population for the purchase of aids and appliances under the ADIP Act.

We here at Mangala College of Allied Health Sciences and Mangala Kidney Foundation organized various programs for Differently abled children at Saanidhya a residential school and training Centre. Free health checkup camps have been organized for needy populations where disabled patients are identified.

File Description	Document
Any additional information	View Document
Links for List of schemes	View Document
Links for Year-wise list of beneficiaries under different schemes during the last 5 years	View Document
Link for Additional Information	View Document

8.1.5

Provide details of continuous approval received by the Institution from the Regulatory Bodies, year-wise for continuing the courses offered by it, during the last 5 years within 500 words.

Response:

During the last five years six undergraduate programmes we offered at the institution which are affiliated to Rajiv Gandhi University of Health Sciences, Bengaluru.

In 2018-19, B.Sc. in Anaesthesia Technology with an approved intake of 10 seats, B.Sc. in Renal Dialysis Technology with approved intake of 10 seats and B.Sc. in Operation Theatre Technology with approved intake of 10 seats, B.Sc. in Optometry with an approved intake of 20 seats, B.Sc. in Medical Laboratory Technology with approved intake of 20 seats and B.Sc. in Medical Imaging Technology with approved intake of 20 seats as per the revised ordinance Ref: Rguhs/AHS/AFF/2018-19 dated 25/09/2018.

In 2019-20, B.Sc. in Anaesthesia Technology and B.Sc. in Operation Theatre Technology were discontinued as Rajiv Gandhi University of Health Sciences, Bengaluru decided to merge the two programs into one B.Sc. in Anaesthesia and Operation Theatre Technology with an approved intake of 20 seats as per the corrigendum RGU/DCD/Allied Health Science Course/2019-20 dated 25/08/2020. And the remaining four undergraduate programs (B.Sc. in Renal Dialysis Technology, Optometry, Medical Laboratory Technology, and Medical Imaging Technology) the affiliation continued with the same number of approved intakes as in the 2018-19 academic year.

From 2020-2021 to 2021-2022 the institution continued to offer the same undergraduate programs as in 2019-2020 with the same numbers of approved seat intake affiliated to RGUHS as notified by the official communications from the university RGUHS/AHS/ AFF/2020-21 dated 14/09/2020 and RGUHS/AHS/AFF/2021-22 dated 02/03/2022 respectively.

In 2022-2023 the institution continued to offer each of the same five undergraduate programs with the same number of approved seat intake with affiliation to RGUHS as notified in the official communications from the university RGUHS/AHS/AFF/2022-23 dated 30/09/2022.

Along with the programs offered, Mangala College of Allied Health Sciences received permission to start three new undergraduate programs (Bachelor in Hospital Administration with 20 seats, B.Sc. in Emergency and Trauma Care Technology with 10 seats, and B.Sc. in Respiratory Care Technology with 10 seats) and postgraduate programs (M.Sc. In Medical Laboratory Technology with 15 seats offered with three specializations Clinical Biochemistry, Haematology and Blood Banking, and Microbiology and Immunology, M.Sc. in Renal Dialysis Technology with 5 seats, and M.Sc. in Optometry with 5 seats) as notified in the notification from the University RGU/ACA/AFF/AHS/Add/MANGALA/2022-23 dated 25/01/2023. However, admissions for a Bachelor in Hospital Administration, B.Sc. in Emergency and Trauma Care Technology, B.Sc. in Respiratory Care Technology, and M.Sc. in Medical Laboratory Technology with a specialization in Microbiology and Immunology due to delay in approving the new programs from Rajiv Gandhi University of Health Sciences, Bengaluru.

File Description	Document
Any additional information	View Document
Links for E-copies of approval letters from the Regulatory Bodies	View Document

8.1.6

Institution has up-to-date clinical instrumentations and tools as per the specifications of the Regulatory Bodies

- 1. Diagnostic equipment**
- 2. Treatment equipment**
- 3. Clinical tests and tools**
- 4. Research equipment**

Response: A. All of the above

File Description	Document
List of Diagnostic, treatment, clinical tests and research equipment available in the College	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

8.1.7

Describe the opportunities provided to the students for hands-on training in Clinical and Community settings and for exposure to diagnostic and therapeutic equipment within 500 words.

Response:

Postings in Clinical Settings:

As per the curriculum, 470 hours are allotted to each First, Second, and Third-year student of Allied Health Sciences which are divided with a large portion of hours to clinical posting, and emphasis is given to community postings.

Mangala Hospital and Kidney Foundation, Mangala Eye Foundation:

Students of B.Sc. and M.Sc. Medical Laboratory Technology (MLT) is exposed clinically to hematologic, biochemical, and microbial tests such as complete blood count, liver function test, kidney function test, urinalysis, lipid profile, prothrombin time, ESR, and hematocrit.

B.Sc. in Medical Imaging Technology (MIT) is exposed to imaging modalities such as X-ray, CT scan, ultrasound (USG), and echocardiography.

B.Sc. and M.Sc. in Optometry are exposed to vision assessment, Refraction, ortho optic assessment, low vision assessment, and contact lens assessment.

B.Sc. in Anaesthesia and Operation Theatre Technology (A&OTT) are exposed to sterilization processes, CSSD, scrubbing procedures, pre-, intra-, and post-operative monitoring, and assisting surgeons during surgery.

B.Sc. and M.Sc. in Renal Dialysis Technology (RDT) are exposed to dialysis instruments, preparing and monitoring patients during dialysis and reprocessing of dialyzers.

Mangala Eye Clinic:

B.Sc. and M.Sc. in Optometry are provided exposure to vision assessment, refraction, ortho optic assessment, low vision assessment, and contact lens assessment.

Through collaboration, we have ensured the students are provided with opportunities for clinical exposure in and around the city of Mangaluru. A few clinical facilities are mentioned below,

Sparsha Diagnostic Center and Mangalore Institute of Oncology:

MLT students are exposed to analysis of routine and special hematologic, biochemical, microbial, and serological testing such as thyroid profile, diabetic profile, vitamin and minerals, pancreas test, PCOD profile, Anti TPO Antibody test, Anti Mullerian Hormone (AMH) test, HLA- B27 test, and ANA test.

Red Cross Blood Bank:

MLT students are provided clinical exposure to donor bleeding, testing, and component separation.

Kasturba Medical College Hospital, Balmatta Diagnostic Centre, Mallikatta Neuro Centre and Wenlock District Hospital:

MIT students are provided clinical exposure to patient positioning, performance, and development of images in X-ray, CT scan, Echocardiography, USG, Doppler, and MRI modalities.

Highland Hospital:

MIT students are provided clinical exposure to X-rays, CT scans, ultrasound (USG), and echocardiography.

B.Sc. in Anaesthesia and Operation Theatre Technology (A&OTT) are exposed to sterilization processes, CSSD, scrubbing procedures, pre-, intra- and post-operative monitoring, and assisting surgeons during surgery.

Maithri Clinic:

B.Sc. and M.Sc. in Optometry are exposed to vision assessment, Refraction, ortho optic assessment, low vision assessment, and contact lens assessment.

Postings in Community Settings:

Department of Optometry has conducted various community eye screenings to screen people and school children for identifying refractive errors like Myopia, hyperopia, astigmatism, and presbyopia and helping them in diagnosing and prevention.

Covid Warriors: 50 students belonging to B.Sc. MLT programs were appointed for COVID sample collection and RT-PCR at Wenlock district hospital, airport, and PHC at various locations in and around Mangaluru.

4 students belonging to B.Sc. MLT programs were trained in local PHCs for surveillance and malaria vector control and testing for malaria and dengue.

File Description	Document
Any additional information	View Document
Links for Details of student postings in Clinical and community settings	View Document
Link for Additional Information	View Document

5. CONCLUSION

Additional Information :

Being affiliated to Rajiv Gandhi University of Health Sciences, Bengaluru, Mangala College of Allied Health Sciences is expected to follow the norms and guidelines of the affiliated university. The institution will implement the NEP-2020 in letter and spirit following the guidelines provided by the affiliating university.

The institution has been actively implementing policies and practices to nurture, motivate, and facilitate quality education for the students.

Concluding Remarks :

Mangala College of Allied Health Sciences has taken steps towards the Vision and Mission through the planning and implementation of several initiatives including student-centric learning methodologies, feedback analysis, and offering value-added, add-on, and certificate courses to enrich the curriculum shared by the affiliating university, improvement of research infrastructure, faculty development programs, outreach activities, implementing capability enhancement courses, placement support, student leadership initiatives, and many more initiatives through forming various committees. A high pass percentage observed in the final year examinations is an indicator of positive results observed.

The institution inculcates social responsibility and commitment in the students encouraging them to contribute to the local community.

The safety and security of the students are looked after by having a campus surveilled using CCTV cameras, separate hostels for girls and boys, educating the students on cyber safety, and self-defense training,

The institution believes in using renewable energy sources, wastewater recycling, and rainwater harvesting to contribute to the environment.

Mangala College of Allied Health Sciences is working with Universities to overcome the challenges faced. The institution is reputed for providing quality healthcare professionals employed across the globe.

Mangala College of Allied Health Sciences is open to incorporating changes in order to improve and achieve further recognition and excellence in allied health education.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years</p> <p>1.2.1.1. Number of inter-disciplinary /inter-departmental courses /training offered during the last five years Answer before DVV Verification : 105 Answer after DVV Verification: 43</p> <p>1.2.1.2. Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 618 Answer after DVV Verification: 127</p> <p>Remark : DVV has made changes as per documents shared by HEI and values have been downgraded due to repetitive count.</p>																				
2.2.1	<p>The Institution assesses the learning levels of the students, after admission and organises special Programmes for advanced learners and slow performers</p> <p>The Institution:</p> <ol style="list-style-type: none"> 1. Follows measurable criteria to identify slow performers 2. Follows measurable criteria to identify advanced learners 3. Organizes special programmes for slow performers 4. Follows protocol to measure student achievement <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any one of the above</p> <p>Remark : DVV has made necessary changes as per documents shared by HEI and 1 of above option has been selected as we have received documents of slow performers.</p>																				
2.4.4	<p>Average percentage of teachers trained for development and delivery of e-content / e-courses during the last 5 years</p> <p>2.4.4.1. Number of teachers trained for development and delivery of e-contents / e-courses year-wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>30</td> <td>32</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	0	0	30	32	0	2022-23	2021-22	2020-21	2019-20	2018-19					
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	0	30	32	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	

0	0	0	0	0
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Remark : DVV has made necessary changes and values have been considered as 0 its a group college

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Remark : DVV has made necessary changes.

2.5.4 The Institution provides opportunities to students for midcourse improvement of performance through specific interventions

Opportunities provided to students for midcourse improvement of performance through:

1. Timely administration of CIE
2. On time assessment and feedback
3. Makeup assignments/tests
4. Remedial teaching/support

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: E. None of the above

Remark : DVV has made necessary changes and none of above option has been selected as we have not received appropriate supportings of Timely administration of CIE On time assessment and feedback Makeup assignments/tests Remedial teaching/support

3.1.3 Total number of research projects/clinical trials funded by government, industries and non-governmental agencies during the last five years

3.1.3.1. Number of research projects/clinical trials funded by government/industries and non-government agencies year-wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4	0	3	8	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Remark : DVV has made necessary changes and values have been considered as 0 its a group college

3.5.1 Average number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc. per year for the last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	2	2	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	2	2	1

Remark : DVV has made necessary changes as per prescribed format shared by HEI and have excluded internships during the year.

4.1.4 Average percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during the last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
118.1247 508	47.39256	7.39593	75.20864	40.05162

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
82.00	19.89	5.23	22.33	14.23

Remark : DVV has made necessary changes as per documents shared by HEI.

5.1.2 Capability enhancement and development schemes employed by the Institution for students:

1. Soft skill development
2. Language and communication skill development
3. Yoga and wellness
4. Analytical skill development
5. Human value development
6. Personality and professional development
7. Employability skill development

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any three of the above

Remark : DVV has made necessary changes and has selected 3 of above as we have excluded days celebration programme during the year.

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/ National / International levels (award for a team event should be counted as one) during the last five years.

5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/National / International levels (award for a team event should be counted as one) year-wise during the last five years .

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	1	6	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	1	3	0

Remark : DVV has made necessary changes as per documents shared by HEI and have excluded participation certificate during the year.

5.3.3 Average number of sports and cultural activities/competitions organised by the Institution during the last five years

5.3.3.1. Number of sports and cultural activities/competitions organised by the Institution year-wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	9	4	7	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	3	5	3

Remark : DVV has made necessary changes as per prescribed format shared by HEI and values have been downgraded as we have excluded days celebration activities like Radiography day, Anesthesia day, technology day etc.

6.2.2 Implementation of e-governance in areas of operation

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: E. Any one of the above

Remark : DVV has made necessary changes

7.1.5 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 before DVV Verification : Any Three of the above

Answer After DVV Verification: Any Four of the above

Remark : DVV has made changes as per report shared by HEI and has selected 4 of above as we have received geo tagged photographs of Rain water harvesting, Borewell /Open well recharge, Waste water recycling and Maintenance of water bodies and distribution system in the campus

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of full time teachers year-wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
41	33	37	38	35

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
29	28	31	30	25