SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

BAREILLY INTERNATIONAL UNIVERSITY BAREILLY

BAREILLY INTERNATIONAL UNIVERSITY (ROHILKHAND MEDICAL COLLEGE CAMPUS), PILIBHIT BYPASS ROAD, BAREILLY - 243006 (U.P.)
INDIA
243006
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Bareilly International University, Bareilly is established in accordance to UGC Act 1956 by the Uttar Pradesh Govt. Act No. 26 of 2016 dated 16th Sept 2016. The University is promoted by Rohilkhand Charitable Educational Trust and is functional from session 2016-17 with various courses.

Objectives:

Our endeavor is to impart knowledge and develop skill to attain success by its pupil in professional and personal life by providing growing learning and research environment with due support of world class faculties, infrastructure, facilities and technology.

Goal:

To contribute to society through the pursuit of education, research and health care services with excellence. To create an environment to preserve, discover, and disseminate knowledge and promote application of knowledge for betterment of society. To focus on student achievement and success, community service, and organizational excellence by means of high quality faculty, infrastructure, facilities and environment. To encourage participation for the development of the society and community and dealing with its predicaments through various courses, programs, trainings, workshops, seminars, symposiums, conferences.

Vision

Bareilly International University will have a transformative impact on society through continual innovation in education, research, creativity, and entrepreneurship.

To be a leading medical institution excels in providing quality education, research environment and affordable health care services.

Mission

To impart quality higher education and to undertake research and extension with emphasis on application and innovation that cater to the emerging societal needs through all-round development of the students of all sections enabling them to be globally competitive and socially responsible citizens with intrinsic values.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Our endeavor is to create academic and research environment by providing state of art infrastructure & facilities to impart knowledge and develop skill in its pupil and function as a center of cost effective comprehensive

health care services where people are treated with dignity and respect. Ensure holistic development of its pupil to attain success in personal and professional life and handle contemporary health problem of society effectively.

- **Multidisciplinary Focus**: Offers diverse programs in health sciences, including MBBS, Pharmacy, Nursing, and Physiotherapy, as well as Management and Journalism.
- **Excellent Infrastructure**: Located in lush green surroundings, enhancing the overall learning environment.
- **Dedicated Faculty**: Comprises qualified and dedicated faculty members who promote teamwork and innovation.
- **Progressive Management**: Committed to clear vision, mission, goals, and objectives.
- **Choice-Based Credit System (CBCS)**: Facilitates a flexible and student-centered curriculum.
- **Quality Assurance**: Supported by a proactive Internal Quality Assurance Cell (IQAC) to maintain teaching and learning quality.
- **Sports Facilities**: Extensive provisions for various indoor and outdoor sports, with financial support for national and international events.
- **Community Engagement**: Active participation in community service through NSS, fostering strong academic-community linkage.
- **Cutting-Edge Labs**: Equipped with a Robotics & Automation Lab and collaborations with notable healthcare institutions for practical exposure.
- **Research and Innovation**: Emphasis on research and innovation, preparing students for the demands of their respective fields.

Institutional Weakness

- Limited National Recognition: The University may still be building its reputation on a national level compared to established institutions.
- Resource Constraints: Potential limitations in funding for advanced research initiatives and infrastructure development.
- Curriculum Updates: Need for more frequent updates to the curriculum to align with evolving industry standards and practices.
- Infrastructure Gaps: Some facilities may require upgrades or expansions to meet the growing demands of various programs.

Institutional Opportunity

- Growing Healthcare Sector: Increasing demand for healthcare professionals provides an opportunity for program expansion and partnerships.
- Interdisciplinary Collaboration: Potential to develop interdisciplinary programs that combine health sciences with management and technology.
- Online Education Growth: Expanding online and blended learning options to attract a wider student demographic.
- Research Funding: Opportunities to secure grants and funding for innovative research projects in health and allied sciences.
- Industry Partnerships: Strengthening collaborations with local and national healthcare institutions to enhance practical training and placements.

Institutional Challenge

- Intense Competition: Facing competition from other established universities and colleges in attracting students and faculty.
- Regulatory Compliance: Adhering to various regulatory and accreditation standards can be demanding and resource-intensive.
- Technological Adaptation: Keeping pace with rapid technological advancements in education and healthcare requires continuous investment.
- Student Engagement: Ensuring high levels of student engagement and satisfaction in both academic and extracurricular activities can be challenging.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The curricular framework at Bareilly International University (BIU) is designed with a strong focus on meeting national standards and fostering holistic development among students. The key features are:

- The university adheres to the comprehensive guidelines set by regulatory bodies such as NMC, INC, DCI and UGC.

- **Program Outcomes** and **Course Outcomes** for all programs are clearly communicated to learners through multiple platforms, ensuring transparency and clarity in educational objectives.

- Elective options are available in both undergraduate and postgraduate programs, providing students with flexibility in tailoring their academic pathways according to their interests.

- There is systematic planning for **co-curricular**, **extracurricular**, **research**, **extension**, and **outreach** activities, allowing students to engage in comprehensive learning experiences beyond the classroom.

- Faculty members actively participate in workshops and faculty development programs to stay updated with curriculum trends and enhance their teaching skills.

- The university addresses national and local needs by offering specialized programs such as **Accident & Emergency Medicine**, **Yoga Therapy**, **Clinical Psychology**, **Sports Medicine etc**

- A **Competency-Based Medical Education (CBME)** curriculum is implemented for both undergraduate and postgraduate medical programs, focusing on practical skills and competencies required in the medical profession.

- The university has established an **Innovation Cell** and an **Intellectual Property Rights Cell** to encourage innovation and protect intellectual property among students and faculty.

- The curriculum is further enriched by integrating fieldwork, research projects, community engagement, and industry interfaces

- Through its curricula, BIU sensitizes students to a variety of critical issues, including **Gender Equality**, **Environmental Sustainability**, **Human Values etc.**

- **Research Methodology** coursework is mandatory for all postgraduate students, who are encouraged to undertake dissertation projects aligned with the university's research thrust areas.

- Students are required to publish their research work in indexed journals before appearing for their final university examinations, promoting a strong research culture.

- The **Institutional Innovation Cell** fosters a research-oriented mindset and encourages innovative thinking among students.

- Feedback on the curriculum is regularly collected from stakeholders, and necessary actions are taken to refine and improve academic offerings in response to this feedback.

This robust curricular approach ensures that students at BIU are well-prepared for both professional success and active citizenship.

Teaching-learning and Evaluation

Key features of the university's teaching-learning approach include:

- **Student-Centric Learning Methods**: BIU employs a range of experiential, collaborative, and participative learning approaches such as patient-centric, integrated interdisciplinary learning, problem-based learning, case-based learning, self-directed learning, evidence-based learning, field visits, project-based learning, and role plays.

- **Clinical Skill Labs**: Modern, well-equipped clinical skill labs provide students with hands-on training, allowing them to gain practical experience in a controlled environment.

- **Value-Added Courses**: Regularly conducted courses such as Basic Life Support, Advanced Cardiac Life Support, Advanced Trauma Life Support, and Pediatric Advanced Life Support are offered

- **Community-Based Learning**: BIU emphasizes extensive community-based learning, with students participating in visits to rural and urban health training centers.

- **Support for All Learners**: The university implements remedial measures for students who need additional support, while offering special interdisciplinary programs and research opportunities.

- **Mentorship Program**: A structured mentorship program pairs students with mentors to provide personalized guidance and support

- **Innovative Teaching Tools**: Faculty members use a variety of innovative ICT tools to enhance learning, including access to e-databases, online programs like SWAYAM, and other resources.

- **Research Integrity**: The use of plagiarism-check software, such as X-checker , ensures the integrity of

research work.

- **Holistic Student Development**: BIU emphasizes the development of key attributes in its students, including professionalism, leadership, communication skills, critical thinking, research enthusiasm, social responsibility, and global competencies.

- **Continuous Assessment**: A robust system for continuous internal assessment helps track student progress and ensures they are meeting academic expectations.

- **Automated Examination Management**: The university employs a fully automated Examination Management System, which streamlines the process of online applications, attendance tracking, fee payments, and access to admit cards.

- **Access to Digital Resources**: BIU provides access to the National Digital Library and other online educational resources to support student learning and research.

- **Accreditation and Certifications**: The university's hospital, blood center, and clinical lab have been accredited by NABH and NABL, and the institution holds ISO 9001:2015 certification, demonstrating its commitment to maintaining high standards of quality.

BIU's commitment to a dynamic, student-focused, and research-driven learning environment ensures that students are well-prepared for professional success and societal contribution.

Research, Innovations and Extension

Bareilly International University (BIU) is committed to fostering a strong research culture among its faculty and students. The university's **Research Board** serves as the primary body responsible for overseeing research activities. Various specialized cells and committees monitor different aspects of research in their respective areas.

The **Innovation Cell**, recognized by the Ministry of Education, supports and oversees startup initiatives and innovative projects within the university. The **Intellectual Property Rights (IPR) Cell** manages patents and copyrights, guiding the university's IPR and consultancy policies. The **Research & Development (R&D) Cell** is responsible for intramural research grants, while the **Industry-Institute Partnership (IIP) Cell** strengthens collaborations with industry partners.

Over the years, BIU has actively promoted research through various workshops and programs, focusing on topics like **Good Clinical Practices**, **IPR**, and **Research Methodology**. The university offers **intramural grants** to faculty members to encourage research initiatives. PhD scholars, Junior Research Fellows (JRF), and Senior Research Fellows (SRF) contribute significantly to the university's research output, strengthening its research ecosystem.

BIU has secured multiple government and non-government projects, reflecting the university's strong research capabilities. Faculty members have contributed to a vast number of publications, books, and intellectual property achievements.

The university's research infrastructure includes a **Central Research Laboratory**, **Clinical Trial Center**, **Animal House**, **E-Resource Lab**, multiple museums, and a **Registered Ethical Committee**. In addition, anti-plagiarism software is used to maintain the integrity of research work.

The **Institutional Innovation Council (IIC)** has successfully supported the establishment of startups, fostering an entrepreneurial spirit within the university.

Through its extensive **community outreach programs**, BIU enhances its societal impact, conducting numerous social camps and receiving recognition for its outreach efforts.

BIU's dedication to research and innovation has established it as a hub of academic excellence, contributing to both scientific advancement and societal development.

Infrastructure and Learning Resources

Bareilly International University boasts a state-of-the-art infrastructure designed to foster a conducive learning environment. The campus is characterized by its green spaces and modern facilities, which include well-equipped lecture theaters, classrooms, demonstration rooms, and seminar rooms, all enhanced with advanced technology and ICT support.

The university features two spacious auditoriums, enabling large gatherings and events. Practical and research laboratories are readily available, complemented by comprehensive clinical learning facilities that include skill labs with simulation rooms. The Dental Hospital provides cutting-edge dental care services, ensuring students have access to the latest in dental technology.

Sustainability is a priority, with systems in place for solar power generation, rainwater harvesting, and biogas production. The campus is equipped with sensor-based LED lighting, enhancing energy efficiency throughout the university.

Student support services include common rooms for undergraduate and postgraduate students, as well as faculty members. Separate hostels for boys and girls ensure comfortable living arrangements, along with a daycare center and multiple canteens for dining needs. The campus also offers adequate sports and gymnasium facilities.

Security and convenience are prioritized, featuring CCTV surveillance, fire extinguishers, transport services, and parking facilities. The university employs fully automated Hospital Information Management System (HIMS) software, along with ERP solutions for streamlined operations.

The Central Library is fully automated, providing access to a rich collection of textbooks, reference materials, and rare manuscripts. High-speed internet connectivity with a robust Wi-Fi network supports academic research and learning.

Bareilly International University has received several prestigious accreditations, including recognition for its medical and nursing programs, and it has established itself as a leader in healthcare education and services in the region.

Student Support and Progression

Bareilly International University provides a supportive, safe, and student-friendly environment that fosters both academic and personal development. The university is committed to enhancing the capabilities of its learners through various programs and initiatives designed to promote professional growth.

Student Support

The university offers scholarships and fee waivers to assist students financially. In addition, it provides programs focused on developing soft skills and professional competencies. The Career Counselling Cell is dedicated to guiding students in their career advancement and preparation for competitive examinations.

To enhance the educational experience, the International Student Cell actively promotes student exchange programs, semester abroad opportunities, and externships in collaboration with foreign universities. Several committees are in place to address student grievances related to academics, discipline, ragging, and gender harassment, ensuring a well-rounded support system.

Student Progression

The university is focused on student progression, with many graduates advancing to higher education or entering the workforce. Preference is given to alumni for employment opportunities, fostering a strong connection between the university and its graduates. Numerous students have successfully qualified for various competitive examinations, showcasing the effectiveness of the university's academic programs.

Student Participation

Student engagement in extracurricular activities is highly encouraged, with opportunities for involvement in cultural and sports events. Student Councils play an active role in developing leadership skills, organizing cultural activities, and addressing important social issues such as the Swachh Bharat Mission and initiatives promoting gender equality.

The university also hosts community service programs, including blood donation camps and tree plantation drives, encouraging students to contribute positively to society. University students regularly represent the institution in regional, state, and national competitions, excelling in various sports and cultural activities.

Alumni Contribution

Bareilly International University boasts a registered Alumni Association, which actively engages former students in contributing to the university's growth and global reputation. Their involvement plays a vital role in enhancing the university's standing and fostering a sense of community.

Governance, Leadership and Management

Bareilly International University embodies its vision and mission through various activities and initiatives that promote effective governance, leadership, and management.

Governance and Management

The university practices decentralization and participative management, ensuring that all statutory bodies operate in accordance with established regulations. The Board of Management, as the principal executive body, oversees the university's functions and policy formation. The Academic Council plays a key role in supervising academic policies, while the Faculty and Board of Studies address matters referred by the Board of Management or the Academic Council.

Major decisions regarding budgets and financial matters are managed by the Board of Accounts. The Academic Council, upon the recommendation of the Board of Studies, is responsible for approving new courses, ensuring that academic offerings remain relevant and high-quality. The Board of Research focuses on maintaining academic standards and promoting research initiatives.

Quality Assurance

To foster continuous improvement, the university has implemented a three-tier internal quality assurance system at the department, college, and university levels. Regular assessments of teaching staff and faculty development programs ensure that educators are well-equipped for their roles. The university also encourages faculty participation in conferences and academic activities, providing necessary financial support.

Various academic committees and cells, such as the Anti-Ragging Committee, Library Committee, and Internal Complaints Committee, are established to address specific concerns and promote a safe and equitable environment. The university also has policies in place for resource mobilization, intellectual property rights, and research promotion.

Strategic Planning and E-Governance

Bareilly International University employs a strategic plan to guide its operations effectively. The Internal Quality Assurance Cell (IQAC) is dedicated to enhancing and ensuring a quality culture within the institution.

Additionally, the university has embraced e-governance in key operational areas, including planning, administration, finance, and student support, streamlining processes and improving overall efficiency. Through these initiatives, Bareilly International University continually strives to provide a robust educational experience while maintaining high standards of governance.

Institutional Values and Best Practices

Bareilly International University is dedicated to fostering a supportive and inclusive environment for all female students and staff, emphasizing gender equality as a core value. Gender sensitization is woven into both curricular and co-curricular activities, ensuring that equal opportunities are available without discrimination. The university celebrates International Women's Day on a grand scale, highlighting its commitment to women's empowerment.

The campus prioritizes safety and security, with a significant presence of female security personnel to ensure a safe atmosphere. Facilities such as a daycare center and female common rooms are available to support the needs of women on campus.

In line with its mission, the university organizes initiatives aimed at promoting awareness of fundamental duties and rights while instilling core values among students. The institution actively commemorates national and international observances, celebrating important festivals and cultural events to foster community spirit.

Environmental sustainability is a key focus at Bareilly International University. The campus adheres to guidelines for managing solid waste, liquid waste, biomedical waste, and e-waste, conducting regular audits to improve practices. Sustainable initiatives such as biogas production, solar energy utilization, and the use of LED lighting contribute to energy conservation. Water conservation measures, including rainwater harvesting and sewage treatment systems, are also implemented to promote responsible resource management.

The university is committed to creating a barrier-free environment, ensuring accessibility for all students and staff, including those with disabilities. It organizes various events throughout the year, such as an annual student festival, patriotic initiatives, and the International Day of Yoga, to promote inclusivity and engagement. Cultural programs are held in memory of the founder, honoring the university's legacy and commitment to education and the arts. Through these efforts, Bareilly International University strives to create a vibrant, diverse, and enriching campus experience for everyone.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	BAREILLY INTERNATIONAL UNIVERSITY BAREILLY
Address	Bareilly International University (Rohilkhand Medical College Campus), Pilibhit Bypass Road, Bareilly - 243006 (U.P.) INDIA
City	Bareilly
State	Uttar pradesh
Pin	243006
Website	www.biu.edu.in

Nature of University	
Nature of University	State Private University
Institution Fund Source	No data available.

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	16-09-2016
Status Prior to Establishment,If applicable	

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	16-09-2016	View Document
12B of UGC		
Section 3	25-09-2024	View Document

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	Bareilly International University (Rohilkhand Medical College Campus), Pilibhit Bypass Road, Bareilly - 243006 (U.P.) INDIA	Urban	44.5	42	UG, PG, PG Diploma, Fellowship, Doctoral		

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	9
Affiliated Colleges	0
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	5
Colleges with Research Departments	5
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes

SRA program	Document
DCI	102382_9547_5_1719916048.pdf
PCI	102382_9547_6_1719916059.pdf
INC	102382_9547_7_1720517069.pdf
CCIM	102382_9547_10_1719916111.pdf
MCI	102382_9547_2_1719916031.pdf
OT PT	102382_9547_22_1719916124.pdf

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty

	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	125				100				236			
Recruited	53	70	0	123	41	58	0	99	64	170	0	234
Yet to Recruit	2				1				2			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

	Lecturer				Tutor / Clinical Instructor				Senior Resident			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	44				88				72			
Recruited	20	23	0	43	38	48	0	86	49	20	0	69
Yet to Recruit	1				2				3			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff

	Male	Female	Others	Total
Sanctioned				685
Recruited	445	240	0	685
Yet to Recruit				0
On Contract	0	0	0	0

Technical Staff

	Male	Female	Others	Total
Sanctioned				365
Recruited	237	128	0	365
Yet to Recruit				0
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	30	47	0	30	30	0	24	75	0	236
Ph.D.	10	5	0	2	3	0	0	0	0	20
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	13	18	0	9	25	0	40	95	0	200
UG	0	0	0	0	0	0	0	0	0	0

Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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	20	23	0	0	0	0	0	0	0	43
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/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**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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

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Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/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**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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

Distinguished Academicians Appointed As

	Male	**Female**	**Others**	**Total**
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	0	0	0	0

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Research Lab	Dr. Ramakrishna Chair	BIU Bareilly

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1318	237	0	0	1555
	Female	924	187	0	0	1111
	Others	0	0	0	0	0
PG	Male	89	127	0	0	216
	Female	119	147	0	0	266
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	1	0	0	0	1
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	36	15	0	0	51
	Female	43	16	0	0	59
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	No

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	Nill
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

General Facilities	
Campus Type: Bareilly International University (Rohilkhand Medical College Campus), Pilibhit Bypass Road, Bareilly - 243006 (U.P.) INDIA	
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	**Yes**
* Inpatient facility	**Yes**
* Ambulance facility	**Yes**
* Emergency care facility	**Yes**
• **Health centre staff**	
* Qualified Doctor (Full time)	**6**
* Qualified Doctor (Part time)	**0**
* Qualified Nurse (Full time)	**6**
* Qualified Nurse (Part time)	**0**
• Facilities like banking, post office, book shops, etc.	**Yes**

• Transport facilities to cater to the needs of the students and staff	**Yes**
• Facilities for persons with disabilities	**Yes**
• Animal house	**Yes**
• Power house	**Yes**
• 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	**Bio-Gas Plant, Waste Water Treatment Plant, 100% Residential Campus, CCTV Surveillance, Parking**

Hostel Details		
Hostel Type	**No Of Hostels**	**No Of Inmates**
Boys' hostel	6	555
Girls's hostel	7	655
Overseas students hostel	0	0
Hostel for interns	2	250
PG Hostel	6	381

Health Professional Education Unit / Cell / Department		
Year of Establishment:		
Education Programs Conducted	**Number Programs Conducted**	**Duration in Months**
* Induction	24	1
* Orientation	41	1
* Refresher	48	2
* Post Graduate	89	4

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Innovation is key in education, and curriculum design plays a pivotal role in driving this. It reflects both the knowledge and skills students need, and how they should be taught. Curriculum innovations at Bareilly International University (BIU) will introduce new subjects and interdisciplinary approaches, with cross-cutting learning objectives across fields like MBBS, Pharmacy, Dental, Physiotherapy, Nursing, and Allied Health Sciences. Aligned with NEP, BIU is developing flexible, credit-based curricula that integrate community engagement, environmental education, and value-based learning. This holistic approach ensures students gain a multidisciplinary education that promotes both cognitive and psychomotor development. BIU is implementing multiple entry and exit options in academic programs to offer greater flexibility. Partnerships with national and international institutions aim to promote interdisciplinary learning, especially in STEM fields, enhancing the curriculum with open electives available to students across all programs. By fostering innovation in curriculum design and promoting interdisciplinary collaboration, BIU ensures students are equipped with the diverse skill sets needed to meet the evolving demands of the healthcare sector.
2. Academic bank of credits (ABC):	Bareilly International University (BIU) has registered under the Academic Bank of Credits (ABC) through the National Academic Depository (NAD) to enable students in programs like MBBS, Pharmacy, Dental, Physiotherapy, Nursing, and Allied Health Sciences to benefit from multiple entry and exit options. The verification process is underway to ensure smooth implementation. BIU is establishing international partnerships for faculty and student exchange, aiming to introduce joint degrees with foreign institutions. This will facilitate credit transfer in line with UGC guidelines. All faculty members actively contribute to the Board of Studies (BOS) and are encouraged to develop customized curricula and pedagogical approaches within the approved framework. This includes selecting textbooks, reading materials, assignments, and assessments to enhance learning outcomes. Credit transfer for Massive Open Online Courses (MOOCs) is also integrated, following UGC guidelines, providing students additional learning flexibility. Starting from the third year, students can

	choose from a range of open electives offered across various programs, promoting a broader, multidisciplinary educational experience.
3. Skill development:	Bareilly International University (BIU) emphasizes skill development through its Career Development Center (CDC), which serves as a vital link between industry and academia. The CDC ensures that students from programs like MBBS, Pharmacy, Dental, Physiotherapy, Nursing, and Allied Health Sciences are industry-ready by offering personalized career guidance based on their skills, qualifications, and career interests. MoUs have been signed for faculty development, syllabus restructuring, and online certifications to keep the curriculum aligned with industry needs. Students are required to participate in internships with leading organizations. The CDC also organizes soft skills and technical skills training to expand students' capabilities, integrating these sessions with regular academic schedules. BIU hosts regular CDE Programs, CME Programs, CNE Programs, Seminars, workshops, and guest lectures to enhance learning. These efforts have built a strong reputation, with recruiters.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Bareilly International University (BIU) prioritizes the integration of Indian Knowledge Systems in its NEP preparedness, particularly within its medical programs such as MBBS, Pharmacy, Dental, Physiotherapy, Nursing, and Allied Health Sciences. Recognizing the importance of language in education, BIU plans to establish a Language lab to promote the learning of regional and Indian languages. The faculty actively translates NPTEL-SWAYAM courses into various regional languages, ensuring bilingual instruction in classrooms to accommodate diverse learners. This approach incorporates Indian languages, including Sanskrit and other classical languages, along with traditional knowledge, arts, and cultural practices. BIU offers open electives that reflect this commitment, including courses that highlight Indian culture and values, thereby enriching the educational experience of students in the health sciences. This initiative not only enhances knowledge but also fosters a deeper understanding of India's rich heritage, preparing students to serve in a culturally diverse society.
5. Focus on Outcome based education (OBE):	Bareilly International University (BIU) emphasizes

	Outcome-Based Education (OBE) in its NEP preparedness, particularly within its medical programs such as MBBS, Pharmacy, Dental, Physiotherapy, Nursing, and Allied Health Sciences. OBE focuses on defining the curriculum, instruction, and assessment based on the exit learning outcomes that students must achieve by the end of their programs. At BIU, the vision and mission are collaboratively developed with input from all stakeholders, ensuring alignment with the program educational objectives (PEOs) and program outcomes (POs) as per accreditation standards. The curriculum is structured around OBE principles, with faculty developing course outcomes (COs) guided by the Internal Quality Assurance Cell (IQAC). A comprehensive framework is in place to assess COs and POs using both direct and indirect assessment tools. Each department measures program and course attainment to evaluate the effectiveness of their educational offerings. Departments that meet or exceed performance targets employ best practices, while those falling short analyze the Po-Co matrix to identify gaps and implement corrective measures, ensuring continuous improvement in teaching methodologies and curriculum design.
6. Distance education/online education:	In response to the challenges posed by the COVID-19 pandemic, Bareilly International University has swiftly adapted to online education, ensuring the continuity of learning for students enrolled in medical programs like MBBS, Pharmacy, Dental, Physiotherapy, Nursing, and Allied Health Sciences. This shift has highlighted the importance of online platforms for delivering quality education through applications like Google Meet and Zoom. Recognizing the need for flexible learning options, the university plans to implement vocational courses through Open and Distance Learning (ODL) after completing the NAAC accreditation process. A state-of-the-art Media Center is available to enhance the online learning experience. The university is committed to blended learning approaches that combine traditional and online teaching methodologies, ensuring that students remain engaged and equipped with necessary skills. Furthermore, the institution aims to expand its online education offerings post-NAAC evaluation, facilitating a robust educational environment that

meets the evolving needs of students in the healthcare sector. Through these initiatives, Bareilly International University is positioned to enhance its academic framework and promote innovative learning pathways for future healthcare professionals.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
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?	Yes, The ELC is fully functional, with appointed student coordinators and faculty members. It actively engages students in voter registration initiatives and assists local election administrations during polls. Innovative programs include voter awareness campaigns aimed at educating communities, particularly in nearby villages, about the electoral process.
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.	Bareilly International University has established an Electoral Literacy Club (ELC) to sensitize students about their democratic rights, including the importance of voting. The ELC conducts mock polling activities to provide experiential learning of democratic processes, alongside organizing poster presentations, debates, and essay competitions to raise awareness about electoral procedures.
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.	Socially relevant projects undertaken by the ELC focus on promoting informed and ethical voting among diverse populations, including underprivileged groups. The club works to enhance the participation of marginalized communities, such as SWEEP Programs, transgender individuals and senior citizens, in the electoral process.
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.	Efforts are ongoing to enroll students over 18 as voters, with activities designed to instill a strong understanding of democratic rights and the significance of voting in shaping society.

Extended Profile

1 Program

1.1

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

Response: 56

File Description	Document
Institutional data in prescribed format	View Document

2 Students

2.1

Number of students year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2699	2246	1824	1445	1021

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
430	393	201	135	91

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
454	358	328	304	270

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

3.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
587	518	383	378	323
File Description		**Document**		
Institutional data in prescribed format		[View Document](#)		

4 Institution

4.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
7418.61	5994.13	4082.63	7774.00	5308.76
File Description		**Document**		
Institutional data in prescribed format		[View Document](#)		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

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

Response:

The University is committed to fostering essential human values such as punctuality, sincerity, empathy, and discipline in all aspects of life, establishing these qualities as a tradition. The curricula developed for all programs are aligned with local, national, and global needs, adhering to the guidelines set by various regulatory bodies. The outcomes of these programs are reflected in their Program Outcomes (POs) and Course Outcomes (COs), ensuring that each program has well-defined objectives. Feedback from teachers, students, and alumni is regularly incorporated to assess the relevance and effectiveness of the curriculum.

The content of the curriculum aligns with rules, regulations, and educational philosophies outlined by bodies such as the University Grants Commission (UGC), National Education Policy 2020, AYUSH Ministry, Central Health Ministry, and State Health Ministry, along with general state government regulations. For example, the Department of Community Medicine's curriculum addresses local needs like contagious disease management, vaccination, and biomedical waste disposal, in line with Municipal Corporation regulations.

The University's curriculum follows the guidelines of various regulatory bodies, including NMC, DCI, INC, PCI, NCISM, AYUSH, UPSMF, and Bareilly International University. It is designed to meet local, national, regional, and global healthcare needs across several domains.

Local:

1. Address the health needs of the community and uphold ethical professional obligations.
2. Develop and evaluate clinical and community-based programs to improve health outcomes.
3. Implement primary healthcare principles and national health policies to achieve "Health for All."
4. Manage biomedical informatics and apply statistical methods to health research.
5. Cultivate self-directed learning and problem-solving.
6. Encourage continuous learning and research in specialized fields.

Regional:

1. Identify community health needs and align them with regional priorities.
2. Practice internal medicine with sound scientific knowledge and skills.
3. Diagnose and manage common conditions using relevant investigations.
4. Train graduates to provide promotive, preventive, curative, and rehabilitative services.

5. Apply knowledge from physical, biological, and behavioral sciences in healthcare.
6. Understand lifestyle factors affecting individual and group health.
7. Develop teaching skills for clinical and community health settings.

National:

1. Provide promotive, preventive, and restorative health services in line with national policies.
2. Demonstrate leadership and management in clinical and community health settings.
3. Conduct research to improve care quality and address national health challenges.
4. Foster awareness, interest, and professional growth in healthcare.

Global:

1. Raise health awareness globally on prevalent issues.
2. Educate people to prevent communicable and non-communicable diseases.
3. Contribute to human resource development in healthcare.
4. Investigate and manage epidemics and pandemics.

In response to local, regional, national, and global healthcare needs, Bareilly International University offers a wide range of undergraduate and postgraduate programs. These include MBBS, BDS, BAMS, B.Sc Nursing, BPT, and B.Pharm, along with postgraduate programs such as MD, MS, and MDS in various medical and dental specializations. The University also offers paramedical programs, M.Sc. in Nursing and basic sciences, and master's degrees in fields like Mass Communication, Journalism, Sociology, and Psychology.

1.1.2

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

Response: 28.57

1.1.2.1 How many programs were revised out of total number of programs offered during the last five years

Response: 16

File Description	Document
Syllabus prior and post revision of the courses	[View Document](#)
Minutes of relevant Academic Council/BOS meetings	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Details of the revised Curricula/Syllabi of the programmes during the last five years	[View Document](#)
Any additional information	[View Document](#)

1.1.3

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

Response:

Introduction

Focus on competency, employability, skill development and entrepreneurship has been core to the overall agenda of BIU since 2016. The university meticulously ensures the doctors and technicians progressing from the university are competent, employable, skilled, and equipped with necessary ideas for entrepreneurship.

For inculcating professional skills and competencies amongst students, the curriculum developed by university is providing adequate weightage to Pre, Para and Clinical exercises, laboratory exposure, training at Community level / industry and research-orientation with an aim of achieving the goals of health professionals.

The curriculum of PG and UG is spread out in such a way that adequate opportunities are provided for overall development of professional skills and competencies through Foundation courses, Early Clinical Exposure, Value Education Courses, Community Based Education, postings in Skill labs (Basic & Advanced), CAL labs, Simulation labs and Virtual learning labs.

The university ensures the development of soft and hard skills as mentioned above through its curriculum taught by competent faculty, implementing special skill development UG and PG programs. These programs are aimed to enhance competency, employability and entrepreneurship development and after provision of learning opportunity in terms of communication skills and personality development.

Academic programs offered by the University are interdisciplinary in nature and are relevant to national, global needs and skill oriented courses, with high technical and scientific contents in disciplines of health sciences facilitating employability

The training in healthcare is an integral part of the academic programs. Students learn their skills primarily in health care set up. The health care is delivered through a network of primary and tertiary care teaching hospitals acquiring competencies across all health care settings.

The students are trained to use their knowledge and skills judiciously for the welfare of the community. They are trained in conduct, in decision making, in problem solving and leadership skills besides the core knowledge that is necessary to carry out the duties professionally.

Value added courses are being offered by the university to enable students to acquire skills beyond their curricular expectation and to enhance employability and equip them to the needs of the National and Global demands. Value and skill based education play major role in transforming the society for a better future.

All the programs and courses of the BIU have following thrust areas relevant to competency, employability, entrepreneurship and skill development:

Practical knowledge, soft-skill development

Communications skills, field work, research, community activities Foundation course, early clinical exposure

Training in simulation lab School camps, outreach activities

As a result of focus of BIU on these aspects through curricular, co-curricular and extra-curricular-activities, students' overall development is achieved. This is visible in results, progression of students and participation of students in outreach programs and outstanding galaxy of alumni who are recognized for their skills.

1.2 Academic Flexibility

1.2.1

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

Response: 100

1.2.1.1 Number of programmes in which CBCS/ Elective course system implemented.

Response: 7

1.2.1.2 Total number of Programmes where there is regulatory provision for CBCS / elective course system

Response: 7

File Description	Document
University letter mandating implementation of CBCS by the institution	[View Document](#)
Structure of the program clearly indicating courses, credits/Electives as approved by the competent board	[View Document](#)
Minutes of relevant Academic Council/BoS meetings Clearing indicating the adoption of CBCS System and/or	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Document for Structure of Programs mentioning the Credit Allocation and Elective options	[View Document](#)
Any additional information	[View Document](#)

1.2.2

Percentage of new degree programmes, fellowships and diplomas introduced by the university across all Faculties during the last five years (certificate programmes are not to be included)

Response: 48.21

1.2.2.1 Number of new Degree Programmes, Fellowships and Diplomas introduced by the University during the last five years

Response: 27

File Description	Document
Minutes of relevant Academic Council/BoS meetings Clearing approving the introduction of new Degree Programmes, Fellowships and Diplomas claimed in the SSR	[View Document](#)
List of the new Programmes introduced during the last five years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

1.2.3

Percentage of interdisciplinary courses under the programmes offered by the University during the last five years

Response: 98.34

1.2.3.1 Number of interdisciplinary courses offered by institution during the last five years

Response: 653

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

Response: 664

File Description	Document
Minutes of relevant Academic Council/BoS meetings Clearly approving the interdisciplinary Courses with specifications of departments involved	**View Document**
List of Interdisciplinary courses under the programmes offered by the University during the last 5 years	**View Document**
Institutional data in prescribed format	**View Document**
Any additional information	**View Document**

1.3 Curriculum Enrichment

1.3.1

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

Response:

Bareilly International University: Fostering Holistic Development

Bareilly International University (BIU) is dedicated to the comprehensive development of its students. By incorporating various crosscutting issues into its curriculum and extracurricular activities, BIU creates an environment that promotes academic, social, and ethical growth. The university prioritizes outreach initiatives, awareness programs, and essential topics such as gender equality, environmental sustainability, human values, and professional ethics.

Gender Sensitization

At BIU, gender-related issues are a key focus in both academic and extracurricular settings. The curriculum for undergraduate and postgraduate programs includes topics on gender and sexuality, supplemented by workshops, essay competitions, skits, role-plays, and open discussions aimed at raising awareness. Each year, the university organizes interactive sessions on women's empowerment to celebrate International Women's Day. Additionally, a value-added course on *Gender Sensitization* is

offered, encouraging students to engage thoughtfully with gender equity issues.

Human Values

The integration of human values into teaching and practical experiences is central to BIU's approach. Students assigned to Rural Health Training Centers (RHTCs) work directly with families to provide healthcare and maintain family health records. This hands-on experience enhances their understanding of the socio-economic, environmental, and cultural aspects of healthcare. Topics such as Gandhian values, professionalism, and the doctor-patient relationship are also included in the curriculum, helping students cultivate strong ethical principles.

Health Determinants

BIU's curriculum addresses various health determinants, including biological, physical, behavioral, socio-cultural, and environmental factors. These aspects are explored in depth within Community Medicine, Pediatrics, and General Medicine programs. The university emphasizes the significance of socio-economic conditions and access to health services in understanding health outcomes.

Right to Health

Promoting health equity and the right to health is a fundamental commitment at BIU. This principle is reinforced during clinical postings and internships, where students encounter real-world healthcare challenges. The curriculum includes the Hippocratic Oath, white coat ceremonies, and cadaveric oaths, ensuring students recognize "Health for All" as a national goal and understand their role in achieving it.

Emerging Demographic Changes

BIU also addresses emerging demographic trends, including the importance of sex ratio, the Pre-Conception and Pre-Natal Diagnostic Techniques (PCPNDT) Act, and the aging population. Courses in Community Medicine and General Medicine cover population dynamics, and a value-added course on *Introduction to Population Health Survey* helps students understand these changes and their health implications.

Through these diverse initiatives, BIU prepares students to excel academically while becoming socially conscious and ethically responsible professionals.

1.3.2

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

Response: 155

1.3.2.1 Number of value-added courses are added within the last five years

Response: 155

File Description	Document
Institutional data in prescribed format	[View Document](#)
Brochure or Course content or syllabus relating to Value added courses to be uploaded in the SSR	[View Document](#)
Any additional informatiom	[View Document](#)

1.3.3

Percentage of students successfully completed the value-added courses during the last five years

Response: 72.54

1.3.3.1 Number of students who successfully completed the value-added courses imparting transferable and life skills offered year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2155	1691	1223	975	655

File Description	Document
The institution should provide list of the students as per the requirement in the template failing which the claim will not be considered	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

1.3.4

Students undertaking field visits / research projects / Industry internships/ visits/Community postings as a part of curriculum enrichment

Response:

Introduction

Professional courses training programs offered by Bareilly International University, Bareilly aim at equipping students with skills necessary for working at the ground level with the patients in the community. Curriculum is enriched by incorporating field visits, research projects, community settings, and industry interfaces.

Field visits:

Field visits increase students' learning through active hands-on experience which in turn gives a boost to the student's knowledge and understanding of a subject. Field visits are mandatory curricular activities.

To make students aware of real field situations and practical issues of certain topics, community medicine department arranges regular visits of the students. The places to be visited may differ depending upon vehicle availability, student strength, distance of the place from medical college, administrative issues, etc. Usually, places where students realize the practical importance of theoretical aspects, which can affect or which do affect health of public or community directly, are visited on a priority. Medical and nursing students undertake field visits to healthcare delivery centers, PHC, dairy milk units, sewage treatment plants, water treatment plants, and public health laboratory. It helps in familiarizing them with prevention of disease, practical insight, actual implementation of national health programs, and enhances their knowledge and skills.

Research Projects

All programs have a built in research component. Students of various UG/PG programs are offered with research skills through minor research projects. The university is able to attract many sponsored research projects including clinical trials and encourages students to take up research projects that are sponsored by WHO, ICMR or the STS funded by the institute. Project work and thesis submission are part of all the postgraduate programmes, and Ph.Ds.

Industrial visit:

Visits to different government/private industries are organized to experience the real working equipment/operations to bridge the gap between academics and industries.

The meticulous planning of learning experiences for students in real life settings of hospital, home, community and industry forms the core for curricular implementation. The students learn through observation, reflection, work-place based learning under supervision during their clinical rotations, clerkships and internships. Valuable links with community agencies enhance social preparedness and foster a sense of **Institutional Social Responsibility** and people-friendly attitude to students. Industrial visits give opportunity for students to conduct individual/group projects and practical work enhancing the students' creativity, decision making and problem-solving skills.

Internship: Internship is an inbuilt feature for UG programs for acquisition of the desired skills. The students are actively involved in treating the patients under supervision. Students maintain logbooks containing skills to be achieved and reflect upon their experiences in field, industry, and community visits and postings.

Community Postings: Students are posted in community settings. They do health check-up and maintain family health folders. They learn social, economic, environmental aspects of health and disease in a family setup. There is a defined rural postings rule for RHTC Rithora, Govt. PHC, and urban postings at UHTC Rampur Garden, Bareilly.

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 report as stated in the minutes of the Governing Council/Syndicate/ Board of Management	[View Document](#)
Sample filled in Structured Feedback forms designed by the institution for each category as claimed in SSR	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Link for feedback report from stakeholders	[View Document](#)

1.4.2

Feedback process of the Institution may be classified as:

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

File Description	Document
Institutional data in prescribed format	[View Document](#)
Action taken report of the University on feedback as stated in the minutes of the Governing Council/ Syndicate/ Board of Management	[View Document](#)
URL for stakeholder feedback report	[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.

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

Response: 55.39

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

2022-23	2021-22	2020-21	2019-20	2018-19
328	263	194	188	164

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
533	430	393	363	309

File Description	Document
Institutional data in prescribed format	[View Document](#)
Initial reservation of seats for admission	[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

Student Demand Ratio applicable to programmes where state / central common entrance tests are not conducted

Response: 10.95

2.1.2.1 Number of eligible applications received year-wise during the last five years for programmes where State / Central Common Entrance Tests are not conducted

2022-23	2021-22	2020-21	2019-20	2018-19
1457	817	855	659	359

2.1.2.2 Number of seats available year-wise/eligible applications received during the last five years where *State / Central Common Entrance Tests are not conducted*

2022-23	2021-22	2020-21	2019-20	2018-19
505	465	385	345	165

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

2.1.3

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

Response: 29.13

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

2022-23	2021-22	2020-21	2019-20	2018-19
255	169	148	141	146

2.1.3.2 Total number of students enrolled in that year

2022-23	2021-22	2020-21	2019-20	2018-19
859	636	525	507	437

File Description	Document
Previous degree/ Matriculation / HSC certificate from other state or country	[View Document](#)
List of students from other states and countries	[View Document](#)
Institutional data in prescribed format	[View Document](#)
E-copies of admission letters are issued to the students enrolled from other States / Countries.	[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. **Adopts measurable criteria to identify low performers.**
2. **Adopts measurable criteria to identify advanced learners**
3. **Organizes special programmes for low performers and advanced learners**
4. **Follows protocols to measure students' achievement**

Response: A. All of the above

File Description	Document
Proforma created to identify slow learners/advanced learners	[View Document](#)
Methodology and Criteria for the assessment of Learning levels Details of special programmes	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Details of outcome measures	[View Document](#)
Consolidated report submitted to Dean academics /Dean student's welfare on special programs for advanced learners and slow learners	[View Document](#)
Any additional information	[View Document](#)

2.2.2

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

Response: 5.94

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 (with Designation and Highest Qualification obtained)	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.3 Teaching- Learning Process

2.3.1

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

- **Experiential learning**
- **Integrated/Inter-disciplinary learning**
- **Participatory learning**
- **Problem-solving methodologies**
- **Self-directed learning**
- **Patient-centric and Evidence-based learning**
- **The Humanities**

- **Project-based learning**
- **Role play**

Response:

Bareilly International University, Bareilly has evolved and successfully implemented a variety of unique educational practices, comprising of physical, practical, aesthetic, intellectual and moral aspects of education that advocates an optimum blend of these components towards all-round development of the students.

This student centric pedagogy acknowledges students' voice as central to the learning experience for every learner. It requires students to be active and responsible participants in their own learning.

The curriculum is so designed with a set of foundation and core courses that develops necessary skills of the students for a rewarding career. It continues to nurture and strengthen them provides them with necessary life skills required for work-life balance. The students are also taught humanities along with their curriculum.

Implementation of innovative teaching learning practices at the University have made the activity effective and exciting for the students. The Teaching–learning methods adopted by the faculty members include:

Lectures Interactive mode

Project based learning Computer assisted learning Experiential learning Problem based learning Integrated/interdisciplinary teaching

Participatory learning- group work, case studies, role plays, self-directed-learning Evidence based learning

Community based learning: a group of students are attached with a few faculty members. Student seminars etc.

Community Oriented, Need Based & Problem Solving Learning are a few of the thrust areas at the University. These are conducted from the first year itself to impart the desired outcomes. The various innovative practices are sincere attempts on the part of the various colleges of the university to ensure its progress towards excellence. There is a constant drive to gain more and more analytical feedback of our processes to iterate constantly for holistic development and innovative instructional designs & Pedagogy.

Cognition based learning assessment is done at the beginning of course by identifying slow and advance learners. It's a continuous process being followed up by internal assessment after 3rd and 6th month and pre university exams (Cognition and skill based) after effective learning assistance. University has a mechanism/procedure for identifying slow and advance learners. It aims to improve students in the areas of core knowledge of the course and for developing skills which they can use and apply while working independently.

Motivational seminars, communication and language skill development sessions are conducted. Students are enrolled in mentorship programmes for identification of individual needs and problems.

Individual feedback and feedback to concerned departments is given and extra classes are conducted on different subjects to bring slow and mediocre performers at par. The advanced learners are provided guidance for higher level competitive exams by involving them in research projects.

Impact of these activities is seen in the form of better results and progression and successful completion of projects (STS by ICMR) of both slow and advance learners. Advanced learners thus get an opportunity to be a part of student exchange program with foreign institutions.

2.3.2

Has provision for the use of Clinical Skills Laboratory and Simulation Based Learning

The Institution:

1. **Has Basic Clinical Skills Training Models and Trainers for clinical skills in the relevant disciplines.**
2. **Has advanced patient simulators for simulation-based training**
3. **Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation centre**
4. **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 skills lab/simulator Centre	[View Document](#)
Proof of patient simulators for simulation-based training	[View Document](#)
Proof of Establishment of Clinical Skills Laboratories	[View Document](#)
List of clinical skills training modals	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Geo-tagged photographs of clinical skills lab facilities, clinical skills modals, patients simulators	[View Document](#)
Details of training programs conducted and details of participants	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.3.3

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

Response:

Introduction

Bareilly International University, Bareilly faculty makes effective use of power-point, videos, computer assisted laboratory, online resources to orient students for advanced knowledge and practical skills as the University is well equipped with all the required IT facility for teaching and learning process. The lecture theatres and demonstration rooms are equipped with projectors and network connections for smooth conduction of the classes.

Faculty at university make efforts to record videos during procedure and utilize the same as a teaching modality. The other faculty and staff, also find these videos appropriate which makes the teaching, learning process easier and fruitful for them. BIU has a Media Centre, Procedural Video Capturing System for recording teaching content for students. Student's access this data at university YouTube channel and Central Library Repository for subject and topic wise PPTs and videos created by the teachers.

The technology has helped the students for self-directed learning; along with this, the reasoning and analyzing power of the students has tremendously improved. It has the potential to increase student's motivation, connect them to any information, source, and support active in class and out class learning outcomes. The students can complete their assignments and give their presentations.

It is Convenient, Cost effective and Repeatable. It is more adaptive and makes understanding and learning more effective. The communication with students is well established. Selection of appropriate and relevant content is possible. Last but not the least the classes can be recorded and later be used for on demand lectures. These recordings also give the teachers an opportunity to better themselves and reproduce a better learning lesson plan.

Following are the methods/tools adapted for the ICT teaching in the institute.

Wi-Fi campus - institute premises are Wi-Fi enabled, user ID based for assess of internet being provided to all.

LCD/ OHP are placed in all teaching areas like laboratories, demonstration rooms. Simulators (Simulation based learning through manikins

Skill labs

Videos, pictorial and acoustics for the better understanding We also have E-resources in our library Digital library, Digital data base DELNET

E-Shodhsindhu E-Shodhganga E books – K -Hub E- journals BMJ Journals collection

EBSCO Dentistry & Oral Sciences journals

E learning – the students have been given lectures on the Moodle website

Computer assisted learning (CAL) -The animal experiments are taught effectively using the various animated videos widely used in the department or preclinical subjects and the Para clinical subjects.

Online classes through Google meet, Zoom online platforms Webinars.

Video conferencing – the institute has weekly clinical rounds which is at times are interdepartmental where relevant and other topics of interest are covered.

The advantage of the ICT aided teaching makes the learning interactive, experiential and exploratory active and has resulted in betterment of the cognitive and psychomotor domains of learning.

2.3.4

Student :Mentor Ratio (preceding academic year)

Response: 4.6

2.3.4.1 Total number of mentors in the preceding academic year

Response: 587

File Description	Document
Records of mentors-mentee meetings.	[View Document](#)
Log Book of mentors	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Details of fulltime teachers/other recognized mentors	[View Document](#)
Copy of circular pertaining to the details of mentor and their allotted mentees	[View Document](#)
Approved Mentor list as announced by the HEI	[View Document](#)
Any additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

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

Response: 79.22

File Description	Document
Year-wise list of fulltime teachers and sanctioned posts for the last 5 years (Certified by the Head of the Institution)	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Faculty position sanction letters by the competent authority	[View Document](#)
Appointment letters of faculty during last five years	[View Document](#)
Any 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 for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils / Universities during the last five years

Response: 47

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
205	175	151	132	139

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

2.4.3

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

Response: 7.81

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

Response: 3547.91

File Description	Document
List of full-time teachers for the preceding academic year with their designation, department and number of years of teaching experience	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Experience certificate of full time teacher	[View Document](#)

2.4.4

Average percentage of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years.

Response: 100

2.4.4.1 Number of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years

2022-23	2021-22	2020-21	2019-20	2018-19
454	358	328	304	270

File Description	Document
Reports of the e-training programmes	[View Document](#)
List of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years	[View Document](#)
List of e-contents / e courses / video lectures / demonstrations developed	[View 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](#)
Any additional information	[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 / academics during the last five years

Response: 6.29

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
30	41	22	9	10

File Description	Document
Institutional data in prescribed format	[View Document](#)
Certified e-copies of award letters (scanned or soft copy)	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

Average number of days from the date of last semester-end/ year- end examination to the date of declaration of results during the last five years

Response: 30.4

2.5.1.1 Number of days from the date of last semester-end/ year- end examination to the date of declaration of results year-wise in that year and during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
29	35	22	30	36

File Description	Document
Reports from Controller of Exam (COE) office/ Annual reports mentioning the relevant details.	[View Document](#)
List of programmes and dates of last semester-end/year-end examinations and the dates of declaration of results	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.5.2

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

Response: 3.38

2.5.2.1 Number of student complaints/grievances received about evaluation year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
83	78	51	35	95

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

2022-23	2021-22	2020-21	2019-20	2018-19
2876	2942	1713	1695	1503

File Description	Document
Reports of Examination Sections	[View Document](#)
Minutes of the grievance cell / relevant body	[View Document](#)
List of complaints / grievances year-wise during the last 5 years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Certificate from Registrar / Controller of examination / Data on student grievances from the office of the Registrar (Evaluation)	[View Document](#)
Any additional information	[View Document](#)

2.5.3

Evaluation-related Grievance Redressal mechanism followed by the Institution: ...

The University adopts the following mechanism for the redressal of evaluation-related grievances.

Options(Opt one which is applicable to you):

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

2. **Double Valuation/Multiple valuation with appeal process for revaluation only**

3. **Double Valuation/Multiple valuation with appeal process for retotalling only**

4. **Single valuation and appeal process for revaluation**

5. **Grievance Redressal mechanism does not exist**

Response: A. Double valuation/Multiple valuation with appeal process for retotalling/revaluation and access to answer script

File Description	Document
Report of the Controller of Examination/ registrar evaluation regarding the Grievance Redressal mechanism followed by the Institution	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.5.4

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

Response:

Introduction

Bareilly International University, Bareilly has a well-established and efficient continuous evaluation system with different types of assessments spread across entire the duration of each semester.

Various reforms have been introduced in the evaluation process (Formative as well as summative assessment) during the last five years to improve the evaluation /examination system in the university.

The changes which have been brought about are as follows:

A. Examination Procedures

- CCTV Cameras installed in and around examination halls.
- Deployment of security guards at the entrance of the examination hall for smooth conduction. Placing of Jammers
- Increase in number of pages in the main answer book and issuance of only one supplementary answer booklet.
- No Entry for the examinees to the examination hall after five minutes of commencement of the examination.
-

The condition of securing at least 50% marks for being eligible to take the university exam. Proper planning for Seating arrangements and invigilation duties for university examinations has led to optimal utilization of manpower resources, increased vigilance and smooth conduct of the examinations.

B. **Process of integrating IT**

- Plagiarism checks to screen the PG thesis before final submission to the university.
- The online platform such as Google meet, Zoom, MOODLE etc. were effectively used by the faculty for internal assessment during the pandemic (COVID-19).

C. **Continuous Internal Assessment**

The internal assessment examination (formative) in all the constituent colleges under the supervision of the heads of the college is conducted. Formative assessment methods include internal examinations, preliminary examinations which consist of Written (MCQs, SAQs, & LAQs), Viva-voce and Practical examinations. Other assessment methods included Quizzes competitions, Seminars, Problem based learning, Assignments, Portfolios and Journals.

These internal examination helps in the overall growth of the students and helps them to build up their confidence in facing the final exams.

1. Problem-Based learning. This ensures the student development of reasoning ability and also builds a better level of critical-thinking. The students can do their self-assessment and get to know their limitations while working on them positively.
2. MCQ and short answer question are being given regularly which focuses at Reinforcing skills, concepts and knowledge gained.
3. Competency based assessment is also being implemented in all the colleges throughout all the phases in clinical/practical training method. The constituent colleges of the university has incorporated the Objective Structured Clinical Examination (OSCE)/ Objective Structured Practical Examination (OSPE) for the students' skill development. This helps in improvement of the cognitive function and professional competency. An immediate feedback by the facilitator/teacher helps in improvement of the student's learning outcomes.
4. Besides facilitating the learning process, these assignments have encouraged students to take initiative, to work independently, and be responsible for completing tasks

D. Examination procedure reforms during COVID-19 Pandemic

- Keeping in mind the social distancing the seating arrangements in the examination hall was modified as per COVID guidelines.
- Use of Gloves/Mask/Sanitizers made compulsory during examination.
- Provision for online practical examination for all students appearing in all examination through the online platform such as Google meet, Zoom, etc.

2.5.5

Status of automation of the Examination division, using Examination Management System (EMS) along with an approved online Examination Manual

1. **Complete automation of entire division & implementation of the Examination Management System (EMS)**
2. **Student registration, hall ticket issue & result processing**
3. **Student registration and result processing**
4. **Result processing**
5. **Manual methodology**

Response: All of the above

File Description	Document
The present status of automation., Invoice of the software, & screenshots of software	[View Document](#)
Snap shot of the EMS used by the institution	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Copies of the purchase order of the software/AMC of the software	[View Document](#)
Any additional information	[View Document](#)
Annual report of examination including present status of automation as approved by BOM / Syndicate / Governing Council	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes /graduate attributes as per the provision of Regulatory bodies which are integrated into the assessment process and widely publicized through the website and other documents

Response:

Introduction

Program Outcomes (POs) and Courses Outcomes (COs) for all the academic programs are uploaded on the University website. These are instrumental in achieving the vision, mission and strategic objectives of the academic practices. They are designed as per the guidelines of respective Statutory Councils in respect of Medical, Dental, Nursing, Physiotherapy and other paramedical sciences, which ensure that the desired outcomes are achieved.

Assessment methodology /tools are decided keeping in mind the parameters/ learning outcomes to be measured with due emphasis during delivery of programs as prescribed in the course curriculum.

Before commencement of an academic year, faculty meetings are conducted by each institution and decisions are taken on the mode of teaching in perspective of the POs and COs. Induction and orientation programmes are conducted for the newly enrolled students at the beginning of each academic session where the students are briefed about POs and graduate attributes.

Students and teachers are provided with academic calendar, wherein plan for implementation of entire curriculum is specified, providing all learning objectives and COs at various levels.

The medical graduates attributes are as per NMC norms to become a locally competent and globally responsible clinician, leader and a member of the inter-disciplinary health care team, through life-long

learning process that is altruistic, ethical and committed to excellence.

The Bareilly International University, Bareilly graduate attributes include

1. Dynamic Professionalism
2. Exemplary leadership
3. Effective communication skills
4. Scholarly attitude
5. Element of critical thinking
6. Enthusiasm for research
7. Social commitment and
8. Global competencies

The COs are formulated to make students competent with respects to all domains of learning (Cognitive, Affective and Psycho-motor Domains). Their assessment is done in formative domain at department level and summative at university level. Formative assessment methods include internal examinations, preliminary examinations which consist of Written (MCQs, SAQs, & LAQs), Viva-voce and Practical examinations. Other assessment methods included Quizzes Seminars, Problem based learning, Assignments, Portfolios and Journals. The students are introduced to scientific research through compulsory dissertation related to their respective fields of expertise under the guidance of their teachers. Various projects in thrust areas are also undertaken. The students participate at State, National and International levels competitions, debates, paper presentations and quizzes. Institutional IQAC and its constituent units play crucial roles in communicating curricular changes and the mode of implementation through regular meetings with the departmental coordinators. Students are provided with work books, journals & log books stating the attainment of outcomes and objectives of their respective courses.

The passing out graduates and post graduates in various streams are made competent enough to practice independently with due confidence and skills. Besides professional knowledge, they are groomed to play leadership roles in the community, health sector as well as social issues such as gender equity, environmental protection, disaster management and sensitizing people at large on their right to health.

2.6.2

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

Response: 95.99

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
430	393	201	135	91

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
479	408	214	144	94

File Description	Document
Trend analysis in graphic form (Refer annexure 02 of SOP)	[View Document](#)
List of Programmes and the number of students appeared and the number of students passed 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](#)
Annual reports of examination results as placed before BOM/ Syndicate/ Governing Council for the last five years	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.3

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

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

The institution has a well defined Research promotion policy and the same is uploaded on the institutional website

Response:

Introduction

Bareilly International University, Bareilly has a well-defined Research Promotion Policy according to the UGC norms. The policy establishes the research ecosystem and framework within which academic staff, research scholars, postgraduates and undergraduate students, organizations and research institutions partner to conduct research. University provides intellectually inspiring, academically challenging and supportive environment conducive to personal growth by engaging in innovative and leading-edge research within and across disciplines.

Bareilly International University, Bareilly ensures that the highest norms and standards of an intellectual activity are embraced in research. It is governed by policies and procedures that include, but it is not limited to standards of conduct; conflict of interest and commitment; intellectual property; sponsored research etc. Any kind of information, facility, guidance and knowledge which is used in the form of training/seminar, outreach/extension program, basic research or human clinical research is guided by the Research Promotion Policy. Visibility and dissemination of the information as per the policy document is done by providing a copy of the research policy, continuous updates of the same on website, and providing a copy of the policy in all constituent college offices.

It covers all aspects related to varied areas like research planning; generation and utilization of funding resources for research; extra-mural & intra-mural grants including conference grants, material grants, travel grant; study leaves; awards; career and salary incentives and bonuses.

The policy encourages dissemination of research output through quality publications in reputed journals, presentations in International and national conferences, as well as generation of Intellectual property with potential for commercialization.

The Board of Research is the main proactive body that controls the overall functioning of research work through various constituent committees. Through effective modus operandi of Board of Research, it monitors and provides information about research work in the campus; guides and encourages the individual research work and subsequent grants and awards.

Impact and Research Outcome

In the last five years many articles have been published in scientific journals. Total contributions in book is also many in numbers have been initiated. This has steadily increased over the last few years due to the policies of Board of Research.

Many collaborations with Govt. and Non-Govt. agencies like WHO, ICMR, Govt. of Uttar Pradesh for COVID-19 Hospital, Heart and Lung Transplant Centre.

The number of research projects funded by the government and Non - government increased to for the last 5 years.

Many faculty members achieved external fellowships, several projects sanctioned intra-mural grants, many faculty members provided with travel/conference grants in recent years reflecting the developing increasing the research acumen culture in the university.

The innovation policies of BIU have encouraged its copyright & patent filings and many start-ups in the recent years.

The Institute encourages faculty members and students to undertake research, leading to improvement in the quality of life, People around them. It focuses on national, state and local community development that has socially useful outcome.

3.1.2

The institution provides seed money to its teachers for research (average per year)

Response: 38.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
46	37	35	38	36

File Description	Document
Minutes of meetings of the relevant bodies of the University	[View Document](#)
List of teachers receiving seed money and details of seed money received	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized (Refer annexure number -01)	[View Document](#)

3.1.3

Average Percentage of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research participation in Indian and Overseas Institutions during the last five years

Response: 6.22

3.1.3.1 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
40	30	15	16	11

File Description	Document
List of teachers and their national/international fellowship details	[View Document](#)
Certified e-copies of the award / recognition letters of the teachers	[View Document](#)
any additional information	[View Document](#)

3.1.4

Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates, other research fellows in the university enrolled during the last five years

Response: 200

3.1.4.1 The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows in the university enrolled year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
93	15	17	38	37

File Description	Document
Registration and guide / mentor allocation by the institution	[View Document](#)
Institutional data in prescribed format	[View Document](#)
E copies of fellowship award letters	[View Document](#)

3.1.5

University has the following facilities

1. **Central Research Laboratory / Central Research Facility**
2. **Animal House/ Medicinal Plant Garden / Museum**
3. **Media laboratory/Business Lab/e-resource Studios**
4. **Research/Statistical Databases/Health Informatics**
5. **Clinical Trial Centre**

Response: All of the above

File Description	Document
List of facilities available in the university and their year of establishment	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.1.6

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

Response: 9.38

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

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

3.1.6.2 Number of departments offering academic programmes year - wise during last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
9	7	6	6	4

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-version of departmental recognition award letters	[View Document](#)
Details of the departments offering academic programmes certified by the head of the Institution /University	[View Document](#)

3.2 Resource Mobilization for Research

3.2.1

Total Grants for research projects / clinical trials sponsored by non-government sources such as industry, corporate houses, international bodies, endowments, professional associations, endowment-Chairs etc., in the Institution during the last five years

Response: 108

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

2022-23	2021-22	2020-21	2019-20	2018-19
61	0	47	0	0

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

3.2.2

Grants for research projects/clinical research project sponsored by the government funding agencies during the last five years

Response: 10

3.2.2.1 Grants for research projects/clinical trials sponsored by government sources year-wise during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0	10	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 agencies	[View Document](#)
Any additional information	[View Document](#)

3.2.3

Ratio of research projects/clinical trials per teacher funded by government/industries and non-government agencies during the last five years.

Response: 0.02

3.2.3.1 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
3	2	2	0	0

File Description	Document
Supporting document/s from Funding Agencies	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Copy of the letter indicating the sanction of research project funded by govt./non-govt agency and industry including details of name of teacher and amount in INR	[View Document](#)

3.3 Innovation Ecosystem

3.3.1

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

Response:

Introduction

Bareilly International University, Bareilly encourages research and cultivates a strong base for a research oriented culture. It provides resources, facilities, and assistance to researchers for developing research

programs. It also provides support and encouragement for newer inventions, designs, patents, copyrights, and trademarks.

Institutional Innovation Council (IIC) of Bareilly International University, Bareilly U P was setup under the scheme of Ministry of Education to form setup Institutional Innovation Council in higher education institute (HEIs). To develop this culture BIU regularly conducts sessions on innovations, start-ups and entrepreneurship. The primary mandate of BIU is to encourage, inspire and nurture young students by supporting them to work with new ideas and transform them into prototypes. BIU puts in concerted efforts to encourage students and faculty to develop innovations and start-ups that can solve health related problems especially in India.

The IPR (Intellectual Property Rights) Cell implements and monitors stated Intellectual Property Rights (IPR) & Consultancy policy of BIU. It endeavors to facilitate the protection and upliftment of intellectual property generated during the scientific pursuit (of knowledge/ resource) in the university and offers scope for ingenuity and commercialization. More than 1000 such programs on IPR and related topics have been conducted in last 5 years. This cell also promotes patent & copyrights filings which have increased to more than 60 in last five years.

IIP (Institute-Industry Partnership) Cell has the specific task of formulation of strategic partnerships between the university and associated industry. This is accomplished by training programs, capacity-building workshops and also by industry internships. The entrepreneurship skills of students and faculty members are also enhanced by various programs of this cell. In the recent years, 10 or more programs have been conducted on Industry partnerships and entrepreneurship skills with more than 70 collaborative programs.

R & D (Research & Development) Cell has specifically been tasked to identify & initiate research in BIU. This cell also provides collaborative efforts by government and non government and promoting advanced studies by providing seed money and financial grants.

BIU facilitates the students to present their ideas for discussion with peers and their staff members. The university promotes the constituent colleges and its units to actively organize conventions, conferences and workshops in campus to promote entrepreneurship and leadership skills in the students and faculty.

Taking the concept of innovation and good clinical practice to a notch further, the RMCH hospital prides itself of conducting UP's inclusion of this Hospital as COVID-19 Centre for treatment and its subsequent research, Telemedicine projects with the Govt. of UP and various linkages with renowned societies all over India and abroad are also being carried out by the university.

Rohilkhand Cancer Research Center, a unit of BIU is one of the most comprehensive cancer care centres in Uttar Pradesh providing access to all the latest cancer therapies, research and technology including prevention, screening, diagnosis and treatment to rehabilitation and supportive/palliative care.

3.3.2

Workshops/seminars conducted on Intellectual Property Rights (IPR) Research methodology, Good clinical Practice, Laboratory, Pharmacy and Collection practices, Research Grant writing

and Industry-Academia Collaborations during the last five years

Response:

Introduction

Bareilly International University, Bareilly constantly promotes activities for strengthening students and faculty members in terms of IPR, Research Methodology, Good Clinical Practice, Industry Academia Partnership, Lab Collection Practice, Biostatistics, Research Grant Writing, and other activities since its inception.

The university has an **Innovation Cell** which promotes new ideas and innovations via startups. **Intellectual Property Rights (IPR) Cell** looks after the protection and upliftment of intellectual property in the university. **The Industry-Institute Partnership (IIP) Cell** helps create awareness about Entrepreneurship pursuits amongst student community and actively pursue the Industry- Institute partnership agendas. **The R&D (Research & Development) Cell** provides intramural grants for research and advanced studies.

Good Clinical Practice (GCP) is an international ethical and scientific quality standard for the design, conduct, performance, and monitoring, auditing, recording, analyses and reporting of clinical trials. More than 15000 participants has taken advantage of more than 500 workshops including Regional anesthesia, Cadaveric Skull Base and Temporal Bone Dissection, USG Guided Nerve Block, Pediatric Gastro CME, Current Concept in Mechanical Ventilation, BLS/ACLS Course, Pediatric Gastro Intervention, Cadaveric Thyroid Surgery Dissection Workshop, Medical consideration in dental practice, Management of common oral disorders, Dermato-surgery workshop, Otology Surgical Workshop, Update on Mechanical Ventilation, Basic Life Support and COLS, and other workshops as well as seminars by different departments which have been conducted on Good clinical practice.

Research methodology is the specific procedure or technique used to identify, select, process, and analyze information about a topic. In a research paper, the methodology section allows the reader to critically evaluate a study's overall validity and reliability. Each year our institution conducts more than 50 seminars through different departments on research methodology for the benefit of the students & faculty members. Various research methodology workshops have also been organized which allows maximum participants to know the intrinsic details of the topic.

Intellectual Property Rights form an important pillar for research in any institution. The university implements the policy and programs regarding the same through IPR cell. In the recent years more than 5 programs giving the benefit to more than 1000 participants have been successfully conducted by the institute including program by various government bodies like NIPAM.

The Industry-Academia Partnership is an association that fosters R&D and innovation by bringing together industry and university partners in pursuit of timely themes in applications and infrastructure. Various programs with more than 500 participants have been conducted by the institute in collaboration with various industries for the betterment and upliftment of the institute and the participants.

Lab Collection Practice: Laboratory tests contribute vital information about a patient's health. Correct diagnostic and therapeutic decisions rely, in part, on the accuracy of test results. Adequate patient preparation, specimen collection, and specimen handling are essential prerequisites for accurate test

results. The accuracy of test results is dependent on the integrity of specimens. Various seminars and workshops pertaining to various collection methods have been organised for the more than 500 participants to get a hold on the topic including NABH and NABL Training Programs.

3.3.3

Total number of awards / recognitions received for innovation / discoveries by the institution/teachers/research scholars/students during the last five years

Response: 71

3.3.3.1 Number of awards/recognitions received by the Institution/teachers/research scholars/students year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
30	28	4	5	4

File Description	Document
List of teachers who have received awards and recognition for innovation and discoveries	[View Document](#)
List of teachers and details of the national/international fellowships awarded	[View Document](#)
Institutional data in prescribed format	[View Document](#)
E-Copies of award letters (scanned or soft copy) for innovations with details of the awardee the and awarding agency	[View Document](#)

3.3.4

Number of start-ups incubated on campus during the last five years

Response: 10

3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years (a startup to be counted only once)

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

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

3.4 Research Publications and Awards

3.4.1

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

1. **Research methodology with course on research ethics**
2. **Ethics committee**
3. **Plagiarism check**
4. **Committe on Publication guidelines**

Response: All of the above

File Description	Document
Minutes of meetings of the relevant committees with reference to the code of ethics	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Institutional code of Ethics document	[View Document](#)
Details of committee on publication guidelines	[View Document](#)
Course content of research ethics and details of members of ethical committee	[View Document](#)
Copy of software procurement for plagiarism check	[View Document](#)

3.4.2

The Institution provides incentives for teachers who receive state, national or international recognitions/awards..

Option

1. **Career Advancement**
2. **Salary increment**
3. **Recognition by Institutional website notification**
4. **Commendation certificate with cash award**

Response: A. All of the above

File Description	Document
Policy on salary increment for the awardees	[View Document](#)
List of the awardees and list of awarding agencies and year with contact details for the last 5 years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Copy of commendation certificate and receipt of cash award	[View Document](#)

3.4.3

Total number of Patents/ Copyrights published/awarded/technology-transferred during the last five years..

Response: 9

3.4.3.1 Number of Patents/ Copyrights published/awarded/ technology-transferred 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
List of patents/Copyrights and the year they were published/awarded	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Certified E- copies of the letters of award/ publications (consolidated statements by the head of the institution)	[View Document](#)

3.4.4

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: 2.21

3.4.4.1 Number of Ph.D.s /DM/M Ch/PG degree in the respective disciplines awarded per recognized PG teacher of the Institution year-wise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
286	108	59	90	86

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

2022-23	2021-22	2020-21	2019-20	2018-19
160	50	20	30	25

File Description	Document
Recognition letters by the University as eligible teachers to guide Ph D / DM / M Ch students	[View Document](#)
List of PhD / DM / M Ch candidates with details like name of the guide, title of the thesis, year of award, award letter etc	[View Document](#)
Institutional data in prescribed format	[View Document](#)

3.4.5

Average Number of research papers per teacher in the approved list of Journals in Scopus / Web of Science/ PubMed during the last five calendar years

Response: 0.07

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

3.4.6

Average Number of research papers per teacher in the approved list of Journals notified in UGC-CARE list during the last five calendar years

Response: 0.02

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

3.4.7

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

Response: 0

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

3.4.8

Bibliometrics of the publications during the last five calendar years based on average Citation Index in Scopus/ Web of Science

Response: 1.3

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

3.4.9

Provide Scopus/ Web of Science – h-index of the Institution for the last 5 calendar years.

Response: 2

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

3.5 Consultancy

3.5.1

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

Response:

Introduction

Bareilly International University, Bareilly regularly promotes activities for strengthening students and

faculty members in terms of contemporary and stated Intellectual Property Rights (IPR) policy and consultancy policy. Our mission is to develop a "dynamic, independent medical institution dedicated to provide high quality medical education & world class health services to the community".

The contemporary and stated Intellectual Property Rights (IPR) policy of Bareilly International University, Bareilly endeavors to facilitate the protection and upliftment of intellectual property generated during the scientific pursuit (of knowledge/ resource) in the university and offer scope for ingenuity and commercialization. It targets the provision of unbiased intercession between the various interests involved. Consultancy is an effective way for a university to disseminate knowledge and make an early and direct impact on society.

In recent times where there is a continuous change in the field of research, measures should be undertaken and resources be expanded on the same. In the same line, Bareilly International University, Bareilly has adopted Policy on Intellectual Property Rights. The Policy deals with the ownership, protection, process of application for the protection of the IP (National as well as International), safe guarding the rights avoiding commercial exploitation of the Intellectual property created by the researchers of the University. This document sets in place certain rules of the University for the Co-operation with the third parties, industrial and business organizations and provides guidelines on the sharing of the economic benefits arising from the commercialization of the Intellectual Property.

IPR Policy- Sets in place the rules for the preservation of rights of intellectual property such patents, copyrights and guides the participants through legal procedures safeguarding their knowledge and efforts put into the envisioned patents and copyrights.

Consultancy Policy- This policy envisages providing the facts required to undertake consultancy work in harmony with the university's approved procedures. Consultancy is work of a proficient nature, undertaken by university staff in their field of proficiency, for clients outside the institution, for which some financial return is provided. Unlike research, it does not have a prime purpose of generation of new knowledge.

Following are few of the benefits provided by Bareilly International University, Bareilly as a result of the Institutional policy on Intellectual Property Rights (IPR) and Consultancy:

Provides exclusive rights to the creators or inventors. Helps in social as well as financial development.

It also encourages individuals to distribute and share information and data instead of keeping it confidential.

Provides legal defense and offers the creators or inventors the incentive of their work.

It also provides active staff participation in consultancies that bring opportunities and benefits to the University, its staff and its clients.

Approximately 189 training / capacity building programs have been conducted during the last 5 years giving benefit to more than 3000 students. Any intellectual property arising from Research and Non-Research consultancies is governed by the IPR Policy of Bareilly International University, Bareilly.

3.5.2

Revenue generated from advisory / R&D /consultancy projects (exclude patients consultancy) including Clinical trials during the last five years

Response: 118

3.5.2.1 Amount generated from consultancy year-wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	0	116	0

File Description	Document
List of consultants and details of revenue generated by them	[View Document](#)
Institutional data in prescribed format	[View Document](#)
CA certified copy/Finance Officer Certified copy attested by head of the institute (Refer annexure number -01)	[View Document](#)
Audited statements of accounts indicating the revenue generated through consultancy / clinical trials	[View Document](#)

3.6 Extension Activities

3.6.1

Extension and outreach activities such as community Health Education, Community health camps, Tele-conferences, Tele-Medicine consultancy etc., are conducted in collaboration with industry, community, Government and non- Government Organizations engaging NSS/NCC/Red cross/YRC, institutional clubs etc., during the last five years

Response: 579

3.6.1.1 Number of extension and outreach activities conducted in collaboration with industry, community Government and Non-Government Organisations engaging NSS/NCC/Red cross/YRC, institutional clubs etc., year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
139	130	58	136	116

File Description	Document
Reports of the events organized	[View Document](#)
Photographs or any supporting document in relevance	[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](#)

3.6.2

Average percentage of students participating in extension and outreach activities beyond the curricular requirement as stated at 3.6.1

Response: 85.18

3.6.2.1 Number of students participating in extension and outreach activities beyond the curricular requirement as stated at 3.6.1, year-wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2488	1999	897	1436	982

File Description	Document
Reports of the events organized	[View Document](#)

3.6.3

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

Response:

Introduction

The mission of Bareilly International University, Bareilly has always been to develop a 'Dynamic, independent medical institution dedicated to provide high quality medical education & world class health services to the community'. The patients are treated without any discrimination based on race, color, sex, non-disqualifying disability, religion, creed or caste and national or ethnic origin. The university aims at laying down a strong foundation for the best medical professionals in the country who are morally strong

and have a highly dedicated work culture.

The medical fraternity here seeks to minimize human misery using modern medical systems. The teaching hospital institute provides outstanding and affordable medical care in a patient friendly environment in the spirit of compassion for all, regardless of race, caste, religion or economic condition. The institution provides support and encourages the various innovations and innovative ideas in the treatment of patients of using new drug combinations and newer treatment procedures.

The hard work of the staff and students of the university has brought a huge honor to the University in the form of several awards from various government and non-government agencies. More than 75 awards have been given to faculty and the institution over the last few years for the community services rendered. Contribution towards society in COVID-19, Patient Friendly Hospital, COVID-19 Pandemic Award.

3.6.4

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

Response:

Introduction

Bareilly International University, Bareilly constantly promote activities for strengthening students and faculty in terms of Social Responsibilities towards neighborhood contributing to the holistic development of students and the society. Our mission is to develop a "dynamic, independent medical institution dedicated to provide high quality medical education & world class health services to the community".

Various programs, activities, orientations have been undertaken to familiarize the faculty and students via lectures and programs regarding Institutional Social Responsibilities and community outreach. The constituent colleges of the University undertakes special camps and programs to provide community oriented medical care to bring aid and health care directly to the rural poor, marginalized and needy, especially in un-served and under-served region with agencies like temples, clubs and various NGOs.

Bareilly International University, Bareilly promotes schemes that are implemented by the state government like subsidized treatments or free medicine distribution to all the poor and needy people, Jannani Suraksha Yojana, etc. benefitting thousands of patients. Bareilly International University, Bareilly promotes and undertakes special program implementation/awareness drives like Health Talks on AIDS Day, Asthma Day, Epilepsy Day, Blood Donation Day, No Tobacco Day, etc. Many social celebrations have been done over the last few years including participation in Yoga Day, Swachha Bharat Abhiyan etc.

In the last five years around 600 camps and community programs with participation of more than 11,000 students and more than 800 faculty members have been conducted regarding institutional social

responsibility activities in the neighborhood community.

Bareilly International University, Bareilly had been chosen as the first private COVID-19 center by the state government in this pandemic. There were very comprehensive and sustained efforts by the team of highly qualified and dedicated healthcare personnel over the past more than 1 year. The hospital not only provided investigative services to more than 25,000 patients but also provided treatment to more than 2 lakhs patients with one of the most comprehensive and complete protocols for Covid 19 management including isolation and ambulance services.

There were numerous personal and collaborative donations varying form food items, money etc. to rural poor, marginalized and needy, especially in un-served and under-served region. Some of the notable donations were, Food Donations during corona pandemic by our university; Donations for procuring grass and animal feed.

Thus, the university aims at laying down a strong foundation for the best medical professionals in the country who are morally strong and have a highly dedicated work culture and will be continuing various institutional social responsibility activities in the neighborhood community in terms of education, environmental issues, health and hygiene awareness, delivery of free / subsidized health care and socio-economic development issues.

3.7 Collaboration

3.7.1

Average number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc per year

Response: 23.2

3.7.1.1 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
41	32	15	7	21

File Description	Document
Institutional data in prescribed format	[View Document]
Certified Copies of collaboration documents	[View Document]

3.7.2

Presence 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., during the last five years.

Response: 102

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

Response: 102

File Description	Document
Institutional data in prescribed format	[View Document](#)
E-copies of the functional MoUs with Indicating the start date and completion date	[View Document](#)
e-copies of linkage-related Documents	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The institution has adequate physical facilities for teaching – learning, skills acquisition etc

Response:

Bareilly International University: Infrastructure and Facilities Overview

Bareilly International University (BIU), situated in Bareilly, Uttar Pradesh, comprises several constituent units designed to provide state-of-the-art education in various fields:

1. Rohilkhand Medical College & Hospital
2. Institute of Dental Sciences
3. Rohilkhand Ayurvedic Medical College & Hospital
4. Rohilkhand College of Nursing
5. Faculty of Paramedical Sciences
6. Faculty of Forensic Sciences
7. BIU College of Pharmacy
8. BIU College of Management
9. BIU College of Humanities & Journalism

All units feature modern infrastructure and facilities that comply with the standards of relevant regulatory bodies.

Teaching and Learning Resources

BIU offers extensive teaching and learning resources, including well-equipped classrooms, ICT-enabled lecture theaters, demonstration rooms, seminar halls, and clinical learning facilities.

Lecture Theatres

The university has spacious, air-conditioned lecture halls that foster dynamic discussions. Three modern lecture theaters are equipped with LCD projectors, smart boards, JBL sound systems, and online lecture capabilities. All learning spaces are well-furnished and ventilated, enhancing the overall educational experience.

Facilities for Clinical Learning

Rohilkhand Medical College & Hospital is NABH accredited and provides a robust clinical learning environment. The hospital features more than 1500 beds, ensuring ample opportunities for bedside teaching. Students gain valuable experience in various specialties, supported by facilities like the Rohilkhand Cancer Research Centre for advanced clinical exposure.

Community Learning

The Department of Community Medicine facilitates exposure to real-world healthcare settings. Students adopt families in rural areas and engage in educational visits to public health institutions, enhancing their understanding of community health dynamics.

AYUSH-Related Learning

The Department of Wellness Naturopathy and Yoga offers a holistic health center on campus. This facility provides integrated therapies for lifestyle diseases, benefitting many patients. During the COVID-19 pandemic, the department also provided AYUSH KADHA to support patients and staff.

Laboratories and Dissection Hall

BIU houses 58 practical and research laboratories, all equipped according to statutory guidelines. The Dissection Hall features a spacious, air-conditioned environment with advanced facilities, including a Virtual Anatomy Cadaver Dissection Table.

Central Diagnostic Laboratory

The hospital includes a fully developed, NABL-accredited central diagnostic laboratory, operating 24/7. It provides a range of services, including clinical biochemistry, pathology, and microbiology, using advanced automated equipment for quality assurance.

Skill Lab

The state-of-the-art Skill Lab features seven simulation rooms equipped with ICT facilities and high-fidelity mannequins. This lab enables practical learning across various subjects, fostering hands-on experience for students.

Through these comprehensive facilities, BIU ensures a robust educational environment that prepares students for professional success.

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:

Bareilly International University, Bareilly has adequate facilities to support physical and recreational requirements of students and staff. The facilities include:

Auditorium

RMCH conference auditorium is a well-furnished, air-conditioned auditorium with adequate seating capacity of 900 equipped with latest LCD projector and audio systems along with access to internet. It

contains multi-media equipment, high-tech lighting, and a high quality sound system, including recording capability.

Conference Room

There are sufficient number of conference rooms with adequate sitting capacity in the University.

Common rooms

There is common room facility for students for boys and girls. Separate 5 common rooms for post graduate students are available in dental college. Separate common room with all the facilities are also provided in each hostel of the university.

Adequate places for sports and games (indoor and outdoor games)

University has outdoor games facility for Volleyball, Tennis, Basket Ball, Badminton, Kabaddi and Kho-Kho and indoor games facility for Table Tennis, Carrom board and chess.

Gymnasium

University has gymnasium facility. Gymnasium is equipped with all modern equipments like multi gym, butterfly, leg press machine, smith machine with counter balance, twister back S and R stand abdominal, Gym cycles, cross trainer elliptical exercises cycle, treadmills, body vibration fitness bench, sports multipurpose bench, home 44m exercise machine and dumbbell.

Wellness Naturopathy & Yoga Centre Facility

Department of Wellness Naturopathy and Yoga is a holistic health center at BIU campus, having unique facility for prevention, rehabilitation & cure of lifestyle diseases by integrated therapies of Naturopathy, Yoga and Ayurveda.

Cultural Activities

University organizes cultural programs annually in the memory of Founder Trustee, India Education Trust (Sponsoring Body of the University) Late Shri Krishna Kumar Agrawal for the students and staff based on Indian Ethos, Art & Culture and Epics of India since last 8 years.

The students and faculty members of all constituent colleges of the University celebrate festivals like Holi, Dewali, Eid, Christmas, Baisakhi, Lohari etc.

4.1.3

Availability and adequacy of general campus facilities and overall ambience

Response:

Bareilly International University, Bareilly campus runs an adequate number of campus facilities required to support its students and staff members. The facilities and the overall ambience makes the environment of the campus conducive for teaching-learning as well as extra/co-curricular activities, security of its residents and visitors, and provides help for some of the routine works of day to day life. The campus facilities include hostels, medical facilities, and toilets, bank (ATMs), etc. The campus is having a good green cover with thousands of different varieties of trees adding to the soothing and healthy ambience. A number of green initiatives adds to the sustainability of the campus like solar energy, rain water harvesting, bio gas plant, sewage treatment plant, etc. Signage and topographical maps are available at all required points throughout the campus for proper information and directions. The campus is well secured through its security services and guards are employed throughout the campus. Also, the campus is secured with 24 hours CCTV surveillance. Fire extinguishers are installed. The University has disabled friendly barrier free environment.

Hostel facilities:

The University has separate hostel accommodation facility for boys and girls with ample number of rooms and enough space. The rooms are well furnished having all basic amenities along with attached toilets. Experienced hostel wardens are appointed in order to take good care of all the hostellers.

Medical Facilities

All type of General and Super-specialty medical facilities are available 24x7 in the university campus.

Wash Rooms

There are adequate number of wash rooms in the university. There are separate wash facilities for male, female and physically challenged.

Canteen Facilities for Students and Staff University has four canteens inside the campus that provides healthy and nutritious food and snacks for staff members, All the canteens have to have FSSI certificate for operating in the campus. (Burger Farm & Nothing Before Coffee).

Departmental Store & Stationary Mart

The campus has its own departmental store for day to day needs. Apart from this a stationery store is there to provide the students with their requirements.

Bank and ATM facilities:

Canara bank has a branch in the university campus providing all type of banking facilities to students and faculty members. There are many ATMs nearby the campus operated by Canara bank and IDBI bank etc.

Green & Sustainable Initiatives

- Sewage water treatment plant
- Rain Water Harvesting Plant
- RO (Reverse osmosis) Water Purifiers Plant
- Air filteration tower

- Solar Power generation plant

Greenery & Park

All the avenues and roads within the University are adorned with tall trees bearing green leaves and beautiful flowers to create a homogenous feeling amongst everyone within the campus. Park facility is available in the campus, recreation facilities is available for children.

Day care Facility & Transport

Day Care facility is available for children of BIU employees. The University provides transport

File Description	Document	
Link for Photographs/ Geo-tagging 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: 110.67

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
7621.67	15327.57	2948.99	5376.87	2839.17

File Description	Document
Institutional data in prescribed format	[View Document](#)
Details of budget allocation excluding salary during the last five years	[View Document](#)
Audited report / utilization statements (highlight relevant items) (Refer annexure number -01)	[View Document](#)
Any additional information	[View Document](#)

4.2 Clinical, Equipment and Laboratory Learning Resources

4.2.1

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

Response:

Hospitals of Bareilly International University: Clinical Facilities Overview

Bareilly International University (BIU) boasts well-equipped hospitals that adhere to the standards set by regulatory bodies. The Rohilkhand Medical College & Hospital (RMCH) is NABH-accredited and features 1,450 beds, providing a comprehensive range of basic and super-specialty services, including General Medicine, Pediatrics, Surgery, and advanced specialties such as Cardiology, Neurology, and Oncology.

Surgical and Clinical Facilities

RMCH is home to modern surgical modular suites, catering to both minor and complex surgeries. In the past five years, the hospital has successfully conducted over 50,000 major surgeries and more than 200,000 minor procedures. The hospital includes various intensive care units (ICUs), such as the ICU, Surgical ICU, NICU, and PICU, all equipped with advanced medical technology, including multi-parameter monitors, ventilators, and dialysis facilities. There are also six ECMO machines available for critical care.

The dialysis unit operates around the clock with 30 machines, including specialized SLED and CRRT machines. RMCH is registered with the Uttar Pradesh Directorate of Health Services for various transplant programs, including renal, heart, liver, and pancreas transplants, having successfully performed 1,927 renal transplants and numerous others.

Diagnostic and Radiology Services

The radiology department at RMCH is fully equipped, offering essential services such as five CT machines (ranging from 20 to 128 slices), two MRI machines (1.5 and 3 Tesla), and various other diagnostic tools, including a Bone Densitometer and PET scans. The cath lab features three advanced Philips FD machines for interventional procedures.

Dental and Rehabilitation Services

The Dental Hospital provides state-of-the-art dental care, specializing in implantology and comprehensive maxillofacial surgeries. The Conservative Dentistry and Endodontics department utilizes high-end technology, including surgical microscopes and lasers, while the Oral and Maxillofacial Surgery department handles a range of surgical procedures, including cleft lip and palate surgeries.

The Department of Physiotherapy offers treatment and rehabilitation for musculoskeletal, neurological, and cardiopulmonary conditions, along with a specialized sports physiotherapy unit. The Occupational Therapy department focuses on rehabilitation for patients with special needs.

Community Support Initiatives

RMCH actively supports the community through various initiatives, including a self-help group for patients with disabilities and facilities such as a Sulabh complex for patient attendants, free food services through Akshaya Patra, and comfortable accommodations.

Laboratories and Research Facilities

RMCH features fully equipped, NABL-accredited laboratories providing 24/7 services. Advanced equipment includes chemiluminescence analyzers, blood culture systems, and molecular diagnostics for genetic testing. The hospital was the first private institution in Uttar Pradesh to establish an ICMR-approved Molecular and RT-PCR lab for COVID-19 testing.

Additionally, the hospital hosts a NABH-accredited blood center, recognized for its contributions to transplant immunology and hemovigilance programs, and has participated in clinical trials for COVID-19 convalescent plasma therapy.

Through these comprehensive facilities, BIU ensures that students receive a robust clinical education, preparing them for successful careers in healthcare.

4.2.2

Describe the adequacy of both outpatients and inpatients in the teaching hospital during the last five years vis-à-vis the number of students trained and programmes offered (based on HIMS / EMR) within 500 words.

Response:

Bareilly International University: Comprehensive Educational and Clinical Services

Bareilly International University (BIU) offers a wide range of educational programs across its constituent colleges, training over 3,000 students each year. The university's hospitals are equipped with advanced diagnostic and therapeutic services, ensuring effective healthcare delivery to the community.

Outpatient Services

The outpatient department (OPD) operates daily from 9:00 AM to 5:00 PM, featuring dedicated consultation rooms for faculty and spaces for clinical learning. A highly qualified team of doctors provides patient care at affordable rates, with an average of 2,070 patients visiting the OPD daily. Students gain invaluable experience in patient management through direct interaction, and specialty OPDs allow deeper insights into specific medical conditions.

Inpatient Facilities

The hospital houses 1,450 inpatient beds, offering comprehensive specialty and superspecialty services for both outpatient and inpatient care. Bedside teaching and interactive sessions take place in various demonstration rooms adjacent to the wards, enabling students to develop clinical and communication skills under the guidance of experienced faculty. Postgraduate students play an active role in managing

ward patients, enhancing their clinical expertise and professionalism.

The hospital features advanced surgical suites capable of performing both minor and complex surgeries. Intensive care units (ICUs), including ICCU, Surgical ICU, PICU, and NICU, provide a total of 200 beds for critically ill patients. These units are equipped with multi-parameter monitors, ventilators, defibrillators, and dialysis facilities, offering essential hands-on training for undergraduate and postgraduate students in the management of critically ill patients.

Nursing Education

Clinical experience is fundamental to nursing education at BIU. Nursing students rotate through various inpatient and outpatient departments, where they assess patients, perform clinical procedures, and assist in preventive, diagnostic, and therapeutic activities. This rotation, under faculty supervision, not only develops clinical competence but also imparts knowledge on health and nursing service organization, quality assurance, and workforce management.

Physiotherapy and Occupational Therapy

Both outpatient and inpatient physiotherapy and occupational therapy services are available. Undergraduate and postgraduate students in these fields are posted across different departments to learn various rehabilitative measures. Experienced faculty from the Physiotherapy and Occupational Therapy colleges, along with specialists from other departments, provide hands-on training that emphasizes early detection, disability prevention, and management of various disorders.

Patient Statistics and Technology Integration

Over the past five years, the hospital has served approximately 700,000 to 800,000 outpatient visits annually, while 90,000 to 95,000 patients are admitted each year. This significant patient volume underscores the hospital's vital role in the community.

The university and hospital utilize advanced Hospital Information Management Software for efficient governance. Additionally, Microsoft NAV 2016 ERP software aids in planning, development, administration, and monitoring of hospital operations and constituent colleges.

Through these comprehensive services, Bareilly International University not only ensures quality education for its students but also significantly contributes to the health and well-being of the community.

4.2.3

Availability of infrastructure for community based learning

1. **Attached Satellite Primary Health Centers**
2. **Attached Rural Health Centers available for training of students**
3. **Attached Urban Health Centre for training of students**
4. **Residential facility for students / trainees at the above peripheral health centers / hospitals**

Response: All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Government Order on allotment/assignment of PHC to the institution	[View Document](#)
Geo-tagged photographs of Health Centers	[View Document](#)
Documents of resident facility	[View Document](#)
Any additional information	[View Document](#)

4.2.4

Is the Teaching Hospital / Clinical Laboratory accredited by any National Accrediting Agency?

A. NABH accreditation

B. NABL accreditation

C. International accreditation like JCI.,

D. ISO certification of departments /institution

E. GLP/GCLP accreditation.

Response: A. All of the above

File Description	Document
Copies of Accreditation Certificate(s) duly certified	[View Document](#)
Any additional information	[View Document](#)

4.3 Library as a Learning Resource

4.3.1

Library is automated using Integrated Library Management System (ILMS)

Response:

Library is automated using Integrated Library Management System (ILMS) Response:

The library is automated using the Integrated Library Management System (ILMS) library is automated

by an integrated Software and users can get information from their place about resources availability in the library through Library Open Public Access Catalogue (OPAC)

Library has the Membership of DELNET and many users take advantage through DELNET to fulfil their Resource Need.

The entire area is air-conditioned and well-lighted.

An Integrated Library Management System (ILMS) is widely used open source library automation software acquired by the library in September 2018.

It is cost-effective Secure, compliant with Global open standards with word-wide acceptance. No. Limitation of Data, users, fully web-based easy to learn-use- Administer. The system has in-built Cataloguing server & OPAC with capability of creating dynamic web-portal.

It has become possible to automate all the available physical collection of books such as; textbooks, reference, and ancient books, journals including CD/DVDs. In this software, the user interface is adaptable with the result, all types of work involved in the library such as; Cataloguing, Searching, member patron management, acquisition system, and circulation: issues, returns, and reserves, etc. have been fully automated.

There is open source screen reader for the Microsoft Windows operating system. It enables blind or vision impaired people to access computers running Windows for no more cost than a sighted person.

Digital Repository Software

The Central Library has established an Institutional Digital Repository Software. This software used for creating repositories for published digital content. It is content management systems and document management systems; this repository software serves a specific need as a digital archives system, focused on the long-term storage, access and preservation of digital content.

File Description	Document
Link to Geotagged photos	[View Document](#)

4.3.2

Total number of books and reference volumes as well as collection of ancient books, manuscripts, Digitalized traditional manuscripts, Discipline-specific learning resources from ancient Indian languages, special reports or any other knowledge resource for library enrichment especially with reference to traditional systems of medicines

Response:

Total number of books and reference volumes are **18132** and **7470** respectively. The ancient books are **150** with **998** manuscripts.

Books added year wise in last 5 years	2022-23	2021-22	2020-21	2019-20	2018-19	From inception 30.06.2018	Total Library Hol ding as on June 2023
Text	287	484	1084	675	103	15499	18132
Reference	116	275	330	453	178	6118	7470
Ancient	-	-	5	54	37	54	150
Manuscripts	107	108	77	77	112	517	998
Special Reports	05	04	7	20	18	87	141
Another k no wled ge resource	443	289	338	306	201	1643	3220
Total	958	1160	1841	1585	649	23918	30111

Textbooks: The recent editions of textbooks on each subject have been added each year.

Reference Volumes: 1352 copies of reference volumes have been added during 1st July 2018 to 31st June 2023.

Central Library has a rich collection of reference books covering, atlases, biographies, dictionaries, directories, encyclopaedias, handbooks, manuals, yearbooks, as well as other reference books.

Ancient Books: Library has 150 Titles under this category. Library has collection of ancient books like Published in 1936, 1935. Library also has copies of books like Chark Samhita and Ashtangsangrha. Many books are available in the form of e-book in the Institutional Digital Repository and has rich collection of books on medical ethics & Relevant Indian Philosophy, Ancient Indian culture, religions.

Manuscripts: The Central Library has more than 998 manuscript collections and most of them are available in the form of e-resources. The same are made available in the Library OPAC & on Institutional Digital Repository.

Repository on Literature related To BIU: Institutes Under the umbrella of BIU always promote Gandhian Philosophy at all levels. Keeping in mind the Gandhian thoughts, the library has more than 70 books on Mahatma Gandhi.

List of Books on India's Constitution and Constitutional Law, collection of Mahatma Gandhi, and Hindi Literature books at BIU are given in the attached additional information document.

Other Knowledge Resources:

The Central Library enriches with various knowledge resource and these are available in the central library. These knowledge resources include Dictionaries, Encyclopaedia, Handbooks, Religious Literature, etc

National Digital Library of India/World e book Library:

Ministry of Human Resource Development under its National Mission on Education through Information and Communication Technology has initiated the National Digital Library of India (NDL India) pilot project to develop a framework of virtual repository of learning resources with a single-window search facility.

The Central Library is an Institutional Member in NDLI and the resources of NDLI accessed by the students and faculty members.

Reading Lists/ Bibliographic Compilation:

The Central Library receives subject bibliographies from various publishers and the same are being sent to the departments concerned periodically for their reference and recommendations.

Further, The Central Library is an Institutional Member in DELNET and it maintains an online Union Catalogue of books available in its member-libraries.

It has 3,97,51,938 bibliographic records. The request for inter-library loan can be placed through the DELNET online system.

4.3.3

Does the institution have an e-Library with membership/subscription for the following:

1. **e – journals / e-books consortia**
2. **e-ShodhSindhu**
3. **Shodhganga**
4. **SWAYAM**
5. **Discipline-specific Databases**

Response: All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
E-copy of subscription letter/member ship letter or related document with the mention of year to be submitted	[View Document](#)
Details of subscriptions for e-journals, e-ShodhSindhu, Shodhganga membership etc. for the last five years	[View Document](#)
Details of e-resources with full-text access	[View Document](#)
Any additional information	[View Document](#)

4.3.4

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

Response: 147.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
134	164	143	173	123

File Description	Document
Provide consolidated extract of expenditure for purchase of books and journals during the last five years duly attested by Finance Officer	[View Document](#)
Proceedings of Library Committee meetings for allocation of fund and utilization of fund	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Audited Statement highlighting the expenditure for purchase of books and journal library resources (Refer annexure number -01)	[View Document](#)
Any additional information	[View Document](#)

4.3.5

E-content resources used by teachers:

1. NMEICT / NPTEL

2. other MOOCs platforms

3.SWAYAM

4. Institutional LMS

5. e-PG-Pathshala

Response: Any Four of the above

File Description	Document
Supporting documents from the hosting agency for the e-content developed by the teachers need to be given	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Links to documents of e-content resources used	[View Document](#)
Give links e-content repository used by the teachers / Students	[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: 90

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

Response: 91

File Description	Document
Institutional data in prescribed format	[View Document](#)
Geo-tagged photographs of the facilities	[View Document](#)
Consolidated list duly certified by the Head of the institution.	[View Document](#)
Any additional information	[View Document](#)

4.4.2

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

Response:

Bareilly International University: Leading the Way with Advanced E-Content and IT Infrastructure

Bareilly International University (BIU) is a renowned institution offering undergraduate (UG) and postgraduate (PG) programs in **Medicine, Dentistry, Pharmaceutical Sciences, and Nursing**. BIU is committed to leveraging cutting-edge technology to enhance learning experiences, providing students and faculty with modern facilities for e-content development and top-notch IT infrastructure.

E-Content Development Facilities

1. **Media Centre**
   The university's Media Centre is equipped with advanced tools for creating digital educational content. Faculty members utilize this facility to produce high-quality video lectures, presentations, and interactive learning modules. This enables students to access educational material anytime, making it easier to understand complex medical and healthcare concepts through dynamic, multimedia-driven resources.

2. **Audio-Visual (AV) Centre**
   BIU's state-of-the-art AV Centre enhances traditional classroom learning by incorporating technology into the educational process. The AV Centre facilitates the creation of visually engaging content, such as practical demonstrations, clinical simulations, and interactive tutorials. This is particularly beneficial for medical, dental, nursing, and pharmaceutical students, where visual representation of procedures is crucial to understanding.

3. **Lecture Capturing System (LCS)**
   BIU's Lecture Capturing System (LCS) allows the university to record live lectures and make them available online for students to revisit at their convenience. This system ensures that students can easily access lectures on-demand, whether for review or in case of missed classes, supporting flexible learning and deeper understanding of course material.

IT Infrastructure and Wi-Fi Access

1. **Wi-Fi Connectivity**
   BIU offers comprehensive campus-wide Wi-Fi access, ensuring that students, faculty, and staff are always connected. With high-speed internet available across all academic and residential areas, students can access online learning resources, e-content, and research materials anytime and from anywhere on campus. This connectivity supports seamless access to the Learning Management System (LMS) and other digital platforms.

2. **State-of-the-Art IT Facilities**
   BIU continuously upgrades its IT infrastructure to stay at the forefront of educational technology. The university provides well-equipped computer labs with the latest hardware and software, giving students access to essential tools for research, digital learning, and project work. These labs are particularly valuable for students in healthcare programs, where simulations, data analysis, and digital research are integral parts of the curriculum.

3. **Digital Media and Learning Management System (LMS)**
   BIU integrates all its e-content—whether developed through the Media Centre, AV Centre, or LCS—into its robust Learning Management System (LMS). The LMS allows students to access lecture notes, video recordings, assignments, and discussion forums in a centralized platform. It also helps faculty track student progress and facilitate effective online interaction. The LMS, combined with reliable Wi-Fi and advanced IT facilities, ensures a seamless and enriched digital learning experience for students.

Conclusion

Bareilly International University's investment in e-content development, advanced IT infrastructure, and campus-wide Wi-Fi ensures a modern and flexible learning environment. By incorporating digital tools into its medical, dental, nursing, and pharmaceutical programs, BIU empowers students to excel in their fields and meet the demands of the rapidly evolving healthcare industry.

4.4.3

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

Response: ?1 GBPS

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 additional information	[View Document](#)
Annual subscription bill / receipt	[View Document](#)

4.4.4

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

Response:

Bareilly International University: Advancing Learning through E-Content Development Facilities

Bareilly International University (BIU) is a forward-thinking institution offering undergraduate (UG) and postgraduate (PG) programs in **Medicine, Dentistry, Pharmaceutical Sciences, and Nursing**. In addition to its academic excellence, BIU is equipped with state-of-the-art e-content development facilities to enhance learning and teaching methodologies in the digital age.

Media Centre

BIU's Media Centre is at the heart of its e-learning infrastructure. This facility is equipped with the latest technology for producing high-quality educational content. Faculty members can create engaging video lectures, multimedia presentations, and other digital resources that support modern pedagogy. This enables students to access learning material anytime, fostering a flexible learning environment that extends beyond the classroom.

Audio-Visual Centre

The Audio-Visual (AV) Centre at BIU plays a crucial role in producing and disseminating interactive learning resources. It is designed to support the creation of visually rich and dynamic content, which enhances students' understanding of complex medical and health-related concepts. The AV Centre is used to record practical demonstrations, simulations, and interactive discussions, offering students an immersive learning experience.

Lecture Capturing System (LCS)

The Lecture Capturing System (LCS) allows the university to record live lectures and make them

accessible online. This system benefits both students and faculty by providing a resource that can be revisited for review or self-paced learning. Students who miss lectures or wish to revisit particular topics can easily access recorded sessions, ensuring they stay on track with their studies. Additionally, LCS fosters a blended learning approach, combining traditional teaching with digital content for a more robust educational experience.

Learning Management System (LMS) Integration

All e-content developed at BIU, whether through the Media Centre, AV Centre, or LCS, is integrated into the university's Learning Management System (LMS). This ensures a seamless digital learning experience, where students can access lecture recordings, multimedia resources, assessments, and discussion forums in one place. The LMS also allows faculty to monitor students' progress and engage with them effectively through online platforms.

Enhancing Medical and Health Sciences Education

With these advanced e-content development facilities, BIU is committed to providing a cutting-edge education for its students. These technologies are particularly valuable for programs like **Medicine, Dentistry, Pharmacy, and Nursing**, where visual learning and practical application are critical. By embracing digital learning tools, BIU ensures that its students are well-prepared to meet the demands of the evolving healthcare industry.

In conclusion, Bareilly International University's investment in e-content development facilities ensures a modern and flexible learning environment, supporting the academic success of students across its medical and health science programs.

4.5 Maintenance of Campus Infrastructure

4.5.1

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

Response: 99.46

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
7380.98	5953.47	4057.15	7742.48	5281.75

File Description	Document
Institutional data in prescribed format	[View Document](#)
Details about approved budget in support of the above	[View Document](#)
Audited statements of accounts for maintenance (Refer annexure number -01 as per SOP)	[View Document](#)
Any additional information	[View Document](#)
Provide link to ERP	[View Document](#)

4.5.2

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

Response:

The institute has an effective system & process for maintenance of physical & academic support facilities. The infrastructure is well maintained by implementing Standard Operating Procedures for maintenance of physical facilities.

There is dedicated **Maintenance Department** with expert staff for biomedical, electrical, civil, carpentry and plumbing section.

Regular scheduling of work with log books ensures optimum usage of facilities.

Maintenance of infrastructure- Site Office team looks after the regular maintenance of civil works such as furniture repairs, masonry and plaster works, painting, carpentry, plumbing maintenance of rest rooms, approach roads and neatness of the entire premises.

Cleanliness of campus- Adequate in - house staff is employed to thoroughly maintain hygiene, cleanliness of the campus to provide a congenial learning environment.

Wash rooms and rest rooms are well maintained. Dustbins are placed at strategic locations.

Equipments- Optimum working condition of all properties/ equipment in the campus is ensured through annual maintenance contracts (AMC). The AMC purview includes maintenance of Generator, hospital equipment, CCTV cameras and Water Purifiers. Under Warranty equipment's are maintained by residential engineer of vendors. For maintenance of high- end equipment's such as CT scan, MRI etc. an annual maintenance contract is signed with the authorized agencies/manufacturer only.

Every department maintains a stock register & log book for the available equipment.

Laboratories- All medical Equipments are taken care by biomedical dept & engineers through AMC.

Periodic reporting on requirements of repairs and maintenance are submitted by the HODs to the Head of Institution.

Computers- IT Department of institutes take care of technical issues related to computers. There is frequent updation of IT facilities.

Standard operating procedures are in place for maintenance of IT infrastructure.

Sports Facility- Physical Training Instructor (PTI) takes care of sport facility related issues (Ground, and sports items). Standard operating procedures are in place for maintenance sport facility

Library – Liberian takes care of Library facility related issues. Civil work related matter inform to site office team. Maintenance of books (binding, tapping) was done as per the standard operating procedure of library. Pest control measures are taken care by agency **(National Pest Management service)**

Class room – The Dean & Principal of all constituent colleges takes care of class rooms, Demo room, seminar Hall, Museums and Laboratories. Standard operating procedures are in place for maintenance of class rooms, Demo rooms, seminar Halls, Museums and Laboratories facility.

Vehicles – Transport Incharge takes care of all university vehicles (Car, Bus, Ambulance). Standard operating procedures are in place for maintenance of vehicles.

Solar, STP plant, RO plant - Optimum working condition of all Solar, STP plant, RO in the campus is ensured through annual maintenance contracts (AMC).

The AMC purview includes maintenance of Solar, STP plant, RO.

Safety committee- Maintenance of the campus is monitored through surveillance Cameras.

The budget allocated is optimally utilized by staff appointed for maintenance and repairs of civil works.

System for proactive planning is in place with Head of the Institute, Maintenance Committee & IQAC working in collaboration for proper maintenance of infrastructure.

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 8.15

5.1.1.1 Number of students benefited by scholarships /free ships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
286	137	126	119	91

File Description	Document
Self-attested letters with the list of students with Government-sanctioned scholarships and fee-waivers	[View Document](#)
List of students benefited by scholarships / fee-waivers etc. provided by the institution and other non-government schemes	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Copies of sanction letters from the University / non-government schemes	[View Document](#)
Consolidated document in favor of free ships and number of beneficiaries duly signed by the Head of the institution	[View Document](#)
Attested copies of the sanction letters from the sanctioning authorities	[View Document](#)

5.1.2

Institution implements a variety of capability enhancement and other skill development schemes

1. Soft skills 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: All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Details of capability enhancement and skills development schemes	[View Document](#)
Detailed report of the Capacity enhancement programs and other skill development schemes	[View Document](#)
Any additional information	[View Document](#)
Link to institutional website	[View Document](#)

5.1.3

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

Response: 75.51

5.1.3.1 Number of students provided with training and guidance for competitive examinations and career advancement offered by the Institution year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2395	1528	842	1207	930

File Description	Document
Year-wise list of students attending each of these schemes signed by competent authority	[View Document](#)
Program/scheme mentioned in the metric	[View Document](#)
List of students (Certified by the Head of the Institution) benefited by guidance for competitive examinations and career advancement offered by the institution during the last five years	[View Document](#)
Institutional Data in Prescribed format	[View Document](#)
Copy of circular/brochure of such programs	[View Document](#)
Any additional information	[View Document](#)

5.1.4

The institution has an active international student cell

Response:

Introduction

To promote internationalization and partnerships with international institutes, BIU is functional for collaboration with institutions globally for student exchange, student externships and higher education opportunities. BIU is committed to make its presence felt in the international academic circle.

The university has an active International Student Cell which facilitates the networking of students and faculty and trains them for:

International work environment

Fast changing medical and health care requirements Clinical research and advancement

The International Student Cell takes care of international students during their stay, from the time of their admission to completion of their study. The cell also promotes cordial student-student and student-teacher relationship.

Following are the major objectives addressed by the cell

1. Obtaining cutting edge technical knowledge and experience.

2. Facilitation of process of student exchange program

3. Assistance in documentation and hospitality

4. Credit mapping and other support activities

Process:

The student exchange process is facilitated by sharing information received from partner Institutions regarding opportunities for internship & exchange of students & faculty through notices, email etc.

International Student Cell of University assists both incoming and outgoing students in streamlining documentation, local stay, hospitality and travel arrangements.

The students are issued required certificates or reference letters for visits and VISA, on receiving confirmation from partner institutions.

Information regarding other opportunities available are also shared as and when received with students and faculty of departments concerned.

Through the International Students Cell, BIU has promoted student exchange programs with universities like Hasselt University, Belgium, John Hopkins University, Baltimore, USA and Georgetown University, Washington DC.

Salient features:

BIU is the preferred university for foreign students undergoing internship. A positive feedback is received by students who have completed internship at BIU. The University provides effective and immediate assistance for foreign students. The University offers complete support for students willing to go for externship in foreign universities

Composition of International Student Cell:

The International Student Cell of BIU comprises of a Chairperson, member Secretary and members designated by the University.

Activities

STUDENT EXTERNSHIPS – The Cell facilitates the process of application, documentation and certification for students who apply for externship at medical institutions/ universities outside India. Such students are provided assistance as and when required.

STUDENT INTERNSHIPS - Students of foreign universities also apply for internship at BIU. The Cell ensures comfortable stay and other facilities for all such students.

ADMISSION TO VARIOUS PROGRAMS OF UNIVERSITY - Students who are foreign nationals are also permitted admission in various courses of university subject to clearance of their documents and eligibility.

Student International Cell also ensures active participation of foreign students in various academic and co-curricular activities of the University.

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	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Circular/web-link/ committee report justifying the objective of the metric	[View Document](#)
Any additional information	[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: NET/SLET/GATE/GMAT/GPAT/CAT/GRE/TOEFL/PLAB/USMLE /AYUSH/AICTE/ Civil Services/Defense /UPSC/State government examinations/PG-NEET/ AIIMSPGET, JIMPER Entrance Test, PGIMER Entrance Test etc.,)

Response: 80

5.2.1.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT/GRE/TOEFL/ PLAB/ USMLE /Civil services/ Defense/UPSC/State government examinations/ *PG-NEET/* AIMSPGET, JIMPER Entrance Test, PGIMER Entrance Test etc.,) year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
5	10	14	0	16

5.2.1.2 Number of students appearing in state/ national/ international level examinations (eg:

NET/SLET/GATE/GMAT/CAT/GRE/TOEFL/ *PLAB/ USMLE/*Civil Services/State government examinations *PG-NEET/* AIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,)) year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
5	10	14	0	16

File Description	Document
Pass Certificates of the examination	[View Document](#)
List of students qualifying for state/national/international-level examinations during the last five years with their roll numbers and registration numbers	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

5.2.2

Average percentage of placement /self employed professional services of graduating students during the last five years

Response: 81.64

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
352	353	191	105	58

File Description	Document
Self-attested list of students placed/self-employed	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Annual reports of Placement Cell	[View Document](#)

5.2.3

Percentage of the graduates in the preceding academic year, who have had progression to higher education.

Response: 10.7

5.2.3.1 Number of batch of graduated students of the year before preceding year, who have progressed to higher education

Response: 46

File Description	Document
Supporting data for student/alumni in prescribed format.	[View Document](#)
List of students who have progressed to Higher education preceding academic year	[View Document](#)
Institutional data in prescribed format	[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/national/international events (award for a team event should be counted as one) during the last five years

Response: 53

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	10	0	9	12

File Description	Document
Institutional data in prescribed format	[View Document](#)
Certified e-copies of award letters and certificates.	[View Document](#)
Any additional information	[View Document](#)

5.3.2

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

Response:

Presence of Student Council and its activities for institutional development and student welfare Response:

Introduction

The Student Councils of constituent colleges of Bareilly International University, Bareilly are constituted for developing leadership qualities among students, streamlining various students' activities, giving voice to students' expressions, organization of various cultural events and addressing many other issues.

Student council plays a pivotal role in the student community of the institution. The purpose of this council is to provide a representative structure for formulating policies and decisions for the benefit of the students as well. Since its inception, it has been providing an opportunity to the students to express their views, identify issues related to students. The dynamic, active students among various batches are nominated and included in the Student Council.

The formation and existence of the council becomes essential and helpful due to following issues: It brings together all students across all constituent colleges and programs.

It promotes culture of team work and friendship beyond individual college and department. It helps in eradicating regional, linguistic and cultural differences.

It assists in bringing out the issues of students to relevant administrative bodies.

It functions as a monitoring body for smooth functioning of several student related facilities including sports and other recreational facilities.

On the functional level, the council have has following objectives:

To improve communication between students, teachers, parents and management. To ensure holistic development of students

To promote cordial relations among students

To contribute in the growth of this institution To depict students' views on key issues

Tenure

The Student Council of the institution shall be valid for a period of one year

Following are responsibilities the council will carry:

    1. To identify and resolve issues related to students

2. To work harmoniously with management, teachers and students
3. To encourage educational development and progress of students
4. To promote co-curricular activities and celebrate festivals like Lohri and Holi in the institute
5. To provide a platform to communicate key issues to the management
6. To ensure that decisions taken in meetings are addressed

Structure of Student Council

BIU values contribution of students in institutional development. Following are the Colleges wherein student council is established

- Medical

- Dental

- Nursing

- Physiotheray

- Paramedical

Student Council activities

Students' role in institutional development

- Blood donation and medical camps

- Community services

- Green drives

- Save-girl-child-rally

- Nukkad natak/ Street plays

- Sports & games

- Artivist forum

- Alumni contribution

- Festival & National day celebrations

Student welfare

- Student mess committee

- Student donations

IMPACT ANALYSIS:

1. Students became more expressive
2. All their concerns and issues were streamlined through a proper channel
3. All cultural activities were very responsibly organized by the students.
4. Leadership qualities along with team work were enhanced.
5. Several issues related to their daily academic activities were addressed formally and informally.

The communication between teachers and students improved positively.

5.3.3

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

Response: 30.2

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
37	32	29	28	25

File Description	Document
Report of the events/along with photographs appropriately dated and captioned year-wise	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Event photograph if available (random selection with titles and date(s) of the events marked)	[View Document](#)
Copy of circular/brochure indicating such kind of activities	[View Document](#)
Any additional information	[View Document](#)
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)
Link for additional information	[View Document](#)

5.4 Alumni Engagement

5.4.1

The Alumni Association/Chapters (registered and functional) has contributed significantly to the development of the Institution through financial and other support services during the last five years

Response:

Introduction

Bareilly International University, Bareilly was established in the year 2016. Since its inception, thousands of students have passed out and serving across the globe as Administrators, Academicians, Clinicians, Research scientists, and Entrepreneurs etc. Alumni of this premier institute have worked under different capacities and share a great role in building the present global repute of this institute. Alumni were contributing to the development of institute through an Alumni Chapter in one or the other way like guest lectures, sharing their valuable experiences, donating books and guiding the students for various competitive examinations.

The Alumni association of the Bareilly International University, Bareilly was formally constituted and registered by the name of Alumni Association, Bareilly International University, Bareilly under The Uttar Pradesh Societies Registration Act 1958.

The Alumni association is an integral component which contributes to overall development in academics, research, career advancement, outreach activities and patient care. No matter which constituent University institution an alumnus belongs to the University takes a lot of pride in each one. The Alumni Chapter of university has contributed under various capacities such as:

1. Donations including financial & kind
2. Donation of books
3. Facilitating student placements
4. Organizing student exchange programs through career guidance talks and workshops.
5. Participation in medical and blood donation camps
6. Promoting student, alumni and faculty interaction.
7. Involving the alumni in institutional and social activities

VISION: To nurture the culture of participative management through involving all alumni of BIU.

OBJECTIVES:

1. Increase in database of the alumni year on year. This helps us in contacting all our important alumni who have rose to great heights now. This helps us in raising funds from them and collecting important feedbacks so that we can improve upon.
2. Building a smooth channel to facilitate flow of resources and opportunities within community 3. Attaining global recognition and exposure for Institute

Alumni contributions

1. Alumni of BIU have donated numerous books to the university library since the first batch passed

out.

2. Various other contributions include donations of televisions in hostels, fans in waiting lobby of college & hospital, water sources, LCD projectors etc. to colleges or respective departments.

3. Alumni help in curriculum enrichment by providing their valuable feedback and guide students on competitive exams and career guidance through guest lectures.

Financial contributions of Alumni chapter were utilised to provide financial aid to students of university as per need.

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: A. All of the above

File Description	Document
List of Alumni contributions made during the last 5 years	[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 Finance Officer and Head of the Institutions	[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:

Vision

- Bareilly International University will have a transformative impact on society through continual innovation in education, research, creativity, and entrepreneurship.
- To be a leading medical institution excels in providing quality education, research environment and affordable health care services.

Mission

- To impart quality higher education and to undertake research and extension with emphasis on application and innovation that cater to the emerging societal needs through all-round development of the students of all sections enabling them to be globally competitive and socially responsible citizens with intrinsic values.
- Our endeavor is to create academic and research environment by providing state of art infrastructure & facilities to impart knowledge and develop skill in its pupil and function as a center of cost effective comprehensive health care services where people are treated with dignity and respect. Ensure holistic development of its pupil to attain success in personal and professional life and handle contemporary health problem of society effectively.

Bareilly International University, Bareilly is the recognized private University in the State of Uttar Pradesh imparting medical education. The University aims to develop and administer research and educational institutions including medical, dental, nursing and pharmacy, to develop health manpower by creating training centers for medical and allied health care professionals and to promote and subsidize activities of other educational institutions which are catering and improving public health at large.

Academic and Administrative Governance

The Bareilly International University, Bareilly aims to provide training to create knowledgeable and skilled healthcare manpower. The University shall develop and administer research and educational institutions including medical, dental, nursing and pharmacy, develop health manpower by creating training centres for medical and allied health care professionals, promote and subsidize activities of other educational institutions that are catering and improving public health at large. It further aims to bring in foreign collaboration and set up a truly global standard hospitals and educational institutes like Howard University, Oxford University, AIIMS- New Delhi PGIMER Chandigarh and many more.

Bareilly International University, Bareilly is the epitome of quality health care through continuous research and development. The medical fraternity here seeks to improve health care by using modern

medical systems. The teaching hospital institute provides outstanding and affordable medical care in a patient-friendly environment in the spirit of compassion for all, regardless of race, caste, religion or economic condition. As a result, Bareilly International University, Bareilly has bagged many awards for social and research work.

6.1.2

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

Response:

The Bareilly International University, Bareilly and the Statutes designates the following as the Authorities of the University:

1. Board of Management
2. Academic Council
3. Faculties
4. Board of Studies
5. Board of Research
6. Board of Ethics

Board of Accounts The composition of all these apex authorities is constituted by members from various segments as stakeholders clearly indicating the decentralized and participative nature of the Bareilly International University, Bareilly being enshrined in the very Acts and Statues of the University.

Admission and Examination Process

Admitting students and conducting their assessment are the two major functional responsibilities of the University. Policy formulation for the admission to various programs is undertaken through an Admission Cell. Examinations are conducted with the help of its constituent unit. Starting from the setting of the examination papers, conduct of the examination, evaluation of answer scripts and declaration of results the process is undertaken in a structured and decentralized manner.

Academic Administration

The Academic decisions pertaining to introduction, structuring, revision and reformulation of courses and syllabi are taken through Board of Studies and Committee of Courses, Board of Research, Faculty, Academic Council and Board of Management. At the faculty and department levels, there is Department Research Committee (in departments with PhD) that functions to take decisions with respect to academic and research related issues.

Office Administration

Recruitment and promotions committees are duly constituted to represent various stakeholders. The recruitment of faculty is done by the Selection Committee, H. R Department with ultimate approval of

the Vice Chancellor.

Financial Administration

Budget and estimate preparation are done after obtaining inputs from all concerned end users so as to incorporate their requirements. The authorization matrix is decentralized at various levels in line with the organization hierarchy to enable proper checks and controls as well as autonomy in decision-making.

Case study on decentralization and participative management:

Decentralization at BIU

BIU empowers its individual departments with decision-making autonomy, allowing each faculty whether in Medicine, Nursing, Dentistry, or Pharma—to tailor academic and administrative functions to the specific needs of their disciplines. By delegating responsibilities like curriculum design, departmental budgeting, and faculty recruitment to specialized committees, the university accelerates decision-making processes and enhances program relevance. This approach ensures that each department operates efficiently and is able to respond dynamically to changes in healthcare education and industry demands.

Participative Management at BIU

At BIU, participative management is key to creating an inclusive governance structure. Faculty members, administrative staff, and students are encouraged to actively contribute to decision-making through committees, feedback mechanisms, and regular consultations. This collaborative environment fosters transparency and accountability, as diverse perspectives are considered in shaping academic policies, resource allocation, and student engagement initiatives.

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed.

Response:

Bareilly International University, Bareilly has a strategic plan in place and it is deployed effectively to create the future of healthcare through healthcare services, education and research. It is done with the aim of bringing to life new ideas, systems, and technologies to enable the health improvement of communities near and far. The administrators involved in developing the strategic plan are the Vice Chancellor, Registrar, Deans of the faculties, Heads of the Institutes and Heads of the Departments, Finance officer, Architect and the representatives of the non-teaching staff.

The Strategic Plan of the University is made keeping five pillars in mind to achieve excellence -People, Discovery, Education, Health Care and Community Service:

People: To recruit, develop, and National health programs successful and support the Government in any

national medical emergency

5. Community Service: To engage and collaborate with other institutional, local, state, national and global communities for advancement in health care system.

The mechanism of deployment of the Strategic Plan is through the continuous and various efforts put in by the University. Steps have been taken to organize CMEs, workshops and conferences at state, national and international level in all constituent colleges of the University. To promote interdisciplinary research, faculties are encouraged to take more research projects and publications. NABH accreditation of hospital and blood bank and NABL accreditation of the lab are being continuously upgraded. The University works towards organizing faculty development programs (FDPs), for teaching and non-teaching staff for their professional skill development. It works towards developing online academic programs, simulation lab, skill lab, e-class rooms which is the future of education.

The monitoring and evaluation of the strategic plan

1. The feedback are collected from the various Stakeholders and subsequent measures are taken. retain the best faculty, staff, and learners who work together for the greater good.
2. **Discovery:** To increase the faculty's competitiveness and their ability to pursue major scientific questions in a rich and diverse environment that leads to discoveries that inspire new preventions, treatments, and cures.
3. **Education:** To create a safe, effective, and learner-focused environment to support the growth and development of faculty, staff, trainees, and students that engage in education for the advancement of medical and allied science, health and healthcare delivery.
4. **Health Care:** To deliver outstanding patient care and improve health for local, state, national, and global populations while caring for each other. The University shall extend its full support to make the benefits for society.

6.2.2

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

Response:

Introduction

Bareilly International University (BIU) operates within a structured organizational framework that meets statutory requirements, ensuring effective administrative functioning. The Chairperson leads the University and presides over meetings of the Board of Management, Board of Accounts, and Convocation. The President serves as the principal executive and academic officer, while the Registrar authenticates documents and maintains records for the University, exercising additional powers as outlined by the statutes.

The Provost and Proctor are tasked with upholding discipline within the University, while the Director of Hospital Administration manages all operations related to the hospitals. The Chief Finance & Accounts

Officer oversees financial records, and the Controller of Examinations is responsible for academic functions, including exam administration, evaluation, and maintaining comprehensive student records in line with regulatory standards.

BIU comprises various faculties, each led by a Dean who ensures compliance with statutes, ordinances, and regulations relevant to their respective areas. The Convener of the Board of Studies for each course advises Deans on subject-specific matters, facilitating academic coherence.

The governing bodies at BIU include:

·   **Board of Management**: This is the principal executive body, responsible for controlling University operations and establishing policies.

·   **Academic Council**: The main academic body supervises academic policies and practices.

·   **Faculty and Board of Studies/Committee of Courses**: These groups consider matters referred by the Board of Management or Academic Council, providing recommendations to the Academic Council.

·   **Board of Research**: This board ensures research standards are maintained and updates PhD/MD/MS/MDS thesis work according to statutory guidelines.

·   **Board of Accounts**: Conducting audits and preparing annual financial reports, this board advises the Board of Management on financial matters.

Meetings of all administrative bodies, including the Board of Management and Academic Council, are held in accordance with established regulations.

Additionally, the University periodically forms various committees, such as the Grievance Committee, Anti-Ragging Committee, Library Committee, and International Student Cell, to facilitate the smooth functioning of different operations.

BIU has implemented a range of policies to enhance operational efficiency, including the Research Promotion Policy, Anti-Plagiarism Policy, Internal and External Audit Policy, Intellectual Property Rights (IPR) Policy, and Financial Management and Resource Mobilization Policy. These initiatives collectively support the University's mission to provide high-quality education and maintain academic integrity, ensuring a conducive environment for learning and research. Through its structured governance and comprehensive policies, BIU remains committed to fostering an enriching educational experience for its students.

6.2.3

The University has implemented e-governance in the following areas of operation

1. **Planning and Development**
2. **Administration (including Hospital Administration & Medical Records)**
3. **Finance and Accounts**

4.Student Admission and Support

5.Examination

Response: All of the above

File Description	Document
Screen shots of user interfaces, if any	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Institutional budget statements allocated for the heads of E-governance implementation ERP Document	[View Document](#)
E-Governance architecture document	[View Document](#)

6.3 Faculty and Staff Empowerment Strategies

6.3.1

The institution has effective welfare measures for teaching and non-teaching staff, and other beneficiaries.

Response:

Introduction

Bareilly International University, Bareilly is committed towards the cause of felicity and up-gradation of its talented workforce. Synchronously, concern and attention expended towards well-being of the employees is meticulous and magnanimous. Continuous efforts and attention are expended towards the well-being of all its employees, both teaching as well as non-teaching staff. The Staff Welfare Policy is in place to ensure the holistic well-being of all teaching and non-teaching staff. Various areas for staff welfare measures include:

1. **Campus accommodation:** The provision of accommodation on campus is made to ensure the availability of emergency services to medical staff and trainees. Doctors, nurses, paramedical staff, faculty, administrative, security and maintenance staff are given accommodation for their availability in the campus. The faculty is also provided with subsidized accommodation outside the campus of the University.
2. **Transport facilities:** The University provides buses to the children of the staff staying in the campus for transportation to the school. Transport facility is also provided to the nursing and paramedical staff for drop and pick from home. Senior faculties of the University are provided with cars as transport facility.
3. **Health Care Facilities:** Concession in various diagnostic investigations like MRI, Angiography, CT SCAN & experts' consultation etc is given to employees as well as to their family members.

Financial Benefits: These includes –

- Employees Provident Fund (PF) Employees State Insurance (ESI)
- Financial assistance for attending conferences/workshops Interest-Free Loan
- Advanced salary facility Life Term Plan
- Facilitation of procurement of loan

Recreation facilities: The campus is equipped with following recreational

- Cafeterias
- Snack Corners
- Recreational social outings.

Creche Facility: This facility provides a comfortable, safe and secure environment for children of the University employees. The facility provides daycare and recreation for the children of the employees.

Uniforms: The University provides uniforms to non-teaching staff like the cashiers, receptionists, ward boys, sweepers, plumbers, security guards, drivers, ward ladies, gardeners etc and provides aprons to the teaching faculty.

Subsidized food: The security guards serving in the University are provided with subsidized food.

Research and training opportunity - Bareilly International University, Bareilly is a research-driven organization where clinical care and teaching-learning process go hand in hand. Employees are given not only support but also are encouraged with commendation certificates and they are given publicity on the University website.

Miscellaneous: Fully equipped Sports facility and gymnasium are available for the teaching as well as the non-teaching staff.

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: 1.52

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
30	0	1	1	1

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
List of teachers provided with membership fee for professional bodies	[View Document](#)
List of teachers provided with financial support to attend conferences, workshops etc. during the last five years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[View Document](#)
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies.	[View Document](#)

6.3.3

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

Response: 55.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
61	58	45	63	50

File Description	Document
Reports of Academic Staff College or similar centres Verification of schedules of training programs	[View Document](#)
List of professional development / administrative training programmes organized by the University year-wise for the last five years	[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](#)
Certified list of the participants who attended the professional development/administrative training programmes during the last five years	[View Document](#)
Certified list of organisations / agencies that sponsored/supported/supervised the programmes	[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: 73.59

6.3.4.1 Total Number of teachers attending such programmes year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
510	226	268	124	189

File Description	Document
List of teachers who attended Faculty Development Programmes including online programmes during the last five years	[View Document](#)
List of sponsoring/supporting/supervising agencies	[View Document](#)
Institutional data in prescribed format	[View Document](#)
E-copy of the certificate of the program attended by teacher	[View Document](#)
Any additional information	[View Document](#)

6.3.5

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

Response:

Bareilly International University, Bareilly has carefully drafted and meticulously executed Performance Appraisal System to review and appraise the performance of the faculty and non-teaching staff annually. Each faculty and non- teaching staff are assessed on various criteria. The elaborate system is initially applied through the Head of the Department and subsequently evaluated by the Director / the Dean of the respective college.

Objectives of PAS

To bring about development in staff through encouraging appraisal system.

To evaluate properly all the staff members in inclusive areas for the development of conducive working environment.

To have healthy competition among the faculty members in all three major areas of appraisal: Academics, Research and Administration

To promote teamwork by engaging all faculty in Institution development programs To align the individual objectives of faculty with Department/University goals

To give more clarity to individuals in executing their responsibilities To bring flexibility in the evaluation system

Important Features of PAS for teaching faculty:

Transparency is faculty evaluation is a key feature. Performance appraisal and measurable output parameters are known beforehand by the faculty. Appraisal of his/her performance based on the objectives and measurable parameters are understood by the faculty. Designation wise group is formed for the purpose of grading performance.

Appraisal System for Non-Teaching Staff:

On the similar lines of the "Performance Appraisal System" for teaching staff, the performance of the non-teaching staff is also assessed annually to review and appraise their performance. Each nonteaching staff is assessed on various criteria as briefed hereunder.

Assessments are conducted by the immediate supervisor of the Department/HoD of the Department (wherever applicable) or the Head of the functional area. Disciplinary matters and breaches/violations of Bareilly International University, Bareilly norms are also assessed individually. Areas of improvement are identified and conveyed to the staff. Commendable contributions are recorded for succession plans and for future grooming of the staff.

Process of Performance Appraisal:

The performance appraisal process starts with the employee assessing his/her performance (Self-appraisal) and culminates with assessment by the Head of Institute. The process is as follows:

Self - Appraisal by the employee

Reviewed and recommended by Head of Unit/Section followed by Head of Department Approval/disapproval is decided by the Head of Institute/Vice Chancellor

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The Bareilly International University, Bareilly is a self-financing Institution. The main source of funding is fees from students and receipts of Indoor and outdoor patients. Deficit/shortage is to be met out through:

1. Funding from financial institutes/banks in the form of working capital/term loan Corpus donation and/or. Funding from sponsoring body

The Bareilly International University, Bareillyv endeavors for the optimization of receipts and utilization of resources on the concept of Value for Money. All over efforts are to made for optimization of available resources and utilization of funds/resources to be made only after proper evaluation of its requirements and as per approval from designated authority by following the due procedures.

Receipts from students, sale of pharmacy and hospital being the major source of income. To ensure that no available seats for various recognized courses remain unoccupied, counseling and advertisement for the same highlighting unique features and strengths of the campus is done. Tie-up/collaboration with corporates and other institutes is explored.

In order to optimize hospital receipts, appropriate budget allocation for various health care awareness programs, camps, campaigns to be conducted. Business associations and tie-ups with major corporates for comprehensive health care services are made. Controls are implemented to curb any possibility of revenue leakages.

Incentives to faculty for research activities are to strengthen research-based, innovative, cost-effective treatment and allied services.

Optimal utilization of funds

For optimization of available funds/resources, the Institute follows budgeting for revenue and capital expenses both with expected cash flow/frequency.

The strategies for optimal utilization of resources include –

1. Preparation of budget
2. Allocation of funds to various activities
3. Close monitoring of expenses against budget and variance reasoning
4. Centralized purchase department
5. Major expenses require prior approval and are routed through designated review committee for due diligence and recommendation

Best Practices for utilization of resources:

The Board of Accounts discusses and evaluates the budget proposals of each department and consolidates for the institute and forwards to the Board of Management for approval

There is special emphasis on ensuring that money is expended on the purposes for which it is budgeted.

Deviation regularization- Variance from the budget is discussed with HOD in terms of controllable and non-controllable. Corrective actions are prescribed and approved by the competent authority and periodically appraised to the Board of Accounts. To ensure cost-effective purchases, all purchases are routed through centralized purchase department as per designated authority.

There is a separate transportation department for optimization of vehicle usage and monitoring on its running & maintenance costs.

Careful planning and scheduling are done so that all research labs, classrooms, and other facilities are shared by all the departments/units of the Campus thereby ensuring that they are utilized to the fullest extent.

In the case of all research grants received, a separate ledger account is opened for each project to facilitate close monitoring and utilization of funds.

6.4.2

Funds / Grants received from government / non-government bodies / philanthropists during the last five years (excluding scholarships and research grants covered under Criterion III)

Response: 2256

6.4.2.1 Total funds / Grants received from government /non- government bodies year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1058	602	333	186	77

File Description	Document
Provide the budget extract of audited statement towards Grants received from non-government bodies, individuals, philanthropist duly certified by chartered accountant and/or Finance Officer	[View Document](#)
List of government / non-Governmental bodies / philanthropists that provided the funds / grants	[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](#)
Audited statements of accounts for the last five years (Refer annexure number -01 as per SOP)	[View Document](#)

6.4.3

Institution conducts internal and external financial audits regularly

Response:

The University meticulously conducts both independent **External Audit** (statutory audit**)** as well as **Internal Audit**. The timelines for the same are stringently adhered to and executed with the necessary due diligence. Statutory audit is done once in a year, by an external auditor appointed by banks on quarterly basis while the internal audit is executed concurrently by in house team.

External Audit

Statutory auditors appointed under the regulations of the University conduct the external audit in accordance with generally accepted auditing standards prescribed by the Institute of Chartered Accountants of India.

They conduct the audit procedures to obtain reasonable assurance about-

1. whether the financial statements are free from material misstatement and give a true and fair view of the state of affairs at the year-end.
2. The external auditors also review the status of procedural and transactional compliance in all financial transactions of the University.

They shall Assure:

- Whether expenditure has been incurred in accordance with the framed guidelines, as per established procedures/system
- Whether strong internal control/checks are in place for monitoring of expenditures Whether applicable statutory requirement have been complied with
- Whether proper records have been maintained and documents have been kept in the secured form Whether all discrepancies/suggestions made in the previous audit report has been complied with The Board of Accounts considers the audited annual financial statement and submits its recommendation to the Board of Management for approval.
- Concurrent audit is done by an external chartered accountant firm appointed by the lending bank and same is conducted in accordance with the direction/prescribed format of the respective Bank on quarterly basis. The Auditor submits its report directly to the appointing bank.

Internal Audit

The university has established in-house Internal Audit Department in the year 2014**.** Internal audits streamline all transactions and check the compliance level across the hierarchy. Internal audit is more focused on the authenticity of financial transactions and monitoring of tax and other regulatory compliances.

The object of the Internal audit is to ensure the effectiveness of internal controls and risk management processes to enhance governance and achieve organizational objectives

Internal controls are implemented to safeguard the assets of the University, ensure compliance and to facilitate achieve organizational goals.

To check effectiveness of the internal controls, Internal Audit is planned in such a way that it covers every aspect at least once in a year.

They shall assure:

- Whether expenditure has been incurred in accordance with the framed guidelines, as per established procedures/system;
- Whether due diligence has been exercised in the procurement of goods and services
- Whether expenditures have been incurred within the delegation of financial power defined by the institute from time to time
- Whether funds has been utilised within the budgetary provisions and for the purpose for which they were meant;
- Whether applicable statutory requirements have been complied

There is a follow-up procedure of reviewing and updating to ensure that the same Audit objections are not repeated.

6.5 Internal Quality Assurance System

6.5.1

Instituion has a streamlined Internal Quality Assurance Mechanism

Response:

Introduction to the Internal Quality Assurance Cell (IQAC)

The Internal Quality Assurance Cell (IQAC) at Bareilly International University was established to enhance the quality of education and institutional effectiveness. Its structure comprises the Head of the Institution, faculty representatives from various units, a member from the Board of Management, senior administrative officers, and nominees from local society, students, alumni, employers, industrialists, and other stakeholders. The Senior Teacher acts as the Coordinator, supported by a Secretary.

Aims and Objectives

The IQAC's primary aims include:

1. Improving institutional functioning to foster a quality culture.
2. Integrating various activities within the institution and institutionalizing best practices.
3. Providing a sound basis for decision-making to enhance overall functioning.
4. Enhancing internal communication.
5. Streamlining activities at the university to promote a culture of quality.

Quality Enhancement Initiatives

The IQAC has initiated several programs across different domains:

- **Curricular Aspects**: Following discussions with members, the university launched new programs, revised syllabi, introduced value-added courses, and implemented an online feedback mechanism to gather insights from stakeholders.
- **Teaching-Learning and Evaluation**: The IQAC emphasized the development of e-content, tailored programs for advanced and slow learners, and innovative student-centric teaching methods. It also organized faculty development programs and reforms in evaluation methods.
- **Research, Consultancy, and Extension**: The promotion of quality research was prioritized, with incentives for outstanding contributions. Faculty members received training in intellectual property rights, research methodologies, and startup development.
- **Infrastructure and Learning Resources**: The IQAC oversaw the construction of state-of-the-art soundproof lecture theaters equipped with lecture capture systems. Modern skill laboratories and blood centers were also established to enhance learning resources.
- **Student Support and Progression**: The IQAC encouraged student council activities and

facilitated the registration of the Alumni Association. Alumni were motivated to engage in various university initiatives.

- **Governance, Leadership, and Management**: To bolster e-governance, the university adopted ERP software and implemented systems like Hospital Management System eRx-Life, Pay-Tm, Tally, ILMS, Inflibnet, and Moodle.

Innovations and Best Practices

The IQAC has fostered several initiatives, including the celebration of commemorative days, regular quality audits, and the provision of a barrier-free environment for disabled individuals. It has also organized training programs focused on quality parameters for faculty and non-teaching staff, and conducted workshops on intellectual property rights.

Laboratory Training Programs

The IQAC has structured extensive laboratory training sessions, covering vital topics such as infection control, biomedical waste management, and fire safety. These training sessions are designed to ensure compliance with quality standards and enhance operational efficiency.

Quality Certifications

Bareilly International University has achieved various quality certifications, including ISO, NABH, and NABL, reinforcing its commitment to quality assurance and continuous improvement.

The IQAC at Bareilly International University is a dynamic entity, actively pursuing various initiatives aimed at quality management and enhancement across the institution.

6.5.2

Quality assurance initiatives of the Institution include:

1. Academic and Administrative Audit (AAA) and initiation

   of follow-up action

2. Conferences, Seminars, Workshops on quality

3. Collaborative quality initiatives with other Institution(s)

4. Orientation programmes on quality issues for teachers

   and students

5. Participation in NIRF process

6. Any other quality audit by recognized State, National or

International agencies (ISO, NABH, NABL Certification,

NBA, any other)

Response: A. All of the above

File Description	Document
Report /certificate of the Quality Assurance Initiatives as claimed by the Institutions eg: NBA, ISO, NABH, NABL, AAA etc.,	[View Document](#)
Institutional data in prescribed format	[View Document](#)
e-copies of the accreditations and certifications	[View Document](#)
Any additional information	[View Document](#)
Annual reports of the University	[View Document](#)

6.5.3

Impact analysis of the various initiatives carried out and used for quality improvement

Response:

Introduction

IQAC of Bareilly International University, Bareilly identified various domains and undertook quality initiatives which led to the following improvement in the University. A brief summary of the impact analysis of these initiatives is as follows:

Curricular Aspects

Many new fellowships and other capacity-building programs were introduced by the university. Revision of syllabuses was done in many programs, new value added courses, and elective course system in various programs were initiated. An online Feedback mechanism from various stakeholders was also initiated.

Teaching-Learning and Evaluation

Many teachers of the university were trained for e-content development. For improvement in the student performance, special programs for advanced and slow learners were introduced by the mentors of the students. Newer student-centric teaching methods like hands-on training in skill labs and also in evaluation methods like objective structured clinical examination (OSCE) were introduced.

Research, Consultancy and Extension

More and more emphasis is done on promoting research in the University. Many teachers were given

seed money and incentives for good quality research. Workshops and programs have been organised for the faculty members of the University to train them in research methodology and intellectual property rights (IPR), research methodology. Effective industry academia collaborations/ MOUs have been initiated. Several awards and recognitions have been received by students, and faculties. **Infrastructure and Learning Resources.** State of the art sound proof lecture theatres were constructed in the campus with lecture lecture-capturing system. Modern skill laboratories and blood centres were also established.

Student Support and Progression

Student council activities were encouraged. Registration of the Alumni Association of Bareilly International University, Bareilly was done. Alumni of Bareilly International University, Bareilly were encouraged to actively participate in various activities. The alumni are encouraged to provide support to the students.

Regular evaluation of the progression of the alumni students is done in the University.

Governance, Leadership and Management

To strengthen e-governance enterprise resource planning (ERP) software has been procured. Other e-governance software used are Hospital Management system (eRx-Life), Tally, ILMS, Inflibnet for improved patient care and education. New strategic plan Vision 2035 was discussed how to further improve standards in all the domains.

Innovations and Best Practices

Regular celebration of all commemorative days, and regular conduction of all quality audits was done in the university. All the infrastructure of the university provides disabled and barrier-free environment. Capacity building and skill enhancement training programs were initiated by the university.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

Introduction

Bareilly International University, Bareilly is dedicated for facilitating a conducive environment for gender equity of all female students & employees.

In Curricular Activities: The gender sensitization action plan is well defined with the foundation course and through the AETCOM module and other curricular activities in different courses.

For so many years, female students in all institutions are performed better than male students in most of the batches. Gender-related issues are covered in AETCOM module and curriculum of all the programs offered. In the University female students have privilege of getting two extra books from the library.

In Co-Curricular Activities: The University has undertaken various initiatives including feedback from female students and action has been taken accordingly. Foreign students from Belgium are coming in the University to get internship training and reside in the campus without any hesitation and fear.

Bareilly International University, Bareilly pays meticulous attention towards promotion of gender equity and has placed five sanitary vending machines. Equal opportunities are given to female students without any gender discrimination as reflected in our students' fest, cultural programs and round-the-clock duties in the hospital. The hospital is having dedicated female staff at accounts, reception, oncology units and as security guards, wherever necessary.

Following measures and actions are taken to promote gender equity at campus-

Safety & Security

The campus is well illuminated with security guards including female guards, CCTVs, Fire system, disabled-friendly ramps and railings. All Vehicles and individuals are properly checked and under surveillance at entry and exit points. Wardens reside in the University campus for ease of availability to deal with any emergency occurring in the University Hostels.

Counseling

At the time of admission, proper counseling is provided to all the students in the foundation course. Student council has been established in the college to look after all problems of students. Mentors are provided to all the students. Counselor is available in Psychiatry OPD for female staff and students whenever needed. Different departments of the University organize awareness programs regularly.

Common room

University provides common rooms for all female students as well as duty rooms for postgraduate students with basic amenities.

Day Care Centre

The trained female staff is appointed and looks after the kids of the employees and post-graduate students.

Anti-ragging, Zero tolerance on caste and gender as well as Strict adherence to reservation policy during admission signifies the dedication of Bareilly International University, Bareilly to Gender equity and safety. Audits are conducted on security and Gender discrimination regularly and suitable measures are suggested accordingly.

7.1.2

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

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

Response: Any Four of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Geo-tagged photographs of the facilities	[View Document](#)
Any additional information	[View Document](#)

Other Upload Files	
1	[View Document](#)

7.1.3

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

- **Solid waste management**

- **Liquid waste management**

- **Biomedical waste management**

- **E-waste management**

- **Waste recycling system**

- **Hazardous chemicals and radioactive waste management**

Response:

Introduction

Bareilly International University, Bareilly is dedicated to use its resources and providing a clean eco-friendly environment with proper waste management and infection control measures.

Solid waste management:

Waste management & recycling helps the campus to achieve its goal to reduce the amount of waste production. The major sources of solid waste generation are hospital followed by various hostels and kitchens. Waste is collected daily from dustbins and sent to authorized vendors as per the MOU of the University. Organic solid waste is treated on-site with an organic waste convertor.

Liquid waste management

The specification and design of all water systems enable the management staff to monitor the system by remote means. The total water consumption of Bareilly International University, Bareilly is 1791 KLD out of which is 786 KLD as recycled water. Water monitoring is done regularly to analyze the unit cost of water and the volume of water used.

The wastewater treatment process facilitates the treatment of existing contaminants in the water or reduces the concentration of such contaminants so that the water becomes fit for the desired use. Wastewater generated in the campus is disposed off into 3 sewage treatment plants (STP) of a cumulative capacity of 600 KLD based on MBBR technology which is in under progress to increase to 850 KLD.. The sludge settled in the STPs is removed and is used as manure for the gardens and landscaping. Thus, the entire wastewater which is generated in the campus is treated and used. Effluent treatment plant (ETP) is also placed in the campus for the safe disposal of Water.

Biomedical waste management

Storage of biomedical waste is done as per BMW rule 2016 and subsequent amendments. Color-coded bins are placed at desired places wherever necessary. Hospital is NABH accredited and has robust biomedical waste management with policies as per NABH guidelines. BMW is sent to CBWTF in bar-coded nonchlorinated bags..

E-Waste management

Electronic wastes include computer monitors, printers, scanners, keyboards, mics, cables, television

tubes, Kitchen equipment (toasters, coffee maker, microwave ovens) and laboratory equipment. E-waste collected at the site is transferred for wiping or recycling to the local vendors every year.

Waste recycling system

Bio gas plant using kitchen waste generates gas to cook food in the kitchen. Paper is cut in small pieces to be recycled for reuse. Waste water is recycled to produce clean water for reuse.

Hazardous chemical and Radioactive waste management.

Waste disposal in the hospital is based on the guidelines of PCB and NABH/ NABL. The rules, regulations and methods employed comply with their directions.

Radiation safety measures: The conventional X-ray rooms, CT, MRI, and Cobalt are designed, approved& certified by AERB. The Radio diagnosis & Radiotherapy departments follow the guidelines set out by the AERB. Standard safety precautions are observed by Radiologists and Radiotherapists. Thermo- illuminant dosimeter badges are used by all staff and Post Graduate Students to monitor radiation exposure. No case of over dosage has been reported in the last 5 years.

7.1.4

Water conservation facilities available in the Institution:

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

Response: All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for additional informational	[View Document](#)
Geo-tagged photographs / videos of the facilities	[View Document](#)

7.1.5

Green campus initiatives 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: All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional informatiom	[View Document](#)
Link to additional information	[View Document](#)
Geo-tagged photos / videos of the facilities	[View Document](#)

7.1.6

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

- **Green audit**
- **Energy audit**
- **Environment audit**
- **Clean and green campus recognitions / awards**
- **Beyond the campus environmental promotion activities**

Response: Any Four of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Audit reports of the institution related to the metric	[View Document](#)

7.1.7

The Institution has disabled-friendly, barrier free environment

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

Response: All of the above

File Description	Document
Relevant documents / reports	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Additional information	[View Document](#)
Link for relevant geo-tagged photographs / videos	[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 socioeconomic and other diversities (within 500 words)

Response:

Bareilly International University, Bareilly advocates the principles of tolerance and harmony. It aims to produce graduates who deliver quality health care with passion and empathy to all sections of society.

University has a multicultural, multilingual students and faculties from different states of the country and from different socioeconomic backgrounds. Students and faculty from other countries visit the University on regular basis.

Annual student fests and gatherings: Students of different communities and backgrounds come together for these activities. Students had organized De Fiesta Revive, De Fiesta, De Fiesta Invictus , De Fiesta Corona, ecstacy which are Sports and Cultural Fests held in the University.

Cultural and Religious festivals are celebrated by students and staff cutting across all faiths and communities including Diwali, Holi,Navratri, Lohri , Karva Chauth, Baishakhi and other festivals. University organizes cultural programs annually in the memory of Late Shri Ramji Lal Swarankar for the students and staff based on Indian Ethos, Art & Culture and Epics of India since last 20 years in which Artists of International and National repute are invited to perform and students/staff actively participate with joy and enthusiasm promotting harmony and tolerance towards cultural, regional, linguistic, and socioeconomic diversities.

Patriotic Initiatives: Republic Day and Independence Day are celebrated by students and staff members. The National Anthem is sung at every major function. Uri movie shown to faculty as an initiative by Hon'ble Vice Chancellor to promote patriotism.

Institute declares of academic calendar in advance every year to be availed by employees for celebration as per their faith and religion.

English Language Classes are arranged as per curriculum in the programs offered. Use of Hindi is common for bed side teaching and other classes to overcome communication barriers.

Regular healthcare camps and educational/counselling sessions are organized for underprivileged in semi- urban and rural areas including schools to give opportunities to post graduate students to enhance communication skills in real life scenario.

Chirinjeevi Yojana and Janani Suraksha Yojana provide free health care to patients and employees. Insurance schemes for employees and their families provide health facilities at very affordable cost.

Community services: DOTS centre, Thalassemia Day Care Centre, Intra ocular lens for cataract patients, free drugs in camps, facilities for under privileged children in ashram, school health check up camps and free Covid vaccination add inclusive environment in day-to-day working.

Collaborations for community benefit: Sports Authority of India for Para-Olympic tournament to disabled, AIM for Seva Foundation, Cervical Cancer project , IAP BLS mass community skill development & various cultural programs with Spic Macay created harmony and tolerance among students.

Spiritual speeches from Vivekanand Foundation, Ustad Shujaat Hussain Khan and motivational speeches from Padamshri Dr R P Soonawala and other international fame speakers in oration of the University attracted intellectuals from outside as well.

The institution organizes **Convocation ceremony** where the presence of outstanding personalities motivate students and raise overall enthusiasm.

7.1.9

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

Response:

Introduction

Bareilly International University, Bareilly follows constitutional obligations both in letter and in spirit. The name and emblem of university represent dedication to values.

Fundamental Duties and Rights

University has taken following initiatives to inculcate values:

Preserve Culture

Major cultural/religious festivals such as Diwali, Holi, Baishakhi, Lohri and Navratri are celebrated by students and staff of all religion.

Students of different backgrounds join to organise festivals , cultural events, sports and academic activities.

Respect to National Flag, National Anthem and National Integrity

National Flag is hoisted on Independence Day and Republic Day. Tributes to Gandhiji are made by garlanding the statue. Patriotic songs are sung by the students.

Environmental Preservation

The hospital received many awards from various organizations Students participate in tree plantation drives .

Bareilly International University, Bareilly encourages carpooling and use of public transport. There is a ban on plastic in the entire campus.

Small plants and saplings are given as gift to the faculty in various programs.

Defend the country and national services during issues affecting community In pandemic time, fundamental duties were learned and propagated by University.

Disaster management mock drills and mass basic courses are organized to serve community and country

Free health camps, blood donation camps and IEC activities sensitize students to community health problems.

Contribution to PM care fund, Chief Minister Relief Fund were made by the University. Appreciations were received from Chief Minister, Health Minister, District Collector and various distinguish dignitaries for the contribution made by the University.

Protect sovereignty & integrity of India

University has unity and never ever any communal or regional unconstitutional issues has been raised in the campus since its inception.

Developing ethical & scientific approach

AETCOM module has been incorporated into curriculum to develop ethical, scientific and communication skills of students. Workshop on Research Methodology, ethical practice are organized for faculty and students. Students are trained to develop communication skill with integrity.

Right to Equality & Freedom and Protection against Exploitation

Internal complaint committee, Anti-Ragging Committee and Student Council are functional Gender Sensitization program are held in all constituent colleges of the University.

Mentor Mentee program is running for support and conditioning of students throughout the year

Right to Freedom of Religion, Culture and Education:

Student Council provides a platform for students to communicate with management. Students are members of IQAC and other committees at the University.

All employees are treated equally irrespective of religion caste & creed. Restricted holidays are granted for cultural festivals,

Right to participate in democratic process

Holidays are declared for students and staff to participate in democratic process and cast vote. Convocation ceremony and lectures are organized to inculcate constitutional values and to motivate the students.

7.1.10

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

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

Response: All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Institutional code of conduct and code of ethics	[View Document](#)
Details of the monitoring committee of the code of conduct	[View Document](#)
Any additional information	[View Document](#)
Link for additional	[View Document](#)
Web link of the code of conduct	[View Document](#)

7.1.11

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

Response:

Bareilly International University (BIU), Bareilly, is deeply committed to preserving and promoting India's national identity and cultural heritage. The university believes that raising awareness among young students about the nation's glorious past is essential for fostering a sense of national pride. The leaders of India's freedom struggle played a pivotal role in building national unity and strength, leaving behind the invaluable legacy of a free and democratic nation. Their vision of "unity in diversity" continues to inspire the world.

At BIU, students are encouraged to develop a strong sense of patriotism through the celebration of national festivals such as Independence Day and Republic Day. On these significant occasions, the Tricolor is hoisted, and the National Anthem is sung, accompanied by speeches from esteemed guests and dignitaries to inspire patriotism, unity, and a sense of duty towards the nation.

In addition to national celebrations, BIU embraces the diversity of India by celebrating various religious and cultural festivals such as Diwali, Navratri, Holi, Lohri, and Karva Chauth, with enthusiasm and respect for all faiths. The university also celebrates important international days, promoting global awareness and helping students become responsible citizens of the world.

BIU takes pride in its commitment to ongoing education programs, like the popular "Sehat Ki Baat" initiative, which educates the public in the hospital reception area.

The university organizes and celebrates several national and international commemorative days and events, including:

- **World Environment Day**
- **World Malaria Day**
- **World Prematurity Day**
- **World Human Milk Donation Day**
- **World Immunization Week**
- **International Women's Day**
- **World Tuberculosis Day**
- **World Health Day**
- **International Day of the Girl Child**
- **Children's Day (Bal Diwas)**
- **National Constitution Day**
- **World Physiotherapy Day** – with rallies, poster presentations, and seminars
- **International Nurses Day**
- **Eye Donation Week**
- **International Day of Yoga** – with demonstrations and training for the community, staff, and students
- **International Laboratory Professional Week**
- **Breastfeeding Week**
- **World Cerebral Palsy Day**
- **World Suicide Prevention Day** – with CME programs
- **World Mental Health Day** – patient and caregiver recognition, CME, free camps, and undergraduate quizzes
- **International Day of Persons with Disabilities**
- **World Oral Health Day**
- **World Autism Day**

- **World Anesthesia Day**
- **World Radiography Day**
- **Global Handwashing Day**
- **World Bioethics Day**
- **World Arthritis Day**
- **World Psychiatry Day**
- **World Sepsis Day**
- **International Leprosy Day**
- **World Blood Donor Day**
- **World Asthma Day**
- **World Schizophrenia Day**
- **World Breast Cancer Day**
- **World Sight Day**
- **World Heart Day**
- **World No Tobacco Day**
- **World Hospice & Palliative Care Day**
- **World Cancer Day**
- **World Thalassemia Day**
- **World Obesity Day**
- **World Teen Mental Health Day**

7.2 Best Practices

7.2.1

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

Response:

Best Practice 1: State-of-the-Art CancerTreatment Facility: A contribution to the nation in sharing the cancer treatment load of the Region

Title of the Practice: State-of-the-Art CancerTreatment Facility: A contribution to the nation in sharing the cancer treatment load of the Region

Objectives of the Practice
Bareilly International University is a pioneer in Cancer Institution both state and national levels. The primary objectives are:

1. Comprehensive utilization of our various academic programs running in our various institutions in providing best of cancer treatment at a much optimised cost.

2. Adding to the number of specialists annually there by contributing to the healthcare manpower of the nation.

The Context

Nationaly, there is a critical shortage of Shortage of trained skilled manpower like Trained Doctors,Trained Dedicated Nursing Staff, Trained Paramedical staff and Financial constraints

The Practice
Our state-of-the-art cancer institute features:

- Trained Healthcare Professionals
- Sustained Financial Support
- Innovative Research
- Specialized counseling and support services for patients and their families.

At the cancer Institution, we perform Surgical Oncology, Radiation Oncology, Medical Oncology and Nuclear Medicine supported by a multidisciplinary team of our hospital has become a preferred choice for patients across the country.

For cancer treatment; we are having letest equipment like Varia truebeam RT (Linear accelerator), CT Simulatorhaving.

Evidence of Success
Under the guidance of skilled surgeons, our center has achieved significant milestones over the past years:

- OPD in 2022 & 2023; 7650 & 10563 respectevely
- IPD in 2022 & 2023; 542 & 746 respectevely
- Major Surgeries in 2022 & 2023; 462 & 495 respectevely
- Minor Surgeries in 2022 & 2023; 510 & 562 respectevely
- Number of Radiotherapy in 2022 & 2023; 2085 & 2182 respectevely
- Number of Radiotherapy in 2022 & 2023; 2025 & 2325 respectevely
- Number of PET-CT in 2022 & 2023; 298 & 952 respectevely
- Number of FNAC in 2022 & 2023; 480 & 520 respectevely
- Number of Histopathology in 2022 & 2023; 412 & 546 respectevely

Challenges and Resources Needed
Increased community education and successful patient testimonials can help bridge this gap. Although we offer affordable cancer treatment services, the high cost of cancer treatment remains a concern, necessitating greater philanthropic support.

Future Plans
Gamma camera: high dose Iodine therapy and bone scans
Linac: Second machine to combat load on first machine
Bone marrow transplant
Transfusion Medicine department

Best Practice 2: Igniting potential, enhancing active learning and transforming future

Title of the Practice: Igniting potential, enhancing active learning and transforming future

Objective:

- To encourage the students to think about their own values and future plans.
- To develop the active learning environments through the implementation of correct strategy.
- To design a teaching system that adequately and seamlessly prepares the student for their future practice

Context:

Learning is not a spectator sport. Students do not learn much just sitting in classes listening to instructors, memorizing assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their day-to-day clinical dental practice in future. Expecting students to perform well becomes a self-fulfilling forecast when teachers hold high expectations for themselves and make extra efforts to ignite the hidden potential in the learners. The educational system and learning environment should change its teaching methods and take into account the growing need to give students opportunities to think critically, solve problems and develop their capabilities which can be achieved by emphasizing active learning strategies. These challenges look daunting, but our institution's education system is now well on its way to find innovative responses to ensuring that the next generation is learning for their future, not our past.

Practice:

- The teachers share their past experiences, values, and attitudes. Learning activities are designed in such a way that brings and motivates the students to attend the clinical and theory sessions. Teacher's contact in and out of classes is an important factor in student motivation and involvement. Faculty's concern helps students get through rough times and keep on working.
- The teachers use movies, videos, quiz games, and other fun activities to enhance the effectiveness of the active learning process. Traditional classrooms, with their rows of desks and blackboards, are gradually being replaced by more dynamic and interactive learning environments. The use of multimedia, smart-boards and technology tools help enhance the atmosphere of the classroom, thus enhancing the active learning experience. In this way, each student actively engages in the learning process.
- Brief meetings are held with the students to discuss their progress. It is ensured that written comments are given on the strengths and weakness of student's tests/papers. The progress report of all the assessments is sent to their parents regularly through speed post and mails.
- Extra material/exercises are given to the students who lack essential background knowledge or skills. Student's learning styles, backgrounds are identified at the beginning of each session.
- By utilizing learning strategies like small-group work, role-play and simulations, the critical thinking and problem-solving approach is practiced. For better interaction and communication of students with the faculties of different clinical departments, Inter-departmental Meet (I.D.M) is regularly conducted.

Evidence of Success(Impact):

- The supportive learning environment resulted in strengthening teacher-student relationships, making active participation and skill development more effective. The improvement in the student attendance is noticed.
- By implementing the above practice, the students got an opportunity to show their talents and

learn in ways that work for them. They were pushed to learning in new ways. This also led to improvement in the overall scores of the students.

- Students have improved communication skills with the patients and their clinical/diagnostic ability, thereby better patient satisfaction and acceptance.

Problems Encountered:

- The biggest obstacles to student participation are a lack of understanding of each student's learning challenges and disparate levels of prior knowledge. Teaching styles need to be adjusted to meet the changing learning styles of students which is an arduous task.
- Maintaining student engagement especially in online settings is found to be difficult many times.
- It takes more preparation work for teachers to plan active learning exercises when compared to traditional lecture formats, which isn't always something limited time allows for.

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Social Responsibility through Outreach Medical Camps, Advanced Transfusion Services, and Telemedicine Services at Bareilly International University

At Bareilly International University (BIU), we believe that the role of an institution extends beyond academic excellence to include a profound commitment to social responsibility. Our mission is to cultivate well-rounded professionals who excel in their fields—be it medicine, pharmacy, physiotherapy, or other health sciences—while also instilling a sense of duty toward underserved communities.

Outreach Medical Camps

Recognizing the significant disparities in healthcare access, particularly in rural areas, BIU has made outreach medical camps a cornerstone of its social responsibility efforts. These camps aim to bridge the gap in healthcare services by providing essential medical care and health education to marginalized populations.

Objectives of Outreach Camps:

1. **Promote Diversity in Student Development**: By engaging with diverse communities, students enhance their cultural competency and interpersonal skills.
2. **Serve Underprivileged Communities**: Our camps aim to reach the most vulnerable populations, providing them with essential healthcare services.
3. **Enhance Clinical Skills**: Students gain practical experience while interacting with patients in real-world settings, which is vital for their professional development.

4. **Foster Inclusive Environments**: The camps are designed to create a welcoming atmosphere for all, encouraging participation from various community segments.

Each year, BIU organizes over 100 outreach medical camps, reaching various districts in Uttar Pradesh, such as Bareilly, Budaun, Pilibhit, and Rampur. These camps offer services such as free medical consultations, essential diagnostic tests, and the distribution of medicines. Students, faculty, and healthcare professionals collaborate to deliver comprehensive care, ensuring that no one is left behind.

Advanced Transfusion Services

In alignment with our commitment to health equity, BIU has established advanced transfusion services that emphasize the importance of safe and accessible blood donation. Our Blood Centre is dedicated to providing high-quality blood and blood components, focusing on patient safety and ethical standards.

Services Offered:

1. **Automated Testing**: We utilize the latest technology to ensure the safety and quality of blood components.
2. **Therapeutic Procedures**: Our services include therapeutic plasma exchange and double cascade plasmapheresis, catering to specific patient needs.
3. **Community Engagement**: We actively organize blood donation drives and awareness campaigns to promote voluntary blood donation among students and community members.

During health crises, such as the COVID-19 pandemic, our Blood Centre played a crucial role in providing convalescent plasma therapy, helping patients across the region. Additionally, our participation in the Haemovigilance Program of India ensures that we adhere to national safety protocols, reinforcing our commitment to patient care.

Telemedicine Services

As healthcare delivery continues to evolve, BIU is at the forefront of telemedicine initiatives designed to provide accessible healthcare to rural communities. Our telemedicine services aim to overcome geographical barriers and offer specialized medical consultations to patients who otherwise lack access to healthcare facilities.

Key Features:

1. **Teleconsultation Network**: BIU has established a robust teleconsultation system connecting our healthcare professionals with patients in remote areas. On average, we conduct over 300 teleconsultations daily across specialties such as internal medicine, pediatrics, and dermatology.
2. **Emergency Services**: During the pandemic, our telemedicine center provided critical support to over 3,000 COVID-19 patients through our tele homecare program, significantly reducing hospitalization rates.

Through our telemedicine services, we not only provide patient care but also conduct ongoing medical education programs, enhancing the skills of healthcare providers in underserved areas.

Future Prospects

At BIU, we are continually seeking to expand our social responsibility initiatives. Future plans include:

1. **Collaboration with NGOs**: We aim to partner with local and national NGOs that share our vision of equitable healthcare, enhancing the scope of our outreach activities.
2. **Research in Public Health**: Our focus will also extend to conducting research that addresses public health challenges in rural communities, informing our outreach efforts.
3. **Strengthening Community Partnerships**: We will work on building stronger relationships with local leaders and organizations to better understand community needs and tailor our services accordingly.

Conclusion

Bareilly International University is dedicated to fostering a culture of social responsibility among its students and faculty. Through outreach medical camps, advanced transfusion services, and innovative telemedicine solutions, we strive to make a meaningful impact on the health and well-being of the communities we serve. By integrating social responsibility into our academic framework, we not only prepare our students to excel professionally but also empower them to become compassionate, socially conscious healthcare providers. This holistic approach ensures that our graduates are not just skilled practitioners but also active contributors to societal health and wellness, embodying the true spirit of service and care.

5. CONCLUSION

Additional Information :

The University campus is well connected to all major cities of Uttar Pradesh by rail and road and is 250Kms from State capital -Lucknow and 256 kms from National Capital Delhi.

The university campus with attractive landscaping over above 44.5 acres includes academic blocks, residential blocks, hospital block, facilities block, lush green gardens, rain water harvesting and recycling of various natural resources. Rigorous efforts are made to embed growing technology into every aspect to make it environment eco-friendly.

The campus is situated in the heart of the Bareilly city and can be reached easily from any part of the town. A 720-bedded hospital rendering health care services to people is the integral part of the campus.

People- students, faculty, other teaching and non-teaching employee in the University campus hails from all most from all part of India and belongs to different caste and creed, this makes the University campus a multi cousin campus.

The University offers UG, PG, PG Diploma and Diploma level academic programs under the Faculty of Medical Sciences, Faculty of Dental Sciences, Faculty of Nursing , Faculty of Para medical Sciences, Faculty of Pharmacy, Faculty of Applied Sciences and Technology, Faculty of Management.

Concluding Remarks :

Bareilly International University is a distinguished institution known for its comprehensive range of programs in Medicine, Dentistry, Nursing, Physiotherapy, Occupational Therapy, Hospital Administration, and Health Informatics. The university's vision and mission are embedded in its curricular, co-curricular, and extracurricular activities, promoting holistic development among students.

Holistic Development and Sensitization

The university implements various initiatives to sensitize both faculty and students about key issues such as gender equality, environmental awareness, human values, health determinants, and professional ethics. By fostering a culture of experiential, collaborative, and participative learning, the university ensures that students develop vital soft skills and professional competencies.

Research and Community Engagement

A strong emphasis on research is evident, with the university providing the necessary infrastructure and resources to support innovative projects. Collaborative efforts, including partnerships and memorandums of understanding with various institutions, enhance the quality of education and research initiatives. The university actively encourages both faculty and students to engage in community service, extension, and outreach activities.

Infrastructure and Resources

Equipped with state-of-the-art facilities, Bareilly International University offers modern technology for clinical and para-clinical training. The Central Library boasts an extensive collection of books, journals, e-resources, and online databases, supporting the academic needs of students and faculty alike.

Quality Assurance and Governance

To uphold its educational standards, the university conducts regular audits and maintains accreditation from relevant statutory bodies for its various colleges and departments. A robust system is in place to address grievances related to academics, infrastructure, and other concerns, ensuring a responsive and supportive environment for all stakeholders.

Transparent governance practices reflect the university's commitment to good management. The assessment and evaluation of faculty performance, examination processes, and degree conferral are conducted in accordance with established statutory frameworks. Through these initiatives, Bareilly International University continues to uphold its reputation as a leading institution dedicated to quality education and community service.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.3.2	Number of value-added courses offered during the last five years that impart transferable and life skills. 1.3.2.1. Number of value-added courses are added within the last five years Answer before DVV Verification : 157 Answer after DVV Verification: 155 Remark : DVV has considered all value added courses (without duplicate)
2.4.4	Average percentage of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years. 2.4.4.1. Number of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years Answer before DVV Verification:

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
570	479	291	368	309

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
454	358	328	304	270

Remark : DVV has made changes as per metric 3.1

Metric ID	
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:

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7688.21	15433.92	3044.95	5478.36	2916.86

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7621.67	15327.57	2948.99	5376.87	2839.17

Remark : DVV has considered the capital expenditure of last five years (excluding expenditure on

books)

6.4.2	Funds / Grants received from government / non-government bodies / philanthropists during the last five years (excluding scholarships and research grants covered under Criterion III) 6.4.2.1. Total funds / Grants received from government /non- government bodies year-wise during the last five years Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
105756000	60143000	33280000	18569000	7621000 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
1058	602	333	186	77 | Remark : DVV has made necessary changes.
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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
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587	518	383	378	323 | Answer After DVV Verification: | 2022-23	2021-22	2020-21	2019-20	2018-19
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454	358	328	304	270	
2.1	Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs) Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
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9937.00	7689.69	5376.27	8916.86	6278.59 | Answer After DVV Verification: | 2022-23	2021-22	2020-21	2019-20	2018-19
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7418.61	5994.13	4082.63	7774.00	5308.76	