



# SELF STUDY REPORT

FOR  
**2<sup>nd</sup> CYCLE OF ACCREDITATION**

**VINAYAKA MISSION'S RESEARCH FOUNDATION**

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Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**  
**BANGALORE**

**February 2021**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

'Vinayaka Missions' had its inception in the year 1981 with the establishment of the Thirumuruga Kirupananda Variyar Thavathiru Sundara Swamigal Medical Educational and Charitable Trust. In 1982, the Founder-Chairman, Dr. A Shanmugasundaram started the Vinayaka Mission's College of Pharmacy in Salem, Tamil Nadu.

The vision of the Late Founder Chairman to meet the growing educational needs of the rural population paved the path for various faculties to be added to Vinayaka Mission's group of institutions. This led to the declaration of Vinayaka Mission's Research Foundation a Deemed to be University under section 3 of the UGC act, 1956 [VMRF(DU)] in the year 2001, by the MHRD, Government of India, based on the recommendations of the UGC with 3 colleges as constituent institutions and thereon 10 more institutions were brought under the ambit of the university during 2004.

Over three decades of educational service to the community the university has 13 constituent colleges and 7 schools spread across four campuses viz. Salem, Chennai, Puducherry and Karaikkal.

VMRF(DU) has the unique distinction of being one of the multidisciplinary universities, offering higher education in under 13 faculties with three medical, three nursing, one each of dental, homoeopathy, physiotherapy, pharmacy, arts & science, two engineering colleges and schools of allied health sciences, architecture, education and physical education.

Aligning with its vision institute caters to the educational and health care needs of the rural population. VMRF(DU) offers 117 programmes which include Diploma, UG, PG, Integrated, PG Diploma and Ph.D. programmes with **12,890** students and **3000** highly qualified & experienced faculties, technical and other experts.

The university is accredited by NAAC with B+ in the year 2015 and ranked 101-150 by NIRF in the year 2020. Medical colleges and homeopathy teaching hospitals are NABH accredited. Medical college virology laboratories are NABL accredited. The engineering and pharmacy colleges are ranked in ARIIA 2020.

The University provides a conducive and dynamic environment enabling every student to achieve academic excellence in their chosen field and also to develop their rationale, critical and creative powers for the holistic growth to meet global standards.

### Vision

***"To achieve excellence in education and make education as a tool for social change for the betterment of the society"***

Excellence in education is achieved through innovative, flexible curriculum and implementing student-centric teaching methodologies adopted by the university. VMRF(DU) have experienced, dedicated and talented faculty who are committed and help to achieve this excellence.

University provides quality health care especially in rural areas through three medical, one dental and one homoeopathy along with three nursing and allied health sciences institutions.

VMRF(DU) offers Post graduate and Ph.D programmes to reinforce the importance of Research as a tool for creation of new knowledge through experimental, innovative and entrepreneurial approaches.

VMRF(DU) provides adequate opportunities for all students to understand the cultural, social and professional responsibilities.

## **Mission**

***"To spread education globally in the fields of Medicine, Dentistry, Paramedical, Homeopathy, Engineering, Management and Basic Sciences"***

To achieve the mission, the university is striving to excel by :

- Fostering a collaborative environment through conducive, integrated and enhanced learning experiences.
- Imparting quality education through innovative and flexible curriculum.
- Adopting the latest technologies and innovative teaching-learning methods along with traditional teaching in all spheres of academics providing a congenial learning ambience.
- Focusing and emphasizing on student – centric learning, simulation based learning, case based learning, problem based learning, blended learning along with the traditional teaching to prepare the students to meet the global needs.
- Providing excellent value based educational opportunities to create competent future leaders.
- Providing a unique platform for students to explore their inventiveness and nurture their potential for entrepreneurship.
- Promoting inclusive practices for a demographically diverse student population.
- Providing a platform for interdisciplinary and multidisciplinary research to all students, faculty members and research scholars and also encouraging them to take up research projects, focusing on the outcomes that can be extrapolated to the emerging needs of the society.
- Inculcating social responsibility in the mindset of the students through active participation in health care services at the adopted villages and tribal centers.
- Participating in extension activities targeting the rural population to gain real life experience in health care.
- Establishing institutes to offer different programmes to spread the higher education in rural and semi urban areas.

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

### **Institutional Strength**

- VMRF(DU) is a pioneering, vibrant and multi-disciplinary university with 3 decades of experience in higher education, offering programmes in 13 faculties. It includes 13 colleges and 7 schools in 4 campuses in rural areas.
- All the institutions offer undergraduate, postgraduate courses and PhD programmes fully approved by

Regulatory bodies and university.

- Robust Governance by data driven administration.
- State of art infrastructure for quality education.
- Highly qualified, dedicated and research-oriented faculty.
- Attractive fellowships, incentives and awards for faculty to promote research.
- Scope for advanced research is supported by state-of-the-art research facilities and seed money in all the institutions. Research is disseminated for community benefit by publications in reputed and indexed journals at National and International levels.
- Promoting interdisciplinary and multidisciplinary research facilitates better academic and healthcare delivery.
- Systematic curriculum development by regular updation based on the feedback from stake holders and guidelines from the apex regulatory councils.
- Teaching - learning process for students is enriched by robust Learning Management System, innovative methods and extensive use of ICT tools.
- Conferences, workshops, seminars and CMEs are conducted regularly round the year, both offline and online at International, National and Regional levels.
- Institutions offer various student support activities like insurance schemes, mentorship, student council, health care, transportation and an active alumni network.
- Institutions offer strong support for cultural, co-curricular and extracurricular activities for students.
- Students are motivated based on their academic performance by scholarships.
- Internal quality assurance cell (IQAC) established at University, Institutional and Departmental level for continual quality improvement in all the facets of the university.
- All the three medical colleges have ICMR recognized, NABL accredited molecular virology laboratories, which offer testing services to the community.
- Incubation Centers and Innovation cells to promote innovation, start-ups and entrepreneurship culture.
- Societal upliftment through outreach and extension activities which include periodic medical and health awareness camps in and around the campuses.
- All the campuses are sustainable and environmental friendly with regular planting of trees, solar lamps, excellent biohazard waste management and infection control measures.

### **Institutional Weakness**

- Since it is a private organization, there are limitations for National funding for Research advancements.
- Expansion of programmes in various disciplines is limited due to prevailing regulations of statutory councils and UGC/MHRD.
- Placement opportunities are sub optimal for professional programmes.
- Less number of international students and faculty.

### **Institutional Opportunity**

- Expansion of VMRF(DU) within the main campus with appropriate additional units and adequate facilities to establish undergraduate and post graduate programmes.
- Off campus expansion for providing excellent health care, Education and research opportunities, as per the provisions provided by the acknowledging and permitting bodies
- Technology development by strengthening of Information Technology or internet and WiFi facilities across the entire University to enhance technology mediated Teaching – Learning available 24 x

7 for students and faculty

- More Incubation centres to promote entrepreneurship, research and innovation among the students
- Collaborating with other universities in consulting, research, innovation and development projects
- Additional initiatives in arranging for in campus and offline campus parties' sponsorships for research activities
- Provide career guidance courses for the final year graduates and help them in opting their field in higher studies
- To understand and implement all best practices at VMRF, in order to significantly improve the NAAC score
- There are continuous and ongoing efforts taken to improve the overall status of health care, Education, Research and Technology in the university and secure top world university rankings of high order

### **Institutional Challenge**

- Restrictions of Regulatory councils in permitting foreign students to undergo “observer ship” in medical programs of Indian Medical Colleges To undergo observership, in Medical Colleges, there are no restrictions, by the regulating council.
- National level medical institutes and foreign universities opening offshore campuses impose competitive challenges.
- With all the conflicting Regulations or norms, achieving the top world university ranking itself is challenging.
- Since most of our programmes are governed by statutory bodies, change in the curriculum in pace with the change in technology is not possible.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The curriculum has been designed based on the guidelines specified by the statutory bodies of VMRF(DU). The Programme Curriculum is derived from the Programme Specific Criteria prescribed by various regulatory bodies like NMC / DCI / PCI / INC / RCI / AICTE / CCH / NCTE and UGC for the teaching programmes. The curriculum is designed to inculcate originality and the spirit of modernization for providing solutions to various real-world problems. In order to provide desired and distinct attributes to the graduates, the curricula of majority programs under Engineering, Management and Humanities are Choice Based Credit System (CBCS) and there are provisions for value added courses to acquire additional skills and competencies necessary for professional excellence. The university is using the academic flexibility to add innovation to the curriculum components as practiced by the leading universities in India and abroad. Feedback from Alumni, Employer, Students, professionals associated with directorate of academics and board of studies are considered for designing curriculum. Board of Studies (BoS) meeting is conducted regularly with the participation of external subject experts from the industry and academics as well. The suggestions recommended by BoS committee members are incorporated in the curriculum and ratified by Academic Council (AC). Academic Council consists of external members from reputed institutions and industries. This process of designing curriculum ensures that the students have enhanced employability/skill development/entrepreneurship capabilities. University integrates issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum by offering various value added courses.

## Teaching-learning and Evaluation

The University follows a transparent admission guidelines and statutory council regulations for student's enrolment. The students are also admitted from various states and other countries. The University accesses the learning level of the students after admission and has the proforma to identify the slow learners and advanced learners. Supports provided to the slow learners include mentorship, additional coaching classes and providing supplementary learning material. Advanced learners are offered special programmes /extra credit courses and motivated to participate in Seminars, Conferences and Workshops.

Students centric methods are used in constituent colleges to enhance learning experiences by, Experiential learning, Integrated/interdisciplinary learning, Participatory learning, Problem solving methodologies, Self-directed learning, Patient- centric and Evidence-Based Learning, Project based Learning etc. Health science students learn by using skill-based labs and simulators. The faculties utilize the various ICT enable tools for effective academic delivery to the students. The university has its own learning management system (LMS) implemented from 2019-20 for development and delivery of e-learning resources. Entire campus is Wi-Fi enabled with broadband internet access and Interactive Display boards are available in many of the classrooms.

The Examination regulation is implemented to ensure an effective and transparent evaluation process. The University has 13 security features in its Degree certificate and Mark sheets including the students' photograph is implemented from the year 2018-19 as per UGC regulations. The particulars about the students who awarded degree has been submitted to the National Academic Depository from the 12th Convocation onwards.

The university has implemented Choice Based Credit System (CBCS) for many of the programmes under the various faculties from the academic year 2012-13 onwards and Outcome Based Education (OBE) is introduced for Undergraduate Engineering programmes in 2018-19 and steps taken to implement UGC recommended Learning Outcomes based Curriculum Framework (LOCF). This leads to improvements in curriculum and syllabi, thereby completing the Continuous Improvement.

Evaluation of attainment of Program Outcomes (POs) and Course Outcomes (COs) is performed through exit surveys and mapping of test performance to outcomes.

## Research, Innovations and Extension

Research is an important component of our University other than academics. To improve research culture in the University and improve the research outcome, various initiatives are taken during the reporting period.

- To facilitate & guide the faculty and incentivize them in their research activities, various Research Policies like Research Promotion support and Incentives Policy, IPR policy, Consultation policy, Innovation & Entrepreneurship policy, research ethics policy etc. are formulated.
- To Improve research Governance, research review committees at the institute and University level, to mentor, review and follow up research progress are formed.
- New Research Labs in emerging areas are established and existing research centres are augmented in the institutions of the University.
- Seed Money up to Rs. 5 Lakhs/Project to faculty to test their research ideas is provided. One third of this seed money fund has been earmarked for young faculty of less than 40 years to attract young faculty to research. Students are provided research grants to carry out dissertations.

- Faculty are encouraged to publish, through awards and incentives, which has resulted in 1193 publications indexed in Scopus & WoS and 1714 publications in UGC-Care Journals.
- Faculty and students are encouraged to participate in various International/National conferences to present Research Papers based on their research outcome by sponsoring Registration fee, their travelling & daily allowances and treating their period of absence as official duty.
- Faculty are encouraged to patent their novel ideas by facilitation and incentives. This has resulted in 95 Patents & Copy rights being published and awarded.
- Faculty are encouraged with incentives to execute extramural projects for various government funding agencies.
- To improve the research outcome, Ph.D Scholars and Research associates are admitted with attractive fellowship.
- Consultancy to solve some of the industry related problems is provided by the faculty.

As the university and its constituent colleges are located in rural areas, to help the neighborhood villages and its people, various Outreach & extension activities like medical camps, educative camps through NSS are taken up. Neighborhood villages adopted and various development activities are taken up. This has enabled social upliftment of the neighborhood village people.

### **Infrastructure and Learning Resources**

VMRF(DU) is functioning from four campuses in Salem, Chennai, Puducherry and Karaikkal spread over 267.50 acres of land. The total buildup area is 4,08,057.45 sq.m. It has a state of art infrastructure in terms of buildings for academics, hospitals, hostels, library, laboratories, sports and IT facilities.

The physical infrastructure includes

- Number of class rooms : 268
- Number of Demonstration halls:82
- Number of seminar halls : 37
- Number of laboratories : 259
- Number of Auditoriums:16

There are 259 laboratories in all the four campuses and constituent colleges and schools for the conduct of practical classes, experiments, Research Projects, demonstrations and research activities for students and faculty members.

The following facilities are available in the constituent colleges and schools of the university :

1. 5 Nos. of 400m Athletic Track
2. 14 Volley ball Courts
3. 8 Basket ball Courts
4. 9 Ball Badminton Courts
5. 6 Hand ball Courts
6. 15 Shuttle Badminton Courts
7. 6 Tennikoit Courts

8. 6 Foot ball Grounds
9. 8 Cricket pitches
10. 5 each of Kabbadi and Kho Kho
11. Tennis

Apart from the above outdoor facilities there are indoor facilities like Volley Ball, Shuttle Badminton, Ball Badminton, Basket Ball, Table Tennis, Chess, Carom, Snooker, Archery, etc.

Each of the campuses have hostels for both boys and girls and residential facilities for the teaching and non-teaching staff.

The campuses also have facilities like cafeteria, stores, gymnasium, health centers, ATM, bank etc. to cater to the needs of the students.

All the constituent institutions have Central libraries with latest editions of text books, reference books, journals, e-journals etc. and each department is equipped with departmental libraries.

Class rooms and seminar halls are equipped with latest ICT facilities including smart boards, interactive devices and LAN/Wifi access

Infrastructure is augmented on an annual basis with an average spend of Rs. 3500 Lakhs

Computer – student ratio is 1 : 5.20

Studio with state of the art hardware and software for video and audio recording and editing, for e-content development is available in the university.

Well established policies and Standard operating procedures are in place for maintaining the various infrastructural facilities.

## **Student Support and Progression**

The university has established and sustains a strong support structure for the support and successful progression of students during their student days.

The following activities of the institution facilitate this objective.

- Office of Student Welfare – takes care of the welfare activities of the students including, counselling and guidance.
- International Students Cell – takes care of the international students right from the start of study to the time they complete their study as well as student exchange programs.
- Placement and Training Cell – takes care of training the students in various soft skills and placing the students in top industries/ institutions. It also guides the students to take up competitive exams and also support in their progression to higher studies.
- Student Councils – supports student engagement in academic and administrative activities of the institution.
- Entrepreneurship Development Cell – takes care of guiding the students to become entrepreneurs

through the two incubation cells as well as the innovation cells.

- Physical Education Department – supports the well being of the students by involving them in the physical sports activities and encouraging them to prune their sports skills.
- Registered Alumni Associations – enroll the outgoing students and engage them and support them in their progression, take their help in various academic, co-curricular and extra-curricular activities of the institution.
- Scholarships and freeships – various schemes are available for the students for support to their study in the institution both internal and external.
- Transparent mechanism for redressal of all academic and nonacademic grievances of the students including ragging and sexual harassment.
- Annual Sports and Cultural meets to hone the skills of the students in sports and cultural areas.
- Conduct of Seminars, Workshops, Conferences, etc. for the benefit of students.
- Conduct of various capacity building exercises for the benefit of the students.

## **Governance, Leadership and Management**

The functioning of VMRF(DU) is totally aligned with its well defined Vision and Mission, which are in line with those of the sponsoring Trust, portraying excellence in education for betterment of society, to accomplish the national goals.

VMRF(DU) is multidisciplinary Institution deemed to be University, which is governed in the transparent and accountable manner through its Board of Management , which is duly supported by other statutory bodies like Academic Council, Finance Committee, Planning and Monitoring Board, Board of Studies and other boards and committees for carrying out the effective implementation of the resolutions . All the committees and boards are constituted as per the directions of the statutory commission and councils and function as per the approved MoA and Rules. Governance is decentralised so that constituent colleges and schools function in an autonomous fashion to achieve the desired objectives.

Strategic Plan of VMRF (DU) has been developed in consultation with eminent external and internal stakeholders and the progress is being continuously monitored by BOM.

For the efficient and effective functioning, VMRF (DU) has implemented e- governance, in areas of Student Admissions, Examinations, Hospital Management, Finance and General Administration.

VMRF (DU) believes in empowering its staff through various capacity building activities. The University has institutionalised welfare policy to take care of personal, professional and social needs of all its employees. The University has Research Promotion and Incentive Policy, IPR Policy and Consultancy Policy and provides financial assistance to participate or conduct professional development activities. VMRF (DU) has a Performance appraisal policy and staff members are evaluated based on their performance.

The finance management and accounts operation of the DU are as per the approved Finance Policy and monitored periodically by Internal Audits. There are standard operating procedures for resource mobilisation through collection of tuition fees as per the recommendations of the fee fixation committee, hospital income and external funding and laid down procedures for resource utilization. Books of accounts are audited as per guidelines of Government.

Three tier Internal Quality Assurance system pro actively intervenes for continuous quality improvements in all

facets of the functioning of the University.

## **Institutional Values and Best Practices**

VMRF(DU) conscious of its values and social responsibilities by adopting various strategy. The university's values and best practices are summarised as follows.

- VMRF(DU) believes in gender equity as tool to achieve transformation in the society and efforts are in place to promote gender sensitivity and equity through structured mechanism of Governance. 62 Gender based programs were organised for the benefit of women.
- VMRF(DU) emphasises value-based education by imparting 174 value-added courses which focuses on transferable life skills for the students.
- Environmental sustainability initiatives include grid connected solar energy installations, biogas plant, sensor based smart energy management, LED bulbs and power efficient equipment's are installed in the campuses.
- Degradable and non-degradable waste management facilities are installed in the campuses.
- Water conservation facilities like rain water harvesting, well recharge, tanks and bunds, waste water recycling, water distribution systems are constructed and maintained in the campuses.
- Green campus initiatives like automobiles entry restriction, pedestrian friendly pathways, landscaping trees and plants, battery operated vehicles are available in the campuses.
- Quality audits on green, environment and energy are regularly done. University regularly organising environmental promotion activities nearby villages and towns.
- Disabled friendly facilities are catered to the needs of the disabled persons in the constituent colleges.
- Events towards inclusive environment, constitutional obligations, Commemorative days, events and festivals are organised every year for sensitizing the staff and students for responsible citizen.
- Promulgated the Code of Conduct and ethics to the students and faculties and vested responsibility to all members of university
- The best practices of the university are multidisciplinary integrated teaching and inhouse online accreditation management system.
- The most distinctive aspect of VMRF(DU) is “Rural Health Care” which is giving free, quality healthcare and living to the rural community. University have conducted 510+ camps, constructed and donated 207 toilets benefitting lakhs of poor and downtrodden people in various villages of Tamil Nadu and Puducherry.

## 2. PROFILE

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### 2.1 BASIC INFORMATION

<b>Name and Address of the University</b>	
Name	VINAYAKA MISSION'S RESEARCH FOUNDATION
Address	SANKARI MAIN ROAD, ARIYANOOR
City	SALEM
State	Tamil Nadu
Pin	636308
Website	<a href="http://www.vinayakamission.com">www.vinayakamission.com</a>

<b>Contacts for Communication</b>					
<b>Designation</b>	<b>Name</b>	<b>Telephone with STD Code</b>	<b>Mobile</b>	<b>Fax</b>	<b>Email</b>
Vice Chancellor	P.k. Sudhir	0427-2529700	9362104171	0427-2477903	vc@vmu.edu.in
IQAC / CIQA coordinator	Gnanasekar P.	427-2529700	9159277000	427-2477903	director.iqac@vmu.edu.in

<b>Nature of University</b>	
Nature of University	Deemed University
Institution Fund Source	No data available.

<b>Type of University</b>	
Type of University	Unitary

<b>Establishment Details</b>	
Establishment Date of the University	01-03-2001
Status Prior to Establishment,If applicable	Affiliated College
Establishment Date	13-10-1982

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC		
12B of UGC		
Section 3	01-03-2001	<a href="#">View Document</a>

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	SANKARI MAIN ROAD, ARIYA NOOR	Rural	4.94	12258.4	PhD.		
Institutes	<i>Aarupadai Veedu Medical College, Pondy C uddalor e Main Road, K irumam pakkam, Puduche rry 607 402.</i>	Rural	31.48	80485.74	<i>UG, PG, PGDIP, DIP, PhD</i>	11-05-2001	10-11-2004
Institutes	<i>Vinayaka Mission s Sankar</i>	Rural	5.64	11901.24	<i>UG, PG, PhD.</i>	19-09-1986	01-03-2001

	<i>achariy ar Dental College, Sankari Main Road, A riyanoor , Salem 636 308.</i>						
<i>Institutes</i>	<i>Vinayaka Mission s Annap oorana College Of Nursing, Sankari Main Road, Chinna Seeraga padi, Salem 636 308.</i>	<i>Rural</i>	<i>5.92</i>	<i>3605</i>	<i>UG, PG, PhD.</i>	<i>21-05-1991</i>	<i>01-03-2001</i>
<i>Institutes</i>	<i>Vinayaka Mission s Kirupa nanda Variyar Enginee ring College, Sankari Main Road, Peria Se eragapa di, Salem 636 308.</i>	<i>Rural</i>	<i>52.4</i>	<i>60390.18</i>	<i>UG, PG, PhD.</i>	<i>20-08-1987</i>	<i>19-08-2004</i>
<i>Institutes</i>	<i>Vinayaka Mission</i>	<i>Rural</i>	<i>3.15</i>	<i>4050.85</i>	<i>UG, PG, PhD.</i>	<i>11-06-2002</i>	<i>10-11-2004</i>

<i>s College Of Nursing, Pondy C uddalor e Main Road, K irumam pakkam, Puduche rry 607 402.</i>							
<i>Institutes</i>	<i>Aarupad ai Veedu Institute Of Tech nology, Old Ma habalip uram, P aiyanoo r, Kanch ipuram Dt. 603 104.</i>	<i>Rural</i>	<i>28.23</i>	<i>61770.92</i>	<i>UG, PG, PhD.</i>	<i>17-11-1997</i>	<i>19-08-2004</i>
<i>Institutes</i>	<i>Vinayak a Mission s Kirupa nanda Variyar Medical College, Sankari Main Road, S eeragap adi, Salem 636 308.</i>	<i>Rural</i>	<i>66.36</i>	<i>76501.5</i>	<i>UG, PG, PGDIP, DIP, PhD.</i>	<i>12-12-1995</i>	<i>21-04-2004</i>
<i>Institutes</i>	<i>Vinayak a Mission s</i>	<i>Rural</i>	<i>1.8</i>	<i>5620</i>	<i>UG, PG, PhD.</i>	<i>13-10-1982</i>	<i>19-08-2004</i>

	<i>College Of Phar macy, Yercaud Road, K ondapan aickanp atti, Salem 636 008.</i>						
<i>Institutes</i>	<i>Vinayak a Mission s Homo eopathic Medical College, Sankari Main Road, Chinna Seeraga padi, Salem 636 308.</i>	<i>Rural</i>	<i>7.99</i>	<i>6893.3</i>	<i>UG, PG, PhD.</i>	<i>07-09-1988</i>	<i>01-03-2001</i>
<i>Institutes</i>	<i>Vinayak a Mission s College Of Physi otherap y, Sankari Main Road, Peria Se eragapa di, Salem 636 308.</i>	<i>Rural</i>	<i>3.53</i>	<i>330700</i>	<i>UG, PG, PhD.</i>	<i>24-06-1993</i>	<i>19-08-2004</i>
<i>Institutes</i>	<i>Vinayak a Mission s Kirupa nanda</i>	<i>Rural</i>	<i>11.9</i>	<i>6920.53</i>	<i>UG, PG, PhD.</i>	<i>08-11-1995</i>	<i>19-08-2004</i>

<i>Variyar Arts And Science College, Sankari Main Road, Peria Se eragapadi, Salem 636 308.</i>							
<i>Institutes</i>	<i>Vinayaka Mission s Medical College, Keezaka sakudy Medu, K ottucher ry, Karaikal, Puduc herry 609 609.</i>	<i>Rural</i>	<i>37.01</i>	<i>70762.49</i>	<i>UG, PG, PGDIP, DIP, PhD.</i>	<i>21-06-1996</i>	<i>10-11-2004</i>
<i>Institutes</i>	<i>Vinayaka Misions College Of Nursing, Keezaka sakudy Medu, K ottucher ry, Karaikal, Puduc herry 609 609.</i>	<i>Rural</i>	<i>7.15</i>	<i>3590.21</i>	<i>UG, PG, PhD.</i>	<i>07-07-2003</i>	<i>10-11-2004</i>

## 2.2 ACADEMIC INFORMATION

**Furnish the Details of Colleges of University**

Type Of Colleges	Numbers
Constituent Colleges	13
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	0
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes
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SRA program	Document
NCTE	<a href="#"><u>103433_5536_4_1605939104.pdf</u></a>
AICTE	<a href="#"><u>103433_5536_1_1603784823.pdf</u></a>
CCH	<a href="#"><u>103433_5536_9_1603784988.pdf</u></a>
DCI	<a href="#"><u>103433_5536_5_1603784898.pdf</u></a>
PCI	<a href="#"><u>103433_5536_6_1603784906.pdf</u></a>
INC	<a href="#"><u>103433_5536_7_1603784913.pdf</u></a>
COA	<a href="#"><u>103433_5536_18_1603784996.pdf</u></a>
RCI	<a href="#"><u>103433_5536_19_1603785009.pdf</u></a>
MCI	<a href="#"><u>103433_5536_2_1606367871.pdf</u></a>

### Details Of Teaching & Non-Teaching Staff Of University

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	274				243				812			
Recruited	187	87	0	274	161	82	0	243	429	383	0	812
Yet to Recruit	0				0				0			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

  

	<b>Lecturer</b>				<b>Tutor / Clinical Instructor</b>				<b>Senior Resident</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				1829
Recruited	1151	678	0	1829
Yet to Recruit				0
On Contract	65	55	0	120

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				411
Recruited	220	191	0	411
Yet to Recruit				0
On Contract	12	11	0	23

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	48	28	0	22	24	0	45	26	0	193
M.Phil.	1	1	0	9	3	0	54	29	0	97
PG	137	58	0	130	55	0	288	237	0	905
UG	0	0	0	0	0	0	0	0	0	0

  

<b>Highest Qualification</b>	<b>Lecturer</b>			<b>Tutor / Clinical Instructor</b>			<b>Senior Resident</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	0	0	0	0	0	0	2
M.Phil.	1	2	0	0	0	0	0	0	0	3
PG	5	18	0	3	7	0	42	18	0	93
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

  

<b>Highest Qualification</b>	<b>Lecturer</b>			<b>Tutor / Clinical Instructor</b>			<b>Senior Resident</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			
	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	1	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	7	2	0	5	3	0	9	2	0	28
UG	0	0	0	0	0	0	0	0	0	0

  

<b>Highest Qualification</b>	<b>Lecturer</b>			<b>Tutor / Clinical Instructor</b>			<b>Senior Resident</b>			
	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**

	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Emeritus Professor	1	0	0	1
Adjunct Professor	30	5	0	35
Visiting Professor	11	13	0	24

#### **Chairs Instituted by the University**

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	NIL	NIL	NIL

**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	991	481	0	1	1473
	Female	699	441	0	1	1141
	Others	0	0	0	0	0
PG	Male	165	82	0	2	249
	Female	103	59	0	0	162
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	0	2	0	0	2
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	48	27	0	0	75
	Female	37	33	0	0	70
	Others	0	0	0	0	0
Diploma	Male	91	7	0	0	98
	Female	41	11	0	0	52
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	No
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**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

### Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	B	2.73	<a href="#">NAAC - Peer Team Report with signature.pdf</a>
Cycle 2	Accreditation	A	3.13	

### General Facilities

**Campus Type: Vinayaka Misions College Of Nursing, Keezakasakudy Medu, Kottucherry, Karaikal, Puducherry 609 609.**

Facility	Status
• Auditorium/seminar complex with infrastructural facilities	<b>Yes</b>
• Sports facilities	
* Outdoor	<b>Yes</b>
* Indoor	<b>Yes</b>
• Residential facilities for faculty and non-teaching staff	<b>No</b>
• Cafeteria	<b>Yes</b>
• Health Centre	
* First aid facility	<b>Yes</b>
* Outpatient facility	<b>Yes</b>
* Inpatient facility	<b>No</b>
* Ambulance facility	<b>No</b>

* Emergency care facility	Yes
• Health centre staff	
* Qualified Doctor (Full time)	0
* Qualified Doctor (Part time)	1
* Qualified Nurse (Full time)	0
* Qualified Nurse (Part time)	1
• 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	No
• 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	NA

**Campus Type: Aarupadai Veedu Medical College, Pondy Cuddalore Main Road, Kirumampakkam, Puducherry 607 402.**

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
• <b>Health centre staff</b>	
* Qualified Doctor (Full time)	1
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	1
* 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	NA

**Campus Type: Vinayaka Missions Medical College, Keezakasakudy Medu, Kottucherry, Karaikal, Puducherry 609 609.**

Facility	Status
• Auditorium/seminar complex with infrastructural facilities	Yes
• <b>Sports facilities</b>	
* Outdoor	Yes
* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	Yes
• Cafeteria	Yes
• <b>Health Centre</b>	
* First aid facility	Yes
* Outpatient facility	Yes

* Inpatient facility	Yes
* Ambulance facility	Yes
* Emergency care facility	Yes
<b>• Health centre staff</b>	
* Qualified Doctor (Full time)	1
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	1
* 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	NA

**Campus Type:** Vinayaka Missions Homoeopathic Medical College, Sankari Main Road, Chinna Seeragapadi, Salem 636 308.

Facility	Status
• Auditorium/seminar complex with infrastructural facilities	Yes
<b>• Sports facilities</b>	
* Outdoor	Yes
* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	Yes
• Cafeteria	Yes
<b>• Health Centre</b>	
* First aid facility	Yes

* Outpatient facility	Yes
* Inpatient facility	Yes
* Ambulance facility	Yes
* Emergency care facility	Yes
<b>• Health centre staff</b>	
* Qualified Doctor (Full time)	1
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	1
* 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	No
• 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	No
• Any other facility	NA

<b>Campus Type: SANKARI MAIN ROAD, ARIYANOOR</b>	
<b>Facility</b>	<b>Status</b>
• Auditorium/seminar complex with infrastructural facilities	Yes
<b>• Sports facilities</b>	
* Outdoor	Yes
* Indoor	No
• Residential facilities for faculty and non-teaching staff	Yes
• Cafeteria	Yes
<b>• Health Centre</b>	

* First aid facility	Yes
* Outpatient facility	No
* Inpatient facility	No
* Ambulance facility	Yes
* Emergency care facility	No
<b>• Health centre staff</b>	
* Qualified Doctor (Full time)	0
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	0
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	No
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	No
• Power house	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	NA

**Campus Type: Vinayaka Missions College Of Physiotherapy, Sankari Main Road, Peria Seeragapadi, Salem 636 308.**

Facility	Status
• Auditorium/seminar complex with infrastructural facilities	Yes
<b>• Sports facilities</b>	
* Outdoor	Yes
* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	No
• Cafeteria	Yes

<b>• Health Centre</b>	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	No
* Ambulance facility	Yes
* Emergency care facility	Yes
<b>• Health centre staff</b>	
* Qualified Doctor (Full time)	0
* Qualified Doctor (Part time)	1
* Qualified Nurse (Full time)	0
* Qualified Nurse (Part time)	1
• 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	No
• 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	NA

**Campus Type: Vinayaka Missions Kirupananda Variyar Arts And Science College, Sankari Main Road, Peria Seeragapadi, Salem 636 308.**

Facility	Status
• Auditorium/seminar complex with infrastructural facilities	Yes
<b>• Sports facilities</b>	
* Outdoor	Yes
* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	No

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

**Campus Type: Vinayaka Missions Sankarachariyar Dental College, Sankari Main Road, Ariyanoor, Salem 636 308.**

Facility	Status
• Auditorium/seminar complex with infrastructural facilities	Yes
• Sports facilities	
* Outdoor	Yes
* Indoor	Yes

• Residential facilities for faculty and non-teaching staff	No
• Cafeteria	Yes
<b>• Health Centre</b>	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	Yes
* Ambulance facility	Yes
* Emergency care facility	Yes
<b>• Health centre staff</b>	
* Qualified Doctor (Full time)	0
* Qualified Doctor (Part time)	1
* Qualified Nurse (Full time)	0
* Qualified Nurse (Part time)	1
• 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	No
• 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	NA

**Campus Type: Vinayaka Missions College Of Pharmacy, Yercaud Road, Kondapanaickanpatti, Salem 636 008.**

Facility	Status
• Auditorium/seminar complex with infrastructural facilities	Yes
<b>• Sports facilities</b>	
* Outdoor	Yes

* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	No
• Cafeteria	Yes
<b>• Health Centre</b>	
* First aid facility	Yes
* Outpatient facility	No
* Inpatient facility	No
* Ambulance facility	No
* Emergency care facility	Yes
<b>• Health centre staff</b>	
* Qualified Doctor (Full time)	0
* Qualified Doctor (Part time)	1
* Qualified Nurse (Full time)	0
* Qualified Nurse (Part time)	1
• Facilities like banking, post office, book shops, etc.	No
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	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	NA

**Campus Type: Vinayaka Missions College Of Nursing, Ponds Cuddalore Main Road, Kirumampakkam, Puducherry 607 402.**

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
<b>• Health Centre</b>	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	No
* Ambulance facility	Yes
* Emergency care facility	Yes
<b>• Health centre staff</b>	
* Qualified Doctor (Full time)	0
* Qualified Doctor (Part time)	1
* Qualified Nurse (Full time)	0
* Qualified Nurse (Part time)	1
• 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	No
• 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	No
• Any other facility	NA

**Campus Type: Vinayaka Missions Kirupananda Variyar Medical College, Sankari Main Road, Seeragapadi, Salem 636 308.**

Facility	Status
• Auditorium/seminar complex with infrastructural facilities	Yes

<b>• Sports facilities</b>	
* Outdoor	Yes
* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	Yes
• Cafeteria	Yes
<b>• Health Centre</b>	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	Yes
* Ambulance facility	Yes
* Emergency care facility	Yes
<b>• Health centre staff</b>	
* Qualified Doctor (Full time)	1
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	1
* 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	NA

**Campus Type: Vinayaka Missions Kirupananda Variyar Engineering College, Sankari Main Road, Peria Seeragapadi, Salem 636 308.**

Facility	Status
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• 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	No
* Ambulance facility	Yes
* Emergency care facility	Yes
• Health centre staff	
* Qualified Doctor (Full time)	0
* Qualified Doctor (Part time)	1
* Qualified Nurse (Full time)	0
* Qualified Nurse (Part time)	1
• 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	No
• 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	NA

**Campus Type: Vinayaka Missions Annapoorana College Of Nursing, Sankari Main Road, Chinna Seeragapadi, Salem 636 308.**

Facility	Status
• Auditorium/seminar complex with infrastructural facilities	Yes
• Sports facilities	
* Outdoor	Yes
* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	No
• Cafeteria	Yes
• Health Centre	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	No
* Ambulance facility	No
* Emergency care facility	No
• Health centre staff	
* Qualified Doctor (Full time)	0
* Qualified Doctor (Part time)	1
* Qualified Nurse (Full time)	0
* Qualified Nurse (Part time)	1
• 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	No
• 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	No
• Any other facility	NA

**Campus Type: Aarupadai Veedu Institute Of Technology, Old Mahabalipuram, Paiyanoor, Kanchipuram Dt. 603 104.**

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	No
* Ambulance facility	Yes
* Emergency care facility	Yes
• Health centre staff	
* Qualified Doctor (Full time)	0
* Qualified Doctor (Part time)	1
* Qualified Nurse (Full time)	0
* Qualified Nurse (Part time)	1
• 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	No
• 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	NA
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<b>Hostel Details</b>		
<b>Hostel Type</b>	<b>No Of Hostels</b>	<b>No Of Inmates</b>
* Boys' hostel	12	1679
* Girls's hostel	13	1695
* Overseas students hostel	0	0
* Hostel for interns	4	123
* PG Hostel	4	244

<b>Health Professional Education Unit / Cell / Department</b>		
<b>Education Programs Conducted</b>	<b>Number Programs Conducted</b>	<b>Duration in Months</b>
* Induction	30	17
* Orientation	2099	16
* Refresher	1158	41
* Post Graduate	22	16

## Extended Profile

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### 1 Program

#### 1.1

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

**Response: 135**

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 2 Students

#### 2.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
12893	12115	10866	10030	9678

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

#### 2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
2584	1641	1618	1659	1415

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 3 Teachers

#### 3.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
1329	1302	1290	1326	1327

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 3.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
1329	1311	1305	1328	1340
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

## 4 Institution

### 4.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
18090.34	16387.43	15666	10343	11074.57
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

## 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 VMRF is a deemed to be university under the section 3 of UGC act 1956. VMRF(DU) strives hard to produce globally competent graduates by designing the curriculum as per requirements of both the society and industry. For the curriculum design, inputs specified by the regulatory bodies like NMC / DCI / PCI / INC / RCI / AICTE / NCTE / CCH for the teaching programmes are followed. The process of curricula development and implementation is initiated at the Department level and goes through the Board of Studies, Academic Council and Board of Management. VMRF(DU) offers Programmes in Medicine, Dentistry, Homoeopathy, Nursing, Pharmacy, Physiotherapy, Allied Health Sciences, Engineering & Technology, Arts and Science, Management, Architecture, Physical Education and Education.

The main objective of curricula of the programmes are designed to meet the needs of the society. The Outcome Based Education (OBE) model is implemented in the Faculty of Engineering & Technology. The input of all the stakeholders has been taken to finalize the statements of Programme Educational Objectives (PEO) and Programme Specific Outcomes (PSO). With proper OBE framework, curriculum mapping and outcome analysis is carried out in the faculty of engineering and technology. POs and COs are defined for other programs offered. The designed and developed curriculum will provide the solutions to various real world problem in the fields of Health Sciences, Engineering & Technology, Sciences, Arts and Education. The proficient, well trained graduates will be in-tune with the needs of the community and society through the development of solutions to various problems in their field of expertise.

The process of curriculum development includes feedback from stakeholders, analysis of feedback, based on the analysis, changes recommended to Board of Studies which deliberates on the recommendations, approves and forwards to academic council. The academic council forwards to the Board of Management (BOM). Based on the BOM recommendation changes if any in curriculum incorporated.

VMRF(DU) introduced CBCS and electives in 65 programs offered. The curricula comprise core courses, elective courses, internship, projects and mandatory humanity courses. The elective courses facilitate the students to select the current area of their interest to bridge the gap between academics and industry needs. The internship and project work provide opportunities to implement the concepts the students learn, throughout their study in respective disciplines.

The students should have the capability to meet the current requirement of the market. Keeping in this mind curricula have been designed to enable students to become successful professionals with the following attributes:

- Knowledge to accomplish required skill
- Problem Analysis

- Design and Development of solution, considering environment and society
- Investigation of complex problems
- Modern equipments & tools usage
- Engineer & Society
- Environment & sustainability
- Individual and Team work
- Clinical Competency
- Ethics
- Effective Communication
- Project Management and finance
- Lifelong learning

File Description	Document
Link for Curricula implemented by the University	<a href="#">View Document</a>
Link for Outcome analysis of POs, COs	<a href="#">View Document</a>

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

**Response:** 51.11

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

Response: 90

File Description	Document
Syllabus prior and post revision of the courses	<a href="#">View Document</a>
Minutes of relevant Academic Council/BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Details of the revised Curricula/Syllabi of the programmes during the last five years	<a href="#">View Document</a>

### 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:**

The courses offered under various programmes of the university enable the student to be competent, employable and entrepreneurship oriented.

The medical college students undergo core, electives, skills lab/simulation training and internship courses which enable them to acquire the required competency. Medical colleges have adopted CBME curriculum as per the direction of NMC.

Dental and Nursing curricula have a structured competency framework to impart skill-based training. In the faculty of dentistry, practice management course is introduced with emphasis on entrepreneurship and finance management.

The teaching hospitals with a spectrum of clinical environment in ambulatory, in-patient, emergency and intensive care provide arena for competency and employability.

The post graduates, with knowledge in respective domains, professionalism, communication skills, research & administrative skills make them employable to serve in private, public institutes in India as well as abroad.

Nursing Programs – are structured to provide expertise in patient care with compassion. Training incorporates clinical skills, communication skills, counselling, community postings and hands-on training. Nursing professionals have great potential with high demand in India & abroad.

Allied Health Science programs – (B.Sc., M.Sc.) provide trained Medical technologist manpower in areas of Medical laboratory, Radiology, Perfusion technology, Dialysis, Cardiac Care technology, Operation Theatre technology, Clinical nutrition, Clinical research.

Ph.D. courses offered in the university provide opportunities for in-depth understanding of the health problems, critical thinking and abilities. It provides better opportunity for employment to various academic, research and applied fields.

IISc – MSME Centre of Excellence, Indian Institute of Science, Bangalore has approved five student projects – innovative ideas and granted financial assistance of Rs. 3.0 lakhs for each project for further support.

The Memorandum of understanding (MOU) signed with Defence Food Research Laboratory (DFRL), Mysore, a Government of India organization, for developing equipment for food processing.

MoU between ICT Academy of Tamilnadu and VMKVEC has been signed to conduct “Skill Edge” program, a skill development initiative dedicated to create & enhance employability skills among the graduating students to feed the ICT industry and ITES industry.

The two Business incubators promote new ideas & designs and provide a platform for innovations and startups for young budding students and Healthcare professionals to enhance entrepreneurship skills.

The university has been shortlisted for the empanelment under the Pradhan Mantri YUVA Yojana (formerly known as UDYAMITA). Under this program 114 students have been trained for the Entrepreneurship Development Course and they will be certified by the Ministry of Skill Development and Entrepreneurship, Government of India.

MoU has been signed between Infosys and VMKVEC for Campus Connect, under Academia-Industry Initiative of Campus Connect, “Deep Dive Faculty Enablement Program” has been conducted by Infosys.

This institute has been declared as Premium Partner Institute consecutively for the second year by Infosys.

File Description	Document
Link for MOUs with Institutions / Industries for offering these courses	<a href="#">View Document</a>
Link for courses having focus on competency/ employability/ entrepreneurship/ skill-development	<a href="#">View Document</a>

## 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:** 87.84

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

Response: 65

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

Response: 74

File Description	Document
University letter mandating implementation of CBCS by the institution	<a href="#">View Document</a>
Structure of the program clearly indicating courses, credits/Electives as approved by the competent board	<a href="#">View Document</a>
Minutes of relevant Academic Council/BoS meetings Clearing indicating the adoption of CBCS System and/or	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Document for Structure of Programs mentioning the Credit Allocation and Elective options	<a href="#">View Document</a>

**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:** 15.56

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

Response: 21

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	<a href="#">View Document</a>
List of the new Programmes introduced during the last five years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

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

**Response:** 75.35

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

Response: 2308

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

Response: 3063

File Description	Document
Minutes of relevant Academic Council/BoS meetings Clearly approving the interdisciplinary Courses with specifications of departments involved	<a href="#">View Document</a>
List of Interdisciplinary courses under the programmes offered by the University during the last 5 years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 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:**

The VMRF(DU) integrates issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics by offering following courses under different programs:

**Gender:** VMRF(DU) believes in introducing gender sensitization and legal awareness programs to the students to instil values of equality, inclusivity and heterogeneity, which are essential to structure a healthy society.

**Environment and Sustainability/ Emerging demographic changes:** Environmental studies have been inculcated in the curriculum of most of the Undergraduate and post graduate programmes of the university. This course is mandatory with two credits under Engineering, Management and humanities programmes where the university has implemented Choice Based Credit System (CBCS)

**Human Values and Professional ethics:** Human Values and Professional ethics is integrated into the curricula as a mandatory credit course in all CBCS programmes.

The Attitude Ethics and Communication (AETCOM) module developed by the Medical Council of India tries to address professional qualities, roles of a physician in health care system and the foundations of communication across the entire duration of the course. The students under the faculty of Allied Health Sciences are taught professional ethics in research, education and patient care.

**Right to Health Issues, Health Determinants:** Right to health is one of the fundamental human rights which are often compromised by outcomes of human behaviour. The issues related to right to health and its determinants are addressed in community medicine curriculum. Community dentistry course introduces health determinants knowledge and skills of community at large, to dental students.

In the MBBS Programme the student is trained in managing clinical conditions that are predicted to happen in the form of outbreaks, epidemics and pandemics during their career. The management of pandemic is taught in a phase wise manner which emphasizes on infection control measures to be adopted, early identification and control of new infections, sample collection, serologic tests to be performed, therapeutic strategies, care of patients during pandemics, intensive care and palliative management.

The institution makes efforts to integrate socially relevant issues into the curriculum with the help of courses. Across all branches of Health sciences, Environmental Science, Personality development (Professional Ethics) are offered as mandatory courses in the curriculum which focuses on managerial values and ethics, global warming and ecological issues to sensitize the students on climate change and generate ecological concern. The curriculum has two credit courses for Personality and stress management and Soft skill development in the faculty of Arts & Science and Engineering & Technology.

File Description	Document
List of courses that integrate crosscutting issues mentioned above	<a href="#">View Document</a>
Link for description of the courses which address Gender, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics in the Curricula	<a href="#">View Document</a>

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

**Response:** 171

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

Response: 171

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Brochure or Course content or syllabus relating to Value added courses to be uploaded in the SSR	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 31.18

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

2019-20	2018-19	2017-18	2016-17	2015-16
4509	4077	3104	3427	2214

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	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

#### Response:

The VMRF(DU) provides conducive environment for continuous improvement for students by encouraging field visits / research projects / Industry internships / visits / Community postings as a part of curriculum enrichment.

**Industrial visit / Field visit** is a mode of building external linkage and provides exposure to the current trend. It also gives opportunity for students to conduct individual / group projects and practical work enhancing the students' creativity, decision making and problem-solving skills.

The university has collaborations with various schools, colleges, IT companies and industries for undergoing various projects and offering other internship practices for the students.

Aarupadaiveedu institute of Technology and BOSCH have come together to set up a state-of- the-art Joint Certification centre at AVIT premises to provide automotive aftermarket Training for the students. The centre has been equipped with the latest analyzers and Test/ work Benches and Auto Electrical strands. This Joint Certification centre aims to provide hands on experience for all its trainees on current technologies that are in use in the industry.

Medical and nursing students undertake **field visits** to public health institutes, district headquarters hospital, social welfare agencies, old age homes, juvenile homes, dairy units, sewage treatment plants, water treatment plants, etc. to enhance knowledge and enrich skills.

**Community Postings:** Students are posted in community settings – rural/urban setups. They participate health check-up and maintain family health folders. They learn social, economic, environmental aspects of health and disease in family setup in institute adopted villages.

The VMRF(DU) constituent Medical Colleges and Hospitals have outreach and extension health facilities for clinical and community hands-on training for students and trainee doctors as well, to provide health care services.

Vinayaka Mission's Kirupananda Variyar Medical College and Hospitals, Salem is having tie-up with Poolavari, Primary Heath Center (Govt. of Tamilnadu) since the year of 2014 for providing and utilizing services of trainee doctors. Department of Community Medicine is playing a major role in catering to health care services to more than 5500 patients on an average per year, through conducting series of free

medical camps where, free investigations, treatment, and medicine are being provided. Similarly the other two medical colleges also have Rural and Urban health centers providing health care for the community at large.

Faculty of Dentistry of the university takes the initiative towards social responsibility and community activities like Field programs / outreach programs like oral screening and treatment camps, oral health awareness programs. Department of Oral Medicine and Radiology conducts tobacco awareness programme every week and also have separate Tobacco Cessation Center.

Department of public health dentistry along with NSS unit , Voluntary health organization like lions club and Rotary club conducting dental camps for the poor and needy. Oral cancer awareness program, oral hygiene day, kids fest, village visit on public holidays, regular camps for tribal people in Yercaud and Palamalai hills create awareness on oral health.

File Description	Document
Link for list of Programmes and number of students undertaking field visits / research projects / internships/Industry visits/Community postings	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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	<a href="#">View Document</a>
Sample filled in Structured Feedback forms designed by the institution for each category as claimed in SSR	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for feedback report from stakeholders	<a href="#">View Document</a>

#### 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	<a href="#">View Document</a>
Action taken report of the University on feedback as stated in the minutes of the Governing Council/ Syndicate/ Board of Management	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>

## 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:** 100

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

2019-20	2018-19	2017-18	2016-17	2015-16
3322	2884	3551	2937	2267

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

2019-20	2018-19	2017-18	2016-17	2015-16
3322	2884	3551	2937	2267

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Final admission list published by the HEI	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution.	<a href="#">View Document</a>

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

**Response:** 7:1

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

2019-20	2018-19	2017-18	2016-17	2015-16
17467	17139	18540	17525	18611

**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***

2019-20	2018-19	2017-18	2016-17	2015-16
4524	4087	4193	3995	3717

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	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Extract of No. of application received in each program	<a href="#">View Document</a>
Document relating to Sanction of intake	<a href="#">View Document</a>

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

**Response:** 32:1

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

2019-20	2018-19	2017-18	2016-17	2015-16
1147	931	1104	959	703

**2.1.3.2 Total number of students enrolled in that year**

2019-20	2018-19	2017-18	2016-17	2015-16
3322	2884	3551	2937	2267

File Description	Document
Previous degree/ Matriculation / HSC certificate from other state or country	<a href="#">View Document</a>
List of students from other states and countries	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
E-copies of admission letters are issued to the students enrolled from other States / Countries.	<a href="#">View Document</a>
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	<a href="#">View Document</a>

## 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	<a href="#">View Document</a>
Methodology and Criteria for the assessment of Learning levels Details of special programmes	<a href="#">View Document</a>
Details of outcome measures	<a href="#">View Document</a>
Consolidated report submitted to Dean academics /Dean student's welfare on special programs for advanced learners and slow learners	<a href="#">View Document</a>

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

**Response:** 9.7

File Description	Document
List of students enrolled in the preceding academic year	<a href="#">View Document</a>
List of full time teachers in the preceding academic year in the University (with Designation and Highest Qualification obtained)	<a href="#">View Document</a>

## 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:

University adopts strategies that include active learning methods which require student's engagement within and beyond classroom and cater to all the three domains of learning.

#### Experiential learning:

Students of VMRF(DU) provides adequate opportunities to learn through experience or learning by doing. Health sciences programs students are having access to dedicated teaching hospitals and skills labs. Preclinical work and hands-on practice of patient care procedures provides real time experience. The students of technical programs are provided hands-on-experience through well established laboratories such as BOSCH Automotive Research Lab, Siemens Integrated Engineering Design Research Lab, IoT Lab, AI Lab etc.

#### Integrated/interdisciplinary learning:

Integrated teaching is in practice to ensure holistic approach in management of patients rather than confine to silos. Students are exposed to case-based learning and problem solving so that they possess inquisitive approach in acquiring knowledge across various disciplines. Students from Engineering, Arts and Science, Pharmacy etc. are exposed to interdisciplinary learning through Choice Based Credit System (CBCS).

#### Participatory learning:

VMRF(DU) provides participatory learning programmes to students to earn real-life experiences. Medical, Dental and Homeopathy students are posted in urban and rural health centers accelerating community

interaction. Engineering students undergo implant training in industries. students in health science programmes undergo internship training in industries, summer training in various hospitals. Students in education and physical education undergo training in schools. Nursing students visit old age and children's home, public and mental health institutes for real life experience and participatory learning.

### **Problem solving methodologies:**

Small group teaching methods are used to encourage interaction among students. Modified team-based learning is used by some of the departments to promote team based learning and problem solving skills. Objective triggered learning practiced in Microbiology department stimulated exploratory learning experience.

### **Self-directed learning:**

Self-directed learning is promoted through a well-established learning management system (LMS). Students are connected with the teachers through LMS effectively and get clarified instantly. Students are also encouraged to learn through SWAYAM and NPTEL portals.

### **Patient-centric and Evidence-Based Learning:**

Health Science students are sensitized and trained in patient-centric methods during the clinical rotation and bed side teaching. All the courses offered in the health science programs instigate evidence based learning. Some of the programs offers evidence based practice as a course. Post graduate training involves implementation of national practice guidance. Dissertation / thesis work carried out by the post graduates enhance their research skills which navigate them towards mastering skills of evidence-based medicine.

### **Learning in Humanities:**

VMRF(DU) lays impetus on inclusion of ethics and humanities for which sessions / workshops are conducted by external experts and in-house faculty.

### **Project based Learning:**

Community based learning involving small group projects is utilized for graduate students. Postgraduate programs have mandatory projects to be submitted as curricular requirement. All Engineering and Management programs have projects-based learning as part of the curriculum.

### **Role play:**

Role plays are used effectively to develop competencies of affective domain like attitude and communication, as an integral mode in delivering AETCOM modules and nursing courses

File Description	Document
Link for list of student-centric methods used for enhancing learning experiences	<a href="#">View Document</a>

**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	<a href="#">View Document</a>
Proof of patient simulators for simulation-based training	<a href="#">View Document</a>
Proof of Establishment of Clinical Skills Laboratories	<a href="#">View Document</a>
List of clinical skills training modals	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Details of training programs conducted and details of participants	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:**

Teachers use ICT-enabled tools in teaching – learning process for both undergraduate and postgraduate students across all faculties. The lecture classrooms are ICT-enabled with projectors, laptop/desktop computers and internet connectivity for interactive learning. The teachers are also trained on the use of SMART boards which are provided to each constituent colleges. Major operation theaters are equipped with audio-video data relay systems to provide opportunity to observe surgical procedures live.

Faculty of Engineering Colleges uploaded around 1500 video lecture created using Microsoft Streams. Constituent institutes having a YouTube channel and video lecturers created are uploaded after authentication.

Web based ubiquitous learning are encouraged for both students and faculty. The electronic resource

packages like, soft copies of teaching materials are available. The university uses the SWAYAM portal as per UGC direction, its own Learning Management System (LMS) developed through CAMU for teaching learning process.

Web based open assess modules like e-contents, spoken tutorials, video lectures, e-journals and the channel SWAYAM PRABHA, an initiative from the Ministry of Education, Government of India are also utilized by faculties to enrich the teaching learning.

The students from CBCS stream are encouraged to take their electives from Massive open online course (MOOC) through SWAYAM/NPTEL portals as per UGC regulation and it was approved in the 55th Academic council based on the recommendation from the Board of Studies.

Content development for the programme has been made available to the students in the form PPTs, Video lectures etc. and the mobile learning also done through Google classroom, Microsoft team applications, WhatsApp along with SWAYAM/NPTEL platforms. WhatsApp group among the student monitored by the mentors allows them to communicate, share their assignments, access the feedback links and have active discussion. The students under the faculty of medicine are used simulation software through their studies.

Faculty members and students extensively use e-books and archived e-journals for teaching learning process at their own pace. The students are also motivated to access e-books in National Digital Library (NDL). In few faculties, a separate library hour is provided for undergraduate students to access the NDL, SWAYAMPRABHA and other online platforms. Group-based e-learning synchronously where the students engage in a real-time chat with the faculty through LMS and the faculty guides and gives assignment through this LMS and asynchronously is LMS where students exchange their ideas and discussion and text-based conferencing among participants occur with a time delay.

Faculty members are trained to use gamification tools such as Kahoot, Mentimeter, Microsoft Forms, Google Forms etc.,

Dissertation, Thesis and Manuscripts for publications are routinely scanned using URKUND software for plagiarism. Computer assisted assessments are done through google forms, LMS. An integrated Academic Management System and comprehensive tool for faculty, students and administrators. Libraries are equipped with books, journals e-books and e-journals.

VMRF(DU) constituent units are effectively utilized the ICT tools during COVID-19 pandemic and online education are handled by all the faculties during the period. VMRF(DU) organized more than 1000 webinars in different discipline using ZOOM, Cisco WEBEX and MS Teams

File Description	Document
Link of the details of ICT-enabled tools used for teaching and learning	<a href="#">View Document</a>
Link for list of teachers using ICT-tools	<a href="#">View Document</a>

**2.3.4 Student :Mentor Ratio (preceding academic year)****Response:** 10.53**2.3.4.1 Total number of mentors in the preceding academic year**

<b>File Description</b>	<b>Document</b>
Records of mentors-mentee meetings.	<a href="#">View Document</a>
Log Book of mentors	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Details of fulltime teachers/other recognized mentors	<a href="#">View Document</a>
Copy of circular pertaining to the details of mentor and their allotted mentees	<a href="#">View Document</a>
Approved Mentor list as announced by the HEI	<a href="#">View Document</a>

**2.4 Teacher Profile and Quality****2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years****Response:** 99.41

<b>File Description</b>	<b>Document</b>
Year-wise list of fulltime teachers and sanctioned posts for the last 5 years (Certified by the Head of the Institution)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Faculty position sanction letters by the competent authority	<a href="#">View Document</a>

**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:** 10.66**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.**

2019-20	2018-19	2017-18	2016-17	2015-16

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	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Copies of Guide-ship letters or authorization of research guide provide by the competent authority	<a href="#">View Document</a>

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

**Response:** 10.39

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

Response: 13809

File Description	Document
List of full-time teachers for the preceding academic year with their designation, department and number of years of teaching experience	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Experience certificate of full time teacher	<a href="#">View Document</a>

#### **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:** 90.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
1253	1225	1155	1181	1122

File Description	Document
Reports of the e-training programmes	<a href="#">View Document</a>
List of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years	<a href="#">View Document</a>
List of e-contents / e courses / video lectures / demonstrations developed	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Certificate of completion of training for development of and delivery of e-contents / e-courses / video lectures / demonstrations	<a href="#">View Document</a>
Web-link to the contents delivered by the faculty hosted in the HEI's website	<a href="#">View Document</a>

**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:** 0.47

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

2019-20	2018-19	2017-18	2016-17	2015-16
65	37	17	16	06

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Certified e-copies of award letters (scanned or soft copy)	<a href="#">View Document</a>

## 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:** 11.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
12	12	11	12	10

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

**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:** 1.48

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

2019-20	2018-19	2017-18	2016-17	2015-16
121	277	182	95	121

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

2019-20	2018-19	2017-18	2016-17	2015-16
12160	11869	9972	9840	9469

File Description	Document
Reports of Examination Sections	<a href="#">View Document</a>
Minutes of the grievance cell / relevant body	<a href="#">View Document</a>
List of complaints / grievances year-wise during the last 5 years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Certificate from Registrar / Controller of examination / Data on student grievances from the office of the Registrar (Evaluation)	<a href="#">View Document</a>

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

File Description	Document
Report of the Controller of Examination/ registrar evaluation regarding the Grievance Redressal mechanism followed by the Institution	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Provide links to the examination procedure and re-evaluation procedure developed by the institution and duly hosted in the institution's website	<a href="#">View Document</a>

**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:**

VMRF(DU) has a well defined examination policy which is reflected in the examination manual. The examination system is highly reliable, valid and time bound.

**Examination procedures:**

The Examination regulation is implemented to ensure an effective and transparent evaluation process. The University has nearly 13 security features in its Degree certificate and Mark sheet including the students' photograph who are awarded from the year 2018-19 as per UGC regulations. The system 'In Advance degree' is introduced in the year 2016 for the students who need the certificate after successfully completing the programme and subjected to proper justification. The particulars about the students who awarded degree shall be submitted to the National Academic Depository from the 12th Convocation onwards as per UGC.

### **Processes integrating IT:**

The Examination division of the University is fully automated. All pre-examination activities such as framing the examination timetable, issuing application, payment of examination fee, generation of hall ticket are done through this system. Question Papers are transmitted from the question paper bank of each day examination which is randomly selected by the system and transmitted to the respective examination center(s) in encrypted mode, 30 minutes prior to the commencement of theory examinations. Intimation of No-Correction or Corrections / modifications / replacements (if any) are transmitted to the examination centers within the prescribed time. The results are provisionally published on the University website usually within 15 days after the last examination.

### **Continuous Internal assessment system (CIA):**

CIA for each course is designed to test the competency of theoretical and clinical knowledge, skill set and soft skills of each students. The weightage varies from 20 to 50% for the programmes under the various faculties. This becomes an integral part of their internal assessment marks, a deciding factor in whether they qualify for the university examination. The component of CIA can be defined in concerned academic programme regulations approved by the Academic council based on the recommendation of Board of Studies.

### **Competency based assessment:**

VMRF(DU) initiated a competency assessment for the programs offered under the faculty of medicine from the academic year 2019-20.

### **Workplace based assessment:**

Students under faculties of Medicine, Dentistry and Homeopathy are assessed on site by their supervisor while posted in OPD, wards, casualty, laboratories, OT, skill laboratories, blood banks, dialysis unit etc., Students from Engineering faculty are also assessed on site during their industrial internship.

### **Self-assessment:**

Postgraduate health science students are encouraged to reflect and self-assess themselves using structured log books.

### **OSCE/OSPE:**

OSCE /OSPEs are used to asses and provide feedback on clinical skills acquirement in all the health sciences programmes.

File Description	Document
Link for details of examination reforms implemented during the last 5 years	<a href="#">View Document</a>

### **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	<a href="#">View Document</a>
Snap shot of the EMS used by the institution	<a href="#">View Document</a>
Copies of the purchase order of the software/AMC of the software	<a href="#">View Document</a>
Annual report of examination including present status of automation as approved by BOM / Syndicate / Governing Council	<a href="#">View Document</a>

### **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:**

Outcome based curriculum has been framed based on the revised Bloom's taxonomy and miller's Pyramid. The complexity and level of learning is as per placement of the course in the programme. The Outcome based curriculum is designed as per the provision of Regulatory bodies which are integrated into the assessment process.

A blueprint is created to map the questions with the learning outcomes. Outcomes are assessed using

structured theory examinations which consist of MCQs, short and long essays. Each learning outcome is assessed during continuous/formative as well as summative assessments. In order to expertise in all three domains of bloom's taxonomy. Engineering Faculty members are familiarized with technological pedagogical content knowledge (TPACK) framework thereby elicit the technology, pedagogy and have a meaningful understanding of the content. Lesson plans prepared with explicit Specific Learning Outcomes (SLOs), which are mapped with course outcomes. SLOs are discussed with the students in each class, diagnostic evaluation is done to find out the hardship in the level of understanding, peer evaluation done, concurrent evaluation done to discuss the progress of a teaching-learning process and the outcomes achieved are assessed through formative assessments with immediate feedback.

The university has developed an exclusive module to train the healthcare professionals in affective domain through professional development course, to inculcate professional and ethical behaviors among the learners and community welfare. The psychomotor domain is assessed through direct observations, using OSCEs and OSPEs and through logbooks and direct observations at pre-clinical laboratory or clinical settings. At the end of the programmes, students achieve academic excellence, develop critical thinking, prepare themselves for working as a team, follow ethics, and develop leadership quality evolving into a committed and focused professionals to deliver culturally sensitive health care. Graduate attributes of the institution collectively reflect the institutional commitment to offer opportunities for distinctive learning environment for all its students.

Dental graduates demonstrate in-depth knowledge and standards of dental practice while exhibiting academic and professional integrity with leadership skills. The university conducts AETCOM & Professional development programs for undergraduates to inculcate professionalism, ethics and attitude. Thereby when the student graduates, is able to demonstrate the attributes of an Ideal Indian health science Graduate.

The university has adopted Graduate Attributes and Learning Outcomes as prescribed by All India Council for Technical Education (AICTE), New Delhi, for the technical students such as Engineering knowledge, Problem analysis, Design/development of solutions, Conduct investigations of complex problems Modern tool usage, Environment and sustainability Ethics Individual and team work Communication.

File Description	Document
Link for relevant documents pertaining to learning outcomes and graduate attributes	<a href="#">View Document</a>
Link for methods of the assessment of learning outcomes and graduate attributes	<a href="#">View Document</a>

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

**Response:** 68.7

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

2019-20	2018-19	2017-18	2016-17	2015-16
2583	1640	1617	1658	1414

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

2019-20	2018-19	2017-18	2016-17	2015-16
3074	2269	2237	2190	2041

File Description	Document
Trend analysis in graphic form (Refer annexure 02 of SOP)	<a href="#">View Document</a>
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	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Annual reports of examination results as placed before BOM/ Syndicate/ Governing Council for the last five years	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

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

**Response:** 3.29

## 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:

The university has well defined policy and structured mechanism for promoting research activities:

- The Research Advisory Board, chaired by the Vice Chancellor consists of eminent academicians and researchers formulated the research policy and guidelines.
- This Research Promotion Policy is available on the University website.
- The University Research Committee is led by the Director (Research) and is mandated to coordinate, guide and monitor the research activities in constituent institutions.
- Institutional Research Committees chaired by the HoIs monitor the research activities of the institute in compliance with university guidelines.

The main thrust of the policy is to encourage the faculty members to pursue research with as equal responsibility as teaching. The salient features of the policy are:

- VMRF(DU) allocates Rs.600 Lakhs per annum towards operational expenditure for research promotion. Additional capital expenditure towards research centers augmentation is provided.
- University provides seed grants to the extent of Rs.300 lakhs per annum. Faculty members are provided up to Rs.5 lakhs per project as seed grant. One-third of seed money is earmarked for younger faculty members of less than 40 years (up to Rs.2 lakhs per project).
- Three tier mechanism is in place to assess, recommend and approve the proposals.
- University incentivizes the faculty members by providing Rs.2000 and more per indexed publication based on the impact factor of the journal.
- University recognizes the faculty members with the award of Rs.1 lakh for the maximum number of indexed publications in a year.
- University recognizes the faculty members with the award of Rs.1 lakh for the publication in maximum impact factor journal in a year.
- Chancellor award of Rs.50,000 for the faculty with the highest value of externally funded grant every year.
- University provides Rs.50,000 for invention patent granted, Rs.10,000 for design patent, Rs.2,500 for copyrights / trademark.
- Faculty members with external research grant is provided 5 % of sanctioned grant money as incentive.
- University provides financial support of Rs.25,000 per month for the full time research scholars.
- Post graduate students are also provided financial support to carry out their research projects / dissertations.
- The University encourages faculty members to present their research work in National and International conferences by providing support for travel, accommodation and registration fees besides on duty leave.
- Fee concession is provided to motivate the faculty members for pursuing Ph.D.
- University recruited fulltime research associates to improve the research outcome.

- The institute supports the researchers by providing tools for plagiarism check of their manuscripts and ethics committee clearance wherever needed.

University also formulated IPR, Consultation Policy, Innovation & Entrepreneurship policy.

File Description	Document
Minutes of the meetings of Governing Council/Syndicate/Board of Management related to research promotion policy adoption	<a href="#">View Document</a>
Document on Research promotion policy	<a href="#">View Document</a>

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

**Response:** 57.47

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)

2019-20	2018-19	2017-18	2016-17	2015-16
65.52	34.60	81.25	31.00	75.00

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

### 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:** 0.02

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

2019-20	2018-19	2017-18	2016-17	2015-16
318	273	175	164	121

File Description	Document
List of teachers and their national/international fellowship details	<a href="#">View Document</a>
Certified e-copies of the award / recognition letters of the teachers	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** 29

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

2019-20	2018-19	2017-18	2016-17	2015-16

File Description	Document
Registration and guide / mentor allocation by the institution	<a href="#">View Document</a>
List of research fellows and their fellowship details	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
E copies of fellowship award letters	<a href="#">View Document</a>

**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	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Videos and geo-tagged photographs	<a href="#">View Document</a>

**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:** 20

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

2019-20	2018-19	2017-18	2016-17	2015-16
67	0	0	0	0

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

2019-20	2018-19	2017-18	2016-17	2015-16
67	67	67	67	67

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-version of departmental recognition award letters	<a href="#">View Document</a>
Details of the departments offering academic programmes certified by the head of the Institution /University	<a href="#">View Document</a>

### 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: 57**

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)

2019-20	2018-19	2017-18	2016-17	2015-16
33	55	39	37	39

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of the grant award letters for research projects sponsored by non-government organizations	<a href="#">View Document</a>
e-copies of grants awarded for clinical trials	<a href="#">View Document</a>

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

**Response: 60**

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

2019-20	2018-19	2017-18	2016-17	2015-16
115	14	0	0	09

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
E-copies of the grant award letters for research projects sponsored by government agencies	<a href="#">View Document</a>

**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

2019-20	2018-19	2017-18	2016-17	2015-16
51	61	39	35	44

File Description	Document
Supporting document/s from Funding Agencies	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
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	<a href="#">View Document</a>
Link for the funding agency website	<a href="#">View Document</a>

**3.3 Innovation Ecosystem**

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

**Response:**

Facilities and environment have long been recognised as catalyst for innovation and entrepreneurship. The VMRF(DU) believes on this philosophy and created an environment in the campus which inspires the faculty and students for innovative thinking and become entrepreneurs. The VMRF(DU) formulated Innovation and Entrepreneurship Policy to empower the constituent colleges to engage students and faculty in innovative thinking and research.

The University's initiatives have brought success of molding the students as innovators and entrepreneurs as well. Vinayaka Mission's Kirupananda Variyar Engineering College, a constituent college of VMRF(DU), is recognised by the Ministry of MSME as the business incubator. This is the first such facility created in the Salem region and named as Dr. A.P.J. Abdul Kalam Business Incubator. The centre has already executed 7 approved proposals with a financial grant of Rs.43.5 lakhs from MSME cell of IISc, Government of India. Under the projects, a new process to generate Bio-diesel from Plastics was developed.

Another constituent college, Aarupadai Veedu Institute of Technology, Chennai too has MSME registered

incubation centre (GIEC). Few innovative products like Nursing Robot, Automatic Hand Sanitizer, cryogenic grinding machine etc. are incubated by the students and MoUs are signed for technology transfer with the entrepreneur who was associated during the product development. Nursing robot was handed over to government hospital of Puducherry, personally by the Hon'ble Chief Minister of Puducherry. This robot was also put into practice Government hospital Chennai.

Both the institutes' Innovation Cells are very active and regularly conduct programmes on IPRs, Incubation, technology transfer, funding options etc. for the benefit of students and faculty. Both the Institutes' Innovation and Incubation Cells have bagged 5 Stars ranking from MHRD for their activities in 2019-20. Vinayaka Mission's Kirupananda Variyar Engineering College is ranked in 6-25 band in Institution level ARIIA ranking and Aarupadai Veedu Institute of Technology & Vinayaka Missions College of Pharmacy are ranked in 26-50 band in University level ARIIA ranking in 2020.

University also has three more Institution Innovation Cells. These Institution Innovation cells also conduct programs to nurture the students for innovation & entrepreneurship.

The University encourages the students and faculty to involve in startup activities. Faculty and students can access the incubation centers hassle free on 24x7 basis to facilitate their innovative ideas.

Institutes allow their students to take a semester/year break to work on their startups and re-join academics to complete the programme later. Student entrepreneurs may earn academic credits for their efforts while creating an enterprise. University allows faculty to take a sabbatical from the regular teaching work and work on startup. University also plans to conduct short term courses on innovation, entrepreneurship and its nuances.

Eight of the students reached to finals in Chhatra Viswakarma Awards competition of Government of India. The students won Intel FICE trophy for their innovative ideas and products.

This is the institution's modest contribution to sensitize and facilitate innovation and entrepreneurship among the students to make India as innovative hub.

File Description	Document
Link for additional information	<a href="#">View Document</a>
Geo-tag the facilities and innovations made	<a href="#">View Document</a>

### **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:**

VMRU(DU) believes that the teaching and research should go hand in hand. A good teacher must

continuously engage in research activities throughout the career. The concept of research has changed over time: from publication focus to patenting. The newer thoughts like Good Clinical Practice, Good Laboratory Practices, and Good Pharmaceutical Practices are introduced into clinical research. During the report period the University and its constituent institutes organized 84 workshops and training related to IPR, Research methodology etc., The university being multi-disciplinary in nature, it offers wide scope for collaborative research among the constituent colleges. In tune with the commitments of empowering the teachers and students the university encourages to conduct workshops / seminars / conference on new themes for the benefit of students and faculty.

Below is the list of some of the events organized in the last five years.

Theme of the Workshop or Seminar	Level	Date (s) of Event	Collaborator
Intellectual Property Rights and Patents	Institutional	28-02-2015	Internal
Innovation and Design		27-08-2016	MSME Centre of Excellence, Indian Institute of Science, Bengaluru
Science Communication		27-08-2016	Wellcome Trust, DBT – India Hyderabad
Teaching Profession – Success Strategies & Research Writing & Citations		10-09-2016	Internal
Good Clinical Practice		11-12-2016	
Medical screening and differential diagnostic skills in critical medical and Musculoskeletal conditions		11-03-2017	
language of biostatistics	Institutional	06-03-2018	
Intellectual property rights for general & health care		24-03-2018	
Research methodology		12-03-2018	
Research methodology and good clinical practice; Application and Utilization of Research in Nursing Practice	National	12 & 13-04-2018	
Intellectual Property Rights	Institutional	13-04-2018	Salem Productivity Council
Clinical reasoning in Manual Therapy	Institutional	10-06-2018	Internal
Research Methodology	State	29&30-06-2018	
Evidence based practice	Institutional	19-08-2018	
Intellectual Property Rights		10-01-2019	
Research Methodology		18-02-2019	
Current Challenges in Nursing Research	National	02-03-2019	
IPR	Institutional	09-03-2019	
Enriching the Intellectual Property Rights		16-03-2019	CCRH, New Delhi
Hands-on training for Real-Time PCR		03&04-07-2019	Helni Biomolecules, Chennai

Research Writing		07-09-2019	CCRH
Programme on Bibliometrics		25-10-2019	Internal
Good Clinical Practice & Bioethics	Institutional	27-11-2019	
Intellectual Property Rights		30-11-2019	IPR Unit of Central Research Labor Biomedical Research
IIC Innovation Ambassador Training		08-01-2020	Internal
Intellectual Property Rights		07-02-2020	Salem Productivity Council
Good Clinical Practice		12-02-2020	Internal
Principles of Good Clinical Practices	University	19-05-2020	University level with external resource
Exploring Opportunities & Providing Consultancy		04-06-2020	
IPRs for Professional Innovators		16-20-6-2020	
Principles of Good Laboratory Practice		02-07-2020	
And Good Clinical Lab Practices			
Good Pharmacy Practices		24-07-2020	

In addition, all the three Medical Colleges and Dental College of the University have been conducting Research Methodology Training Programs every year for PG students.

File Description	Document
Link of the reports of the events	<a href="#">View Document</a>
Link for list of workshops/seminars on the above during the last 5 years	<a href="#">View Document</a>

### 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:** 10

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

2019-20	2018-19	2017-18	2016-17	2015-16
1	6	0	1	2

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

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

**Response:** 8

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)

2019-20	2018-19	2017-18	2016-17	2015-16
3	3	0	2	0

File Description	Document
Registration letter	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Contact details of the promoters	<a href="#">View Document</a>
Certified e- sanction order for the start-ups on campus	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 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. Committee 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	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Institutional code of Ethics document	<a href="#">View Document</a>
Details of committee on publication guidelines	<a href="#">View Document</a>
Course content of research ethics and details of members of ethical committee	<a href="#">View Document</a>
Copy of software procurement for plagiarism check	<a href="#">View Document</a>

**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
Snapshots of recognition of notification in the HEI's website	<a href="#">View Document</a>
Policy on salary increment for the awardees	<a href="#">View Document</a>
Policy on Career advancement for the awardees	<a href="#">View Document</a>
List of the awardees and list of awarding agencies and year with contact details for the last 5 years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of commendation certificate and receipt of cash award	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 17

3.4.3.1 Number of Patents/ Copyrights published/awarded/ technology-transferred year-wise during the last five years..

2019-20	2018-19	2017-18	2016-17	2015-16
17	00	00	00	0

File Description	Document
List of patents/Copyrights and the year they were published/awarded	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Certified E- copies of the letters of award/ publications (consolidated statements by the head of the institution)	<a href="#">View Document</a>

**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:** 1.91

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.

2019-20	2018-19	2017-18	2016-17	2015-16

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

2019-20	2018-19	2017-18	2016-17	2015-16
154	141	151	146	123

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

**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:** 1.14

File Description	Document
Names of the indexing databases	<a href="#">View Document</a>
Institutional Data in prescribed format	<a href="#">View Document</a>

**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
Names of the indexing databases	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

**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:** 0.01

File Description	Document
List of names of publishers : National/ International	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

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

**Response:** 1.89

File Description	Document
List of the publications during the last five years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

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

**Response:** 13.5

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View Document</a>

## 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:**

VMRF(DU) has a well formulated IPR and Consultancy Policy which is displayed on the University website. The faculty and researchers of the University are actively involved in consultancy activities to solve some of the industries problems. In order to encourage them and to bring transparency in knowledge sharing and providing technical service, the University policy on IPR and Consultancy Service is disseminated to all stakeholders. VMRF-DU IPR policy is applicable to all faculty and students. Some salient features are:

### IPR Policy:

- IPR Coverage: It covers all types of Intellectual Property Rights - Patents, copyrights, trademarks, designs and integrated circuits;
- Ownership and Expense Sharing: The inventor and institution will have joint ownership. The entire expenses starting from filing to maintaining patents are of institutional responsibility;
- Revenue Sharing: If the patented invention is commercialized, the revenue generated would be shared between the patent holders on mutually agreeable basis.

The faculty are informed on different aspects of IPR like patenting procedures, government support available including Government policies with infringement. As a part of capacity building of the students and faculty, the institutes regularly organize programmes on Intellectual Property Rights, Patenting, its procedures inviting external experts.

### Consultation Policy:

- Coverage: Consultancy covers the following activities –
  - Development of a product/part of product or services for any individual industry or organization external to the university;
  - Modification, augmentation or alteration of any product or process or services where one or more university staff extend their active participation for such job;
  - Any kind of professional advice given by one or more staff of the university to external organization/firm/individual at a pre decided cost and time;
  - Any research work undertaken by one or more staff of the university for any external individual or organization to develop product or process or services; and
  - Conduct of any special courses, delivery expert advice/discourse for a fee to any outside organization/individual.
- Revenue Sharing:
  - When the institutional infrastructure not used - 'consultancy fee' shall be divided between consultant (s) and the department/institution/units with University in 60:40 ratio;
  - When the institutional infrastructure is used to large extent - 'consultancy fee' shall be divided between consultant (s) and the department/institution/units with University in 40:60 ratio;
  - Revenue portion of the consultant will be shared at 2:1 ratio between Principal and Co-investigator.
- The revenue sharing on any IP generated from a partnership between the academic institution and external partners may be based on the agreement signed between the academic institution and the external partner at the beginning of such collaborations.

The expenses involved in obtaining and maintaining IP protection may be shared between the parties, depending on who owns the IP. If the academic institution is the sole owner of IP, the costs of IP protection shall be borne by the academic institution.

File Description	Document
List of the training / capacity building programmes conducted during the last 5 years.	<a href="#">View Document</a>
Link to the soft copy of the IPR and Consultancy Policy	<a href="#">View Document</a>
Link of the Minutes of the Governing Council/ Syndicate/Board of Management related to IPR and consultancy policy	<a href="#">View Document</a>

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

**Response: 50**

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

2019-20	2018-19	2017-18	2016-17	2015-16
23	11	15	11	09

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

## 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:** 1152

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

2019-20	2018-19	2017-18	2016-17	2015-16
283	279	214	159	217

File Description	Document
Reports of the events organized	<a href="#">View Document</a>
Photographs or any supporting document in relevance	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated	<a href="#">View Document</a>
Description of participation by NSS/NCC/Red cross/YRC, Institutional clubs etc., year-wise for the last 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 65.8

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

2019-20	2018-19	2017-18	2016-17	2015-16
8262	8563	7542	6562	5751

File Description	Document
Reports of the events organized	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**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:**

The University and its constituent colleges and schools actively participate in various extension and outreach activities engaging the students and faculty benefiting the society and has received more than 50 awards. There are NCC, NSS, and Red Ribbon clubs. The coordinators of these wings take lead in various social activities. These activities are well appreciated and often rewarded for the societal contribution.

Some of the awards or appreciations received by the institutions for societal contribution in last five years are given :

<b>Name of the activity</b>	<b>Name of the award / recognition</b>	<b>Name of the award giving agency</b>
Co-sponsoring and participating with 85 students and 9 faculty members in BSNL Global Warming Awareness Mini Marathon 2017 in Chennai	Appreciation award	India Eventz and Sports
Co-sponsoring and participating with 15 Students & 5 Faculty Members in the Event "Road Safety Cyclothon 2017"	Appreciation certificate	
Co-sponsoring and participating with 121 Students & 8 Faculty Members in the Event "Run for River-Mini Marathon 2017" held at Chennai	Appreciation certificate	
Various activities during World Rotaract Week for the best accomplishment of the event, Outstanding Professional Service Project (College Based), Award for the colloquium etc.	Appreciation certificates & awards, Award for the colloquium.	Rotary International District 3232
Providing Covid-19 Relief Kits to 400 migrant labourers	Appreciation	Tahsildar, Thirupporur
Executing various socially relevant & useful schemes to women	Perennial Assistance Award	Unnat Bharat Abhiyan
Conducting Free Dental Camp/Oral Health Awareness Programs in nearby villages	Appreciation certificates/awards	Community Leaders
Best Cadet outstanding performance NCC Activity	Four NCC Cadets received Scholarship Best Associate NCC Officer Award	11 Tamilnadu Signal Company NCC PSG College of Technology
Participation in Swachhta Pakhwada Debates Competition	Appreciation	11 Tamilnadu Signal Company NCC
Community Service in the HIV/AIDS Prevention, Care and Support Programme	Best Performance Award and Certificate of Appreciation	Tamilnadu State AIDS Control Society
Participation in World Tuberculosis Day	Outstanding Participation Appreciation	Salem District Collector
Creating awareness during Breast Feeding week	Certificate of appreciation	Breast Feeding Promotion Network
Participating in Water Rich Pondicherry	Certificate of appreciation	Raj Nivas, Pondicherry

Participating in International day against drug abuse & Illicit Trafficking	NGOs- Avvai Village welfare Karaikal
Promoting Cleanliness, hygiene and infection control in the hospital,Awards of Participation Kayakalp	Quality Council Of India
Participation in <i>Revised National TB Control Program</i>	<i>Revised National TB Control Program</i>
Dengue awareness	<i>Certificate of Appreciation</i>
Corona virus awareness programme	<i>Appreciation Award</i>
Providing Gaja Cyclone relief	<i>Award</i>
Extraordinary contribution in Blood Donation	Multiple appreciation certificates
Coordinating NSS Activities	Best NSS Programme Officer
Dengue Awareness Campaign	Appreciation certificate
Extension Activities	Best Extension Activities award

File Description	Document
Link for number of awards for extension activities in the last 5 years- e-copy of the award letters	<a href="#">View Document</a>
Link for list of Government/other recognized bodies that have given the awards	<a href="#">View Document</a>

**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:**

Several activities have been launched as a part of Institutional Social Responsibility by the constituent colleges and schools engaging students and staff for community services. Participation in community services help the students to understand the societal issues and need of action for improving the situation. Besides getting the sense of satisfaction for helping the communities, the students get opportunities to develop leadership quality, life skills, social connect and empathy. The community too benefits from students' service. The University has spent Rs. 30.21 Crores towards ISR activities during this period.

- Medical College, Puducherry has supported the adopted villages (Nallavadu, Narambai, Moorthikuppam, Manapet and Pudhukuppam) through various extension activities: Medical Screening Camps, Blood donation Camps, Women Self Defense training, Organ donation Awareness, Diabetes Awareness Rally, Pulse Polio immunization, Swachh Bharat and Swachh Pakhwada. The students took part in educating the villagers on sanitation and personal hygiene, sensitized the community to participate in ‘no plastic and no tobacco’ movement for environmental sustainability and educating adolescent girls on personal hygiene.
- Homeopathy Medical College has conducted Swachh Bharat Summer Internship Program. The program was organized for educating the community on COVID – 19 through lectures, rallies, distributing Pamphlets. Homeopathy medicine, Arsenicum Album was distributed to more than 1,23,000 people in and around Salem.
- The students conducted painting competition to create awareness on preserving ozone layers.
- Engineering College, Chennai has adopted five surrounding villages (Naduvakkai, Kothimangalam, Arunkudram, Sirudavoor and Alathur) and conducted medical camps for their people. Various health camps viz. Blood donation, General Health Awareness, Dental, Eye, and programs on Water & Sanitation are regularly conducted. “One student, One tree” program implemented successfully.
- Under Swachh Bharat and SwachhPakhwada 207 toilets were built at Paiyanoor to make the village free of open defecation.
- The students distributed food bags to around 400 migrant laborers during Covid-19 period through Tahsildar, Thirupporur, and conducted Yoga Camps.
- Nursing College, Karaikkal conducts awareness programs on Cancer, Dengue and various health related issues. It has also observed Safe motherhood day, International day against drug abuse and illicit trafficking.
- Nursing College, Puducherry conduct activities to create health awareness, Anganwadi renovation, Organ donation awareness, and participates in Swachh Bharath abhiyan initiatives.
- Dental College conducts Oral Hygiene Awareness Camp, Dengue awareness Programs, Blood donation camp, Tobacco and its ill effects awareness camp, Health and Hygiene promotion, Tree plantation drive, Road Safety awareness and Rain water harvesting Programs.
- Engineering College, Salem conducts multiple Swachhta Pakhwada programs including “Plastic se Raksha – Swachhta hi Suraksha”, Swachh Bharat Mission - Swachhta Week Celebration and Mega SwachhtaPakhwada National Level program.
- Pharmacy College conducts Dengue awareness Program, Tree Plantation, Cleaning and painting of Kannankurchi School, Cleaning of School premises at Thekkampatty.
- Medical College, Karaikal, has organized International Coastal Cleaning up campaign at Karaikal Beach, Blood donation program, Alcohol ill effects awareness program, Mega Medical Camp and tree plantation drive.

File Description	Document
Any additional information	<a href="#">View Document</a>
Links for Geo-tagged photographs of Institutional social responsibility activities (Refer annexure number -01 as per SOP)	<a href="#">View Document</a>

### 3.7 Collaboration

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

**Response:** 158.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
212	378	09	73	120

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Certified Copies of collaboration documents	<a href="#">View Document</a>
Link with collaborating Institutional website	<a href="#">View Document</a>

#### 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:** 34

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: 86

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
E-copies of the functional MoUs with Indicating the start date and completion date	<a href="#">View Document</a>
e-copies of linkage-related Documents	<a href="#">View Document</a>

## **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:**

The VMRF(DU) is a multi-dimensional and multi-locational deemed university. Though predominantly it focuses on health science-based education, it has other educational institutes in its domain like engineering, science, and humanities. Teaching – Learning being the primary focus, the university ensures the state of art instructional facilities at each of its campus and constituent institutions not just to comply with requirements of statutory bodies but to create an environment of excellence in education.

##### **ICT enabled Class Rooms:**

The University has four campuses one at each site Chennai, Pondicherry, Salem, and Karaikal. There are 13 constituent colleges and 7 schools. There are 387 classrooms, demonstration rooms, seminar halls in total with an adequate number of classrooms in each institution as required for the effective teaching-learning process of the programmes and requirements of respective regulatory & statutory bodies. The classrooms are well lit and ventilated with adequate furniture. Most of the classrooms are ICT enabled with LCD projectors, screens, audio systems, and internet connectivity for ensuring a conducive environment for both teachers and students. Smartboards and interactive devices are available in many classrooms of the constituent colleges and schools providing technology-driven teaching-learning activities benefiting both teachers and students. There are touch screen devices that make the teaching-learning process enjoyable and effective. The gallery type ICT enabled lecture classes to meet the requirements for the undergraduate teaching as recommended by MCI and DCI. With the effective use of ICT enabled academic training, all the constituent colleges and schools were able to continue the teaching learning process without hindrance.

##### **Seminar Halls**

University has 119 seminar/demonstration halls catering to the needs of clinical case demonstrations and small group teaching-learning activities of the Colleges and departments under all the faculties. All the seminar/demonstration halls are equipped with LCD Projectors, LAN, internet connections. The majority of them are provided with audio-visual aids.

##### **Clinical Learning**

VMRF(DU) has 1756 numbers of teaching beds in all three Medical colleges and Homoeopathy medical college. All the clinical departments of the medical, dental, and homoeopathy colleges are provided with well-equipped Out Patient Departments (OPD) including the patient examination cubicles and dedicated clinical demonstration rooms which can accommodate around 40 students. Besides, bedside teaching and learning facilities are in place in all clinical wards. Each clinical ward is provided with an exclusive clinical demonstration and treatment room. On an average 17.4 lakhs out-patients and 1.7 lakhs in-patients are treated in our hospitals every year which provide adequate clinical training for our students.

All the major operation theaters (OT) are aided with audio-video data relay systems which are connected to

audio-visual halls for live streaming and interactive learning. These arrangements ensure that all the undergraduate students are able to watch and learn the surgical procedures and the crowding the operation theaters are avoided.

Apart from the routine learning resources available in OPD, OT, wards, seminar rooms, Postgraduate students get additional exposure and experiential learning opportunities in critical management in well-equipped Medical Intensive Care Unit (MICU), Surgical Intensive Care Unit (SICU), Pediatric Intensive Care Unit (PICU), Neonatal Intensive Care Unit (NICU), Intensive Care Unit (ICU) and Emergency medicine.

### **Laboratories**

The adequate numbers of laboratories are made available in each constituent college and school to conduct practical classes as specified in programmes. The laboratories are not only spacious but are well equipped as well for offering opportunities to perform experiments individually and in groups. There are 259 laboratories in all four campuses and constituent colleges and schools. The majority of the laboratories have modular workspaces with functional equipment. There are separate laboratories for research activities and used by students, faculty, and other researchers. All the three medical college virology laboratory are NABL accredited and approved by ICMR for Covid-19 RT-PCR testing.

### **Skill Labs and Museum**

Three skills and simulation laboratories with necessary models, mannequins have been made available. Skill labs are used to enhance clinical, motor, and communication skills as well as teamwork. Skill labs have examination rooms to examine simulated patients and are equipped with video recording and review. The trainers/mannequins are provided to help the students to acquire the skills outlined in the graduate and post-graduate curriculum.

### **Medicinal Garden and Animal House**

Medicinal Gardens maintained by the Faculty of, Medicine, Pharmacy and Homoeopathy have a good collection of medicinal plants. The students get an opportunity to learn medicinal plants as a source of medicines.

The CPCSEA approved Animal houses are maintained for students' projects and research activities.

File Description	Document
Links for teaching- learning and skills acquisition facilities in the Institution	<a href="#">View Document</a>
Links for Geotagged photographs of the facilities	<a href="#">View Document</a>

### **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:**

The VMRF(DU) not only believes in providing quality education through a good teaching-learning process but on the overall growth and development of students. In order to achieve this, it encourages all constituent colleges and schools to regularly organize co-curricular and extra-curricular activities; and to ensure students' participation.

The university's sports facilities are open to all students and staff for a regular workout, lifestyle management, and interaction. It has facilities for outdoor activities like athletics, basketball, badminton, ball badminton, cricket, football, handball, hockey, throw ball, tennikoit, tennis, Kabaddi, Kho-Kho; and for indoor games like badminton, chess, carom, table tennis, etc.

The following facilities are available in the constituent colleges and schools of the VMRF(DU):

- 1.5 Nos. of 400m Athletic Track
- 2.14 Volleyball Courts
- 3.8 Basketball Courts
- 4.9 Ball Badminton Courts
- 5.6 Handball Courts
- 6.15 Shuttle Badminton Courts
- 7.6 Tennikoit Courts
- 8.6 Football Grounds
- 9.8 Cricket pitches
- 10.5 each of Kabaddi and Kho Kho
- 11. Tennis

Apart from the above outdoor facilities, there are indoor facilities for Volley Ball, Shuttle Badminton, Ball Badminton, Basket Ball, Table Tennis, Chess, Carom, Snooker, and Archery.

Every institution is equipped with the latest high-end gymnasiums to help students and staff to maintain their health and physique.

The constituent colleges and schools have 37 seminar halls and 16 auditoriums. These facilities are equipped with audio-video facilities and are used for conducting seminars and conferences. The facilities are also at disposal of the institutions for conducting cultural events and other college functions.

The students get opportunities to participate not only in sports and games; but also in cultural activities. Through their performance, they get identified and spotted for further training for participation at higher-level events.

An exclusive Center for Yogic Sciences is located at Aarupadai Veedu Medical College and Hospital, Puducherry, to provide yoga therapy to the patients and offer certificate courses on yoga to undergraduate and postgraduate students. Facilities for Yoga practices are available in all the constituent colleges and schools. VMRF(DU) celebrates international Yoga Day every year.

The students were trained in our facility and participated in various national and international level sports and cultural events. Three of our students have secured Gold and Bronze medals in international level sports events. Sixty-seven medals (Fifty-nine medals in sports and eight in cultural) were scored by our students in national level sports and cultural competitions.

The VMRF(DU) values the physical well-being of learners and helps them bring out their hidden talents in sports, culture, and fine arts.

File Description	Document
Links for Available sports and cultural facilities : geotagging	<a href="#">View Document</a>

#### **4.1.3 Availability and adequacy of general campus facilities and overall ambience**

##### **Response:**

Following on-campus facilities are available for students to have a comfortable stay and good quality campus life.

##### **Hostels:**

The university offers separate hostel facilities for 1679 Boys and 1695 Girls within their campuses. There are separate facilities for CRRIs, PGs, and NRI students on the campuses. All the hostels are provided with high-speed internet/WiFi access providing appropriate aid to students in their educational activities.

##### **Mess:**

The hostels have both Vegetarian and Non-Vegetarian Mess to cater to the diversified student community serving Multi-cuisine, healthy, and tasty food.

##### **Laundry:**

The students get on-campus laundry services which are available on campus, by which students may get clean and hygienic washing of their clothes.

##### **Indoor Games and Sports Facilities / Gym:**

All the hostels have indoor playing facilities and also provided with Multi-station Gym to help students to keep them fit.

##### **Auditorium:**

The university houses 21 well-equipped auditoriums in which 6 are fully air-conditioned for conducting

international, national, and state-level conferences, conventions, and annual celebrations for groups of minimum 200 to maximum 1500 capacity, fully equipped with multimedia facilities and full power backup.

### **Medical Facilities:**

Salem, Puducherry, and Karaikal campuses have specialty hospitals providing 24x7 secondary and tertiary medical care. Doctor on call and ambulance services are available at hostels. A medical center at the Chennai campus takes care of the primary medical care requirements of students and faculty.

### **Cafeteria / Stores:**

In each campus and constituent institutions, cafeterias are available providing high-quality food at affordable prices. The cafeterias offer a variety of delicious home-style hygienic foods giving the students and employees to choose from the menu list.

The stationery stores are available at each campus/institution to cater to the needs of students and others. The stores offer stationery, books, toiletries, etc.

### **Security:**

The entire campus including the academic area, hostel, parking areas are secured 24 x 7 hours through outsourced security agencies and CCTV surveillance.

### **Bank and ATM:**

A branch of private banks and ATMs render services to staff members, students, and visitors to the campuses.

### **Toilets:**

All academic and administrative buildings have separate toilets for men & women students and staff. Separate toilets for Physically challenged persons are available on all the campuses.

### **Roads and other facilities:**

- Broad roads and have street lights with separate ways for pedestrians.
- Pictorial depictions, signboards & road maps are available.
- Solar power plants of nearly 300 kW capacity; and solar energy is used for heating water at hospitals& hostels.
- Numbers of water treatment; three sewage and effluent treatment facilities.
- Thirty RO plants of different capacities at hostels, colleges &hospitals for supplying drinking water.
- Parking zones for four-wheelers and two-wheelers.
- Battery operated e-vehicles are available.

### **Green Campus:**

The campuses are eco-friendly. Salem campus with an area of 160.48 acres has around 3647 plants and trees. Chennai Campus with an area of 28.23 acres has around 770 plants and trees. Pondicherry campus with an area of 34.63 acres has 535 plants and trees. The Karaikkal campus with an area of 44.16 acres has 1060 plants and trees.

File Description	Document
Link for Photographs/ Geo-tagging of Campus facilities	<a href="#">View Document</a>

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

**Response:** 23.61

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

2019-20	2018-19	2017-18	2016-17	2015-16
4872.84	4099.69	2389.94	2077.67	3407.92

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Details of budget allocation excluding salary during the last five years	<a href="#">View Document</a>
Audited report / utilization statements (highlight relevant items) (Refer annexure number -01)	<a href="#">View Document</a>

## **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:**

The three teaching hospitals of the respective three medical colleges have excellent infrastructure facilities for catering tertiary level health care and facilities comply with the regulation of the Medical Council of India. The teaching hospital of Homeopathy Medical College has facilities as prescribed by the Central Council of Homeopathy. The Dental College facilities are with the norms of the Dental Council of India.

All the teaching hospitals are well equipped with state of art laboratories housing the latest equipment to impart both UG and PG education as per the norms of the respective regulatory bodies.

Simulation Laboratories have been provided in Salem, Pondicherry, and Karaikal campuses. These labs provide healthcare students the opportunities to learn professional skills in training mannequins and simulation systems. It also provides learning by simulated conditions in clinical/controlled conditions.

All three hospitals have an adequate number of well-equipped laboratories with teaching and learning materials as per the regulatory body's norms.

All the hospitals have sophisticated Operation Theatre Complexes - Equipped with advanced systems. Well-equipped Operation Theatres with Central Sterile Services Department (CSSD) facilities are available in all the hospitals. Three modern clinical laboratories have been established with PCR, fully automated chemistry & hematology analysers, hormone analyser, electrolyte analyser, ABG analyser, ELISA machine, Fluorescent microscope, Biosafety level 2, BOD incubator, Inspissator, Deep freezer, etc. Laboratory Services for essential emergency investigations are available round the clock.

Sophisticated blood banks are available in all three hospitals with state-of-the-art equipment and employing the latest technology to render blood safer for transfusion. Our Blood Banks have excellent component segregation devices that can separate whole blood into 4 basic components such as Packed Red Cells, Platelet Concentrate, Fresh Frozen Plasma, and Cryoprecipitate, Three well-stocked 24-hour pharmacies and round-the-clock laboratory services are available in all the hospitals.

Two hospitals (Pondicherry and Karaikal) have been accredited by National Accreditation Board for Hospitals & Healthcare Providers (NABH), a constituent of the Quality Council of India. This accreditation is a testimony of quality infrastructure and quality service.

Three virology laboratories of three medical colleges are accredited by National Accreditation Board for Testing and Calibration Laboratories (NABL), a constituent of the Quality Council of India, certifying the quality of facilities and operation of international standards.

#### SPECIALTY SERVICES IN ALL HOSPITALS

- Arthroscopy and Joint Replacement;
- Cardiology;
- Child Development Clinic;
- Diabetes Care Centre;
- Dialysis unit;
- Executive Health Check-up Centre;
- Gastroenterology and Hepatology;
- Neonatology;

- Nephrology;
- Head and Neck Surgery;
- Oncology;
- Pediatric Surgery;
- Plastic, Cosmetic & Reconstructive Surgery;
- Urology;
- Trauma Care & Emergency Medical Services (T C & E M S);
- Blood Bank & Component Therapy Unit;
- Cardiac Cath-Lab;
- Clinical Biochemistry;
- Histopathology;
- 1.5 T MRI and Spiral C T Scan;
- Microbiology;
- Pathology;
- Advanced Medical Research Lab; and (Central Research Lab) Poison Unit.

There are adequate physical infrastructures to cater 17 lakhs out-patients and 1 lakh in-patients on an average per year. This provides the necessary clinical training facilities for students.

File Description	Document
Links for list of facilities available for patient care, teaching- learning and research with geotagged evidences	<a href="#">View Document</a>
Links for The facilities as per the stipulations of the respective Regulatory Bodies with Geotagging	<a href="#">View Document</a>

**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:**

The Medical Council of India (now National Medical Commission) has defined the attributes of Indian Medical Graduates in its Competency-based Curriculum. One of the primary attributes is to acquire skill and competency during the study to enable to provide proper healthcare to the patients. In order to be competent doctors, the students need to acquire the skill of diagnosis, clinical procedures, and effective communication with the patients.

The students need to see rare and advanced clinical cases to learn specialised diagnostic tests and become acquainted with surgical and therapeutic procedures. In an ambulatory setting, the students learn communication skills; perform common diagnostic tests and minor procedures. Effective clinical teaching and learning are dependent on patients and their diversity; and clinical teachers. The diagnostic process is mainly dependent on the skills of history taking and physical examination. This highlights the need to expose medical students to a large number of patients with different pathologies to develop their basic diagnostic skills. Effective performance in clinical procedures requires integration between two sets of skills: those relating to conducting procedures and those relating to communicating with the patients. The patient is an integral partner in the teaching, learning, and evaluation process.

The patient load in the hospital is well captured by the hospital's 'Hospital Management System' on a real-time basis. Here is the consolidated patient data over the last five years:

College	Out-patient Statistics					In-patient Statistics					
	2015-16	2016-17	2017-18	2018-19	2019-20	2015-16	2016-17	2017-18	2018-19	2019-20	
<b>VMKV MC, Salem</b>	755280	775227	752147	800067	629890	46692	46760	48241	48255	40438	
<b>AVMC, Puducherry</b>	358752	379596	379894	384340	434658	30307	34187	34314	34215	39516	
<b>VMMC, Karaikkal</b>	371650	359521	375940	391517	333108	26867	24833	25874	27273	22003	
<b>VMHM C, Salem</b>	117104	93664	102552	110071	100215	960	1154	1741	1478	1393	
<b>VMSDC , Salem</b>	132675	145272	167217	143237	103350						
<b>Total</b>	1735461	1753280	1777750	1829232	1601221	104826	106934	110170	111221	103350	

The primary focus of medical education is to train the students on "What they intend to do: diagnosis and effective treatment". The exposure of the students to high volume cases enhances learning outcome. The regulatory body like National Medical Commission specified minimum levels of patients at outpatient and inpatient departments to ensure adequate patient exposure. All three medical college hospitals and homeopathic medical college hospitals have adequate patient loads much above the statutory need. Bed – occupancy rate is too higher than the requirements of statutory authorities.

File Description	Document
Links for year-wise outpatient and inpatient statistics for the last 5 years	<a href="#">View Document</a>
Links for description of adequacy of outpatient and inpatient statistics as per the norms of the Regulatory Bodies (critical documents to be verified by DVV)	<a href="#">View Document</a>

#### 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	<a href="#">View Document</a>
Government Order on allotment/assignment of PHC to the institution	<a href="#">View Document</a>
Documents of resident facility	<a href="#">View Document</a>
Link for any additional information	<a href="#">View Document</a>

#### 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:** C. Any Three of the above

File Description	Document
Copies of Accreditation Certificate(s) duly certified	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 4.3 Library as a Learning Resource

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

**Response:****Library Management:**

The library is one of the important learning and self-learning resources. Managing Library efficiently means providing the desired books and references at the shortest possible time to the user.

There are two types of Libraries at every constituent institution of VMRF(DU) (colleges and schools). The central library at the institution level, a good and well laid out library with ever-increasing holdings, is completely automated using library management software. A library exists at the department level too with limited facilities for ready reference during class hours. It has borrowed books from the central library. Libraries of the constituent colleges and schools are automated progressive using library management software. The details of the Integrated Library Management System available in our libraries making them completely or fully automatic:

Name of ILMS Software	Version	Year of automation	Partial / Full Automation
Insproplus	5.4	2009	Full
CAMPESILIB	6.0.8	2015	
DVL MEDLIB	2019	2019	
AutoLib	VB	2019	

The library automation offers several advantages: improved / faster access to the library resources; saving time for library staff and the users; easy maintenance; and accelerate the searching process. The users' entry and exit from the library are recorded. The students and teachers have access to an electronic database through a unique ID and password. One can know the status of documents through OPAC on availability without physically present. It provides other information like the number of users per day; and other statistics. It enables stock verification instantly and minimizes the loss of materials.

The integrated library management system helps the library staff in all areas of management: acquisition, cataloging, and borrowing – returning/renewal. Managing memberships, locating books, issuing books, sending reminders to borrowers if not returned during the specified period becomes easier. The books have been barcoded and the issue of books is based on barcoded identity cards issued to the students and staff.

File Description	Document
Link to Geotagged photos	<a href="#">View Document</a>

**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:**

Library serves as an important tool to achieve academic excellence. The library must have relevant textbooks, reference books, standard journals, and e-journals besides being a subscriber to the e-resource database. Someone has rightly said “If you are looking for a good college, look at the library facilities of potential colleges”. There are several reasons for this:

1. Because one can tell a lot about the quality of a college but how it organizes its library is a good indicator of Quality College.
2. Because they offer dedicated places of quiet study that every student needs from time to time.
3. Because one needs to read a ton of books during the study period and some college libraries have a better selection than others.
4. Because the best libraries are bringing new technology and a range of innovative practices into learning.

Each of the constituent colleges and schools of the university has spacious central libraries to cater to the needs of students, teachers, and researchers. The institutional central library has all relevant textbooks, reference books, and relevant journals in the printed and electronic form needed for all the programmes and courses offered. The libraries are periodically enriched through regular procurement of resources. Whenever a new curriculum is introduced, the new resources are added to the library. In addition, the libraries have books of standards like Indian Pharmacopoeias, British Pharmacopeias, etc.

Libraries are in the process of digitizing the old books as printed version becomes non-usable due to wear and tear. The individual institution is keeping the Ph.D. thesis in the library as a part of the repository and reference.

Users can search on the OPAC (Online Public Access Catalog). They can search the list of physical books, non-book materials like CDs, videos, etc., journals, e-books, thesis, and much more information on library holdings. The advanced search options provide AND/OR ability, exact search, etc. They can reserve the books, renew, see the list of items already borrowed, their due dates, etc. They also get due reminders.

The students had open access to many resources: Elsevier, Scopus, AEEE digital library during the COVID pandemic. The access to National Digital Library is also available.

The consolidated details of books, journals, e-journals, etc., available in constituent colleges and schools are given below:

1	Text Books – Titles	75139
2	Text Books - Volume	133982
3	Reference Books - Titles	24397
4	Reference Books - Volumes	23706
5	Manuscripts / ancient books - Nos.	194
6	e books	24455
7	Printed Journals	2152
8	e journals	15875

There is a good collection of ancient books, specifically on traditional systems of medicines in the libraries of the medical colleges. These books are also in Tamil language comprising of old traditional Siddha medicine and the medicines used by the saints called Sidhars who lived in the mountainous forests in the Western Ghats very close to the university. Digitised manuscripts in old Tamil lyrics on information about herbal plants and their cure is also available.

File Description	Document
Any additional information	<a href="#">View Document</a>
Links for library acquisition data	<a href="#">View Document</a>

**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	<a href="#">View Document</a>
E-copy of subscription letter/member ship letter or related document with the mention of year to be submitted	<a href="#">View Document</a>
Details of subscriptions for e-journals, e-ShodhSindhu, Shodhganga membership etc. for the last five years	<a href="#">View Document</a>
Details of e-resources with full-text access	<a href="#">View Document</a>

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

**Response:** 217.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
290	345	94	118	240

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

**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	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Give links e-content repository used by the teachers / Students	<a href="#">View Document</a>
Links to documents of e-content resources used	<a href="#">View Document</a>

**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:** 58.14

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

Response: 232

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

Response: 268

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Consolidated list duly certified by the Head of the institution.	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

##### **Response:**

The IT facilities are an integral part of the overall facilities of the educational institutes. IT perhaps the most fast advancing area and frequent updating is a necessity. The VMRF(DU), provides adequate IT infrastructure throughout all the campuses and also updates IT facilities periodically to help students and faculty to achieve academic excellence. The goal of the university is to provide good IT services with the latest hardware and software technology to help the students, faculty, and staff. The use of the most reliable and effective tools is a precursor for achieving excellence in service, research, education, and training at this competitive digital age.

The new computers are added periodically based on need. There is a total no of 2459 computers (including laptops) spread across all the constituent colleges and schools of the university and all are connected to LAN/internet facility. All the computers are installed with a licensed Operating System (OS) and required tools and relevant software. The number of browsing centers has also been increased periodically.

The Digital Library provides 170 systems to students and faculty members to access online resources and internet facilities. The university also conducts workshops/seminars on e-learning. Licensed software is available for research scholars in all the digital libraries of the university. Plagiarism checking software is also available.

To secure and monitor the network efficiently all the computers are connected with LAN with the help of manageable switches and routers. To restrict outside users to access the internal data from institutional computers, they are connected with WAN through the firewall. Data of the entire campus pertaining to the Hospital & office is centralized. User-level security/authentications and security is managed by IT staff.

The University has an e-governance system to manage its day-to-day operation. This system has modules related to Admission, Academics, Examination, Administration, Finance and Planning, and Monitoring. In addition to e-governance, the University uses LMS extensively.

Each institution has adequate numbers of computers and the institution initiates the process of updating, often with the support of the maintenance team. The institution also takes the support of an outside agency if required. Conducting periodic checking and updating will have minimum work disruption and reduced turnaround time in case of issues.

File Description	Document
Links for documents relating to updation of IT and Wi-Fi facilities	<a href="#">View Document</a>

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

**Response:** ?1 GBPS

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Details of available bandwidth of internet connection in the institution	<a href="#">View Document</a>
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	<a href="#">View Document</a>
Annual subscription bill / receipt	<a href="#">View Document</a>

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

**Response:**

VMRF(DU) has initiated the process of establishing media centres to develop e-content. Faculty members are trained to creating the e-contents using simple tools such as OBS, PPT, videos, PDFs, etc.,

The faculty members of VMRF(DU) extensively use LMS [Learning Management System], a software application, which allows instructors to create online courses. Along with creating, managing, and delivering e-courses to their learners, instructors can also track the progress of their learners by accessing detailed reports and statistics that LMS software provides. Another important aspect of a Learning Management System is that it provides learners online classrooms where they can interact and learn in an interactive environment. To create such an environment, LMS allows instructors to upload all their courses and training materials such as videos, presentations, PDFs, or even live web content such as wikis and blogs to a central location i.e. the online classroom. This facilitates anywhere, anytime learning as learners can easily access the materials by logging on to the online classroom from any device with Internet access. In addition to this, learners can access these classrooms anytime even after they have finished taking the courses, ensuring uniformity and continuity in learning and training. LMS software has several features to help instructors manage their learners better. They can organize learners into groups or classes to centralize reporting & assignment of courses or quizzes. With advanced reports and statistics, tracking the progress of large groups or individual learners is also easy.

The university uses a third party LMS called CAMU. All the staff and students are given access to the software which is also available in the android platform for usage with mobile phones. The staff can design their timetable, put up their teaching content, a blog on topics of interest, connect with students using

groups and conduct assessments using the LMS. Even attendance is through the system. There is also a provision for conducting online classes using platforms like ZOOM, Team, g-meet, etc.

The E-content development facility available in the university is a boon for the faculty to prepare their lecture videos and upload them in the LMS for the use of the students both in online and offline modes.

The teaching and learning process is enhanced through incorporating ICT tools and e-resources, NPTEL, online courses like SWAYAM, etc.

SWAYAMPRABHA platform in our institutions offers online courses at free of cost through 32 DTH channels. It helps our students and faculty to update the knowledge in whatever field of study they are interested in.

Also, a wide range of e-books and e-journals are available through NDL access.

Most of the classrooms are equipped with LCD Projectors connected to the LAN and internet to offer both offline and online content. Smartboards and interactive devices are available in many classrooms of the constituent colleges and schools providing technology-driven teaching-learning activities benefiting both teachers and students. There are touch screen devices that make the teaching-learning process enjoyable and effective.

File Description	Document
Links for the e-content development facilities	<a href="#">View Document</a>
Links for Geo-tagged photographs	<a href="#">View Document</a>

## 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:** 13.69

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)

2019-20	2018-19	2017-18	2016-17	2015-16
2260.9	2713	2374.6	1286.9	1305.3

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Details about approved budget in support of the above	<a href="#">View Document</a>
Audited statements of accounts for maintenance (Refer annexure number -01 as per SOP)	<a href="#">View Document</a>
Provide link to ERP	<a href="#">View Document</a>

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

##### **Response:**

Maintaining infrastructure is as important as creating them. In a resource constraint country like ours, regular maintenance is a necessity for sustainability both in terms of proper functioning and longevity. The University uses a decentralized maintenance system empowering the individual constituent college and school to shoulder and manage the maintenance system.

Every institution has a dedicated maintenance department. It is responsible to provide maintenance support maintaining campus buildings and their mechanical/electrical subsystems. The maintenance department has an adequate number of skilled staff to do masonry and plastering works, furniture repairing, painting, carpentry, plumbing, and housekeeping. Similarly, there are exclusive IT team to look after the periodic updating of computers and other IT tools.

There are Standard Operating Procedures (SOPs) for preventive measures like pest control measures. Pest control measures are taken at the pre-defined time to preserve the library resources from damages by pests.

The functions of the maintenance department are to ensure:

- Protection of property through proper planning, scheduling, and preventive maintenance.
- Conservation of energy through the utilization of the latest technology and energy conservation measures.
- Quality maintenance program through effective management and efficient utilization of resources. A separate Maintenance Department with a Maintenance Officer and a team of technicians is available for maintenance and rectification for all complaints related to civil, electrical, IT, office, etc.
- Laboratory equipment maintenance and servicing register are maintained in the departments.
- A separate stock register is maintained in the departments for lab equipment and consumables
- A central stock register is maintained for all IT equipment by the head of computer science
- Servicing of the equipment is done and records are maintained in service registers.

Some equipments are maintained through an Annual Maintenance Contract (AMC) with reputed firms. All major equipments are covered under Comprehensive Maintenance Contract (CMC).

The Maintenance Department undertakes the following:

1. Day to day repairs.
2. Preventive Maintenance to avoid breakdown of machinery/equipment and occurrences of maintenance problems in buildings and services.
3. Annual Repairs to maintain the aesthetics of buildings and services as well as to preserve/enhance their life.
4. Special repairs to replace existing parts of buildings and services which get deteriorated on aging.
5. Additions and Alterations to buildings to meet the special requirements of the users for functional efficiency. Policies for maintenance and effective use of facilities like libraries and sports facilities have been formulated and adopted.

VMRF(DU) spent an average of Rs. 3466 Lakhs on maintenance.

File Description	Document
Links for minutes of the meetings of the Maintenance Committee.	<a href="#">View Document</a>
Links for log book or other records regarding maintenance works.	<a href="#">View Document</a>

## 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:** 9.59

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

2019-20	2018-19	2017-18	2016-17	2015-16
1378	1253	1290	757	725

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

#### 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	<a href="#">View Document</a>
Details of capability enhancement and skills development schemes	<a href="#">View Document</a>
Detailed report of the Capacity enhancement programs and other skill development schemes	<a href="#">View Document</a>
Link to institutional website	<a href="#">View Document</a>

**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:** 12.59

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

2019-20	2018-19	2017-18	2016-17	2015-16
1825	1584	1848	1251	604

File Description	Document
Year-wise list of students attending each of these schemes signed by competent authority	<a href="#">View Document</a>
Program/scheme mentioned in the metric	<a href="#">View Document</a>
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	<a href="#">View Document</a>
Institutional Data in Prescribed format	<a href="#">View Document</a>
Copy of circular/brochure of such programs	<a href="#">View Document</a>

**5.1.4 The institution has an active international student cell**

**Response:**

The University has a very active International Student Cell headed by Director (International Affairs) and it serves as International Connects to the university. The University not only aims to be a Nationally

Prominent Institute but also to be known internationally as the Institute of Repute. It aims to empower its teachers and students through international exposure. The university has signed a Memorandum of Understandings with several reputed Universities across the globe to foster Faculty Exchange, Student Exchange, Joint Research activities, and collaborative degrees. The International Student Cell coordinates all such activities.

It serves as a single contact point for all international students. It ensures their comfort and security on the campus. It participates in various international exhibitions and educational fairs. The University has successfully completed faculty and student exchange programs with Mahsa University, Malaysia. The students of the Faculty of Dentistry have been visiting Mahsa University as a part of the collaboration.

The University has also an MOU with the Naresuan University of Thailand in the field of renewable energy. The MOU was signed in 2015 for a period of five years for faculty and student exchange. So far, eight faculty members and fifteen students from our institute have visited Naresuan University. In exchange, five faculty members and five students have visited our campus. The exchange programme has been very successful in terms of gaining experience in the field of subject and understanding the arts and culture of the country.

The various activities of the International Student Cell are:

1. International student cell takes utmost care of International students from the time of admission to completion of their study. At present, students from eight foreign countries are studying in constituent colleges.
2. The cell works to ensure a conducive environment in the institution during their period of study.
3. The cell educates the students on local customs, language & other local practices. This helps the students to easily adopt the local condition. It also organizes meetings and events which help them familiar with each other and overcome the barrier of a different culture.
4. The cell sensitizes the enrolled international students with the existence of the institutional student council, student-student, and student-teacher relationship.
5. The cell also gives encouragement and support to the International students to participant in various events of the institution.
6. The cell makes the students familiar with the code of conduct and the need of adhering to such codes.
7. The cell conducts periodical meetings to address any grievances of the international students. It takes care of their accommodation and safety.

File Description	Document
Links for international students' cell	<a href="#">View Document</a>

#### 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	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Circular/web-link/ committee report justifying the objective of the metric	<a href="#">View Document</a>

## 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, JIPMER Entrance Test, PGIMER Entrance Test etc., )**

**Response:** 19.18

**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, JIPMER Entrance Test, PGIMER Entrance Test etc.,**) year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
79	88	78	86	54

**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**

2019-20	2018-19	2017-18	2016-17	2015-16
337	683	384	402	302

File Description	Document
Pass Certificates of the examination	<a href="#">View Document</a>
List of students qualifying for state/national/international-level examinations during the last five years with their roll numbers and registration numbers	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

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

**Response:** 69.15

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

2019-20	2018-19	2017-18	2016-17	2015-16
911	1363	1124	1187	1223

File Description	Document
Self-attested list of students placed/self-employed	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Annual reports of Placement Cell	<a href="#">View Document</a>

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

**Response:** 4.72

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

Response: 155

File Description	Document
Supporting data for student/alumni in prescribed format.	<a href="#">View Document</a>
List of students who have progressed to Higher education preceding academic year	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 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:** 101

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

2019-20	2018-19	2017-18	2016-17	2015-16
42	31	06	10	12

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Certified e-copies of award letters and certificates.	<a href="#">View Document</a>

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

**Response:**

The students are the most important stakeholders of any educational institute. The students should be made as a part of the decision-making process to get better adherence, cooperation, and support of students for various activities. The students' participation and involvement in the institution's activities are through the respective students' council.

Student Councils are available in all the constituent institutions of VMRF(DU) and are constituted following the defined norms of the respective statutory councils and that of the university. They are involved in the academic and administrative activities of the institution. They play a key role in various decision-making bodies of the institution. Student Councils provide a platform for the development of leadership skills, gaining experience in program planning and development, volunteering, and fiscal

management. Under the guidance of the teaching faculty, the council takes part in many curricular, co-curricular, and extra-curricular activities including academic administration. The student council is a representative of students mobilizes the students to actively participate in various activities. It functions as a link between the students and teachers.

***Contribution of the Student Council in Academic Administration:***

- Coordination in day to day academic activities at their level;
- Coordination in communicating the information between students and teachers;
- Coordination in organizing Cultural events, Sports & Games for the students;
- Coordination in arranging Industrial Visits for the students;
- Coordination in inviting the external guest speakers and organizing the Seminars & Workshops;
- Organization of meetings and conferences;
- Helps students to gain skill in communication by encouraging participation in debates, panel discussions, and seminars;
- Provides peer support to undertake community projects – health surveys, school health projects, medical camps, etc;
- Encourages the student to participate and organize cultural and sports at regional/state/national and international levels; and
- Conducting various programmes such as -
  - Annual day celebration
  - FIT India movement programme
  - Fresher's day
  - Teachers day
  - Participation in Biennial Conference
  - Tree plantation and bestow to blind
  - Independence day and republic day celebration
  - Commemoration Days.

***Students' Role in Institutional Development:***

- Support the teaching and learning activities.
- Participate in extension activities of College.
- Help in organizing co-curricular programmes.
- Actively participate as committee members in organizing conferences, seminars, and workshops.
- Enhance the growth of the institution by providing regular feedback regarding curriculum, teaching-learning process, library, and hostel.

The institutions provide the necessary support to the council in organizing & coordinating the events. The students get opportunities for completely managing the events from conceptualizing, planning, resource mobilization, organizing to financial management. These activities help the students acquiring leadership to managerial skills –and effort to moulding the students as future managers and leaders.

***Duties and Responsibilities of the Student Council:***

1. Conducting Fresher's day every year.
2. Prevention of ragging on the campus through counseling senior students, helping the administration

whenever necessary.

3. Liaising with the administration to improve the student amenities.
4. Supporting the administration in the smooth conduct of student activities on the campus.
5. Guiding the junior and needy students to improve their skills.
6. Encouraging innovative and creative skills of undergraduate and postgraduate students.

File Description	Document
Links for Student Council activities	<a href="#">View Document</a>

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

**Response:** 14.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
18	16	15	14	09

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

### **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:**

Alumni are true ambassadors of institutions. Usually, alumni have an attitude to pay back the alma mater in whatever way feasible as part of their gratitude. They contribute towards the further growth of the institution which has moulded them into whatever they are. VMRF(DU), a multidimensional and multi-campus higher educational institute, encourages the constituent colleges and schools to develop a good and sustainable relationship with alumni. All constituent colleges and schools have respective registered alumni association and are active. The respective institutions periodically conduct alumni meet at the institute. There are 13 alumni associations across the VMRF(DU) with more than 12000 registered members.

1. VMKV Engineering College Alumni Association Salem – R.No:91/2018 dt: 31.10.2018
2. Vinayaka Missions College of Physiotherapy Alumni Association Salem –R.No:104/2018 dt:29.11.2018
3. Vinayaka Missions Medical College Alumni Association R.No:464/2017 Dt: 02112017
4. Aarupadai Veedu Institute of Technology Alumni Association R.No:125/2018 Dt: 12112018
5. Alumni Association Vinayaka Missions Annapoorna College of Nursing Salem. R.No:92/2018 Dt:311018
6. VMKV Arts Science College Alumni Association, Salem R.No: 3269/2019 Dt:20.05.2019
7. Alumni Association Vinayaka Missions College of Pharmacy Salem R.No: 213/2018 Dt: 12.11.2018.
8. Vinayaka Missions College of Nursing Alumni Association, Karaikkal, R.No:261/2018 dt:09.10.2018
9. Vinayaka Missions Homeopathy Medical College and Hospital Old Students Association, R.No:1/2019 Dt:10/01/2019.
10. Vinayaka Missions Nursing Alumni Association, Puducherry, R.No:236/2018 Dt 07.09.2018.
11. Vinayaka Missions Sankarachariyar Dental College Old Students Association,Salem R.No.89/2016 Dt 04.11.2016.
12. Alumni Association Vinayaka Missions Kirupananda Variyar Medical College Hospital Salem R.No: 103/2018 Dt: 29.11.18
13. Aarupadai Veedu Medical College Alumni Association, Puducherry, R. No. 235/2018 dated 07.09.2018

The institutions actively involve respective alumni associations and take their support in various activities including curriculum design to the placement of students. Alumni Association is a bridge between the past students and the present students. The Alumni Association helps in:

- (1) Promoting alumni relationships
- (2) Fostering commitment among students
- (3) Enabling student-alumni interactions.

Alumni and alumni association are involved in events and programs such as:

- Maintaining alumni website and social media pages
- Maintaining alumni database
- Conducting regular alumni meet
- Fostering alumni visits to campus
- Helping alumni with University-related activities
- Providing job opportunity for alumni
- Encouraging giving back by alumni
- Donations
- Lectures
- Sponsorships
- Mentoring
- Internships
- Placement
- Holding alumni reunions
- Recognizing exceptional alumni through awards
- Planning to form international chapters and forming national chapters.

The alumni contribution to the university and respective institution include:

- Giving back to the university and institution through various means.
- Delivering guest lectures.
- Donating books to the library.
- Alumni have provided jobs and internships to students and other alumni.
- Educational scholarships have been provided by alumni to economically backward students.
- Students who travel abroad are offered advice and help by alumni.
- Providing feedback on curriculum.
- Taking part in the Board of Studies Meeting as an external expert and contributing towards enriching curriculum and syllabus.

The Alumni have been contributing financially too. Alumni have been participating as a resource persons for offline and online mode for programmes under Alumni Lecture Series.

File Description	Document
Audited statement of accounts of the Alumni Association (Refer annexure number -01 as per SOP)	<a href="#">View Document</a>
Links for quantum of financial contribution	<a href="#">View Document</a>
Links for frequency of meetings of Alumni Association with minutes	<a href="#">View Document</a>
Link for details of Alumni Association activities	<a href="#">View Document</a>

**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:** B. Any four of the above

<b>File Description</b>	<b>Document</b>
List of Alumni contributions made during the last 5 years	<a href="#">View Document</a>
Certified statement of the contributions by the head of the Institution	<a href="#">View Document</a>
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	<a href="#">View Document</a>

## 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 and Mission” are inspired by the late Founder Chancellor Dr. A.Shanmugasundaram and the sponsoring trust philosophy. This has been duly approved by the BOM of the University.
- **Vision** is “To achieve excellence in education and make education as a tool for social change for the betterment of the society.”
- **Mission** is “To spread education globally in the fields of Medicine, Dental, Paramedical, Homeopathy, Engineering, Management and Basic Sciences.”
- VMRF(DU) has constituted all statutory bodies Viz. Board of Management, Academic Council, Planning and Monitoring Board, Finance Committee and Board of Studies as per prescribed standards.
- Board of Management chaired by Vice Chancellor is the chief governing body, which has fair representation of eminent external and learned internal members as per prescribed standards. Board of Management is committed to the vision and mission through transparent and participatory governance by embracing new technologies and adherence to standards of Quality. Approved Strategic Plan for development has been deployed and Board of Management monitors the progress of same periodically.
- Statutory bodies of the University are well supported by various mandatory and non-mandatory committees and cells at the University and the Institutions level for effective implementation of resolutions passed by statutory bodies.
- These committees/Cells are constituted as per guidelines and have suitable representation with well defined responsibilities. Few of the Committees at University level are
  - Anti-ragging Committee
  - Anti Discrimination Cell
  - Grievance Redressal Committee
  - Internal Complaint Committee
  - Gender Sensitization Cell
  - Internal Quality Assurance Cell (IQAC)
  - Research Advisory Board
  - University Ethics Committee
  - University Research Committee
  - Staff Selection Committee
  - E-Governance Committee
  - Academic Research Board
  - Student Welfare Committee
  - International Student Cell
- Some of the key committees at Institution level are

- College Council
- Institutional Ethics Committee
- Institutional Research Committee
- Institutional IQAC
- Hostel and Mess Committee.
- Various Hospital Committees
- Institution Innovation Council
- Entrepreneurship Development Cell
- Transparent, accountable and participatory governance is ensured by having:
  1. Active representation from all stake holders like students, faculty, staff and officials.
  2. Regular interaction through periodic meetings with prefixed agenda
  3. Regular communication among the members and status follow up by higher authorities at university and institution level
- True to the vision of achieving excellence in education VMRF (DU) has achieved the following in the quest towards excellence.
  1. NAAC score of 2.73 in 2015
  2. NABH and NABL accreditation of medical college hospital and laboratories.
  3. NIRF participation and gradual progress.

Year	Overall Category Ranking	University Ranking
2016	-	-
2017	-	101-150
2018	-	-
2019	-	151-200
2020	151-200	101-150

1. SIRO status from DSIR.
2. ISO certification of Nursing Colleges, Pharmacy College, Arts and Science college, Schools of Allied Health Sciences, School of Arts and Science and the University Administrative office.

Various awards and ranking for institutions, faculty and students in ARIIA, IICs, Chhatra Vishvakarma Award, etc.

File Description	Document
Link for additional information	<a href="#">View Document</a>
Link for vision and mission documents approved by the Statutory Bodies	<a href="#">View Document</a>
Link for report of achievements which led to Institutional excellence	<a href="#">View Document</a>

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

### **Response:**

VMRF(DU) believes in participative governance and all key policy decisions are taken by governing bodies after due deliberations and consultation with Institutions and all stakeholders.

- Curriculum enrichment process
  - 1. University obtains feedback on curriculum from all its stakeholders including Students, Faculty members, Alumni, Parents, Employers, Industry Experts and community.
  - 2. Respective Departments consolidates and analyze these feedbacks. Recommendations are made to the respective Boards of Studies (BoS).
  - 3. BoS deliberates on the input from the departments and recommends to Academic council.
  - 4. Academic council takes decisions for curriculum enrichment.
  - 5. Decisions are ratified by Board of Management (BoM).
- Financial planning and budgeting is also done in similar way
  - 1. The constituent colleges and schools plan their budget.
  - 2. These budgets are prepared and sent to University Finance Office.
  - 3. Finance office consolidates the budget plans from all Institutions and it is presented to Finance Committee.
  - 4. Finance Committee deliberates and obtains inputs from Academic Council, Planning and Monitoring Board. The final finance budget proposal is submitted to BoM for approval.
  - 5. BoM deliberates and decides the final budget.
  - 6. After approval by BoM, Individual HoIs are given autonomy to implement the approved budget at institution level as per standard guidelines.

### **Case Study : Decentralization**

#### **Problem area:**

Increasing the number of external funding was identified as a thrust area.

#### **Action Taken:**

- Improved Governance Structure by instituting various bodies at University and Institution level to bring desired change.
- University modified its research promotion policy by providing support and incentives.
- The following bodies were constituted to facilitate research
  - 1. Research Advisory Board
  - 2. University Research Committee
  - 3. University Ethics Committee
  - 4. Institutional Research Committee
  - 5. Institutional Ethics Committee
- Research Governance is strengthened with the following key positions
  - 1. Director (Research)
  - 2. Director (Medical Research)
  - 3. Director (Clinical Trials)

#### 4. Deputy Directors (Research)

- Institution level bodies are given authority, autonomy to encourage and hand hold faculty and to recommend project proposals for extramural and internal funding.
- Based on recommendations from Institutional level research Committees, Research Proposals are scrutinized and recommended for the decision of a specialists committee constituted by Vice Chancellor. The Committee gives its recommendation to University Research Committee (URC). URC after deliberations recommends the selected proposals to Vice Chancellor for seed funding.
- Based on recommendation/approval from Institutional level bodies projects submitted for external funding. URC periodically reviews the progress.

#### Outcome:

Increased number of Extramural Projects with increased quantum of funding:

Year	No of extramural Project Sanctioned by Govt Bodies	Extra Mural Grants Sanctioned by Govt Bodies
2016-17	0	0
2017-18	0	0
2018-19	2	Rs 14.34 Lakhs
2019-20	11	Rs 114.53 Lakhs

Seed Money Proposals Sanctioned:

Year	No of Seed Money Proposals Sanctioned	Seed Money Sanctioned
2016-17	50	Rs 31 Lakhs
2017-18	51	Rs 81.25 Lakhs
2018-19	43	Rs 34.6 Lakhs
2019-20	93	Rs 96.81 Lakhs

File Description	Document
Link for information / documents in support of the case study	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic plan is effectively deployed.

#### Response:

In today's dynamic world, it is essential to have futuristic and visionary outlook for the growth of education Institutions. VMRF(DU) is guided by the philosophy of sponsoring trust for the excellence in Education and for the same institution has developed and deployed Strategic Plan in 2 phases.

- Phase 1 (2016-20)
- Phase 2 (2021-30)

Multiple rounds of discussions and deliberations were carried out involving the stakeholders including University officials, Deans of Faculty and Head of Institutions. A team of external experts were consulted to formulate the Strategic plan which is in alignment with the Vision and mission of the Institution and also in tune to the current educational environment and dynamics of country.

Strategic Plan was further subdivided into more granular action items and metrics were assigned to monitor the outcome. The whole plan and action items along with Metrics were approved by Board of Management for implementation.

Plan along with granular action points were aligned with organogram and key stake holders were identified to champion the causes. Appropriate resources were planned and allotted for the purpose. Periodic review was undertaken and course corrections were suggested as per review by the Board of management and Key stakeholders so that objectives are achieved as per strategic plan.

#### Salient feature and achievement of Phase 1 of Strategic Plan

Phase 1 of the plan was charted out with clear objective of putting VMRF(DU) on accelerated growth path of quality journey with a specific focus in following fields of

- Governance
  - Creation of posts and constitution of committee for accountable governance
  - Directors for Academics, Research, IQAC, Clinical Trials, Student Welfare and International Affairs were identified and recruited.
- Academics
  - Focus on revision of curricula, flexibility, Increase in intake of MBBS&MD/MS, Faculty training and introduction of value added courses
  - Outcome Based Education and Choice Based Credit System implemented, Permission for 150 MBBS intake and increase in intake of PG programs in all three medical colleges. 174 value added courses were introduced in last five years.
- Research
  - Plan to strengthen Research governance, enhancement of research ecosystem through revision of policies, creation and augmentation of research infrastructure etc.
  - Research Governance strengthened through various boards and committees, Research leaders from repudiated organisations recruited, policies were revised and incentives enhanced.
  - Creation and upgradation of infrastructure to support initiatives.

- Sustainable infrastructure developed to support initiatives.
- e-governance and digital infrastructure
  - Plan for University management system and enhancements in ICT
  - Cloud based University management system implemented and enhanced ICT enabled Teaching through smart classroom, collaborative platforms and LMS
- Quality improvement initiatives
  - Plan for various accreditations and ranking
  - NABH, NABL and ISO accredited and improved NIRF ranking.

Phase 2 (2021-30) is visionary plan which includes Academic excellence, Research excellence, Public service excellence, Institutional excellence, Partnership opportunities, Diversity and inclusion and geography and quality expansion as core objectives.

File Description	Document
Link for minutes of the Governing Council/ other relevant bodies for deployment / monitoring of the deliverables	<a href="#">View Document</a>
Link for Strategic Plan document	<a href="#">View Document</a>

#### **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:**

VMRF(DU) is governed on the basis of its approved Memorandum of Association (MoA) and Rules through its statutory bodies and committees. The governance principle is in consistence with the UGC (Institution Deemed to be Universities) Regulations 2019.

All the statutory bodies of VMRF(DU): Board of Management, Academic Council, Finance Committee, Planning and Monitoring Board and Boards of studies are constituted as per the defined guidelines. They periodically meet as scheduled in the calendar with clear agenda which is published in advance for effective functioning of the University. Minutes of these meetings are published in internal portal for effective implementation and follow ups. In addition to mandatory bodies, VMRF(DU) has multiple Boards, committees/cells and sub committees at university and college level for streamlining participatory governance and effective implementation of resolutions passed in statutory bodies meeting.

Statutory bodies of the University are very well supported by mandatory committees and cells like Anti-discrimination cell, Grievance Redressal Committee, Internal Complaints Committee, Anti-Ragging Committee, Gender Sensitization Cell and other various committees viz. Internal Quality Assurance Cell, Research Advisory Board, Staff Selection Committee, University And Institution Research Committees and ethics committees, College Councils, student welfare committees with defined responsibilities / mandates for efficient, transparent and decentralised governance.

VMRF(DU) has well documented and transparent policies and procedures, which are approved by Board of Management, for various academic, administrative and research activities implementation. To supplement MoA and Rules VMRF(DU) has well defined and structured Service rules, code of conduct, Staff Welfare Policy, Staff Appraisal policy, Finance and audit Policy, Research related Policies like Research Promotion Support & Incentives policy, Innovation and Entrepreneurship Policy, IPR and Consultancy Policy, Research Code of Conduct and Ethics, Policy/ Guidelines On Standardization for author affiliation and Institution names in publications and Policy for Prevention of Plagiarism.

Colleges and Teaching Hospitals also have various committees as suggested by accreditation agencies like NABH, NABL and ISO for implementation of best practices and continuous quality improvements.

All Boards and committees have fair representation from all stakeholders, where in members are nominated on rotation basis to provide equal opportunity to all cadres for contribution in governance mechanism. Committees meet at regular intervals as per pre decided schedule and review of previous proceedings are done for the monitoring of action taken. Minutes of the meetings are shared with Heads of Institution for information/necessary action and onward transfer for University bodies.

As part of quality assurance initiatives, external and internal audits of academic, administrative, clinical, financial and environmental activities are periodically conducted to monitor processes, procedures and functioning of various departments and functions. Reports and recommendations of these audits are shared with statutory bodies and stakeholders for further improvement.

File Description	Document
Link for Annual Report of the preceding academic year	<a href="#">View Document</a>
Link for minutes of meetings of various Bodies and Committees	<a href="#">View Document</a>
Link for organogram of the University	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Institutional budget statements allocated for the heads of E-governance implementation ERP Document	<a href="#">View Document</a>
E-Governance architecture document	<a href="#">View Document</a>

## 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:

Human resources are the most important component of an educational institution. A satisfied and happy person performs better. VMRF (DU) takes adequate measures to provide healthy and conducive working environment besides implementing several welfare schemes for teaching and non-teaching staff. Following are the important welfare schemes available for employees:

#### Teaching Staff

- Employee Referral Bonus for hiring Teaching Staff is promoted within the institution.
- Fee concession for teaching staff pursuing PhD.
- Travelling Allowance/Dearness Allowance will be paid to staff members for attending conferences / Seminars / Workshops and other travel for official purposes within India and abroad.

#### Non - Teaching Staff

- Ex-Gratia to all non Teaching staff is paid during Diwali Festival.
- Celebrations at campus are organized for various Festivals.
- The Employees are covered under Contributory Provident Fund with 12% contribution from the management.
- Under the Employees State Insurance Act, 1948, all employees are covered under ESI.
- As per the Gratuity Act 1972, all employees are paid Gratuity as per the rule.
- Fee concession for Non-Teaching staff pursuing PG.
- Employee's children pursuing education in the constituent Institutions.
- One-time benefit Rs.10,000 is given to employee for wedding or any family function. This benefit is available after the completion of three years continuous service.
- The employees are provided with Uniform once in a year (1 set of shoes to nursing staff & one set of formal sandals to other workmen).
- Employee of the month award is given to 15-20 Non-teaching staff every month through nomination.
- Skill upgrading training including Soft Skill programs on effective communication, Personality

development, Interpersonal relationship, and discipline are regularly offered to non-teaching staff.

- Funeral assistance of Rs.5000 is provided on death of spouse, parents or Children. This assistance is available to employees on completion of three years continuous service for a maximum of two times.

### For All Staffs

- Group Medical Insurance for employees for a sum of Rs.1,00,000/- is available as an optional benefit. Both employer and employee participation is encouraged.
- Teaching and Non – Teaching staff and their family members get free OP consultation and subsidized OP and IP treatment at medical college Hospitals.
- All employees are covered under Personal Accident Insurance.
- Personal Gifts are given to all employees during Diwali celebration. Celebrations are organized for various Festivals.
- Women Staff on completion of one year of service in the institution are eligible for paid Maternity Leave for a period of 6 months.
- Staff members are eligible for 15 days of paid leave for their Marriage.
- Sabbatical leave for a period up to 3 years to pursue higher education.
- Subsidized Staff Accommodation for Staff inside our Medical college campuses.
- Subsidized Transport facilities for all staff to commute between Residence and Office. Some senior staff is given Car facilities for their commute.

File Description	Document
Link for policy document on welfare measures	<a href="#">View Document</a>
Link for list of beneficiaries of welfare measures	<a href="#">View Document</a>

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

**Response:** 11.71

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

2019-20	2018-19	2017-18	2016-17	2015-16
170	247	132	128	86

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

**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:** 174.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
328	194	147	105	98

File Description	Document
Reports of Academic Staff College or similar centres Verification of schedules of training programs	<a href="#">View Document</a>
List of professional development / administrative training programmes organized by the University year-wise for the last five years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Detailed program report for each program should be made available Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	<a href="#">View Document</a>
Copy of circular/ brochure/report of training program self conducted program may also be considered	<a href="#">View Document</a>
Certified list of the participants who attended the professional development/administrative training programmes during the last five years	<a href="#">View Document</a>
Certified list of organisations / agencies that sponsored/supported/supervised the programmes	<a href="#">View Document</a>

**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:** 27.21

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

2019-20	2018-19	2017-18	2016-17	2015-16
711	480	322	160	115

File Description	Document
List of teachers who attended Faculty Development Programmes including online programmes during the last five years	<a href="#">View Document</a>
List of sponsoring/supporting/supervising agencies	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
E-copy of the certificate of the program attended by teacher	<a href="#">View Document</a>
Annual reports of the IQAC and the University for the last five years.	<a href="#">View Document</a>
Annual reports of the AQAR submitted to NAAC	<a href="#">View Document</a>

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

#### Response:

Performance appraisal of the employees of any organization is a key step to get the best out of an employee. Performance appraisal is usually an annual review of employee's performance and contribution to the organization. It serves three purposes: to provide honest and adequate feedback on his /her performance; to motivate for a change in attitude to improve performance; and to take administrative decision like transfer, further training need of the employees.

To become successful, employees need to embrace the culture of delivering the key results in terms of their institutional responsibilities. The VMRF(DU) believes in nurturing and rewarding talents who have been contributing for the growth and bringing name and fame to the institution through their performance. The performance of the employees is measured at two levels: Self and appraisal by immediate supervisor. The performance appraisal through structured format is carried out every year for all teaching and non-teaching staff. The Authorities of the Deemed University reviews the performances and initiate appropriate action.

Every faculty member submits his/her annual performance report in the pre-structured appraisal format. The format is designed to capture the functioning of all relevant domain and overall contribution to the institutional growth. Performance Report includes data or information on: Key Performance Indicators like Curriculum Development, Evaluation of Teaching & Learning mechanisms, Student development, Awards and Recognition, Research grants, Publications and Patents, Research Guidance and Industry collaboration initiative, participation in National forums and International forums etc. Detailed instructions are issued in this regard has to be followed scrupulously. As it is a self-introspection faculty member are expected to provide factual and accurate information of their performance.

The self-appraisal report is submitted through the respective HoD and the respective HoD gives his/her impression in writing. When the employee is not directly working under HoD like laboratory staff, the self-appraisal report is to be submitted through the faculty who is in charge of the concerned facility.

A performance review committee comprising of HOD & HOI, review the performance of every faculty

member and give their feedback. The competent committee, as formed by Vice Chancellor, recommends an annual increment for the faculty member based on the performance.

Career Advancement Scheme (CAS) and promotion for faculty members is too dependent on appraisal through a process defined in UGC regulation - “UGC Regulations on minimum qualification for appointment of teachers and other academic staff 2018”. Career Advancement Scheme (CAS) is provided for the administrative and technical category staff based on years of service and performance appraisal reports.

In case, a faculty member's performance is consistently unsatisfactory, based on the recommendation of the committee, the University would take appropriate action including termination of his/her service. For Non –Teaching Staff members, the HOI shall nominate the Performance review committee comprising of Supervisor of the staff, HOD and HR for reviewing the performance.

File Description	Document
Link for performance appraisal policy of the institution	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

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

#### Response:

VMRF(DU) has a comprehensive Finance policy approved by Board of Management (BoM), which also details structured and transparent process for resource mobilization. The Finance Policy also includes detailed, transparent and efficient process for the utilization of fund fiscal discipline.

#### Resource Mobilization Process

##### Sources of Fund

- Tuition Fees and other fees
  - Key contributor to the resource is tuition fees. There is defined mechanism to fix tuition fee through fee fixation committee. Fee Fixation committee decides the fees for the programmes considering previous years revenue and expenses, tentative budget planned for the next year or any other relevant factor. Approved fees for all programs are uploaded in website and available in public domain.
  - The approved tuition fees (different amounts for different programmes) are collected through RTGS and online transfer as per time schedule. The examination fees are collected through online mode only.
- Hospitals' Income : Although most of services are free or subsidized, some income is generated through insurance and government schemes patients like Ayushman Bharat and TNCMCHIS

- Consultancy Fees: Consultancy fees generated through providing consultancy to industries. Part of the consultancy fees go to the institution as per the Consultancy policy.
- Project funding from external sources: Sponsored research projects through Governmental and Non-governmental agencies. Faculty members are incentivised for these grants as per Research Promotion and support Policy
- Donation and grants

### Effective and Efficient Utilization of Funds

- VMRF (DU) has a robust system of financial planning, budgeting and execution for the efficient utilization of available resources.
- Individual departments plan their budget.
- The budget is prepared, consolidated and presented in College Council and after due discussion final budget is sent to University Finance Office.
- Finance office consolidates the budget plans from all Institution and it is presented to Finance Committee
- Finance Committee deliberates on Budget planned along with input from Academic Council and Planning and Monitoring Board and then recommend final budget proposal to BoM for approval.
- BoM approves the final budget.
- After approval Individual HoIs are given autonomy to implement the approved budget at institution level as per the standard guidelines.
- Review of expenses happens through internal auditor to have checks and balances in the financial system, reports are presented and final review takes place at Finance Committee to have strict monitoring of budgeted expenditures.
- Every financial transaction is recorded carefully by the personnel of the accounts and finance department of the respective institutions using Tally software. The accounts are finalised and provided to the statutory auditors for their opinion and comments. All the documents required by the statutory auditors are provided to them and subjected to audit.

The Audit reports and the formats prescribed by various Laws are collected from the statutory auditors. The reports are then filed with various Government authorities in fulfilment of the compliance requirement of various laws of the land. The reports and financial results are then published in the website of the University.

File Description	Document
Link for resource mobilization policy document duly approved by BoM / Syndicate / Governing Council	<a href="#">View Document</a>
Link for procedures for optimal resource utilization	<a href="#">View Document</a>

#### 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: 39**

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

2019-20	2018-19	2017-18	2016-17	2015-16

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	<a href="#">View Document</a>
List of government / non-Governmental bodies / philanthropists that provided the funds / grants	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of letter indicating the grants/funds received by respective agency as stated in metric	<a href="#">View Document</a>
Audited statements of accounts for the last five years (Refer annexure number -01 as per SOP)	<a href="#">View Document</a>

**6.4.3 Institution conducts internal and external financial audits regularly****Response:**

Financial audits are conducted periodically as per the approved Finance policy of the University by appointing the qualified firms of Auditors. Two types of financial audits are undertaken by the Institution, namely, Statutory Audits and Internal audits.

**Statutory Audits:**

Statutory Audits are mandated by the Laws or statutes to ensure that the reports and books of accounts presented to the regulators and public gives a true and fair view.

The VMRF(DU) has appointed a firm of Chartered Accountants to conduct the Statutory Audits of all the constituent colleges and schools coming under the University. The periodicity of the audit is financial year.

Every financial transaction is recorded carefully by the personnel of the accounts and finance department of the respective institutions using Tally software. The accounts are finalised and provided to the statutory

auditors for their opinion and comments. All the documents required by the statutory auditors are provided to them and subjected to audit.

The Audit reports and the formats prescribed by various Laws are collected from the statutory auditors. The reports are then filed with various Government authorities in fulfilment of the compliance requirement of various laws of the land. The reports and financial results are then published in the website of the University.

### **Internal Audits:**

Internal Audits are conducted to evaluate the systems and methodology towards risk management processes, controls and effectiveness of execution of the plans.

VMRF(DU) has appointed a firm of Chartered Accountants for conducting the internal audit of the University and its constituent institutions and schools.

The internal auditors evaluate the internal control systems of the university. Special attention is paid to the budgetary controls. Verification of cash flow, bank receipts and payments, accrual of income and expenditure, receivables and payable, fixed assets and its movements, investments, agreements and contracts forms part of the scope of the internal audit. The revenue, receipts, control of billing software, discounts, scholarships, fee waiver and such other matters are also inspected by the internal auditors.

The documents provided to internal auditors include:

- a. Legal form of the organisation such as Trust deed, Rules and Regulations.
- b. Laws, regulations, rules and standards that regulate the university.
- c. Current developments.
- d. Organisational structure.
- e. Administrative and accounting personnel.
- f. Changes in nature of activities e.g., change in number and type of courses offered by the university.
- g. Chart of accounts and accounting manual.
- h. Policy and procedures manual.
- i. Long term leases, contracts and commitments.
- j. License agreements and recognitions.
- k. Enrolment procedure.
- l. Physical facilities offered by the institution, e.g., library, canteens, playgrounds, furniture, computers, mess, workshops, laboratories, dormitories, staff quarters, etc.

- m. Placement and training programmes offered.
- n. Observations in external auditor's management report.
- o. Various accounting and billing software reports.
- p. Cash and Bank Balances.
- q. Any other document requested for the audit.

The reports of the internal auditors are reviewed every quarter and corrective actions are taken then and there.

File Description	Document
Link for policy on internal and external audit mechanisms	<a href="#">View Document</a>
Link for financial audit reports for the last five years (Refer annexure number -01 as per SOP)	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1 Institution has a streamlined Internal Quality Assurance Mechanism

#### Response:

Quality cannot be achieved by auditing the process or service at the end. Quality needs to be built into the system. An organization needs to have a robust Internal Quality Assurance System to achieve desired standards of quality and sustaining it over the years. VMRF(DU) believes in the need for continuing improvement in quality to be relevant as quality education service provider and accordingly has established an Internal Quality Assurance Cell (IQAC) as a robust functional unit.

The IQAC is chaired by Hon'ble Vice Chancellor and consists of Director, Member-Secretary and members representing various stake holders like, Administrators, Teachers, Students, Alumni and Employer as per NAAC guidelines.

#### Goals of IQAC are

- a. To develop a system for consistent and catalytic action to improve the administrative and academic performance of the University.
- b. To collaborate with other academic institutions and agencies globally for improvement of quality and brand image of the University.

c. To promote measures for institutional functioning towards quality enhancement through institutionalization of best practices and internalization of quality culture.

Quality Assurance organization is decentralized for contributory participation from all levels. University Quality departments connects with IQAC of constituent units and schools for effective implementation of quality improvement plan and intervention.

IQAC at constituent units and schools are headed by head of the Institution and has representation from various departments. IQAC coordinators connect with department IQAC coordinators for their plan implementation and information gathering.

Flow of information in decentralized quality assurance programme is bidirectional. Data Collection template has been finalized and automated after due deliberations at University IQAC. Departmental coordinators regularly update within predefined timeline which get collated at Department Level Internal Quality Assurance Unit which is reviewed by HoI and passed on to University IQAC. University IQAC department processes, analyses, and interprets the data and formulate plan for further improvement.

### **Quality Assurance initiatives undertaken are:**

#### **Quality Related:**

- Sensitization programmes for faculty, non-teaching staff and students to incorporate Quality culture.
- Academic and administrative audits of constituent units and schools.
- Workshops for sensitization on new health science Quality manual from NAAC.
- Implementation of automated online reporting system for collection of data.
- Periodic review meeting for effective review and implementation of continuous quality improvement systems.

#### **Curricula Development Related:**

- Training Workshop for engineering faculty for Choice Based Credit System and OBE.
- Collection and analysis of feedback for curricular revision.
- Input for new programmes and value added courses.

#### **Teaching and Learning Related:**

- Conduct of faculty development programmes for improving skills
- Faculty feedback from students
- Promotion of LMS

- Enhancement of ICT enabled classrooms
- Promotion of blended learning
- Monitoring effectiveness of online classes

**Research Related:**

- Suggestion for research related awards
- Input for incorporation of research parameters in Faculty appraisal systems
- Input for enhancement of research facilities

**Green Initiatives Related:**

- Green cover mapping
- Environment and Energy audit

**Student Support Related:**

- Plan for improved graduate outcome.

Alumni data base creation for better engagement with alumni.

File Description	Document
Link for the report on the initiatives for the appointment of a fulltime Director/Officer for the IQAC	<a href="#">View Document</a>
Link for the structure and mechanism for Internal Quality Assurance	<a href="#">View Document</a>
Link for the minutes of the IQAC meetings	<a href="#">View Document</a>

**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.,	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of the accreditations and certifications	<a href="#">View Document</a>
Annual reports of the University	<a href="#">View Document</a>
Link for AQARs prepared by IQAC.	<a href="#">View Document</a>

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

#### Response:

VMRF(DU) has embarked on a continuous and satisfying journey of Quality excellence through quality initiatives undertaken at all the facets of student and faculty lifecycle, starting from admission and moving through curriculum development, teaching and Learning, Research and knowledge creation, Student support and progression, Governance & Management and Institutional values and best practices.

Process of interventions is structured. Problem areas are identified through defined mechanisms, quality initiatives to overcome the challenges are discussed and implemented, outcomes are monitored, measured and reviewed. Based on review further activities and course correction are planned for continuous improvement.

From Curriculum development point of view structured feedback mechanism has been put in place to take inputs from various stakeholders and based on feedback analysis curricula have been periodically revised to make it relevant as per industry needs. For example, structured choicebased credit system and Outcome Based Education have been implemented in Faculty of Engineering and Technology, 174 Value added courses have been introduced in most of the faculties.

There is defined process to identify slow and advance learners based on their performance in qualifying examination and Internal assessment. Remedial measures in the form of special classes, special counselling, face to face monitoring, Mentor mentee programme, Parents Teachers meetings have helped improve student performance.

Teachers go through induction program and refresher courses to learn new methods of teaching and content delivery, making learning more effective. Simulation labs training and availability of e-content 24x7 makes learning interesting.

Conduct of Examination is completely automated for transparency and efficiency. Multiple quality initiatives like OSCi and OSPI, double and multiple valuations have also been implemented. These Initiatives have reduced the time for conduct of examinations and also reduction in man hours on result processing.

Series of quality initiatives implemented in the field of research to name a few

- Strengthening research governance
- Revision of various research related policies
- Capacity building exercises
- Decentralization of research governance
- Institutionalization of incentives

These initiatives have resulted in significant improvement in research output.

- Number of Indexed Publications have improved to 500 in 2020 from 135 in 2016
- Extramural Grant of Rs 114.53 Lakhs ( 11 Projects ) in 2019-20 from Rs 10 Lakhs (1 Project) in 2015-16.
- Patents published & granted, Copyrights registered improved to 85 in 2019-20 from 0 in 2015-16.

Implementation of e-governance to improve efficiency in various functions of the institutions in addition to standardization of process and protocols has led to quality accreditation by ISO of various colleges and schools.

As a health care University VMRF(DU) endeavours to extend high quality safe patient care services to society and to strengthen this VMRF(DU) has taken initiatives to get teaching hospitals accredited by NABH and laboratories by NABL.

All these quality initiatives are the result of regular internal and external academic & administrative and financial audits. Audit findings are discussed with stakeholders and measures are initiated to improve identified areas and close existing gaps.

File Description	Document
Link for relevant documents/information on the process and results of impact analysis on the above aspects	<a data-bbox="781 1529 1006 1563" href="#">View Document</a>

## 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:

VMRF(DU) believes in gender equity as tool to achieve transformation in the society. Thought is practiced too and is reflected in student, faculty and staff strength. Women are occupying the prime administrative and teaching positions providing leadership. Some of the prominent positions to mention includes COE, Director, Deans, Principals and Joint-Registrar (Admission). **All efforts are in place to promote gender sensitivity and equity through structured mechanism of Governance.**

##### *Curricular and Co-curricular activities:*

- a. Integration in the curriculum: Gender equity has been incorporated in Curriculum in few programs like Nursing.
- b. Annual Plan and Activities:
  - Various activities for promoting gender equity is planned throughout the year
  - Gender Equity is a theme of discussion during student induction program.
- c. Empowering Women: Women Empowerment Cell led by distinguished woman faculty is established in the institutions. The cell is mandated to organise programmes promoting women participation in all types of activities in the campus; to redress the gender discriminatory issues if any arises; and acts as agency to ensure safety and security to women members of the University.
- d. Financial Support: There are special provision to support girl students through scholarship and other schemes.
- e. Cultural, Games and Sports: Separate games and sports events are organised during Sports Meet. They are encouraged to participate in intercollegiate or other meets.

##### ***Facilities for Women in the campus: The following facilities are created for ensuring the safety and comfort of female students and employees -***

- a. Availability of CCTV camera in strategic points in all campuses
- b. Separate hostels
- c. Common rooms
- d. Napkin Vending Machines and Incinerators

- e. Day care facility for kids of staff
- f. Women Security Guards at Girls Hostels
- g. Self-defense training
- h. Separate Gymnasium for Girls
- i. Ambulance services in emergency

***Other Initiatives for gender equity promotion are:***

- a. Specialized counselling facilities by trained counsellors in all the campuses
- b. Faculty mentors to motivate students and share their problems
- c. Internal Complaints Cell (ICC) Functioning at all levels
- d. Special Award: Special Award including cash incentives are given to girl students, female faculty and staff for their outstanding performance in various fields during women's day celebration .

File Description	Document
Link for specific facilities provided for women in terms of- a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	<a href="#">View Document</a>
Link for annual gender sensitization action plan	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 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:

VMRF(DU) has SOPs for management of degradable and non-degradable wastes. Appropriate disposal is needed for creating pollution free environment and environmental sustainability. SOP's compliance ensures adherence to statutory provisions of waste disposal.

#### ***Solid Waste Management:***

- In all campuses the solid wastes are segregated into biodegradable and non-biodegradable waste based on standard protocol.
- At Chennai and Puducherry campus, Biodegradable wastes are treated to produce compost which is used as manure for maintaining green vegetation in the campus. In all other campuses, the Biodegradable and non-biodegradable wastes are collected by the authorized agencies, for which the institution has MOU, for safe disposal.

#### ***Liquid Waste Management:***

At all the four campuses liquid waste generated from colleges, hostels, hospital and Medical Colleges are treated in Sewage Treatment Plants with output of 6 lac litres/day at Chennai campus, 5 lac litres/day at Puducherry Campus and 4.85 lac litres/day at Karaikkal campus.

#### ***Bio-Medical Waste management:***

VMRF(DU) strictly adheres to the Bio-medical Waste Management Rules, 2016.

- Aarupadai Veedu Medical College, Puducherry (Registration No: IN-PY42099227343272S) and Vinayaka Mission's Medical College, Karaikkal (Registration No: IN-PY41135496615598S) are registered with Pondicherry Solid Waste Management Private Limited for disposal of biomedical

wastes. Salem campuses of VMKV Medical College, VM Sanakarachariyar Dental College, and VM Homeopathy Medical College have signed agreement with Ramky Energy and Environment Limited for disposal of biomedical waste.

- At source the wastes are segregated into hazardous (both infectious and other hazardous) & non-hazardous wastes (domestic wastes). The non-infectious dry wastes are collected in green color bags. The Biomedical Wastes are collected in different color coded bags as per schedule 1 in adherence to Biomedical Wastes (management & handling) rules 2018.

The University and colleges are eliminating as much trash from the hospital / College as possible by following the principles of '3Rs' (Reduce, Reuse, Recycle). Recycling and Composting are given primary importance.

#### ***E-waste Management:***

E waste management practice follows the guidelines given in the E-Waste Management Rules, 2016. E-Wastes from all the four campuses are segregated through Institutional orders with a confirmatory disclosure by IT department that items are for disposal as wastes. These are stored in separate place for handing over to the third party as scrap for either recycling or reprocessing.

#### ***Waste re-cycling system***

- Liquid wastes are processed in Sewage Treatment Plant and the treated water is reused for gardening and toilet flushing.
- Biodegradable waste is processed for composting and the compost produced is used as manure for gardening at Chennai campus.

At Chennai campus, Bio-gas produced from kitchen wastes is used as alternate source of fuels.

#### ***Hazardous chemicals and radioactive waste management:***

- Hazardous chemicals from laboratories that cannot be reused or recycled are disposed of in an environment friendly manner as per the standard operating procedure.
- Segregation of liquid chemical wastes is also done at source and it's ensured that pre-treatment is done prior to mixing with other effluents generated in the hospital.

Radiation levels in Radiology department are monitored and certified to be within permissible limits by authorized Government agency as per AERB Guidelines.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Geo-tagged photographs of the facilities	<a href="#">View Document</a>
Link to relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>

#### 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	<a href="#">View Document</a>
Link for additional informational	<a href="#">View Document</a>
Geo-tagged photographs / videos of the facilities	<a href="#">View Document</a>

#### 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	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Geo-tagged photos / videos of the facilities	<a href="#">View Document</a>

#### 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	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Audit reports of the institution related to the metric	<a href="#">View Document</a>

#### **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	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for relevant geo-tagged photographs / videos	<a href="#">View Document</a>

#### **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:**

VMRF(DU) is a multi-campus, multidisciplinary university with a wide diverse student and teacher base. Students are not only from different parts of the country but from other countries also representing different faith, cultural and socioeconomic background. The institution is truly representing unity in diversity, a place where all are equally respected. The various initiatives are taken to promote harmony (without any discrimination) among all sections of students and employees.

- **DEEKSHARAMBH**- A student induction program (SIP) has been organized in all the campuses to bring cultural, linguistic and regional harmony among the students from the first day of joining their programme.
- All the institutions have peer teaching and student mentoring system which encourages peer culture in the classroom.
- Common Uniform System: The **common uniform system** is followed for the students in clinical and community postings in all Health sciences programmes to maintain uniformity; and to have communal & socio-economic harmony.
- All the colleges in VMRF(DU) have observed and celebrated the communal hormonal day every year to emphasize that people of different religions, castes, creeds, gender and different background live together in the society with love and peace.

### **Linguistic Harmony**

- In B.Sc. (Nursing) curriculum, **regional language** is included as a course. Culture and trans-cultural nursing is incorporated in some courses.
- In Arts and Science programmes, **Language classes** in Hindi, English and Tamil are conducted to help the students to overcome communication barriers.

### **Annual student cultural fests**

- The students are from different places with different passions and cultures. The annual cultural festival provides opportunities to all sections to participate and show case their talents. They are encouraged to participate in inter-college, state and national competitions.

### **Cultural and Religious festivals**

- The students are permitted to celebrate all common festivals of the country without any communal feeling and discrimination: Diwali, Dussehra, Pongal, Chaath Puja, Holi, Vinayaka Chaturthi, Onam, Christmas, Ramzan etc.

### **Regional Harmony**

- Student Volunteers of VMRF have actively participated in regional festivals like **Mangani festivals, Thirunallar (sanipeyartchi) festival, Thiruporur Thaipoosam, Athivaradhar Ursav, Thirukazhukundram Car festival in collaboration with Government of Tamilnadu and Puducherry**

### **Other Initiatives**

- **National Service Scheme (NSS)** and Unnat Bharath Abhiyan (UBA) activities expose students to problems of socio-economically deprived populations. The students try to redress some of the issues through their service benefiting the community.
- **Students' social internship** and research in the rural villages help the students to understand the diversified community.
- **Gandhi Jayanthi** is celebrated as a mark of respect to the Father of the Nation. On this day Gandhiji is not just remembered but the students are motivated to follow the ideals of this great person: tolerance and non-violence. Students and faculties planted saplings within the campus.

**Efforts to bridge socioeconomic diversities:** The students from low socio-economic background are provided with university scholarship and all the institutions of VMRF(DU) provide support and assistance to get scholarship from Adidravidar department to those who belong to that community.

File Description	Document
Link to supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a data-bbox="786 527 1008 561" href="#">View Document</a>

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

#### **Response:**

The ultimate value of the education is realised on becoming the responsible citizens. VMRF(DU) and its constituent institutions place a great emphasis on the inculcation of values that makes all students and staff as good human beings and responsible citizens of the country.

The following programs and activities have been conducted in an attempt to inculcating human values, rights, duties and responsibilities among the students and employees:

- 1. Independence Day Celebration:** On 15th August every year, Independence Day is celebrated in all the institutions. Besides flag hoisting, the daylong programme is arranged to give a feeling of freedom struggle and Independent India. As a part of celebration, the students offer their labour for community activities like cleaning untidy places in the community. This gives the feeling of satisfaction for having given back to the society.
- 2. Republic Day Celebration:** The Republic Day is celebrated on 26th January as a mark of adopting our own constitution. The students are sensitised through Republic Day speech on constitutional value and responsibilities of every citizen.
- 3. International Day of Yoga** – The students and employees celebrate International Day of Yoga on 21st June every year. Performing Yoga with large number of people together brings unique feeling of togetherness and universal brotherhood.
- 4. National Youth Parliament Festival:** The student volunteers participated in National Youth Parliament Festival – 2019 jointly organised by NSS Regional Directorate and Directorate of Technical Education. Ten volunteers from the NSS unit of VMSDC participated in the walk-in screening of 'DISTRICT YOUTH PARLIAMENT' for district level selection conducted in CSI Polytechnic, Salem on 18/01 /2019. Nine of these volunteers were further identified for training for final participation in 'District Youth Festival'.
- **Awareness and Volunteering Service:** Awareness programmes like anti-ragging, anti-substance abuse, blood donation, constitution day programs, legal literacy, corruption free India talks sensitises and add core values to the life. Volunteering during national and state disasters is a noble cause of servicing humanity: Students and faculty members visited the affected communities during

Kaja cyclone and Chennai floods-2015 and offered help and assistance.

- **Income Tax Awareness Rally:** Students organised rally sensitising the community on timely payment of income tax. Payment of income tax is a Nation building activity.
- The institution has established an Institutional Social Responsibility Cell through which link is established with the communities for providing village internship to students and helping the poor students through extra education and guidance.
- **Constitution Day and Preamble display:** Constitution Day is celebrated on 26th November. The preamble of the constitution is displayed in Main area of the campus. The copy of Constitution of India is kept at the entrance of the Library.
- All the stakeholders of VMRF(DU) takes integrity pledge during the vigilance awareness week as initiated by the Government of India.

**Environmental Sustainability Activities:** World Environment Day is celebrated across all the campuses. Students have been participating on plantation drive: one student – one tree.

File Description	Document
Link to details of activities that inculcate values, necessary to render students in to responsible citizens	<a href="#">View Document</a>

**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	<a href="#">View Document</a>
Institutional code of conduct and code of ethics	<a href="#">View Document</a>
Details of the monitoring committee of the code of conduct	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Web link of the code of conduct	<a href="#">View Document</a>

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

### Response:

VMRF (DU) strongly believes that it is paramount to preserve and protect our national identity and culture by increasing awareness in young students about our glorious heritage. The leaders of the Indian freedom struggle played a great role in developing national strength and unity and left us the invaluable legacy of a free, democratic India. Our country has several eminent personalities whose vision has propelled us into becoming a nation which is hospitable to all communities and religions, setting an example to the rest of the world for Unity in Diversity.

At VMRF(DU), Commemorative days are celebrated and occasion is used to educate the general public including the students' community on the issue of concern and the ways to address them. The students are sensitized about significant landmarks in Indian history to inculcate a sense of national pride and patriotism.

In addition to widely celebrated festivals like Diwali, Pongal, Navratri, Guru Purnima, Christmas, Holi, Ramzan and the following commemorative are celebrated by constituent institutions.

Day	Date
National Youth Day	January 12
National Voters' Day	January 25
Republic Day	January 26
Martyr's Day	January 30
International Leprosy Day	January 30
National Cleanliness Day	January 30
World Cancer Day	February 4
International Dentist day	February 4
National deworming day	February 10
National Science Day	February 28
World Obesity day	March 4
World Kidney day	March 11
World oral health day	March 20
World head injury day	March 20
International Day of Forests	March 21
World Down Syndrome Day	March 21
World Water Day	March 22
World Tuberculosis Day	March 24
National Doctor's day	March 24
World Autism Awareness Day	April 2
World Health Day	April 7
National Safe motherhood day	April 11
A day for Parkinson	April 11
World Haemophilia Day	April 17
Earth Day	April 22
World Malaria Day	April 25
World Immunization Week	Aril 24-30
World Thalassemia Day	May 8
World youth red cross day	May 8

Mother's Day	May 9
International Nurses Day	May 12
World Thyroid day	May 25
World No Tobacco Day	May 31
World Environment Day	June 5
World Blood Donor Day	June 14
National Public health dentistry day	June 19
International Yoga Day	June 21
World Population Day	July 11
World Anaesthesia and OTT day	July 20
Breastfeeding Week	August 1 -7
International Youth Day	August 12
Independence Day	August 15
National Eye Donation Week	25th August to 8th September
National Nutrition week	September 1 – 7
Teachers' Day	September 5
International Literacy day	September 8
World Suicide Prevention Day	September 10
Engineer's Day	September 15
International Day of Peace	September 21
World Heart Day	September 29
Gandhi Jayanthi	October 2
World wildlife week	October 2-8
World Hospice & Palliative Care Day	October 9
World Mental Health Day	October 10
Hand washing Day	October 15
World Polio day	October 24
National Unity Day	October 31
World Diabetes Day	November 14
Operation Theatre Nursing day	November 14
World AIDS Day	December 1
United Nations' International Day of Persons with Disabilities	December 3

File Description	Document
Link for Geo-tagged photographs of some of the events	<a href="#">View Document</a>
Link for annual report of the celebrations and commemorative events for the last five years	<a href="#">View Document</a>

## 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 practices 1

**Title of the Practice:**

***In-house Online AQAR and SSR Data Collection and Management System***

#### Objectives of the Practice

According to the Revised Accreditation Framework (RAF) 2020, the NAAC has a timely step-by-step ICT-enabled accreditation process. The new process Student Satisfaction Survey, Data Verification, and Validation that augments the whole objective of NAAC. As NAAC has introduced latest guidelines for accreditation and metrics are divides in to qualitative and quantitative. Many of the NAAC accreditation criteria for quantitative and qualitative metrics requires detailed reports with proofs. Assembling the data and creating these reports that require 5 years of information is time consuming and a small mistake is difficult to pinpoint. Putting together these reports can take anywhere between 6 to 8 months, depending on how our data is accessed.

Vinayaka Mission's Research Foundation – Deemed to be university is a multi-disciplinary and multi-location university and twenty institutions and schools are located in four locations viz Salem, Chennai, Puducherry, and Karaikal. Collecting data for AQAR and Self study report preparation from the twenty institutions/schools and consolidation are very difficult task and time consuming. Data Gaps negatively affects averages and weighted score and finally on NAAC Grade. The Internal Quality Assurance Cell(IQAC) of the university decided to create In-house online AQAR and SSR Data Collection and Management System with the following objective and practice

- To gather information and corresponding documents monthly wise for AQAR submission
- To gather information and corresponding documents year-wise for 5 years for preparing SSR.
- For this, it is important to institutionalise a structured Data/ Documentation MIS Portal for ready availability of data and documents
- Make it mandatory for faculty/staff to compile and upload Annual /Semester/Monthly Report, for ready availability of data.

#### The Context

**Internal Quality Assurance Cell(IQAC) of Vinayaka Mission's Research Foundation – Deemed to be University has created Online Data collection and Management system for AQAR and SSR ,which could help institutions/schools in submitting the monthly wise report with proof**

It helps the IQAC for faster report generation and submitting the AQAR report and preparing SSR report for improve NAAC grade and the CGPA points.

The institutions/schools not only gets to collate and upload the complicated NAAC documents easily but also gets to check themself on various parameters and find ways for improvement

## **The Practice**

### **AQAR Management System**

- The centralised data collection and Management information system (MIS) has created in university website as per the AQAR format prescribed by NAAC
- User credentials were created for each Institutions IQAC coordinator
- The Institutions IQAC coordinators can login and submit the AQAR data with necessary proof on or before 5th of every month.
- The University IQAC will download the data from the MIS and consolidate for the particular month
- At the time of AQAR submission, all the 12 months reports will be consolidated and submit it to online AQAR submission system.

### **Self-Study Report Management Information System**

- The centralised data collection and Management information system (MIS) has created in university website as per the SSR format prescribed by NAAC
- The Quantitative Metrics and Qualitative Metrics were given separately
- User credentials were created for each Institutions for IQAC coordinator, Head of the Institutions, Advisors, Criterial Champions
- For Checking and giving suggestions, the University has deputed advisors and Champions for each criteria
- The Institutions IQAC coordinators can login and submit the SSR data with necessary proof with the prescribed time period.
- Based on the data and proof submission by IQAC coordinators, the respective HOI ,Advisor and Criteria champion will give their comments in respective metrics with in the prescribed time period.
- Based on the comments given by Advisor, Criteria champion the necessary modifications will be done by the IQAC coordinator
- The University IQAC will download the data from the SSR MIS and consolidate for preparing Self-study report

## **Evidence of Success**

- The University has introduced online data collection and Management system from the year 2018-19, the AQAR was submitted online with in the time period.
- SSR preparation for NAAC second cycle become a easy process and 100% data has collected through online.
- The usage of papers gets reduced by 70%
- Larger gatherings, meetings get reduced
- Over all cost and time gets reduced
- Systematic approach has been implemented across the colleges and schools

## **Problems Encountered and Resources Required Please identify the problems encountered and resources required to implement the practice**

## Problems Encountered

In the beginning 50% of the institutions were not following the time period for submission and they faced technical problems for uploading the data and also proofs

The IQAC has introduced the portal closure with time period. Due to this the institutions started following the timelines and they have submitted the reports on time.

## Resources Required

- Computer
- Scanner
- Internet connectivity
- Acrobat Reader
- Document Converter

## Best Practices 2

### Title of the Practice:

***Fostering Social Responsibility & Community Engagement***

### Objectives :

- To bridge the gap between theory and practice through community engagement;
- To promote deeper interactions with local communities for identification and solution of real-life problems faced by the communities in a spirit of mutual benefit;
- To learn local knowledge and wisdom through building partnerships with local communities;
- To engage with local communities in order to make curriculum, courses and pedagogies more socially appropriate to achieving the goals of national development;
- To facilitate acquisition of values of public service and active citizenship amongst students; and
- To undertake community based research projects.

### Objective:

*Meaningful social engagement is an integral component of holistic education. The second UNESCO Conference on Higher Education held in Paris in 2009 emphasised that Higher Education has the social responsibility to enhance our understanding of multifaceted issues and our ability to respond to them through teaching, research and service. The government is also advocating learning through community engagement or service where the students get opportunities to learn our societal issues, values and practical wisdom from the community. The society too gets benefited from the students' participation in community welfare activities. It is often perceived that the education system works in isolation, and has little social and practical value.*

*The VMRF(DU) believes in providing holistic education and encourages constituent institutions to explore Linking learning with community service; Linking research with community knowledge; Knowledge*

sharing and knowledge mobilization; Devising socially relevant curriculum and courses; and Social innovations by students.

*“Education is not in isolation but with the people with a win-win situation”.*

### **The Practice:**

VMRF(DU) believes that the University's role is not just restricted to provide knowledge and skill based education to the students but moulding them to be the responsible citizens. It has strong conviction on responsibilities as an agent for social change and encourages the institutions to address and find solutions to social issues. It has the commitment to show the path through its own example and takes the leadership role defending the ideals, responsibilities and objectives of a socially responsible academic institution. The VMRF's institutes have ISR Cell consisting of:

- NATIONAL SERVICE SCHEME (NSS)
- NATIONAL CADET CORPS(NCC)
- RED RIBBON CLUB (RRB)
- UNNAT BHARAT ABHIYAN (UBA)
- SOCIAL ENTREPREUNERSHIP, SWACHHTA & RURAL ENGAGEMENT CELL (SES REC) approved by MGNCRE, MoE, Govt.of India
- RURAL ENTREPREUNERSHIP DEVELOPMENT CELL
- ROTARACT CLUB

The following practices shows the university's commitment on Social Responsibility & Community Engagement

- **Linking learning with community service:**

In this approach, students and teachers apply their knowledge and skills in a chosen community to improve the lives of people in that community. This is achieved through the model of 'service-learning' (a globally accepted best practice), providing engagement opportunities to students from various disciplines and courses to apply their knowledge to address the challenges of a specific community.

- **Linking research with community knowledge**

In this approach, various faculties and programmes of VMRF (DU) devise joint research projects in partnership with the communities and local agencies. This is an attempt to address the local issues through partnership research.

- **Knowledge sharing and knowledge mobilization**

The knowledge available with students and teachers in various disciplines of VMRF(DU) is made available to the local community to realize its developmental aspirations, secure its entitlements and access its benefits from various agencies and schemes.

- **Devising new curriculum and courses**

VMRF(DU) encourages development of new curricula in existing courses as well as design new courses to

improve community participation. This enriches the curriculum of existing courses through locally-appropriate subject-matter. It also creates new locally appropriate educational programme that is of interest to new generation of students.

- **Social innovations by students**

The students are encouraged to take up projects with a social impact. Incubation of such social innovation projects by students can also have meaningful links to existing curriculum and courses. Some competitions for social innovation are being organized and it should be integrated into the curriculum.

**Evidence of Success:**

The Examples of achievement of the Fostering Social Responsibility & Community Engagement initiative:

- **Linking learning with community service:**

- Design, construction of 207 toilets, Gram Vyaapaar App, Seed Balls Equipment, Solar PV generation
- House hold survey, Village Development Plan, Gram Sabha Meeting
- Department of Public Health Dentistry, Optometry

- **Linking research with community knowledge**

Smart Irrigation System using IOT, Automatic Manure Spreading Machine for Agriculture using IOT, Automatic Germicide Herbal Spray, Preventive Women's Safety App.

- **Knowledge sharing and knowledge mobilization**

Some of the activities includes Medical and health Camps, Women Self Defense training, Swachh Bharat and Pakhwada, renovation work, Telemedicine, Covid-19.

- **Devising new curriculum and courses**

Community medicine/health nursing, MBA programme specialisation in Rural, Agri business, Entrepreneurship, Start-ups courses, Credit for ISR and Swachh Bharat Summer Internship, PMKVY-TI Skill development programme

- **Social innovations by students**

More than 10 innovations include V2 BUDDY - The Nursing Robot, Technology enhanced medical organ box, Voice Assisted Petra Wheel Chair, High Frequency Induction Heater etc.

**Problems Encountered and Resources Required :**

- Local Political leaders are expecting to be invited for all the activities.
- Government officials are not giving timely approval for conducting camps at Schools and Villages.
- Parents are showing concern about their wards to go to villages for field visit.

- Acceptance from researchers who see their core activities in experimental (lab based) research and teaching and have no time for anything else.
- Faculty and staff felt that ISR is not a priority. After introduction of weightage in API, the involvements are high.
- Caste problems are another barrier for conducting activities and camps at villages.
- Impact of research publications with social engagement is low.
- Commitment of faculty and staff.

### **Resources Required:**

1. Dedicated Team for plan and execution
2. Human Resources – Faculty and staff for coordination, Students for execution
3. Funding from University, NGO and Government
4. Linkages and collaboration
5. Policies for ISR

File Description	Document
Any additional information	<a href="#">View Document</a>
Link of the best practices in the Institutional web site	<a href="#">View Document</a>

## **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:**

## **“RURAL HEALTH CARE”**

**“Hailing the enormous feat of saving lakhs from deaths nothing but miraculous”**

In the most rural parts of Salem, Puducherry and Karaikal.

A dream became a reality through the benevolent vision of Dr. A. Shanmugasundaram, Founder Chancellor of Vinayaka Mission's Research Foundation, an inspirational leader and a noble Philanthropist with a futuristic vision.

In an era when rural population was solely dependent on urban locations for good healthcare, and at a considerable cost, Dr. A. Shanmugasundaram and his team worked strenuously to establish instantaneously accessible healthcare institutions in backward districts like Salem, Puducherry and Karaikal for the benefit of rural population

With his relentless commitment towards society and noble Philanthropy, he laid the foundation for

“Vinayaka Mission’s” in the year 1981 in the rural pockets of Salem, considered at that time as a backward district in Tamil Nadu. He established the Thirumuruga Kirupananda Variyar Thavathiru Sundara Swamigal Medical Educational & Charitable Trust in the year 1981, a registered, self-supporting Trust.

As the Genesis, in 1982, the Founder-Chairman, Dr. A Shanmugasundaram instituted the Vinayaka Mission's College of Pharmacy at the foot hills of Yercaud, Salem. In the span of 20 years, Vinayaka Missions' had established 13 different institutions, mostly health care institutions at rural parts of Salem, Kanchipuram, Puducherry and Karaikal districts.

VMRF(DU) is a multi-campus university spread in 4 rural locations in Salem, Kanchipuram, Puducherry, Karaikal across the state of Tamil Nadu and Union Territory of Puducherry.

VMRF(DU) is predominantly a health Sciences university, comprising of 3 medical colleges, 1 dental college, 1 homeopathic medical college, 1 Pharmacy college, 3 Nursing colleges, 2 Physiotherapy institutions & 3 Allied health sciences schools; in addition to 2 Engineering colleges, 2 Arts & Science institutions, 1 Architecture institution and 1 Physical Education institution. There are 11463 students supported by 1329 teaching faculty, of which 915 are from health science disciplines. The university runs 125 programmes, of which 83 are under health sciences disciplines.

The Health sciences colleges offers undergraduate course in Medicine (M.B.B.S), Dentistry (BDS), Homeopathy (BHMS), Physiotherapy (BPT), Nursing (B.Sc) and postgraduate degree (M.D/M.S/MDS/MPT) and diploma programmes in 20 medical disciplines. The courses offered is a perfect blend of community oriented, problem-based learning with high quality clinical reasoning.

In 1986, the trust initiated primary and secondary level medical care in dental hospital with a capacity of 100 chairs. Responding to the need of the area, gradually, the hospitals in medical and dental colleges grew into an 1730 bed and 289 dental chairs multi-disciplinary, super-specialty medical institute along with the other ancillary facilities.

VMRF(DU) and its Medical Colleges and Hospitals, is providing 24x365 days hospital services to the patient with well-established and high-ended of equipment services like MRI, CT scan, Mammogram, Cath lab with seventeen Operation Theatres and its all kind of investigations of Clinical Biochemistry, Pathology, Microbiology and Blood bank with advanced automated equipment's. The hospitals have an array of modern laboratories with state of- the-art equipment's. Trained laboratory staff provide proper assistance and guidance to the students. We have a fully automated haematology and ELISA machine, Fluorescent microscope, Biosafety level 2, BOD incubator, Insipissator, Deep freezer etc. Laboratory Services for essential emergency investigations are available round the clock.

The focus is on economically disadvantaged groups, including both the rural and the urban backward areas. We extend our services to them through satellite clinics.

The hospital is a healthcare centre with comprehensive facilities to support its endeavour to provide the best care. Among these is a sophisticated blood bank that accepts donor blood to meet the needs of patient's requirements. A well-stocked 24 hour pharmacy and round-the-clock laboratory services are others. We have separate Blood Donors club.

All the Hospitals of constituent medical college and Hospitals of VMRF(DU) are accredited by NABH and

NABL, approved by ICMR for RTPCR tests for COVID-19 cases.

To understand the peculiar nature of the problems encountered while delivering health care services to the rural masses, it is very important to look beyond the medical sciences and employ an integrated approach. Some of the activities are

- Community Medicine
- Out-reach" programmes
- Project based studies & surveys
- Learning at Peripheral Health Centres
- In addition to the above, specialised care for the following care also given
- Specialised Dental Care
- Homeopathy care
- Physiotherapy care
- Annai Annapoorani Maternity & Child Welfare Scheme

Through Annai Annapoorani Maternity & Child Welfare Scheme free delivery with seed money of Rs.10,000/- (Ten thousand only) was given to each patient, and also free vaccination for the child born at Medical Colleges Hospitals.

Free Ambulance service is provided to under privileged, and economically poor patients who were referred to Higher Centers for Specialized treatment and also free pick-up from their location in emergency situation to the nearby Medical Centre. Social Baby shower ceremony also organised for pregnant women.

Weekly free public, & School camps were organized and conducted regularly in the adopted villages

The screening Health Camps were conducted for General Public regularly and Special camps were conducted for Old Age Homes, Mentally Challenged Homes, Physically Challenged Homes, and Orphanage Homes in collaboration with Government departments and NGOs

Community connect with public through Community camps, National Service Scheme (NSS), Red Ribbon Club (RRC), Swatch Bharat, Unnat Bharat and celebration of important Days like National Cancer Day Rally, International Yoga Day, World Population Day Rally, International Youth Day, Blind Walk Rally – for world Sight Day, World AIDS Day Celebration, World Blood Donor Day Celebration, World Haemophilia Day Celebration, World Breast Feeding Week Celebration, World Suicide Prevention Day every year.

Awareness Programmes like Swatch Bharat, Pulse Polio Camp, Blood Donation Camp, Mass Hepatitis – B Vaccination, Multi Organ Donation Awareness Programme, AIDS Awareness Programme, vitiligo awareness programme, leprosy awareness programme, Dengue Awareness Programme, Drug abuse Awareness, Diabetes Awareness Rally, Oral Hygiene Awareness Programme, Anti-Tobacco Awareness and Cessation Programme, Oral Cancer Screening and Awareness Programme, Covid-19 Awareness and Screening Programme, Breast Cancer Awareness for Public, Eye Donation Awareness Camp are conducted every year.

File Description	Document
Link of appropriate Web link in the Institutional website	<a href="#">View Document</a>

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## 5. CONCLUSION

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### Additional Information :

VMRF(DU) has embarked on a continuous and satisfying journey of Quality excellence through quality initiatives undertaken at all the facets of student and faculty lifecycle, starting from admission and moving through curriculum development, teaching and Learning, Research and knowledge creation, Student support and progression, Governance & Management and Institutional values and best practices.

VMRF(DU) has constituted all statutory bodies Viz. Board of Management, Academic Council, Planning and Monitoring Board, Finance Committee and Board of Studies as per prescribed standards.

As a health care University VMRF(DU) endeavors to extend high quality safe patient care services to society and to strengthen this VMRF(DU) has made its teaching hospitals accredited by NABH and laboratories by NABL.

The conducive environment provided by the University helps every student to achieve excellence in their chosen field of specialization. Nearly 13,000 students are studying in the various constituent colleges, and every year approximately 2000 medical, dental, homoeopathy, paramedical, engineering and management professionals besides arts & science graduates graduate from the VMRF(DU) campuses successfully. The dynamic environment created by the university helps every student to develop his/ her rational, critical and creative skills, thereby enabling the fullest possible intellectual and personal growth.

The success of VMRF(DU) lies in its highly qualified and experienced faculty who are competent and dedicated to provide excellent education. VMRF(DU) takes pride in being the only one of its kind in India that has established three medical colleges, one dental college, and two engineering colleges apart from other nursing and homoeopathy colleges.

### Concluding Remarks :

The university's vision focuses on being the pre-eminent knowledge and research institution in the nation. The highest priority is to provide for resource allocation for the future development of those areas that represent the traditional strengths, quality, reputation and uniqueness of the university and that continue to effectively respond to the needs of the students and other stake holders. The goals of the university are nurtured and supported by the various authorities of the university.

The university strives to improve its understanding with other institutions across the globe, thereby providing for scope to its students and staff to interact with their like across the globe on matters of academic , research and curricular interests.

VMRF(DU) pursues an ambitious research program, encouraging original research both individually and collaboratively by systematic research work for the mutual benefit of the individual and the institution. With a firm Quality improvement plan the university strives to achieve its ambition in research.

The university has created a conducive environment for the faculties to enrich them in their interested area to hone their skills to work in a good climate and thereby to retain them by giving academic autonomy, adequate

infrastructure, recognition and awards.

The university has developed a Green Policy for its campuses and has evolved guidelines for development of eco-friendly campuses which address the issue of carbon neutrality, waste management (Liquid, Solid and e-waste), energy conservation and use of green materials in all possible infrastructural developments.

NAAAC

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.2	<p>Percentage of Programmes where syllabus revision was carried out during the last five years</p> <p>1.1.2.1. How many programs were revised out of total number of programs offered during the last five years</p> <p>Answer before DVV Verification : 77 Answer after DVV Verification: 69</p> <p>Remark : The HEI has considered PhD programmes differently and these have been counted multiple number of times. All PhD programmes are taken as 01 programme.</p>
1.2.2	<p>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)</p> <p>1.2.2.1. Number of new Degree Programmes, Fellowships and Diplomas introduced by the University during the last five years</p> <p>Answer before DVV Verification : 13 Answer after DVV Verification: 21</p>
1.2.3	<p>Percentage of interdisciplinary courses under the programmes offered by the University during the last five years</p> <p>1.2.3.1. Number of interdisciplinary courses offered by institution during the last five years</p> <p>Answer before DVV Verification : 8671 Answer after DVV Verification: 2308</p> <p>1.2.3.2. Number of courses offered by the institution across all programs during the last five years</p> <p>Answer before DVV Verification : 18471 Answer after DVV Verification: 3063</p> <p>Remark : Values have been changed removing Diploma programs and also duplicate courses in various programs</p>
1.3.2	<p>Number of value-added courses offered during the last five years that impart transferable and life skills.</p> <p>1.3.2.1. Number of value-added courses are added within the last five years</p> <p>Answer before DVV Verification : 174 Answer after DVV Verification: 171</p> <p>Remark : As per the HEI statement in the response dialogue box and the data provided with the Metric during clarification. The HEI was requested to provide attested copy approval of the appropriate academic body for induction of each of the Value added courses. It was advised that Courses of varying duration (of at least 16 contact hours) which are optional, and offered OUTSIDE THE CURRICULUM that add value and helping them students in getting placed only were eligible. The HEI has provided a certificate from the Registrar that these courses are NOT part of the regular</p>

curriculum and are offered OUTSIDE the Curriculum and entail minimum 16 hrs of teaching. The HEI has attached an outline of the courses and not copy of the syllabus. The approval of AC is not specific but generic.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
4509	4077	3104	3427	2214

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
4509	4077	3104	3427	2214

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
6936	6405	5852	4791	5667

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
6542	5917	5411	4391	5144

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*

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
4624	4087	4193	3842	3717

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
4417	3864	3935	3609	3484

Remark : Values have been changed after removing application and seats of Diploma programs

2.1.3	<p><i>Student enrollment pattern and student profile demonstrate - national/international spread of enrolled students from other states and countries</i></p> <p>2.1.3.1. Number of students from other states and countries year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="303 345 1044 480"> <thead> <tr> <th>2019-20</th><th>2018-19</th><th>2017-18</th><th>2016-17</th><th>2015-16</th></tr> </thead> <tbody> <tr> <td>1147</td><td>948</td><td>1104</td><td>976</td><td>747</td></tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="303 570 1044 705"> <thead> <tr> <th>2019-20</th><th>2018-19</th><th>2017-18</th><th>2016-17</th><th>2015-16</th></tr> </thead> <tbody> <tr> <td>1147</td><td>931</td><td>1104</td><td>959</td><td>703</td></tr> </tbody> </table> <p>2.1.3.2. Total number of students enrolled in that year</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="303 772 1044 855"> <thead> <tr> <th>2019-20</th><th>2018-19</th><th>2017-18</th><th>2016-17</th><th>2015-16</th></tr> </thead> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	1147	948	1104	976	747	2019-20	2018-19	2017-18	2016-17	2015-16	1147	931	1104	959	703	2019-20	2018-19	2017-18	2016-17	2015-16
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2019-20	2018-19	2017-18	2016-17	2015-16																						
2.2.1	<p>The Institution assesses the learning levels of the students after admission and organises special programmes for advanced learners and slow performers</p> <p>The Institution:</p> <ol style="list-style-type: none"> <li>1. Adopts measurable criteria to identify low performers.</li> <li>2. Adopts measurable criteria to identify advanced learners</li> <li>3. Organizes special programmes for low performers and advanced learners</li> <li>4. Follows protocols to measure students' achievement</li> </ol> <p>Answer before DVV Verification : A. All of the above</p> <p>Answer After DVV Verification: A. All of the above</p>																									
2.3.4	<p>Student :Mentor Ratio (preceding academic year)</p> <p>2.3.4.1. Total number of mentors in the preceding academic year</p> <p>Answer before DVV Verification : 1229</p> <p>Answer after DVV Verification: 1224</p>																									
2.4.2	<p>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</p> <p>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.</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="303 1963 1044 2088"> <thead> <tr> <th>2019-20</th><th>2018-19</th><th>2017-18</th><th>2016-17</th><th>2015-16</th></tr> </thead> <tbody> <tr> <td>220</td><td>167</td><td>140</td><td>100</td><td>44</td></tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	220	167	140	100	44															
2019-20	2018-19	2017-18	2016-17	2015-16																						
220	167	140	100	44																						

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
231	173	144	104	48

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

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

Answer before DVV Verification : 14011 years

Answer after DVV Verification: 13809 years

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:

2019-20	2018-19	2017-18	2016-17	2015-16
1275	1244	1187	1209	1152

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1253	1225	1155	1181	1122

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
19	44	27	24	10

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
18	03	04	03	03

2.5.2	<p>Average percentage of student complaints/grievances about evaluation against total number of students appeared in the examinations during the last five years</p> <p>2.5.2.1. Number of student complaints/grievances received about evaluation year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="303 422 1044 557"> <thead> <tr> <th>2019-20</th><th>2018-19</th><th>2017-18</th><th>2016-17</th><th>2015-16</th></tr> </thead> <tbody> <tr> <td>47</td><td>181</td><td>126</td><td>23</td><td>75</td></tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="303 646 1044 781"> <thead> <tr> <th>2019-20</th><th>2018-19</th><th>2017-18</th><th>2016-17</th><th>2015-16</th></tr> </thead> <tbody> <tr> <td>121</td><td>277</td><td>182</td><td>95</td><td>121</td></tr> </tbody> </table> <p>2.5.2.2. Number of students who have appeared for the exams year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="303 855 1044 990"> <thead> <tr> <th>2019-20</th><th>2018-19</th><th>2017-18</th><th>2016-17</th><th>2015-16</th></tr> </thead> <tbody> <tr> <td>3289</td><td>2659</td><td>2438</td><td>2423</td><td>2418</td></tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="303 1057 1044 1192"> <thead> <tr> <th>2019-20</th><th>2018-19</th><th>2017-18</th><th>2016-17</th><th>2015-16</th></tr> </thead> <tbody> <tr> <td>12160</td><td>11869</td><td>9972</td><td>9840</td><td>9469</td></tr> </tbody> </table> <p>Remark : The HEI was requested to provide copy of the Re-evaluation register containing the list of the students who applied for reevaluation and the result of reevaluation. Reports from the Controller of Exam (COE) office mentioning the Number of complaints/grievances about evaluation year-wise during the last five years. As per the HEI statement in the response dialogue box and the data provided with the Metric during clarification.</p> <p>2.6.2</p> <p>Incremental performance in Pass percentage of final year students during last five years</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="303 1680 1044 1814"> <thead> <tr> <th>2019-20</th><th>2018-19</th><th>2017-18</th><th>2016-17</th><th>2015-16</th></tr> </thead> <tbody> <tr> <td>1947</td><td>1989</td><td>1966</td><td>1897</td><td>1606</td></tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="303 1882 1044 2016"> <thead> <tr> <th>2019-20</th><th>2018-19</th><th>2017-18</th><th>2016-17</th><th>2015-16</th></tr> </thead> <tbody> <tr> <td>2563</td><td>1619</td><td>1596</td><td>1638</td><td>1393</td></tr> </tbody> </table> <p>2.6.2.2. Number of final year students of all the programmes, who appeared for the examinations</p>	2019-20	2018-19	2017-18	2016-17	2015-16	47	181	126	23	75	2019-20	2018-19	2017-18	2016-17	2015-16	121	277	182	95	121	2019-20	2018-19	2017-18	2016-17	2015-16	3289	2659	2438	2423	2418	2019-20	2018-19	2017-18	2016-17	2015-16	12160	11869	9972	9840	9469	2019-20	2018-19	2017-18	2016-17	2015-16	1947	1989	1966	1897	1606	2019-20	2018-19	2017-18	2016-17	2015-16	2563	1619	1596	1638	1393
2019-20	2018-19	2017-18	2016-17	2015-16																																																									
47	181	126	23	75																																																									
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3289	2659	2438	2423	2418																																																									
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1947	1989	1966	1897	1606																																																									
2019-20	2018-19	2017-18	2016-17	2015-16																																																									
2563	1619	1596	1638	1393																																																									

in each of the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3289	2659	2438	2423	2418

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
3074	2269	2237	2190	2041

Remark : Values have been changed after removing values of diploma programs

3.1.2	<p>The institution provides seed money to its teachers for research (average per year)</p> <p>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)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="298 893 1036 1026"> <thead> <tr> <th>2019-20</th><th>2018-19</th><th>2017-18</th><th>2016-17</th><th>2015-16</th></tr> </thead> <tbody> <tr> <td>96.82</td><td>34.60</td><td>81.25</td><td>31.00</td><td>75.00</td></tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="298 1105 1036 1237"> <thead> <tr> <th>2019-20</th><th>2018-19</th><th>2017-18</th><th>2016-17</th><th>2015-16</th></tr> </thead> <tbody> <tr> <td>65.52</td><td>34.60</td><td>81.25</td><td>31.00</td><td>75.00</td></tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	96.82	34.60	81.25	31.00	75.00	2019-20	2018-19	2017-18	2016-17	2015-16	65.52	34.60	81.25	31.00	75.00
2019-20	2018-19	2017-18	2016-17	2015-16																	
96.82	34.60	81.25	31.00	75.00																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
65.52	34.60	81.25	31.00	75.00																	
3.1.3	<p>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</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="298 1596 1036 1729"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>322</td> <td>280</td> <td>178</td> <td>169</td> <td>122</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="298 1808 1036 1940"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	322	280	178	169	122	2019-20	2018-19	2017-18	2016-17	2015-16	01	00	00	00	00
2019-20	2018-19	2017-18	2016-17	2015-16																	
322	280	178	169	122																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
01	00	00	00	00																	
3.1.4	Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates, other research fellows in the university enrolled during the last five years																				

**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**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
22	01	06	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
22	01	06	0	0

**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)***

**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**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
15	03	04	01	05

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
67	0	0	0	0

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
67	67	67	67	67

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
67	67	67	67	67

Remark : Value has been changed as None of the Department are recognised as most of the documents pertain to project allocation .only SIRO for 2019-20 has been considered ( that too to entire HEI and not individual departments )

**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

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)

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
34	57	40	37	38

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
7	13	13	15	9

Remark : Only those projects that are relevant to the metric are considered here by the DVV

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
115	14	0	0	10

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
40	10	0	0	10

Remark : Values have been changed as per the data attached with the Metric. Data pertaining to the period of assessment only considered.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
53	64	41	36	45

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
15	3	0	0	3

Remark : Values have been changed after removing consultancy projects and projects from Distributors/Small clinics etc. Data pertaining to the period of assessment only considered.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
51	21	8	4	3

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1	6	0	1	2

Remark : Most of the documents provided are of Participation / presentation certificates in workshops/ conferences etc. These are not eligible as awards/recognition received by the Institution/teachers/research scholars/ students. The HEI has claimed awards by the parent organization and sister institutes.

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

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)

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3	3	0	2	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
3	3	0	2	0

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. Committee on Publication guidelines

Answer before DVV Verification : All of the above

Answer After DVV Verification: All of the above

3.4.2	<p>The Institution provides incentives for teachers who receive state, national or international recognitions/awards..</p> <p>Option</p> <p>1. Career Advancement    2. Salary increment    3. Recognition by Institutional website notification    4. Commendation certificate with cash award</p> <p>Answer before DVV Verification : A. All of the above    Answer After DVV Verification: B. Any 3 of the above</p> <p>Remark : As per the HEI statement in the response dialogue box and the data provided with the Metric during clarification.</p>																				
3.4.3	<p>Total number of Patents/ Copyrights published/awarded/technology-transferred during the last five years..</p> <p>3.4.3.1. Number of Patents/ Copyrights published/awarded/ technology-transferred year-wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="298 1192 1044 1327"> <thead> <tr> <th>2019-20</th><th>2018-19</th><th>2017-18</th><th>2016-17</th><th>2015-16</th></tr> </thead> <tbody> <tr> <td>84</td><td>01</td><td>05</td><td>04</td><td>0</td></tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="298 1394 1044 1529"> <thead> <tr> <th>2019-20</th><th>2018-19</th><th>2017-18</th><th>2016-17</th><th>2015-16</th></tr> </thead> <tbody> <tr> <td>17</td><td>00</td><td>00</td><td>00</td><td>0</td></tr> </tbody> </table> <p>Remark : As per the HEI statement in the response dialogue box and the data provided with the Metric during clarification. The HEI has claimed data of 2020-21 post 01 Jan 21. Patents granted before 31 Dec 2020 only have been considered. The HEI has claimed filing of the patent application. Only patents granted are eligible.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	84	01	05	04	0	2019-20	2018-19	2017-18	2016-17	2015-16	17	00	00	00	0
2019-20	2018-19	2017-18	2016-17	2015-16																	
84	01	05	04	0																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
17	00	00	00	0																	
3.4.4	<p>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.</p> <p>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.</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="298 2001 1044 2086"> <thead> <tr> <th>2019-20</th><th>2018-19</th><th>2017-18</th><th>2016-17</th><th>2015-16</th></tr> </thead> </table>	2019-20	2018-19	2017-18	2016-17	2015-16															
2019-20	2018-19	2017-18	2016-17	2015-16																	

284	287	303	258	232
-----	-----	-----	-----	-----

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
284	287	303	258	232

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
219	191	161	134	126

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
154	141	151	146	123

Remark : As per the HEI statement in the response dialogue box and the data provided with the Metric during clarification. the HEI has claimed multiple count of PG teachers who guided more than 01 student in the same AY. HEI claim of the Number of teachers recognized as guides by the Regulatory Bodies / Universities during the last five years have been ratified.

3.5.2	<p>Revenue generated from advisory / R&amp;D /consultancy projects (exclude patients consultancy) including Clinical trials during the last five years</p> <p>3.5.2.1. Amount generated from consultancy year-wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p>																				
	<table border="1"> <thead> <tr> <th>2019-20</th><th>2018-19</th><th>2017-18</th><th>2016-17</th><th>2015-16</th></tr> </thead> <tbody> <tr> <td>28</td><td>11</td><td>15</td><td>11</td><td>9</td></tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th><th>2018-19</th><th>2017-18</th><th>2016-17</th><th>2015-16</th></tr> </thead> <tbody> <tr> <td>23</td><td>5</td><td>09</td><td>07</td><td>06</td></tr> </tbody> </table> <p>Remark : The HEI has claimed items such as "Enzyme Stability" (Janaki Scientific Company -2019-20) which are ambiguous. The HEI has included conduct of Awareness about common diseases, Awareness about Diabetes and Management Advice etc. Gender Sensitization, Brick testing, Testing of concrete cube and Alternate fuel testing are not consultancies.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	28	11	15	11	9	2019-20	2018-19	2017-18	2016-17	2015-16	23	5	09	07	06
2019-20	2018-19	2017-18	2016-17	2015-16																	
28	11	15	11	9																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
23	5	09	07	06																	

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
-------	--

**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**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
493	479	414	272	397

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
283	279	214	159	217

3.6.2	<p>Average percentage of students participating in extension and outreach activities beyond the curricular requirement as stated at 3.6.1</p> <p><b>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</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th><th>2018-19</th><th>2017-18</th><th>2016-17</th><th>2015-16</th></tr> </thead> <tbody> <tr> <td>11015</td><td>11418</td><td>10056</td><td>8750</td><td>7669</td></tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th><th>2018-19</th><th>2017-18</th><th>2016-17</th><th>2015-16</th></tr> </thead> <tbody> <tr> <td>8262</td><td>8563</td><td>7542</td><td>6562</td><td>5751</td></tr> </tbody> </table> <p>Remark : Although the number of students in participating in extension and outreach activities beyond the curricular requirement are as earlier suggested by DVV, however now , considering the participation by students in multiple activities , taking the data on pro-rata basis the values have been revised upwards</p>	2019-20	2018-19	2017-18	2016-17	2015-16	11015	11418	10056	8750	7669	2019-20	2018-19	2017-18	2016-17	2015-16	8262	8563	7542	6562	5751
2019-20	2018-19	2017-18	2016-17	2015-16																	
11015	11418	10056	8750	7669																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
8262	8563	7542	6562	5751																	

3.7.2	<p>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.</p> <p><b>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.</b></p> <p>Answer before DVV Verification : 124</p> <p>Answer after DVV Verification: 34</p>
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4.2.3	<p>Availability of infrastructure for community based learning</p> <ol style="list-style-type: none"> <li>Attached Satellite Primary Health Centers</li> <li>Attached Rural Health Centers available for training of students</li> </ol>
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3. Attached Urban Health Centre for training of students  
 4. Residential facility for students / trainees at the above peripheral health centers / hospitals

Answer before DVV Verification : All of the above

Answer After DVV Verification: Any 3 of the above

Remark : As per the HEI statement in the response dialogue box and the data provided with the Metric during clarification.

4.3.4	<p>Average annual expenditure for purchase of books and journals (including e-resources) during the last five years</p> <p>4.3.4.1. Annual expenditure for purchase of books and journals year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="303 705 1044 840"> <thead> <tr> <th>2019-20</th><th>2018-19</th><th>2017-18</th><th>2016-17</th><th>2015-16</th></tr> </thead> <tbody> <tr> <td>299</td><td>370</td><td>114</td><td>130</td><td>258</td></tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="303 929 1044 1064"> <thead> <tr> <th>2019-20</th><th>2018-19</th><th>2017-18</th><th>2016-17</th><th>2015-16</th></tr> </thead> <tbody> <tr> <td>290</td><td>345</td><td>94</td><td>118</td><td>240</td></tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	299	370	114	130	258	2019-20	2018-19	2017-18	2016-17	2015-16	290	345	94	118	240
2019-20	2018-19	2017-18	2016-17	2015-16																	
299	370	114	130	258																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
290	345	94	118	240																	

4.3.5	<p>E-content resources used by teachers:</p> <ol style="list-style-type: none"> <li>1. NMEICT / NPTEL</li> <li>2. other MOOCs platforms</li> <li>3. SWAYAM</li> <li>4. Institutional LMS</li> <li>5. e-PG-Pathshala</li> </ol> <p>Answer before DVV Verification : Any Four of the above      Answer After DVV Verification: Any Four of the above</p>
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4.4.1	<p>Percentage of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities (data for the preceding academic year)</p> <p>4.4.1.1. Number of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities</p> <p>Answer before DVV Verification : 258      Answer after DVV Verification: 225</p> <p>4.4.1.2. Total number of classrooms, seminar halls and demonstration room in the institution</p> <p>Answer before DVV Verification : 268</p>
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4.5.1	Average percentage of expenditure incurred on maintenance of physical facilities and academic
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support facilities excluding salary component during the last five years

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)

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
4193.79	4513.04	4067.99	2308.31	2290.47

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
2260.9	2713	2374.6	1286.9	1305.3

Remark : As per the HEI statement in the response dialogue box and the data provided with the Metric during clarification. As per the schedule 19 (showing Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component of the respective year) of the financial statement forming part of the respective FY.

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

Answer before DVV Verification : All of the above

Answer After DVV Verification: Any 6 of the above

Remark : As per the HEI statement in the response dialogue box and the data provided with the Metric during clarification.

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

Answer before DVV Verification : All of the above

Answer After DVV Verification: All of the above

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
911	1363	2011	1187	1223

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
911	1363	1124	1187	1223

Remark : As per the HEI statement in the response dialogue box and the data provided with the Metric during clarification. The number of outgoing students who got placed / self-employed year-wise cannot be more than the Number of graduated students year-wise.

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

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

Answer before DVV Verification : 170

Answer after DVV Verification: 122

Remark : Value has been changed as per attachment

**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**

**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**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
88	92	69	24	34

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
42	31	06	10	12

**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

Answer before DVV Verification : B. Any four of the above

Answer After DVV Verification: D. Any two of the above

Remark : As per the HEI statement in the response dialogue box and the data provided with the Metric during clarification.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
289	514	297	289	146

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
168	247	141	123	89

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
431	214	152	120	98

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
328	194	147	105	98

Remark : As per the HEI statement in the response dialogue box and the data provided with the Metric during clarification.

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..

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

**Answer before DVV Verification:**

2019-20	2018-19	2017-18	2016-17	2015-16
934	526	348	197	133

**Answer After DVV Verification :**

2019-20	2018-19	2017-18	2016-17	2015-16
711	480	322	160	115

**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:**

2019-20	2018-19	2017-18	2016-17	2015-16
43	2	0	1	1

**Answer After DVV Verification :**

2019-20	2018-19	2017-18	2016-17	2015-16
35	2	0	1	1

**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)

	<p>Answer before DVV Verification : A. All of the above      Answer After DVV Verification: A. All of the above</p>
7.1.2	<p>The Institution has facilities for alternate sources of energy and energy conservation measures</p> <ol style="list-style-type: none"> <li>1. Solar energy</li> <li>2. Biogas plant</li> <li>3. Wheeling to the Grid</li> <li>4. Sensor-based energy conservation</li> <li>5. Use of LED bulbs/ power efficient equipment</li> </ol> <p>Answer before DVV Verification : Any Four of the above      Answer After DVV Verification: Any Four of the above</p>
7.1.4	<p>Water conservation facilities available in the Institution:</p> <ol style="list-style-type: none"> <li>1. Rain water harvesting</li> <li>2. Borewell /Open well recharge</li> <li>3. Construction of tanks and bunds</li> <li>4. Waste water recycling</li> <li>5. Maintenance of water bodies and distribution system in the campus</li> </ol> <p>Answer before DVV Verification : All of the above      Answer After DVV Verification: All of the above</p>
7.1.5	<p>Green campus initiatives include:</p> <ol style="list-style-type: none"> <li>1. Restricted entry of automobiles</li> <li>2. Battery-powered vehicles</li> <li>3. Pedestrian-friendly pathways</li> <li>4. Ban on use of Plastics</li> <li>5. Landscaping with trees and plants</li> </ol> <p>Answer before DVV Verification : All of the above      Answer After DVV Verification: All of the above</p>
7.1.6	<p>Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <ul style="list-style-type: none"> <li>• Green audit</li> <li>• Energy audit</li> <li>• Environment audit</li> <li>• Clean and green campus recognitions / awards</li> <li>• Beyond the campus environmental promotion activities</li> </ul> <p>Answer before DVV Verification : Any Four of the above      Answer After DVV Verification: Any Four of the above</p>

## 2.Extended Profile Deviations

ID	Extended Questions
1.1	<p>Number of all programs offered by the institution during the last five years      Answer before DVV Verification : 145</p>

Answer after DVV Verification : 135

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
12893	12115	10866	10030	9678

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
12893	12115	10866	10030	9678

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1947	1989	1966	1897	1606

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2584	1641	1618	1659	1415

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1329	1302	1290	1326	1327

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1329	1302	1290	1326	1327

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
19228	17421	16661	11313	11939

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
18090.34	16387.43	15666	10343	11074.57

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