



VINAYAKA MISSIONS RESEARCH FOUNDATION DEEMED TO BE UNIVERSITY

(Declared under section 3 of the UGC Act, 1956)
Accredited by NAAC with 'B' Grade (CGPA 2.73 on a 4 point scale)

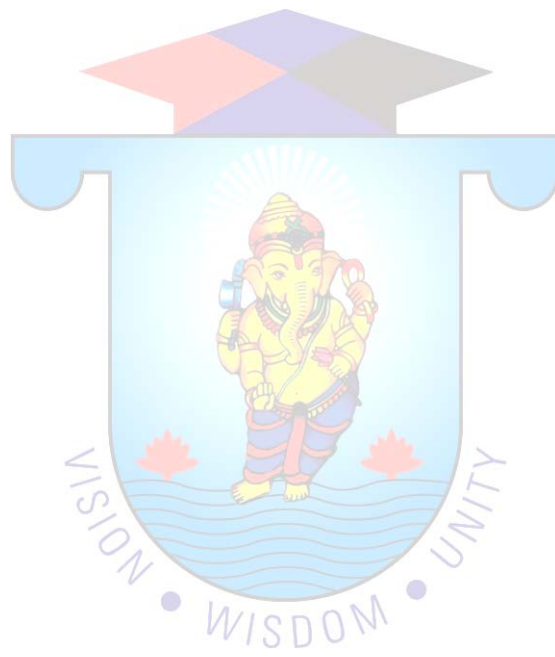
ANNUAL QUALITY ASSURANCE REPORT (AQAR) of the IQAC 2017 – 2018

Submitted to



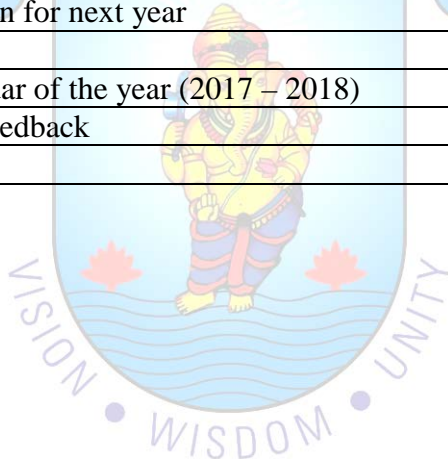
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
Bengaluru

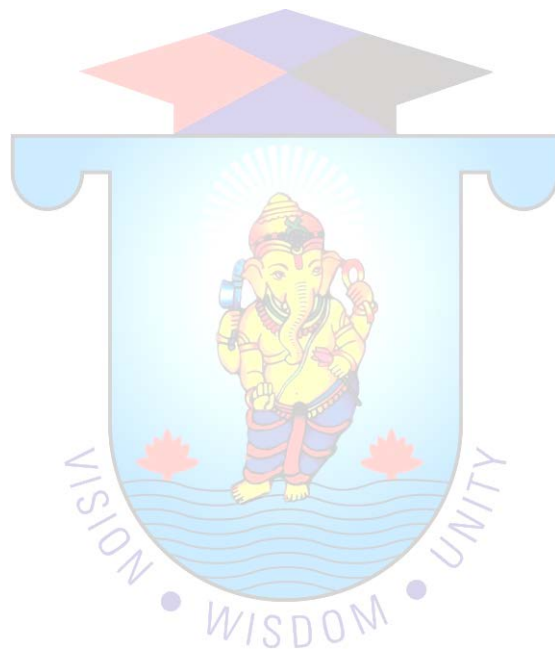
August 2018



**Annual Quality Assurance Report (AQAR) of the IQAC
(2017 – 2018)**

S. No.	Contents	Page No.
PART A		
1	Details of the Institution	5
2	IQAC Composition and Activities	8
PART B		
3	Criterion I – Curricular Aspects	12
4	Criterion II - Teaching – Learning and Evaluation	14
5	Criterion III – Research, Consultancy and Extension	18
6	Criterion IV – Infrastructure and Learning Resources	24
7	Criterion V – Student Support & Progression	26
8	Criterion VI – Governance, Leadership and Management	32
9	Criterion VII – Innovations and Best Practices	42
10	Plans of institution for next year	46
LIST OF ANNEXURES		
1	Academic Calendar of the year (2017 – 2018)	47
2	Analysis of the feedback	49
3	Best Practices	86





The Annual Quality Assurance Report (AQAR) of the IQAC

Part – A

I. Details of the Institution

1.1 Name of the Institution

VINAYAKA MISSION'S RESEARCH FOUNDATION DEEMED
UNIVERSITY

1.2 Address Line 1

SANKARI MAIN ROAD,

Address Line 2

ARIYANOR

City/Town

SALEM

State

TAMILNADU

Pin Code

636308

Institution e-mail address

vmrf@vmu.edu.in

Contact Nos.

0427-3987000

Name of the Head of the Institution:

Dr. P.K. Sudhir

Tel. No. with STD Code:

0427-3987000

Mobile:

09362104171

Name of the IQAC Co-ordinator:

Dr. P. Gnanasekar

Mobile:

09159277000

IQAC e-mail address:

director.iqac@vmu.edu.in

1.3 NAAC Track ID (For ex. MHC0GN 18879)

TNUNGN11497

1.4 NAAC Executive Committee No. & Date:

(For Example EC/32/A&A/143 dated 3-5-2004.

This EC no. is available in the right corner- bottom of your institution's Accreditation Certificate)

EC/71/A&A/24.1 dated 16.11.2015

1.5 Website address:

www.vinayakamission.com

Web-link of the AQAR:

<https://www.vinayakamission.com/Reports-IQAC.php>

For ex. <http://www.ladykeanecollege.edu.in/AQAR2012-13.doc>

1.6 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1 st Cycle	B	2.73	2015	5 YEARS
2	2 nd Cycle				
3	3 rd Cycle				
4	4 th Cycle				

1.7 Date of Establishment of IQAC : DD/MM/YYYY

15.02.2016

1.8 AQAR for the year (for example 2010-11)

2017-18

1.9 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC ((for example AQAR 2010-11 submitted to NAAC on 12-10-2011)

- i. AQAR 2016 – 17 submitted to NAAC on 05/09/2017
- ii. AQAR _____ NA _____ (DD/MM/YYYY)
- iii. AQAR _____ NA _____ (DD/MM/YYYY)
- iv. AQAR _____ NA _____ (DD/MM/YYYY)

1.10 Institutional Status

University State Central Deemed Private

Affiliated College Yes No

Constituent College Yes No

Autonomous college of UGC Yes No

Regulatory Agency approved Institution Yes No

(eg. AICTE, BCI, MCI, PCI, NCI)

Type of Institution Co-education Men Women

Urban Rural Tribal

Financial Status Grant-in-aid UGC 2(f) UGC 12B

Grant-in-aid + Self Financing Totally Self-financing

1.11 Type of Faculty/Programme

Arts Science Commerce Law PEI (Phys Edu)

TEI (Edu) Engineering Health Science Management

Others (Specify)

1.12 Name of the Affiliating University (*for the Colleges*)

1.13 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc

Autonomy by State/Central Govt. / University

University with Potential for Excellence UGC-CPE

DST Star Scheme	<input type="text"/>	UGC-CE	<input type="text"/>
UGC-Special Assistance Programme	<input type="text"/>	DST-FIST	<input type="text"/>
UGC-Innovative PG programmes	<input type="text"/>	Any other (<i>Specify</i>)	MSME INCUBATOR BY MSME, NEWDELHI
UGC-COP Programmes	<input type="text"/>		

2. IQAC Composition and Activities

2.1 No. of Teachers	<input type="text" value="6"/>
2.2 No. of Administrative/Technical staff	<input type="text" value="9"/>
2.3 No. of students	<input type="text" value="2"/>
2.4 No. of Management representatives	<input type="text" value="1"/>
2.5 No. of Alumni	<input type="text" value="1"/>
2.6 No. of any other stakeholder and community representatives	<input type="text" value="0"/>
2.7 No. of Employers/ Industrialists	<input type="text" value="2"/>
2.8 No. of other External Experts	<input type="text" value="--"/>
2.9 Total No. of members	<input type="text" value="21"/>
2.10 No. of IQAC meetings held	4
2.11 No. of meetings with various stakeholders:	No. <input type="text" value="4"/> Faculty <input type="text" value="✓"/>
Non-Teaching Staff	<input type="text" value="✓"/>
Students	<input type="text" value="✓"/>
Alumni	<input type="text" value="✓"/>
Others	<input type="text" value="✓"/>
2.12 Has IQAC received any funding from UGC during the year?	Yes <input type="text"/> No <input type="text" value="✓"/>
If yes, mention the amount	<input type="text" value="--"/>

2.13 Seminars and Conferences (only quality related)

(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC

Total Nos. International National State Institution Level

(ii) Themes

Faculty Development Programme on **Quality Assessment and Improvement** organised by VMHMC, Salem on 16.09.2017 by Dr. Munir Ahmed, Director, College Development Council, RGUHS, Karnataka.

Personality Development Programme organised by VMHMC, Salem on 20.10.2017 by Dr. C.S. Sarathy, Asst. Prof, Institute of Management Studies, Periyar University, Salem and Dr. C.S. Ramanigopal, Dean, Management Studies, VMKVEC, Salem.

One day Workshop on **Curricula Design** organised by AVIT, Chennai on 19.03.2018 by Dr. A. Rathinam, Asst. Prof. EEE, SRM University, Chennai.

Workshop on **Research Methodology** Organised by IQAC, VMCPT, Salem on 12 and 13th March 2018 - Resource person : J. Fiddy Davis Ph.D., Prof and Head, Department of Exercise and sports science. Manipal Academy of Higher Education . Manipal.

Seminar on **Innovative Teaching Methods** organised by AVIT, Chennai on 22.03.2018 by Dr. David Jenkins, School of Computing, Electronics & Mathematics, Faculty of Science and Engineering, Plymouth University, United Kingdom.

Webinar on **OBE & CBCS Framework for Accreditation** organised by AVIT, Chennai on 30.04.2018 by by Dr. S.J. Thiruvengadam, Professor, ECE, Thiagarajar Engineering College, Madurai.

Workshop of **Structured Choice Based Credit System with Outcome based Education** organised by VMKVEC, Salem on 15.05.2018 by Dr. S.J. Thiruvengadam, Professor, ECE & Dr. N.B. Balamurugan, Associate Professor, Thiagarajar Engineering College, Madurai.

State level Workshop on **Research Methodology** organised by VMCN, Karaikal on 29 and 30th June 2018.

2.14 Significant Activities and contributions made by IQAC

- ★ The Internal Quality Assurance Cell (IQAC) has conducted periodical meeting with its members focusing on key areas & to sensitise them about quality.
- ★ The IQAC cell helps the university to assess the academic performance of the staff through performance based self appraisal system (PBAS), based on the guidelines of University Grants Commission, in addition to peer evaluation system and student feedback as an input for further training and up-gradation of the knowledge.

- ★ Online Feedback has been obtained from Alumni, Employer and from student, and analysis is done for enhancing the quality of Education and Infrastructure of the institutions.
- ★ An annual academic audit has been conducted. The quality assurance mechanism enhances the quality of every activity executed by the institutions of this university.

2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year *

Plan of Action	Achievement
Workshop on Implementation of Fully Flexible Choice Based Credit System	A one day workshop was conducted on 24 th March 2018 at Vinayaka Mission's Kirupanandha Variyar Engineering college, Salem.
To sensitize faculty on utilization of ICT	A half day program was conducted on 20.09.2017 at Hotel Beverly Plaza, Chennai for all the Heads of Institutions on the recent updates in IT
Preparation of document for NIRF	The datas have been collected from the constituent colleges Vinayaka Mission's Kirupanandha Variyar Engineering college, Salem and Vinayaka Mission's College of Pharmacy, Salem and applied for the NIRF.
Conduct of Workshop on Research Grants	A half day program was conducted on 20.09.2017 at Hotel Beverly Plaza, Chennai for all the Heads of Institutions on obtaining Research Grants. The Provost Dr. Ponavaiko made a presentation on Research the Road ahead.
Conduct of Internal Audit	An internal audit of all the constituent colleges was conducted during the first quarter of 2018 and a detailed report of the same was submitted

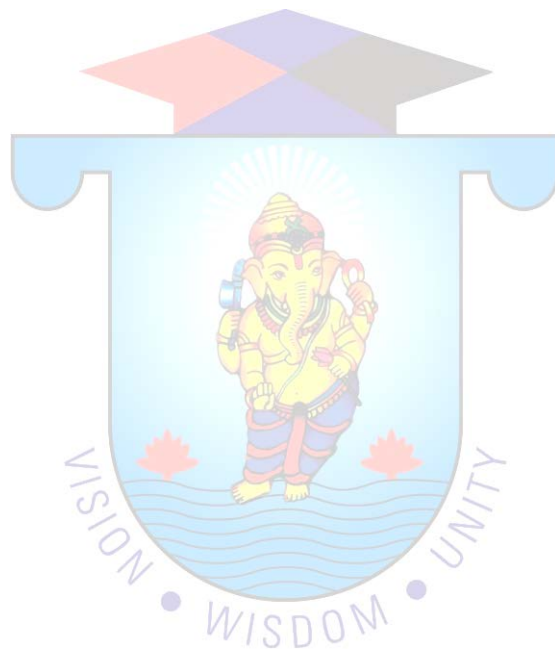
Academic Calendar Attached as **Annexure – I**.

2.16 Whether the AQAR was placed in statutory body Yes No

Management Syndicate Any other body

Provide the details of the action taken

The AQAR was placed before the Board of Management which ratified the Report and advised the IQAC to strengthen research outputs



Criterion – I

I. Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD	All Disciplines	-	All Disciplines	-
PG	45	09	54	08
UG	32	04	36	16
PG Diploma	06	-	06	-
Advanced Diploma	-	-	-	-
Diploma	06	-	06	05
Certificate	07	02	09	08
Others	02	-	02	-
Total	98	15	113	37
Interdisciplinary	18	08	18	20
Innovative	12	08	20	37

- 1.2 (i) Flexibility of the Curriculum: CBCS/Core/Elective option / Open options
(ii) Pattern of programmes:

Pattern	Number of programmes
Semester	79
Trimester	-
Annual	34

1.3 Feedback from stakeholders* Alumni Parents Employers Students
(On all aspects)

Mode of feedback : Online Manual Co-operating schools (for PEI)

*Please provide an analysis of the feedback in the Annexure
Annexure - II

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

In Medicine the UG and PG syllabus were revised and MCQ pattern was introduced in the examinations.

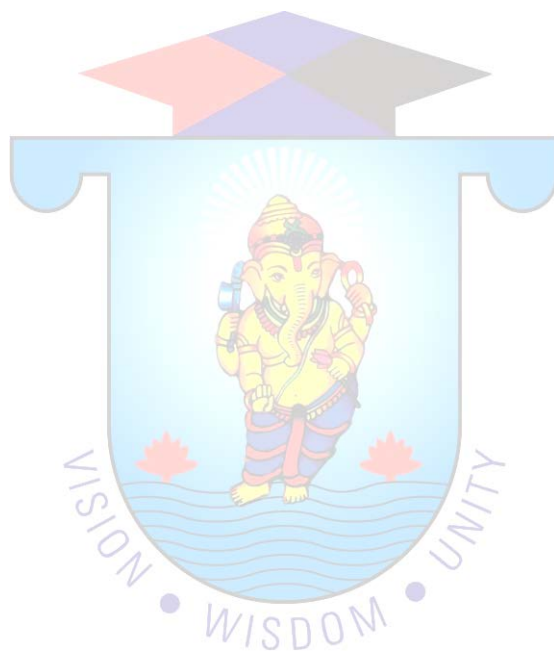
Value added courses like BLS and ACLS were included in the 8th Semester of medicine programme.

In Engineering the UG and PG syllabus were revised and Outcome Based Education system – Structured Choice Based Credit System was introduced. Interdisciplinary elective and Employability enhancement skills was introduced with credit points.

In Dental the syllabus were revised as per DCI 2017 regulations. Anatomy of Thorax and extremities will be included in the syllabus in Oral and Maxillofacial Surgery. The Examination pattern for first year BDS was modified by combining the papers Physiology and Biochemistry instead of separate papers and the Examination pattern for Second year BDS was modified by combining the papers General pathology and Microbiology instead of separate papers.

1.5 Any new Department/Centre introduced during the year. If yes, give details.

NO



Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
1541	529	197	208	607

2.2 No. of permanent faculty with Ph.D.

117

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
61	55	10	20	09	13	103	60	174	148

2.4 No. of Guest and Visiting faculty and Temporary faculty

354	77	03
-----	----	----

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended	144	496	163
Presented papers	120	163	018
Resource Persons	027	058	051

2.6 Innovative processes adopted by the institution in Teaching and Learning:

- Focused Group Study
- Live Case Study
- Project based Learning
- Problem Based Learning
- Virtual Lab (Amrita VishwaVidhyapeetham)
- Video Lectures(NPTEL Lectures)
- Spoken Tutorial (Free Open Source Software Training)
- Mobile Compatible Video Lecturing
- Mind Mapping Techniques
- Cloud Resource Sharing
- Implementation of Google Cloud Class room and use of ICT Tools.
- Activity based learning.
- Mnemonics,
- Snake & ladder,

- Z-A method,
- concept mapping, brain storming,
- Integrated Teaching,
- Project Compass,
- Reflective Experiences (REx),
- Industry Interface Clinical Training,
- Fresh Notes
- Neological word-“Edunarrate

2.7 Total No. of actual teaching days during this academic year 233

2.8 Examination/ Evaluation Reforms initiated by the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions) Bar Coding is used in Answer scripts and Double Valuation is done for Medical and PG Programs

2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development as member of Board of Study/Faculty/Curriculum Development workshop 214 133 231

2.10 Average percentage of attendance of students 87.19

2.11 Course/Programme wise distribution of pass percentage :

Title of the Programme	Total no. of students appeared	Division			
		Distinction %	I %	II %	Pass %
MBBS	411	05	62	27	94
BDS	123	01	41	10	52
BPT	54	09	60	29	98
BHMS	126	05	63	19	87
B.PHARM	139	12	68	04	84
D.PHARM	30	33	67	0	100
BSC(NURSING)	213	07	80	09	96
B.ED	36	64	24	0	88
B.P.E.	05	0	80	20	100
B.P.ED.	87	16	40	07	63
MBA	20	40	45	0	85
MCA	08	38	25	0	62.5

B.E.	1100	11	53	14	78
B.ARCH	19	16	26	11	53

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes :

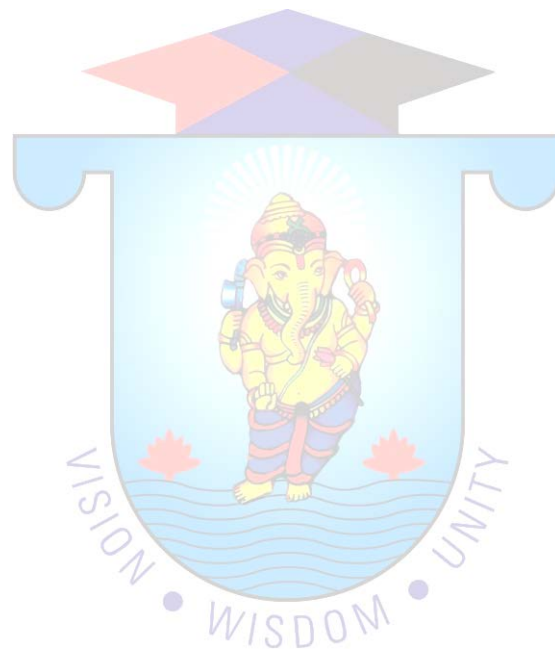
- IQAC of each ambit institution of this university periodically obtained feedback from the students manually.
- Feedback obtained from the periodic class committee meetings.
- Scrutinize the minutes of meeting of all class committees of all programmes to provide some step to improve teaching learning process.
- Monitoring the teaching & learning process through lesson plan, course material, analysis of continuous assessment, conduct of theory and practical courses etc.
- A log book is maintained to make a record of academic activities and matched with the academic calendar.
- Suggestion to change elective course as per the industry requirement, thrust area etc., for Engineering, Technology, Management and Science Programmes.
- For all the subjects the faculty should prepare the material for ICT based teaching.
- Analysis of end semester examinations results and review meeting will be conducted to improve the results.
- For improving the teacher quality, periodically various programmes like Conference, Workshop, Seminar and FDP programmes has been conducted.

2.13 Initiatives undertaken towards faculty development

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	1565
UGC – Faculty Improvement Programme	108
HRD programmes	139
Orientation programmes	351
Faculty exchange programme	0
Staff training conducted by the university	137
Staff training conducted by other institutions	107
Summer / Winter schools, Workshops, etc.	1296
Others	1347

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	624	019	056	000
Technical Staff	479	039	019	000



Criterion – III

3. Research, Consultancy and Extension

3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

The IQAC facilitates and monitors the research activities of the University:

The IQAC is sensitizing all the faculty members:

- By conducting various research oriented programs like workshops, CME, CDE, Science club etc.
- By inviting eminent resource persons to conduct lectures/ workshops/ seminars on research methodology.
- Research, being one of the major functions of an Academic institution, the University consistently motivates the faculty Members to undertake research projects, funded by UGC, DST, DBT, ICMR, CSIR and other funding Agencies, to promote Ph.D. research, and to generate knowledge through innovative research
- The University extends financial support to the faculty members for presenting papers and publishing research articles by giving them 50% of the registration fee and travel grant as per University norms.
- The University awards the faculty members who presents and publishes research papers in the refereed journals and books with incentives (as per the revised guidelines/policy, 2018) annually to motivate them to achieve more in the field of research.
- The University renders financial assistance to each Institution to organize National and International Conferences, inter-university seminars/workshops regularly.
- The University periodically improves the infrastructure facilities in the existing Digital Library, State-of the art laboratories in the constituent institutions and the Internet Connectivity to make research work more feasible.
- The University promotes interdisciplinary research by encouraging all the Departments in the constituent institutions to organize interdisciplinary seminars/conferences and motivating the staff members to take up interdisciplinary projects.
- In addition to the UG and PG laboratories, the constituent institutions are encouraged to establish Research labs and Research Centers of Excellence in the innovative areas of research.
- University felicitates and rewards faculty members and staffs involved in obtaining consultancy projects.

3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	58	128	40	66
Outlay in Rs. Lakhs	30.59	80.683	1.5	1148.922

3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	76	80	18	53
Outlay in Rs. Lakhs	2.25	17.86	1.40	10.116

3.4 Details on research publications

	International	National	Others
Peer Review Journals	362	129	1
Non-Peer Review Journals	21	2	3
e-Journals	18	6	1
Conference proceedings	8	26	0

3.5 Details on Impact factor of publications :

Range Average h-index Nos. in SCOPUS

3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major projects	4	MSMS, ICSSR, VMRF-DU	8520140	5039660
Minor Projects	2.5	DST, TNSCST, ICMR, VMRF-DU	194500.1	129500
Interdisciplinary Projects	1	-	0	0
Industry sponsored	0	-	0	0
Projects sponsored by the University/ College	3	VMRF-DU	4115000	1400000
Students research projects <i>(other than compulsory by the University)</i>	6	ICMR (STS), VMRF-DU	165205	45205
Any other(Specify) Student Short Term Project 7 Nos.				
Total	15	ICMR, VMRF-DU	12039845	6614365

3.7 No. of books published i) With ISBN No. Chapters in Edited Books

ii) Without ISBN No.

3.8 No. of University Departments receiving funds from

UGC-SAP CAS DST-FIST
DPE DBT Scheme/funds

3.9 For colleges Autonomy CPE DBT Star Scheme
INSPIRE CE Any Other (specify)

3.10 Revenue generated through consultancy

3.11 No. of conferences organized by the Institution

Level	International	National	State	University	College
Number	3	16	7	3	25
Sponsoring agencies	1	2	1	0	1

3.12 No. of faculty served as experts, chairpersons or resource persons

3.13 No. of collaborations International National Any other

3.14 No. of linkages created during this year

3.15 Total budget for research for current year in lakhs :

From Funding agency From Management of University/College
Total

3.16 No. of patents received this year

Type of Patent	Number	
National	Applied	3
	Granted	0
International	Applied	0
	Granted	0
Commercialised	Applied	0
	Granted	0

3.17 No. of research awards/ recognitions received by faculty and research fellows Of the institute in the year

Total	International	National	State	University	Dist	College
92	05	76	10	01	0	0

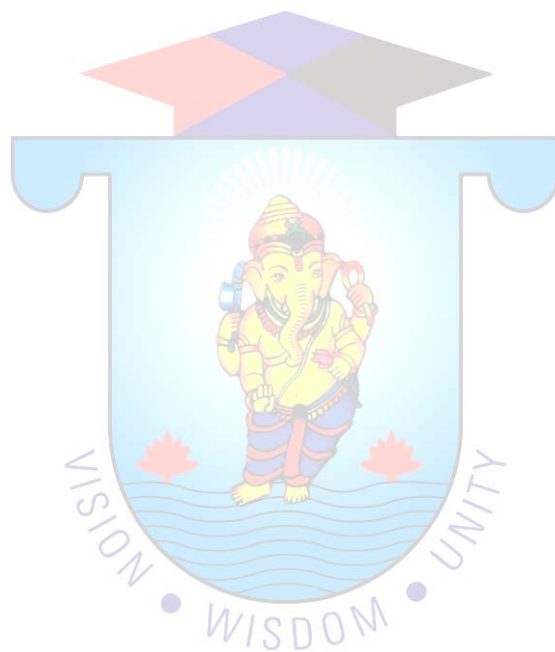
3.18 No. of faculty from the Institution who are Ph. D. Guides
and students registered under them

- 3.19 No. of Ph.D. awarded by faculty from the Institution
- 3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)
- JRF SRF Project Fellows Any other
- 3.21 No. of students Participated in NSS events:
- University level State level
National level International level
- 3.22 No. of students participated in NCC events:
- University level State level
National level International level
- 3.23 No. of Awards won in NSS:
- University level State level
National level International level
- 3.24 No. of Awards won in NCC:
- University level State level
National level International level
- 3.25 No. of Extension activities organized
- University forum College forum
NCC NSS Any other
- 3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

S. No	Institution	Extension activities and institutional social responsibility
1.	VMACON	<ul style="list-style-type: none"> Swachta Pakhwada Programme, Swachta Hi Seva, Dengue Awareness Campaign, Awareness programe against Anti Terrorism at Seeragapadi Village, Blood Donors day, International Yoga Day and Child Labour day
2.	VMCP	<ul style="list-style-type: none"> Pamphlets Distribution Awareness Program on Antibiotic Resistance Vigilance Awareness Week

		<ul style="list-style-type: none"> The NFCH (National Foundation for Communal Harmony) and CHCW (Communal Harmony Campaign Week) National Volunteers Act Day No Alcohol (Mini Marathon)
3.	VMCN PDY	<ul style="list-style-type: none"> Conducted awareness campaign on HIV & Cervical Cancer, Nipah virus, etc.
4.	VMCPT	<ul style="list-style-type: none"> Extension works for the benefit of the community have been carried out in nearby villages like Veerapandi colony, ChinnaSeeragapadi, etc 6 Free physiotherapy camps, The NSS unit of our institution has adopted Veerapandi colony village and have met their health needs and other requirements which brings very good neighbourhood network and sustained community development.
5.	VMHMC	<ul style="list-style-type: none"> World homoeopathy day World nutrition week rally programme World diabetes day programme World tuberculosis day programme
6.	VMKVASC	<ul style="list-style-type: none"> The college organized Special Summer Coaching Camp for various sports and games.
7.	VMKVEC	<ul style="list-style-type: none"> Inauguration of Red Ribbon Club, Mission of 100 Lakes event conducted by NSS jointly with Government of Tamilnadu, Swachh Bharat Summer Internship programme Inauguration Talent Quest of India (TQI) is a student organization started by students to help the society in the form of holistic education.
8.	VMKVMC	<ul style="list-style-type: none"> No. of Medical Camps : 181 No. of Beneficiaries : 7575 No. of Outreach Programmes : 25 Road safety Rally
9.	VMSDC	<ul style="list-style-type: none"> NSS 01.08.2017 - Celebration of world oral hygiene day on veerapandi primary health Center. 3. NSS 09.08.2017 - Independence day pledge taking program. Prosthodontics 04.10.2017 - Screening and denture camp in Vedugathampatti. Paedodontics 05.10.2017 - Screening program in BBPSET.
10.	AVIT	<ul style="list-style-type: none"> Mini Marathon RALLY FOR RIVERS Mini Marathon RALLY FOR RIVERS at Besant Nagar Elliots Beach. Empower 2017 & One day Programme for Principals of Schools Prof. M. Ramachandran & Speakers IYF Education Leadership Forum Mind Lecture by expert from South Korea Awareness Programme Awareness Programme on “Fire Safety Management” Shri. Saxena, Fire Safety Officer, MAPS, Kalpakkam

		<ul style="list-style-type: none"> International Water Day Special Lecture International Water Day Special Lecture on “Water Management Paths to Bridge water supply demand gap” Dr.M. Natarajan, Former Director – Center for Climate Change, Periyar Maniammai University, Thanjavur
11.	AVMC	<ul style="list-style-type: none"> Initiated early identification of language related learning disabilities program in school in and around pondicherry and created awarness among teachers about identification and management of such children. Extension of services by conducting free camps / services and conducting awarness programs among public in and around Pondicherry Five school visited by the Renal dialysis students.



Criterion – IV

4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	254.63 Acres	0.017	VMRF	254.647Acres
Class rooms	287	0	VMRF	287
Laboratories	260	7	VMRF	267
Seminar Halls	90	0	VMRF	90
No. of important equipments purchased (\geq 1-0 lakh) during the current year.	1817	79	VMRF	1896
Value of the equipment purchased during the year (Rs. in Lakhs)	1447.51	460.15	VMRF	1907.66
Others in sq.mt.	403846.88	10.76	VMRF	403857.64

4.2 Computerization of administration and library

The Total administration of the University right from Admissions to Award of Degree is done using ERP system.

All constituent college libraries have automation softwares.

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	153727	935.04	7957	35.23	161684	970.27
Reference Books	337819	505.58	431	7.62	338250	513.2
e-Books	13163	03.70	616	1.044	13779	4.744
Journals	1379	127.59	147	40.37	1526	167.96
e-Journals	21310	82.14	1132	5.50	22442	87.64
Digital Database	36	06.18	1	0	37	06.18
CD & Video	5275	03.38	68	0.142	5343	3.522
Others (specify) Back Volumes	1228	04.49	5	0.05	1233	4.54

4.4 Technology up gradation (overall)

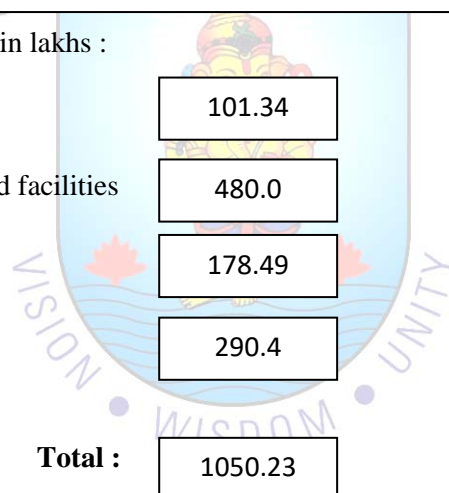
	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others
Existing	1683	25	1 GBPS CONNE CTIVIT Y THROU GH NMEIC T	46	05	217	771	168
Added	72	13		0	0	3	53	16
Total	1755	38		46	05	220	824	184

4.5 Computer, Internet access, training to teachers and students and any other programme for technology upgradation (Networking, e-Governance etc.)

ERP for the total University Management from Admissions to Examinations. Training to Faculty and students on use of ICT. Wi-fi enabled campuses. Mobile Computing. Adequate facilities for ICT access to staff and students.

4.6 Amount spent on maintenance in lakhs :

i) ICT	101.34
ii) Campus Infrastructure and facilities	480.0
iii) Equipments	178.49
iv) Others	290.4
Total :	1050.23



Criterion – V

5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

- The IQAC conducts Student orientation program at the beginning of every academic year. This program disseminates information on the various Student Support Services available in the college. The above information is also published on the college prospectus. All enhancements are being notified to the students via displays in notice boards.
- The institution provides assistance to students for obtaining educational loans from banks and other financial institutions by guiding the students through the process and providing all the necessary documents and we have facilitators who follow-up the whole process for the students and ensure that they receive educational loan.
- Subject wise special coaching classes for slow learners are conducted during the evening hours.

The University conducts the following programmes systematically for the overall progression of students.

- Ten guest Lectures were arranged by various departments of pharmacy with the experts from academia to update the student knowledge to the current needs.
- Mentor – Mentee programmes at all levels of UG programmes
- Need based Students Counselling – General and Personal
- Remedial Measures Instituted
- Monetary support is provided to the students to participate in curricular and extra- curricular activities.
- Micro teaching, simulated teaching and all types of practice teaching planning and internship program is properly planned and effectively executed by the faculty.
- Orientation programme is conducted for first year Engineering students to understand the nuances in engineering field and bridge courses were conducted.
- The University is catering to the needs of students belonging to deprived communities of Scheduled castes, Scheduled tribes, other backward classes and low-income groups. SC and ST Student are encouraged to continue their education by way of Scholarships from Government and Non – Government Organizations.
- National Service Scheme [NSS], YRC, & other clubs encourage the students to take part in community development activities.

5.2 Efforts made by the institution for tracking the progression

- Alumni association was registered under Societal Act of India by 2 institutions.
- Other colleges are in progress of registering their alumni association.

- Through alumni association student progression is effectively tracked by online feedback mechanism through individual college and university alumni portal.
- Through social network groups, student progression are also being tracked by the institution periodically.

5.3 (a) Total Number of students

UG	PG	Ph. D.	Others
8584	1006	220	361

(b) No. of students outside the state

3579

(c) No. of international students

33

Men	No	%	Women	No	%
	5427	60.3		3576	39.7

Last Year						This Year					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
2476	2060	152	6025	05	10719	1845	2143	150	5519	02	9658

Demand ratio

Dropout % 2

5.4 Details of student support mechanism for coaching for competitive examinations (If any)

GPAT, SPEED NEET PG, SPEED NEET UG, GATE, CAT, TNPSC, TRB, TET, USMLE

No. of students beneficiaries

955

5.5 No. of students qualified in these examinations

NET	0	SET/SLET	0	GATE	0	CAT	1
IAS/IPS etc	0	State PSC	0	UPSC	0	Others	34

5.6 Details of student counselling and career guidance

- The mentors counsel the mentees to get a better insight into their troubles, weakness and strengths and to solve their problems themselves which installs confidence in them.

- Mr. K. Selvakumar, CAPGEMINI, Bangalore gave a Career Guidance Program on 24.02.2018, Career Guidance for Final Year students by RIPE Consulting Services (P)Ltd, Chennai for the Period of 10 Days from 19th to 28th March 2018. The counselling cell gives counselling to the students regularly at VMKVEC , Salem.
- Students counselling program conducted by Dr.Vinothini on 21.09.2017 at VMSDC, Salem.

No. of students benefitted

2040

5.7 Details of campus placement

<i>On campus</i>		<i>Off Campus</i>	
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
35	925	356	413

5.8 Details of gender sensitization programmes

Name of the College	Details of gender sensitization programmes
Vinayaka Mission's college of Pharmacy	Students sexual harassment committee is functioning in the campus consisting of the Principal as chairman and women faculty members as the members. The committee will assemble and discuss/solve the issues if any..
Vinayaka Mission's Sankarachariyar Dental College	<ol style="list-style-type: none"> 1. International Women's Day is celebrated on March 8th 2018. 2. Gender harassment committee formed to address gender issues. 3. Awareness among staff and students is created on gender issues.
Vinayaka Mission's Kirupananda Variyar Medical College & Hospital, Salem	2 gender sensitization programmes conducted.
Vinayaka Missions Homeopathy Medical College, Salem	There is separate women students counseling centre functioning manned by senior women faculty and Team to manage the problem exclusive folk.

<p>Vinayaka Missions College of Physiotherapy, Salem</p>	<ol style="list-style-type: none"> 1. In september while inducting the new batch (2017-18) on 4.9.17 an awareness about gender sensitization was given to the boys & girls by means of speech & video presentation. 2. The college celebrated the women's day on 15.3.18 which included honouring the women, games, speech, and video presentation etc. 3. A group discussion for girls was conducted on 4.4.17 explaining how to safeguard themselves in case of trouble and how to behave in public. 4. A group discussion for boys was conducted on 8.6.17 portraying the importance of the women.
<p>AVIT, Chennai</p>	<ol style="list-style-type: none"> 1. The women Empowerment cell (WEC), organised an one day workshop on "SELF EMPLOYMENT OPPORTUNITIES" in association with KUMUDAM SNEHIDIHI and PIDILITE on 11th August 2017. The participants were trained on Jute bag embroidery and shilpkar jewellery. MRS. JAYSHREE NARAYANAN & MRS. UMAKRISHNAN, Fecicryl Certified Specialists Pidilite Industries limited were the trainers. 2. The women Empowerment cell (WEC), organised an one day workshop on "Baking and Confectionery" on 21.11.17. Ms. S. Meenashi Kannan (AP), Department of Biotechnology, D.G. Vaishnava College, (Proprietor – Vignesh coco world) and Ms. Priscilla Kalaimugil were the Trainers for the workshop. Our faculty, students and rural women in and around Paiyanoor village also participated in the workshop. Handouts on cake, smoothie recipes and certificates were issued to all participants. The participants appreciated the efforts taken by the WEC in promoting entrepreneurs.
<p>AVMC Puducherry</p>	<p>2gender sensitization programmes conducted.</p>
<p>Vinayaka Missions College of Nursing, Karaikal</p>	<ol style="list-style-type: none"> 1. Girls students are given counselling separately. 2. Grievance redressal committee to handle gender related issue. 3. Separate hostel for men and women 4. Women and house keepers are appointed in the ladies hostel to take care of all their needs

Vinayaka Missions Medical College, Karaikal	2 gender sensitization programmes conducted.
Vinayaka Mission's Kirupananda Variyar Arts and Science College, Salem.	2 gender sensitization programmes conducted.

5.9 Students Activities

5.9.1 No. of students participated in Sports, Games and other events

State/ University level National level International level

No. of students participated in cultural events

State/ University level National level International level

5.9.2 No. of medals /awards won by students in Sports, Games and other events

Sports : State/ University level National level International level

Cultural: State/ University level National level International level

5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution	334	281.19
Financial support from government	194	182.91
Financial support from other sources	13	10.99
Number of students who received International/ National recognitions	02	0.5

5.11 Student organised / initiatives

Fairs : State/ University level National level International level

Exhibition: State/ University level National level International level

5.12 No. of social initiatives undertaken by the students

5.13 Major grievances of students (if any) redressed:

- Water Scarcity In Hostel Campus and the same rectified at VMHMC, Salem.
- To increase the transport frequency which has been addressed with additional buses for VMKVASC , Salem.



Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

Vision :

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

Mission :

To spread education globally in the field of Medicine, Dental, Paramedical, Homoeopathy, Engineering, Management and Basic Sciences.

6.2 Does the Institution has a management Information System

Yes. The University uses an integrated ERP Solution from Admissions till award of degrees.

6.3 Quality improvement strategies adopted by the institution for each of the following:

6.3.1 Curriculum Development

The university has developed the quality policy of producing the students with knowledge skill and competence to stand up to any challenges in the spheres of all available courses. The university continually strives to improve the standard of competence of the faculty and quality of the curriculum. The curriculum is developed based on the needs of global challenges and trends in all aspects. The quality and standards of the university is equal to that of the respective statutory councils like UGC, AICTE, MCI, DCI, PCI, NCI and etc.

- The curriculum has been revised periodically based on the needs of societal, industrial and global needs and standards.
- The curriculum has been developed based on the feedbacks received from alumni, parents, employers, students and other stakeholders on all aspects and revised as per the current national and global standards.
- Equal thrust has been given to all the courses based on relevance, national and global need at undergraduate and postgraduate and research level.
- The curriculum and syllabus for the course shall be prescribed by the Academic Council based on the recommendation of concerned Board of faculty and Board of Studies. Each programme shall have a curriculum comprising of Theory, Theory cum Practical and Practical courses with well defined Program Outcomes and Programme Educational Objectives (PEO) as per Outcome Based Education (OBE).
- Problem based learning is added to equip the students to compete on global level.

- Possibility of offering electives and add on courses in the emerging areas in collaboration with industries.
- Increased number of courses and increased options within courses of study updated according to the latest developments in the discipline.
- Thrust is given to ICT-enabled teaching-learning process to make it effective and more student centric.
- Soft skill and multi skill development programmes were included apart from their regular curriculum for the students to acquire more knowledge in the respective field.

6.3.2 Teaching and Learning

The Vinayaka Missions Research Foundation Deemed to be University has adopted the following strategies to ensure an effective teaching learning process. The university updates curriculum periodically in consultation with the mentors in the various field with the help of participatory approach to meet out the socio-economical educational need of the nation which may fulfill the vision and mission of the university through continuous updates, regular board of studies, academic council and various academic activities.

- Faculty are frequently permitted to attend QIP/FDP (Quality Improvement Programme/ Faculty Development Programmes) conducted at various center sponsored by AICTE.
- The learning process is student centered in the University. Teaching-learning strategies include practical, assessments, field work, project work, student seminars, group discussions, case studies, industrial/field visits, in-plant training, along with didactic teaching.
- Irrespective of the area of specialization of the faculty the VMRF-DU provides opportunities to the learning community to become versatile personalities as either entrepreneurs or self-employable according to the need of the society.
- VMRF-DU also prepare the learning community with lifelong professional development, skill development in research, community development services for the betterment of the humanity through medicine and technical education.
- Innovative Teaching-learning: The Institution adopts the following innovative teaching learning methods such as activity based learning, use of ICT tools, Virtual lab and web based learning.
- Maintenance of log books, clerkship records and teaching records at post graduate level teaching

6.3.3 Examination and Evaluation

- The examination and evaluation process of the university is designed within the framework of the guidelines stipulated by the respective bodies, after discussion in several boards of studies meeting. The evaluation process so designed is approved by the Academic Council and ratified by the Board of Management.

- Theory examination of all the PG courses of the constituent colleges are subjected to double valuation i.e. one external and one internal. Third valuation is carried out in case of variation beyond the accepted norms, as a standard practice
- Examination schedule is prepared in consultation with members of board of studies and Academic council having duly considered the examination schedules of universities in the region for timely conduct of examinations and to avoid clash of dates.
- The current method of evaluation is designed to test the comprehension and analytic abilities of the students and the graduates will be able to pursue further studies in India or abroad without any loss of academic years.
- Transparency of evaluation is maintained by conducting the examinations based on set standards and a blueprint of the examination pattern is communicated to the students and examiners well in advance of commencement of exams.
- Feedback from the external examiners and students regarding the examination pattern is taken and analysed. The suggestions are passed on to the board of studies and academic council members for enhancing the quality.

6.3.4 Research and Development

The synthesis of teaching and research is fundamental in Vinayaka Missions Research Foundation. All faculties do scholarly research, most often in association with postgraduate students or advanced undergraduate students. Research creative enquiry and innovation are integrated into education. The university ensures the quality in research through

- Research Committee is there at the university level as well as at the institution level that facilitates and monitors research being carried out in the constituent colleges. The composition of the University research committee generally includes the Dean of the faculty, senior faculty in the level of Head of Institutions, external experts from industry and national research organizations.
- The university has also constituted Ph.D. Review committee and Doctoral Advisory Committees to monitor research activities, admissions to Ph.D. programs and to review half-yearly progress reports and thesis submitted by research scholars.
- The University research committee along with two subject experts will examine the technical and financial details of the project proposal submitted for funding as well as aspects of redundancy, intellectual property, and ethics
- The university has established the Research Development Fund (RDF) which supports research scholars with fellowships and small grants. This has significantly enhanced the enrolment of research scholars from engineering, technology, management and life sciences background to pursue their research at the university
- The University provides financial support for the faculty for attending and presenting papers at National/International conferences.

- The Institutional Ethics Committee and Institutional Animal Ethics Committee looks upon the ethical aspects of research involving animals as per CPCSEA guidelines and human subjects as per ICMR guidelines.

6.3.5 Library, ICT and physical infrastructure / instrumentation

- The Libraries are equipped with library automation softwares and also there is provision for online public access catalogue (**OPAC**) system.
- The library provides own book reading section and separate section for undergraduate students, postgraduate students and faculty.
- The library is provided with online internet services to the UG & PG students and faculty and Library reading area is provided with Wi-Fi connection.
- Library is provided with digital library section, audio-visual section and a separate journal section.
- Students are permitted to use laptops in the lounge areas of the library for browsing.
- All the departments are equipped with laptops and the lecture halls are equipped with LCD projectors for ICT enabled lectures.

6.3.6 Human Resource Management

- Performance Based Appraisal System (PBAS) has been introduced based on the guidelines of the UGC and recommendations of the IQAC which will be used for career advancement and general assessment of the performance of the faculty
- Motivating the faculty members to pursue higher education. Such faculty members pursuing higher education (P.G. or PhD,) are given consideration in terms of concession in the tuition fee and also the work load
- Arranging various orientation programmes for both teaching and non-teaching faculty members for upgrading their skills in their respective fields using latest technology.

6.3.7 Faculty and Staff recruitment

- The University is keenly interested to recruit and retain the faculty members possessing desired qualification and commitment to work.
- The university has laid down norms for the recruitment of teaching and non teaching staff as per the norms of the statutory bodies. The recruitment is by open advertisement and the selection is by the selection committee constituted based on the university bye-laws and UGC guidelines. The vacancies are as determined by requirements as prescribed by various

governing authorities like AICTE, MCI, PCI, DCI, NCI, UGC and as well as the workload of individual departments.

- The assessments of the faculty are done annually by the self appraisal from and student feedbacks, so that the faculty can improve or upgrade their knowledge. Simultaneously counselling also given to the faculties, those who are poor in self appraisal and students feedbacks. These candidates are encouraged to attend the faculty development programmes, quality improvement programmes, workshops and seminars to improve themselves.
- Skill development programs are mandatory for the non-teaching faculty of the university.

6.3.8 Industry Interaction / Collaboration

- The university has an Industry Institution Interaction cell and it is headed by a full time coordinator. The cell facilitates the association of the institute with various academic initiatives of the industries in terms of training in latest technologies and providing internships bridging the gap between the industry and institute.
- Some of the important activities of the cell are:
 - Arranging guest lectures by experts from industry.
 - Arranging internship for students.
 - Arranging the students to perform their PG projects in industry.
 - Showcasing the capabilities and quality of students and there by arranging campus recruitments.
 - Facilitating faculty to visit industries to catch up with the emerging industrial requirements.
 - Showcasing capabilities of faculty from different disciplines for possible consultancy activities.
 - Facilitating the participation of people from industry in various academic bodies of the college like Board of Studies, Academic Council.
 - Conducting add-on courses on latest technologies across all the departments beyond the curriculum.
 - Establishing centers of excellence.

6.3.9 Admission of Students

Admission of students to different courses is as per the prescribed norms of UGC, AICTE, MCI, DCI, PCI, NCI, etc. A separate admissions cell in the university coordinates the admission of students for various courses

- Admission notification is published in leading national and regional dailies/magazines. Admission notification is also hosted on the university website. The notification provides detailed information about various programmes, duration, intake, eligibility, academic details and admission process as well as support facilities.
- Admissions on merit basis to various Undergraduates, Postgraduate and Research Programmes offered by the University are done based on appropriate All India Level Common Entrance Examinations (AICEE) conducted by the University every year.
- The eligible candidates are enabled to take the AICEE at opted centres. The questions are of objective type based on minimum syllabi expected to be covered normally by the various universities / boards pertaining to the respective qualifying examinations at all India level. There are negative marks for wrong answers in the case of PG programmes. Candidates who take the AICEE are ranked according to their marks in the AICEE, breaking the ties, if any, as per prescribed norms.
- The University adopts a transparent admission process, adhering to the reservation policy and norms spelt out by the respective statutory councils and State agencies
- The process of All India Level Common Entrance Examinations and admission cover the following programmes offered by the University in its various institutions:
 - Medicine, Homoeopathy, Dentistry, Nursing, Physiotherapy, Pharmacy, Allied Health Sciences
 - Engineering & Technology, Architecture (based on NATA), Management, Computer Applications,
 - Education, Arts & Sciences
- The Prospectus provides all the relevant academic, administrative and financial details related to admission process for candidates.
- To ensure merit and Transparency in admission process, the University follows a well publicized academic calendar of events giving last date for receipt of application, publication of merit list, selection list and last date fixed for admission based on availability of seats.
- The admissions are made on merit calculated on the basis of marks obtained either in the entrance test or qualifying examination or in both for various courses based on the regulations prescribed by the statutory bodies and approved by the university.
- The selection list of the candidates are announced on the notice boards as well as on the website of university.

6.4 Welfare schemes for

Teaching	The university has separate teaching and nonteaching staff cooperative societies, staff club, university staff welfare association and staff quarters. The university also offers fee concession for wards to pursue their Research
----------	---

Non-Teaching	related education. The Teaching and Non-teaching faculty members are provided/protected with Employment Provident Fund (EPF) and group insurance scheme. Medical assistance is offered to all the staff members in the university and to the constituent colleges. The teaching and non-teaching staff members are benefited all the statutory welfare schemes state and central government. The welfare schemes are provided for the fullest satisfaction of the employees.
Students	All the students are covered under group insurance scheme (Medicclaim policy). Their medical expenses and medical emergencies were covered under this scheme. They can manage their expenses either cashless treatment or it may reimbursed depending upon the hospital, where they got treatment.

6.5 Total corpus fund generated

Rs. 12 Crores

6.6 Whether annual financial audit has been done

Yes

No

6.7 Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	The external audit has been made with the experts from various disciplines.	Yes	The internal audit has been done by the IQAC members along with the Head of the departments
Administrative	Yes	The External/ Statutory Audit is being carried out by M/s. Prasad & Selvam, a firm of Chartered Accountants.	Yes	M/s. JV & Co., a firm of Chartered Accountants, is carrying out the Internal Audit. They Carry out in-house internal Audit at regular intervals.

6.8 Does the University/ Autonomous College declares results within 30 days?

For UG Programmes

Yes

No

For PG Programmes

Yes

No

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

- The individual department/institution proposes reforms to the Academic Council of the University with recommendations of the concerned/respective board of studies (BOS). The Academic Council places the recommendations to the Board of Management which is then communicated to the Controller of Examinations.
- The prefixed examination schedule for all the courses are offered by the University.
- A rational examination schedule has been prepared in consultation with the constituent colleges and having duly considered the examination schedules of universities in the region, to ensure timely conduct of examinations and to avoid clash of dates. The schedule is also designed to ensure that fresh graduates are able to pursue further studies in India or abroad without any break of loss of academic years.
- Total ERP system has been introduced and the Question papers of the exams were sent to the concerned college chief superintendent through online.
- MCQs has been introduced in I-MBBS examination for a total of 15 marks to ease competitive exams.

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

- All departments play autonomy to admit students on the basis of merit and based on the reservation policy under the leadership of the head of the department and head of the institution. It helps to measure the accountability and responsibility of the heads involved while delegating the power the smoother function of the department. The curriculum design and formulate new and innovative programmes of study that exists in autonomy, to appoint subject experts in the Boards of Studies and Examinations, to conduct conferences and workshops to evolve and follow innovative teaching and evaluation methodologies, and to carry out research projects and consultancies.
- The Governing body for individual college comprising of representatives from University decide the strategic plan and requirements of the institutions
- Every institution has its own Board of Studies (BOS); there are two external members in every BoS – one member is from industry, another member is a reputed academician. Once in three years they attend the BoS meetings conducted by the Institute and scrutinize the curriculum and syllabi and give suggestions for improving the quality of the curriculum as well as the syllabi. Curriculum is framed to enhance employability, placement, Research and Consultancy.
- The highest governing body of the University shall be a Board of Management to be headed by the Vice Chancellor. The BoM shall be a compact and Homogenous body enabling it to promptly take and implement well considered decisions and to effectively handle crisis situations. The Deans/Principals of the individual colleges are members of the BoM, where they can raise their concern.
- Constituent colleges Principals/Senior faculty are members of academic council, planning and monitoring board, library committee, hostel committee, research co-ordination council, IQAC and many others wherein they can raise concerns pertaining to individual institutions.

6.11 Activities and support from the Alumni Association

- Each constituent college has an Alumni association and it meets annually. The alumni association also has generated a corpus fund to be used for the benefit of the institution .
- The online portal for alumini is available at http://www.vinayakamission.com/?page=alumni_reg to bring all aluminis under one roof and the database can b created.
- The alumini association plays a vital role in the framing of curriculum through regular feedback and it also it support the current students to get the job in campus and off campus.

6.12 Activities and support from the Parent – Teacher Association

- All the constituent colleges of the University have their Parent – Teacher Associations wherein most of the local student’s parents contribute a major part due to ease of accessibility.
- Parent Teacher Association meeting is conducted periodically to know about the student’s progress. The meeting is a platform to offer suggestions for further improvement and development of the student and college. The parents get an opportunity to interact with the faculty advisors and heads of the departments to know about their ward’s performance and study.
- The mentorship programme also has strengthened the PTA as the teachers communicate more frequently with parents regarding their student’s progress
- The parents are also encouraged to give feedback on the educational process, infrastructure, faculty and hostel facilities and the feedback is used for constant up-gradation of facilities

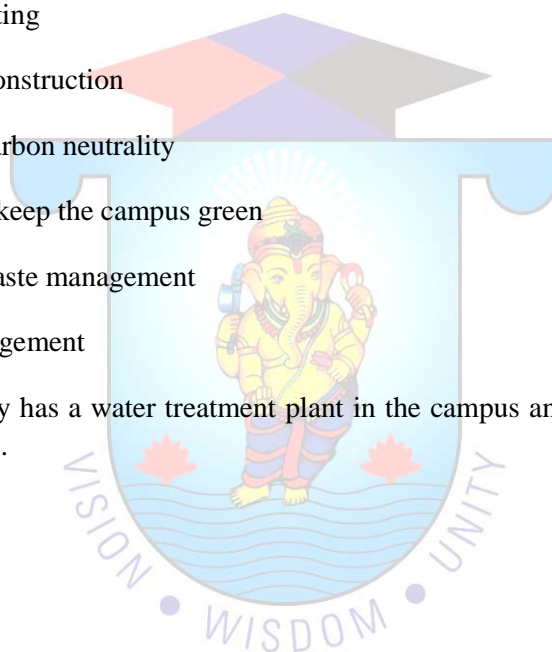
6.13 Development programmes for support staff

- For non-teaching staff members, the university conduct training programmes periodically as per the schedule
- Constituent colleges continue to conduct skilled development program to the non – teaching staff regularly through expertise faculty.
- Training program on biomedical waste management & universal precautions was conducted for hospital staff nurses, technicians, attenders & ayahs
- All laboratory technicians were given training in Quality control measures
- Computer Training programme & Office record management programme was organized for the benefit of all office assistants & support staff

6.14 Initiatives taken by the institution to make the campus eco-friendly

The following measures have been taken to ensure the campus eco-friendly.

- The formation and maintenance of excellent gardens within the campus with wide variety of plants.
- Use of plastics are totally prohibited within the college campus
- The need for environmental consciousness along with progress is must for safeguarding the future. The university's 'Green Policy' approach, energy and water resource conservation systems and participatory approach by students, faculty and management ensures that the university is in sync with the global approaches to conservation of nature.
- The following are initiative taken by the university to make the campus eco friendly
 - Energy conservation by using energy efficient tube fittings and light sources like CFL and LED bulbs.
 - The street amps inside the campus are used the solar energy
 - Water harvesting
 - Check dam construction
 - Efforts for Carbon neutrality
 - Plantation to keep the campus green
 - Hazardous waste management
 - e-waste management
 - The university has a water treatment plant in the campus and the recycled water is used for green campus.



Criterion – VII

7. Innovations and Best Practices

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

- Mnemonics
- Concept mapping
- Case based Learning
- Z to A method & Student centered learning
- Seniors teach Juniors” scheme enhances the teaching skills of students and improves understanding & learning.
- Plastic awareness and education given to Grade IV employees.
- In medicine Live streaming of surgeries, Artificial limb center
- Introduced Nobel Biocare Implantology program.
- Green campus activities enabled the campus to be a plastic free zone
- Online case discussion
- Online MCQs, Question & Answer discussion
- Project Compass and Programme - Reflective Experiences (REx) new innovative programmes
- Fresh Notes - for CRRI's & PGs,
- "Edunarrate " – Neological words.
- TARG-Thrust Area Research Groups created an ideal environment to identify and enhance the research Facilities.
- SCBCS –R2017 for the students to select their choice of subjects.
- Innovative project club to do the innovative project which will be useful for community.
- Homoeopathy PG students innovated & released New Complete Card Repertory and Published new book named Kent’s Rubric Materia Medica.
- Online courses-NPTEL, MOOC courses from SWAYAM platform offered.
- Innovative pedagogical strategies to enhance teaching-learning process like problem solving, case studies, project-based learning and peer-teaching.
- The practical exercises in various laboratories are also designed to develop the creativity among the students.

7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

ENGINEERING

PLAN OF ACTION

- Introducing flexibility in curriculum of Engineering courses

- Enhancing student support & Progress
- Online courses
- To organise International Conferences and Workshops
- Enhancement of Industry- Institute collaboration
- Industrial training & internship for students
- Teacher Quality
- To organize skill based programme.

ACTION TAKEN

- Structured Choice base credit system was implemented for R2017 batch
- Value added courses were conducted for all the branches of study with the help of the industries –
- Students were motivated to register & appear for the NPTEL online course and examinations. More than 30 students were successfully completed the course during the year 2017-18.
- One International conference and 2 International Workshops were organised during the academic year 2017-18.
- 12 MoU's signed with National, International organisations.
- Industrial training & internship were offered to all the eligible students
- Faculty members were motivated to register & appear for the NPTEL online course and examinations. More than 45 faculty members were successfully completed the course during the year 2017-18.
- Entrepreneurship skill development programs have been conducted for our students through Ministry of Skill Development & Entrepreneurship through PratanMantri YUVA Yojana

HEALTH AND SCIENCE

PLAN OF ACTION

- To start Central Research Lab
- Strengthening the research activities / publications
- Approach funding agency and have good industrial collaboration •
- To strengthen the infrastructure facilities
- To conduct Continuous Professional Development programs
- To start a Artificial limb center
- To organize more conferences and workshops, seminars and medical camps

ACTION TAKEN

- Established Central Research Lab.
- The faculty members are published their research papers in a peer reviewed / scopus indexed journals.
- Research projects involving various departments of institutions have been submitted to various funding agencies for consideration
- Canteen facility was provided and Hostel facilities are improved.
- Professional development programs such as Seminars/Guest lectures/workshops and professional body activities are organized by various departments
- Artificial limb center started
- Organized three national conferences three National seminars and many workshops

7.3 Give two Best Practices of the institution (*please see the format in the NAAC Self-study Manuals*)

BEST PRACTICE -1 - EVIDENCE BASED PRACTICE

BEST PRACTICE 2 - MULTIDISCIPLINARY INTEGRATED TEACHING

(Details in **Annexure – III**)

7.4 Contribution to environmental awareness / protection

- Enhanced plastic free environment.
- Recycling of waste water.
- Biomedical waste disposal.
- On account and world ozone day students prepared 700 seed balls for the Conservation of earth
- Conducted an exhibition on 26.10.2017 to spread awareness regarding dengue fever.
- On account of national recycling week an exhibition was conducted on 22.11.2017.
- Conducted an video show on 1.12.2017 to mark the importance of maintaining rivers and every one was encouraged to support “ Rally for rivers” through a missed call to 8000980009.
- Eco friendly products stall/Exhibition was setup on 18.4.2018
- On account of World Environmental day 250 plant samplings were planted in SeelanayakanpattiKumaragiribyepass road, on 5.6.2018.
- Through Eco green club around 500 plants are planted in the campus
- Swatch Barath Campaign conducted by cleaning of college Campus, Canteen and Hostel
- Rain water harvesting is in place.
- Minimizing the use of papers
- Promotion of use of CFL lamps in the campus
- Steps are taken to avoid the plastic wastage
- Proper disposal of waste products as per biomedical waste management & rules
- Solar power plants totalling 126kWp capacity has been installed and have generated 600 units per day
- 2kW wind mill installed in the campus
- Bio gas (Methanization) plant installed in the campus
- Sewage treatment and recycling of water
- Rainwater harvesting
- Reverse Osmosis plant
- Soiled Waste Management under the guidelines of expert Tree plantation through NSSvoluntaries

7.5 Whether environmental audit was conducted? Yes No

7.6 Any other relevant information the institution wishes to add. (for example SWOT Analysis)

STRENGTH:

- ICT teaching, experienced faculty, rich clinical experience
- Interdisciplinary research and collaboration
- More number of workshops /seminars/ guest lectures in the state to update the knowledge of faculty & students.
- Surveys, camps, peripheral centers serve the rural community in & around the college campus and motivate the budding
- Senior experienced faculty with national awards as ”best teacher”, “best doctor” guiding a team of dedicated and inspired junior faculty

- Diversity of students
- Student support system
- A well experienced and qualified professionals.
- The curriculum is based on the need of the society and industry
- Strong research environment.
- Guidance and counselling
- ICT enabled classrooms and strong IT network throughout the campus

WEAKNESS:

- Dealing with more number of outpatients from far of places.
- Time management
- Need more industrial collaboration.
- Sponsored projects and grants
- Problem based learning system
- Migration of students towards metro cities

OPPORTUNITIES:

- To provide medical service to rural population.
- To identify areas of research in the rural scenario.
- To start a center of excellence in physiotherapy.
- Research and development, biomedical research at universities, private and central labs.
- Collaborations with research institutes – MoU with CCRH

CHALLENGES

- The publication of research articles becomes difficult as the number of physiotherapy journals are less. Many students from the villages find it difficult with the language necessitating special classes for English.
- Students from other states have difficulty in interacting with the rural patients who know only the regional language.
- It is difficult to identify research guides for the doctoral programs as not much people are available with doctorate qualification in this field.
- Limitation to change curriculum in medicine
- Lack of clarity in admission process in medicine by the government

8 Plans of Action for the Coming year :-

- To Conduct Workshop on New NAAC Grading
- To Prepare for NIRF 2019 ranking
- To conduct Workshop on Quality initiatives on Teaching Learning Process
- To Evaluate the constituent institutions
- To conduct Workshop on Etiquettes of Teaching

Name : Dr. P. Gnanasekar

Name : Dr. P.K. Sudhir



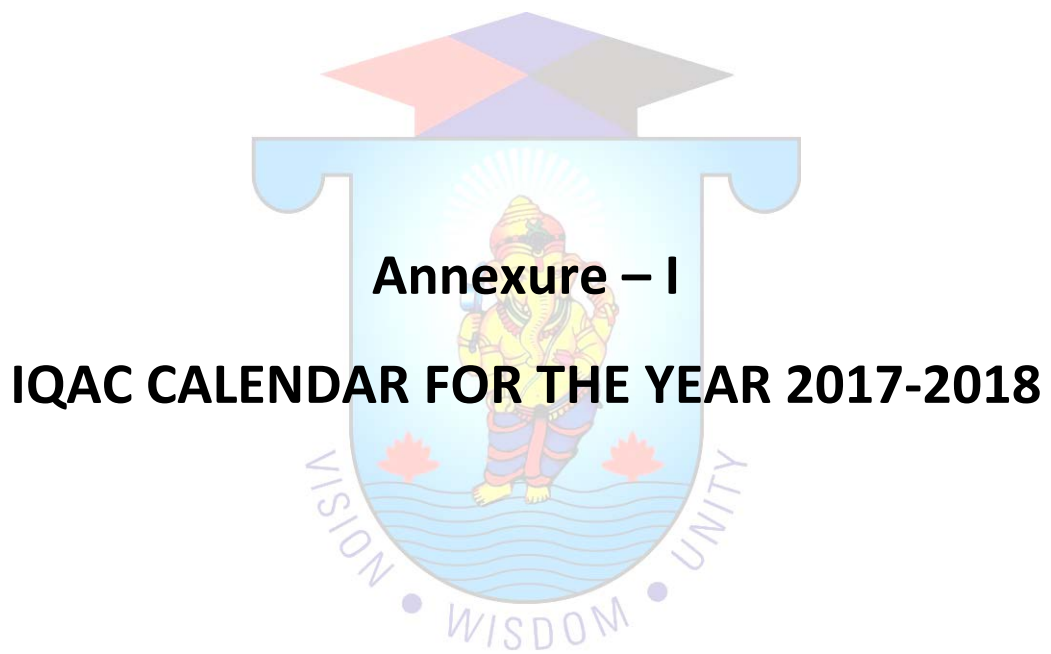
Signature of the Co-ordinator – IQAC



Signature of the Chairperson -- IQAC

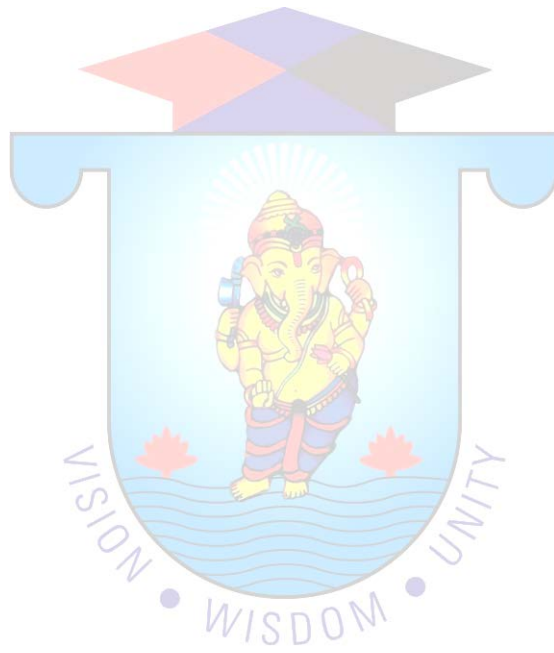
Prof. Dr. P.K. SUDHIR, BMS., MD(Hon),
VICE-CHANCELLOR
Vinayaka Mission's Research Foundation
(Deemed to be University)
Ariyanoor, Salem - 636 308.
Tamilnadu, INDIA.





Annexure – I

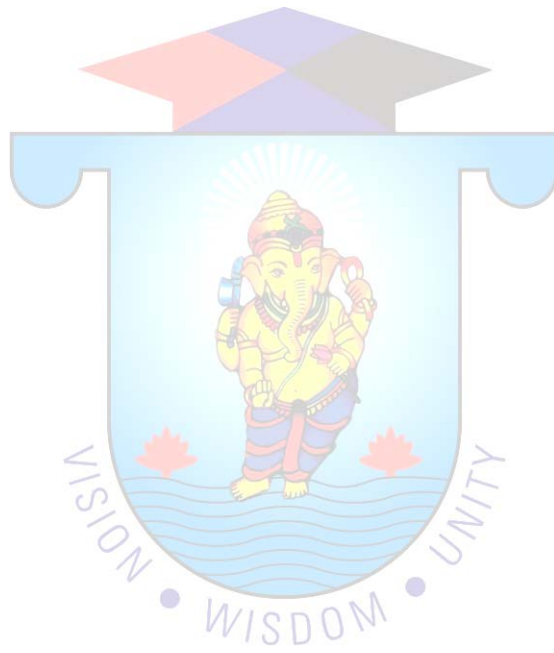
IQAC CALENDAR FOR THE YEAR 2017-2018



**VINAYAKA MISSION'S RESEARCH FOUNDATION
DEEMED UNIVERSITY, SALEM**

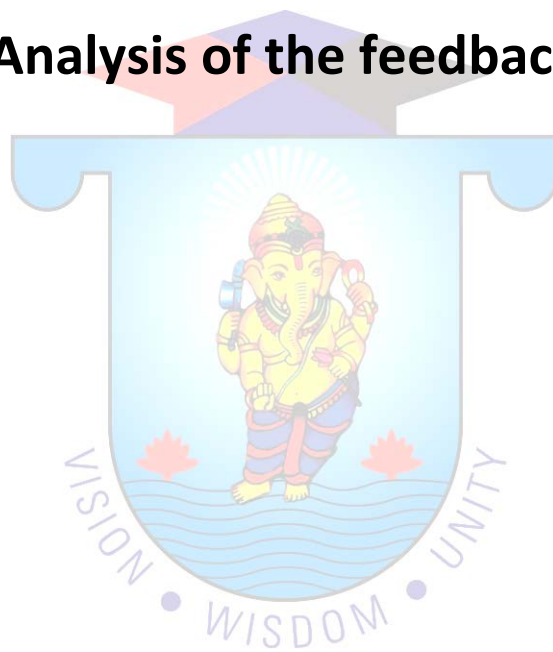
IQAC CALENDAR FOR THE YEAR 2017 - 2018

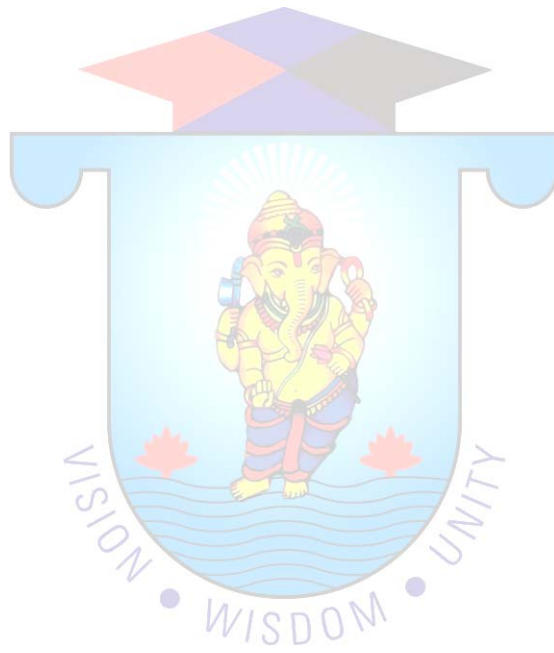
S.NO.	MONTH	EVENT
1	June	Preparation of AQAR 2016-2017 for submission to NAAC. Conduct of General Body Meeting. Preparation of Annual Report of the University.
2	July	Submission of AQAR to NAAC. To conduct Workshop on Implementation of Fully Flexible Choice Based Credit System. Conduct of Convocation.
3	August	Retrieval of data from departments and Administrative sections. Monitoring of activities.
4	September	To sensitize faculty on utilization of ICT.
5	October	Conduct of Workshop on Research Grants.
6	November	Preparation of document for NIRF
7	December	Conduct of General Body meeting. Follow up of departmental Evaluative reports.
8	January	Conduct of a National Conference in Teaching Learning process.
9	February	Workshop on Quality initiatives in Research
10	March	Mock Inspection of Constituent Colleges
11	April	Evaluation of the colleges based on mock inspection
12	May	Retrieval of data from departmental reports for preparation of AQAR 2017-18.



Annexure – II

Analysis of the feedback





1 – STUDENT’S FEEDBACK ON CURRICULUM

Table No: 1 - Year wise distribution of the students

Year	Frequency
1 st year	78
2 nd year	10
3 rd year	24
4 th year	33
Total	145

The table 1 shows the year wise distribution of students was observed over the factors of “Year and Course”.

Regarding the **Year** the distribution frequency shows that 78 of the students stated as 1st year, 10 of the students stated as 2nd year, and 24 of the students stated as 3rd year, 33 of the students stated as 4th year. Thus it can be interpreted that highest percentage of Class is 1st year.

Table No: 1.2 – Year Wise Feedback on Curriculum

Curriculum			1 st year		2 nd year		3 rd year		4 th year		Total	
			N	%	N	%	N	%	N	%	N	%
C 1	Fulfilment of Objectives	Good	70	90	8	80	20	83	25	76	123	85
		Needs Improvement	8	10	2	20	4	17	8	24	22	15
C 2	Fundamentals Coverage	Good	69	88	9	90	19	79	28	85	125	86
		Needs Improvement	9	12	1	10	5	21	5	15	20	14
C 3	Depth of Course Coverage	Good	71	91	7	70	18	75	23	70	119	82
		Needs Improvement	7	9	3	30	6	25	10	30	26	18
C 4	Relevance of this subject with Practical/ Lab Work	Good	70	90	8	80	20	83	25	76	123	85
		Needs Improvement	8	10	2	20	4	17	8	24	22	15
C 5	References Suggested	Good	62	79	9	90	22	92	26	79	119	82
		Needs Improvement	16	21	1	10	2	8	7	21	26	18
Total			78	100	10	100	24	100	33	100	145	100

From the fig. 1.2 it is found that the highest percentage of students stated as **Good** regarding the curriculum irrespective of the class relating to the curriculum.

Figure No: 1.2 – YEAR WISE FEEDBACK ON CURRICULUM

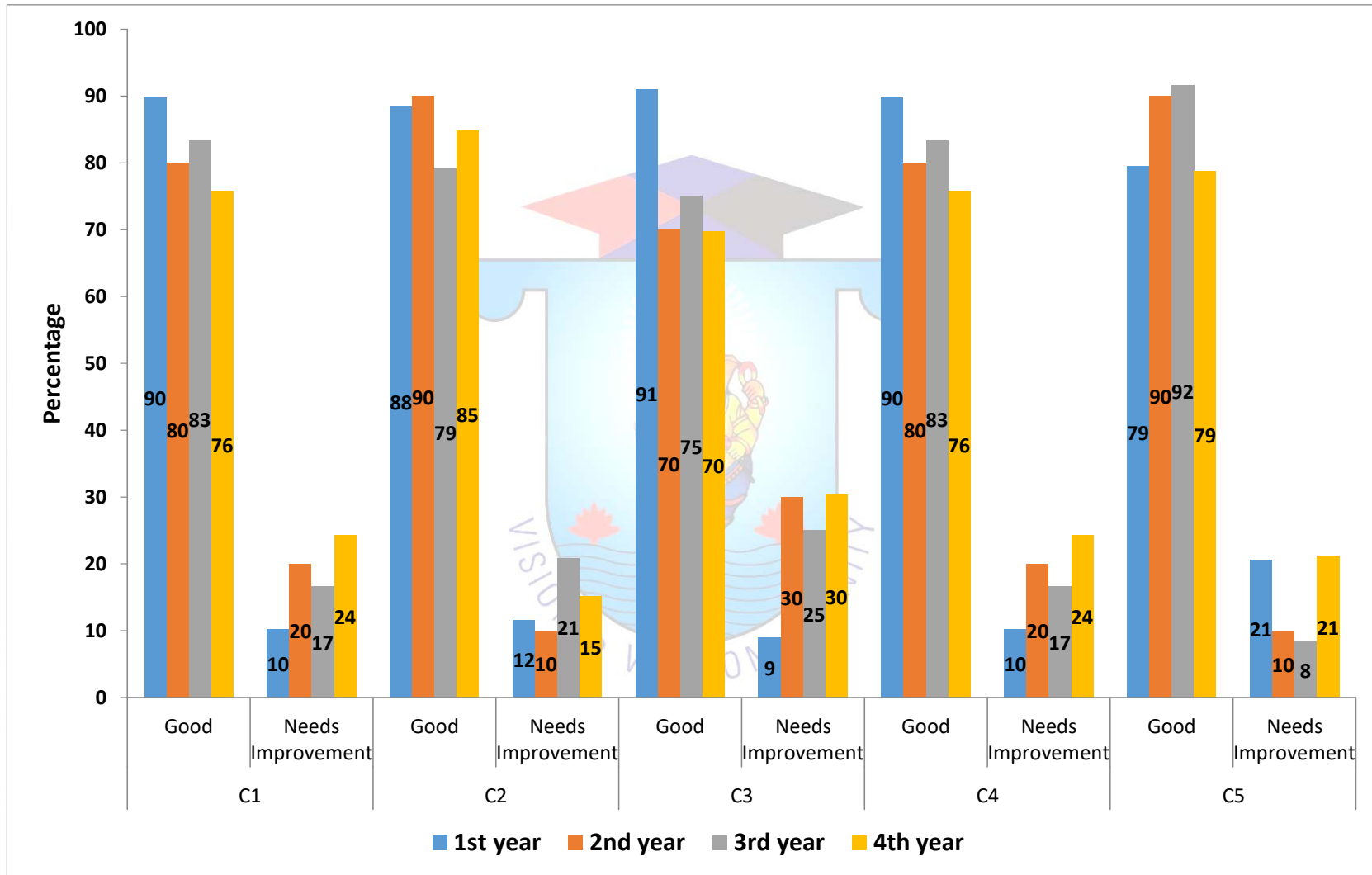


Table No: 1.3 – Course wise distribution of the students

Course	Frequency	Percentage
BDS	137	94.5
MDS	8	5.5
Total	145	100

Regarding the **Course** the distribution shows that 94.5% of the students stated as BDS and 5.5% of the students stated as MDS. Thus it can be interpreted that highest percentage of Course is BDS.

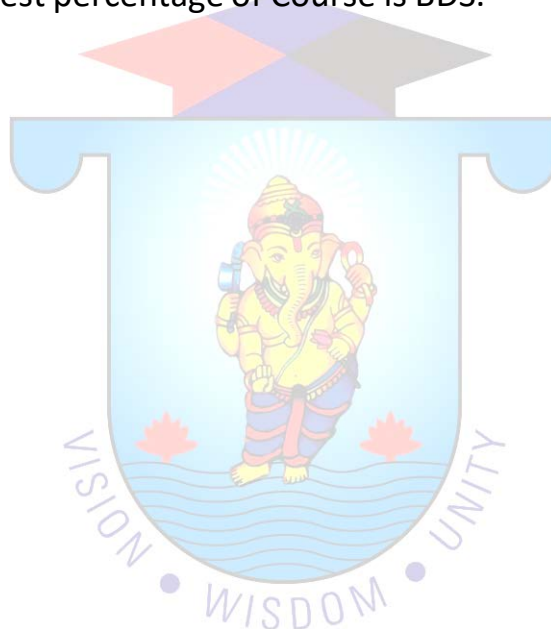


Figure No: 1.3 – COURSE WISE DISTRIBUTION OF THE STUDENTS

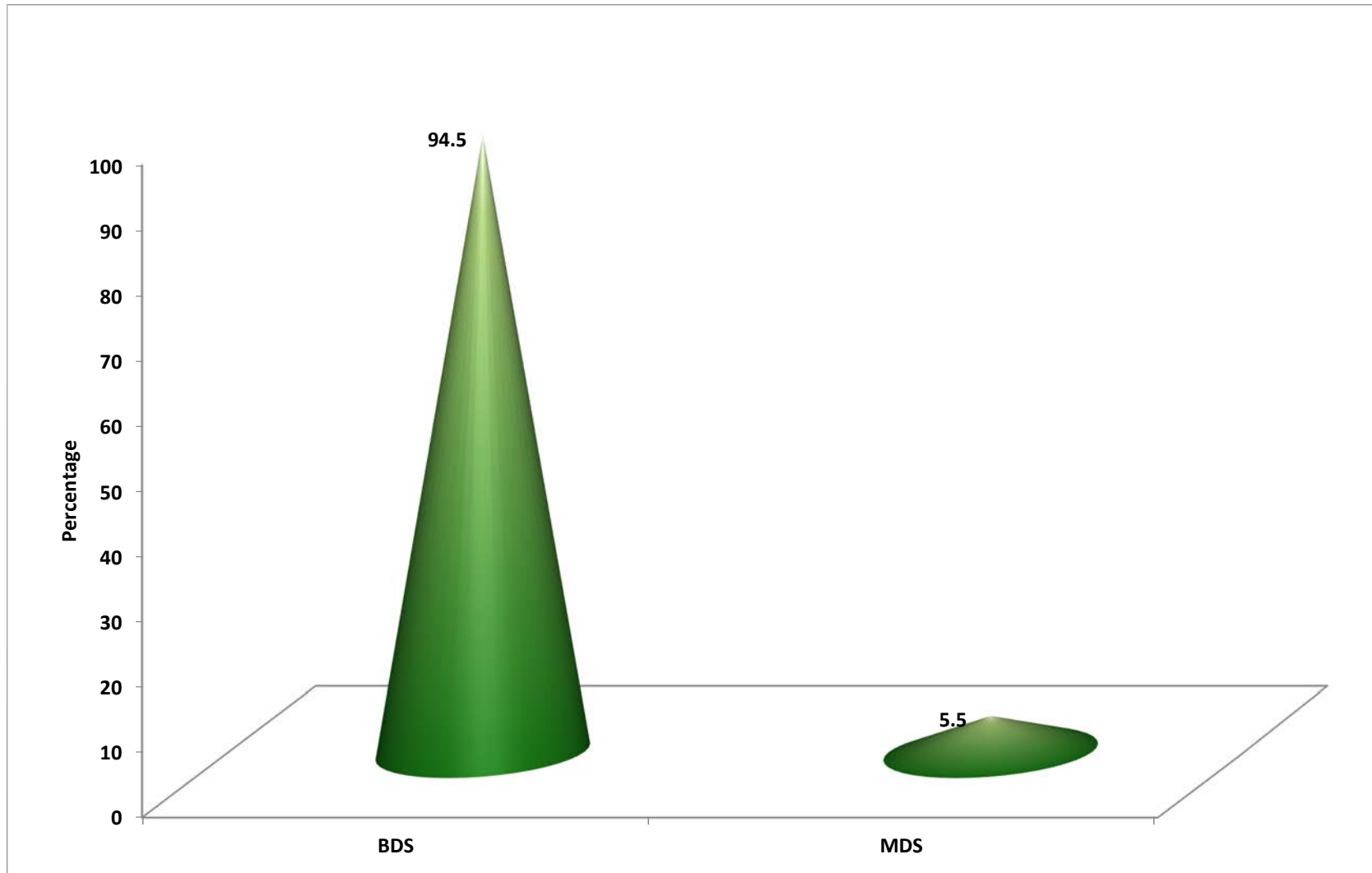


Table No: 1.4 – Course Wise Feedback on Curriculum

Curriculum		BDS		MDS		Total	
		N	%	N	%		
Fulfilment of Objectives	Good	117	85	6	75	123	85
	Needs Improvement	20	15	2	25	22	15
Fundamentals Coverage	Good	121	88	4	50	125	86
	Needs Improvement	16	12	4	50	20	14
Depth of Course Coverage	Good	116	85	3	38	119	82
	Needs Improvement	21	15	5	63	26	18
Relevance of this subject with Practical/Lab Work	Good	119	87	4	50	123	85
	Needs Improvement	18	13	4	50	22	15
References Suggested	Good	114	83	5	63	119	82
	Needs Improvement	23	17	3	38	26	18
Total		137	100	8	100	145	100

From the fig. 1.4 it is found that the highest percentage of BDS students stated as good regarding the curriculum than MDS students irrespective of the factors relating to the curriculum.

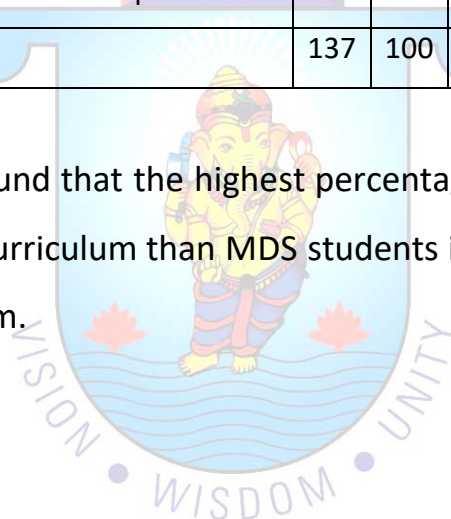


Figure No: 1.4 – COURSE WISE FEEDBACK ON CURRICULUM

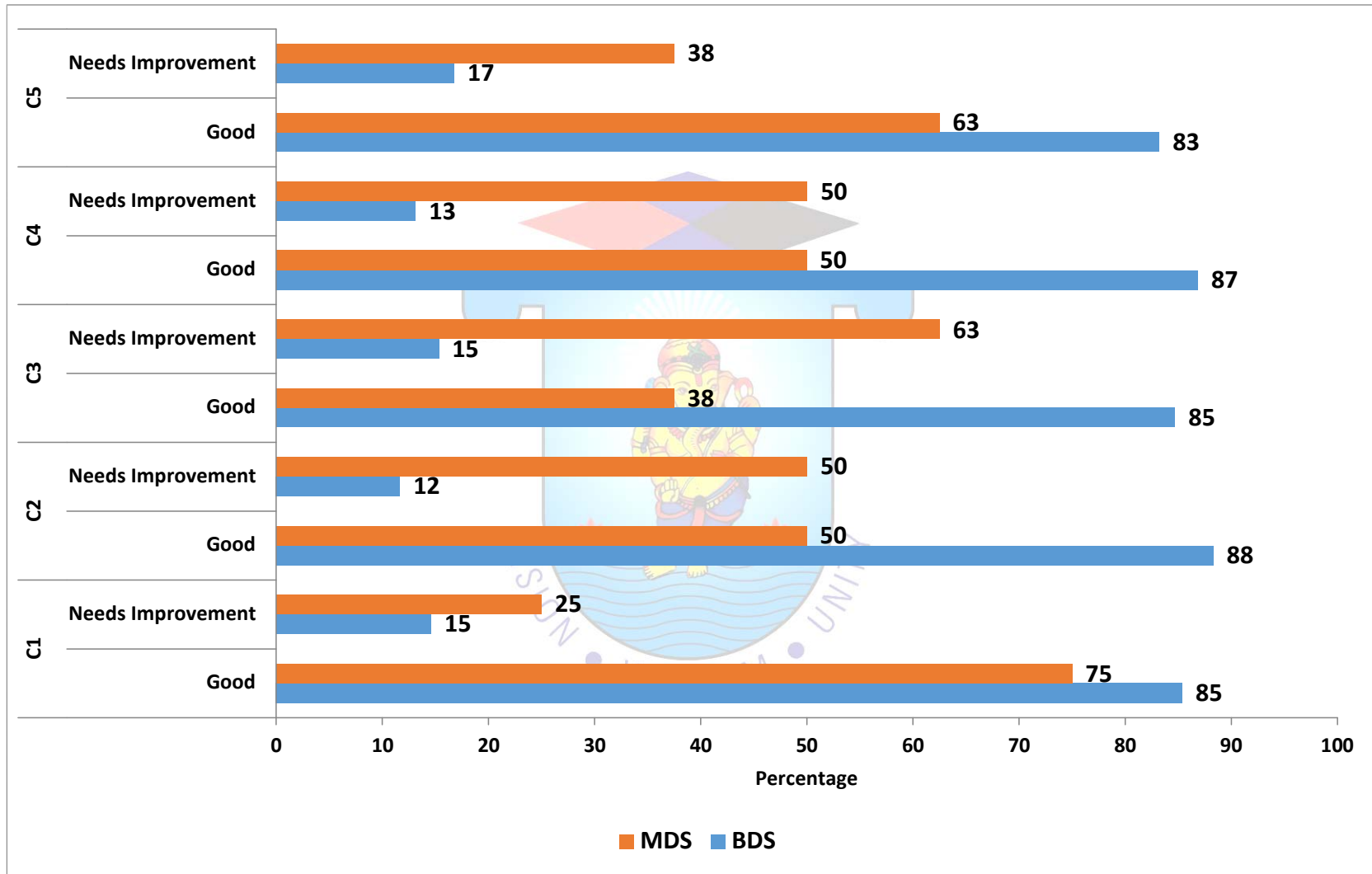


Table No: 1.5 – Overall Feedback on Curriculum

Point	Good		Needs Improvement	
	N	%	N	%
Fulfilment of Objectives	123	84.8	22	15.2
Fundamentals Coverage	125	86.2	20	13.8
Depth of Course Coverage	119	82.1	26	17.9
Relevance of this subject with Practical/Lab Work	123	84.8	22	15.2
References Suggested	119	82.1	26	17.9

The Table No. 1.5 describes the distribution of the opinion about curriculum observed over the factors of *“Fulfilment of Objectives, Fundamentals Coverage, Depth of Course Coverage, Relevance of this subject with Practical/Lab Work, References Suggested”* are analysed.

It is clear from the table 1.5 that 84.8% of the students stated as Good and 15.2% of the students stated as Needs Improvements regarding the factor **‘Fulfilments of Objectives’**.

Regarding the factor **“Fundamentals Coverage”** 86.2% of the students stated as Good and 13.8% of the students stated as Needs Improvements.

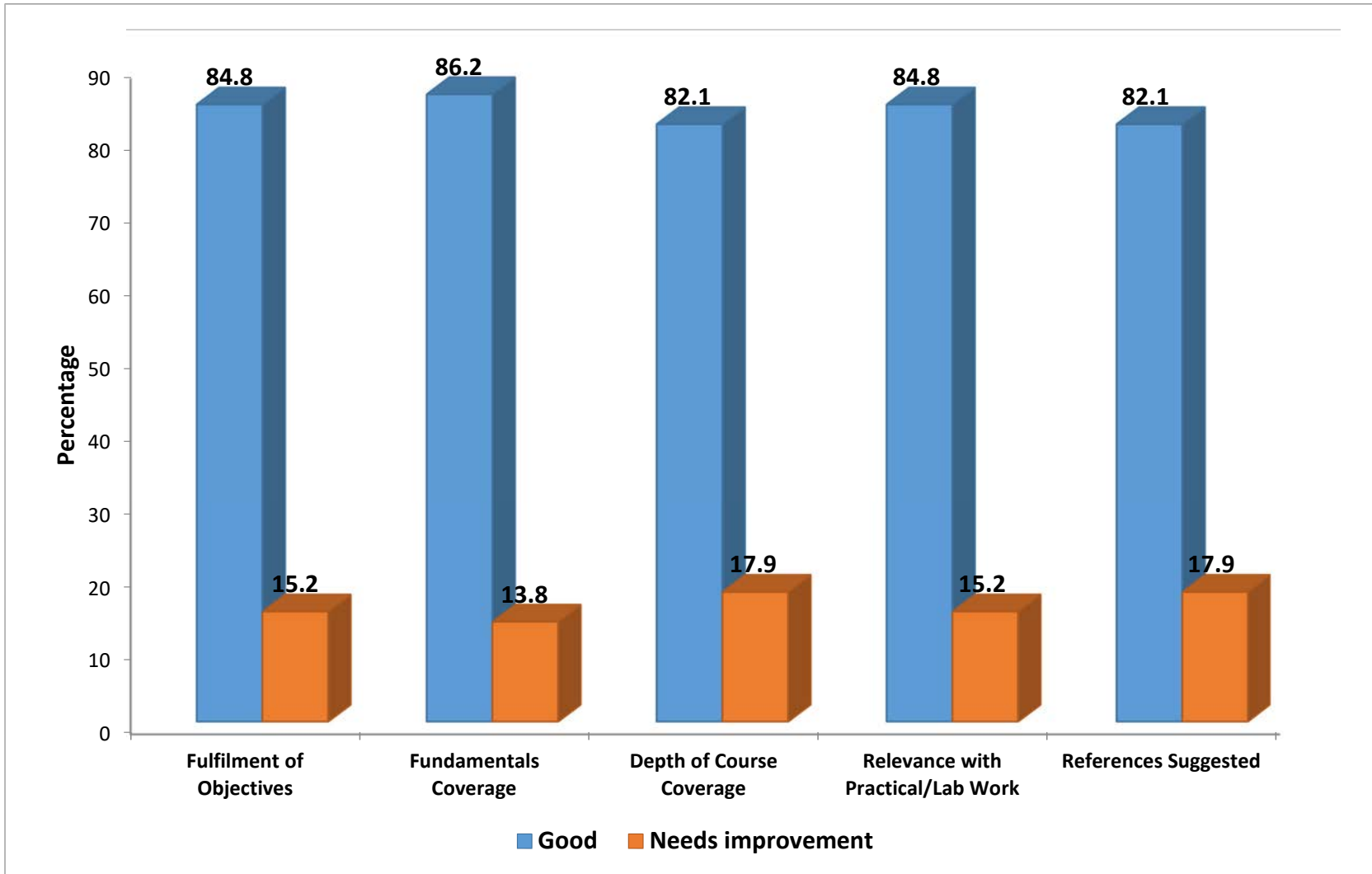
Regarding the factor **“Depth of Course Coverage”** 82.1% of the students stated as Good and 17.9% of the students stated as Needs Improvements.

Regarding the factor **“Relevance of this subject with practical/Lab Work”** 84.8% of the students stated as Good and 15.2% of the students stated as Needs Improvements.

Regarding the factor **“References Suggested”** 82.1% of the students stated as Good and 17.9% of the students stated as Needs Improvements.

It is clear from the table 1.2 that majority of the students stated as **Good** with the factor of *“Fulfilment of Objectives, Fundamentals Coverage, Depth of Course Coverage, Relevance of this subject with Practical/Lab Work, References Suggested”*.

Figure No: 1.5 – OVERALL FEEDBACK ON CURRICULUM



3 – STUDENT’S FEEDBACK ON LIBRARY

Table No: 3 – Frequency of visiting the library

Frequency of visiting the library	Frequency	Percentage
Regular	22	17
Occasionally	111	83
Total	133	100

Table 3 shows that majority of the students occasionally visiting the library.

The opinion about student’s feedback on library like *‘Required number of titles in subject available in the library, Satisfied with the cataloguing and arrangement of books in the library, Satisfied with the available Reading space in the Library, Library Staff co-operative and helpful, Able make use of Xerox facility in the library’* was analyzed and shown in table 3.1.

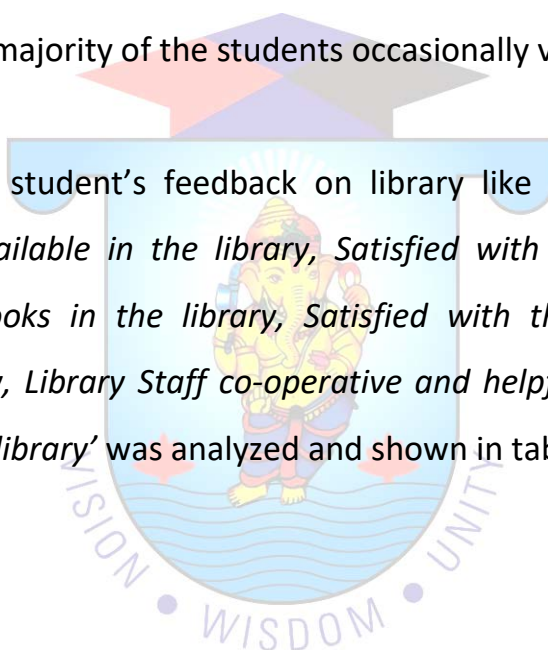


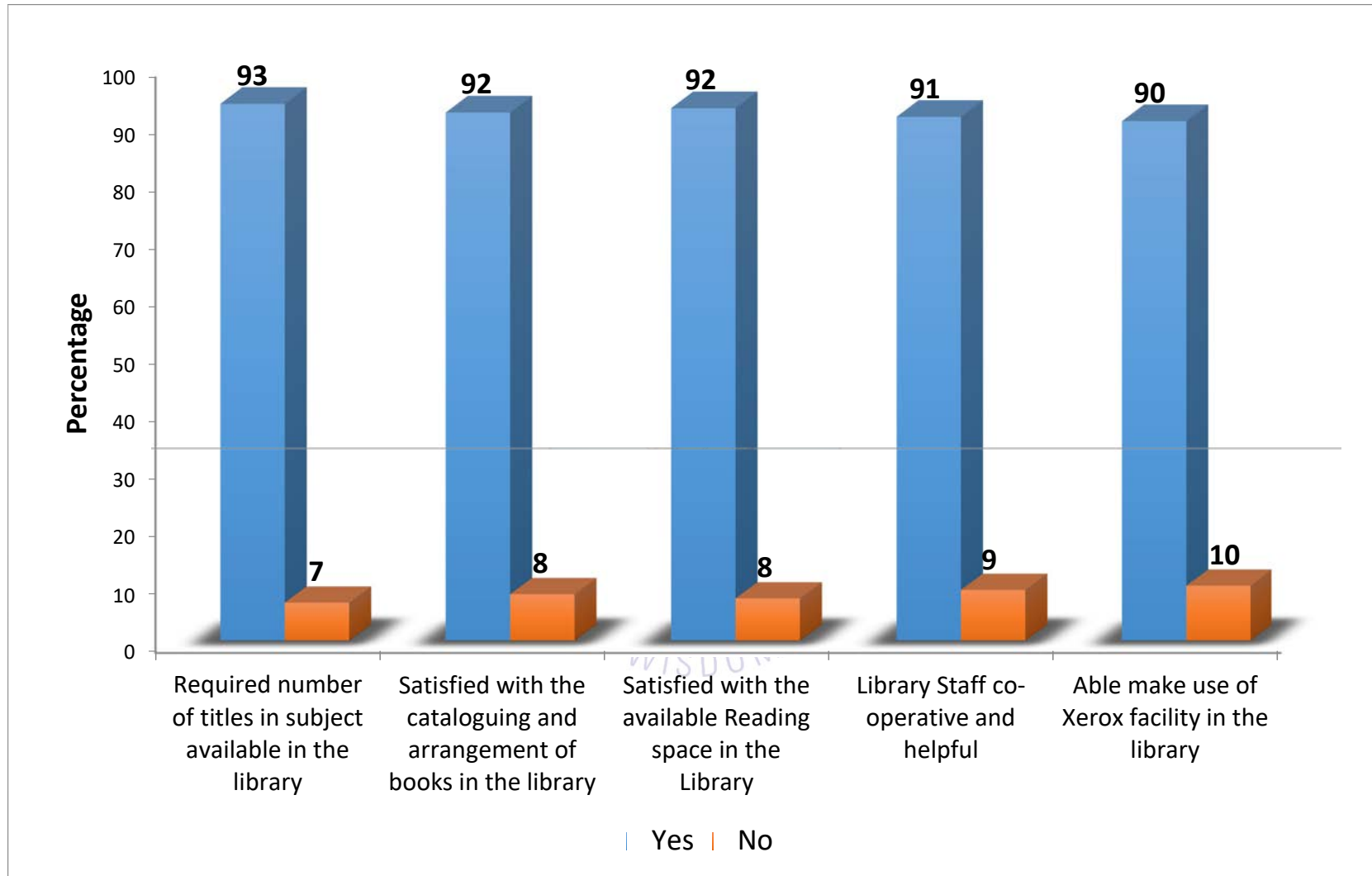
Table No: 3.1 – Student’s feedback on library

Student’s feedback on library	No		Yes		Total
	N	%	N	%	
Required number of titles in subject available in the library	124	93	9	7	133
Satisfied with the cataloguing and arrangement of books in the library	122	92	11	8	133
Satisfied with the available Reading space in the Library	123	92	10	8	133
Library Staff co-operative and helpful	121	91	12	9	133
Able make use of Xerox facility in the library	120	90	13	10	133

The Table 3.1 shows that 7 % of the students stated Required number of titles in subject available in the library, 8% of the students stated Satisfied with the cataloguing and arrangement of books in the library, 8% of the students stated Satisfied with the available Reading space in the Library, 9% of the students stated Library Staff co-operative and helpful, and 10% of the students stated Able make use of Xerox facility in the library.

Hence majority of the students stated required number of titles in subject available in the library, Satisfied with the available Reading space in the Library & Able make use of Xerox facility in the library as the students feedback on library.

Figure No: 3.1 – STUDENT’S FEEDBACK ON LIBRARY



4 – STUDENT’S FEEDBACK ON HOSTEL

Table No: 4 Student’s Feedback on Hostel

	Fair		Average		Good		Excellent		Total
	N	%	N	%	N	%	N	%	
Hostel Infrastructure	9	10	35	37	46	49	4	4	94
Facilities in the Room	13	14	39	41	38	40	4	4	94
Mess Facilities	14	15	40	43	37	39	3	3	94
Food Quality	20	21	39	41	33	35	2	2	94
Medical Facilities	14	15	33	35	43	46	4	4	94
Computing and Internet Facilities	33	35	26	28	30	32	5	5	94
Sports, Extra Curricular Facilities	18	19	35	37	37	39	4	4	94
Library Access & Facilities	30	32	28	30	32	34	4	4	94
Study Hours	9	10	31	33	49	52	5	5	94
Overall rating of the Hostel	14	15	36	38	40	43	4	4	94

It is clear from the table 4 that 10% of the students stated as Fair, 37 % of the students stated as Average, 49 % of the students stated as good and 4% of the students stated as Excellent regarding '*Hostel Infrastructure*'.

Regarding "*Facilities in the Room*" 14 % of the students stated as Fair, 41% of the students stated as Average, 40 % of the students stated as good and 4% of the students stated as Excellent.

Regarding "**Mess Facilities**" 15 % of the students stated as Fair, 43 % of the students stated as Average, 39 % of the students stated as good and 3% of the students stated as Excellent.

Regarding "**Food Quality**" 21% of the students stated as Fair, 41% of the students stated as Average, 35% of the students stated as good and 2% of the students stated as Excellent.

Regarding "**Medical Facilities**" 15 % of the students stated as Fair, 35% of the students stated as Average, 46 % of the students stated as good and 4% of the students stated as Excellent.

Regarding "**Computing and Internet Facilities**" 35 % of the students stated as Fair, 28 % of the students stated as Average, 32 % of the students stated as good and 5 % of the students stated as Excellent.

Regarding "**Sports, Extra Curricular Facilities**" 19 % of the students stated as Fair, 37 % of the students stated as Average, 39 % of the students stated as good and 4 % of the students stated as Excellent.

Regarding "**Library Access & Facilities**" 32% of the students stated as Fair, 30% of the students stated as Average, 34 % of the students stated as good and 4% of the students stated as Excellent.

Regarding "**Study Hours**" 10% of the students stated as Fair, 33% of the students stated as Average, 52% of the students stated as good and 5% of the students stated as Excellent.

Regarding "**Overall rating of the Hostel**" 15% of the students stated as Fair, 38% of the students stated as Average, 43% of the students stated as good and 4% of the students stated as Excellent.

It is clear from the table 4 that majority of the students stated as Fair with the factor of "*Computing and Internet Facilities*".are Average with the factor of "*Facilities in the Room, Mess Facilities, Food Quality*".are good with the factor of "*Hostel Infrastructure, Medical Facilities, Sports, Extra Curricular Facilities, Library Access & Facilities, Study Hours, Overall rating of the Hostel*".

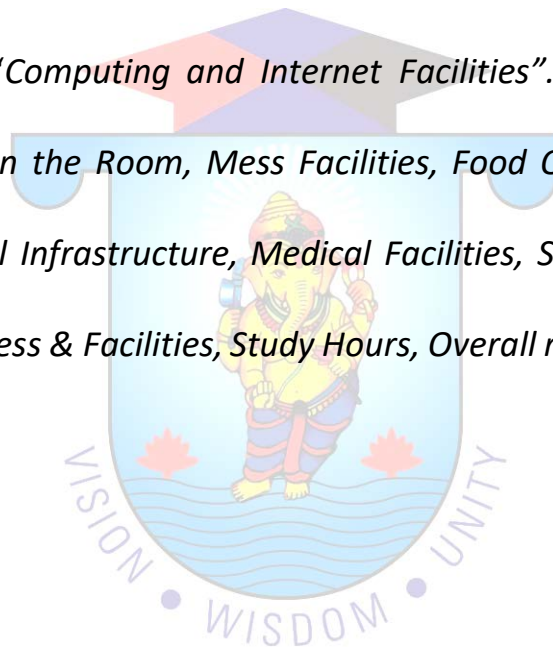
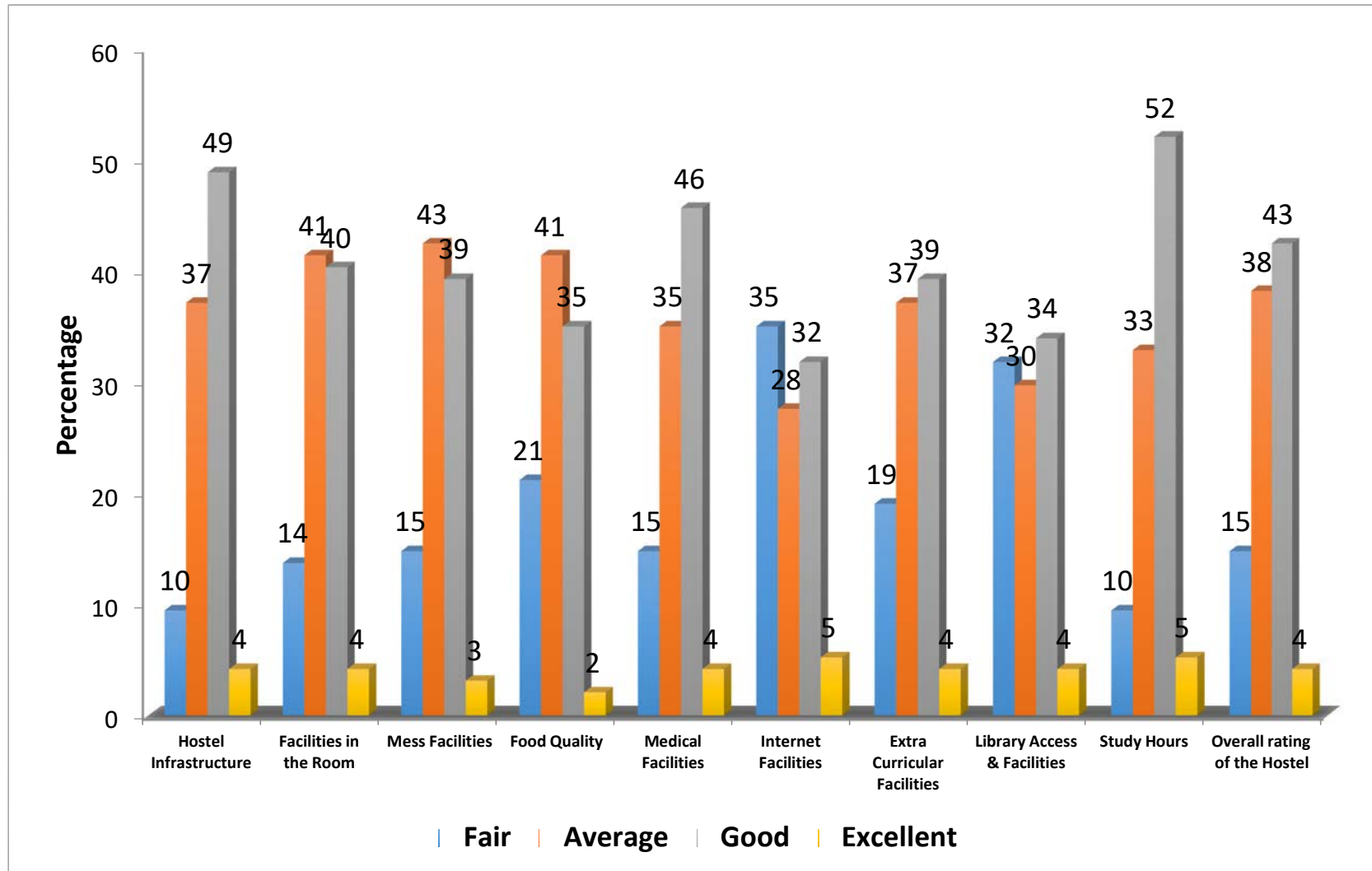


Figure No: 4 – STUDENT’S FEEDBACK ON HOSTEL



In order to identify the factor which is more influencing the students towards Hostel the Friedman’s test analysis was used and the results were given in Table 4a.

Table No: 4.1 – Friedman Test – Student’s Feedback on Hostel

	Mean	SD	Mean Rank	Reliability
Hostel Infrastructure	2.48	0.73	6.23	0.945
Facilities in the Room	2.35	0.77	5.72	
Mess Facilities	2.31	0.76	5.49	
Food Quality	2.18	0.79	4.96	
Medical Facilities	2.39	0.79	5.86	
Computing and Internet Facilities	2.07	0.94	4.48	
Sports, Extra Curricular Facilities	2.29	0.82	5.43	
Library Access & Facilities	2.11	0.91	4.66	
Study Hours	2.53	0.74	6.44	
Overall rating of the Hostel	2.36	0.79	5.72	

It could be noted from the above table that among the 9 factors “Study Hours” was ranked first. It is followed by the factor “Hostel Infrastructure”. “Medical Facilities” was ranked third.

5 – STUDENT’S FEEDBACK ON PROGRAMME & INFRASTRUCTURE

Table No: 5.1 – Student’s Feedback Regarding Programme

	HDS		DS		Neutral		Satisfied		HS		Total
	N	%	N	%	N	%	N	%	N	%	
Programme Curriculum Quality	4	3	4	3	62	50	34	28	19	15	123
Overall Learning And Achievement of Programme Objectives	5	4	10	8	48	39	43	35	17	14	123
Assessment /examination /evaluation	3	2	11	9	36	29	49	40	24	20	123
Common infrastructure facilities in the Department / faculty / Centre (Drinking water etc.)	10	8	8	7	48	39	34	28	23	19	123
Library Facilities in the Department / faculty /centre	3	2	10	8	38	31	44	36	28	23	123
Classroom Facilities in the Department / Faculty / Centre	8	7	13	11	47	38	33	27	22	18	123
Laboratory Facilities in the Department / Faculty / Centre	6	5	7	6	43	35	47	38	20	16	123
CT Facility in the Department / Faculty / Centre: (Computers/Internet/Audio-Visual Etc.)	6	5	12	10	51	41	38	31	16	13	123
Research Facilities in the Department / Faculty / Centre	8	7	11	9	45	37	38	31	21	17	123

HDS – Highly Dissatisfied,

DS – Dissatisfied,

HS – Highly Satisfied

The Table No. 5.1 describes the student's feedback regarding programme. The feedback was observed over the factors of "Programme Curriculum Quality, Overall Learning and Achievement of Programme Objectives, Assessment / examination / evaluation, Common infrastructure facilities in the Department / faculty / Centre (Drinking water etc.), Library Facilities In The Department / faculty / center, Classroom Facilities In The Department / Faculty / Centre, Laboratory Facilities In The Department / Faculty / Centre, CT Facility In The Department / Faculty / Centre: (Computers/Internet/Audio-Visual Etc.), Research Facilities In The Department / Faculty / Centre, Hostel Facility in the University".

It is clear from the table 5.1 that regarding '**Programme Curriculum Quality**' 3 % of the students are highly dissatisfied, 3% of the students are dissatisfied, 50% of the students are neutral, 28% of the students are satisfied and 15% of the students are Highly satisfied.

Regarding '**Overall Learning And Achievement Of Programme Objectives**' 4% of the students are highly dissatisfied, 8 % of the students are dissatisfied, 39 % of the students are neutral, 35 % of the students are satisfied and 14% of the students are highly satisfied.

Regarding '**Assessment /examination /evaluation**' 2 % of the students are highly dissatisfied, 9 % of the students are dissatisfied, 29 % of the students are neutral, 40% of the students are satisfied and 20 % of the students are highly satisfied.

Regarding '**Common infrastructure facilities in the Department / faculty / Centre (Drinking water etc.)**' 8 % of the students are highly dissatisfied, 7 % of the students are dissatisfied, 39 % of the students are

neutral, 28 % of the students are satisfied and 19 % of the students are highly satisfied.

Regarding '**Library Facilities In The Department / faculty / Centre**' 2 % of the students are highly dissatisfied, 8 % of the students are dissatisfied, 31% of the students are neutral, 36% of the students are satisfied and 23% of the students are highly satisfied.

Regarding '**Classroom Facilities In The Department / Faculty / Centre**' 7 % of the students are highly dissatisfied, 11% of the students are dissatisfied, 38% of the students are neutral, 27 % of the students are satisfied and 18% of the students are highly satisfied.

Regarding '**Laboratory Facilities In The Department / Faculty / Centre**' 5% of the students are highly dissatisfied, 6% of the students are dissatisfied, 35 % of the students are neutral, 38 % of the students are satisfied and 16 % of the students are highly satisfied.

Regarding '**CT Facility In The Department / Faculty / Centre: (Computers / Internet / Audio-Visual Etc.)**' 5% of the students are highly dissatisfied, 10% of the students are dissatisfied, 41% of the students are neutral, 31% of the students are satisfied and 13 % of the students are highly satisfied.

Regarding '**Research Facilities In The Department / Faculty / Centre**' 7% of the students are highly dissatisfied, 9 % of the students are dissatisfied, 37 % of the students are neutral, 31% of the students are satisfied and 17 % of the students are highly satisfied.

It is clear from the table 5.1 that majority of the students stated as **Neutral** with the factor of "*Programme Curriculum Quality, Overall Learning*

*and Achievement of Programme Objectives, Common infrastructure facilities in the Department / faculty / Centre (Drinking water etc.), Classroom Facilities In The Department / Faculty / Centre, CT Facility In The Department / Faculty / Centre: (Computers/Internet/Audio-Visual Etc.), Research Facilities In The Department / Faculty / Centre, Hostel Facility in the University". Among **Satisfied** with the factor of "Assessment /examination /evaluation, Library Facilities in the Department / faculty /center, Laboratory Facilities in the Department / Faculty / Centre".*

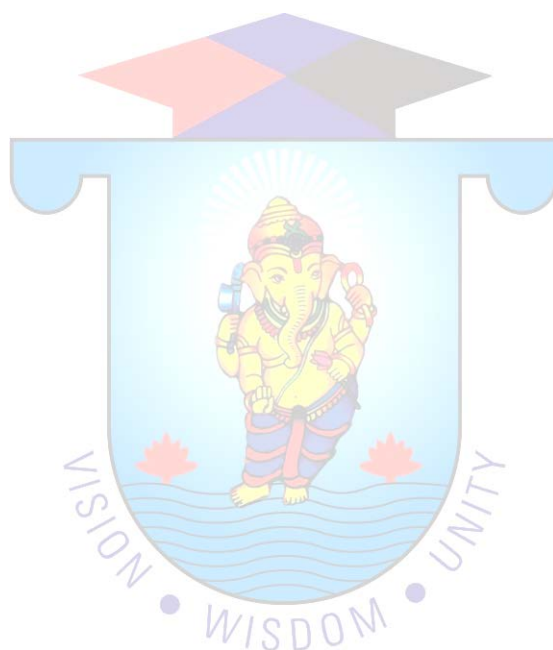
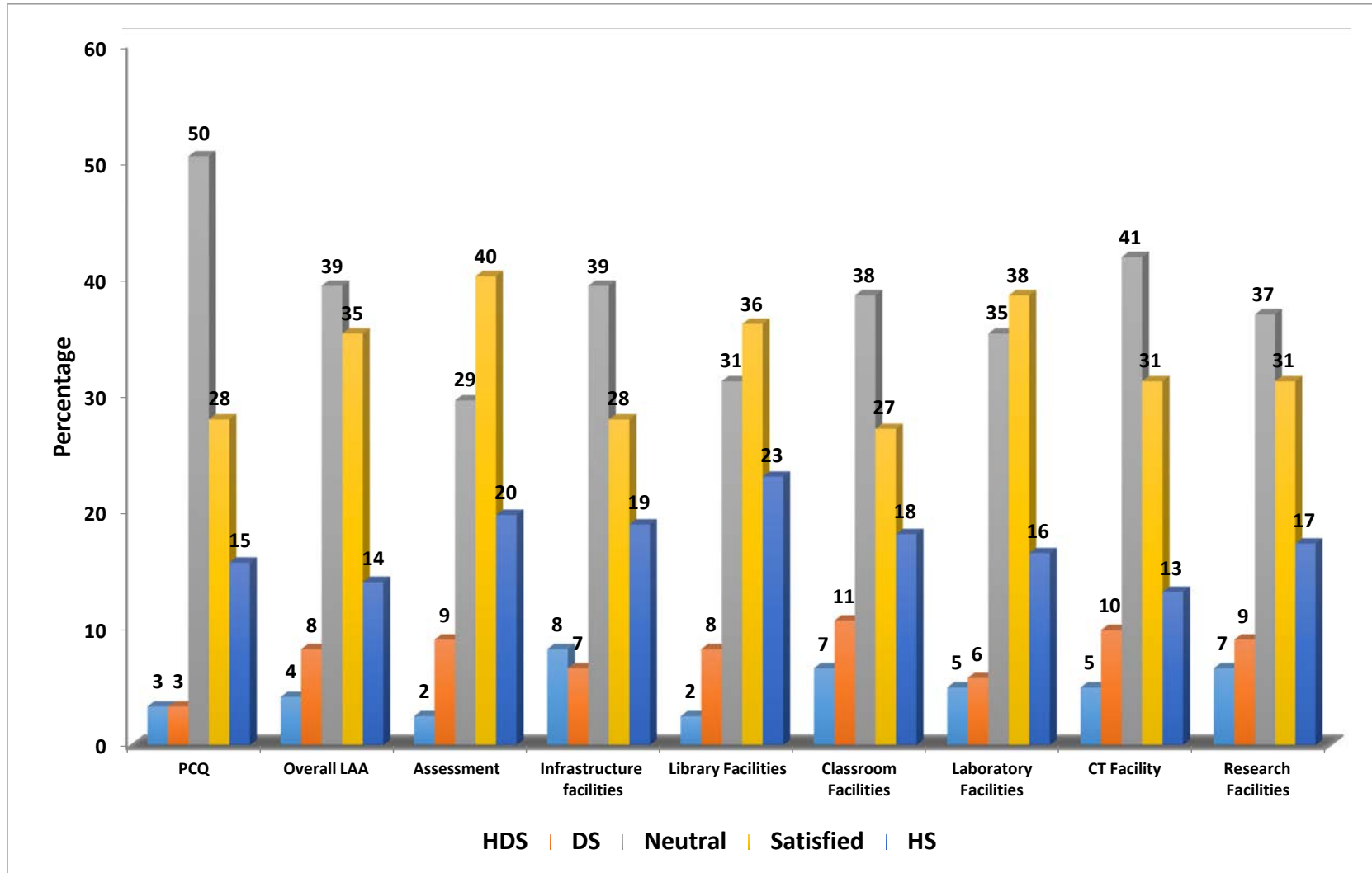


Figure No: 5.1 - STUDENT'S FEEDBACK ON PROGRAMME & INFRASTRUCTURE



In order to identify the factor which is more influencing the students towards Program, the Friedman's test analysis was used and the results were given in Table 5.2.

Table No: 5.2 – Friedman Test- Student's feedback regarding programme

	Mean	SD	Mean Rank	Reliability
Programme Curriculum Quality	3.49	0.91	4.88	0.918
Overall Learning And Achievement Of Programme Objectives	3.46	0.97	4.90	
Assessment /examination /evaluation	3.65	0.97	5.51	
Common infrastructure facilities in the Department /faculty/Centre (Drinking water etc.)	3.42	1.12	4.86	
Library Facilities In The Department /faculty /centre	3.68	0.99	5.45	
Classroom Facilities In The Department / Faculty / Centre	3.39	1.10	4.65	
Laboratory Facilities In The Department / Faculty / Centre	3.55	0.99	5.24	
CT Facility In The Department / Faculty / Centre: (Computers/Internet/Audio-Visual Etc.)	3.37	1.00	4.64	
Research Facilities In The Department / Faculty / Centre	3.43	1.08	4.87	

It could be noted from the above table that among the 9 factors "Assessment /examination /evaluation" was ranked first. It is followed by the "Library Facilities in the Department / faculty / Centre". "Laboratory Facilities in the Department / Faculty / Centre" was ranked third and the reliability is 0.918.

6 – ALUMNI FEEDBACK

Degree Obtained	Frequency	Percentage
BDS	7	37
MDS	12	63
Total	19	100

Regarding the **Degree Obtained** the distribution shows that 37% of the Alumni stated as BDS and 63% of the Alumni stated as MDS. Thus it can be interpreted that highest percentage of Degree obtained to MDS.

First Job	Frequency	Percentage
Campus Placement	7	37
Self-effort	12	63
Total	19	100

Regarding the **First Job** the distribution shows that 37% of the Alumni are Campus placement and 63% of the Alumni are self-effort. Thus it can be interpreted that highest percentage of First Job is Self-effort.

Table No: 6 – Alumni Feedback

	HDS		DS		Neutral		Satisfied		HS		Total
	N	%	N	%	N	%	N	%	N	%	
Campus environment	1	5	3	16	8	42	5	26	2	11	19
Quality of curricular faculty	1	5	2	11	5	26	9	47	2	11	19
Teaching standards	1	5	3	16	3	16	10	53	2	11	19
Quality of lab Training	2	11	1	5	8	42	6	32	2	11	19
Student amenities	1	5	3	16	11	58	3	16	1	5	19
Assessment & Examination system	2	11	-	-	3	16	9	47	5	26	19
How would you rate the teachers	2	11	-	-	4	21	8	42	5	26	19
How would you rate this Institution	2	11	-	-	4	21	10	53	3	16	19
Public perception of Institution	1	5	1	5	8	42	7	37	2	11	19
Placement efforts of the University	4	21	1	5	6	32	5	26	3	16	19

HDS – Highly Dissatisfied, DS – Dissatisfied, HS – Highly Satisfied

The Table 6 describes the Alumni Feedback was observed over the factors of “Campus environment, Quality of curricular faculty, Teaching standards, Quality of lab Training, Student amenities, Assessment & Examination system, How would you rate the teachers, How would you rate this Institution, Public perception of Institution, Placement efforts of the University”.

It is clear from the table 6 that regarding '**Campus environment**' 5% of the Alumni are highly dissatisfied, 16% of the Alumni are dissatisfied, 42 % of the Alumni are neutral, 26 % of the Alumni are satisfied and 11% of the Alumni are Highly satisfied.

Regarding '**Quality of curricular faculty**' 5% of the Alumni are highly dissatisfied, 11% of the Alumni are dissatisfied, 26 % of the Alumni are neutral, 47 % of the Alumni are satisfied and 11% of the Alumni are highly satisfied.

Regarding '**Teaching standards**' 5% of the Alumni are highly dissatisfied, 16% of the Alumni are dissatisfied, 16% of the Alumni are neutral, 53 % of the Alumni are satisfied and 11% of the Alumni are highly satisfied.

Regarding '**Quality of lab Training**' 11% of the Alumni are highly dissatisfied, 5% of the Alumni are dissatisfied, 42% of the Alumni are neutral, 32% of the Alumni are satisfied and 11% of the Alumni are highly satisfied.

Regarding '**Student amenities**' 5 % of the Alumni are highly dissatisfied, 16 % of the Alumni are dissatisfied, 58 % of the Alumni are neutral, 16 % of the Alumni are satisfied and 5 % of the Alumni are highly satisfied.

Regarding '**Assessment & Examination system**' 11% of the Alumni are highly dissatisfied, 16 % of the Alumni are neutral, 47 % of the Alumni are satisfied and 26 % of the Alumni are highly satisfied.

Regarding '**How would you rate the teachers**' 11% of the Alumni are highly dissatisfied, 21 % of the Alumni are neutral, 42 % of the Alumni are satisfied and 26 % of the Alumni are highly satisfied.

Regarding '**How would you rate this Institution**' 11 % of the Alumni are highly dissatisfied, 21 % of the Alumni are neutral, 53 % of the Alumni are satisfied and 16 % of the Alumni are highly satisfied.

Regarding '**Public perception of Institution**' 5% of the Alumni are highly dissatisfied, 5% of the Alumni are dissatisfied, 42 % of the Alumni are neutral, 37 % of the Alumni are satisfied and 11 % of the Alumni are highly satisfied.

Regarding '**Placement efforts of the University**' 21% of the Alumni are highly dissatisfied, 5 % of the Alumni are dissatisfied, 32 % of the Alumni are neutral, 26 % of the Alumni are satisfied and 16 % of the Alumni are highly satisfied.

It is clear from the table 6 that majority of the alumni stated as **Neutral** with the factor of "*Campus environment, Quality of lab Training, Student amenities, Public perception of Institution, Placement efforts of the University*". Among **Satisfied** with the factor of "*Quality of curricular faculty, Teaching standards Assessment & Examination system, How would you rate the teachers, How would you rate this Institution*".

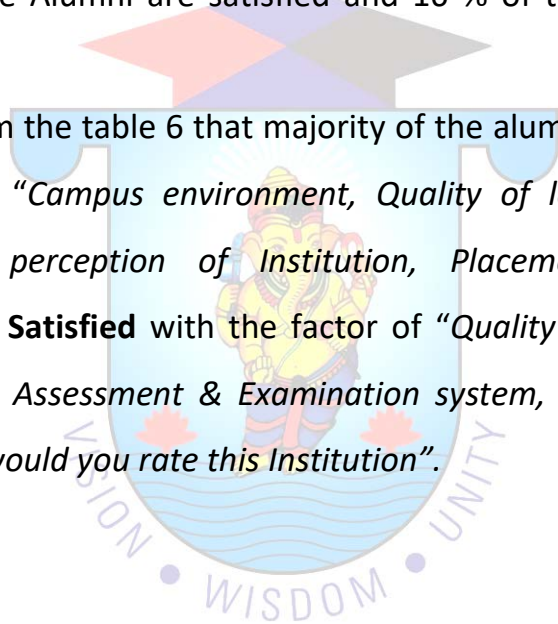
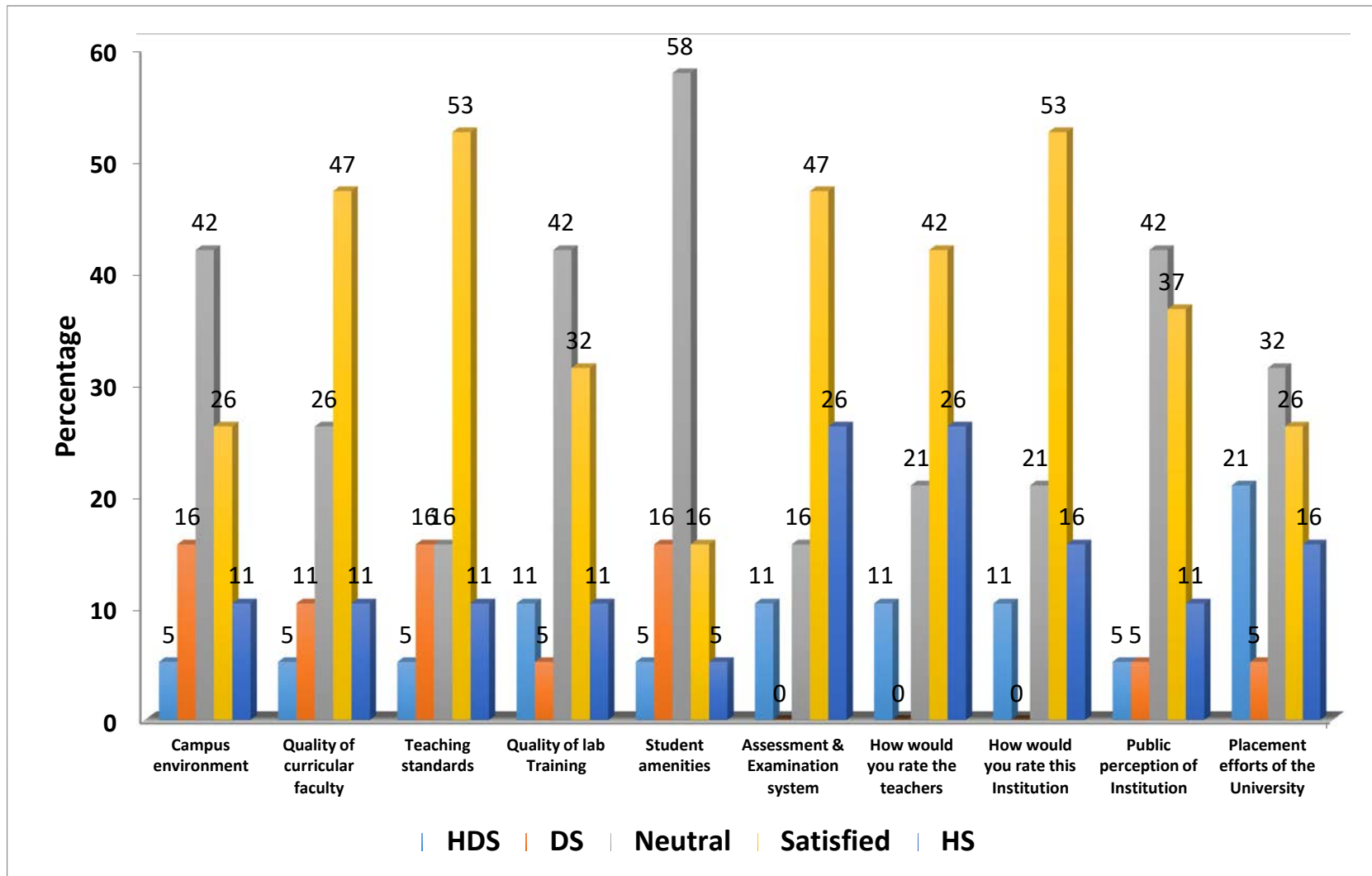


Figure No: 6 – ALUMNI FEEDBACK



In order to identify the factor which is more influencing the Alumni the Friedman’s test analysis was used and the results were given in Table 6.1.

Table No: 6.1 – Friedman Test – Alumni Feedback

	Mean	SD	Mean Rank	Reliability
Campus environment	3.21	1.03	4.79	0.942
Quality of curricular faculty	3.47	1.02	5.87	
Teaching standards	3.47	1.07	5.84	
Quality of lab Training	3.26	1.10	5.13	
Student amenities	3.00	0.88	3.89	
Assessment & Examination system	3.79	1.18	6.58	
How would you rate the teachers	3.74	1.19	6.58	
How would you rate this Institution	3.63	1.12	6.42	
Public perception of Institution	3.42	0.96	5.42	
Placement efforts of the University	3.11	1.37	4.47	

It could be noted from the above table that among the 10 factors “Assessment & Examination system” was ranked first. It is followed by the “How would you rate the teachers”. “How would you rate this Institution” was ranked third and the reliability is 0.942.

7 - FEEDBACK FROM PARENTS

Table No: 7 – Feedback From Parents

	Fair		Average		Good		Excellent		Total
	N	%	N	%	N	%	N	%	
College Infrastructure	-	-	8	24	17	52	8	24	33
Teaching Imparted To Your Ward	-	-	1	3	24	73	8	24	33
Department Resources	-	-	4	12	21	64	8	24	33
Faculties Helpfulness	-	-	3	9	19	58	11	33	33
Library Facilities	1	3	1	3	17	52	14	42	33
Computing And Internet Facilities	-	-	10	30	16	48	7	21	33
Sports, Extra Curricular Facilities	-	-	6	18	15	45	12	36	33
Personality/Communications Skills Development Facilities	1	3	5	15	20	61	7	21	33
Placement Opportunities	-	-	7	21	21	64	5	15	33
Transport Facilities	1	3	9	27	18	55	5	15	33
Mess/Canteen Facilities	2	6	12	36	16	48	3	9	33
Feedback On Ward's Progress	-	-	3	9	26	79	4	12	33
Discipline Standards In The College	-	-	2	6	20	61	11	33	33
Overall Rating Of The College	1	3	2	6	23	70	7	21	33

In this describes the distribution of the parents Feedback *relating to the factors “College Infrastructure, Teaching Imparted To Your Ward, Department Resources, Faculties Helpfulness, Library Facilities, Computing And Internet Facilities, Sports, Extra Curricular Facilities, Personality / Communications Skills Development Facilities, Placement Opportunities, Transport Facilities, Mess/Canteen Facilities, Feedback On Ward's Progress, Discipline Standards In The College, Overall Rating of the College”*.

It is clear from the table 7 that 24 % of the parents stated as Average, 52 % of the parents stated as good and 24 % of the parents stated as Excellent regarding '**College Infrastructure**'.

Regarding "**Teaching Imparted to Your Ward**" 3% of the parents stated as Average, 73 % of the parents stated as good and 24 % of the parents stated as Excellent.

Regarding "**Department Resources**" 12% of the parents stated as Average, 64 % of the parents stated as good and 24 % of the parents stated as Excellent.

Regarding "**Faculties Helpfulness**" 9 % of the parents stated as Average, 58 % of the parents stated as good and 33% of the parents stated as Excellent.

Regarding "**Library Facilities**" 3 % of the parents stated as Fair, 3 % of the parents stated as Average, 52% of the parents stated as good and 42 % of the parents stated as Excellent.

Regarding "**Computing and Internet Facilities**" 30% of the parents stated as Average, 48% of the parents stated as good and 21 % of the parents stated as Excellent.

Regarding "**Sports, Extra Curricular Facilities**" 18 % of the parents stated as Average, 45 % of the parents stated as good and 36 % of the parents stated as Excellent.

Regarding "**Personality/Communications Skills Development Facilities**"

3% of the parents stated as Fair, 15 % of the parents stated as Average, 61% of the parents stated as good and 21% of the parents stated as Excellent.

Regarding "**Placement Opportunities**" 21% of the parents stated as Average, 64 % of the parents stated as good and 15% of the parents stated as Excellent.

Regarding "**Transport Facilities**" 3 % of the parents stated as Fair, 27% of the parents stated as Average, 55% of the parents stated as good and 15% of the parents stated as Excellent.

Regarding "**Mess/Canteen Facilities**" 6 % of the parents stated as Fair, 36% of the parents stated as Average, 48 % of the parents stated as good and 9 % of the parents stated as Excellent.

Regarding "**Feedback on Ward's Progress**" 9% of the parents stated as Average, 79 % of the parents stated as good and 12% of the parents stated as Excellent.

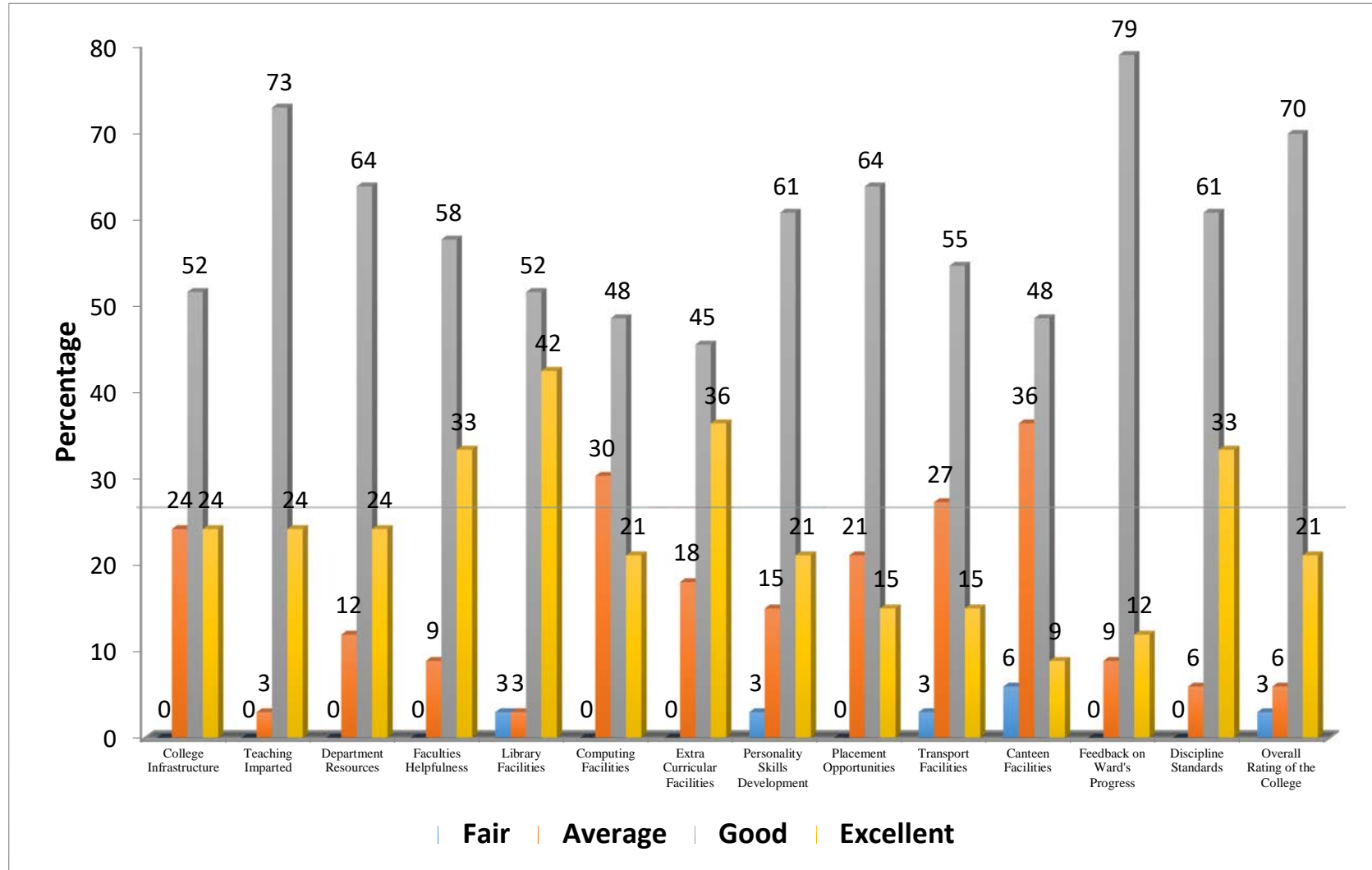
Regarding "**Discipline Standards In The College**" 6% of the parents stated as Average, 61% of the parents stated as good and 33% of the parents stated as Excellent.

Regarding “**Overall Rating of the College**” 3% of the parents stated as Fair, 6 % of the parents stated as Average, 70 % of the parents stated as good and 21% of the parents stated as Excellent.

It is clear from the table 7 that majority of the parents stated as good with the factor of “*College Infrastructure, Teaching Imparted To Your Ward, Department Resources, Faculties Helpfulness, Library Facilities, Computing And Internet Facilities, Sports, Extra Curricular Facilities, Personality/Communications Skills Development Facilities, Placement Opportunities, Transport Facilities, Mess/Canteen Facilities, Feedback On Ward's Progress, Discipline Standards In The College, Overall Rating of the College*”.



Figure No: 7 – FEEDBACK FROM PARENTS

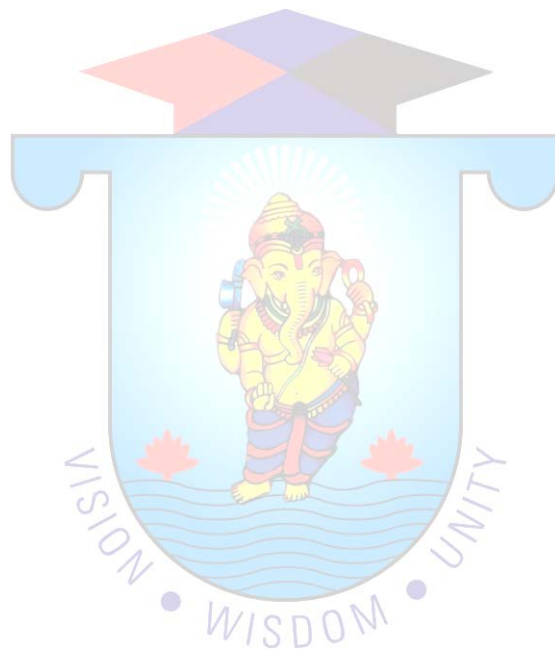


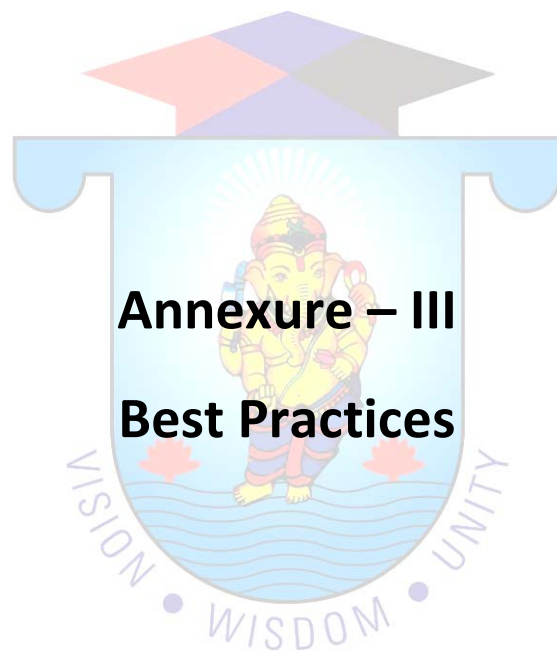
In order to identify the factor which is more influencing the Parents the Friedman’s test analysis was used and the results were given in Table 7.1.

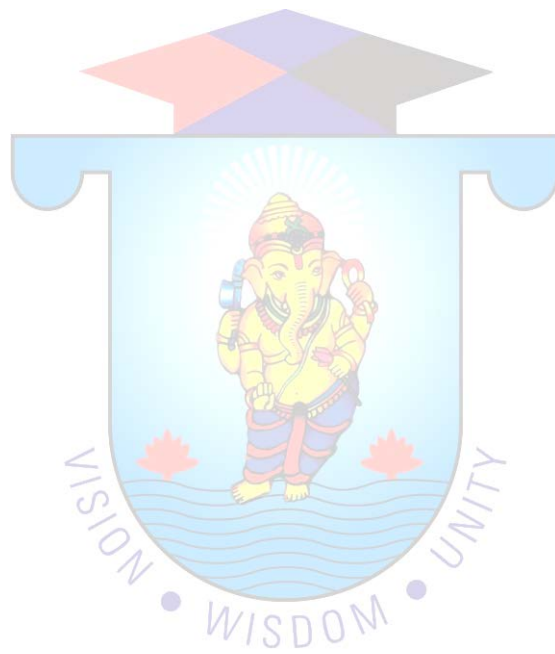
Table No: 7.1 Friedman Test - Feedback from Parents

	Mean	SD	Mean Rank	Reliability
College Infrastructure	3.00	0.71	7.11	0.929
Teaching Imparted To Your Ward	3.21	0.48	8.48	
Department Resources	3.12	0.60	7.95	
Faculties Helpfulness	3.24	0.61	8.76	
Library Facilities	3.33	0.69	9.21	
Computing And Internet Facilities	2.91	0.72	6.41	
Sports, Extra Curricular Facilities	3.18	0.73	8.17	
Personality/Communications Skills Development Facilities	3.00	0.71	7.03	
Placement Opportunities	2.94	0.61	6.80	
Transport Facilities	2.82	0.73	6.21	
Mess/Canteen Facilities	2.61	0.75	5.00	
Feedback On Ward's Progress	3.03	0.47	7.21	
Discipline Standards In The College	3.27	0.57	8.95	
Overall Rating of the College	3.09	0.63	7.70	

It could be noted from the above table that among the 14 factors “Library Facilities” was ranked first. It is followed by the factor “Discipline Standards In The College”. “Faculties Helpfulness” was ranked third.







BEST PRACTICES

BEST PRACTICE -1 - EVIDENCE BASED PRACTICE

Title of the Practice:

Evidence based practice and research utilization in the clinical areas

Objectives:

- To provide evidence based data to deliver quality care based on best research
- To resolve problems in clinical settings while practicing
- To achieve excellence in clinical setting
- To close gap between research and practice

The Context:

Evidence based practice become a care requirement of contemporary nursing practice. Nursing has always used research to support the nursing practice. This is called research utilization.

The Practice:

The faculty and students use the five step process in their every day practice in the hospital
Formulate a clinical question by identifying by identifying priority Gathering best evidence to answer the questions Select best option Implement a appropriate intervention Evaluate of practice change and outcome of intervention Evidence of success The quality of nursing care is improved, health status of patient is improved as well as the use of evidences increased the faculty and student confidence skills, critical thinking and decision making. Problem encountered:-sometimes in clinical settings it is difficult to find time to access research expertise that are needed to search and analyze the evidence to find answers to their clinical questions.

BEST PRACTICE 2 - MULTIDISCIPLINARY INTEGRATED TEACHING

Title of Practice:

Multidisciplinary integrated teaching.

Objectives:

- To give the benefit of the advanced medical knowledge and outcome for patient care.
- To develop a concept of proper treatment to the patient.
- To enhance the elaborative knowledge of the topic to the students.

The Practice:

- Integration is done amongst the subjects of same academic year.
- Example of horizontal integrations: Stroke, Diabetes Mellitus.

Evidence of Success:

- Both Horizontal and Vertical Integration have shown improved knowledge among the students and better results in the university examination.

