



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

**BHARATI VIDYAPEETH (DEEMED TO BE
UNIVERSITY), PUNE**

**BHARATI VIDYAPEETH BHAVAN, LAL BAHADUR SHASTRI MARG
411030**

www.bvuniversity.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Bharati Vidyapeeth (Deemed to be University), Pune is one of the premier educational institution imparting high quality undergraduate, postgraduate, doctoral and postdoctoral education across different streams.

Bharati Vidyapeeth, the parent body of University was established by the visionary leader, Founder-Chancellor, Hon'ble Dr. Patangrao Kadam on 10th May, 1964. Bharati Vidyapeeth has more than 180 educational institutes from pre-primary to postdoctoral level at different locations.

Based on the recommendations of the UGC, the MHRD granted Deemed to be University status initially to 12 units of Bharati Vidyapeeth on 26th April, 1996, subsequently other Colleges were inducted as constituent units of the University. At present there are 29 constituent units, 3 schools and 2 departments in the University.

BVDU is one of the largest (25000 + students), multi-faculty (12 faculties), multi-campus (8 campuses) and multi-disciplinary Deemed to be University. The main campus of the University is in Pune and it has other campuses in Navi Mumbai, New Delhi, Sangli, Solapur, Kolhapur and Karad. The University offers contemporary education in Medical, Dental, Ayurved, Homoeopathy, Nursing, Pharmacy, Physiotherapy, Engineering, Law, Management, Biotechnology, Architecture, Environment Science, Arts, Commerce Science and Social Science, Visual Arts, Performing Arts, Photography among others. It has three dedicated self-financed research institutes namely, **Interactive Research School for Health Affairs (IRSHA)**, focusing on integrated bio-medical research, **Research and Development Centre in Pharmaceutical Sciences and Applied Chemistry** and **Yashwantrao Chavan Institute of Social Science Studies and Research**.

The University is known for its modern infrastructure, state of art equipment, laboratories and other ancillary facilities.

Medical and Dental Colleges have attached hospitals offering quality health care at an affordable cost.

The University is providing quality education for all-round holistic development of students including research with significant research output and funded projects.

The University has been consecutively ranked with A grade and A+ grade since 2004. **It is one of the few universities that has been accredited for a period of 7 years by NAAC in the 3rd Cycle.**

It is also recognized as Category-I University by UGC and has been consistently ranked in top 100 universities by NIRF since its inception.

It is ranked by QS Ranking and Times Higher Education. All the hospitals, laboratories and dental colleges including Institutional Ethics Committee are accredited by NABL and NABH. B.Tech. and B.Pharm. programmes are accredited by NBA.

Vision

To be a World Class University for Social Transformation through Dynamic Education.

Mission

- To provide inclusive borderless access to higher education and vocational education based on merit.
- To promote quality research in diverse areas of development and engage in application of knowledge for community development.
- To make quality an integral part of all University operations by promoting innovative practices.
- To offer varied professional, technical, vocational, and general education programs to meet the changing and diverse needs of society in a global context.
- To develop national and international networks with industry, service sector and other academic and research institutions to meet the expectations of various stakeholders.
- To provide quality higher education for liberation of mind and empowerment of hands.
- To promote extensive use of ICT for enrichment of teaching learning and for effective governance.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Multi-faculty, multidisciplinary, multi-campus university.
- Well-qualified, experienced and committed faculty, over and above the requirements of regulatory councils with minimal attrition rate.
- Excellent worldclass infrastructure facilities, state-of-the-art equipment to facilitate robust and healthy teaching learning environment.
- Consistently ranked in top 100 by NIRF, hospitals and labs NABH, NABL accredited, QS and THE ranking, NAAC accreditation for 7 years in 3rd cycle.
- Recognition as ICMR Centre of Excellence for Maternal and Newborn Health
- Three dedicated research institutes performing high impact research.
- Establishment of Department of Academic Development and Quality Assurance (DADQA).
- Implementation of NEP and highest student registration on ABC portal.
- Strong ICT support, ERP, LMS, HIMS and Online learning platforms.
- Focus on innovations, entrepreneurship and IPR – 219 patents and 18 start-ups.
- Collaborations with institutions of repute, industry-academia collaborations.
- Remarkable community-based extension and outreach activities
- Decentralized participative administration and governance.
- Strong faculty development initiatives and support for research.
- Green initiatives and emphasis on sustainability.

Institutional Weakness

- Difficulty to attract eminent faculty by the institutes located in rural area
- Innovation and incubation efforts in nascent stage, limited commercialization of IPR
- Limitations to attract international faculty, distinguished professionals and academicians
- Less than desired alumni contributions

Institutional Opportunity

- To attract international students, faculty and foster international collaborations.
- To start need based, skill development, allied, short-term courses in alignment with NEP and realize the full potential of NEP 2020.
- Channelizing the innate strength of university for multidisciplinary research.
- To develop ‘centers of excellence’
- Augment and utilize hospital services and facilities for medical tourism.
- Improvement in international accreditations and rankings
- Expand the online and distance education programmes
- To harness full potential of technological advances like generative AI, data analytics, and emerging technologies.
- To engage and explore new frontiers like digital therapeutics, device therapeutics, advanced bionics, bio-electroceuticals.
- To prepare the workforce for gig economy, reskilling and upskilling.

Institutional Challenge

- Rigid regulatory framework with minimum flexibility and frequently changing regulatory guidelines.
- To meet the growing expectations of stakeholders (students/ parents/ patients).
- To sustain faculty motivation
- Providing adequate resources for high end research
- To sustain and enhance the clinical workload in the hospital
- Growing competition with local institutions and international universities
- Retention of junior level faculty
- Commercialization of Intellectual Property

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

BVDU offers need based contemporary curricula in all its 160 programmes under 12 faculties in its various constituent colleges. Curricula are designed keeping in mind the broad framework of regulatory guidelines, as well as local, regional and global needs. The University has adopted structured approach to curriculum development and curricular revisions. The curricula in Arts, Science, Commerce, Management, Engineering and other disciplines are revised according to NEP-2020 guidelines. The health science institutes have implemented the Competency Based Medical Education (CBME) curriculum.

As per the NEP-2020 guidelines, 3 and 4 years degree programmes have been developed with horizontal and vertical mobility. There are ample electives for the students and provisions for industry internships from the 1st Semester. Most of the students have registered on the Academic Bank of Credit portal, in fact our University has highest registration on ABC portal in Maharashtra. CBCS is adopted for all the programmes.

Since, majority of the programmes are professional in nature they focus on skill development, entrepreneurship, employability, acquiring professional skills and competency. Graduate attributes and POs, COs and PSOs are well defined. There is an alignment between graduate attributes and POs, COs and PSOs. It's mapping and

attainment is well documented.

Students are given feedback based on the attainment levels and appropriate curricular modifications are also incorporated.

In the last five years 45 new programmes have been started and 97% of the curricula have been reviewed and revised.

The curriculum enrichment is achieved through a number of Value-added Courses. The University has introduced more than 190 value added courses in the preceding five years with 80% of the students enrolling for them.

The curricula also incorporate issues pertaining to professionalism, ethics, environment and sustainability, gender, human values, etc. AETCOM syllabus is implemented in health science programmes. Majority of the programmes are integrated and interdisciplinary in nature.

The University has a robust online feedback system. Feedback on curriculum is obtained from all the stakeholders. It is analyzed and appropriate action is taken based on the ATR.

Teaching-learning and Evaluation

BVDU is known for its robust student-centric, experiential, technology enabled teaching-learning practices. The excellent infrastructure, smart classrooms, well equipped laboratories, modern hospitals, adequate e-learning resources makes the teaching-learning experience meaningful.

The admissions for all the programmes are done in a transparent manner based on merit. The University conducts All India Common Entrance Test for the non NEET courses. Almost 40% of the students in the University are from different states. Similarly, there are good number of students from 50 countries studying in the University.

There are 1673 well qualified, committed and caring faculty members. The University maintains a healthy 1:15 student-faculty ratio and the average teaching experience is more than 14 years. Many teachers have been recognized for their excellence in teaching, professional achievements, academic leadership.

The Colleges have the process of identifying and responding to the learning needs of the students and categorize them as slow and advanced learners with appropriate additional coaching to them. The mentor-mentee programme also enhances the student learning and help in a stronger connection with the students.

University has adopted various student-centric, experiential teaching-learning methods for imparting quality education. ICT is extensively used to enhance the teaching.

Both the medical colleges have advanced simulation laboratories with whole body simulators, task trainings, dummies, torsos, mannequin and models. This state-of-art facility is widely used and appreciated by the stake holders.

There are comprehensive arrays of ICT tools to facilitate e-learning. Advanced e-content development studios are available on 4 campuses. Smart classrooms, interactive boards and multimedia makes the teaching-learning

immersive and interesting.

The University has evolved robust technology enabled secure and transparent examination system. It is fully automated with facilities like sending encrypted question papers just before the examination, onscreen evaluation, online generation of the marks cards, etc. The University has adopted CBCS and grading system and various innovating pedagogy methodologies are adopted. Innovative examination methods like OSCE/OSPE, workplace based assessment MINICEX, etc., are adopted in health science institutions.

Overall the student-centric, ICT enabled teaching-learning and evaluation enhance the student learning.

Research, Innovations and Extension

The commitment of University towards research and innovation is evident through its three dedicated, self-financed research institutes. Creation and dissemination of new knowledge has always been the focus of University. The University has created vibrant research eco-system encompassing all academic disciplines.

The University has established R & D Cell with a Director of Research and has formulated a comprehensive research promotion policy. It also has a policy in place for consultancy, clinical trials and support for research and IPR.

BVDU IRSHA has recently been recognized as “**ICMR Centre of Excellence**”. It has also established one of its kind state-of-art BSL3 Virology Lab through DST funding. Apart from this, colleges have dedicated research laboratories, computer labs, media labs, animal house, bio statistical units and clinical trial centres.

The University has adequate budgetary provisions for research innovation, incubation and IPR activities. There is a provision of seed money for intramural funded research projects.

The faculty have also received extramural funding for its research projects from different agencies like ICMR, DBT, DST, FIST, AICTE, ICSSR, AYUSH, etc.

The faculty members are actively involved in providing consultancy to different organizations.

The University has identified innovations, incubation, IPR as one of its thrust area. It has established three incubation centres that have incubated 18 startups. It has also filed record 219 patents in the last five years and many of them are in the phases of commercialization.

The University also has established Section 8 Company under its ambit. A total of 4105 research papers have been published in indexed databases along with 622 books / book chapters. The cumulative H index of the institution is 102 with over 20000 citations.

There are more than 300 active collaborations with institutions of repute, industry, national and international universities, organizations and NGOs. Faculties are given incentives for indexed publications and patents along with the seed money for innovative ideas of research.

The University is doing well in outreach and extension activities. All the Colleges have vibrant NSS units that conducts and coordinates neighborhood network and extension activities. The University is also at the forefront of implementing various government schemes like Unnat Bharat, Swaccha Bharat, Make in India, Study in

India and various national health programmes.

Infrastructure and Learning Resources

BVDU has excellent infrastructural facilities for the holistic development of students, across its 8 campuses spread all over India. The **total area** of all the campuses is **171 acres** and the total **built-up** area is more than **70 lakh Sq.Fts**. The infrastructural facilities are well beyond the requirements of the regulatory councils. All the buildings are aesthetically designed with adequate natural light and ventilation. There is abundant of greenery and landscape gardens on these campuses. All the colleges have modern ICT enabled classrooms, seminar halls, demonstration rooms with facilities like interactive smart boards and wi-fi. The laboratories are well-equipped with state-of-art equipment. There are computer labs, e-content development studios among other infrastructural facilities. Other facility includes sport grounds, auditoria, gymnasium, yoga centre, amphitheater, etc. All these facilities are well maintained and routinely upgraded.

The campuses also have facilities like hostels, staff quarters, guesthouse with 24/7 water and electricity, wi-fi across all the areas, CCTV cameras and other safety and security measures.

Medical and Dental colleges have attached with a more than 2000 beds and 970 dental chairs with adequate clinical work load.

The hospital has all the modern diagnostic and therapeutic facilities, central clinical laboratories, CT,MRI machines, endoscopes, operative microscopes and other high end equipment. The hospital served as one of the best centres during COVID times. The hospital also has established an Innovative Antimicrobial Stewardship Programme, and contributed towards policy framing at national level. It has central Oxygen Plant, pneumatic tubing systems, HIMS, PACS system and other facilities for effective patient care and training.

All the colleges have modern libraries which are fully automated and widely used. The University spent nearly Rs. 8 crores annually for purchase of books and journals. All the colleges have digital libraries with subscription to many e-learning resources. Orientation and innovation programmes are undertaken to popularize the use of library. All the colleges have adequate ICT infrastructure and support system for its maintenance. There is adequate budgetary provision for campus maintenance with dedicated engineering and establishment staff ensuring and fulfilling all the campus requirements.

Student Support and Progression

A total number of more than 24000 students study for different programmes across the campuses of University. BVDU is known for its student friendly environment and has a robust student support system in place. The emphasis is on the all-round development of students and their career progression. Students get ample opportunities to excel in academics, co-curricular and extra-curricular activities.

There is a provision for scholarship and fee concession to the needy, and deserving students. The meritorious students are also given concession in tuition fees. There is a policy in place for incentives, scholarships and concession to the students.

To facilitate learning and address students concern various committees are in place such as Counselling Cell, Placement Cell, Career Guidance Cell and Mentor-mentee system. There are well laid out mechanisms for

students' feedback. There is a Grievance Redressal Cell, Anti Ragging Committee and Internal Complaint Committee. The Students Council is active and student representation is ensured in different university committees.

The students actively participate in various cultural, sports and literary programmes. Financial support is given for participation in sports and cultural events. Students have won a total of 612 medals at national level in various sports competitions and cultural events.

The academic progression of the students is excellent. The average pass percentage at University is more than 90% leading to commendable progressions to higher studies, self employment and placements. Students from health sciences have their own clinical practices or go for higher studies.

The University has strong alumni connect. The alumni are placed all over the world and have achieved distinctive place in their professions through their alumni association. Alumni meets are frequently held and the alumni contribute significantly to institution's growth and development, mentoring and supporting the academic activities of the University.

The University also has an International Students' Cell that facilitates wellbeing of international students and their socio cultural integration.

All these student support and welfare initiatives make BVDU as one of the preferred centres of learning by the students.

Governance, Leadership and Management

BVDU has clearly stated Vision and Mission. The plans, policies and procedures are developed in sync with the vision and mission. This is reflected in all the administrative and governance practices.

University follows inclusive, transparent and decentralised governance with various committees to draft, implement and monitor its policies. There are SoPs and guidelines for the functioning of these committees. The University has different policies for effective administration like HR, recruitment, promotion, financial management infrastructure development and maintenance, ICT, research & development, performance appraisal policies, etc.

The University has well defined organogram and structure in place for transparent and timely decision making. The Vice Chancellor is the executive officer of the University. The various statutory committees like Board of Management (Executive Council), Academic Council, Finance Committee, Board of Examinations, Board of Studies, etc. are as per the UGC guidelines with renowned academicians as outside experts and conduct their meetings regularly. There is a cordial communication between the University administration and the management of the society for effective strategic planning, long term plans, infrastructural development and quality initiatives. Adequate financial provisions are made to undertake these activities. The heads of the institutions through discussions submit their budgetary proposals which are critically appraised and adequate budgetary allocation is done for all activities including research and developmental activities.

Periodic Academic and Administrative Audits are undertaken and their recommendations are implemented. There are various faculty welfare measures. The University organizes a variety of faculty development programmes to empower its faculty on various aspects of Leadership and Governance. One such activity is a

Monthly Leadership Development Programme. Incentives are given to faculty for pursuing higher trainings, research and IPR activities.

The IQAC is in place and it plays an important role in implementation of the various policies, quality assurance and quality enhancement measures. The IQAC also analyses the impact of various initiatives that the University has taken. The proactive leadership, well defined policies, plans, implementation strategies and futuristic development has consistently lead to University's continuous high ranking and accreditations by NAAC, NIRF, NBA, NABL and NABH.

Institutional Values and Best Practices

The motto of Bharati Vidyapeeth is "Social Transformation through Dynamic Education". There is an emphasis on inculcating values, character development, ethical behaviour, good conduct, commitment to community and nation building in the students. All these are practiced and emphasized through the various programmes, value added courses, outreach and extension activities, celebration of various commemorative and national days.

There is a special emphasis on gender equality. The University ensures equal opportunities for all. There are significant numbers of women in leadership positions in the University. There is a Women Empowerment Cell by the women and for the women. The campus is gender neutral and adequate safety and security measures are in place for girl students. The University conducts various activities, guest lectures on issues related to gender, LGBTQ and transgender community.

The University is also sensitive towards environment and has policies in place for environment protection. The University has eco friendly campuses and sustainable development is practiced through various measures by using the principle of reduce, reuse and recycle. There are measures for water conservation, energy conservation, water harvesting, waste disposal, etc. All the students are sensitized towards environmental protection and climate change and large scale capacity building exercise has been undertaken for spreading awareness on environmental issues. All the facilities in campuses have equal access and are Divyangjan friendly.

The University is a perfect example of inclusive environment, harmony and tolerance. Festivals of all the religions are celebrated with equal zeal and involvement of all. The students are also sensitized to their constitutional obligations, values and rights. The University regularly celebrates all important, commemorative and national days and events.

The University has number of best practices in the form of innovative teaching-learning strategies, use of ICT in education, office and examination automaton, excellent research facilities with high impact, translational research, excellence in patient care, sustainable development programmes, capacity building, etc.

The two noteworthy best practices that have been identified are

1. An evidence based, result oriented Antimicrobial Stewardship Program with positive outcomes and long term impact
2. Enabling sustainability: Driving impact through implementation of SDGs across education, research and outreach

The distinctiveness of the University is its unique Interactive Research School for Health Affairs that has been identified as a **“Centre of Excellence by ICMR”**.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the University | |
|------------------------------------|--|
| Name | BHARATI VIDYAPEETH (DEEMED TO BE UNIVERSITY), PUNE |
| Address | Bharati Vidyapeeth Bhavan, Lal Bahadur Shastri Marg |
| City | PUNE |
| State | Maharashtra |
| Pin | 411030 |
| Website | www.bvuniversity.edu.in |

| Contacts for Communication | | | | | |
|----------------------------|---------------|-------------------------|------------|-----|------------------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Vice Chancellor | Vivek A Saoji | 020-24407100 | 9822878493 | - | bvuniversity@bharativedyapeeth.edu |
| IQAC / CIQA coordinator | Prasad Pore | 020-24373226 | 9921073540 | - | bvdu.naacell@bharativedyapeeth.edu |

| Nature of University | |
|-------------------------|--------------------|
| Nature of University | Deemed University |
| Institution Fund Source | No data available. |

| Type of University | |
|--------------------|---------|
| Type of University | Unitary |

| Establishment Details | |
|--|--------------------|
| Establishment Date of the University | 26-04-1996 |
| Status Prior to Establishment, If applicable | Affiliated College |
| Establishment Date | 01-06-1978 |

| Recognition Details | | |
|--|-------------|-------------------------------|
| Date of Recognition as a University by UGC or Any Other National Agency : | | |
| Under Section | Date | View Document |
| 2f of UGC | 26-04-1996 | View Document |
| 12B of UGC | 02-04-2013 | View Document |
| Section 3 | 13-06-1996 | View Document |

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

| Location, Area and Activity of Campus | | | | | | | |
|--|--|------------------|-----------------------------|---------------------------------|--|------------------------------|--|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. | Programmes Offered | Date of Establishment | Date of Recognition by UGC/MHRD |
| Main campus | Bharati Vidyapeeth Bhavan, Lal Bahadur Shastri Marg | Urban | 0.34 | 7780.83 | Administrative Office | | |
| <i>Institutes</i> | <i>Bharati Vidyapeeth Educational Complex, Erandwane, Paud Road, Pune-411038, Maharashtra, India</i> | <i>Urban</i> | <i>9.02</i> | <i>36515.91</i> | <i>Management, Law, Pharmacy, Science, Commerce, Arts, Social Science, Performing Arts</i> | <i>02-06-1978</i> | <i>26-04-1996</i> |
| <i>Off Campus</i> | <i>Bharati Vidyapeeth</i> | <i>Urban</i> | <i>2.84</i> | <i>11497.25</i> | <i>Management and</i> | <i>23-09-1981</i> | <i>25-02-2005</i> |

| | | | | | | | |
|-----------------------|--|--------------|--------------|-----------------|---|-------------------|-------------------|
| | <i>eth Deemed To Be U niversity , Solapu r- Bigapur Road , Solapur- 413004 Mahara shtra India</i> | | | | <i>Social Science</i> | | |
| <i>Off Campus</i> | <i>Bharati Vidyape eth Ddeeme d To Be Universi ty, Sangli- Miraj Rroaad, Wanless wadi, Ss angli-41 6414, M aharasht ra India</i> | <i>Urban</i> | <i>43.13</i> | <i>174604.3</i> | <i>Medical, Dental, Nursing, Physiothe rapy and Managem ent</i> | <i>14-08-1994</i> | <i>25-02-2005</i> |
| <i>Off Campus</i> | <i>Bharati Vidyape eth Deemed To Be U niversity , Institute Of Mana gement Kadam Wadi, K olhapur- 416003, Mahara shtra India</i> | <i>Urban</i> | <i>5.51</i> | <i>22306.28</i> | <i>Managem ent</i> | <i>09-08-1994</i> | <i>25-02-2005</i> |

| | | | | | | | |
|-------------------|---|-------------------|--------------|-----------------|--|-------------------|-------------------|
| <i>Institutes</i> | <i>Bharati Vidyapeeth Educational Campus (Dhankawadi Campus), Pune-Satara Road, Pune 411043. Maharashtra India.</i> | <i>Urban</i> | <i>71.27</i> | <i>288524.2</i> | <i>Medical, Dental, Ayurved, Homoeopathy, Nursing, Physiotherapy, Engineering, Hotel Management, Architecture, visual Arts, Photography, Physical Education, Biotechnology, Environmental Science, IRSHA Research Center</i> | <i>09-08-1983</i> | <i>26-04-1996</i> |
| <i>Off Campus</i> | <i>Sector-7 Cbd Belapur, Navi Mumbai-400614, Maharashtra, India</i> | <i>Urban</i> | <i>28.14</i> | <i>113919.9</i> | <i>Dental, Nursing, Management, Engineering</i> | <i>14-04-2005</i> | <i>15-04-2005</i> |
| <i>Off Campus</i> | <i>Bharati Vidyapeeth Deemed To Be University, Pune Bangalore Highway, Malkapur, Kar</i> | <i>Semi-urban</i> | <i>3.19</i> | <i>12914.16</i> | <i>Management</i> | <i>27-03-1996</i> | <i>25-02-2005</i> |

| | | | | | | | |
|-----------------------|---|--------------|-------------|-----------------|-----------------------------|-------------------|-------------------|
| | <i>ad-4155 39, Maharashtra India</i> | | | | | | |
| <i>Off Campus</i> | <i>Bharati Vidyapeeth Deemed To Be U niversity , Ka-4, Pashim Vihar, Rohtak Road, New Delhi- 110063</i> | <i>Urban</i> | <i>7.63</i> | <i>30888.74</i> | <i>Managem ent, Law</i> | <i>24-07-1992</i> | <i>25-02-2005</i> |

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

| Type Of Colleges | Numbers |
|---|---------|
| Constituent Colleges | 29 |
| Affiliated Colleges | 0 |
| Colleges Under 2(f) | 0 |
| Colleges Under 2(f) and 12B | 29 |
| NAAC Accredited Colleges | 29 |
| Colleges with Potential for Excellence(UGC) | 0 |
| Autonomous Colleges | 0 |
| Colleges with Postgraduate Departments | 25 |
| Colleges with Research Departments | 34 |
| University Recognized Research Institutes/Centers | 34 |

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

| SRA program | Document |
|-------------|--|
| NMC | 107114_14295_23_1707739852.pdf |
| DCI | 107114_14295_5_1707739782.pdf |
| CCIM | 107114_14295_10_1707802229.pdf |
| CCH | 107114_14295_9_1707739809.pdf |
| INC | 107114_14295_7_1707814800.pdf |
| PCI | 107114_14295_6_1707739788.pdf |
| AICTE | 107114_14295_1_1707814769.pdf |
| COA | 107114_14295_18_1707739828.pdf |
| RCI | 107114_14295_19_1707739835.pdf |
| OT PT | 107114_14295_22_1707802247.pdf |
| BCI | 107114_14295_8_1707802212.pdf |

Details Of Teaching & Non-Teaching Staff Of University

| Teaching Faculty | | | | | | | | | | | | |
|-------------------------|------------------|--------|--------|-------|------------------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned | 319 | | | | 346 | | | | 887 | | | |
| Recruited | 192 | 127 | 0 | 319 | 174 | 172 | 0 | 346 | 402 | 485 | 0 | 887 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| On Contract | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Teaching Faculty | | | | | | | | | | | | |
| | Lecturer | | | | Tutor / Clinical Instructor | | | | Senior Resident | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned | 0 | | | | 121 | | | | 0 | | | |
| Recruited | 0 | 0 | 0 | 0 | 35 | 86 | 0 | 121 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| On Contract | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Non-Teaching Staff | | | | |
|---------------------------|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned | | | | 5017 |
| Recruited | 2717 | 2300 | 0 | 5017 |
| Yet to Recruit | | | | 0 |
| On Contract | 0 | 0 | 0 | 0 |

| Technical Staff | | | | |
|------------------------|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned | | | | 1085 |
| Recruited | 535 | 550 | 0 | 1085 |
| Yet to Recruit | | | | 0 |
| On Contract | 0 | 0 | 0 | 0 |

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|--------------------------------|------------------|--------|--------|------------------------------------|--------|--------|----------------------------|--------|--------|-------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 6 | 0 | 0 | 5 | 2 | 0 | 6 | 1 | 0 | 20 |
| Ph.D. | 51 | 35 | 0 | 66 | 59 | 0 | 88 | 114 | 0 | 413 |
| M.Phil. | 0 | 1 | 0 | 0 | 0 | 0 | 2 | 8 | 0 | 11 |
| PG | 135 | 91 | 0 | 98 | 111 | 0 | 277 | 330 | 0 | 1042 |
| UG | 0 | 0 | 0 | 5 | 0 | 0 | 29 | 32 | 0 | 66 |
| Highest Qualification | Lecturer | | | Tutor / Clinical Instructor | | | Senior Resident | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 1 | 4 | 0 | 0 | 0 | 0 | 5 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 20 | 57 | 0 | 0 | 0 | 0 | 77 |
| UG | 0 | 0 | 0 | 5 | 0 | 0 | 29 | 32 | 0 | 66 |

| Temporary Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|------------------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/ LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 4 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 1 | 0 | 0 | 4 | 22 | 0 | 27 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | | | | | | | | |
| Highest Qualification | Lecturer | | | Tutor / Clinical Instructor | | | Senior Resident | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/ LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| Ph.D. | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 19 | 27 | 0 | 0 | 0 | 0 | 48 | 45 | 0 | 139 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Part Time Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|------------------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | | | | | | | | |
| Highest Qualification | Lecturer | | | Tutor / Clinical Instructor | | | Senior Resident | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Distinguished Academicians Appointed As

| | Male | Female | Others | Total |
|--------------------|-------------|---------------|---------------|--------------|
| Emeritus Professor | 12 | 1 | 0 | 13 |
| Adjunct Professor | 10 | 3 | 0 | 13 |
| Visiting Professor | 185 | 217 | 0 | 402 |

Chairs Instituted by the University

| Sl.No | Name of the Department | Name of the Chair | Name of the Sponsor Organisation/Agency |
|--------------|-------------------------------|--------------------------|--|
| 1 | Nil | Nil | Nil |

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

| Programme | | From the State Where University is Located | From Other States of India | NRI Students | Foreign Students | Total |
|---|--------|--|----------------------------|--------------|------------------|-------|
| UG | Male | 5356 | 6731 | 35 | 0 | 12122 |
| | Female | 4514 | 3865 | 17 | 0 | 8396 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 618 | 1670 | 6 | 0 | 2294 |
| | Female | 285 | 1872 | 7 | 0 | 2164 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG Diploma recognised by statutory authority including university | Male | 72 | 40 | 0 | 0 | 112 |
| | Female | 92 | 32 | 0 | 0 | 124 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Doctoral (Ph.D) | Male | 84 | 0 | 0 | 0 | 84 |
| | Female | 116 | 0 | 0 | 0 | 116 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Diploma | Male | 89 | 50 | 0 | 3 | 142 |
| | Female | 41 | 18 | 0 | 1 | 60 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Certificate / Awareness | Male | 34 | 6 | 1 | 0 | 41 |
| | Female | 51 | 9 | 0 | 0 | 60 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Post Master's (DM,Ayurveda Vachaspathi,M. Ch) | Male | 12 | 19 | 0 | 0 | 31 |
| | Female | 4 | 5 | 0 | 0 | 9 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| | |
|---|----|
| Does the University offer any Integrated Programmes? | No |
|---|----|

Details of UGC Human Resource Development Centre, If applicable

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

Accreditation Details

| Cycle Info | Accreditation | Grade | CGPA | Upload Peer Team Report |
|------------|---------------|-------|-------|------------------------------------|
| Cycle 1 | Accreditation | A | 86.25 | Cycle 1 Report.pdf |
| Cycle 2 | Accreditation | A | 3.16 | Cycle 2 Report.pdf |
| Cycle 3 | Accreditation | A+ | 3.53 | Cycle 3 Report.pdf |

General Facilities**Campus Type: Bharati Vidyapeeth Bhavan, Lal Bahadur Shastri Marg**

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

| | |
|--|---|
| * Emergency care facility | Yes |
| • Health centre staff | |
| * Qualified Doctor (Full time) | 2 |
| * Qualified Doctor (Part time) | 0 |
| * Qualified Nurse (Full time) | 3 |
| * Qualified Nurse (Part time) | 0 |
| • Facilities like banking, post office, book shops, etc. | Yes |
| • Transport facilities to cater to the needs of the students and staff | Yes |
| • Facilities for persons with disabilities | Yes |
| • Animal house | No |
| • Power house | Yes |
| • Fire safety measures | Yes |
| • Waste management facility, particularly bio-hazardous waste | Yes |
| • Potable water and water treatment | Yes |
| • Renewable / Alternative sources of energy | Yes |
| • Any other facility | Parking Facility for staff, ATM Facility, Bazaar |

| | |
|--|---------------|
| Campus Type: Bharati Vidyapeeth Deemed To Be University, Pune Banglore Highway, Malkapur, Karad-415539, Maharashtra India | |
| Facility | Status |
| • Auditorium/seminar complex with infrastructural facilities | Yes |
| • Sports facilities | |
| * Outdoor | Yes |
| * Indoor | Yes |
| • Residential facilities for faculty and non-teaching staff | Yes |
| • Cafeteria | Yes |
| • Health Centre | |
| * First aid facility | Yes |
| * Outpatient facility | Yes |

| | |
|--|-----|
| * Inpatient facility | No |
| * Ambulance facility | No |
| * Emergency care facility | No |
| • Health centre staff | |
| * Qualified Doctor (Full time) | 0 |
| * Qualified Doctor (Part time) | 1 |
| * Qualified Nurse (Full time) | 0 |
| * Qualified Nurse (Part time) | 2 |
| • Facilities like banking, post office, book shops, etc. | Yes |
| • Transport facilities to cater to the needs of the students and staff | Yes |
| • Facilities for persons with disabilities | Yes |
| • Animal house | No |
| • Power house | Yes |
| • Fire safety measures | Yes |
| • Waste management facility, particularly bio-hazardous waste | Yes |
| • Potable water and water treatment | Yes |
| • Renewable / Alternative sources of energy | Yes |
| • Any other facility | NA |

| | |
|--|---------------|
| Campus Type: Bharati Vidyapeeth Educational Complex, Erandwane, Paud Road, Pune- 411038, Maharashtra, India | |
| Facility | Status |
| • Auditorium/seminar complex with infrastructural facilities | Yes |
| • Sports facilities | |
| * Outdoor | Yes |
| * Indoor | Yes |
| • Residential facilities for faculty and non-teaching staff | Yes |
| • Cafeteria | Yes |
| • Health Centre | |
| * First aid facility | Yes |

| | |
|--|-----------------|
| * Outpatient facility | Yes |
| * Inpatient facility | Yes |
| * Ambulance facility | Yes |
| * Emergency care facility | Yes |
| • Health centre staff | |
| * Qualified Doctor (Full time) | 0 |
| * Qualified Doctor (Part time) | 2 |
| * Qualified Nurse (Full time) | 0 |
| * Qualified Nurse (Part time) | 3 |
| • Facilities like banking, post office, book shops, etc. | Yes |
| • Transport facilities to cater to the needs of the students and staff | Yes |
| • Facilities for persons with disabilities | Yes |
| • Animal house | Yes |
| • Power house | Yes |
| • Fire safety measures | Yes |
| • Waste management facility, particularly bio-hazardous waste | Yes |
| • Potable water and water treatment | Yes |
| • Renewable / Alternative sources of energy | Yes |
| • Any other facility | Student Hostels |

Campus Type: Bharati Vidyapeeth Educational Campus (Dhankawadi Campus), Pune- Satara Road, Pune 411043. Maharashtra India.

| Facility | Status |
|--|--------|
| • Auditorium/seminar complex with infrastructural facilities | Yes |
| • Sports facilities | |
| * Outdoor | Yes |
| * Indoor | Yes |
| • Residential facilities for faculty and non-teaching staff | Yes |
| • Cafeteria | Yes |
| • Health Centre | |

| | |
|--|---|
| * First aid facility | Yes |
| * Outpatient facility | Yes |
| * Inpatient facility | Yes |
| * Ambulance facility | Yes |
| * Emergency care facility | Yes |
| • Health centre staff | |
| * Qualified Doctor (Full time) | 300 |
| * Qualified Doctor (Part time) | 0 |
| * Qualified Nurse (Full time) | 800 |
| * Qualified Nurse (Part time) | 0 |
| • Facilities like banking, post office, book shops, etc. | Yes |
| • Transport facilities to cater to the needs of the students and staff | Yes |
| • Facilities for persons with disabilities | Yes |
| • Animal house | Yes |
| • Power house | Yes |
| • Fire safety measures | Yes |
| • Waste management facility, particularly bio-hazardous waste | Yes |
| • Potable water and water treatment | Yes |
| • Renewable / Alternative sources of energy | Yes |
| • Any other facility | Day care center, Police station, Student Hostels, Charging Points for electric vehicles |

| | |
|--|---------------|
| Campus Type: Bharati Vidyapeeth Deemed To Be University, Institute Of Management Kadam Wadi, Kolhapur-416003, Maharashtra India | |
| Facility | Status |
| • Auditorium/seminar complex with infrastructural facilities | Yes |
| • Sports facilities | |
| * Outdoor | Yes |
| * Indoor | Yes |

| | |
|--|-----|
| • Residential facilities for faculty and non-teaching staff | Yes |
| • Cafeteria | Yes |
| • Health Centre | |
| * First aid facility | Yes |
| * Outpatient facility | Yes |
| * Inpatient facility | No |
| * Ambulance facility | No |
| * Emergency care facility | No |
| • Health centre staff | |
| * Qualified Doctor (Full time) | 0 |
| * Qualified Doctor (Part time) | 2 |
| * Qualified Nurse (Full time) | 0 |
| * Qualified Nurse (Part time) | 3 |
| • Facilities like banking, post office, book shops, etc. | Yes |
| • Transport facilities to cater to the needs of the students and staff | Yes |
| • Facilities for persons with disabilities | Yes |
| • Animal house | No |
| • Power house | Yes |
| • Fire safety measures | Yes |
| • Waste management facility, particularly bio-hazardous waste | Yes |
| • Potable water and water treatment | Yes |
| • Renewable / Alternative sources of energy | Yes |
| • Any other facility | NA |

| | |
|---|---------------|
| Campus Type: Bharati Vidyapeeth Deemed To Be University, Solapur-Bigapur Road , Solapur-413004 Maharashtra India | |
| Facility | Status |
| • Auditorium/seminar complex with infrastructural facilities | Yes |
| • Sports facilities | |
| * Outdoor | Yes |

| | |
|--|-----|
| * Indoor | Yes |
| • Residential facilities for faculty and non-teaching staff | Yes |
| • Cafeteria | Yes |
| • Health Centre | |
| * First aid facility | Yes |
| * Outpatient facility | Yes |
| * Inpatient facility | No |
| * Ambulance facility | No |
| * Emergency care facility | No |
| • Health centre staff | |
| * Qualified Doctor (Full time) | 0 |
| * Qualified Doctor (Part time) | 2 |
| * Qualified Nurse (Full time) | 0 |
| * Qualified Nurse (Part time) | 3 |
| • Facilities like banking, post office, book shops, etc. | Yes |
| • Transport facilities to cater to the needs of the students and staff | Yes |
| • Facilities for persons with disabilities | Yes |
| • Animal house | No |
| • Power house | Yes |
| • Fire safety measures | Yes |
| • Waste management facility, particularly bio-hazardous waste | Yes |
| • Potable water and water treatment | Yes |
| • Renewable / Alternative sources of energy | Yes |
| • Any other facility | NA |

| | |
|---|---------------|
| Campus Type: Sector- 7 Cbd Belapur, Navi Mumbai-400614, Maharashtra, India | |
| Facility | Status |
| • Auditorium/seminar complex with infrastructural facilities | Yes |
| • Sports facilities | |

| | |
|--|-----|
| * Outdoor | Yes |
| * Indoor | Yes |
| • Residential facilities for faculty and non-teaching staff | Yes |
| • Cafeteria | Yes |
| • Health Centre | |
| * First aid facility | Yes |
| * Outpatient facility | Yes |
| * Inpatient facility | Yes |
| * Ambulance facility | Yes |
| * Emergency care facility | Yes |
| • Health centre staff | |
| * Qualified Doctor (Full time) | 100 |
| * Qualified Doctor (Part time) | 0 |
| * Qualified Nurse (Full time) | 250 |
| * Qualified Nurse (Part time) | 0 |
| • Facilities like banking, post office, book shops, etc. | Yes |
| • Transport facilities to cater to the needs of the students and staff | Yes |
| • Facilities for persons with disabilities | Yes |
| • Animal house | No |
| • Power house | Yes |
| • Fire safety measures | Yes |
| • Waste management facility, particularly bio-hazardous waste | Yes |
| • Potable water and water treatment | Yes |
| • Renewable / Alternative sources of energy | Yes |
| • Any other facility | NA |

Campus Type: Bharati Vidyapeeth Deemed To Be University, Sangli- Miraj Road, Wanlesswadi, Sangli-416414, Maharashtra India

| Facility | Status |
|--|--------|
| • Auditorium/seminar complex with infrastructural facilities | Yes |

| | |
|--|-----------------|
| • Sports facilities | |
| * Outdoor | Yes |
| * Indoor | Yes |
| • Residential facilities for faculty and non-teaching staff | Yes |
| • Cafeteria | Yes |
| • Health Centre | |
| * First aid facility | Yes |
| * Outpatient facility | Yes |
| * Inpatient facility | Yes |
| * Ambulance facility | Yes |
| * Emergency care facility | Yes |
| • Health centre staff | |
| * Qualified Doctor (Full time) | 200 |
| * Qualified Doctor (Part time) | 0 |
| * Qualified Nurse (Full time) | 350 |
| * Qualified Nurse (Part time) | 0 |
| • Facilities like banking, post office, book shops, etc. | Yes |
| • Transport facilities to cater to the needs of the students and staff | Yes |
| • Facilities for persons with disabilities | Yes |
| • Animal house | Yes |
| • Power house | Yes |
| • Fire safety measures | Yes |
| • Waste management facility, particularly bio-hazardous waste | Yes |
| • Potable water and water treatment | Yes |
| • Renewable / Alternative sources of energy | Yes |
| • Any other facility | Student Hostels |

Campus Type: Bharati Vidyapeeth Deemed To Be University, Ka-4, Pashim Vihar, Rohtak Road, New Delhi- 110063

| Facility | Status |
|----------|--------|
|----------|--------|

| | |
|--|-----|
| • Auditorium/seminar complex with infrastructural facilities | Yes |
| • Sports facilities | |
| * Outdoor | Yes |
| * Indoor | Yes |
| • Residential facilities for faculty and non-teaching staff | Yes |
| • Cafeteria | Yes |
| • Health Centre | |
| * First aid facility | Yes |
| * Outpatient facility | Yes |
| * Inpatient facility | No |
| * Ambulance facility | No |
| * Emergency care facility | No |
| • Health centre staff | |
| * Qualified Doctor (Full time) | 0 |
| * Qualified Doctor (Part time) | 2 |
| * Qualified Nurse (Full time) | 0 |
| * Qualified Nurse (Part time) | 3 |
| • Facilities like banking, post office, book shops, etc. | Yes |
| • Transport facilities to cater to the needs of the students and staff | Yes |
| • Facilities for persons with disabilities | Yes |
| • Animal house | No |
| • Power house | Yes |
| • Fire safety measures | Yes |
| • Waste management facility, particularly bio-hazardous waste | Yes |
| • Potable water and water treatment | Yes |
| • Renewable / Alternative sources of energy | Yes |
| • Any other facility | NA |

| Hostel Details | | |
|--------------------------|----------------------|----------------------|
| Hostel Type | No Of Hostels | No Of Inmates |
| Boys' hostel | 7 | 774 |
| Girls's hostel | 13 | 1884 |
| Overseas students hostel | 0 | 0 |
| Hostel for interns | 3 | 52 |
| PG Hostel | 5 | 520 |

| Health Professional Education Unit / Cell / Department | | |
|---|----------------------------------|---------------------------|
| Year of Establishment: | | |
| Education Programs Conducted | Number Programs Conducted | Duration in Months |
| * Induction | 15 | 0 |
| * Orientation | 38 | 0 |
| * Refresher | 9 | 0 |
| * Post Graduate | 43 | 0 |

Institutional preparedness for NEP

| | |
|---|--|
| 1. Multidisciplinary/interdisciplinary: | <p>BVDU is a multi-faculty, multi-disciplinary Deemed to be University. It offers a wide range of programmes in different disciplines like Medicine, Dentistry, Ayurved, Homoeopathy, Nursing, Pharmacy, Management, Engineering, Architecture, Biotechnology, Environment Science, Law, Arts, Science, Commerce and Social Science. This unique nature of multiple faculties makes it unique for offering multi-disciplinary and interdisciplinary programmes as per the NEP guidelines. The University has adopted the Outcome Based Education (OBE) model and Competency Based Medical Education (CBME) for the health science programmes. All the health science programmes have inbuilt interdisciplinary competent integrated as per CBME curricula. The basic science programmes like Anatomy, Physiology, Pharmacology, Biochemistry, etc. are integrated with clinical programmes like Medicine, Surgery, Paediatrics, Obstetrics and</p> |
|---|--|

| | |
|------------------------------------|---|
| | <p>Gynecology, etc. Further, CBME has Early Clinical Exposure (ECE) from 1st year. In Engineering, Management, Architecture and other programmes, they are integrated with industry internships, and have an array of electives. The students can do major and minor specializations in different subjects as per their need and choice making them truly interdisciplinary. The University also promotes interdisciplinary research, particularly through its dedicated research units. Engineering and Technology students are doing multi-disciplinary research with medicine and dentistry by developing algorithms, materials and devices. Medical students have joint research projects with Environment Institute on environmental issues like micro plastic pollution and health geoinformatics. Pharmacy and Ayurved students are working together on developing formulations and herbal products. They are also undertaking drug validations and drug testing. The various constituent colleges offer value added courses and electives different from their speciality programmes which gives wide flavour of courses for students to choose from, like medical students undertaking financial management, artificial intelligence, data analysis, Management, Law and Technology students undertake value added courses on basic and advanced life support. Thus a number of multi-disciplinary electives are available to the students. The institution has also adopted flexible curricula under the Choice Based Credit System and students can get credits from industry internships, community services, Indian knowledge system, languages, environment and sustainability, etc. Arts, Humanities, professionalism, empathy, bio-ethics is inbuilt into health science curriculum and is implemented as per the AETCOM module. Further, as per the UGC guidelines, the students are permitted to take dual degrees or twinning programmes in other faculties. The University promotes such activities, particularly encouraging students to take some programmes through Distance and Online mode. Thus the University truly reflects its multi-disciplinary and interdisciplinary character.</p> |
| 2. Academic bank of credits (ABC): | <p>As per the NEP and UGC guidelines, the University has adopted the ABC as a digital platform for depositing the credits earned by the students through his/her academic pursuit. The ABC brings in</p> |

| | |
|-----------------------|--|
| | <p>flexibility to the learners by supporting for credits accumulation, credit transfers, credit redemption and credit recognition. BVDU has mandated that all the students enrolled should have their ABC registration and ABC Id. BVDU was one of the earliest to adopt to this policy. The University is registered with NAD having its ID as NAD003113. For the effective implementation of ABC, the University has prepared the guidelines and sensitization workshops for all the students. The University has also ensured that the students along with their ABC ID open the Digi-locker account. University has created a hyperlink of URL of ABC portal on the homepage of University website. BVDU has maximum number of students registered in the State of Maharashtra on Digi-locker and have their ABC IDs. A total of 25484 students have registered ABC IDs. A total of 128453 awards and 66183 degree certificates have been uploaded. The University has undertaken adequate measures for seamless conversion of its marks, credits, grade sheets and other documents as per the ABC format. With the adoption of ABC the students need not carry their academic credentials, degree certificates or transcripts in physical mode. This is also being used for credit transfers and hybrid learning. BVDU, thus is at the forefront of the implementation of ABC scheme.</p> |
| 3. Skill development: | <p>BVDU offers 160 academic programmes through its constituent colleges. Focus of all these programmes is on skill development, competency, employability and entrepreneurship. Emphasis is given in all programmes for students to acquire and master the skills. Various strategies are adopted in the course curriculum for skill training and skill development. All the colleges in the University have infrastructural facilities like well-equipped laboratories, practical halls, computer labs and media labs. In health science institutions the students acquire skills through practicals, demonstrations, clinical postings and ward rounds and in the clinical skills and simulation labs. Since majority of the programmes are professional in nature skill training and skill development are integral part of them. Further, as per the NEP guidelines, the University has started many need based skill development programmes that have potential for employment like in allied health sciences such as B.Sc. in Lab Technology, Operation</p> |

| | |
|---|--|
| | <p>Theater Technology, Radiography, C.T. Technology, Physiotherapy, Optometry, etc. The students take admission after 10+2 and have ample employment opportunities. The Medical College has advanced Simulation Lab for practicing and mastering critical skills by the students without jeopardizing patient health. Various value added courses also imparts 21st century skills like, communication skills, critical thinking, decision making, leadership, team skills, crises management, etc. The students actively enrolled for these courses. They also have opportunity to enhance some of the other skills by taking up MOOC courses from SWAYAM, NPTEL or other platforms. The Engineering and Management students are permitted to take industry internships for their skill enhancement from 1st Semester. They are even permitted to do a semester away for additional learning. All the programmes in the University ensure that students are proficient and attain competency in core skills, as well as soft skills.</p> |
| <p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p> | <p>The NEP 2020 is founded on five guiding pillars of Access, Equity, Quality, Affordability and Accountability. Integration of IKS is one of the core principle of NEP 2020. The various academic programmes of BVDU integrate IKS in the curriculum by incorporating training in local language and cross-cultural competencies. The University conducts faculty development workshops and awareness programmes for the students to know the insights and application of integration of IKS in the curriculum. The MSW, B.P.Ed. and M.P.Ed. programme is conducted bilingually. Even the Ph.D. scholars in some of these disciplines are permitted to submit their thesis in the local language. The Ayurved College imparts sessions in Sanskrit so as to understand the ancient scriptures and traditions that form the basis of ancient Ayurveda. The School of Performing Arts bring together art, culture from different parts of the country and propagates it. They are actively involved in promoting ancient art culture, traditions and custom through music and dance forms. A number of faculty from the University have been trained by the UGC on inclusion of IKS in the curriculum. The students are encouraged to participate in Yoga, Pranayam, Meditation, etc. for their well-being as per IKS. A number of books have also been translated in the local languages and</p> |

| | |
|--|--|
| | available to the students for study. |
| 5. Focus on Outcome based education (OBE): | <p>All the academic programmes of the University have well-defined Graduate Attributes (GA), Programme Outcomes (POs), Course Outcomes (COs) and Programmes Specific Outcomes (PSOs). The Engineering, Management, Pharmacy programmes are based on the OBE model as per the respective council norms. The health science programmes also focus on OBE and have adopted the CBME, CBDE curriculum. Ayurveda, Nursing and Homoeopathy Councils have also moved to Competency Based Education (CBE). In all these, the focus is on learner's ability to perform in the real world situation. Numbers of faculty development activities and workshops have been taken in the University to understand the finer nuances for successful implementation of OBE. The Graduate Attributes, POs, COs are well-defined and teaching-learning activities are aligned and integrated accordingly. Mapping and attainment of POs and COs is regularly done to ensure that the students reached the required level of competency. There is a provision for continuous internal assessment in the OBE curriculum. Up to 40% of marks can be accumulated through the continuous internal assessments. In alignment with NEP guidelines, institution have adopted a set of best practices to implement OBE effectively and efficiently. These practices define clear learning outcomes. These best practices include the flexible curriculum with opportunities of electives and value added courses, introducing interdisciplinary programmes, emphasizing continuous assessment, incorporating cultural development, promote research and innovation, enhancing technology integration, providing mentorship and guidance, fostering global collaborations, encouraging community engagement, prioritizing inclusivity and diversity and establishing regular review and feedback mechanism.</p> |
| 6. Distance education/online education: | <p>BVDU offers various programs through online and distance mode. There is a Centre for Distance and Online Education (CDOE) in university. The distance learning programmes were started from 2007 with the prior permission of DEC (presently DEB) and the online programs were started from 2020. The Online and Distance Learning (ODL) programmes follows AICTE guidelines for professional programmes.</p> |

These programmes are also in conformity with the UGC guidelines. The syllabi, course, curricula are revised as per the NEP 2020 guidelines. BVDU offers the following programmes through Distance Mode : BA, B.Com., MA, M.Com., MSW, BBA, BCA, MBA, MCA, Law Diplomas like DLL, DTL, etc. It has recognized 10 study centres and there are 4010 students enrolled for different courses in Distance Mode. Similarly, BVDU is offering BBA, BCA, MBA and MCA programmes in online mode and there are 5680 students enrolled for these programmes. So total there are 9690 students studying in CDOE. Some of the highlights of CDOE are :

- Establishment of Centre for Internal Quality Assurance (CIQA) for quality assurance and enhancement.
- Open and transparent admission system.
- State-of-art CRM technology from enrollment to examination.
- Excellent opportunity for working professionals.
- Enrollment of international students in collaboration with TCIL under the Ministry of External Affairs project for African students.
- Opportunity to opt for dual degrees.
- Participation of industry experts in teaching-learning evaluation process.
- Flexibility studying in their own space and schedule.
- Synchronous and asynchronous learning.
- In-house facility available for e-Content development
- Updated study material with multiple sections like summary, short and long questions, figures, diagrams, MCQs, etc.
- Blended learning with student friendly LMS.
- Handholding through discussion forum, counselling and mentoring.
- Establishment of Placement Cell.
- Career counselling and career guidance services.
- Robust examination system with proctored examination for online mode.
- MOOC courses from SWAYAM / NPTEL.
- Feedback mechanism for all stakeholders.
- Grievance Redressal Mechanism through an established system
- Capstone projects from the students and faculty lead to publication of research papers and designing minor research projects. These make BVDU CDOE programmes one of the preferred choices for students and also contribute significantly to the vision of NEP to increase GER.

Institutional Initiatives for Electoral Literacy

| | |
|---|---|
| <p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p> | <p>Yes. BVDU has established Electoral Literacy Club (ELC) to promote awareness and understanding of the electoral process among the students and general population. The members of the club hold periodic meetings and plan for various activities around the year. The club's aim is to educate individuals about their democratic rights and responsibilities, as well as the importance of active participation in elections. BVDU Electoral Literacy Club provides a platform for students to discuss the importance of voting, awareness about political issues, engage with electoral authorities, and contribute to the development of an informed electorate. By fostering electoral literacy, BVDU ELC strive to empower individuals to make informed decisions while exercising their voting rights, ultimately strengthening the democratic fabric of the society. ELC plays an important role with active involvement of students and staff.</p> |
| <p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p> | <p>Yes, in BVDU have students and faculty members as coordinators and/or members of ELC. It is fully functional and representative in character. There is an equal representation of boys and girls. The ELCs conduct various programmes particularly in rural areas and ensure the citizens names in electoral rolls or enrolling the new voters in the voters list.</p> |
| <p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p> | <p>Voter registration: BVDU ELC routinely undertake campaigns for voter registration. This is done through both in online and offline mode. The online mode simplifies the registration process, reduces paperwork, and improves accessibility, particularly for those with limited mobility or living in remote areas. In the offline mode the volunteers facilitates filling and submission of necessary forms and supporting documents. Voter Awareness & Social media campaigns: Launching social media campaigns to promote electoral literacy and engage citizens in the democratic process. These campaigns include informative videos, interactive quizzes, and live streams with experts to educate and empower voters. Outreach activities: to promote electoral literacy and awareness about the electoral process, ELC organizes demonstrations on use of EVM, perform street plays, take out rallies and celebrate various days. Online forums and Q&A sessions: Organizing virtual forums</p> |

| | |
|---|--|
| | <p>and Q&A sessions where political candidates can interact directly with voters. These initiatives provide a platform for citizens to ask questions, voice concerns, and engage in meaningful discussions about electoral issues. It coordinates various activities with government officials and electoral agencies.</p> |
| <p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p> | <p>BVDU, ELCs have performed the following initiatives under electoral related issues: 1. Created interactive workshops and training programs targeting marginalized communities' groups to promote an understanding of electoral processes and encourage political participation. This involved providing information about the importance of voting, the role of elected officials, and ways to stay informed about political issues. 2. Organized community outreach programs to increase electoral literacy in underserved areas. This involved setting up information booths at local events, distributing educational materials, and conducting workshops in community centers or schools. 3. Undertake surveys on various topics regarding electorally important and socially relevant issues, region-wise demographic characteristics of population. 4. Launching public awareness campaigns on social media platforms to increase understanding of electoral processes and the importance of responsible voting. This include sharing informative videos, infographics, and engaging posts to reach a wider audience. 5. Survey on migrating/ floating population particularly construction workers about their native place, place of voter registration and educating and helping them to enroll as a voter at their place of work.</p> |
| <p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p> | <p>The University regularly conducts awareness programs to educate students who are above 18 years who are yet to be enrolled as voters. BVDU ELCs motivates students to get registered as voters through various student and teacher volunteers. The University observes National Voter's Day every year on 25th January and highlights the themes of that particular year given by the Election Commission of India and put all efforts to sensitize youth not only for enrolment but also for their participation in franchising their vote.</p> |

Extended Profile

1 Program

1.1

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

Response: 160

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

2 Students

2.1

Number of students year-wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---------|-------------------------------|---------|---------|
| 25223 | 24240 | 23295 | 23188 | 22559 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

2.2

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---------|-------------------------------|---------|---------|
| 6388 | 6571 | 6277 | 5471 | 5097 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

3 Teachers

3.1

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1673 | 1597 | 1572 | 1515 | 1449 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

3.2

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1673 | 1597 | 1572 | 1515 | 1449 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

4 Institution

4.1

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|----------|----------|----------|----------|----------|
| 39358.29 | 49514.74 | 29180.03 | 30241.72 | 25347.18 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

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

Response:

Bharati Vidyapeeth (Deemed to be University), Pune, is one of the oldest (established in 1996), largest (more than 25000 students), multi-faculty (12 faculties), multidisciplinary, multi-campus university offering 160 programs across diverse disciplines including health sciences, technology, management, law, and humanities. Our curriculum is intricately designed to address local, regional, national, and global challenges, aligning with our mission “To offer varied professional, technical, vocational, and general education programs to meet the changing and diverse needs of society from local to global context.” This philosophy is consistently reflected in curriculum development.

Curriculum Design and Development: The curricula are developed within the broad framework of various regulatory councils, recommendations and quality mandate from UGC, and also incorporating NEP 2020 guidelines. While the programs are in accordance with the respective statutory councils, the curriculum encompasses the changing trends of the local, national and global prerequisites.

The Department of Academic Development & Quality Assurance has been established to monitor and ensure effective delivery of curricula and its timely updation.

The IQAC supports the Institution in need identification and developing innovative programmes.

There is a structured mechanism for curriculum development and curricular revision.

Several programs like B. Tech, MBA, MCA, BBA, BCA, BA, BCom, BSc have undergone revision based on the guidelines provided by the NEP 2020, accordingly, the university has adopted multi-disciplinary holistic education, academic bank of credit, internship, and industrial training etc. It is ensured that the curriculum encourages entrepreneurship and provides course-specific professional skills and confidence to help them start their own ventures.

The main thrust in designing the curriculum is to make it wholesome and towards ensuring and enhancing quality of teaching learning at all levels and making it student centric.

Relevance: The curricula is designed with relevance to local needs as evident by courses on rural development and use of IT in agribusiness in management programmes. The curricula also embraces the regional and national perspectives relevant to emerging and changing healthcare needs, new drug development, drug trials and technological advances.

Program Outcomes and Course Outcomes: For all the programs the POs and COs are designed based on outcome-based education (OBE) guidelines. Members of Academic council, Board of Studies, various committees and departments of the institution function in harmony to achieve desired POs and COs. For programs under health sciences the university has adopted the curriculum as per Competency based medical education (CBME) along with implementation of AETCOM module to prepare an “Indian Medical Graduate” (IMG) possessing requisite knowledge, skills, attitudes, values, and responsiveness to be a physician of first contact of the community while being globally relevant.

The mapping of the CO to PO is done and subsequently the attainment of the PO’s based on the assessment outcome is computed for all programs.

Conclusion: The design of BVDU curriculum for all programs is a dynamic process that involves careful planning, collaboration and inputs from stake holders, and consideration of local and global factors to create meaningful and effective learning experiences for learners.

| File Description | Document |
|--|-------------------------------|
| Any additional information | View Document |
| Link for Outcome analysis of POs, COs | View Document |
| Link for Additional Information | View Document |
| Link for Curricula implemented by the University | View Document |

1.1.2

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

Response: 97.5

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

Response: 156

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

1.1.3

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

Response:

BVDU is a university of repute known for its commitment in providing quality education with a strong emphasis on competency, employability, entrepreneurship and skill development.

Employability & Entrepreneurship: The curriculum of all programs are designed such that the students are ready to undertake clinical practice or are industry ready. BVDU also provides an entrepreneurial ecosystem through institutional incubation center and mentorship programs. This has resulted in more than 18 startups in the last 5 years.

The majority of the programmes offered by BVDU are professional in nature and have an inherent component of competency, employability, entrepreneurship and skill development. The health sciences, technology, management, pharmacy, law, biotechnology and environment sciences have courses that focus on these attributes.

Competency: The curricula are competency or OBE based with clearly defined learning outcomes. The major thrust of the curriculum is learning by doing. The students have ample opportunities to practice and hone their skills in simulation labs, attached teaching hospitals and industry.

Skill Development: The objective of all the programs is to develop skilled professionals, entrepreneurs, and business leaders. Thus, BVDU is committed to creating well-rounded individuals who are not only academically proficient but also possess the right skills to thrive in diverse professional settings. The program and course objectives have an inbuilt emphasis on acquiring requisite skills. Laboratories, field work, case studies are an integral part of the curricula. The students gain hands-on clinical experience and learn communication, leadership, teamwork skills. Additional skill development courses pertaining to Basic Life Support (BLS), Advance cardiac life support ACLS, trauma courses, dental implant module courses etc. supplement the academic curriculum.

The SKiiLD (Skill Knowledge incubate innovate Learning & Development) PCP center is established in

the pharmacy college to impart skills, support, and provide resources to nurture student innovators and entrepreneurs for facilitating healthcare start-ups. Moot Courts are conducted for the students of law, which hone their skills to practice law.

In the environmental discipline, courses such as remote sensing and GIS serve as indispensable tools in managing the environment, urban planning, and responding to disasters. Environmental sustainability programs provide students with the knowledge and capabilities needed to tackle urgent global issues like climate change and resource depletion and are well-suited for positions in sustainability consulting, corporate sustainability management, and the analysis of environmental policies.

The skills are further enhanced through value added courses which focus on topics of latest advances of global relevance that will help employability and improve the student's soft skills, communication, teamwork, and their emotional intelligence.

Collaborations: BVDU and its constituent colleges have entered into 305 MOUs and collaborations with institutions/ universities of repute at national and international level to reinforce high academic standards with global exposure. The College of Engineering, in collaboration with TCS has developed an industry integrated BTech in Computer Sciences and Business system program.

| File Description | Document |
|---|-------------------------------|
| Any additional information | View Document |
| Link for MOUs with Institutions / Industries for offering these courses | View Document |
| Link for courses having focus on competency/ employability/ entrepreneurship/ skill-development | View Document |
| Link for additional information | View Document |

1.2 Academic Flexibility

1.2.1

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

Response: 100

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

Response: 90

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

Response: 90

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

1.2.2

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

Response: 28.13

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

Response: 45

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

1.2.3

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

Response: 64.32

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

Response: 2817

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

Response: 4380

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

BVDU integrates crosscutting issues relevant to gender, environment and sustainability, human values, health determinants, right to health issues, emerging demographic changes and professional ethics through its various interdisciplinary and value-added courses.

Gender: Bharati Vidyapeeth, the parent body of BVDU has an objective of empowering the girl students. Adopting this principle, the university promotes gender equity. The University has a committee on Prevention of Sexual harassment (ICC). The colleges conduct gender equality sessions during orientation program as well as through its various activities. LGBTQ inclusive care is taught as a part of CBME curriculum.

To promote gender equity among the students, the institute encourages equal representation of in all committees, curricular and co-curricular activities. The institute makes concerted efforts to create an environment free from gender discrimination through mutual respect. The Bharati PCP Sakhee team of Poona College of Pharmacy implements several gender sensitization and women related sessions such as POSCO Act etc. The PCP Sakhee team received the AICTE Lilavati Award 2021 in recognition of their contribution towards women's health and hygiene. Gender audit and gender championship are some of the practices to ensure gender equality in the university. Several women employees of BV(DU) are in leadership positions.

Environment and Sustainability: One of the best practices of BVDU is about environment and sustainability. The BVDU has an independent unit, BVIEER that offers programs on environment and sustainability. A course on environmental science is offered to the students across all disciplines. The faculty and students are sensitized and participate in several activities related to environmental issues like global warming and climate change, alternative sources of energy, water conservation, pollution, waste management etc.

Emerging Demographic Changes

The emerging demographic changes like urbanization, increase in population density, increase in slums, concretization and various health issues emerging out of these changes are incorporated in the curriculum. The curriculum also addresses the various diseases and management due to these emerging demographic changes.

Human values, Professional ethics, Health Determinants and Right to Health: The importance of human values and ethics is reflected in the core values and Graduate attributes of BVDU. Our faculty put conscious efforts to imbibe human values and professional ethics during sessions of Attitude, Ethics and Communication (AETCOM) module and foundation course for the health sciences programs. These values are also integrated into the curriculum in non-health science programs. Various sessions are conducted on topics like clinical competence, communication skills, ethical principles and professionalism. Health camps and community outreach programs give adequate exposure for interaction of students with the community. Clinical postings and bedside clinics impart clinical knowledge and focusses on compassion and the need of highest standards of care beyond caste, creed, or religion.

Conclusion: The curriculum ensures that adequate focus has been given to the mentioned cross-cutting issues.

| File Description | Document |
|--|-------------------------------|
| List of courses that integrate crosscutting issues mentioned above | View Document |
| Link for list of courses that integrate crosscutting issues mentioned above | View Document |
| Link for description of the courses which address Gender, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics in the Curricula | View Document |
| Link for additional information | View Document |

1.3.2

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

Response: 187

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

Response: 187

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| Brochure or Course content or syllabus relating to Value added courses to be uploaded in the SSR | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

1.3.3

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

Response: 72.76

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 18789 | 17344 | 17528 | 16897 | 15665 |

| File Description | Document |
|---|-------------------------------|
| The institution should provide list of the students as per the requirement in the template failing which the claim will not be considered | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

1.3.4

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

Response:

Field visits are an important component of BV DU curricula across all disciplines. The students actively participate in field visits and interact with the community as a part of curriculum, which facilitates interdisciplinary learning. Visits and postings to the Public Health Care System expose the students to health care delivery at urban and rural levels. Students learn the various National Health Programs like IDSP, RCH, ICDS, NTEP, NVBDCP through field practice. Students also visit old age homes, homes for destitute and palliative care units etc.

The students of environmental science visit natural habitats, conservation areas, and recycling facilities. The students in social sciences visit and work with NGOs, organizations in rural areas and participate in service-learning projects. Students of engineering, architecture, pharmacy, management visit several industries in different sectors during their tenure while the law students visit courts.

Research Projects: The students are engaged in structured and meaningful research projects as part of the university curriculum both at UG and PG level, fostering their intellectual growth and academic development. This helps the students to explore their research interests and develop critical thinking. Several of our UG and PG students publish research papers in peer reviewed journals and present their research at national and international conferences. BV(DU) facilitates research by conducting workshops on Research methodology for students. A Students Research Cell is established to promote UG research. The UG students are motivated and assisted in undertaking research projects such as ICMR STS. The PG students undergo NPTEL course on Basic Course in Biomedical Research. The university provides incentives and financial support for UG/PG research projects.

Community postings: The MBBS students are posted in the community health centers as a part of their

compulsory rotating internship. Other students are also posted in the community for community-oriented projects, surveys, and case studies. Apart from these, students undertake community related activities like health check-up camps, health education programs,

environmental issues like health, hygiene, sanitation, water conservation etc. Under the Family Adoption Program, the MBBS students adopt families and work for the upliftment of health status of the people living in rural area. The students participate in the Unnat Bharat Abhiyan programs adopting villages for their development. The NSS units actively organize and participate in camps and various community-oriented activities. The pharmacy college offers community service through its drug information center. Public awareness programs like rallies, street-plays and roleplays are conducted collaboratively by all constituent units.

Industry Internship: As a part of the NEP implementation, the university has incorporated industry internships from the first semester. The students are also permitted to undertake a full semester internship in the industry. Engineering and management colleges have active MoUs with various industries for internships. Pharmacy students have an opportunity for industrial experience through practice school.

Conclusion: Field visits / research projects / Industry internship / research/ Community postings are an important component of the BVDU curriculum which offer numerous opportunities for students to engage in field projects, research, and internships in collaboration with industries, government agencies, and community organizations.

| File Description | Document |
|--|-------------------------------|
| Any additional information | View Document |
| Link for list of Programmes and number of students undertaking field visits / research projects / internships/Industry visits/Community postings | View Document |
| Link for additional information | View Document |

1.4 Feedback System

1.4.1

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

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

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Stakeholder feedback report as stated in the minutes of the Governing Council/Syndicate/ Board of Management | View Document |
| Sample filled in Structured Feedback forms designed by the institution for each category as claimed in SSR | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |
| Link for feedback report from stakeholders | View Document |
| Link for additional information | View Document |

1.4.2

Feedback process of the Institution may be classified as:

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

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Any other relevant information | View Document |
| Action taken report of the University on feedback as stated in the minutes of the Governing Council/ Syndicate/ Board of Management | View Document |
| URL for stakeholder feedback report | View Document |

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

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

Response: 100

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1281 | 990 | 993 | 817 | 653 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1281 | 990 | 993 | 817 | 653 |

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

2.1.2

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

Response: 16.03

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 30908 | 24333 | 23528 | 27027 | 28765 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 9245 | 8311 | 8381 | 8116 | 7936 |

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

2.1.3

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

Response: 36.57

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 2776 | 2684 | 2950 | 2905 | 3065 |

2.1.3.2 Total number of students enrolled in that year

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 8380 | 7456 | 7413 | 8025 | 8128 |

| File Description | Document |
|--|-------------------------------|
| Previous degree/ Matriculation / HSC certificate from other state or country | View Document |
| List of students from other states and countries | View Document |
| Institutional data in prescribed format | View Document |
| E-copies of admission letters are issued to the students enrolled from other States / Countries. | View Document |
| Copy of the domicile certificate as part of the from other states and countries and/or Previous degree/Matriculation / HSC certificate from other state or country | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

2.2 Catering to Student Diversity

2.2.1

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

The Institution:

- 1. Adopts measurable criteria to identify low performers.**
- 2. Adopts measurable criteria to identify advanced learners**
- 3. Organizes special programmes for low performers and advanced learners**
- 4. Follows protocols to measure students' achievement**

Response: A. All of the above

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

2.2.2

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

Response: 15.08

| File Description | Document |
|---|-------------------------------|
| List of students enrolled in the preceding academic year | View Document |
| List of full time teachers in the preceding academic year in the University (with Designation and Highest Qualification obtained) | View Document |
| Institutional data in prescribed format | View Document |

2.3 Teaching- Learning Process

2.3.1

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

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

Response:

BVDU ensures effective and seamless implementation of curriculum through active student centric, innovative and experiential learning strategies to enhance and maximize the learning experience. The University has adopted OBE and CBME model of curriculum, that is aligned with industry requirements and adhering to regulatory norms.

Experiential Learning: There are ample opportunities for experiential learning in all the programmes. In all the Health Science Institutes, students are posted in the hospital, where learning is by doing. The students actually examine the patients, analyse clinical findings and laboratory reports and plan treatment. In the dental colleges, the students perform procedures in a graded manner. The CBME curriculum has incorporated early clinical exposure (ECE), students are posted in hospital from 1st year. The advanced simulation laboratory provides an immersive environment that allows students to engage in hands-on learning experiences.

The pharmacy and other science programmes have laboratory work. The students of the architecture college involve in undertaking site visits to famous structures for real life experiences. In other faculties, there are field visits, case studies, moot courts, lab work and internships.

Integrated/Inter-disciplinary Learning: As per NEP and CBME guidelines, all the programmes incorporate horizontal as well as vertical integration. The students undertake interdisciplinary projects like health science students work on environmental issues. Ayurved and Pharmacy students undertake joint projects, similarly, engineering and dental students have developed materials and devices.

Self-directed and Participatory Learning: The students of management and engineering programmes participate in student led seminars, group work, role plays, debates, group projects etc. Students are given assignments and projects to foster SDL. CBME curricula has provision for SDL.

Role Plays: Here, the students assess and critically analyze situations, particularly in communication skills, interpersonal skills, critical thinking and decision making skills. The students also are involved in role plays highlighting various health education and socio-cultural issues. The AETCOM module has lots of in-built role-plays through which students gain valuable experience in ethics, empathy and humanities.

Problem based and Case-based Learning: Innovative teaching learning methods like PBL and CBL are routinely practiced in all health science programmes. Paper based cases are discussed in small groups. In other faculties, summer and winter internships are undertaken by students to provide opportunities to face real world issues and offer possible solutions by acquiring domain skills.

Patient-centric and Evidence-based learning: The state-of-the-art modern hospital with ample clinical workload provides a good laboratory to learn patient centric skills. The students practice the art of medicine. The University provides e-resources like Clinical Key and Up-to-date for learning on the go, thereby introducing practice of evidence based learning.

Project based learning is offered in almost all disciplines to apply acquired knowledge through group projects, mini projects and through internships and preparation of thesis. The students of the management programme conduct market research, analyse competition create financial projections and devise strategies and solutions. Students of the engineering programme create a prototype model of a product to have tangible representations to experiment with ideas and solutions.

| File Description | Document |
|--|-------------------------------|
| Any additional information | View Document |
| Link for list of student-centric methods used for enhancing learning experiences | View Document |
| Link for additional information | View Document |

2.3.2

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

The Institution:

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

Response: A. All of the above

| File Description | Document |
|---|-------------------------------|
| Report on training programmes in Clinical skills lab/simulator Centre | View Document |
| Proof of patient simulators for simulation-based training | View Document |
| Proof of Establishment of Clinical Skills Laboratories | View Document |
| List of clinical skills training modals | View Document |
| Institutional data in prescribed format | View Document |
| Geo-tagged photographs of clinical skills lab facilities, clinical skills modals, patients simulators | View Document |
| Details of training programs conducted and details of participants | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

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

The University owes much of its success to its strategic embrace of digital and e-learning resources and has integrated ICT in its teaching learning processes. ICT enabled teaching-learning-evaluation is facilitated as an ongoing process of continuous alignment and integration with latest ICT tools and Learning Management Systems (LMS), enabling a dynamic and interactive educational environment.

ICT Infrastructure

All the colleges have adequate ICT infrastructure in the form of digital libraries, computers, laptops, interactive smart boards, LCD Projectors, speakers, high-speed internet, Wi-Fi, that enable ICT based learning. The Medical Colleges have hi-tech hi-fidelity simulation labs with advanced equipment apart from task trainers and mannequins. Students learn critical skills on these and the problems are debriefed and instant feedback is provided. The dental colleges also have simulation laboratories

The campus-wide wi-fi provides seamless digital access to the learning resources through remote access. Advanced computer labs are available in the engineering and other colleges. The School of Photography has advanced software and recording studio. The Institute of Environment has GPS software that supports geoprocessing and monitoring.

Training

All faculty are trained for effective use of ICT to enable and enhance the student learning. Blended learning, hybrid learning, flipped classroom etc., are routinely practiced. Regular workshops are conducted for use of digital library, use of online resources, PubMed search, literature search etc. During the covid period, ICT was extensively used for teaching.

Digital Platforms

The University has an advanced Digital Hub featuring Microsoft Teams, Google Classroom, Darim e-Studio, Lecture Capture system. The lectures by faculty and industry experts are recorded using 'Impartus' Lecture Capturing System, and shared with students. The Microsoft teams platform is extensively utilized to conduct live online sessions, build student communities for student engagement, share files and online resources, and encourages collaborative learning through student led discussions. Additionally, live sessions and discussions are held using popular tools such as Google Meet and Zoom. The institute has YouTube channel that provides access to learning content that was particularly useful and relevant during covid times.

LMS

Through a centralized LMS, students access course content and learning material. They also use various MOOC courses particularly offered on SWAYAM and NPTEL. Faculty-driven e-content development centers create digital learning materials, disseminated through Moodle-based Learning Management

System.

Online e-resources

Online platforms like the Information Resource Center and Feedback System enhance accessibility and stakeholder engagement. Students pursuing research receive ICT support for data analysis and plagiarism detection and access to databases through INFLIBNET and other subscriptions. The University subscribes to e-learning resources like Elsevier Clinical key, BMJ online, Uptodate, Wiley online library, Scopus, SPSS and Turnitin software.

While the pandemic accelerated the need to adopt to a hybrid mode, teaching-learning was continued through both synchronous and asynchronous methods and the requisite IT infrastructure facilitated conduct of online examinations, thereby minimizing academic loss and ensured timely progression of students.

| File Description | Document |
|---|-------------------------------|
| Any additional information | View Document |
| Link of the details of ICT-enabled tools used for teaching and learning | View Document |
| Link for list of teachers using ICT-tools | View Document |
| Link for additional information | View Document |

2.3.4

Student :Mentor Ratio (preceding academic year)

Response: 15.57

2.3.4.1 Total number of mentors in the preceding academic year

Response: 1620

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

| File Description | Document |
|--|-------------------------------|
| Year-wise list of fulltime teachers and sanctioned posts for the last 5 years (Certified by the Head of the Institution) | View Document |
| Institutional data in prescribed format | View Document |
| Faculty position sanction letters by the competent authority | View Document |
| Appointment letters of faculty during last five years | View Document |

2.4.2

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

Response: 37.29

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 627 | 601 | 613 | 574 | 499 |

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

2.4.3

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

Response: 14.14

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

Response: 23658

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

2.4.4

Average percentage of teachers trained for development and delivery of e-contents / e-courses /

video lectures / demonstrations during the last 5 years.**Response:** 91.45

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1500 | 1450 | 1420 | 1450 | 1315 |

| File Description | Document |
|---|-------------------------------|
| Reports of the e-training programmes | View Document |
| List of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years | View Document |
| List of e-contents / e courses / video lectures / demonstrations developed | View Document |
| Institutional data in prescribed format | View Document |
| Certificate of completion of training for development of and delivery of e-contents / e-courses / video lectures / demonstrations | View Document |
| Any additional information | View Document |
| Web-link to the contents delivered by the faculty hosted in the HEI's website | View Document |
| Link for additional information | View Document |

2.4.5

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

Response: 3.112.4.5.1 Number of fulltime teachers who received awards and recognitions for excellence in teaching and student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / *academies* during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 116 | 50 | 25 | 12 | 45 |

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| Certified e-copies of award letters (scanned or soft copy) | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

2.5 Evaluation Process and Reforms

2.5.1

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

Response: 10.8

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 9 | 11 | 10 | 12 | 12 |

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

2.5.2

Average percentage of student complaints/grievances about evaluation against total number of students appeared in the examinations during the last five years**Response: 0.81**

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 174 | 209 | 120 | 195 | 246 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 22974 | 22555 | 23189 | 23754 | 24074 |

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

2.5.3**Evaluation-related Grievance Redressal mechanism followed by the Institution: ...****The University adopts the following mechanism for the redressal of evaluation-related grievances.****Options(Opt one which is applicable to you):****1.Double valuation/Multiple valuation with appeal process for retotalling/revaluation and**

access to answer script

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

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

4.Single valuation and appeal process for revaluation

5.Grievance Redressal mechanism does not exist

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

| File Description | Document |
|--|-------------------------------|
| Report of the Controller of Examination/ registrar evaluation regarding the Grievance Redressal mechanism followed by the Institution | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |
| Provide links to the examination procedure and re-evaluation procedure developed by the institution and duly hosted in the institution's website | View Document |
| Link for additional information | View Document |

2.5.4

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

Response:

BVDU has a secure, technology driven examination system that facilitates conduct of examinations for about 500 terms/semesters with speed, accuracy and reliability. For every semester, the academic schedules are prepared for examination form filling, examinations, evaluation and declaration of results.

Automation of examination process

Pre-Examinations: The pre-filled course details facilitate ease in examination form filling online which is integrated with payment gateway system. There is facility for seat number generation and download of admit cards. The question papers are prepared through Question Bank system.

During Examinations: Secured online question paper distribution system for faster upload/download of

question papers 60 minutes prior to the commencement of examination. Barcode system is used for answer scripts to maintain confidentiality during evaluation. There is online system for submission of internal and practical marks to ensure declaration of results in shortest time. CCTV facility and secure logins is available at institutes to receive online question papers.

Post Examinations: There is facility for preparation of results, printing of ledger and marksheets with post examination analysis, applications for verification, revaluation, photo copy of answer books etc. Inhouse highly configured server facilitates online examination processes with latest security features.

Some examination reforms include:

Quality assurance: Examination Manual is followed with rules and regulations. Formats/blueprints of question papers are available with specification of marks distribution, unit wise. The question papers have blend of testing theoretical concepts and practical knowledge and set by panel of internal and external experts. For some programmes there is moderation of manuscripts by subject experts. Degree Certificates are with QR codes for security.

Evaluation: Double evaluation of answer scripts is done by internal and external examiners. There is digitization of answer scripts for onscreen evaluation.

Online systems: exist for upload and evaluation of dissertation of Post Graduate programmes and to conduct online examinations (MCQ/Descriptive) for some programmes. Grade cards and Degree/Diploma certificates are made available at Digilocker and credits at Academic Bank of Credits ids of students.

Innovative practices

- Outcome-Based Education is facilitated.
- Supplementary examinations are conducted as an opportunity for final semester students.
- Exclusive examinations conducted for students who participate in National Level Sports and extra-curricular activities.
- Question bank system facilitates setting of questions based on Blooms taxonomy and competencies. Facility for blue printing, moderation and encryption of question papers
- Three versions of question papers are given by faculty of which one is randomly selected.
- Revision of revaluation rules for student benefit
- Model answers prepared by faculty for objective and summative evaluation

Continuous Assessment: Formative assessment are through continuous internal assessment that are conducted throughout the semester for programmes under CBCS (40% of total marks). Performance of students is communicated on a regular basis as a feedback mechanism with opportunity of improvement. The self-assessment methods OSPE and OSCE are used as a tool for formative assessment in clinical departments of the MBBS programme. Self-assessment for developing competencies are through assessment rubrics, logbooks, portfolio, journals etc.

Due to the various steps undertaken, grievances regarding examination has been considerably reduced.

| File Description | Document |
|---|-------------------------------|
| Any additional information | View Document |
| Link for details of examination reforms implemented during the last 5 years | View Document |
| Link for additional information | View Document |

2.5.5

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

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

Response: All of the above

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Graduate Attributes and Learning Outcomes: Considering the directives outlined by national and international regulatory agencies, and recommendations by National Education Policy 2020, the University has formulated Graduate Attributes (GAs) that span across its programs, tailored to meet the evolving global, national, and societal requirements. The programmes of the University have well defined Programme Outcomes (PO's) and Course Outcomes (CO's) and are aligned to the Graduate Attributes (GA's) and motto of Bharati Vidyapeeth the parent organization which is "Social Transformation through Dynamic Education". The adoption of a 6-tier "alignment" and "mapping" tree, indicate that all the academic, co-curricular, extra-curricular, supportive and administrative activities of the University and colleges are directed towards achievement of GAs, and its vision and mission.

Each course has pre-defined course outcomes that describe what the students are expected to know and be able to display in terms of knowledge, skills and attitude as they progress through the course. The course outcomes are articulated as per the revised Blooms Taxonomy. Based on the PO's, CO's and the teaching learning methods, the assessment methods are utilized to know how much is learnt by the students. The programme articulation matrix is prepared that maps the individual course outcomes to the programme outcomes.

Integration with assessment process: Formative assessments (Continuous) are undertaken to assess the competencies and enables observation of student transformation during the learning process. This has helped to measure attainment of outcomes after covering some units or at mid-stage and to identify gaps in order to fine-tune teaching methodology. For each course, the evaluation components and frequency are decided. Assessment tools such as Term work, Oral Examinations, Viva-Voce, case studies, MCQ, Logbooks, clinical exams with OSCE/OSPE, seminars, group discussions etc., are undertaken for periodic attainment of the competencies. For summative assessments, questions papers are designed to cover the whole course with adequate representation of all the PO's and CO's. Credibility and transparency in the assessment process is maintained by adherence to guidelines and preparation of blueprints of the question paper.

Attainment of Outcomes: is calculated by taking into consideration the performance of the student in each assessment. 70% of attainment (direct) is calculated through performance at the assessment methods and 30% of attainment (indirect) is calculated through student feedbacks taken at the end of each semester for Engineering and Pharmacy programmes. The questionnaire for feedbacks is prepared based on the CO's for each course. To calculate attainment, tools (type of assessment) are identified and weights of each are identified to arrive at attainments. Both these methods ensure that outcomes are adequately addressed.

For programmes under the Medical Sciences, the competencies are identified based on the Competence Based medical Education (CBME) guidelines of the NMC, while the programmes under Faculty of Engineering, Pharmacy and some others follow the Outcome Based Education (OBE) model as prescribed by AICTE.

Wide publication: is done by mention of PO's and CO's in programme curricula that is available to stakeholders at the website, through copies circulated to the students and during the orientation sessions.

| File Description | Document |
|---|-------------------------------|
| Any additional information | View Document |
| Link for relevant documents pertaining to learning outcomes and graduate attributes | View Document |
| Link for methods of the assessment of learning outcomes and graduate attributes | View Document |

2.6.2

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

Response: 91.42

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 6388 | 6571 | 6277 | 5471 | 5097 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 6908 | 7097 | 6497 | 5880 | 5780 |

| File Description | Document |
|--|-------------------------------|
| Trend analysis in graphic form (Refer annexure 02 of SOP) | View Document |
| List of Programmes and the number of students appeared and the number of students passed in the final year examination each year for the last five years | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |
| Annual reports of examination results as placed before BOM/ Syndicate/ Governing Council for the last five years | View Document |
| Link for additional information | View Document |

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.44

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

Research is an integral part of the academic activities of BVDU. As a testimony to this the University has established **three self-financed dedicated research institutes** namely,

- Interactive Research School for Health Affairs, Pune for research in Biomedical Sciences
- Research and Development Centre in Pharmaceutical Sciences and Applied Chemistry, Pune
- Yashwantrao Chavan Institute of Social Science Studies and Research, Pune.

As per the UGC guidelines BVDU has established the Research and Development Cell (RDC) that promotes and monitors research, innovation, incubation and entrepreneurship activities in the constituent colleges. Further, each constituent college has a Research Advisory Committee and the Institutional Ethics Committee to monitor all the institutional research related activities.

The BVDU RDC and its sub-committees consist of the expert faculty members along with external experts that review the operations and regulates the research activities. The RDC has following sub-committees:

1. Finance and infrastructure,
2. Research programme policy development,
3. Collaboration and consultancy,
4. Product development, monitoring, and commercialization,
5. IPR, Legal and Ethical matters.

These committees help in promotion, implementation, and monitoring of research across all colleges of the university. With this in place, BVDU has created a conducive research ecosystem and a well- defined policy for promotion of research that is uploaded on the University website.

The salient features of the research promotion policy are:

- **Budgetary provision** of around 7% for research and development activities.
- **Availability of** adequate research infrastructure, well equipped laboratories, dedicated equipment for research, high quality hospital infrastructure, facilities for clinical trial, ICT infrastructure, statistical support, research databases and software etc.
- **The institution has established the office of Director, R and D cell** to promote and coordinate research and related activities.
- **Institutional Ethics committee:** The IEC reviews and monitor the conduct and progress of research. It is registered with DCGI and DHR and is also NABH accredited.
- **Capacity building in** research through workshops and FDPs on research methodology, grant

writing, research ethics, good clinical practice and IPR

- **Well defined guidelines for intramural funding** and incentives for facilitating research.
- **Identification of thrust areas of research by the constituent colleges** to seek extramural funding in these areas.
- **Financial assistance** for organizing conferences, workshops, seminars and presentation at conferences.
- **Incentives** for publication and patent and **BVDU research awards**.
- **SoPs and guidelines for research collaborations and consultancy**, for undertaking collaborative research projects, faculty exchanges for research, etc.
- **Strong institutional support for innovation, incubation and startups**.
- **APJ Kalam scholarship** for full time Ph.D. research scholars.

Conclusion: Overall, the research policy has resulted in advancing knowledge, addressing societal challenges and improving the research output of BVDU. On account of its well stated policy, excellent infrastructure and committed faculty, the university has been able to undertake a number of innovative intra and extramural research projects, **359 sponsored projects worth Rs. 58.87 crores, 94 clinical trials, 219 patents and copyrights and 4105 publications** in high impact journals in the last 5 years with cumulative **h index of 102**.

| File Description | Document |
|---|-------------------------------|
| Minutes of the meetings of Governing Council/ Syndicate/Board of Management related to research promotion policy adoption | View Document |
| Document on Research promotion policy | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

3.1.2

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

Response: 51.2

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 102.32 | 106.09 | 9.35 | 25.21 | 13.04 |

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

3.1.3

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

Response: 10.29

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 236 | 197 | 103 | 149 | 125 |

| File Description | Document |
|---|-------------------------------|
| List of teachers and their national/international fellowship details | View Document |
| Certified e-copies of the award / recognition letters of the teachers | View Document |
| any additional information | View Document |
| Link for additional information | View Document |

3.1.4

Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates, other research fellows in the university enrolled during the last five years**Response:** 542

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 125 | 105 | 122 | 105 | 85 |

| File Description | Document |
|---|-------------------------------|
| Registration and guide / mentor allocation by the institution | View Document |
| List of research fellows and their fellowship details | View Document |
| Institutional data in prescribed format | View Document |
| E copies of fellowship award letters | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

3.1.5**University has the following facilities**

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

Response: All of the above

| File Description | Document |
|--|-------------------------------|
| List of facilities available in the university and their year of establishment | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |
| Videos and geo-tagged photographs | View Document |
| Link for additional information | View Document |

3.1.6

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

Response: 27.33

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 10 | 9 | 9 | 9 | 7 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 34 | 34 | 31 | 31 | 31 |

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| e-version of departmental recognition award letters | View Document |
| Details of the departments offering academic programmes certified by the head of the Institution /University | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

3.2 Resource Mobilization for Research

3.2.1

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

Response: 883

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 194 | 155 | 182 | 171 | 181 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| e-copies of the grant award letters for research projects sponsored by non-government organizations | View Document |
| e-copies of grants awarded for clinical trials | View Document |
| Any other relevant information | View Document |

3.2.2

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

Response: 4157

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 346 | 1312 | 1557 | 632 | 310 |

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| E-copies of the grant award letters for research projects sponsored by government agencies | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

3.2.3**Ratio of research projects/clinical trials per teacher funded by government/industries and non-government agencies during the last five years.****Response:** 0.91

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 450 | 349 | 281 | 215 | 128 |

| File Description | Document |
|--|-------------------------------|
| Supporting document/s from Funding Agencies | View Document |
| Institutional data in prescribed format | View Document |
| Copy of the letter indicating the sanction of research project funded by govt./non-govt agency and industry including details of name of teacher and amount in INR | View Document |
| Any other relevant information | View Document |
| Link for the funding agency website | View Document |

3.3 Innovation Ecosystem

3.3.1

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

Response:

BVDU has created a vibrant ecosystem for innovation, incubation and entrepreneurship. The well defined Research and Consultancy Policy has helped in facilitating innovation and entrepreneurship. **Institution Innovation Council, Incubation Centre and Entrepreneurship Development Cell are the major pillars of this ecosystem.**

Institution Innovation Councils (IIC) have been established at BVDU and the constituent colleges as per the guidelines of MoE GoI. IIC of Engineering college has 3.5 star rating. The IIC conducts various activities to foster innovation, organise expert sessions, train students to be inquisitive and do need-based problem identification. It has established student innovation clubs, where students participate in showcasing their innovations.

Incubation Centre of the University caters to the students, faculty, researchers, innovators, novice entrepreneurs, collaborators, alumni, industry, investors, local community, and connecting stakeholders for incubating the ideas and finding innovative solutions to address current challenges. The various activities to promote incubation ecosystem are:

- Introduction to research, innovation, incubation and IPR to the students during orientation and as part of curriculum
- Establishing Institutional innovation clubs and idea incubation centers for brainstorming of ideas and to develop innovative interdisciplinary, evidence-based solutions to the identified problems.
- Provide requisite infrastructure, equipment, and co-creation spaces
- Budgetary provision and financial support for continuing faculty development activities in innovation, entrepreneurship, incubation, start-ups, research methodology, IPR and scientific writing.

- Providing individual support and mentoring through project based learning process, and interaction with industry and other stakeholders.
- Organize events, workshops, and competitions such as hackathon, ideathon to inspire and educate students and faculty about innovation and entrepreneurship.
- Provide support and mentorship for start-ups such as technical aid, infrastructure, financial assistance, business planning, business model canvassing etc.
- Facilitate networking between aspiring entrepreneurs, industry experts, and investors, creating valuable connections that can help startups thrive.
- BVDU has established incubation centres in IRSHA, Engineering and Pharmacy College. IRSHA has incubated a Centre for Innovation in Nutrition Health Disease (CINH). This has developed various health and wellness products. Real World Nutrition Laboratory Foundation (RWNL), is registered as a section 8 company (ISO 9000 certified) of CINH. At RWNL, the university has scaled up the operation and developed products are commercially manufactured and marketed.
- The incubation centre at College of Engineering, Pune is sanctioned by the Ministry of Micro, Small & Medium Enterprises (MSME) Govt. of India in 2022. The Pharmacy College has the incubation centre with 5000 sq.ft. area with drug manufacturing and drug testing facilities.
- The thrust on innovation and incubation has resulted in record number (219) patents and copyrights in the assessment period.

Entrepreneurship Development Cell (EDC): BVDU has the EDC that undertakes various activities for self-employment, entrepreneurship, start-ups, small businesses. The EDC organizes activities and collaborate with sector specific knowledge experts for creating awareness and exposures for idea pitching. Number of students participate in smart India hackathon, IICDC, and business plan competition.

The institution therefore has been able to create a conducive ecosystem for innovation, incubation and entrepreneurship. As an outcome of the Institution innovation and entrepreneurship initiatives, 18 start-ups have been registered.

| File Description | Document |
|---|-------------------------------|
| Any additional information | View Document |
| Link for additional information | View Document |
| Geo-tag the facilities and innovations made | View Document |

3.3.2

Workshops/seminars conducted on Intellectual Property Rights (IPR) Research methodology, Good clinical Practice, Laboratory, Pharmacy and Collection practices, Research Grant writing and Industry-Academia Collaborations during the last five years

Response:

BVDU and its constituent colleges organize various knowledge events for the overall development of students, faculty members and research scholars. The institution regularly organises workshops and

seminars on IPR, research methodology, grant writing, good clinical practices, good laboratory practices and industry academia collaborations. A total of 120 activities have been conducted at BVDU in the last 5 years.

Intellectual Property Rights (IPR): The colleges of Pharmacy, Engineering, Management and Law regularly conducts workshops, seminars, guest lectures on IPR. These activities primarily focus on types of IPRs, importance of prior art search, patent drafting and filing, patenting procedures, etc. These activities have resulted in substantial enhancement of number of patents published and granted. BVDU has total **219 patents and copyrights** to its credit, out of which 183 patents are published and 36 patents are granted in last five years. The university has also registered a number of copyrights of its innovative practices.

Research Methodology: Research methodology is an essential part of UG, PG and PhD curriculum. Further, the constituent colleges regularly conduct workshops on research methodology. The students are introduced to essential research skills and stepwise approach to address a research problem. This help students in effective writing of technical reports, dissertations, funding proposals and research papers. It has also provided training in various areas viz. literature survey, bibliography management, research problem formulation and hypothesis testing. Hands on sessions have been conducted on various statistical methods used in the analysis of research data.

Good Clinical Practices (GCP): Institutional ethics committee of BVDU conducts workshops on GCP guidelines, NDCT rules and ICMR ethical guidelines. Experts are invited to orient the faculty members and researchers towards the importance and need of GCP, good laboratory practice, and hospital quality assurance practice required in the clinical and laboratory research. As a result of awareness about the GCP, **total 94 clinical trials were conducted** successfully during the last five years.

Grant Writing: Workshops on research grant writing are conducted with a key objective of enabling faculty members to draft quality research proposals and enhancing the sanction of extramural funded projects. These workshops also provide information about the various funding opportunities available in India and abroad. Mentoring of the faculty members during such brainstorming events have led to the award of research projects worth approximately **Rs. 58.87 Crore** from government and non-government funding agencies in the last five years.

Industry-Academia Collaboration: BVDU has number of active collaborations with industries. Active industry academia collaborations have resulted in significant consultancy projects, student internships and industry integrated B. Tech programs. It has helped in cultivating the entrepreneurial culture, supporting start-ups and industry internship. The establishment of entrepreneurship developments cells at many constituent colleges have encouraged the students to register the start-ups.

| File Description | Document |
|--|-------------------------------|
| Any additional information | View Document |
| Link of the reports of the events | View Document |
| Link for list of workshops/seminars on the above during the last 5 years | View Document |
| Link for additional information | View Document |

3.3.3

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

Response: 80

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 26 | 14 | 26 | 6 | 8 |

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

3.3.4

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

Response: 18

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 6 | 1 | 4 | 2 | 5 |

| File Description | Document |
|---|-------------------------------|
| Registration letter | View Document |
| Institutional data in prescribed format | View Document |
| Contact details of the promoters | View Document |
| Certified e- sanction order for the start-ups on campus | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

3.4 Research Publications and Awards

3.4.1

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

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

Response: All of the above

| File Description | Document |
|---|-------------------------------|
| Minutes of meetings of the relevant committees with reference to the code of ethics | View Document |
| Institutional data in prescribed format | View Document |
| Institutional code of Ethics document | View Document |
| Institutional code of ethics document | View Document |
| Details of committee on publication guidelines | View Document |
| Course content of research ethics and details of members of ethical committee | View Document |
| Copy of software procurement for plagiarism check | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

3.4.2

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

Option

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

Response: A. All of the above

| File Description | Document |
|---|-------------------------------|
| Snapshots of recognition of notification in the HEI's website | View Document |
| Policy on salary increment for the awardees | View Document |
| Policy on Career advancement for the awardees | View Document |
| List of the awardees and list of awarding agencies and year with contact details for the last 5 years | View Document |
| Institutional data in prescribed format | View Document |
| Copy of commendation certificate and receipt of cash award | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |
| Incentive details (link to the appropriate details on the Institutional website) | View Document |

3.4.3

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

Response: 126

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 63 | 39 | 7 | 4 | 13 |

| File Description | Document |
|--|-------------------------------|
| Technology transfer document | View Document |
| List of patents/Copyrights and the year they were published/awarded | View Document |
| Institutional data in prescribed format | View Document |
| Certified E- copies of the letters of award/ publications (consolidated statements by the head of the institution) | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

3.4.4

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

Response: 2.28

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1621 | 1519 | 1635 | 1704 | 1668 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 790 | 723 | 719 | 705 | 643 |

| File Description | Document |
|--|-------------------------------|
| Recognition letters by the University as eligible teachers to guide Ph D / DM / M Ch students | View Document |
| List of PhD / DM / M Ch candidates with details like name of the guide, title of the thesis, year of award, award letter etc | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |
| Link for research page in the institutional website | View Document |
| Link for additional information | View Document |

3.4.5

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

Response: 3.31

| File Description | Document |
|---|-------------------------------|
| Names of the indexing databases | View Document |
| Institutional Data in prescribed format | View Document |
| Any other relevant information | View Document |

3.4.6

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

Response: 0.01

| File Description | Document |
|---|-------------------------------|
| Names of the indexing databases | View Document |
| Institutional data in prescribed format | View Document |

3.4.7

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

Response: 0.11

| File Description | Document |
|---|-------------------------------|
| List of names of publishers : National/ International | View Document |
| Institutional data in prescribed format | View Document |
| Any other relevant information | View Document |

3.4.8

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

Response: 5.68

| File Description | Document |
|---|-------------------------------|
| List of the publications during the last five years | View Document |
| Institutional data in prescribed format | View Document |
| Any other relevant information | View Document |

3.4.9

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

Response: 38.5

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution | View Document |
| Any other relevant information | View Document |

3.5 Consultancy

3.5.1

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

Response:

BVDU has a well-defined policy on intellectual property rights (IPR), consultancy, and revenue sharing. The policy facilitates faculty to undertake IPR related activities and consultancy projects. Constituent units like IRSHA, Medical, Engineering, Pharmacy, Biotechnology, Environmental Science, Law, and Management colleges are actively engaged in providing consultancy services to industry, state and central government, organizations, and NGOs.

Salient features of IPR Policy:

- BVDU has a comprehensive IPR policy that governs the ownership, protection, and commercialization of inventions arising from research at the institution, regardless of funding source.
- The policy clarifies ownership rights for faculty, students, and the university, outlining exceptions and the rights of collaborating organizations.
- Provide financial support for patent application, technology transfer, and commercialization.
- The policy also addresses liability, indemnity, and mechanisms for dispute resolution.

Salient features of Consultancy Policy:

- The BVDU Consultancy Policy outlines the guidelines to be followed in consultancy assignments. This includes details regarding NOC and MoU format, sharing of time, finances, infrastructure and equipment's sharing.
- The policy establishes a revenue sharing model of 60:40 between the faculty and university respectively. Specific conditions and details regarding revenue sharing are outlined within the document.
- The university conducts capacity building workshops on consultancy and collaborations with industries, national and international research and academic institutions.
- Examples of consultancy which are promoted at the University include expert advice, testing services, help with product/process development for a company, policy and planning, support for collaborations and conferences, project planning, marketing, business analysis and support, modelling and predictive analysis and training.
- To further enhance consultancy capabilities, the policy encourages interdisciplinary collaboration among faculty members.
- In essence, this policy creates a framework that benefits both faculty and BVDU

The outcome of the policy on IPR and Consultancy has been able to generate substantial revenue of Rs. **36.71 crores through consultancy projects.** A total of **94 Industry sponsored clinical trials** are conducted with renowned international and national sponsors including, Serum Institute of India, Diagnose Life Sciences Pvt. Ltd., Pfizer, GSK Pharma India Pvt. Ltd, Charak Pharma Pvt. Ltd., Zydus Cadila Healthcare, Bharat Biotech International Ltd., Reliance Life Sciences etc.

In the last 5 years the university has 219 **patents and copyrights published and granted.** Additionally, **many products** have reached the technology transfer stage and are in line for licensing and commercialisation. **Centre for Innovation in Nutrition Health Disease (CINHD) at IRSHA, Pune** has developed various products. Real World Nutrition Laboratory Foundation (RWNLFF), a registered company under section 8 (ISO 9000 certified) has scaled up the operations for production of these innovative products to the society.

Conclusion:

BVDU demonstrates systematic efforts to foster development of patented products or services and consultancy. The clarity in revenue sharing leads to win-win situation for the faculty as well as the Institution.

| File Description | Document |
|---|-------------------------------|
| Any additional information | View Document |
| List of the training / capacity building programmes conducted during the last 5 years. | View Document |
| Link to the soft copy of the IPR and Consultancy Policy | View Document |
| Link of the Minutes of the Governing Council/ Syndicate/Board of Management related to IPR and consultancy policy | View Document |
| Link for additional information | View Document |

3.5.2

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

Response: 3557

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1701 | 1100 | 524 | 209 | 23 |

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

3.6 Extension Activities

3.6.1

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

Response: 1987

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 536 | 418 | 252 | 395 | 386 |

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

3.6.2

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

Response: 90.61

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 24767 | 21341 | 16228 | 22797 | 22300 |

| File Description | Document |
|--|-------------------------------|
| Reports of the events organized | View Document |
| Geo tagged Photos of events and activities | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

3.6.3

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

Response:

BVDU stands out as a champion for social responsibility, fostering a culture of active citizenship through its diverse extension and outreach activities. With over 24,000 students and 1,600 teachers, it embodies social responsibility through its robust network of students, faculty and 23 National Service Scheme units.

BVDU's commitment to the surrounding community is demonstrated by their numerous initiatives, including environmental conservation programs, health and hygiene awareness campaigns, subsidized healthcare services, and programs aimed at socio-economic development.

Key recognition and accolades received for extension and outreach activities:

- IMED, Pune was awarded the First Prize of Lilawati Award 2020 under 'Literacy' Category by AICTE **at the hands of Union Minister of Education**
- Bharati PCP Sakhee team of Poona College of Pharmacy, Pune won **Lilawati award 2020** under the theme of Women Health
- **Unnat Bharat Abhiyaan** - Three constituent colleges, Poona College of Pharmacy, Pune, New Law College, Pune and BVIMR, New Delhi have implemented the Unnat Bharat Abhiyaan. Poona College of Pharmacy, Pune received the grant of **Rs. 2.8 lakh in 2019 by AICTE for the conduct of Unnat Bharat Abhiyan**
- BVDU Social Science Centre, Pune has received **funding worth Rs. 19 Lakh from Tata Power Company** considering their contribution in the area of rural development. The projects were based on integrated community health care in Mulshi block of Pune District and micro enterprises for women.
- **More than 100 NSS camps** have been organized in the last five years. Numerous villages have been adopted and free screening and treatment camps are largely applauded.
- Initiatives of BVDU are appreciated every year through various awards:

1. Best NSS Unit Award- 2019-20
2. Best NSS Officer Award in 2019-20
3. Best NSS Volunteer Award in 2019-20, 2021-22

- The **Gram panchayats, Municipal corporations and NGO's** have appreciated the awareness programs and camps on environment conservation, health, hygiene and road safety measures.
- The valuable contribution of Bharati Hospital, Pune during the COVID-19 pandemic by setting up special treatment wards and conducting the **first clinical trial for Covishield vaccine in India** has received recognition and appreciation from all strata of the nation with special mention of Pune Municipal Corporation and Indian Army.
- **Health Care Award 2022** was bestowed upon Bharati Hospital **at the hands of then Governor of Maharashtra.**
- Mr. Arbaz Khatib has been rewarded with **Hindustan Ratna National Award** in 2023 for working as Covid warrior during Covid period.
- **Covid Excellence Award 2021** presented to Bharati Vidyapeeth Medical Foundation for Covid 19 health care management.

- Institute of Management, Kolhapur ranked 2nd by MHRD and AICTE for being Cleanest HEI in India, under **Swachh Campus Ranking, 2019**
- **Eat Right Campus Award 2022-23** to Medical College, Sangli by Food safety and Standards Authority of India
- **India Book of Records 2022** recognition to YM College Pune for Triathlon

BVDU's dedication to social and community development is shone through their diverse extension activities, earning recognition from numerous regional, state, and national agencies

| File Description | Document |
|---|-------------------------------|
| Any additional information | View Document |
| Link for number of awards for extension activities in the last 5 years- e-copy of the award letters | View Document |
| Link for list of Government/other recognized bodies that have given the awards | View Document |
| Link for additional information | View Document |

3.6.4

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

Response:

BVDU is consistently engaged in community services that address social, environmental, health, and educational issues. Its involvement in the neighbourhood networking is evident through various initiatives, such as environmental awareness programs, health and hygiene campaigns, subsidized healthcare services, and programs focused on socio-economic issues. Furthermore, BVDU's contributions extend to rural communities through participation in GoI initiatives like Swachha Bharat Abhiyan and Unnat Bharat Abhiyan.

Community Service:

- BVDU has 23 sanctioned NSS units by NSS Regional Directorate. These units collaborate with various local bodies, NGOs, hospitals and other organizations. They spearhead extension activities to address local issues and sensitize students towards their social responsibilities.
- Every year, NSS units organize winter camps in adopted villages. These camps showcase their diverse and holistic approach to addressing community needs through various community and welfare programs.

- NSS Units conducts various outreach and extension activities such as health check-up camps, blood donation, organ donation awareness, anaemia detection camps, cancer awareness and detection camps, tobacco cessation drives, malaria, dengue awareness, water borne diseases etc. The volunteers are also involved in cleanliness drives, tree plantation programs, waste management and water conservation. They also participate in road safety campaign, digital literacy drive, awareness about various government schemes etc.

Health and hygiene awareness programs:

- The university promotes health and well-being through awareness programs on health and lifestyle related issues. Awareness programs on crucial topics like cancer (particularly breast and cervical cancer for women) and lifestyle-related health issues.
- Bharati Hospital, Pune, played a pivotal role during the COVID-19 pandemic by setting up special treatment wards and conducting the first clinical trial for Covishield vaccine in India.
- Additionally, mobile health units reach out to nearby villages, providing crucial healthcare services.
- The newly introduced Family Adoption Programme focuses on overall social upliftment of the community
- Dental colleges undertake school dental check-up programs
- Physiotherapy students provide support to the elderly at home

Free/ subsidized health care:

- All the hospitals attached to BVDU offer subsidized health care
- Hospitals implement various government health schemes such as Mahatma Phule Jan Aarogya Yojana, Central Govt. Health Scheme, Maharashtra Police Kutumb Aarogya Yojana etc. ensuring affordability for diverse populations.
- Cochlear implantation for hearing rehabilitation at subsidized rate has been successfully done through the speciality clinic of the Bharati Hospital, Pune.
- Additionally, Dental hospital, Pune provides subsidized dentures to those in need.

Responsibility towards Socio economic development issues:

- The New Law College has established a Free Legal Aid Center that provides free services related to social justice, woman empowerment and juvenile justice.
- The constituent colleges contribute to social issues through campaigns such as child marriages, female foeticide, Save girl child etc.
- Several outreach programs are conducted for the underprivileged communities through visits to orphanages and old-age homes to contribute towards their welfare.
- The university embraces environmental responsibility through tree plantation drives and participation in World Environment Day.
- Events like "Run for Unity" and Road Safety Week underscores their commitment to a well-rounded, socially responsible society.

The university has provided a financial support that has exceeded Rs. 1.25 crores in the last five years and is committed to its role in neighbourhood networking and community development.

| File Description | Document |
|---|-------------------------------|
| Any additional information | View Document |
| Links for Geo-tagged photographs of Institutional social responsibility activities (Refer annexure number -01 as per SOP) | View Document |
| Link for additional information | View Document |

3.7 Collaboration

3.7.1

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

Response: 514.2

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 636 | 939 | 229 | 341 | 426 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Certified Copies of collaboration documents | View Document |
| Any additional information | View Document |
| Link with collaborating Institutional website | View Document |
| Link for additional information | View Document |

3.7.2

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

Response: 222

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

during the last five years.

Response: 222

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| E-copies of the functional MoUs with Indicating the start date and completion date | View Document |
| e-copies of linkage-related Documents | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

BVDU is known for its state-of-the-art, modern infrastructure and physical facilities. It is spread over 7 campuses across India, for offering education in various disciplines, including Health Sciences, Engineering and Technology, Pharmaceutical Sciences, Management Studies, Law, Art & Science etc.

The physical facilities for teaching, learning and skill acquisition are as per the norms of the relevant statutory bodies, such as NMC, DCI, NCH, NCISM, PCI, UGC, AICTE, BCI, and COA. The University ensures optimal utilization of physical academic infrastructure for enhanced, experiential and student centric teaching learning activities.

Classrooms and Seminar Halls:

BVDU has 29 constituent colleges, 3 schools and 2 departments. All together there are a total of 615 classrooms. These are used for lectures, practical demonstrations and seminars.

All the lecture halls are ICT enabled with laptops, computers, high bandwidth internet, Wi-Fi and LCD projectors. Classrooms have smart TVs and interactive display boards. All lecture halls are well ventilated and well illuminated. Majority of them are air conditioned. Some halls have a Lecture Capture System. Apart from this there are content development facilities. Management and Engineering colleges have high tech computer labs with latest hardware and software. All of them have comfortable seating and are optimally utilized to enhance the student learning experience.

Clinical Teaching - Learning Facilities:

The health science institutions have attached teaching hospitals and laboratories with facilities like OPD, IPD, emergency departments, operation theatres, ICU, NICU, PICU, labour room among others. All these have a separate teaching areas like clinic rooms, patient examination facilities etc. The students rotate through various broad and super speciality departments to gain valuable clinical experience. The clinical workload is adequate and students get to see a wide variety of cases. The students learn various skills like general physical examinations, clinical skills, communication skills, procedural skills, operative skills, team skills during their postings. There are high end clinical laboratories and radiology facilities for learning various diagnostic skills. The dental college have adequate dental chairs with modern state of art equipment. The nursing and physiotherapy colleges also use the facilities of hospital for their clinical training and get invaluable experience.

Learning in the community:

The university has Urban and Rural health training centres, Satellite Primary Health Centres (PHC), residential facility for students for community-based teaching learning activities. These centres cater to

the primary health care needs, both curative and preventive, of nearly 3 lakh population of Pune and Sangli districts. In addition to broad-specialty clinics, dental, special services for pregnant women, under five children, adolescents and elderly through various government health programs are also provided. Various National Health Programs are implemented through the centres with active involvement of students. Mobile Van clinics for dental and homeopathy services are also available. These facilities help the students to get a wide community experience.

AYUSH related learning cum therapy centre:

The Ayurveda and Homeopathy college have all the necessary AYUSH related learning cum therapy facilities. The Ayurveda college gets international patients for panchakarma therapy. They have speciality clinics for lifestyle management, rejuvenation and obesity. There is an inhouse ayurveda pharmacy manufacturing 122 ayurvedic formulations. The Homeopathy college also has the necessary infrastructural facilities. All these enhance AYUSH related learning.

Laboratories:

All the colleges of the university have well-equipped laboratories with modern technology, providing students with hands-on practical training. The attached hospitals houses clinical labs offering advanced diagnostic services, featuring automated machinery such as Haematology Analysers, Binocular Microscopes, Immunology Fluorescent Microscope, Coagulometers, Microtomes, Tissue processors etc. These laboratories facilitate a diverse range of investigations including enzymes, drug and hormonal assays, tumour markers, frozen section histopathology, immunohistochemistry, PCR, viral markers, serological tests, among others. Accredited by NABL, the laboratories ensure high-quality standards. Apart from this all pre / para clinical departments in health science, institutes have their independent laboratories. Engineering college has high end computer laboratories. Other colleges also have laboratories with advanced equipment.

Clinical Skills Lab:

Clinical skills lab facilities serve as an integral component of our health sciences education curriculum. There are wide range of facilities and equipment that cover a wide spectrum of medical procedures and techniques to ensure that students receive thorough training and exposure to diverse clinical settings.

There are hi-tech, hi-fidelity simulation centres designed to provide students with immersive learning experience. The notable simulators include complete human body simulator, blue phantom, lap vision, virtual dissection table (Anatomage) hi fidelity mannequins like Apollo, Lucina and Luna. These simulators provide students with hand-on practice opportunities for various medical procedures including Basic Life Support (BLS), Advanced Cardiac Life Support (ACLS), suturing techniques, laparoscopic skills, new born resuscitation, resuscitation, venepuncture, urinary catheterization, episiotomy, and ultrasound-guided interventions.

Dental colleges have phantom head lab equipped with simulation models for dental procedures, including restorative dentistry, endodontic, prosthodontics, and oral surgery.

Dissection Hall:

Medical, Ayurveda and Homeopathy colleges have a dissection hall for hands on learning of human

anatomy. This is also used for cadaveric workshops and surgical skill enhancement programmes.

Museums:

The institution has 28 museums in its various departments and constituent units, providing an invaluable knowledge base for students. The pathology museum showcase numerous rare and valuable pathology specimens. Each specimen is accompanied by detailed information linking it to clinical context, histopathological observations, and other pertinent data. Additionally, departmental museums feature images, interactive models, charts and specimens relevant to their specific disciplines, offering outstanding resources for self-directed study.

Animal Houses:

There are a total of three animal houses which are recognized by CPCSEA. They house animals like rats, rabbits, mice & guinea pigs. The animal houses have experimental facilities which include cardiovascular, psychopharmacology, metabolic syndrome, neurology, and other pharmacological activities. In addition to this, the colleges also have Computer Simulated Labs for Animal Experiments. Regular seminars and workshops are organized to train on handling of animals, demonstrations of animal models for efficacy studies.

| File Description | Document |
|---|-------------------------------|
| Any additional information | View Document |
| Links for teaching- learning and skills acquisition facilities in the Institution | View Document |
| Links for Geotagged photographs of the facilities | View Document |
| Link for additional information | View Document |

Other Upload Files

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| 1 | View Document |
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4.1.2

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

Response:

BVDU has excellent facilities for the various curricular, co-curricular and extracurricular activities to promote the holistic development of students. The facilities for cultural, sports, gymnasium, yoga are continuously upgraded to provide an outstanding environment for recreational activities where students and staff can explore, excel, and evolve.

The campus provides the following amenities:

Sports Facilities:

The university offers a range of sports facilities to promote physical activities, health, and wellness among students. Regularly interclass, inter college and inter-university sports tournaments are organized to provide sports exposure to its students and staff. These sports facilities contribute not only to the physical well-being of students but also foster a sense of community, teamwork, and social interaction. The provision of both outdoor and indoor games facilities implies a balanced approach to recreational activities.

The main campus on Pune – Satara road has a playground area of about 10 acres. The other campus have also ample open playground with special sports facilities.

Indoor and Outdoor facilities:

- **Outdoor Sports:** An international-level football field, basketball courts, tennis courts, volleyball courts, cricket grounds, hockey fields, kho-kho, and kabaddi grounds, running tracks for jogging and running and outdoor fitness stations equipped with facilities for outdoor workouts.
- **Indoor Sports:** Facilities are provided for indoor games like table tennis, board games, carom, judo, chess, wrestling etc.

Facilities for Yoga:

Multipurpose halls in different colleges and hostels serve as yoga centres and meditation areas to practice mindfulness and relaxation. These centres are well equipped with mats and props to practice yoga. Yoga teachers regularly conduct sessions for staff and students.

Gym / Fitness centres are equipped with a range of exercise machines like free weights, air rower, mid row, leg press, treadmills, elliptical, stationery cycles, dumbbells etc. Certified trainers are available to provide personal training and guidance on fitness routines. Apart from these all hostels have gym facilities.

Auditorium – The various constituent colleges have auditoriums, theatres, and amphitheatres to host a variety of cultural events like plays, dance shows, musical performances, literary meets, guest lectures, conferences, exhibitions, and workshops.

In total there are 21 auditoriums ranging from 150 sq. meter to 1000 sq. meter with varying seating capacity of 150 to 750.

All the auditoriums are air-conditioned, have good acoustics, lighting and are well utilized for various events and activities.

Other Facilities:

Following facilities at campus play a pivotal role in enhancing student life and fostering a rich atmosphere for artistic and cultural expressions.

- Art galleries to host presentations of paintings, sculptures and various forms of visual arts etc. These galleries provide a platform for students to showcase their talents, explore different artistic mediums, and engage with the broader community through exhibitions and showcases.
- Music studios and dance studios to facilitate music practices, recording sessions, live performances, dance rehearsals, dance workshops etc.
- Campuses features expansive outdoor spaces that serves as a venue for hosting cultural festivals and events.

It is evident from the above that the institution has more than adequate ancillary facilities for students across its various campuses.

| File Description | Document |
|---|-------------------------------|
| Any additional information | View Document |
| Links for Available sports and cultural facilities : geotagging | View Document |
| Link for additional information | View Document |

4.1.3

Availability and adequacy of general campus facilities and overall ambience

Response:

The different campuses of the BVDU are spread across Pune, New Delhi, Kolhapur, Solapur, Karad, Sangli and Navi Mumbai spanning approximately 171 acres. The university is settled into a lush landscaped, scenic, smart and divyangjan friendly campuses. Walking track, trees, parks, herbal and botanical garden make the environment distinctively green and calm. The academic and administrative offices with wide corridors and playgrounds are available.

The wide range of campus facilities underscores the dedication of meeting the diverse needs of students, faculty, and staff. The commitment is not only to maintain these facilities but also to continually optimize their utilization to create a dynamic, inclusive, and thriving campus environment.

An overview of the facilities available:

Hostels, Staff Quarters and Guest Houses:

- Separate hostels for boys and girls with all modern amenities and hygienic mess facilities.
- Across all campuses there are 7 hostels for boys, 13 for girls, 3 for interns and 5 PG hostels.
- All of them are Wi-Fi enabled.
- Guest Houses for visitors and quarters for staff.
- Sanitary napkin vending and disposal machine are installed at girls hostels and ladies common rooms.
- Power supply back up, generators, solar lights, solar based water heating facilities.

- Water treatment plants, RO, water purifiers and water coolers with scheduled quality checks.
- 24 hrs. security and CCTV monitoring
- House-keeping services for clean hostels and campus.

Medical Facilities:

- Medical facilities are provided through attached multispecialty hospitals to cater to all health care requirements of students and staff.
- In other colleges medical facilities along with first aid rooms are available.

Store and ancillary facilities:

- A cooperative store, Bharati Bazar provides all items like stationary, toiletries, grocery, bakery items, etc.
- Other facilities like post office, banks ATMs, laundry, salons & bookstore are available in the campus and nearby areas.

Other Amenities:

- Ramps, railings, lifts, wheelchairs and washrooms for differently abled stakeholders.
- Canteens, cafeterias, food courts, coffee shops, fruit-juice stall, and bakery cater to the dining needs of the campus.
- Easily accessible fire extinguishers.
- Parking lots for two wheelers and four wheelers are allocated separately for students and staff members.
- High security with security guards 24 X 7 and CCTV surveillance is in place that make the campus safe and secure.
- Electric-powered vehicles to facilitate mobility within the campus.
- Pedestrians' roads lined with trees and signage.
- All constituent units have access to transportation facilities like bus, metro etc.
- All the areas are well demarcated with boards and signages displayed at prominent places.

Greenery and alternate source of energy:

- Abundance of greenery, landscaped gardens is hallmark of all the campuses.
- Rooftop solar panels, energy efficient devices, sensors etc. are used as alternate sources of energy and energy conservation.
- Sewage Treatment Plants, water purification plant, water recycling systems are available.
- Efficient irrigation practices like sprinkler system to minimise water wastage.

Thus, the university provides for adequate general campus facilities for all the students' needs.

| File Description | Document |
|--|-------------------------------|
| Any additional information | View Document |
| Link for Photographs/ Geo-tagging of Campus facilities | View Document |
| Link for additional information | View Document |

4.1.4**Average percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during the last five years****Response:** 29.634.1.4.1 *Expenditure incurred, excluding salary, for infrastructure development and augmentation year-wise during the last five years (INR in lakhs)*

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|----------|----------|---------|---------|---------|
| 13181.09 | 21977.44 | 8196.00 | 6711.45 | 5066.38 |

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

4.2 Clinical, Equipment and Laboratory Learning Resources**4.2.1****Teaching Hospital/s, Equipments, Laboratory and clinical teaching-learning facilities including equipment as per the norms of the respective Regulatory Bodies****Response:**

BV(DU), Pune has an ultramodern, advanced, tertiary care hospitals providing comprehensive care with

all modern diagnostic and therapeutic facilities at affordable cost or free of cost. These facilities are available for teaching and training medical undergraduate, postgraduate and post-doctoral students and are in accordance with and beyond the norms of the regulatory bodies. The clinical training infrastructure is continuously updated.

The University has 4 teaching hospitals under its ambit 2 for modern medicine, with a total of **2021** beds including audiology and physiotherapy setup, and ayurveda hospital with 200 beds, homeopathy hospital with 100 beds.

The University has 3 dental hospitals at three campuses with a total of 960 chairs, having latest gadgets and other infrastructural facilities as per the Dental Council of India norms. Workstations and laboratories are available for hands on training.

Hospital details:

Bharati Hospital, Pune and Bharati Hospital, Sangli

- A multispecialty **1071** bedded teaching hospital with super speciality facility at Pune and **950** beds facility at Sangli.
- Both the hospitals are NABH accredited and all the laboratories are NABL accredited.
- The hospitals have all broad and super speciality departments.
- The hospitals caters to outpatient, inpatient, trauma and emergency, operative, critical care and diagnostic services.
- All the hospitals function round the clock.
- Average OPD is around 1450 patients per day in Pune and 900 in Sangli. The indoor bed occupancy is around 82% at both places.
- A total of 14 operation theatres at Pune and 12 at Sangli with adequate surgical workload.
- Bharati Hospital, Pune has facilities and is recognised for bone marrow and organ transplantation, it is also recognized for eye banking and cornea transplantation.
- The advanced Trauma and Emergency services provide critical care, with triage and golden hour concept, saving lives and providing comprehensive emergency treatment.
- There are **220 critical care beds in Pune and 73 in Sangli**. The critical care units have facilities like ventilators, multi parameter monitors, central oxygen, air, suction/ Dual UPS, dialysis, isolation rooms, ECMO (Maquet) facility.
- The central clinical laboratories have auto analysers, enzyme assays, PCR machines etc.
- The radiological diagnostic facilities include MRI machines, CT Scans, Number of Ultra Sonography units, mammography facilities, bone densitometer along with computerized and digital radiography machines.
- The other important equipment in the hospital are various endoscopes, laparoscopy equipment, operating microscopes, 2 cardiac cath labs, advanced neurological equipment, ECT, EEG, lasers etc. For that matter all the broad and super speciality departments have advanced diagnostic and therapeutic equipment.
- Bharati Hospital Pune has human milk bank, voice clinic, sleep lab, child development and guidance centre.
- Both the hospitals have functional computerised HIMS, picture archiving and communication system (PACS).
- Simulation labs with high-tech, high-fidelity simulators for teaching & training purpose, along with many other mannequins for skill improvement and Anatomage- a virtual dissection table are

available.

- Speciality facility like pneumatic tube system, central oxygen and suction are available in all the indoor and critical areas including laboratories.
- A modern CSSD department supplies sterile supply of consumables in hospital. Hospital infection control committee controls infection rate and manages biomedical waste disposal.
- Antibiotics Stewardship Programme governing antibiotic usage reduces emergence of drug resistance.
- The hospitals provide various government and cashless insurance schemes. Pune hospital is a Category A grade hospital under Mahatma Jyotirao Phule Jan Arogya Yojana.
- Pharmacy is available for indoor and outdoor patients.
- The hospital also provides ART and anti-TB management under national programmes.

BVDU Dental Colleges –

- BVDU has 3 Dental College at Pune, Sangli and Navi Mumbai with a total of 960 chairs.
- Dental college Pune is ranked 39th in NIRF 2023.
- Mumbai and Sangli colleges are NABH accredited.
- The colleges have speciality equipment like endosonics, cryosurgery, ultrasonic scalers, orthopantomography, digital radiography, computerized cephalometric, laser fluorescence caries detectors etc.
- All the colleges have CBCT, Operating Microscope, Dental Digital Studio, Velescope (for premalignant dysplasia detector), Simulation/ skill preclinical
- laboratory (conservative and prosthodontics), Research Microscope and Dental lasers etc.
- Colleges also have excellent laboratory facilities like Phantom heads and laboratory for crown and bridge fabrication.
- They also have well equipped mobile dental vans.

Ayurveda and Homeopathy Hospital, Pune:

- Ayurveda has 200 bedded NABH accredited hospital while Homeopathy hospital is 100 bedded.
- Major Equipment- Ventilators, Ultrasound systems, C Arm Mobile System Model.
- Special facilities like Panchkarma unit, Ksharakarma & Agni karma, Yoga and Naturopathy are available. Physiotherapy, Panchkarma procedures and effective Ayurvedic medications are used for rehabilitations.
- Homeopathy hospital has special OPDs - Materia Medica, Organon, Repertory, Dysfunctional uterine bleeding OPD, Breast Cancers OPD, Obesity OPD, De-addiction centre for Alcohol and Tobacco.
- These hospitals also have their speciality laboratory and pharmacy.
- The Ayurveda College has a well - planned herbal garden with more than 1230 medicinal plants belonging to more than 298 several extinct and rare species of flora.

School of Audiology and Speech Language Pathology, Pune:

This unique facility has excellent infrastructure beyond fulfilling the prescribed requirements of Rehabilitation Council of India.

- One of the best well-equipped centre for assessment and management of hearing, balance, speech, language and swallowing disorders in infants, children and adults.

- The speech lab equipped for voice analysis by stroboscopy, Multi-Dimensional Voice Program (MDVP), Nasometry and Spirometry.
- Facilities for audiometers and immittance meters to record auditory evoked potentials and otoacoustic emissions.
- Cochlear implant unit with post implant mapping facility and rehabilitation which is recognized by Ministry of Social Justice and Empowerment.
- Cutting edge technology for fitting hearing aids and assistive listening devices.
- Lab for evaluation and rehabilitation of vestibular disorders including Video nystagmography and Video head impulse test.

Schools of Physiotherapy Pune and Sangli:

These units have adequate facilities as per the Physiotherapy council norms as:

- Kinesiotherapy lab - parallel bar, body analysis and strengthening equipment, cardiorespiratory equipment, suspension therapy unit, Gym ball etc.
- Electrotherapy lab - Contrast bath, whirlpool bath, traction machine, IRR lamp, UVR lamp, stimulators, wireless FES.
- Machines like VR rehabilitation setup, combo machine and Laser.

The teaching hospitals therefore have more than adequate equipment and laboratories for clinical teaching and learning as per and beyond regulatory council norms.

| File Description | Document |
|---|-------------------------------|
| Any additional information | View Document |
| Links for The facilities as per the stipulations of the respective Regulatory Bodies with Geotagging | View Document |
| Links for list of facilities available for patient care, teaching- learning and research with geotagged evidences | View Document |
| Link for additional information | View Document |

4.2.2

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

Response:

The University has 4 teaching hospitals under its ambit, 2 for Modern Medicine, one at Pune Dhankawadi Campus and other at Sangli campus comprising of total **2021** beds including Audiology and

Physiotherapy setup serving 20 lakhs population. The university has urban and rural health training centres and attached PHCs for teaching and training of students. The University also has 3 Dental Hospitals with 960 Chairs, Ayurveda Hospital with 200 Beds, Homeopathy Hospital with 100 beds.

All these teaching hospitals fulfil the Minimum Standards norms for infrastructure and training, set by the regulatory bodies for respective Programs.

Hospital Information Management System (HIMS)

Hospital has well-developed and optimally functional HIMS 'LIFELINE software' developed by Manorama Infosolutions Pvt Ltd, Kolhapur since 2009. At present an upgraded latest version 'LIFELINE CORPORATE SUITE' is used since April, 2023.

A consists of total 13 Modules for-OPD, IPD, ward and nursing management, inventory and material management, laboratory management, radiology management, insurance, gas management, electronic medical record, medical social worker, dialysis and OT management.

Blood bank has separate e-bloodbanking software by 'Jagriti' by Innohealth Platforms Pvt Ltd. For HR management software 'Spine' by Spine Technologies(I)Pvt Ltd is implemented.

Dental college has Densoft HMIS software fulfilling their needs.

There are ample number of inpatients / outpatients, surgeries and other procedures in all the hospitals that help to train the undergraduate and post graduates for their practical hands on training.

The clinical workload in the hospitals is as:

BVDU Medical Colleges:

| Year | OPD | | IPD | |
|------|--------|--------|-------|--------|
| | Pune | Sangli | Pune | Sangli |
| 2022 | 421434 | 406697 | 60541 | 28797 |
| 2021 | 295155 | 325989 | 46440 | 26885 |
| 2020 | 212796 | 158913 | 28702 | 15291 |
| 2019 | 435955 | 430861 | 57514 | 30376 |
| 2018 | 434332 | 430656 | 57342 | 30333 |

This clinical workload is adequate for training the students in the various programmes offered by both the medical colleges and is as per the norms of the regulatory bodies.

Name: BVDU Dental Colleges:

| Year | OPD | | |
|------|--------|--------|------------|
| | Pune | Sangli | New Mumbai |
| 2022 | 135320 | 134476 | 142520 |

| | | | |
|------|--------|--------|--------|
| 2021 | 124223 | 123755 | 77906 |
| 2020 | 39756 | 33010 | 46383 |
| 2019 | 154617 | 155200 | 125222 |
| 2018 | 155322 | 155200 | 127534 |

Name: BVDU College of Ayurved and Homeopathy Medical College, Pune

| Year | OPD | | IPD | |
|------|---------|------------|---------|------------|
| | Ayurved | Homeopathy | Ayurved | Homeopathy |
| 2022 | 78982 | 100132 | 7698 | 577 |
| 2021 | 80791 | 96893 | 8615 | 553 |
| 2020 | 68896 | 78931 | 8517 | 483 |
| 2019 | 80548 | 97388 | 9415 | 545 |
| 2018 | 100736 | 93232 | 10361 | 479 |

Thus, there is adequacy of OPD and IPD patients for the teaching learning of students.

| File Description | Document |
|---|-------------------------------|
| Any additional information | View Document |
| Links for year-wise outpatient and inpatient statistics for the last 5 years | View Document |
| Links for description of adequacy of outpatient and inpatient statistics as per the norms of the Regulatory Bodies (critical documents to be verified by DVV) | View Document |
| Link for additional information | View Document |

Other Upload Files

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|---|-------------------------------|
| 1 | View Document |
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4.2.3

Availability of infrastructure for community based learning

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

Response: All of the above

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| Government Order on allotment/assignment of PHC to the institution | View Document |
| Geo-tagged photographs of Health Centers | View Document |
| Documents of resident facility | View Document |
| Any additional information | View Document |
| Link for any additional information | View Document |

4.2.4

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

A. NABH accreditation

B. NABL accreditation

C. International accreditation like JCI.,

D. ISO certification of departments /institution

E. GLP/GCLP accreditation.

Response: A. All of the above

| File Description | Document |
|---|-------------------------------|
| Copies of Accreditation Certificate(s) duly certified | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

4.3 Library as a Learning Resource

4.3.1

Library is automated using Integrated Library Management System (ILMS)

Response:

All the constituent units of the BVDU have libraries that are automated and use the integrated library

management system. Libraries are Wi-Fi enabled. All the units have digital libraries and e-learning resources.

Name and features of the ILMS software:

The libraries are fully computerized. Initially the libraries were using SOUL2.0, SOUL 3.0 software, e-Granthalaya, and easy-lib. Now all the units have KOHA as the ILMS.

The salient features of software are:

Acquisition and Serial Control:

- Streamlining the procurement of library resources by managing purchase orders, invoices, and vendor details
- Receiving items, keeping record of number of copies of items ordered, received & balance
- Customized reports
- Subscription (renewal and new subscription)
- Bill, Master file and Master Database Management

Cataloguing and Classification:

- Technical processing of books received from acquisition Section.
- Facilitates catalogue search through OPAC.
- Facilitates Title/Sub-title/Author/Publisher/Subject/ISBN/keywords wise search facility.
- Fully Bar-Code enabled with bar-coded spine label printing. Unified Acc. No. for bar-coding can be printed.

Circulation:

- Membership management with photographs.
- Generation of Bar-coded Membership Cards.
- Circulation transactions viz. issue, return and re-issue.
- Generation of No Dues Certificate, overdue & other reminders.
- Related statistical & detailed reports.

Web Online Public Access Catalogue (Web-OPAC)

- Searching an item available in the library, by author, title, subject descriptors, Keywords, ISBN etc.
- Single search screen for Books, Journals, Newspaper & Magazine with digital media presentation & keyword wise searching.
- Access through Internet Browser on each machine in campus and outside campus.

Electronic Resource Management:

- Tools for managing electronic resources such as e-books, e-journals, databases, and digital repositories.

Reporting and Analytics:

- To track library usage, collection usage, circulation statistics, and user demographics.

Year of commencement and completion of automation:

- The automation process was introduced in the year 2004. The systems are periodically updated and the latest version of software was installed in 2021.

Nature and extent of automation (full or partial):

- University has implemented KOHA Library Management System for ease in service by using Single centralized server and to provide dedicated platform for Library services like WEBOPAC, Central Digital Repository, and Single window access for utilization of all the university subscribed e-resources.

Central Digital repository:

- It includes Question Paper Archives, Institutional Publications in digital format, research articles written by faculty members etc.
- WEBOPAC gives access to all these digital library services along with the links to important open e-resources.

University Portal (bvuiet.in):

- E books, e journals are made available on National Knowledge Network (NKN) in form of INFLIBNET connectivity and E-library services are provided online through university website www.bvuiet.in.
- The users have remote access to e-resources through BVUICT portal.

Other:

- Researchers are provided research support services such as plagiarism check through tools like Turnitin and Urkund. Other tools like SPSS, Grammarly, literature search services and access to bibliographical and databases like PubMed, SCOPUS, Web of Science are available.
- Library organizes hands on Training Sessions for efficient use of e-resources.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link to Geotagged photos | View Document |
| Link for additional information | View Document |

4.3.2

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

Response:

To provide the opportunity for updating and gaining knowledge, the university has libraries in each college with adequate number of textbooks, reference books, journals and periodicals.

Libraries of all constituent units and departments have huge collections of Print books as listed below.

1. **Number of Textbooks Added in the last 5 years:** 60582.
2. **Number of Reference Books Added in the last 5 years:** 10833.
3. **Number of Ancient books :**198
4. **Total Number of books:** 553534

Discipline Specific Libraries:

Libraries at constituent units encompasses an extensive collection of discipline specific learning resources ranging from the various fields of medical, dental & nursing, engineering and technology, management, social studies, science and arts, visual and performing arts, law etc. It also comprises wide range of reference sources from ancient Indian languages including Sanskrit, Pali, Marathi, Hindi and Prakrit. These diverse resources are in the form of texts, translations, scholarly works etc. providing invaluable insights into Indian intellectual traditions and heritage.

Central Research Library:

Apart from discipline specific libraries there is a unique central library that consists of some original / unpublished manuscripts of leading social workers and thinkers like Dr. Babasaheb Ambedkar, Chatrapati Shau Maharaj and Namdeo Dhasal, apart from some reference and textbooks. This repository has been proved as a treasure for research scholars in Arts, Literature and social sciences.

Traditional System of Medicines:

The libraries of health sciences disciplines have a rich repository of ancient books and manuscripts that explores the profound heritage of Indian healing traditions and holistic health care practices. Sushrutsamhita, Sharirsthanam, Parishdh Shabdarth Shariram, Drashtarth Shriram, Doshdhatumal Vidnyan, Sharirkriya Vidnyan, Laghusiddhant Koumudi , Vaidyakiya Subhashit Sahityam, Ayurvediya Hitopdesh, Vaidyak Shabdshindu, Koumudi Vihar parts 1-4, Ayurved Sarsvati, Astanga Hridaya, Dryaguna Sangraha etc. to name few.

Indian Language:

The University has a collection of books related to linguistic diversity and preserving India's rich

cultural heritage. For example Bharatmuninche Natyashastra, Hindustani Sangeet Paddhati, Sangeet Ratnakar, Bharatiya Sangeet Granth etc are books referred by Arts and Culture division, Vyavasthapan Shastra, Vyavasthapan Vigyan in Management etc. to name few.

Digital Resources:

All the constituent colleges have digital libraries consisting of more than 1500 computer terminals taken together. These resources are openly accessible to students and faculty members. During and after COVID pandemic the university has substantially increased its collection of E-resources.

Libraries at constituent units have subscribed to online journals, databases like ProQuest, UpToDate, Clinical Key, Wiley online library, Dynamed, Science Direct, LWW, BMJ, Wiley which is having access to full text journals. The digital library also maintains institutional repository and hosts many free access databases such as National Digital Library, DOAJ, PMC, BMC and SpringerOpen. The PhD thesis are uploaded on Inflibnet Shodhganga.

Apart from library of constituent units, few departments have their own departmental libraries.

Accessibility to Library Collection:

Libraries of constituent units are part of various library consortia like INFLIBNET-NLIST, DELNET etc. This provides not only digital sharing but also many rare books from other libraries can be made available through these consortia on ILL (Inter-Library Loan facility).

| File Description | Document |
|------------------------------------|-------------------------------|
| Any additional information | View Document |
| Links for library acquisition data | View Document |
| Link for additional information | View Document |

4.3.3

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

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

Response: All of the above

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

4.3.4

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

Response: 620.2

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 836 | 804 | 395 | 601 | 465 |

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

4.3.5

E-content resources used by teachers:

1. NMEICT / NPTEL

2. other MOOCs platforms

3.SWAYAM

4. Institutional LMS

5. e-PG-Pathshala

Response: Any Four of the above

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

4.4 IT Infrastructure

4.4.1

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

Response: 100

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

Response: 615

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

Response: 615

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| Geo-tagged photographs of the facilities | View Document |
| Consolidated list duly certified by the Head of the institution. | View Document |
| Any additional information | View Document |
| Link for Additional Information | View Document |

4.4.2

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

Response:

BVDU, has adequate computers and IT facilities including Wi-Fi to support its all-academic and administrative activities. Regular maintenance and upgradation of ICT facilities is done that involves adding new computer workstations, upgrading existing hardware and software and its optimization.

ICT Facilities:

In 2022-23, a total of 4305 computers are available giving a 5:1 student computer ratio.

Computer labs, skill labs, language labs are available with the latest hardware and software. Classrooms and demonstration rooms are equipped with smart TVs, Smart boards, internet facility, audio-visual facilities and LCD projectors. A state of art virtual dissection table- Anatomage and 3D anatomy

software contribute to a tech-savvy and engaging learning environment.

Automation in processes is achieved using inhouse developed / procured software:

Enterprise Resource Planning:

University utilizes a robust ERP by CleverGround, to streamline and integrate various administrative, academic and operational functions. It includes modules for Student Information System and Academic Management.

Learning Management System:

LMS is available as a central platform for organizing, managing, and delivering e-content. It provides features for content authoring, storage and management, assessments, and student progress tracking.

E-content creation: Darim e-studio, Microsoft Teams enables academic autonomy by creating and sharing e-content in various formats.

Examination Management Systems: The examination section is automated and has systems in place for Digital Assessment, Result Generation, and Examination Form Filling.

Hospital Management Information System named LifeLine has been implemented consisting of 13 modules for management of OPD, IPD, Ward, nursing, inventory and material, laboratory, Radiology, Insurance, electronic medical records etc to name few.

Fee Portal has been implemented to facilitate and allow students to make secure online payments for various fees including tuition fees, examination fees etc.

Attendance Management System: software is developed inhouse and is used for marking attendance.

Online Grievance Redressal System is implemented to record and address grievances of the stakeholders.

Centralized Biometric Attendance system is implemented for the staff.

ICT policy, Budget and expansion plan:

BVDU has a well-defined ICT policy, encompassing all activities involved in various academic dimensions. Budgetary provisions are made by considering statutory and stakeholder requirements. University reviews and updates its IT infrastructure considering frequency of technology updation and obsolescence.

Networking connectivity and IT Support:

The Available bandwidth of internet connection is 1 GBPS. Enhanced network infrastructure support services are provided like upgrading Wi-Fi systems, implementing robust network security measures, and optimizing network performance. Two different service providers are appointed to ensure secure and uninterrupted connectivity services.

The university has well trained and qualified technical staff to provide ongoing technical support to faculty, staff, and students to address IT issues, troubleshoot problems, and ensure smooth operation of IT systems. The institute organizes regular training sessions and workshops to familiarize users with new technologies and tools.

Network and Connectivity:

Proper maintenance policy is in place for IT facilities, Annual Maintenance Contracts (AMCs) are carried out.

| File Description | Document |
|---|-------------------------------|
| Any additional information | View Document |
| Links for documents relating to updation of IT and Wi-Fi facilities | View Document |
| Link for additional information | View Document |

Other Upload Files

| | |
|---|-------------------------------|
| 1 | View Document |
| 2 | View Document |

4.4.3

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

Response: ?1 GBPS

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| Details of available bandwidth of internet connection in the institution | View Document |
| Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth | View Document |
| Any additional information | View Document |
| Annual subscription bill / receipt | View Document |
| Link for additional information | View Document |

4.4.4

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

Response:

BVDU has developed facilities for creating electronic content to cope up with the changing needs of contemporary learners in this digital era. The impetus for this initiative was significantly heightened during the COVID-19 pandemic, which necessitated a shift to online platforms for teaching and learning activities. The university was quick to adopt this approach. All constituent units are equipped with smart classrooms featuring internet access, enabling the creation, storage, sharing, transmission, and exchange of information.

Media Centre:

A media centre with high configurations computer systems and laptops, soundproof audio video recording facility, LAN with high-speed optical fibre and WiFi facilities are available at the Institution. This facility is used to develop quality e content.

BVDU has following **Media Centres / Studios:**

- Bharati Vidyapeeth (Deemed to be University) Central Office, Pune
- Bharati Vidyapeeth (Deemed to be University) IMED, Erandwane Campus, Pune
- Bharati Vidyapeeth (Deemed to be University) College of Engineering, Dhanakawadi Campus, Pune
- Bharati Vidyapeeth (Deemed to be University) BVIMR New Delhi Campus
- BVDU School of Photography and Cinematography

The university has subscribed to Microsoft 365 through which Microsoft Teams facility is available to record the sessions and develop it further as e-contents useful for students.

To facilitate e-content development, the university has several facilities:

Darim e-studio: Dedicated multimedia production studio equipped with audio and video recording equipment, editing software, green screens, lighting, and other necessary tools are available for creation of high-quality video lectures, tutorials, and other multimedia content.

Lecture Capture systems:

Some classrooms are equipped with Lecture Capture system through Impartus. It is an automated audio-video recording solution for classroom lectures. It offers a video-based learning platform that enables to capture, edit, and distribute content. It facilitates students blended learning.

Other Tools:

During Pandemic time faculty members used various tools for online Lecture Delivery and its recording like, Zoom, Microsoft Team, Google Classroom etc. Some of these platforms are used even now to facilitate learning.

e-Content Repository:

LMS of the university serves as the repository of video lectures / content developed and are accessible to students through their unique login credentials.

Recording Equipment:

The institution has following equipment for e-content development:

- Logitech Camera (C615)
- Xtreme Acoustics WLT-10 Universal Collar Wireless Lavalier Microphone with Free Learning Course y-Splitter 2.4GHz Frequency

Central Media Rooms:

BVDU's school of Photography and Visual arts have photography labs, cinematography labs and are utilized as central media rooms for e-content creation, editing, multimedia etc.

BVDU School of Performing Arts has developed its own Dance studio where music of professional quality can be recorded and make videos of performances or workshops organized by the college. BVDU also has its own YouTube channel on which video recordings of many performances and workshops are available for students and other music and dance fraternity.

| File Description | Document |
|--|-------------------------------|
| Any additional information | View Document |
| Links for the e-content development facilities | View Document |
| Links for Geo-tagged photographs | View Document |
| Link for additional information | View Document |

Other Upload Files

| | |
|---|-------------------------------|
| 1 | View Document |
|---|-------------------------------|

4.5 Maintenance of Campus Infrastructure**4.5.1**

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

Response: 5.64

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 4141.82 | 2462.23 | 1084.52 | 1405.53 | 1097.66 |

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

4.5.2

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

Response:

BVDU and its colleges have appropriate procedures and policies for maintaining and utilizing physical, academic and support facilities and are handled by the University's Estate and Maintenance department with due approval from Purchase committee.

Procurement and maintenance of physical facilities:

Before each academic year, the college principal assesses physical facility needs and submits them to the Registrar for approval, followed by budget allocation. The Estate and Building department oversees procurement and maintenance, obtaining quotations, making purchases based on price and quality, and maintaining records. Infrastructure upkeep is managed through regular maintenance supported by a committee, with requests logged and addressed accordingly. Equipment maintenance involves annual contracts with vendors for ongoing service.

Civil Maintenance:

The Estate and Maintenance Department, led by an engineer and supported by technical staff like plumbers and electricians, handles all civil maintenance at the university. Upon request and approval, they perform maintenance in various campus facilities to ensure they are in optimal condition, covering everything from buildings to mechanical equipment.

Computer Laboratory and IT facilities:

The Information Technology department manages IT-related affairs, ensuring smooth automation, website upkeep, biometric services, hardware troubleshooting, and network maintenance. It procures hardware and software and oversees computer lab scheduling. Computers are provided for academic use as per regulatory requirements, with maintenance handled through vendor contracts determined by the IT committee on an annual basis.

Library:

The library, led by a committee headed by a librarian, aids students in book searches and lending. Digital library access is open to all stakeholders, with resource acquisition based on faculty and student input. Access is facilitated through various cards, promoting student engagement for research. 'No dues' from the library are required before exams to ensure timely book returns.

Sports facilities:

Sports committees headed by the Head, Physical Education of the colleges are entrusted the responsibilities of maintaining and managing sports facilities. They ensure the availability of sports equipment and monitor the usage of playground and indoor game facilities. Sports meets, intercollegiate basketball tournaments and competitions are organized at university level. Special coaching is provided to students to participate in national level competitions.

Classrooms: Classrooms are well equipped with ICT facilities functioning of Smart boards, LCD projectors CPU, Wi Fi, LAN are taken care of by class coordinators class representatives. Malfunctioning if any are reported to the technicians and maintenance committee.

Biomedical Maintenance: Proper procedure is followed for biomedical equipment at the hospitals. A separate biomedical engineer looks after maintenance of bio medical equipment. Regular Annual Maintenance Contracts are formulated for the maintenance of costly equipment.

The overall maintenance of housekeeping is generally given on contract basis. Physical Security is maintained through an agency on contract basis. Fire-fighting systems are maintained through the annual maintenance contracts (AMCs).The quality of drinking water is periodically tested. The overhead water tanks are also cleaned periodically.

| File Description | Document |
|--|-------------------------------|
| Any additional information | View Document |
| Links for minutes of the meetings of the Maintenance Committee. | View Document |
| Links for log book or other records regarding maintenance works. | View Document |
| Link for additional information | View Document |

| Other Upload Files | |
|---------------------------|-------------------------------|
| 1 | View Document |

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 17.85

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 3615 | 4621 | 4443 | 4406 | 4016 |

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

5.1.2

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

1. Soft skills development

2. Language and communication skill development**3. Yoga and wellness****4. Analytical skill development****5. Human value development****6. Personality and professional development****7. Employability skill development****Response:** All of the above

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| Details of capability enhancement and skills development schemes | View Document |
| Detailed report of the Capacity enhancement programs and other skill development schemes | View Document |
| Any additional information | View Document |
| Link to institutional website | View Document |
| Link for additional information | View Document |

5.1.3

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

Response: 75.3

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 21931 | 21365 | 15392 | 16591 | 14388 |

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

5.1.4

The institution has an active international student cell

Response:

BVDU has had an active International Student Cell (ISC) since 2007, functioning effectively under the Director. The University offers 160 academic programs in various faculties. International students mainly seek admissions in MBA, BBA, MCA, Law, Ph D, Arts, Sciences, Music, Pharmacy, and a few other domains. In the pre-NEET period, international students used to seek admission to MBBS, BDS, BAMS, and BHMS programs.

The University have students from 50 countries namely Australia, Canada, UAE, Ethiopia, Iran, Iraq, Kenya, Kuwait, Nepal, Oman, UK, USA, Zambia, and others.

The ISC supports the students in the following aspects:

Pre-admission process- The institution through its website announces different programs and opportunities for international students well before the academic session begins. It declares the available intake, eligibility criteria, fees, facilities, visa formalities etc. and the ISC guides the desirous students on these matters.

Admission- The ISC facilitates the admission of international students. It helps the students in obtaining an equivalent certificate, getting a residential permit, execution of affidavit etc. The ISC takes these students for campus round and introduces them with the Head of the Institute, faculty, and administrative staff. It also orients the students regarding facilities available on and off campus.

Post admission – ISC ensures that the students have satisfactory academic progression. It supports them for coping up with language, food, socio-cultural practices. It arranges for mentorships and a buddy

programme. The ISC also addresses the concerns or the difficulties the international students may face and coordinates with the respective colleges or councils to solve them. The ISC helps in career guidance, placements or for higher studies. The deserving and needy students are given scholarships and fee concessions. These services ensure that students are well-prepared for their academic journey and future career endeavors.

Student exchange program- The ISC of BVDU facilitates student exchange programs. BVDU has active collaborations for student exchange with institutions in Sweden, Russia, France, UK, Israel, Norway, Indonesia, Malaysia, and Cyprus. The students from these and other countries come to BVDU as a part of the exchange programme.

International Collaboration/ MOU- The ISC facilitates and coordinates with various international universities and organizations for faculty and student exchange, research, faculty development activities, joint degrees or twinning programmes, international internships and guest lectures by international faculties.

Cultural Immersion Programs- The Cell organizes cultural immersion initiatives. Various socio-cultural, sports, literary programmes with international and local students are organized. The international students are also familiar with celebration of various days and festivals. They are exposed to local cuisine and traditions.

Celebration of International Days and Festivals- The campus comes alive with vibrant celebrations of international days and festivals. Events such as Diwali, New Year, Holi, Eid, International Yoga Day, and International Women's Day provide a platform for students and faculty to immerse themselves in global traditions, engage in cultural exchange, and foster a sense of unity in diversity.

The ISC and BVDU provide a truly cross-cultural environment and facilitates academic growth of international students and promote internationalization.

| File Description | Document |
|--|-------------------------------|
| Any additional information | View Document |
| Link for additional information | View Document |
| Links for international students' cell | View Document |

5.1.5

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

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

Response: All of the above

| File Description | Document |
|---|-------------------------------|
| Minutes of the meetings of student Grievance redressal committee and Anti-Ragging committee | View Document |
| Institutional data in prescribed format | View Document |
| Circular/web-link/ committee report justifying the objective of the metric | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

5.2 Student Progression

5.2.1

Average percentage of students qualifying in state/ national/ international level examinations during the last five years

(eg: NET/SLET/GATE/GMAT/GPAT/CAT/GRE/TOEFL/PLAB/USMLE /AYUSH/AICTE/ Civil Services/Defense /UPSC/State government examinations/PG-NEET/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,)

Response: 88.66

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 359 | 219 | 221 | 164 | 192 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 420 | 252 | 250 | 180 | 210 |

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

| Other Upload Files | |
|--------------------|-------------------------------|
| 1 | View Document |

5.2.2**Average percentage of placement /self employed professional services of graduating students during the last five years****Response:** 56.03**5.2.2.1** Number of outgoing students who got placed / self-employed year- wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 3534 | 3674 | 3347 | 3064 | 3036 |

| File Description | Document |
|---|-------------------------------|
| Self-attested list of students placed/self-employed | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |
| Annual reports of Placement Cell | View Document |
| Link for additional information | View Document |

| Other Upload Files | |
|--------------------|-------------------------------|
| 1 | View Document |

5.2.3

Percentage of the graduates in the preceding academic year, who have had progression to higher education.**Response:** 24.12

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

Response: 1541

| File Description | Document |
|--|-------------------------------|
| Supporting data for student/alumni in prescribed format. | View Document |
| List of students who have progressed to Higher education preceding academic year | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

5.3 Student Participation and Activities**5.3.1****Number of awards/medals for outstanding performance in sports/cultural activities at state/regional/national/international events (award for a team event should be counted as one) during the last five years****Response:** 516

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 174 | 82 | 78 | 98 | 84 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Certified e-copies of award letters and certificates. | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

| Other Upload Files | |
|--------------------|-------------------------------|
| 1 | View Document |
| 2 | View Document |

5.3.2

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

Response:

BVDU and all its constituent units have a well-established Student Council. This is a forum **“of the students, by the students, and for the students”**. The Student Council consists of nominated student members and faculty representatives, based on merit, talent, and passion for participation in co-curricular and extra-curricular activities. Council members have representation in various Academic and Administrative bodies such as

- Students Council
- Cultural Committee
- Sports Committee
- Anti-Ragging Committee
- Library Committee
- Hostel Committee.
- Prevention of sexual harassment committee (girl students)
- Grievance committee
- Alumni Association
- NSS Committee
- IQAC
- NSS Committee
- Annual Magazine Committee

Regular meetings of the student council are conducted where members provide their valuable inputs on the planning and execution of all activities on campus. They communicate the problems faced by students to concerned in-charges and college administrators and act as mediators to encourage healthy understanding between faculty and students.

The student council facilitate students' participation in various co-curricular and extra-curricular activities. It acts as link between students, faculty, administration and gives feedback for continuous

quality improvement.

There are various professional student chapters set up to facilitate professional and other activities among the students. A few such clubs include the Indian Society for Technical Education, the International Society for Pharmacoeconomics and Outcomes Research, Institute of Electrical and Electronics Engineers etc.

The student council are actively involved in various student clubs that are focused on the various areas which include literature, dance, theatre, music, culture, sports, etc. The clubs go on to provide platforms for students to enhance their creative talents across multiple fields and create platforms to nurture their abilities.

Student council and various clubs are coordinating and conducting various events relevant to academics, co-curricular and extra-curricular activities such as sports, cultural, and literary events, publication of college magazines, bulletins, industrial tours, NSS, orientation programs, blood donation camps, environmental awareness, and sensitization programs on anti-ragging and gender bias. They also actively participate in the celebration of Independence Day, Republic Day, festivals, Electoral Literacy Day, My first vote, Swachhhabharat Abhiyan, Chandrayan Quiz, Unity Days, and International Yoga Day. They conduct relevant awareness programs on World Cancer Day, International Women's Day, World TB Day, Oral Hygiene Day, etc.

The student council contribute to the development and inculcate values of self-motivation, leadership, management skills, teamwork, time management, working with limited resources, financial management, resolving disputes, communication skills, and providing students with a platform to voice their opinions. Additionally, involvement in a student council can cultivate a sense of responsibility. It acts as a platform to disseminate information regarding policies, codes of conduct, and links between authorities and students.

To conclude, the Student Council helps in the smooth conduct of all academic and extra-curricular activities, communication and dissemination of student-centric information, discussion, and resolution of issues about students and campus affairs. All these activities contribute to the overall development and welfare of the Institution as well as to shape the professional, social, and moral attributes of the students.

| File Description | Document |
|--------------------------------------|-------------------------------|
| Any additional information | View Document |
| Links for Student Council activities | View Document |
| Link for additional information | View Document |

5.3.3

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

Response: 54.8

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 94 | 72 | 34 | 30 | 44 |

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

5.4 Alumni Engagement

5.4.1

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

Response:

BVDU has a strong alumni connect with each college having registered alumni association. The motto of alumni association is '*Remember, Reconnect, and Rejoice*'.

The alumni constructively help in building the reputation of the institute and they contribute in the growth and development of the institute apart from giving valuable feedback and suggestions. The strong alumni connect is a testimony to Bharati Vidyapeeth's excellence in education for more than six decades.

The alumni network fosters global engagement. The accomplished alumni in various fields worldwide

amplify brand Bharati. Our alumni hold esteemed positions in various fields like, healthcare, education, industry, academia, and research. They support the University in mentoring the students for their career progression.

BVDU has a portal to connect alumni across the globe which helps in connecting alumni to various institutions.

The alumni participate and contribute to the development of students at the University in the following ways-

- Organizing seminars, workshops, alumni series lectures, and entrepreneurship development.
- Share their expertise on contemporary skills, and best practices through various activities.
- Mentoring, guidance on participation in job fairs, interviews. They support the students for research and higher education.
- Support the institution with significant financial contributions (more than Rs. One crore in the assessment period).
- They also have donated books, equipment, audio-visual aids, ICT support system.
- Contribute to personality development, counselling, facilitate industry-academia interactions.
- Provide valuable suggestions and feedback on curriculum, infrastructure, and new trends in the profession.
- The good work of the alumni is recognized by felicitating and honouring them.

Some of the distinguished alumni from various colleges are-

1. Padmashri Shital Mahajan, a well-known Indian skydiver
2. Sunandan Lele- sports journalist and cricket commentator
3. Dr. Saleel Kulkarni- Singer, Composer, and Director working in the Marathi Film Industry
4. Mr. Upendra Limaye, Actor and national award winner
5. Mr. Pravin Tarde - an Indian writer, director, actor, producer, and filmmaker working in Hindi and Marathi Cinema
6. Shri Sanjeev Pendharkar Managing Director Vicco Laboratories, Parel, Mumbai
7. Dr. Amod Sane- Director, Green Pharmacy, Pune
8. Dr. Aditya Shreekant Kelkar- Director, National Institute of Ophthalmology, Pune
9. Dr. Charuhas V. Thakar, Nephrologist, Volunteer Professor, Division Chief Nephrology and Hypertension; Robert G Luke, MD Endowed Chair in Nephrology, Cincinnati, Ohio, USA
10. Mr. Manish Chhabra-C.E.O. Hygienic Research Institute Pvt. Ltd. Mumbai, Maharashtra
11. Ms. Akanksha Chitnis- Director and Co-founder | FutuReady, - a Multidisciplinary Centre, Bangalore
12. Adv. Samrat Vaish- Divisional Technical Resource Person - Child Rights, RMLNLU Institute
13. Vijaypal Singh Deora -Assistant Litigation Manager, Mahindra Finance, Patan, Gujarat

There are many more who have carved a name for themselves and their alma mater. They have achieved glory and success in their personal and professional lives. They heartily acknowledge and appreciate the role of Bharati Vidyapeeth in their success, achievements, and personal lives with gratitude.

| File Description | Document |
|--|-------------------------------|
| Audited statement of accounts of the Alumni Association (Refer annexure number -01 as per SOP) | View Document |
| Any additional information | View Document |
| Links for quantum of financial contribution | View Document |
| Links for frequency of meetings of Alumni Association with minutes | View Document |
| Link for details of Alumni Association activities | View Document |
| Link for additional information | View Document |

5.4.2

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

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

Response: A. All of the above

| File Description | Document |
|---|-------------------------------|
| List of Alumni contributions made during the last 5 years | View Document |
| Certified statement of the contributions by the head of the Institution | View Document |
| Any additional information | View Document |
| Annual audited statements of accounts/ Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Finance Officer and Head of the Institutions | View Document |
| Link for any additional information | View Document |

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

BVDU has a clearly defined vision and mission. It translates into effective academic and administrative governance through its plans, policies, and procedures.

The vision and mission defines distinctive characteristics of the University. It also paves a way for a progressive perspective plan that strives to bring excellence and to be deployed strategically for effective and successful implementation.

Vision:

To be a World Class University for Social Transformation through Dynamic Education.

Mission:

- To provide inclusive borderless access to higher education and vocational education based on merit.
- To offer varied professional, technical, vocational, and general education programs to meet the changing and diverse needs of society in a global context.
- To provide quality higher education for liberation of mind and empowerment of hands.
- To promote quality research in diverse areas of development and engage in application of knowledge for community development.
- To develop national and international networks with industry, service sector and other academic and research institutions to meet the expectations of various stakeholders.
- To promote extensive use of ICT for enrichment of teaching learning and for effective governance.
- To make quality an integral part of all University operations by promoting innovative practices.

Bharati Vidyapeeth, the parent body of BVDU has its motto as "Social Transformation Through Dynamic Education" of empowering people, through contemporary education. The vision, mission and core values of BVDU are in sync with the parent organization.

The academic and administrative governance is decentralized and participatory in nature. There are various committees for effective administration.

The various **statutory committees** are,

- Board of Management

- Academic Council
- Board of Studies
- Finance Committee
- Minority and SC/ST Cell

The **non-statutory committees** are,

1. Internal Quality Assurance Cell
2. Department of Academic Development and Quality Assurance
3. Board of Examination
4. Research and Development Cell
5. Institution Innovation Council
6. Institutional Ethics Committee
7. Internal Complaint Committee
8. Sports and Cultural Committee
9. ICT cell and few more

These committees develop, monitor, review and revise SOPs and guidelines for various academic and administrative activities of university.

Academic Governance:

Academic governance mainly includes effective implementation of curricula through innovative pedagogy, robust and reliable examination system, starting of new innovative and need based programs and courses, curriculum revision, value added courses, examination reforms, implementation of regulatory council and NEP guidelines, facilitating research and innovation, action on feedback from stakeholders, national and global relevance, current best practices and other day to day activities.

The Deans, along with Principals, Vice-Principals, BOS chairpersons, external experts deliberate on these issues and recommend to the Academic Council. The Academic Council collectively decides on academic governance matter. It is the highest decision making body for all academic matters.

The Department of Academic Development and Quality Assurance monitors curriculum implementation, evaluation, PO-CO attainment and mapping.

Administrative Governance:

There are policies, guidelines, code of conduct, bylaws that govern the day to day functioning of university.

The Principal/Director is an overall head of the institution supported by Vice-Principals, and Heads of department. Thus, a well-established system is in place for academic and administrative governance.

| File Description | Document |
|--|-------------------------------|
| Any additional information | View Document |
| Link for vision and mission documents approved by the Statutory Bodies | View Document |
| Link for additional information | View Document |
| Link for report of achievements which led to Institutional excellence | View Document |

6.1.2

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

Response:

BVDU boasts of effective leadership that has the capacity to translate its 'Vision' into reality. The University passionately abides by the doctrine of 'Strengthening Participation through Decentralization'. There are various Statutory and non-Statutory Committees in place that ensures decentralize and participative management. There is a well-defined organogram that delineates the hierarchy and roles and responsibilities.

The leadership at BVDU is proactive and is thoughtful to the current needs of all stakeholders and has a futuristic vision for its growth and development. It is well aware of contemporary best practices in higher education and particularly health professions education. It caters to all the needs for holistic and all round development of students. The University fosters a culture of participatory management across all levels of its academic and administrative operations through decentralization and ensures effective implementation and execution of a multitude of policies, rules, and guidelines across different levels.

The apex decision-making body is the Board of Management. It consists of renowned academicians. It is aided by competent University officials. The Academic matters are deliberated in Academic Council and are appropriately notified.

Effective planning, execution, monitoring, and review are facilitated through the grant of autonomy and delegation within the BVDU. The IQAC conducts regular reviews of processes and procedures, offering recommendations for potential revisions. Through regular meetings and Academic and Administrative Audit (AAA), the IQAC ensures a continuous learning and review mechanism, contributing to the ongoing improvement of the organization's functions.

The Chancellor is a visionary leader with a world view. Under his leadership the University has taken great strides in developing world class infrastructure, forays in research and overall growth. The Vice-Chancellor is a renowned academician, apart from being a noted surgeon, he is specially trained in Health Professions Education and Leadership. He is passionate about bringing innovative T-L practices, use of technology in education, furthering research agenda and is always in pursuit of excellence. The Officials of Institution, various Heads of colleges, Deans and Directors are experts in the field and

contribute significantly to the progress of the University. With this team of dedicated and committed leadership BVDU has been able to create a positive environment for its sustained academic and professional growth. The organogram of the University represents decentralization and participative management in both administrative and academic practices. Administrative posts are rendered on rotation basis as a qualitative measure for enhancement of administrative skills and competencies for effective academic administration. Bylaws and MoA are stringently followed and are appropriately revised and amended.

The engagement of both senior and junior teaching faculties in the Board of Studies and Academic Council reflects academic autonomy. Syllabus revision are made as per the needs and recommendations, aligning with guidelines from the relevant regulating councils and aiming to enhance professional knowledge and competencies, ethics, communication and leadership skills, and teamwork.

All this leads to inclusive administration, fostering a sense of belonging and positive contributions steering to all round development and progress of the University.

| File Description | Document |
|---|-------------------------------|
| Any additional information | View Document |
| Link for information / documents in support of the case study | View Document |
| Link for additional information | View Document |

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed.

Response:

The University has a well-crafted strategic plan founded on its Vision and Mission, statutory requirements, suggestions from planning and monitoring board and IQAC, inputs from the constituent units and feedback from all stakeholders. The leadership, IQAC and University officials including Registrar, Deans of faculties, Heads of Institutes, Finance Officer and Controller of Examinations are involved in regular discussions to formulate long-term policies for growth and development of the University.

Meeting of the various committees to monitor and evaluate the progress in executing previous plans and to formulate new plans for the upcoming academic year are held as per the calendar of events. The annual plans and extent of their implementation alongwith its impact are recorded in the annual AQAR of the University.

IQAC plays a pivotal role in the development and effective deployment of these plans.

The strategic plan is based on the four pillars of quality enhancement initiatives which include:

- **Curriculum enrichment:**

- Imparting quality education thereby pursuing quest for excellence.
- Following UGC quality mandates
- Implementation of NEP 2020
- Innovative and Inter-disciplinary Degree Programs, and Value-added Courses
- Enabling horizontal and vertical mobility of students by modularizing the curriculum
- Adopting innovative pedagogy and effective teaching and learning methodologies
- Aligning with Education 4.0 revolution
- Incorporation of Industry 5.0 revolutions
- Integration of more Open Educational Resources (OER), Massive Open Online Courses (MOOC) and skill development programs with mainstream curricula of various programs
- Incorporation of thrust areas based on the Sustainability Development Goals.
- Aligning with national agenda of Aatmnirbhar Bharat

- **Capacity building:**

- Organization of conferences, seminars, workshops, guest lectures, and FDPs for teaching staff
- Induction training for all new recruited teaching and non-teaching staff, and leadership/management training for all educational administrators.
- Organization of workshops on soft skills, financial literacy and English language for non-teaching staff
- Workshops on complimenting teaching and research
- Awareness on environment, sustainable goals, beyond the campus activities highlighting its significance.
- Supporting faculty for advanced training in their speciality.

- **Research and innovation:**

- Facilitating research, IPR, innovation and entrepreneurship by providing the requisite resources, infrastructure, funding and incentives.
- Encourage consultancy and extension activities to cater to diverse needs of society.
- Emphasis on socially relevant research leading to patents and technology transfer.
- Strengthening national/international collaborations and linkages
- Fostering innovative and creative ideas through collaborations with various research institutions and industries

- **ICT integration**

- Use of latest technology for effective and interactive teaching and administration (EMR/LMS).
- Use of library software and e-resources
- Use of software for hospital administration and maintenance of record (HIMS)
- Automation in Admission and Examination processes
- Use of MIS and AMS for administration and data management

BVDU's roadmap is notified to all academic and administrative departments. The strategic plan

indisputably is instrumental in the exponential growth of the University. For the effective deployment of the University strategic plan the leadership provides adequate human as well as financial resources, takes periodic review and monitor its implementation. The long term strategic plan of BVDU is aligned with the agenda of Viksit Bharat 2047.

| File Description | Document |
|--|-------------------------------|
| Any additional information | View Document |
| Link for minutes of the Governing Council/ other relevant bodies for deployment / monitoring of the deliverables | View Document |
| Link for additional information | View Document |
| Link for Strategic Plan document | View Document |

6.2.2

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

Response:

The University has a '*robust*' organizational structure. Inclusive and participative administration enrich the effective and efficient functioning of BVDU in all aspects of planning, policies, procedures, administrative setup, appointment and service rules.

The University has constituted several committees as per the MoA. Decision making at appropriate levels in the organizational hierarchy enables smooth functioning. Meetings of the Board of Management, Academic Council, Finance Committee, IQAC, and Board of Examination etc. are conducted regularly and minutes of meeting as well as actions taken reports are well documented.

The different committees designs and delegates the task to be done, prepares policy document / standard operating procedures, establish reporting mechanism (review meetings), and co-ordinate activities.

This has helped in faster decision making, improve efficiency, better performance, avoid duplication of work and have better visibility and communication.

All constituent units of the University enjoy autonomy to plan and implement both academic and administrative functions, to prepare and operationalize annual budgets. There is a structured mechanism to bring about academic change, start a new academic program, or to frame a policy.

The different policies include:

Academics related policies and documents: Curriculum Manual, Credit Transfer Policy/ Guidelines on Academic Bank of Credits, Policy on Declaration of Results, Policy for Award of Scholarship & fee

concession, , Slow and Advance Learners, Value Added Courses

Research and Innovation related policies: Research Promotion Policy, Policy related to IPR, Code of Ethics related to Research, Innovation, Incubation, Start Up Policy, Consultation Policy, Seed Money/Funding, Incentive for publication, patent and conference presentation

Administrative policies: Code of Conduct, ICT-Data Back Up Policy, HR Policy, Faculty recruitment and promotion, Admission Policy, Anti-Ragging Policy, Environment/ Green Policy, Policy on Alumni Engagement, SOPs for Deputing Faculty for Conferences/Workshops etc, Faculty/Student Exchange program, International Students, Alumni Contribution, SOPs for Internal Complaints and grievance redressal, Divyangjan Policy, Policy for Women Safety

Finance related policies: Resource Mobilization Policy, Policy on Internal & External Audit Mechanisms, and procedures for optimal resource utilization.

These policies and procedures are framed meticulously after due consultations, expert opinions and incorporating the best practices and are reviewed and revised periodically.

Administrative setup:

The administrative set up as defined in Organogram is followed in letter and spirit for effective functioning of the University as defined and governed by the Act, statutes and ordinances framed.

The Vice-Chancellor is the academic and executive officer of the University who looks into the working of the University and coordinates with the management / sponsoring trust. As the Head of the University, he chairs all statutory and non-statutory meetings and provides leadership to the University. Internal coordination with the Registrar, Controller of Examinations, Finance officer & Principals facilitates smooth functioning of BVDU.

Appointment procedures and service rules:

BVDU has transparent appointment procedures and well-defined service rules. Roles and responsibilities of all posts are defined for the required services. The 'code of conduct' document further specifies the required attitude, behavior, and ethics and professionalism.

| File Description | Document |
|---|-------------------------------|
| Any additional information | View Document |
| Link for minutes of meetings of various Bodies and Committees | View Document |
| Link for Annual Report of the preceding academic year | View Document |
| Link for organogram of the University | View Document |
| Link for additional information | View Document |

6.2.3

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

- 1.Planning and Development**
- 2.Administration (including Hospital Administration & Medical Records)**
- 3.Finance and Accounts**
- 4.Student Admission and Support**
- 5.Examination**

Response: All of the above

| File Description | Document |
|---|-------------------------------|
| Screen shots of user interfaces, if any | View Document |
| Institutional data in prescribed format | View Document |
| Institutional budget statements allocated for the heads of E-governance implementation ERP Document | View Document |
| E-Governance architecture document | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

6.3 Faculty and Staff Empowerment Strategies**6.3.1**

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

Response:

BVDU has provision of various welfare measures for its teaching and non-teaching staff. The most valuable asset at BVDU is its human resources. The faculty and staff in the University are not only experts in their field but are deeply committed partners in the growth of the BVDU. The University reciprocally has adequate welfare measures for its teaching and non-teaching staff. It provides a safe and conducive working atmosphere with equity and inclusiveness as its principles.

BVDU has adopted a number of welfare measures and schemes for high level of employee well-being, to reduce absence from work, for faculty retention, to increase their productivity and have a highly engaged work force. Welfare schemes have created an efficient, healthy, loyal, and satisfied workforce. The University follows monitoring of working conditions and creating harmony through various welfare schemes. The welfare measures for teaching and non-teaching staff are:

Welfare measures for teaching and non-teaching staff include:

Health, Housing and Welfare measures:

- BV Health scheme: Medical facility to all the employees and dependents at subsidized rates
- 6 months of paid Maternity Leave
- Insurance facility for employees
- Free vaccinations to all health care workers
- Sevak Kalyan Nidhi scheme
- Provident Fund Scheme (wherever applicable)
- Pension, Gratuity and PF, LTC etc. to the employees of the grant-in-aid colleges
- Advance pay facility
- Subsidized education to wards of employees
- Staff quarters facility across all campuses
- Loan facility through Bharati Sahakari Bank Ltd at subsidized interest rates.
- Creche facility for children of employees
- On-duty / special leave for examinations, conferences, faculty development activities etc.
- Free uniform to non-teaching staff

Incentives and Support Schemes:

- Financial support for organizing and attending research conferences, workshops, FDPs and / or higher training.
- Sabbatical leave and Travel grant
- Financial support for publications (APC), IPR
- Seed money for intra-murally funded research projects.

Awards and Recognitions:

- Best Teacher Award
- Best Research Award
- Best Non-teaching Staff Award
- Recognition for contribution towards community development
- Recognition of faculty on special days
- Seva Gaurav Puraskar (Lifetime Achievement Award)

Other facilities:

- Library facilities – remote access to e-Books, Journals, and e-Resources
- ICT support
- Sports, Gym, Yoga facilities on campus
- Recreational facilities

The BVDU therefore, has plenty of welfare measures for its teaching and non-teaching staff and everyone works in the organization as a member of “Bharati Family”.

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

6.3.2

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

Response: 3

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 56 | 23 | 42 | 46 | 65 |

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

6.3.3

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

Response: 152.8

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 228 | 190 | 101 | 117 | 128 |

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

6.3.4

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

Response: 76.02

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1532 | 1202 | 1277 | 1051 | 908 |

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

6.3.5

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

Response:

The University has adopted a well-developed, well-structured, online Performance Based Appraisal System (PBAS) for self-assessment of its faculty. It is as per the UGC guidelines includes both a holistic overview and an objective approach for the performance of an individual. It helps to assess the application of knowledge, ability to perform, handle responsibilities at work and demonstrate skills and ability to complete the task. This helps to recognize talents and skills of the employees and supports them for skill and career development. While adopting the system, credit is given to various activities that faculty undertake during an academic year. The prescribed parameters as well as the weightages given are modified based on the feedback from the faculty, the IQAC and other committees review it and bring about necessary modifications. The Principals of respective college monitor timely submission of performance appraisal reports by all.

Performance appraisal system for Teaching staff:

- The Performance Appraisal Systems capture important achievements by the faculty like, innovations in teaching-learning, student engagement, use of ICT, and e-content development, membership of different committees and professional bodies.
- Additional qualification acquired during the appraisal period
- Career advancement / promotion as per the norms of respective Regulatory Council and based on performance.
- Faculty submits a self-appraisal report that includes qualifications, teaching experience, participation in educational programs, innovations and/or contribution in teaching during the year, improvement of professional competence, extension work / community service, conference

attended/paper presented, research projects, publications, contribution to / implementation of educational methodology and technology, awards, recognitions, achievements, etc.

- Thrust is given on research publications, funded projects and, IPR. Faculty doing well in these are given incentives.
- All the reports of faculty are maintained in complete confidentiality and are evaluated by the Head of the Departments and forwarded to the Principal, for further appraisal. The same process is followed for the HODs with their reports being directly evaluated by the Principals, while Principal's reports are evaluated by the Vice-Chancellor.
- Health science faculties are appraised on their clinical services and patient workload.
- Those with awards and recognitions are commended by the University, special emphasis is also given to participation in extension and outreach activities.
- Based on the performance appraisal analysis, recommendation for yearly increment and / or promotion is finalized. The employees who do not fulfill the requirements are counseled and trained to attain the required competencies.

Performance appraisal system for non-teaching staff:

There is also a well-structured mechanism for performance appraisal of non-teaching staff. They are assessed by obtaining confidential report from the HOD or unit in-charge for the yearly increment. The report includes discipline, efficiency, dedication, and improvements in abilities.

The non-teaching staff is periodically trained and evaluated for communication skills, english language, basics and advanced computer skills, use of different softwares like MIS, Tally, etc., and financial literacy. Based on the results of the evaluations, competence, supervisor/peer feedback, and confidential report, the selected non-teaching staff is recommended for incentives and promotions. There is a code of conduct for non-teaching staff.

| File Description | Document |
|--|-------------------------------|
| Any additional information | View Document |
| Link for additional information | View Document |
| Link for performance appraisal policy of the institution | View Document |

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

BVDU is primarily a self-financed Institution, it generates and manages its own resources. Its policies / mechanism are largely governed by UGC and various statutory councils. Funds are generated through tuition fees, funded research projects, grants received from state government in grant-in-aid institutes,

clinical trials, consultancy services, hospital services and schemes.

Resource Mobilization Policy:

The Resource Mobilization Policy not only deals with the generation of revenue and mobilization of funds, it also ensures accountability at various stages while maintaining the elements of transparency, it also ensures that financial resources are available for growth and development activities including research, outreach, staff and student welfare..

Financial resources are generated primarily through:

- Tuition fees
- Interest on investments and corpus
- Grants for infrastructure development
- Consultancy fees including Health Schemes
- Research Funding received from various Government or other agencies.
- Sponsorship and registration fees
- Alumni donations

The University Finance Committee prepares an 'Annual Budget' by consolidating budget proposals received from constituent units, which is placed before the Board of Management for approval. There is a process of purchase of items, prior approval of the University's purchase committee is must for all major expenditures resulting in better utilization and transparency. Monitoring of fees collection and mid-term review of income and expenditure are regularly undertaken by internal auditors.

Accounts of grants received from government agencies such as AICTE, DST, DBT, ICAR, ICMR etc. are monitored through Public Finance Management System (PFMS) as per the regulations of Govt. of India.

The other sources of income are through examination fees, interest from investments and consultancy services.

Though the institute has limited financial resources, its optimal utilization is ensured through established procedures.

Optimal Utilization of Resources:

The Board of Management and finance committee of the University ensure optimum utilization of its resources. Budget proposals for the constituent units are prepared after consultation and is based on the statutory requirements and estimated income. The budget proposal is reviewed by the University finance committee before sanctioning. Any variation in expenditure above the sanctioned budget is approved only after being ratified by the finance committee.

Allocation of funds is done based on the following heads:

The budget provides for all the recurring and capital expenditure. It is prepared under the heads of administration expenses and academic expenses. The budget provides for infrastructure development, research, ICT development, library resources, purchase of equipment, and other incentive schemes and

promotion policies. Adequate budgetary provision is made for maintenance and upgradation of existing facilities and infrastructure. All major equipment have their AMC / CMC.

Adequate transparency and accountability is maintained both in resource mobilization and its optimum utilization.

| File Description | Document |
|---|-------------------------------|
| Any additional information | View Document |
| Link for procedures for optimal resource utilization | View Document |
| Link for additional information | View Document |
| Link for resource mobilization policy document duly approved by BoM / Syndicate / Governing Council | View Document |

6.4.2

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

Response: 10300

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 2350 | 3148 | 1881 | 1823 | 1098 |

| File Description | Document |
|---|-------------------------------|
| Provide the budget extract of audited statement towards Grants received from non-government bodies, individuals, philanthropist duly certified by chartered accountant and/or Finance Officer | View Document |
| List of government / non-Governmental bodies / philanthropists that provided the funds / grants | View Document |
| Institutional data in prescribed format | View Document |
| Copy of letter indicating the grants/funds received by respective agency as stated in metric | View Document |
| Audited statements of accounts for the last five years (Refer annexure number -01 as per SOP) | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

6.4.3

Institution conducts internal and external financial audits regularly

Response:

Internal and External Financial Audits are conducted regularly at BVDU, as per the provision of various IT acts and statues, that also fulfill the requirements of UGC and other regulatory bodies, government organizations, funding agencies, etc. Further, the University has a protocol-based approach with SOPs, guidelines for all the financial transactions.

These provide a comprehensive protection through which every financial transaction is effectively monitored. Adequate funds are made available for new developments and research. Irregularities (if any) are immediately identified, and appropriate action is taken.

BVDU remains extremely vigilant in monitoring all financial transactions and thus, the University has formulated a '*Policy on Internal and External Audit Mechanism*'. The Policy is curated by a committee of experts coordinated by the Finance Officer. The Policy actively paves a way for the Standard Operating Procedures (SOPs) and guidelines to be followed for conducting internal and external audits.

There is a well-laid out mechanism and procedure for all financial transactions. Adequately trained personnel are available at the University and all the constituent units. Tally software is used to maintain all the accounts.

- **Internal audit:** BVDU has its own internal audit mechanism (ongoing process) to verify and certify the income - expenditure and the capital expenditure of each year. A thorough check and verification of all invoices, vouchers, advances for all the transactions of each financial year are

carried out by a team of staff supervised by qualified internal auditors. The income and expenditure details are thoroughly verified, and the report is submitted to the University. The auditors ensure timely compliance of the deficiencies. Random scrutiny is also carried out by internal auditors.

- **External audit:** An external audit is carried out systematically once a year. The Board of Management appoints the External Auditors. They audit the accounts of the University as per the government rules. There have been no major audit objections so far. For any queries the supporting documents are made available within the prescribed time limits. Precautionary steps are taken and rectification is done immediately when minor errors of omissions and commissions are pointed out by the audit team and care is taken to avoid such errors in the future. The Board of Management reviews the report. The audited statement is duly signed by the authorities of the management and chartered accountant. Thus, adherence of financial transparency is being maintained at all levels that appropriates use of funds or properties of the University. In addition to this, there is an audit from various funding agencies. The grant-in-aid institutions follow the State Government norms.

Thus, BVDU utilizes its finances judiciously and maintain a healthy balance sheet also fulfilling the statutory requirements.

| File Description | Document |
|---|-------------------------------|
| Any additional information | View Document |
| Link for financial audit reports for the last five years (Refer annexure number -01 as per SOP) | View Document |
| Link for policy on internal and external audit mechanisms | View Document |
| Link for additional information | View Document |

6.5 Internal Quality Assurance System

6.5.1

Instituion has a streamlined Internal Quality Assurance Mechanism

Response:

The IQAC of BVDU was established in 2002. It has evolved over a period of time as per the changing NAAC guidelines. The composition and function of IQAC was revised in 2019 as per the new manual of health sciences for university. The IQAC functions in accordance with the quality parameters of NAAC and a 10-point quality mandate defined by UGC. The IQAC has played a pivotal role in all the previous accreditations of university, where university has been successively accredited with A/ A+ grade.

1st Cycle 2004 – A Grade (85-90 marks)

2nd Cycle 2011 – A Grade (CGPA 3.16)

3rd Cycle 2017 – A+ Grade (CGPA 3.53), **BVDU is one of few universities that has been accredited for a period of seven years in the third cycle.**

The University has a streamlined mechanism for internal quality assurance through its IQAC. Vice Chancellor is the Chairperson of the IQAC and it has a representation of different stake-holders including students, and external members making up a team of 32 members. Apart from this, all constituent colleges have Internal Quality Assurance Cells, and they function in concurrence with University IQAC.

Continuous improvement of quality for achieving academic excellence is the goal of IQAC. '**Internal Quality Assurance Mechanism**' of BVDU is highly instrumental in identifying thrust areas for research, need based new academic programs, innovative academic and administrative practices, defining benchmarks, ICT enabled teaching learning processes among others for overall academic progression and wellbeing of the students and to create a vibrant thriving educational environment.

IQAC of BVDU has over the years changed from descriptive to objective, has become data-driven, goal-oriented, and has positive impact on the culture and quality of various departments like academic and examination, HR, finance, purchase, administration, admission, R & D, and governance through synchronized working with various committees and heads of respective institutes along with University officials.

The IQAC facilitated development and revision of various policies, SOPs and guidelines for its effective academic and administrative functions.

The IQAC has a '**Quality Assurance Policy**' (QAP) to institutionalize quality assurance and sustenance measures.

The policy is guided by vision and mission, graduate attributes, core values, NEP 2020, UGC guidelines and various national policies.

The silent features of QAP are as:

- To have in place internal systems of quality assurance for continuous self-assessment of performance and work towards quality sustenance and enhancement.
- To facilitate student-centric learning environment for promoting outcome-based quality education.
- To develop or adapt international quality benchmarks/parameters for various academic and administrative activities to become a world class University.
- To integrate automation in various functions of the University.
- To streamline data collection and maintenance of students, staff, and administration through effective use of ICT for continuous monitoring and improvement of quality.
- To undertake training and development activities for staff to build their competencies to operationalize quality practices.
- To internalize and institutionalize quality culture in the University; and
- To prepare and timely submission of Annual Quality Assurance Reports (AQAR) for critical review of performance and to prepare future plans to enhance quality.
- To conduct midterm Academic and Administrative Audits (AAA).

- To participate in various ranking and accreditation processes.

The IQAC works as a catalyst for all the quality initiatives in university. The cell provides guidance for enhancing academic programs and research. The IQAC is instrumental in promoting various programmes like Make in India, Study in India, Skill India, Digital India, Unnat Bharat and Vikasit Bharat.

Some major contributions made by IQAC are

- Upgrading academic programs as per NEP 2020 guidelines,
- Establishing Academic Bank of Credits (ABC),
- Student evaluation reforms,
- Alumni engagement,
- Collaborations and networking with institutions of repute, and
- Evaluate impact of its various activities.

IQAC holds regular meetings. Its agenda, resolutions, proceedings and action taken report are well documented.

The following quality assurance measures have been institutionalized in the last 5 years.

Academics

- Curricula developed as per NEP 2020 guidelines
- Preparation and implementation of Academic Calendar
- Incorporation of value-added courses in curricula
- Mapping of PO and COs and analysis of outcome-based education
- Emphasis on research project/ internship component in the curricula across all the programs

Examination and evaluation reforms

- Automation of examination related processes
- Adoption of innovative assessment methods and introduction of continuous internal assessment.

Research and Innovation

- Establishment of R & D cell as per UGC guidelines
- Establishment of IIC at various constituent units and at university level.
- Policy for providing intramural funding
- Incentives for quality publications, extramural funded research projects and patents

Capacity building:

- Facilitating regular updating of knowledge and skills of the faculty through faculty development programs on outcome-based education; quality research publications, AQAR documentation, NEP, ABC, ICT, use of e-resources, development of e-content and many more.
- Training of teachers on e-content development
- Orientation to all heads of Institutes and IQAC coordinators of constituent units on NAAC's new

health science manual.

Student Progression

- Evaluate and monitor students' performance in formative and summative examinations,
- Obtain feedback from students and other stakeholders, analysis and follow up action
- Conducting programs to enhance employability of students.
- Establishment of linkages with industry through Industry-Institute Partnership Summit (IIPS) and corporate meets for facilitating internship training for the students and for enhancing placements
- Infrastructure augmentation to develop state-of-the-art facilities for students.
- Conduct of various co-curricular and extra-curricular activities.
- Enhancing alumni network

Governance

- Timely AQAR submission to NAAC office.
- Framing and modifying various policies and SOPs.
- Review of quality assurance indicators through AQARs of the constituent units
- Software for ERP and Accreditation Management system
- Upgradation of library software KOHA
- Training to all heads of the institute and IQAC coordinators on QIF guidelines by NAAC
- Online Performance Based Appraisal System (PBAS) for self-assessment of the faculty.

Quality Audits

- Monitoring of accreditation activities and participation in ranking process
- Quality improvement in hospital services and emphasis on accreditation like NABH, NABL

SDG Compliances

- Green Audit
- Installation of Solar Panels
- Water Recycling
- Use of Battery-operated vehicles
- Emphasis on use of LED lights

The institution thus has a streamlined quality assurance mechanism ensuring highest standards across all its activities.

| File Description | Document |
|--|-------------------------------|
| Any additional information | View Document |
| Link for the structure and mechanism for Internal Quality Assurance | View Document |
| Link for the report on the initiatives for the appointment of a fulltime Director/Officer for the IQAC | View Document |
| Link for the minutes of the IQAC meetings | View Document |
| Link for additional information | View Document |

6.5.2

Quality assurance initiatives of the Institution include:

- 1. Academic and Administrative Audit (AAA) and initiation of follow-up action**
- 2. Conferences, Seminars, Workshops on quality**
- 3. Collaborative quality initiatives with other Institution(s)**
- 4. Orientation programmes on quality issues for teachers and students**
- 5. Participation in NIRF process**
- 6. Any other quality audit by recognized State, National or International agencies (ISO, NABH, NABL Certification, NBA, any other)**

Response: A. All of the above

| File Description | Document |
|---|-------------------------------|
| Report /certificate of the Quality Assurance Initiatives as claimed by the Institutions eg: NBA, ISO, NABH, NABL, AAA etc., | View Document |
| Institutional data in prescribed format | View Document |
| e-copies of the accreditations and certifications | View Document |
| Any additional information | View Document |
| Annual reports of the University | View Document |
| Link for AQARs prepared by IQAC. | View Document |
| Link for additional information | View Document |

6.5.3

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

Response:

The IQAC not only initiates the various Quality Assurance measures across the spectrum of activities of the University, but also monitors them and evaluates its impact, gaining valuable insights on what works and what needs improvement. It establishes specific goals and targets across various functional domains. A thorough review process is adopted to assess implementation, outcomes, and impact of various quality initiatives undertaken.

The impact analysis in the mentioned domains are as follows:

1. Student's performance: Student performance is evaluated through both internal and University examinations.

Different Board of Studies carry out the detailed question paper and result analysis. This data is discussed in the IQAC for appropriate remedial measures.

2. Teaching and learning process:

The University adopts the Kirkpatrick Model of Program Evaluation based on four levels of evaluation as follows:

Reaction ? Learning ? Behaviour ? Results

The monitoring of teaching learning processes is done by the Department of Academic Development and Quality Assurance in consultation with IQAC. Mapping and attainment of POs and COs is done. IQAC initiates and monitors innovative teaching learning methods and ensures student centric, hands on experiential learning. The impact of this is improved student engagement and high pass percentage.

3. Assessment process:

IQAC facilitates reforms in examination including automation and innovative examination methods. Impact of these activities is preparation and adherence of academic calendar, ensuring all the domains of knowledge are tested, reducing grievances related to examination and timely declaration of results (Average 12 days).

4. Research: IQAC activities has led to creating a vibrant research ecosystem. It has led to increasing number of quality publications, funded projects, patents and formulating research promotion policy. Additionally it has led to number of signed MOUs, consultancy, and granted copyrights.

5. Student and Stakeholder Feedback: IQAC with Department of Academic Development have developed robust feedback mechanism. It ensures action taken on feedback.

6. Administrative reforms: IQAC has been instrumental in formulation and revision of policy documents. It also monitors the functioning of various committees. It has developed perspective plan and ensures its timely implementation. Quality assurance measures are implemented through regular audits and evaluations.

Financial management: The University conducts regular internal and external financial audits. Reports from the finance Committee are submitted to the BoM. Inputs regarding financial management are given by the Finance Committee to the BoM. IQAC oversees appropriate utilization of financial resources.

The IQAC further analyze and evaluate the impact of its various activities relating to all academic and administrative practices, student support and staff welfare activities and various best practices by different constituent units. It is observed that there has been a positive impact with quality assurance and sustenance in its activities.

| File Description | Document |
|--|-------------------------------|
| Any additional information | View Document |
| Link for additional information | View Document |
| Link for relevant documents/information on the process and results of impact analysis on the above aspects | View Document |

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

Campus safety and security holds utmost significance at the University. It is ensured through comprehensive measures like gated community, well lit campus, continuous supervision by security guards and CCTV surveillance.

Counselling centers, Common Rooms, Day Care etc.

Bharati Hospital extends inclusive medical care to the LGBT community, with dedicated outpatient and super specialty departments. It also offers comprehensive healthcare, counseling, and psychological support to women. There is a well women clinic and a special clinic for women above 40 years.

Women are provided with specific amenities such as maternity leave, common rooms, sanitary napkin dispensers, and day-care facilities across the campuses.

Effective representation of women in student enrollment:

43% of the total students, comprising 10,689 out of 25,223 students, are females.

Majority representation amongst the teaching community:

The majority of the teaching staff is women, making up 52% of the faculty, which far exceeds the national average of 42%.

Empowerment through Various Cells:

The university has established cells like the "Prevention of Sexual Harassment Cell" at both university and constituent unit. Constituent units focus on Women Empowerment, Counseling, and Career Guidance. Empowerment is achieved through awareness-raising activities and legal aid. Street plays, educates communities on women's rights and safety, fostering a safer environment.

Women at strategic leadership positions in the constituent units of BVDU:

Women hold strategic leadership positions in all the constituent units, with women faculty occupying key roles such as Directors, Principals, Vice-Principals, Deans, and IQAC coordinators. Also, women faculty hold key positions as Members of Board of Management, Members of Academic Council, Chief Finance Officer etc. Thus the women are having more than 50 % representation at leadership positions of the University.

Bharati Champions- Awards and Accolades:

Numerous women faculty have won national and international prizes in their various fields. To mention a few, **Dr. Kirti Gupta, Director of IQAC**, received the esteemed National "AICTE-Lilavati Award", **Dr. Varsha Pokharkar** is among the Top 2% of scientists as per the Stanford University database and **Dr. Shamita Kumar**, was acknowledged by Principal Scientific Advisor, Government of India and British Council as "**Top 75 women in STEAM**" in 2022.

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

7.1.2

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

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

Response: Any Four of the above

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| Geo-tagged photographs of the facilities | View Document |
| Any additional information | View Document |
| Link to additional information | View Document |

Other Upload Files

- | | |
|---|-------------------------------|
| 1 | View Document |
|---|-------------------------------|

7.1.3

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

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

Response:

The university has a policy for waste management. There are well-defined SOPs for disposal of different types of waste material that is generated on the campus. The university emphasizes waste reduction and proper disposal with its slogan "Swachh Bharat, Swachh Bharati Vidyapeeth," It has set waste treatment facilities at all campuses, emphasizing "Reduce, Reuse, Recycle." E-governance and ICT contribute to reduced paper use. The institution ensures efficient management of both biodegradable and non-biodegradable waste, maintaining a "Zero Waste" policy.

Solid Waste Management & Disposal:

The University has well defined policy of solid waste management and its disposals; it has adopted several hybrid waste liquidation strategies. At the source, waste is segregated into dry and wet waste. The city corporation collects, and disposes of solid waste.

Organic waste recycling, disposal, and segregation:

At the university's numerous vermicompost units, leftover veggies, food scraps from the kitchen, and garden debris are turned into usable compost - enough for a 100-acre complex.

Liquid waste management and water recycling:

The university manages its liquid waste through Solid Immobilized Biofilters (SIBF) at Sangli campus, Sewage Treatment Plant (STP) at Pune campus and Water Treatment Plants (WTP) at Sangli and Pune campus. The treated water is used for gardening and flushing toilets.

Water Treatment Plant:

The water treatment plant is available at both Pune and Sangli campus. It ensures pure water for drinking, hospital services, and other daily activities on campus.

e-waste management:

Appropriate repair and maintenance are regularly undertaken to reduce e-waste. E-Waste is disposed through authorized vendors.

Biomedical Waste Management:

The University uses innovative techniques, including "Autoclaving", "Incineration," "Chemical Disinfection," and "Micro-Waving," to manage biomedical waste.

The biomedical waste is managed by the hospital as per the Occupational Safety and Health Administration (OSHA) guidelines. These guidelines include segregation, collection, transportation, storage, treatment, and disposal of the waste. There is an MOU with city corporation for disposal of bio-medical waste.

Hazardous chemicals and Radioactive Waste management:

The University uses several storage chambers to methodically manage its hazardous chemical wastes, both sealed and unsealed. Disposal of hazardous chemicals is carried out through authorized vendors via executed MoU and agreements. Constituent units have received PASSCO registrations. Radioactive waste is not generated in the University.

Green Drives:

The Institution implements Green Drive by employing sapling plantations and green mementos, which involve planting trees by visitors. Various extension activities such as clean up drives, awareness programs, such as Friday Films, "Puttha Club" for recycling, vanikaran, fishery ecosystem for ensuring an eco-friendly campus are routinely undertaken and students participate in them.

| File Description | Document |
|---|-------------------------------|
| Any additional information | View Document |
| Link to relevant documents like agreements/MoUs with Government and other approved agencies | View Document |
| Link for Geo-tagged photographs of the facilities | View Document |
| Link for additional informaton | View Document |

7.1.4**Water conservation facilities available in the Institution:**

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

Response: All of the above

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Link for additional informational | View Document |
| Geo-tagged photographs / videos of the facilities | View Document |

7.1.5

Green campus initiatives include:

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

Response: All of the above

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |
| Link to additional information | View Document |
| Geo-tagged photos / videos of the facilities | View Document |

7.1.6

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

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

Response: Any Four of the above

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |
| Audit reports of the institution related to the metric | View Document |

7.1.7

The Institution has disabled-friendly, barrier free environment

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

Response: All of the above

| File Description | Document |
|---|-------------------------------|
| Relevant documents / reports | View Document |
| Institutional data in prescribed format | View Document |
| Link for relevant geo-tagged photographs / videos | View Document |

7.1.8

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

Response:

At BVDU everyone is acknowledged and cherished for their talents and given the chance to participate and have their opinions heard. Students and staff of all communities, caste, creed, region, language work together as one family in the university. They actively participate in socio-cultural events, festivals and extension activities creating an inclusive environment on campus and respecting diversity, equity, and inclusion together. The university has created an inclusive atmosphere for all students, which is evident by the following -

Student Enrollment

The university has “All India Character”, which is reflected to the University, reflected in the student enrollment profile-

There are students from 28 states and 59 countries studying on different campuses of the university. Additionally, majority of the students at the university are from rural background.

Outreach / Extension activities

All the students actively and regularly participate in extension activities that foster

- connection between rural and urban youth by embracing villages and offering services like digital training for accessing health services (ABHA card, AYUSHMAN BHARAT card) and raising awareness about online educational resources through university’s NSS units.
- addressing concerns over the environment by organizing and participating in tree plantation drives, and environmental awareness programmes.
- inculcating constitutional values amongst the students and carrying it forward to the society by holding various programmes like electoral literacy, digital literacy, sensitizing people about their constitutional rights and obligations.

The YM College received the mention and recognition in the India Book of Records for its unique inclusive triathlon programme.

Socio-economic Inclusivity

Socio-economic inclusivity is brought by

- Affordable education
- Implementation of reservation policy
- Fee concessions to under-privileged and scholarships to meritorious students
- Affordable healthcare

Commemoration of National Days

Students celebrate National Days such as National Unity Day (31st October) on the birth anniversary of Sardar Vallabh Bhai Patel; Constitution Day (26th November) on the birth anniversary of Dr. B. R. Ambedkar; National Youth Day on the birth anniversary of Swami Vivekanand (12th January); Sadbhavana Diwas on 28th August. Further, to bring harmony and socio-cultural integration, festivals of all religion are celebrated on campus.

Cultural / Sports Achievements

Students participate in cultural and sports contests, spanning intra-college, inter-college, and inter-university competitions at both regional and national level fostering team building and inclusivity.

Youth Festival - The University's Performing Arts department engaged a significant Intra-University Youth Festival, offering students diverse roles in conceptualization, planning, execution, and navigating

challenges related to faith, region, language, and economic background. Students enthusiastically are involved in these events, showcasing harmony and unity.

Measures for Divyangjan Inclusivity

- University's Divyangjan Policy is in line with the Rights of Persons with Disabilities Act, 2016
- All the campuses are equally accessible and there is a provision for ramps, lifts, access to wheel-chairs, and specially designed toilets.
- College of Architecture regularly organizes sensitization program on the challenges confronted by divyangjan and innovative solutions.
- School of Audiology and Speech Language Pathology exclusively works for hearing impaired children with counselling, speech therapy, and rehabilitation. The school works with Mukul Madhav Foundation to provide off-campus assistance

| File Description | Document |
|--|-------------------------------|
| Any additional information | View Document |
| Link to supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View Document |
| Link for additional information | View Document |

7.1.9

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

Response:

The University through various programmes and activities endeavours for excellence and quality by instilling in students, principles of constitutional values, obligations, rights, and responsible citizenship. All the students are made aware of the fundamental principles and basic structure of constitution during the orientation programme. This is achieved through -

Curricula Integration: Central to our mission is the integration of value into our curricula. Courses spanning Constitutional Studies, Environmental Awareness, Human Rights, and Ethical Issues are embedded within the academic framework. Value added courses and electives are offered to the students on topics like legal literacy, citizens charter, values, rights, and duties of citizens. Students can also take courses on these through SWAYAM, MOOC, and other online platforms.

The Universal Declaration on Human Rights, International Covenant on Civil and Political Rights, International Covenant on Economic, Social and Cultural Rights, additional protocols and the Deceleration of Helsinki are included in some curricula.

Beyond Curricula Enrichment: Complementing formal education, our university offers a range of Value-Added Courses and guest lectures from professionals and subject experts. These opportunities expand students' perspectives, encouraging critical thinking, decision-making and make them aware of their obligation and duties.

Commemoration of Important Days:

All the colleges celebrate various national days that serve as poignant reminders of our collective constitutional responsibilities, values, rights, and duties. These include Independence Day, Republic Day, and Constitution Day. Additionally, we pay tribute to the valorous sacrifices of our heroes (*Veeron ko Naman*) and commemorate the tragic events of Partition (Partition Horror's Remembrance Day on 14th August). These events cultivate a strong sense of national identity and pride among students.

Constituent Units' Initiatives: Each constituent unit of our university actively contributes to the promotion of constitutional values and responsible citizenship. Initiatives such as electoral literacy through street plays, rallies, and door-to-door campaign empower students to participate meaningfully in the democratic process. Additionally, our engagement in programs like –

- **Unnat Bharat Abhiyaan:** The aim of Unnat Bharat Abhiyaan is to bring about collaboration between urban and rural youths which will enable them to identify development challenges and evolve measures to eradicate it. The colleges adopt villages and carry out awareness programmes relating to cleanliness, hygiene, vector borne diseases, water conservation, negative impact of plastic, health camps and digital literacy camps. The village panchayat actively participates and promotes villagers to participate in these activity to ensure overall development.
- Environmental awareness and tree plantation drives highlight our dedication to environmental stewardship and the preservation of natural resources.

Alumni Exemplars: Our alumni stand as living testament to the enduring impact of the values instilled during their time at the university. Their achievements and contributions to society reflect not only their professional competence but also the ethical and constitutional values nurtured during their stay on campus

| File Description | Document |
|--|-------------------------------|
| Any additional information | View Document |
| Link to details of activities that inculcate values, necessary to render students in to responsible citizens | View Document |
| Link additional information | View Document |

7.1.10

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

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

Response: All of the above

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| Institutional code of conduct and code of ethics | View Document |
| Details of the monitoring committee of the code of conduct | View Document |
| Any additional information | View Document |
| Link for additional | View Document |
| Web link of the code of conduct | View Document |

7.1.11

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

Response:

The Institution and its constituent unit take privilege in celebrating days of commemorative significance, utilize such days to infuse and embrace the values of sacrifice, empathy, perseverance, dignity, sincerity and philanthropy.

The institutions celebrate various national and international days as : Independence Day, Republic Day, Constitution Day, Gandhi Jayanti, Ambedkar Jayanti, Childrens Day, International Yoga Day, Teachers Day, Youth Day, International Women's Day, Unity Day, Mahatma Phule Jayanti, Chhatrapati Shivaji Maharaj Jayanti, and Maharashtra Day. Various programmes, rallies, guest lectures are arranged on these days. Community based activities are also conducted on these days.

Various health days : World Health Day, Doctors Day, Dentist Day, Nursing Day, Heart Day, TB Day, AIDS Day, Mental Health Day, Ayurveda Day, Breast-Feeding Week, Nutrition Week, Alzheimer Day, No Tobacco Day, Organ Donation Day, Suicide Prevention Day etc. are celebrated. The different hospitals organizes specialty camps, awareness rallies, and special programmes on these days. The doctors, nurses, and other health care professionals are felicitated on these days.

Apart from these different colleges organize and celebrate different days like Engineers Day, Environmental Day, Water Day, Forestry Day, Earth Day etc.

The staff and students celebrates various festivals of different religions like, Deepawali, Ganesh Festival,

Vijayadashmi, Navratri, Eid, Christmas, Holi, Onam, New Year's Day. Ganesh Festival in particular, is celebrated on all campuses with various cultural and literary activities. Family members of the staff and students participate in it. Holi is also celebrated with lot of enthusiasm

The University also celebrates Bharati Vidyapeeth Foundation Day (10th May), Bharati Vidyapeeth (Deemed to be University) Foundation Day (26th April), Dr. Patangrao Kadam Birth Anniversary (8th January).

The celebration of these days foster a sense of belonging and oneness among the student and staff.

| File Description | Document |
|---|-------------------------------|
| Any additional information | View Document |
| Link for Geo-tagged photographs of some of the events | View Document |
| Link for annual report of the celebrations and commemorative events for the last five years | View Document |
| Link for additional information | View Document |

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE- 1

Title of the Practice

An evidence based, result oriented Antimicrobial Stewardship Program with positive outcomes and long term impact.

Objectives:

- To rationalize the use of antimicrobials by promoting the optimal selection, dosage and duration of antimicrobial treatment.
- To develop SOPs and guidelines on use of antimicrobials.
- To train health care professionals in the appropriate and judicious use of antimicrobials.
- To ensure best clinical outcome for the treatment or prevention of infection with minimal adverse effects to the patient

- To minimize development of antimicrobial resistance (AMR).

The Context

Indiscriminate and irrational use of antibiotics and antibiotic resistance is a national and global issue. Bharati Hospital Pune (BVMCH) is a 1071 bedded tertiary care facility with more than 200 critical care beds, 14 operation theatres and all broad and super speciality. It caters to more than 1400 OPD patients per day and 85% bed occupancy. 40-45 major surgeries and 60-75 minor procedures are performed per day.

Antibiotics are the mainstay of the therapy for critically ill patients who need multidisciplinary care and are also faced with the danger of hospital acquired infections. Indiscriminate use of antimicrobials may lead to AMR leading to use of higher antibiotics and increased hospital stay, thereby increasing the cost to patients. In addition, these antimicrobials may be rendered ineffective for future use. Developing evidence-based guidelines for the appropriate and effective use of antimicrobials is therefore necessary to align with the national goal of containment of AMR. AMR is a global phenomenon and in developing countries like India, it not only increases the healthcare cost but mortality and morbidity.

In view of the above BVMCH has formulated a robust and evidence based antimicrobial stewardship programme to mitigate this challenge that act as a framework in other institutes and is in alignment with the national policy.

The Practice

- Establishing AMS team: A multidisciplinary approach was adopted, leveraging the expertise of microbiologists, infectious disease physicians, clinical pharmacists, infection control team and antimicrobial champions from each clinical department in the year 2019.
- As a first step the culture data of the previous year was analysed along with an audit of the antimicrobial purchase and prescriptions in the hospital. Based on this data a gap analysis was carried out which resulted in appropriate revision to the policy and treatment guidelines. The policy guidelines are revised annually in consultation with the stakeholders.
- The revised policy was then circulated amongst the various stakeholders followed by a series of training programmes/workshops for sensitisation about antimicrobial stewardship both at hospital and departmental levels. In addition, the programme was introduced to the Interns, Postgraduates and Undergraduate students as a part of their orientation programme.
- The concept of diagnostic stewardship was introduced, which entails ensuring ordering the right microbiological and supporting investigations along with collection of appropriate specimens from the patient, to arrive at a timely and correct diagnosis of the infection. This enabled targeted therapy and minimize duration of empiric therapy.
- Monitoring of antimicrobial prescription by the clinical pharmacists daily along with a prospective audit and feedback intervention was introduced which included monitoring of prescription of higher antimicrobials with appropriate advice to escalate/de-escalate the antimicrobial which was ensured by the departmental antimicrobial champions.
- Close coordination with infection control team was established to monitor factors related to breach in infection control practices if any, which might affect antimicrobial usage.
- The AMS data metrics generated was presented to the HIC/AMSP Committee monthly, as well as in interactions with individual departments.

- Introduction of Post MD fellowship on AMS and infection control for microbiologists and for Clinical Pharmacy (PharmD) students.
- The revised antimicrobial policy is notified to all health professionals in hospital. This policy document incorporates SOPs, treatment guidelines, Dos and Don'ts and FAQs which have been displayed on all the computers in the wards/OPDs and Departments including the mobiles of faculty and residents for easy access and reference.
- Conduct of a weeklong antimicrobial awareness programme periodically.

Evidence of success

- BVMCH was early to start the AMS programme in 2019, well ahead of the advisory by NMC dated 18 Oct 2021 regarding setting up of AMS committee in Medical Colleges and inclusion of knowledge of AMR in the curriculum for undergraduates and postgraduates.
- BVMCH is now a constituent of the ICMR-Maharashtra Antimicrobial Resistance Surveillance network (MAHASAR) as required vide the Health Ministry letter of 10 Sep 2021. Regular surveillance data on AMR is shared with MAHASAR.
- A Comprehensive evidence based AMSP policy document in the form of a booklet is prepared that serve as reference guidelines for antibiotic prescription.
- Compliance to antibiotic policy: The prescription of antimicrobials as per antibiotic policy guidelines was seen to rise from 70% in 2019 to 87% in 2023 a significant increase of 17%.
- Compliance to stewardship advice: The compliance to stewardship advice which was on an average at 54% in 2019 has now improved to 80% in 2023.
- Cost of antimicrobials: The cost of antimicrobials procured by the hospital for use has decreased by about 42% when compared between the years 2018-19 (**Rs 22,15,143**) to 2023-24 (**Rs 13,02,803**)
- Percentage of admitted patients administrated antimicrobials: Our data shows that antimicrobials are administered to about less than 25% of admitted patients at any given time (National Survey done in 2022 by NCDC Govt of India has found upto 60% of patients were on antibiotics in other hospitals)
- Cessation of Surgical prophylaxis antimicrobial within 24h: This has shown a steady increase from 72% in the year 2019 to 97% in the year 2023.
- No antimicrobials as surgical prophylaxis in clean surgery and orthopedic cases.
- **Morbidity:** The average length of hospital stays in 2019 was 4.3 days which decreased to 3.5 days in 2023 which is drop of 18%.
- **Mortality:** The all-cause mortality rate in 2019 was 2.1 which has significantly decreased to 1.3 in 2023 reflecting a drop of 38%.
- Resistant bacteria isolated in the hospital from patient has not shown an increase in the level of drug resistance over the last four years.
- The policy has been shared with other constituent health units of the University like Dental and Medical Colleges in Pune, Sangli and Navi Mumbai.

Problems encountered and resources required:

The main challenge of the program was the sensitization of all the clinicians to the importance of AMS and to promote amongst the clinicians a behavioral change in terms of their prescription pattern for antimicrobials and consequently bring about evidence based, better and economical patient care.

Any other information regarding Institutional Values and Best Practices which the institution

would like to include.

- Publication outcome of the practice: A research paper titled “Evaluation of antibiotic consumption and compliance to hospital antibiotic policy in the surgery, orthopaedics and gynaecology wards of a tertiary care hospital” has been published in Clinical Epidemiology and Global Health ,Volume 13, 100944, 2022 (<https://doi.org/10.1016/j.cegh.2021.100944>)
- Faculty from this team has been invited to present or chair discussions in other institutions as a part of continuing medical education programmes.
- Owing to the rigorous training and sensitization at UG and PG levels, we are creating a generation of doctors and health care personnel who are well aware of the need for judicious use of antimicrobials so that the same can be safeguarded for their use in the future.

BEST PRACTICE- 2

Title of the practice

Enabling sustainability: Driving impact through implementation of SDGs across education, research and outreach

Objectives of the Practice

1. Education that Transforms Lives:

To integrate sustainability principles into curricula equipping future leaders with knowledge and skills to address global challenges.

2. Building Knowledge Societies:

To contribute to research aimed at developing innovative solutions for sustainability challenges, fostering collaboration between academicians and communities.

3. Science and Innovation for Sustainable Future:

To engage school communities through outreach to raise awareness and build capacities to implement education for sustainable development (ESD).

4. Partnerships for Sustainability:

To collaborate with local and global stakeholders to address specific sustainability issues, fostering partnerships for effective initiatives.

5. Catalysts for Sustainable Development:

To serve as catalysts and drive positive change for sustainable development by educating, researching, and actively engaging with all stakeholders.

The Context

Sustainable development today is paramount and as communities face environmental degradation, climate change, and biodiversity loss the role of academia in addressing these challenges has become increasingly crucial. Through their commitment to education, research, and outreach, higher education institutions are key drivers of societal change and progress.

Bharati Vidyapeeth established the Bharati Vidyapeeth Institute of Environment Education and Research (BVIEER) in 1994. It embodies Bharati Vidyapeeth's unwavering commitment to addressing environmental challenges and advancing the Sustainable Development Goals (SDGs). Through its various activities that include education, research and outreach contributing to sustainability and mitigating environmental problems, BVIEER has evolved as key institution in the country to address sustainability challenges.

Its interdisciplinary curriculum prepares future leaders to tackle global challenges and drive positive change. Research efforts focus on developing innovative interdisciplinary solutions and informing policy. Outreach initiatives engage school communities, local self-governing bodies, government officials and students fostering awareness and action at individual and institutional levels. BVIEERs partnerships across stakeholders and sectors are the lynchpin of its sustainability programs and positions it as a leader in addressing sustainability challenges, and advancing the SDGs.

BVDU has 25000+ students in its various programmes, educating them and making them aware of key environmental issues and SDGs goes a long way in environmental protection and sustainability.

The Practice

Integrating sustainability principles: The Institute's sustainable development education spans over a decade, beginning with faculty orientation and leveraging international partnerships to cultivate faculty awareness towards **integrating sustainability into curriculum**. The curriculum is now aligned with Sustainable Development Goals (SDGs).

The Masters programs include, a **mandatory Sustainable Development course** spanning 36 hours. **Co-curricular activities** such as interactive environment games, ICT-based footprint calculators, recycling drives, discussion events ('wild katta'), film screenings, campus greening drives, and bird watching undertaken by student clubs alongside campus-wide sustainability events, further fortify students' understanding of SDGs. The teaching of **UGC's Compulsory Core Module in Environment Studies** across all programs in the University emphasizes the sustainability dimension in all programs.

Contributing to research: The institute's collaborative, interdisciplinary research links to several other domains such as health geoinformatics, environmental biotechnology, microplastic pollution, air pollution and 4IR technologies, urban expansion modelling with geoinformatics, micro metrological modelling for urban health islands and comparative citizen science (in India and Germany simultaneously), etc. Students align their six-month research projects with relevant SDGs, contributing to innovative local solutions. The research at BVIEER aligns to SDG 3, 4, 6, 7, 8, 11, 12, 13, 14 and 15.

Engaging with school communities: The institute's outreach education program spans 150 schools nationwide, fostering sustainability and climate change education, emphasizing innovation and life skills. Collaborating with the University of Cologne, Germany, BVIEER implements citizen science initiatives,

providing mobile access to sensor data for air pollution awareness. SDG posters reach 9000 Maharashtra schools through partnership with the State Social Forestry Department. The students participate in various community engagement activities relating to SDGs.

Collaborating with stakeholders: The institute collaborates with Engagement Global, Germany, on a six month Leadership Program on Education for Sustainable Development (ESD), training educational leaders nationwide enabling the integration of ESD concepts into state training programs. This initiative has integrated ESD concept into state training programs and textbooks.

It is a consultant to national (DST, NCERT) and state (Forest Department) government projects, offering science-based inputs on climate change and sustainability policies. Additionally, it partners with industries, providing consultancies on biodiversity conservation policies.

Serving as catalysts and driving positive change: The comprehensive multipronged approach involving various stakeholders underscores BVIEERs pivotal role as catalyst for sustainable development, driving meaningful progress towards achieving the SDGs and fostering positive change on local, national, and global scales.

Evidence of Success

Curriculum Alignment and Progression: the curriculum is aligned with SDGs with standalone sustainability courses, integrated sustainability content, and value-added environmental courses such as Nature Based Solutions, Sustainable Lifestyles etc. Our unique curriculum fosters robust international collaborations, strengthening our sustainability initiatives. Regular joint fieldwork sessions with international students and teaching modules led by international faculty enrich the curriculum and also offer diverse cross-border perspectives. **Our distinctiveness led us to secure a highly competitive grant for international exchange and has sparked the opportunity to craft a joint Master's program curriculum, made possible by a seed grant from DAAD (German Academic Exchange).**

Research Impact: the institute's contributions are evident in published papers across diverse sustainability domains, including high-impact journals, handbooks for teachers, and SDG posters. Our credibility has led the government to seek our involvement in various committees, funding from government and corporates for research. Furthermore, faculty members' appointments to national and international committees drive policy and curriculum development in Environmental Studies. Recognitions such as Lifetime Service Awards, Young Naturalist Awards, and inclusion in prestigious lists like Top 75 Women in STEAM further elevate our stature, solidifying our position as a leading sustainability institute nationally. **Policy inputs provided by the institute have resulted in concrete programs at both national and state level for fostering conservation and sustainability education.**

Community Engagement: In the past five years, our impactful initiatives resulted in number of outreach workshops for educational leaders. Additionally, we have conducted national-level seminars reaching over 1000 participants across various states. Over 800 outreach activities and training modules for students have been conducted.

Problems Encountered and Resources Required

- 1.Limitations in Trained Manpower and Financial Resources
- 2.Up scaling of Interdisciplinary Collaboration

3.Challenges in scaling successful sustainability initiatives at regional and national level

4.Socio-cultural and economic Barriers

The institute is mitigating these challenges with dedicated intramural funding, additional grants from various agencies and NGOs, capacity building measures and its sustained efforts towards achieving SDGs

Notes (Optional)

In conclusion, addressing climate change sustainability remains a critical global imperative, demanding urgent attention from all stakeholders, particularly the professionals of tomorrow. Our initiatives stand out as one of the few in the country employing a multipronged strategy to tackle these pressing issues with a structured programme and appropriate action. Our journey towards integrating sustainability principles into university curricula has achieved a remarkable success. However, some challenges remain. Through embracing interdisciplinary collaboration for teaching and research, engaging with communities, policy makers, corporates and cultivating a culture of sustainability within academia, we have become true catalysts for

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| Link of the best practices in the Institutional web site | View Document |

7.3 Institutional Distinctiveness

7.3.1

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

Response:

1. Introduction

BVDU has many unique and distinctive features namely, innovative new programmes, number of value added courses, number of interdisciplinary research projects, number of patents and start-ups, early adoption to NEP, strong industry-academia connect, ICT enabled infrastructure, hi-tech simulation lab, its green initiatives, and many more. However, for the purpose of NAAC we have identified our **Interactive Research School for Health Affairs (IRSHA)**, a dedicated research facility involved in different areas of bio-medical research and human health. It is contributing significantly in promoting worldclass research in BVDU that has major impact nationally and globally.

IRSHA was established in 2001 with a purpose of fostering high quality research in university. The university fully supports IRSHA by providing them with independent infrastructural facilities, scientists, researchers, Ph.D. scholars, technical staff, equipments, and financial support for research. Recently, it has been declared as “**Centre of Excellence by ICMR**”.

Research Areas:

IRSHA has identified the following thrust areas and is involved in doing deep research in them.

Virology research with focus on Dengue / Chikungunya viruses, MMRV (Measles/Mumps/Rubella/Varicella), SARS Corona 2 virus, developing anti-viral vaccines, and its diagnostics.

Mother & Child Health - research on pregnancy complications like preeclampsia and gestational diabetes mellitus and their influence on the risk of disease in adult life.

Nutrition, Health & Disease - in this thrust area, the main focus is on studying nutritional deficiencies and enriching food with omega-3 fatty acids with its outcomes.

The other areas for research are **Integrative Medicine, Obesity-Diabetes, Cancer, and Herbal Medicine**.

I. Flagship Programs

1. National Immunogenicity and Biologics Evaluation Centre (NIBEC)

NIBEC is a flagship mission program “Innovate in India (i3)” of the DBT/BIRAC was established in 2020, with initial funding of Rs 16.0 Cr. Subsequently, the program got additional funding of Rs 14 Cr under the Covid Suraksha program of BIRAC. This facility fills a critical gap in the immunogenicity evaluation of viral vaccines in clinical trials, which was earlier done abroad and was cost and time-intensive.

Under this program, a state of art Biosafety facility having BSL2 and BSL3 has been created. Many tests have been developed, validated, and accredited by NABL. Services were provided to Dengue and Chikungunya vaccine developers in the country and international clients including the International Vaccine Institute, South Korea.

Following the emergence of the COVID-19 pandemic in India, several strains of Corona-2 viruses were isolated and characterized. Developing critical tests like PRNT, Micro neutralization, IgG & IgM ELISA, NIBEC acted as a central laboratory for the evaluation of immunogenicity in clinical trials for most of the COVID-19 vaccines.

Quality Standards

- ISO 17025 quality standard
- All tests are either NABL accredited or validated following ICH (R2) guidelines.
- Biosafety compliant- BSL2 and BSL3 laboratories (DBT certified)
- Good clinical laboratory Practices (GCLP)

- Environment, health, and safety compliance- strict adherence to Waste Disposal protocols, 2016
- Laboratory Information Management System (LIMS), fully automated robotic liquid handling system, electronic notebooks, etc

2. Centre for Advanced Research in Preeclampsia

The Centre funded by ICMR developed ICMR-REVAMP cohort. In this cohort, mothers were followed across pregnancy, and infants are followed for 3 years to investigate the key biochemical and molecular mechanisms contributing to preeclampsia. Clinical, anthropometric, and biochemical data have been generated on these women and children. The group **identified 3 biomarkers** [Delta 6 desaturase index, Soluble Endoglin/ Placental growth factor (sEng/PIGF), Soluble fms like tyrosine kinase -1 / Placental growth factor (sFlt-1/PIGF)] for early prediction of preeclampsia. A large ICMR-CAR biorepository is available at IRSHA. In recognition of the commendable achievements in the field of Biomedical Research done by this group, IRSHA has been recognized as a **Collaborating Centre of Excellence by ICMR**.

3. Linseed Value Addition Centre

This Centre supported by ICAR works to attain omega-3 fatty acid nutritional security through value addition and product diversification. This Centre established the forward linkage with industries and is also linked to 15 Linseed ICAR Centres. This Centre has been rated as the **Best Oilseed Centre** in Linseed by the ICAR for a period of 5 years.

II. Infrastructure & facilities

- Well-equipped research laboratories to carry out work in biochemistry, molecular biology, and cell biology
- Central animal house facility
- BSL 3 facility (first time in a University setting)
- High-end equipment such as Flowcytometry, GC, HPLC, HPTLC
- 100% backup power supply from dedicated DG set, UPS, and stabilizers
- NABH approved Human Ethics Committee
- Animal Ethics Committee

III. Collaborations

International:

University of Southampton (UK); University of Toronto (Canada); International Vaccine Institute (South Korea); Augusta University (USA); University Medical Center Groningen (The Netherlands); NIBSC (UK); Institute Pasteur, Dakar, Senegal (West Africa)

National:

National Center for Cell Sciences (Pune); Center for Cellular & Molecular Biology (Hyderabad); National Institute of Traditional Medicine (Belgavi); National Chemical Laboratory (Pune); National Institute of Immunology (New Delhi); Central Ayurveda Research Institute (Bangalore); Savitribai Phule Pune University (Pune)

Industry:

- Serum Institute of India; Bharat Biotech; Zydus Cadila; Reliance Life Sciences; Genova
- Dabur India; Shri Dhootpapeshwar; Charak Pharmaceutical; Baidyanath Bhavan

BVDU institutes:

- The uniqueness of IRSHA lies in its 'interactive' nature. It works closely with the constituent units of BVDU such as Medical, Dental, Ayurveda, Homeopathy, Pharmacy, and Biotechnology colleges & affiliated hospitals to develop joint research projects for funding. The institute also shares resources and technical expertise, fostering a thriving research environment across the university.

IV. Academics

- A vibrant PhD program with 47 students awarded PhD so far and 30 students enrolled at present
- Provision of short-term studentships and internships for MSc life sciences students from different institutes and universities
- Mentoring and facilitating research of MD and PhD students from other constituent units of BVDU.

V. Outcomes

- More than 80 funded projects in the last 5 years by DBT, DST, ICMR, DHR, Ministry of Ayush, Welcome Trust, and Industries worth Rs. 43.11 Cr
- Revenue generation of Rs. 30 Cr through consultancy & contract research projects
- Published 183 research papers with an average impact factor of 3.2 (**Highest impact factor of 82.9** for a paper published in Nature Medicine)

VI. Achievements/Recognitions/Honors

- Nomination of scientists on various committees e.g. National Authority of Containment, Polio Containment-GAP IV auditor (WHO), GCTM Evidence Task Force (WHO), Food Safety & Standards Authority of India (MHFW), Multiple Micronutrient Design Expert Group & Project Screening Committee (ICMR): Reproductive and Child Health and Nutrition (ICMR), Gestational Diabetes Mellitus group (DBT)
- Fellowships and travel grants to PhD students from ICMR, DBT, and DST
- Selection of PhD students for higher studies at prestigious institutes such as NIH, Oxford University

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| Any additional information | View Document |
| Link for additional information | View Document |
| Link of appropriate Web link in the Institutional website | View Document |

5. CONCLUSION

Additional Information :

The Founder, Dr. Patangrao Kadam, a visionary leader established Bharati Vidyapeeth (BV) in 1964. He had a vision to establish a university. He came from a humble background and had a belief that education would be the best means to transform lives of rural people. To actualize this, he established BV, which today is an educational conglomerate and a brand in education.

BV, the parent body has a total of 180 institutions under its umbrella. Apart from the institutions in the university, BV runs a number of primary, secondary and higher secondary schools, polytechnics, and colleges. Many of these institutions are in the remote and rural areas, some of them are exclusively for girls. The other colleges under BV are affiliated to different state universities. Thus BV and BVDU offer educational opportunities particularly, students from rural background, under privileged, socially disadvantaged and girls.

BVDU over a period of time has established a name for itself particularly, in higher and health sciences education. A number of dignitaries, former President of India - Dr. APJ Abdul Kalam, Smt. Pratibha Patil, and Shri. Pranab Mukherjee; former Prime Minister - Shri. P. V. Narsimha Rao; Bharat Ratna - Dr. C.N.R. Rao; Nobel Laureate, Dr. Amartya Sen, Dr. Ada Jonnath (from Israel); Entrepreneur and Philanthropist – Dr. Narayan Murthy, Shri. Adar Poonawala, Dr. Cyrus Poonawala; Scientists – Dr. R. A. Mashelkar, Dr. Vijay Bhatkar; Governor of Maharashtra – Shri. Ramesh Bais; Celebrities – Smt. Asha Bhosale, Pt. Amjad Ali Khan; Chief Ministers, Central and State Ministers and many other renowned personalities visited BVDU. All of them commended and appreciated the good work the organization is doing.

The Chancellor of the University, Prof. Dr. Shivajirao Kadam is a renowned academician and a former Member of UGC; Dr. Vishwajeet Kadam is the Pro-Vice Chancellor of the university. He was Minister in the State Cabinet.

The university actively participated in the G20 activities. The Higher Education Minister from Oman visited our campus during G20 educational meet. The authorities and the students actively participated in G20 and related activities.

Bharati Hospital in collaboration with State Government and Zilla Parishad is providing training to health care manpower particularly from PHCs, RHCs, CHCs, and ASHA Workers. It is recognized for the Ayushman Bharat and various other Government schemes. It provides high quality personalized care to all the patients.

The IRSHA has ICAR sponsored AICRP Linseed Value Addition Centre as a part of pioneering innovative work under World Bank assisted ICAR-NIAP project. It had a scheme for procuring linseed directly from farmers giving them higher income. IRSHA is also an ICMR Centre of Excellence.

There is a Food Testing Lab in Department of Applied Chemistry which provides quality analytical services to farmers and food industry.

The university has established Departments and Schools of Photography, Performing Arts, Visual Arts, Environmental Sciences, School of Audiology and Speech Language Pathology.

BV Alumni, Ms. Sheetal Mahajan has been awarded Padma Shri. Its student, Grandmaster, Ms. Akanksha

Hagawane was Junior World Chess Champion. Many of its alumni and students have made a mark for themselves and made the university proud.

Concluding Remarks :

To conclude, BVDU, established in 1996, having 29 constituent colleges with 5 center's/schools is one of the oldest and largest deemed to be university. It has many unique and distinctive features as are reflected in the SSR. BVDU is one of the first universities to have adopted the NEP 2020 guidelines and have maximum students registered on ABC portal. All its 160 academic programs offer contemporary, professional education in varied disciplines that has a huge potential for employment, entrepreneurship, higher studies and for students to pursue their carriers in fields of their choice. The curricula are reviewed and revised periodically and updated according to changing needs and regulatory requirements. Most of the programs follow the OBE model and health sciences programs the CBME model. The curriculum enrichment is achieved through several value-added courses. The curriculum implementation is achieved through high engagement innovative, technology enabled, experiential, problem-oriented teaching learning methods. The students are evaluated through regular formative and summative examination that are well planned, adequately sample all the learning domains and give a realistic picture of student's progress. The examination process is automated. The students also have ample opportunity to do industry internships, field work and community-based learning.

The university has created a wonderful research ecosystem providing for all the needs for faculty and students to undertake innovative research projects, particularly interdisciplinary research. The focus is also on IPR, incubation and creating a startup culture. A record of 219 IPR have been filed in the assessment period and 18 startups incubated on campus a few of the products have been commercialized. The students actively take part in various outreach and extension activities and regularly engage with community through different programs. Its community work has been recognized by several awards.

The university has excellent infrastructure for an enhanced teaching learning experience. One of its uniqueness is its state of art hospital with all broad and super specialties along with diagnostic services under one roof.

There are adequate students support and staff welfare schemes. The students have ample opportunities to participate in sports, cultural and literary events in country and abroad. The students have won record number of awards and medals in these competitions.

The governance structure is well defined with several committees and bodies to ensure effective and efficient administration. The IQAC plays a vital role in ensuring quality in all the activities of university. Various guidelines, and policies make the administration transparent and IQAC is involved in its periodic review. It also has evolved a strategic plan.

The university is aware of its role in environment protection and sustainability. It follows a number of green practices. The campus is energy efficient and equally accessible. Various national, commemorative days and festivals are celebrated on campus with active involvement of all.

Thus, the campus is a vibrant place of thriving academic activity for the wholesome and holistic development of students, catering to local and global needs, and contributing in nation building.

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification |
|-----------|---|
| 1.2.3 | <p>Percentage of interdisciplinary courses under the programmes offered by the University during the last five years</p> <p>1.2.3.1. Number of interdisciplinary courses offered by institution during the last five years Answer before DVV Verification : 3630 Answer after DVV Verification: 2817</p> <p>1.2.3.2. Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 4380 Answer after DVV Verification: 4380</p> <p>Remark : Considering revised input as per HEI clarification</p> |
| 1.3.2 | <p>Number of value-added courses offered during the last five years that impart transferable and life skills.</p> <p>1.3.2.1. Number of value-added courses are added within the last five years Answer before DVV Verification : 197 Answer after DVV Verification: 187</p> <p>Remark : Value updated as per supporting documents</p> |
| 1.4.1 | <p>Mechanism is in place to obtain structured feedback on curricula/syllabi from various stakeholders. Structured feedback received from:</p> <ol style="list-style-type: none"> 1. Students 2. Teachers 3. Employers 4. Alumni 5. Professionals <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p> |
| 1.4.2 | <p>Feedback process of the Institution may be classified as:</p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken on feedback and relevant documents are made available on the institutional website Answer After DVV Verification: A. Feedback collected, analysed and action taken on feedback and relevant documents are made available on the institutional website</p> |
| 2.2.1 | <p>The Institution assesses the learning levels of the students after admission and organises special programmes for advanced learners and slow performers</p> <p>The Institution:</p> <ol style="list-style-type: none"> 1. Adopts measurable criteria to identify low performers. |

2. Adopts measurable criteria to identify advanced learners
3. Organizes special programmes for low performers and advanced learners
4. Follows protocols to measure students' achievement

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

The Institution:

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1574 | 1499 | 1453 | 1478 | 1350 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1500 | 1450 | 1420 | 1450 | 1315 |

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

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

Answer before DVV Verification:

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

| | | | | |
|-----|----|----|----|----|
| 136 | 84 | 36 | 26 | 57 |
|-----|----|----|----|----|

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 116 | 50 | 25 | 12 | 45 |

Remark : Updating the values excluding awards for best paper / oral presentations

| | | | | | | | | | | | | | | | | | | | | | |
|---------|---|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|
| 2.5.3 | <p>Evaluation-related Grievance Redressal mechanism followed by the Institution: ...</p> <p>The University adopts the following mechanism for the redressal of evaluation-related grievances.</p> <p>Options(Opt one which is applicable to you):</p> <ol style="list-style-type: none"> 1. Double valuation/Multiple valuation with appeal process for retotalling/revaluation and access to answer script 2. Double Valuation/Multiple valuation with appeal process for revaluation only 3. Double Valuation/Multiple valuation with appeal process for retotalling only 4. Single valuation and appeal process for revaluation 5. Grievance Redressal mechanism does not exist <p>Answer before DVV Verification : A. Double valuation/Multiple valuation with appeal process for retotalling/revaluation and access to answer script</p> <p>Answer After DVV Verification: A. Double valuation/Multiple valuation with appeal process for retotalling/revaluation and access to answer script</p> | | | | | | | | | | | | | | | | | | | | |
| 3.1.3 | <p>Average Percentage of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research participation in Indian and Overseas Institutions during the last five years</p> <p>3.1.3.1. Number of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research and conference participation in Indian and Overseas Institutions year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>776</td> <td>576</td> <td>518</td> <td>413</td> <td>362</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>236</td> <td>197</td> <td>103</td> <td>149</td> <td>125</td> </tr> </table> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 776 | 576 | 518 | 413 | 362 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 236 | 197 | 103 | 149 | 125 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 776 | 576 | 518 | 413 | 362 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 236 | 197 | 103 | 149 | 125 | | | | | | | | | | | | | | | | | |

3.1.5 University has the following facilities

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

Answer before DVV Verification : All of the above

Answer After DVV Verification: All of the above

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 11 | 9 | 9 | 9 | 7 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 10 | 9 | 9 | 9 | 7 |

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

Answer before DVV Verification:

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

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 346 | 1312 | 1557 | 632 | 1164 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 346 | 1312 | 1557 | 632 | 310 |

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 450 | 349 | 281 | 215 | 162 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 450 | 349 | 281 | 215 | 128 |

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 92 | 62 | 41 | 30 | 23 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 26 | 14 | 26 | 6 | 8 |

Remark : Value updated after excluding participation / appreciation /oral presentation / poster presentation /session chair / guest speaker certificates

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

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

Answer before DVV Verification : All of the above

Answer After DVV Verification: All of the above

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

Option

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 120 | 54 | 13 | 11 | 21 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 63 | 39 | 7 | 4 | 13 |

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1701 | 1100 | 524 | 209 | 140 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1701 | 1100 | 524 | 209 | 23 |

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 597 | 442 | 275 | 459 | 490 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 536 | 418 | 252 | 395 | 386 |

Remark : Values updated as per the supporting documents and excluding activities not community oriented

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 25223 | 21731 | 16557 | 23188 | 22559 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 24767 | 21341 | 16228 | 22797 | 22300 |

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

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

Answer before DVV Verification : 305

Answer after DVV Verification: 222

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|----------|----------|----------|----------|----------|
| 24326.06 | 30977.97 | 16485.93 | 12157.06 | 11190.94 |

Answer After DVV Verification :

| | | | | |
|----------|----------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 13181.09 | 21977.44 | 8196.00 | 6711.45 | 5066.38 |

| | |
|-------|--|
| 4.2.4 | <p>Is the Teaching Hospital / Clinical Laboratory accredited by any National Accrediting Agency?</p> <p>A. NABH accreditation</p> <p>B. NABL accreditation</p> <p>C. International accreditation like JCI.,</p> <p>D. ISO certification of departments /institution</p> <p>E. GLP/GCLP accreditation.</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p> |
| 4.3.3 | <p>Does the institution have an e-Library with membership/subscription for the following:</p> <ol style="list-style-type: none"> 1. e – journals / e-books consortia 2. e-ShodhSindhu 3. Shodhganga 4. SWAYAM 5. Discipline-specific Databases <p>Answer before DVV Verification : All of the above Answer After DVV Verification: All of the above</p> |
| 4.3.5 | <p>E-content resources used by teachers:</p> <ol style="list-style-type: none"> 1. NMEICT / NPTEL 2. other MOOCs platforms 3. SWAYAM 4. Institutional LMS 5. e-PG-Pathshala <p>Answer before DVV Verification : Any Four of the above Answer After DVV Verification: Any Four of the above</p> |
| 4.4.1 | <p>Percentage of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities (data for the preceding academic year)</p> |

| | | | | | | | | | | | | | | | | | | | | | |
|--------------|--|---------|----------|---------|---------|---------|----------|----------|---------|----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | <p>4.4.1.1. Number of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities Answer before DVV Verification : 615 Answer after DVV Verification: 615</p> <p>4.4.1.2. Total number of classrooms, seminar halls and demonstration room in the institution Answer before DVV Verification : 615</p> | | | | | | | | | | | | | | | | | | | | |
| <p>4.5.1</p> | <p>Average percentage of expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years</p> <p>4.5.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in lakhs) Answer before DVV Verification:</p> <table border="1" data-bbox="304 629 1046 763"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>20022.50</td> <td>14229.76</td> <td>9777.37</td> <td>10890.39</td> <td>9074.35</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 842 1046 976"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>4141.82</td> <td>2462.23</td> <td>1084.52</td> <td>1405.53</td> <td>1097.66</td> </tr> </table> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 20022.50 | 14229.76 | 9777.37 | 10890.39 | 9074.35 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 4141.82 | 2462.23 | 1084.52 | 1405.53 | 1097.66 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 20022.50 | 14229.76 | 9777.37 | 10890.39 | 9074.35 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 4141.82 | 2462.23 | 1084.52 | 1405.53 | 1097.66 | | | | | | | | | | | | | | | | | |
| <p>5.1.5</p> | <p>The institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and prevention of ragging</p> <ol style="list-style-type: none"> 1. Adoption of guidelines of Regulatory bodies 2. Presence of the committee and mechanism of receiving student grievances (online/ offline) 3. Periodic meetings of the committee with minutes 4. Record of action taken <p>Answer before DVV Verification : All of the above Answer After DVV Verification: All of the above</p> | | | | | | | | | | | | | | | | | | | | |
| <p>5.2.3</p> | <p>Percentage of the graduates in the preceding academic year, who have had progression to higher education.</p> <p>5.2.3.1. Number of batch of graduated students of the year before preceding year, who have progressed to higher education Answer before DVV Verification : 1809 Answer after DVV Verification: 1541</p> | | | | | | | | | | | | | | | | | | | | |
| <p>5.3.1</p> | <p>Number of awards/medals for outstanding performance in sports/cultural activities at state/regional/national/international events (award for a team event should be counted as one) during the last five years</p> <p>5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at state/regional /national/international events (award for a team event should be counted as one) year-wise during the last five years Answer before DVV Verification:</p> | | | | | | | | | | | | | | | | | | | | |

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 195 | 91 | 106 | 130 | 90 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 174 | 82 | 78 | 98 | 84 |

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

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 157 | 146 | 68 | 64 | 72 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 94 | 72 | 34 | 30 | 44 |

Remark : Values updates after only including sports / cultural meerts and excluding all celebrations , days like shivaji , ganesh mahotsav , birth anniversary , freshers day , hindi diwas , makar sankranti , farewell , pharmacist day , felicitation of non-teaching staff , christmas .

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

1. Planning and Development
2. Administration (including Hospital Administration & Medical Records)
3. Finance and Accounts
4. Student Admission and Support
5. Examination

Answer before DVV Verification : All of the above

Answer After DVV Verification: All of the above

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 903 | 626 | 514 | 414 | 431 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 56 | 23 | 42 | 46 | 65 |

Remark : Value updated after considering a minimum financial support of Rs. 5000/- pe faculty per academic year

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 3709 | 4274 | 3078 | 3059 | 2317 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 2350 | 3148 | 1881 | 1823 | 1098 |

6.5.2 Quality assurance initiatives of the Institution include:

1. Academic and Administrative Audit (AAA) and initiation of follow-up action
2. Conferences, Seminars, Workshops on quality
3. Collaborative quality initiatives with other Institution(s)
4. Orientation programmes on quality issues for teachers and students

| | |
|-------|---|
| | <p>5. Participation in NIRF process</p> <p>6. Any other quality audit by recognized State, National or International agencies (ISO, NABH, NABL Certification, NBA, any other)</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p> |
| 7.1.2 | <p>The Institution has facilities for alternate sources of energy and energy conservation measures</p> <ol style="list-style-type: none"> 1. Solar energy 2. Biogas plant 3. Wheeling to the Grid 4. Sensor-based energy conservation 5. Use of LED bulbs/ power efficient equipment <p>Answer before DVV Verification : Any Four of the above Answer After DVV Verification: Any Four of the above</p> |
| 7.1.4 | <p>Water conservation facilities available in the Institution:</p> <ol style="list-style-type: none"> 1. Rain water harvesting 2. Borewell /Open well recharge 3. Construction of tanks and bunds 4. Waste water recycling 5. Maintenance of water bodies and distribution system in the campus <p>Answer before DVV Verification : All of the above Answer After DVV Verification: All of the above</p> |
| 7.1.5 | <p>Green campus initiatives include:</p> <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of Plastics 5. Landscaping with trees and plants <p>Answer before DVV Verification : All of the above Answer After DVV Verification: All of the above</p> |
| 7.1.6 | <p>Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <ul style="list-style-type: none"> • Green audit • Energy audit • Environment audit • Clean and green campus recognitions / awards • Beyond the campus environmental promotion activities |

| | |
|--------|--|
| | <p>Answer before DVV Verification : Any Four of the above Answer After DVV Verification: Any Four of the above</p> |
| 7.1.7 | <p>The Institution has disabled-friendly, barrier free environment</p> <ul style="list-style-type: none"> • Built environment with ramps/lifts for easy access to classrooms. • Divyangjan friendly washrooms • Signage including tactile path, lights, display boards and signposts • Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment • Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading <p>Answer before DVV Verification : All of the above Answer After DVV Verification: All of the above</p> |
| 7.1.10 | <p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <ol style="list-style-type: none"> 1. The Code of conduct is displayed on the website 2. There is a committee to monitor adherence to the code of conduct 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on code of conduct are organized <p>Answer before DVV Verification : All of the above Answer After DVV Verification: All of the above</p> |

2.Extended Profile Deviations

| ID | Extended Questions | | | | | | | | | | | | | | | | | | | | |
|----------|---|----------|----------|----------|---------|---------|----------|----------|----------|----------|----------|---------|---------|---------|---------|---------|----------|----------|----------|----------|----------|
| 1.1 | <p>Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>53331.55</td> <td>57195.76</td> <td>34837.24</td> <td>35558.18</td> <td>30309.93</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>39358.29</td> <td>49514.74</td> <td>29180.03</td> <td>30241.72</td> <td>25347.18</td> </tr> </tbody> </table> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 53331.55 | 57195.76 | 34837.24 | 35558.18 | 30309.93 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 39358.29 | 49514.74 | 29180.03 | 30241.72 | 25347.18 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 53331.55 | 57195.76 | 34837.24 | 35558.18 | 30309.93 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 39358.29 | 49514.74 | 29180.03 | 30241.72 | 25347.18 | | | | | | | | | | | | | | | | | |