



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

BHARATHIDASAN UNIVERSITY

BHARATHIDASAN UNIVERSITY, PALKALAIKERUR

620024

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Bharathidasan University committed to '**Delivering Excellence**' in Higher Education emphasizes Intellectual Acumen, Augmentation & Ardour accompanied by Exemplar Character. The University bears the name of the Revolutionary Thinker/ Writer Par Excellence/ Tamil Poet-Great **Bharathidasan** (1891–1964) – an Awardee of **Sahitya Academy** in 1969 and commemorated by Government of India with **Indian Postal Stamp** released in 2001.

Tiruchirappalli: The City of Serenity- Divinity- Activity- Antiquity- Modernity, having hallmark-hoary past, pre-historic mythological riches and famed temples, and recorded history from 3rd Century BC beginning with epoch-making 'Cholas' and other dynasties- **Tiruchirappalli** thrills everyone, ever.

Great Confluence: Bharathidasan University established by GoTN on 07-01-1982, has great Institutional riches to benefit with reputed neighbours - NITT, IIM, BIM, Anna University and BHEL besides many statured institutions. Road-Rail-Air connectivity is laudable. Eco-environment with Cauvery-basin is fine sporting farm-fields-flora-fauna diversity.

Campuses: Main Campus: 450 Acres, is 13-15 KMs off downtown while Khajamalai Campus: 50 acre expanse is city nestled.

Constituents: With 4 Faculties (Science- Arts- Language- Management), 16 Schools (10 in Science stream), 37 Departments, 29 Specialized Centres, 263 teaching, and 457 non-teaching staff, University has 2564 students/scholars pursuing 151 programs- all, CBCS pattern.

Specialty: Five **National Facilities/Centres/Repositories**, 20 Specialized Research Centres with extra-mural support, Eleven Departments with UGC-SAP, 5 Departments with DST-FIST, 2/3rd of Departments PURSE-featured and impactful others make fortes.

Affiliating University: 151 affiliated Colleges of several shades.

Development Trajectory

- **1965-1982:** University of Madras-PG Centre
- **1982-1991:** BDU –by GoTN- 2f&12B; UGC-ASC, School of Earth Science
- **1991-2000:** NFMC-GoI; Non-Linear Dynamics
- **2000-2004:** NAAC-‘A’; HPR Centre, BUTP/IECD
- **2004-2006:** CBCS; Bio Med. Diagnostics-Marine Science
- **2006-2008:** School of Excellence- Life Sciences (GoTN) & CSSEIP-UGC
- **2008-2011:** Mahatma Gandhi Doerenkamp Centre
- **2011-2012:** PURSE–I Rs..9Cr; DST
- **2012-2013:** CDAP- UGC, NAAC Re-accreditation- ‘A’
- **2013-2014:** Solar Park, Green Cover
- **2014-2015:** UGC- DDU KAUSHAL
- **2015-2016:** NCAAE (UGC-CPEPA)

- **2016-2017:** BSM; GIAN MHRD; BIAN- BDU
- **2017-2018:** DST–PURSE- II Rs. 17.35Cr; NRMC

Governance and Legacy: Guided by HE the Governor and GoTN coupled with UGC/MHRD guidelines, transparent governance is the virtue of the University aided by Syndicate, Senate and SCAA, apart from counsel from erstwhile **Bhatnagar Awardee** Professors, HoDs, Administrators, Stakeholders and all

Vision

The University's **Motto** is, 'We Will Create a Brave New World', a dictum of the reputed Poet Bharathidasan.

University's Vision: With the ultimate aim of creating 'A Brave New World', Bharathidasan University ensures the pursuit of **excellence in teaching, learning, research, and extension of knowledge** through higher education'.

Vision Pursuit: Pursued through **Roles Envisioned, Leadership Vision and Vision of Quality.**

Roles Envisioned: Excellence is doing the **right things in the right way, right-time and every time, ahead of others.** University has set upon itself the following envisioned role-model roles:

1. To dedicate itself as the trendsetter in taking higher education in Arts, Fine Arts, Science, Technology, Humanities, Business and Education to all sections of society at affordable cost with good learning ambiance and the state-of-the-art infrastructure.
2. To assume itself the responsibility of an institution of eminence in research - pure and applied, so that knowledge and skill of superior kind are developed, disseminated and translated into patents, industrial designs, and other IPRs besides ToT.
3. To function as a role model institution in developing well-trained human resources that are globally competitive in terms of attitude, aptitude, aspiration, and acquaintance and application so that individual, societal, national and global developments are facilitated ably.
4. To commit itself as a forerunner in providing education that is character building, student-centric, value-oriented, excellence-inbuilt and self-actualization imbibed.

Leadership Vision: Leadership of BDU is driven by the **Vision: Relevance** timed, **Event** exuberant, **People** involved, **Objectives** obsessed, **Resource** rationalized, **Transparency** inbuilt, **Sacrifice** ready, **Progression** pushing, **Humanist** tinged, **Attribute** oriented, **Student-centric** and **Epoch-making** endured.

Vision of Quality Commitment: Vision of Quality Commitment makes the institution top ranked by appreciative performance. BDU is guided by Quality Policy and Quality Quote ably.

The **Quality Policy** of the BDU comprises of **Quality Planning** with Quality Benchmarks & Metrics, **Quality Assurance** through Standard Operating Systems & Processes, **Quality Sustenance** with Measurement & Intervention and **Quality Enhancement** through continuous updating of adhering to the tenets of **Total Quality Management** in each **Key Performance** arena.

Quality Quote: 'Our BDU-Our PRIDE': Pride Resonating In Delivered Excellence (**PRIDE**).

Mission

Mission: Mission of Bharathidasan University is, ‘to promote scholarly, scientific and critical inquiry among the learners to move forward in the frontiers of knowledge and enrich and elevate them as the citizens of the state, the nation, and the world by offering nationally and internationally competitive learning and creative activity through quality programs of teaching, research, and extension’.

Mission Fulfillment: Fulfilling through **Objectives, Core Values, and Action-on-the-Ground.**

Objectives:

- (i) Advancing Opportunities for Higher Education for the Youth of the nation reflecting the Economic, Cultural, Social, Technological, and Artistic & Scientific Yearnings (**ESTEEM**) of the land;
- (ii) Expanding Opportunities for New, Enchanting & Conspicuously Triumphant Advanced Research translating into Veritable Intellectual Property (**VIP**).

Core Values:

- BDU insists the pulsating value of **Creative Excellence** upon the Academia and Administration leading to resoundingly sustained inventive pursuits in propelling new knowledge, superior learning and rewarding innovation.
- BDU inculcates the stimulating value of **Community Equity** upon all Stakeholders and Neighbourhood-communities as a means of advancing a social order that cares for /shares with the disadvantaged and works for societal up-lift.
- BDU injects the synergizing value of **Competence Eminence** upon Students/Scholars to acquire ‘the best- the most- the choicest learning/skills’, by oneself and/or aligning with compatible collaborators to sport global competences.
- BDU imbibes the resonating value of **Characteristic Exemplar**, upon all Colleagues and Others that everyone so naturally follows a lifestyle that marks and evokes honesty, modesty, novelty, precocity, simplicity, and sagacity.

Action-on-the-Ground: The University’s endeavors are:

- Blossom wisdom by exploring and constructing new knowledge through collaboration, networking, reviewing with a constructionist approach.
- Transcendence in every academic pursuit within and between disciplines in laying the road towards creating a brave new world.
- Quality and participation as the breath of this institution- every department, center, cell, and school to breathe it in every act of their academic/research/extension pursuits.
- Empower and fuel the learners towards academic/research excellence and innovation for social change.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The Strengths of Bharathidasan University

- Faculty with research culture, project focus, global collaboration and professional commitment.
- Erudite Erstwhile Professors of Eminence with **two Bhatnagar Prizes, three FRS memberships, two Sahitya Academy Awardees, Talented Vice Chancellors** (for/by BDU) and so on providing a strong foundation, projection and visibility to the University
- Science Laboratories with **tens of different sophisticated equipment** of value from **Rs. 50 lakhs to 200 lakhs**.
- Four National Facilities/Repositories of National (only one and only the second one of its kind) /International fame (one of seven) providing global connectivity for bio-culture samples.
- Strong Research Culture and Stellar achievements such as **Ponnusamy Hydrophobic Index, Murali-Laxmanan-Chuha (MLC) Nonlinear Electronic Circuits, Synthetic Models for Iron and Copper Proteins**, etc provide visionary drives for all learners.
- Neighbourhood National Institution, IIM/NITT/BHEL to collaborate/coalesce.
- Vast Campus situated on the National Highways with scope and space for expansion, **rain-water harvesting possibility** of immense scale, bio-diversity and all.
- **Tiruchirappalli** sporting **all-in-one** features of **a great city, a good town and farming-village**, together with Cultural Maturity, Tranquility and Diversity offers what a city/town/village together could do to support HEIs.
- The University with proactive managerial style is quick to introduce new programs/courses, internal changes, capacity addition, MoU activation and so on.
- The fast and purposeful decisions taken by the MHRD/UGC/DST/State Government and other official bodies provide directional guidance to the University to embark on quality enhancement and a quantum jump in activities.

Benefiting out of these Strengths

- Great Research Pursuits making use of the state-of-the-art resources and intellect evidenced by high h-index of 90, collaborations, resounding publications with good bibliometric credentials.
- Advantage in securing more MHRD/Central Research funds through national facilities.
- Launching innovative programs in all streams.
- Industrial Collaboration for need-based funded research and also facilitating Placement and internship.
- Students of Affiliated Colleges get research assistance.

Institutional Weakness

The Weaknesses of Bharathidasan University

- First generation learners, accounting for 65% need a lot of orientation, remedial coaching and all that.
- Filling up the vacancies in teaching posts could not be taken up due to certain policy issues.
- UGC fund for research is not forthcoming in good measure resulting in decrease in number of funded projects.
- Delay in getting the Constituent Colleges transferred to Government-fold resulting in funding infirmities for the University.
- Fund sources to a State University are not as broad as for a central university, though responsibilities are almost same.

Meeting these Weaknesses

- More Collective Endeavours among Departments/Faculties to create larger visibility, scale and scope.
- Right dissemination of information to prospective students on the synergistic value of education in BDU having strong research facilities.
- Training the Students to seek beyond-the-syllabus experience and practice unbounded thinking.
- The government has been requested to do its best and the maximum to ease the burden on the University and let the University concentrate more on creativity, research, invention and innovation.

Institutional Opportunity

The Opportunities for Bharathidasan University to harvest

- Effective pursuit of inter-institutional tie-up with localized national/ state-level institutions providing more research exposures for student/ faculty.
- Bharathidasan International Academia Network (**BIAN**) to dwell into purposeful engagement with foreign institutions for knowledge transfer- either way, involving mutual growth benefitting the students/scholars as well.
- Using the Laboratory/ Learning Resources for patentable IPRs taking cues/ inspiration from those established professors with project-patent culture.
- Engage with Industry by all Faculties/ Departments/ Centres to make learning a great posture and student progression assured one.
- Language Departments could work for a Post-graduate Program on Translation- 4 or 5 Language-Knit-Kit after identifying the scope/prospects.
- Strive for excellence further with credentials assessed internationally and ascendance effected.
- Make fuller use of Alumni-power in many domains – curricular support, internship facilitation, placement advantage, funding possibilities, sponsorship commitments and so on.
- Educational and Research pursuits that serve the society well involving all internal stakeholders.

Making use of the Opportunities

- Opportunities must be noticed through exploring mind, focused eyes/ears and committed self.
- University must provide platforms for explorers, encourage students to come off their cocoons.
- University must make the Centres of Different shades to dream, think, dare and act with poise and total preparation and commitment.
- Project the 'Can-Mind-set' - I Can, We Can, You Can, They Can and It Can.

Institutional Challenge

Challenges for Bharathidasan University

- Enrollment sustenance for certain programs is a challenge despite careful launching of new programs.
- Providing a global learning ambiance to students/ scholars/ faculty so that global competencies could be achieved using the present facilities fully and ably.

- Making every one – Students, Scholars and Faculty, to realize that what is learned/ done by oneself isn't the greatest/ maximum in the world of fast-changing knowledge/ skills.
- Erasing gender-stereotype and ensuring that women continue educational pursuits despite status changes- like marriage or other seemingly difficult situations at home.
- Grooming the Stakeholders for the fourth and forthcoming industrial revolutions.
- Effecting the Research more participative leading to enhanced chances leading to innovation and IPR type results.
- Taking IPR achievements to Industry, Farm, Government and the like so that new knowledge gets into action, rather than confined to the casket of University laboratories.
- Endearing that Entrepreneurship is the first priority, second furthering education and third only employee-ship, instead of the other-way round.

Meeting these Challenges

- Mind-set transformation through appropriate change at the heart and mental frame via counseling, motivation and self-introspection.
- BDU moves into the mode of first-mover or prime-mover status so that the supply comes from BDU to motivate the other side to respond with positive frame.
- Awareness, Training, Skill Transfer, Summer Programs, and all for all.
- Liaison with Public and Epoch-making Leaders to support Higher Education.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curriculum Design & Development

- **Broad-based and Forward-looking:** Curriculum design and development evolved after adequate inquest of, inter alia, the academic, business, community, and futurist developmental requirements at Local-National-Regional-Global archetypes.
- **Relevant and Valued:** Curricula are **need-based, value-adding, society-driven, and industry-relevant.**
- **Holistic Education:** Intellect + Character, given emphasis.
- **Trendier Programs:** 85% of programs such as Biomedical Science, Medical Physics, Geographic Information Science, Environment related, Management and others.
- **Unique Program:** Computer Applications for Speech & Hearing Impaired.
- **UGC Funded Programs:** Five programs, mostly Environment focused at **Rs.2.3crores.**
- **Outcome Orientation:** Learning Outcome-based Course Framework (**LOCF**) with clearly stated student attributes, quality descriptors and POs/ PSOs/ COs matching with the knowledge/ skill/ attitude/ altitude expected of the learners.
- **Up-to-date:** Relevant **Periodic revision** at the least once in three years; **Contemporary Developments** uncovered in the curricula. 91% of Courses with components of Employability/ Entrepreneurship/ Skill development oriented.

Academic Flexibility

- **Choice Based:** All programs are choice-based; Inter-departmental/ Specialization/ Elective courses are

in measure.

- **New Courses:** 660 courses accounting for 9.23 % of total courses are newly added.
- **100% Revision:** All programs, saving a few, are revised introducing new courses, curriculum upgrade and modification besides syllabus content revision for each course effected.

Curriculum Enrichment

- **Nuanced Components:** 380+ Courses directly /indirectly cover virtues: Professional Ethics, Human Values, Gender Sensitivity, Environment Sustainability.
- **Enriched Learning:** 81.0 % students Project-work/ Internship/ Field Report; 100% Seminar Presentation.
- **Value Addition Courses:** 72 Courses with 25% of students enrolling for the same.
- **Paradigm Components:** Practicum for Non-Science Streams of Studies such as Field Visit, Case Studies, Web-learning, OCR Resources, MOOCs, etc as components.

Feedback System

- Feedback from Students/ Teachers/ Alumni/ Employers/ Parents obtained, analyzed, reported, acted and web-loaded.
- Constructive views received such as: practicum, smart-classes, etc. formed into a curriculum.

Teaching-learning and Evaluation

Student Enrolment and Profile

- BDU Demand Ratio: 1:1.2 (Range 1:5 to 1:0.5)
- 100% Compliance with Community Reservation Norms, as per GoTN directions

Catering to Student Diversity

- **Assessment & Intervention as to learning level differences of the students at enrollment:** Spotting the Clusters of differential learning quotients, Holistic Capability-Uplift with **Generic-Specific Capability Enhancement Measures** through **Mind-set Tuning, Individualized / Differentiated Remedial/ Bridge/Uplift Exercises** done as below:

Talented Learners

- **Generic :** Nuanced Lingual skills, Decision skills and Quant-model skills
- **Program Specific:** Niche Glossary, Latest and Related and Lofty Applications

Threshold Learners

- **Generic :** Basic Lingual skills, Reasoning skills and Quantitative skills
- **Program Specific:** Basic Glossary, W'sW? and Basic Applications
- **Student-Teacher ratio:** 15:1.
- **Centre for Differently-Abled Students** with unique curricula and facilities.

Teaching-Learning Process

- **Student Centricity:** 'Learning with the Students' instead 'Teaching for the Students' resulting in creating intellectuals.
- **Experiential / Participative / Problem Solving Learning:** A menu of 100+ methods such as Hands-on-Learning (HoL) using available equipment, Do-It-Yourself (DIY), Field-based learning, Cooperative Learning, Brain-storming, Critical Incident, Interview, demos, Continuous Engagement, Long-Term Knowledge Retention, Transferable Skills, PUTS, etc are adopted.
- **C+NALA** (Core / Numeric, Associated, Language & Articulation facets).
- ICT tinged learning; 16 servers; 1200 nodes; NKN mission net-worked.
- **Mentoring:** Mentor-Mentee system in operation: 1:15.

Teacher Profile and Quality

- 93%+ faculty with Ph.D, 14.6 years, average experience, 10% faculty with reputed awards; All have project exposure.

Evaluation Process and Reforms: 100% ICT oriented examination system; Departmental Autonomous Pattern; Declaration of results- Average within two weeks; Evaluation Complaints 0.17%; Transparency and objectivity 100% ensured.

Student Performance and Learning Outcomes

- POs, PSOs & COs developed/disseminated/ diligently adopted. POs are holistic covering:
- **(i.) Professional Competences (Work/ Job Competences; Livelihood/ Entrepreneurial Competences; Research & Development Competences);**
- **(ii.) Seasoned- Spiritedness Mindset** (being autonomous, ambitious, inspirational, entrepreneurial, ethical, empathetic, environmentally conscious, aiming big-stakes); **and (iii.) Leadership Latitude** skills (skilled at becoming as: institutional visionary, team-spirited personality, exemplar of contributions, etc.)
- LOs Attainment Evaluation based on a web of Context/Content factors with diversity.
- Average Pass Percent is 98.6%.

Research, Innovations and Extension

Research Facilities Promotion

A well laid out Research Policy, state-of-the-art laboratories and SAP/FIST/CAS status for 2/3rd of Departments, make BDU research focused institution. Faculty members have overseas recognition; 330 scholars enrolled for research degrees with fellowship, annually.

Centres for Research and Sponsors:

- Nonlinear Dynamics, High-Pressure Research- DST
- Remote Sensing, Life Sciences, Bharathidasan Studies, Anna Chair, etc.- GoTN
- NFMF/ NRMC - DBT
- Alternatives to Animal Experiment, DDU KAUSHAL - UGC

Resource Mobilization for Research

Government funding for research amounted to Rs. 58 Crores; Non-Government sources amounted to Rs.54 Lakhs. Average No. Project - 1 per faculty.

Department Credentials

SAP: 11 Depts; **FIST:**5 Depts; **PURSE:** I & II; 23 Depts; **National Facilities:** 5

Innovation Eco-System (IES)

BDU- Bharathidasan University Technology Park (BUTP) has three Alumni-run and Six Non-alumni-run units incubated-groomed. One 1st Generation graduate ventured a start-up, got ISO 9001:2008 certification, mentored by a senior faculty. 40 IPR seminars emphasized, **Imagination> Creativity> Thinking> Knowledge> Innovation**, former President **Dr.Kalam's dictum**. IECD trained 17500+ people for SMEs; DDU-KAUSHAL groomed through B.Voc. **Eighty-three** innovation awards

Research Publication/Credentials 2013-17.

- ***h-index* – 31 (Total 90)**
- **Eight** Patents
- **Papers 1766 (Total 4399)**
- **11.5 Papers** /Faculty
- **3.66 Citations/Paper. (To-date 13.11)**
- **4** Books-Chapters/ Faculty
- **QS-BRICS** 98.1 percentile
- **4** Ph.D Candidates/ Faculty

Consultancy: With pragmatic consultancy policy consultancy revenue reached Rs. 4.3 Crores

Extension Activities

- Benefitting the neighborhood communities particularly Senior Citizens, Women, Adolescents, Addicts/Afflicted, Children, **Diviyagnan** and Students.
- Self-Tuning and Character Grooming of the students achieved through 225+ **Extension activities** of diverse focus: Health/ Cleanliness in alignment with **Swachh-Bharat**, Entrepreneurship, Personality development, Economic/ Social/ Technological/ Environmental/ Personal/ Educational/ Character Metamorphosis arena.
- **BDU - GOs/NGOs Interactions:** 50+ institutions such as Hospitals/ Industry/ Government Public Service Bodies and the like roped for technical support by the IECD/NSS/YRC and the Departments.
- Student Participation amounted to 100%. Awareness Creation, Capacity building, mentoring and counseling, etc are provided.

Collaboration: MHRD's GIAN and BDU's BIAN scheme involving two-way flow of faculty enabling more collaboration, close to 30 foreign universities/institutions for joint research, conference participation, literature survey/sharing, etc. Special Centres of Research ensured 40 foreign and 78 national collaborations.

Infrastructure and Learning Resources

Physical Facilities: Rs. 14.75 Crores during the assessment period

Teaching- Learning Infrastructure: Adequate state-of-the-art facilities for teaching – learning. New buildings / scientific equipment added as needed.

- **Smart class/ LCD facilitated:** 127 class rooms (24 new) ; 34 conference halls (7 new).
- **International - National Repositories/Facilities:** 1 and 5; in all 12.
- **Sophisticated Research Equipment Inventory:** 9T Physical Property Measurement System, Field Emission SEM, 32 –Node High-Performance Computing, NMR spectroscopy, Atomic Force Microscope, Q-Switched Nd: YAG laser, etc.

Sports and Games: 24 outdoor game sites; 15 indoor game facilities; 35 types of fitness equipment; 13 Gymnastic tools. Human Consciousness Yogic Centre, UGC funded.

Cultural Instruments: Performing Arts Department has finer music instruments, including Veena and 17 other types and many tools for dramatic / dance events, enabling it winning laurels.

Library As Learning Resource

Central Library - 6215 Sq.Mt space; Fully automated through an ILMS- the NIRMALS supporting all housekeeping operations.

Library Resources

- Central Library has 141067 volumes including 59845 with Departments.
- Per student 57 books excluding e-resources.
- 223 international/national with 177 journals - hard copy.
- Annual Expenditure Rs. 40 lakhs.
- Faculty have developed e-contents.

Digital Initiatives

- SWAYAM, SWAYAM Prabha, e-ShodhSindhu, Shodhganga, NAD, National Digital Library of India, NME-ICT with e-Pathshala, Virtual labs, e-Yantra, e-Platform, Talk to a Teacher, UGC-INFLIBNET, BharathiLib.Net.
- Remote Access of E-books/e-journals from INFED;
- Perpetual access to 8500 Springer E-books, UGC-INFONET/ EBSCO and other Databases.
- MOOCs Platforms, inter-alia, edX, Coursera, Wolfram Alpha, Udacity, Khan-academy, besides in-house Mobile Apps, etc.

Rare Collections

4034 **Palm Leaf Manuscripts** in digital format, 394 **Rare Books**, 45 **Manuscripts**.

ICT Infrastructure

- The ICT infrastructure is rich with Wi-Fi, 1230+ computers, Mobile App.
- High-end computers, LCD gadgets, Software, Servers, Apps., Intranet and Video-Conferencing; custom software applications for Administrative divisions developed.
- 1400 data points; Wi-Fi for 1500 concurrent log-ins; central computing laboratory with 110 systems utilized by Students; internet bandwidth: 1 GBPS; Student-Computer Ratio: 2.0

Maintenance of Campus Infrastructure

- Average expenditure on maintenance is 36 %.
- Systems and Procedures for maintaining and utilizing facilities exist with documentation.

Student Support and Progression

Student Support

- Average percentage of students benefited by scholarships/free-ships:

Provided by the Government 44%; BDU 36%; Group Insurance for 100% students.

- Guidance for Competitive Examinations, Career Counseling, Academic/Personal Counseling, Soft-skill development, Remedial coaching, Language lab, Bridge courses, Counseling & Yoga-Meditation benefitting all students.
- Transparent mechanism for timely redressal of all grievances of students including sexual harassment/ragging cases; ISC exists; Information Bureau/Grievance Redressal Hall in Administrative Block.

Student Progression

- Average percentage of placement of outgoing students 21%
- Percentage of student progression to higher education 20%
- Average percentage of students qualifying in state/ national/ international level examinations 50.36%
- Placement drives done every year benefitting all graduates of the University.

Student Participation and Activities

- **83 Awards/Medals** for outstanding performance in sports/cultural activities at national/international level in the 5 years.
- Student Forum represents in academic & administrative bodies/committees such as BoS, IQAC, CDC, University-run Cells/Clubs; Feedback on curriculum/teachers collected/ acted upon.
- Playing Constructive role Students took up new curriculum exercises in great stride, adopting ICT-based learning, campus-cleanliness (Tobacco-free, Plastic-free, Water-body/Greening augmentation), Creativity-oriented research pursuits, Towing the line of Accomplished Alumni, Promoting Team Culture in the campus, etc.
- **189 Sports/Cultural** activities / competitions organized during assessment period with 100% student participation in several capacities.

Alumni Engagements

- A distinct feature is that close to 70 of our current faculty members and 40% of administrative staff are our alumni!
- Distinguished alumni include Prof.S.Subbiah, VC, Alagappa University Dr.P.Kulandaivel, VC Periyar University, and Dr.A.Narayanamoorthy, Member, Commission for Agricultural Costs and Prices, (CACP), MoA&FW, GoI.
- **Award to Alumni:** Department of Commerce and Financial Studies, gives out 'SMART Journal' BDU Com Distinguished Alumni Award, every year to honour outstanding alumnus.
- **BoS/IQAC/Research/ etc.:** Alumni serve in BoS / IQAC/ many cells / clubs dedicated to academic /extra-curricular/ research/ innovation. Physical Education alumni played great role.
- Alumni serve as Recruitment Advisers/Recruiters and so on.
- **Alumni Association/Chapters Meetings:** Ninety-seven.

Governance, Leadership and Management

Governance Excellence

- Leadership committed to do right things linked to Motto, Vision and Mission.
- **A 3-year Action Plan:** New Academic Programs in all streams; Augmenting all laboratories; Nationally Coordinated and Inter-departmental Projects; More Incubation/ Start-ups.
- **A 7-Year Strategic Plan:** Creation of National Centres, New Projects under SPARC/ IMPRESS.
- **A 15-Year Perspective Plan:** Becoming Potential for Excellence/ Institution of Eminence.
- **Case Study: A New Settlement Village As Social Lab** – Village with 50% of nomads and 50% of vision impairment families - Intervention resulted in salutary development.

Strategy Development and Deployment

- Conscious discerning of educational, industry, government policy priorities and SWOCs to design Perspective/ Strategic Plans.
- **National Repository for Microalgae & Cyanobacteria (F)** recently got on stream as a result of decade long **Strategic Plan**, on the model of NFMC.
- Clear-cut Organization structure. **E-governance** followed.
- State Governor, Chancellor of the University gives good counsel.
- Vice Chancellors adhered to quick, transparent, student-centric, humane administration.
- Statutory Bodies, Administrative Committees, IQAC, BoS and Mandatory Cells function as needed with decisions taken recorded and action taken report filed.

Faculty Empowerment Strategies

- 30+ different welfare measures for teaching/ non-teaching staff.
- 22% of faculty attended Conferences with Sponsorship by University.
- 21% attended programs in the University.
- Three types of Performance Appraisal System- Student Feedback, Academic Audit and Career Advancement Scheme, adopted and intervention done.

Financial Management and Resource Management

- Internal Audit in the form Concurrent Audit is done for State Government funds.
- External Audit, -Accountant General (AG) for Central Government funds, UGC/ DST, etc.
- Audit Objections are addressed in time.
- Under special drives over 1200 objections are cleared in the last two years.
- Fee-income, Alumni Donations, Distance Education, Projects, Consultancy - thrust resourcing measures.
- Corpus of the University is Rs. 110 Crores- prudent management.

Internal Quality Assurance System

- IQAC conducted 26 meetings; adopted many Quality Improvement Programs.
- Tri-annual Academic and Administrative Audit and Annual Academic Audit Individual Faculty / Department) are institutionalized.
- IQAC reviewed Teaching-Learning process- Pedagogical changes, Outcome-attainment / ICT adoption enhanced.

Institutional Values and Best Practices

Gender Sensitivity

Programs: Annually 25+ programs on gender/ transgender sensitivity; PG /Research Program on Gender Studies; Gender Audit done.

Facilities

Safety and Social Security: 133 Security Personnel deployed; 250 CCTV Cameras, Internal Complaints Committee (ICC), Social Security Measures, SHG Women Run Canteen, etc.

Mentoring and Counseling

- Mentoring / Counseling done at Department level reinforcing positive attitude.
- Gender Fest/ Champion Clubs and Capacity Building for Women done to sensitize.
- **Common Rooms:** Common/ Comfort / Convalescing rooms exist in number in Faculties and Hostels.

Waste Management: Source Segregation and recommended disposal including bio-gas generation for solid waste; sewerage treatment, incineration of harmless bio-wastes done; E-waste Management through buy-back or periodic auction.

Rain Water Harvesting: Every-building has rain-water harvest system in place; eleven percolation tanks harvest more. Air conditioner discharge water collected and used for planting.

Green Initiatives: With Green and Energy audits done many impactful initiatives undertaken.

- 17.31 % of expenditure incurred on Green Initiatives.
- Bicycles by 20% staff & 30% students. 40% students and 10% staff use pedestrian pathways. Public or University transport or vehicle-pooling used by 95% of employees; city-bus serves campus 6 times/day.

- Progressive shift towards paperless office via e-communication; Plastics/ Tobacco Free; Green cover 90%+ acreage; Flora/Trees 420/56 species respectively; Peacocks-hens colonize.

Differently-Abled Persons: The comforts of these students/ staff cared for with ramps, designer-toilet, parking slot, alerting e-sensors, special library resources, etc.

Situatedness & Local Community Development: 65 Programs for Creating Awareness, Providing Assistance/Training, Ensuring Augmentation , etc., done.

Value Measures: Code of Conduct web-site display; Days of National Leaders – 49 in all celebrated; Human Values and Professional Ethics dealt in Seven Courses elaborately and many in smaller extent; Institutional functioning as per Professional Code. 112 activities conducted for promotion of universal values (Truth, Righteousness, Love, Non-Violence and peace). Institution maintained complete transparency in all its actions.

Best Practices: ‘Advantage GIAN’, ‘School-University-Industry-Tie-up Scheme’ (SUITS), ‘Synergy BIAN’ and ‘BUDS THINK’ are the four highlight best practices.

Distinctiveness: ‘Centres of Excellence of Nation –Tamilnadu - University Make’ (CENTUM); Twenty-nine Centres with grants from Centre / State / University perform well.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	BHARATHIDASAN UNIVERSITY
Address	Bharathidasan University, Palkalaiperur
City	TIRUCHIRAPALLI
State	Tamil Nadu
Pin	620024
Website	www.bdu.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	P. Manisankar	0431-2407092	9442539305	0431-2407045	iqac@bdu.ac.in
IQAC Coordinator	S. Rajasekar	0431-2407072	6374955070	0431-2407011	iqacbdu@gmail.com

Nature of University	
Nature of University	State University

Type of University	
Type of University	Affiliating

Establishment Details	
Establishment Date of the University	04-02-1984
Status Prior to Establishment, If applicable	PG Centre
Establishment Date	01-07-1965

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	23-11-1984	View Document
12B of UGC	23-11-1984	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	Bharathidasan University, Palkalaperur	Rural	683.73	107930.5	UG, PG, PG Integrated, PG Diploma, M.Phil., PhD, Diploma, Certificate		
PG centre	Bharathidasan University Pg Extension Centre, Kurumbalur, Perambalur 621107	Rural	8.5	6202	Postgraduate	25-05-2012	26-06-2015
Institutes	Bharathidasan University Const	Rural	8.8	6202	UG, PG	17-09-2006	18-12-2012

	<i>ituent College, Kurumb alur, Pe rambalu r 621107.</i>						
<i>Institutes</i>	<i>Bharath idasan Universi ty Const ituent College For Women, Orathan adu 614625, Thanjav ur District</i>	<i>Rural</i>	<i>24.77</i>	<i>5915.68</i>	<i>UG, PG</i>	<i>17-09-2006</i>	<i>08-08-2011</i>
<i>Institutes</i>	<i>Bharath idasan Universi ty Const ituent College, Lalgudi 621601, Tiruchir apalli District</i>	<i>Rural</i>	<i>9.63</i>	<i>4081</i>	<i>UG, PG</i>	<i>11-09-2008</i>	<i>26-06-2015</i>
<i>Institutes</i>	<i>Bharath idasan Universi ty Model College, Arantha ngi 614616 Pudukot tai District</i>	<i>Rural</i>	<i>10</i>	<i>4429</i>	<i>UG, PG</i>	<i>22-09-2010</i>	<i>28-03-2015</i>
<i>Institutes</i>	<i>Bharath</i>	<i>Rural</i>	<i>10</i>	<i>2622.37</i>	<i>UG, PG</i>	<i>18-07-2011</i>	<i>28-03-2015</i>

	<i>idasan Universi ty Model College, Thiruthu raipoon di 614713, Thiruva rur District</i>						
<i>Institutes</i>	<i>Bharath idasan Universi ty Model College, Vedaran yam 614810, Nagapat tinam District.</i>	<i>Rural</i>	<i>9.37</i>	<i>3978.42</i>	<i>UG, PG</i>	<i>25-07-2011</i>	<i>28-03-2015</i>
<i>Institutes</i>	<i>Bharath idasan Universi ty Const ituent Arts And Science College, Navalur kuttapat tu, Srira ngam, T iruchira palli 620009</i>	<i>Rural</i>	<i>19.11</i>	<i>4451</i>	<i>UG, PG</i>	<i>18-07-2011</i>	<i>28-03-2016</i>
<i>Institutes</i>	<i>Bharath idasan Universi ty Const ituent Arts</i>	<i>Rural</i>	<i>13.2</i>	<i>3885</i>	<i>UG, PG</i>	<i>25-06-2011</i>	<i>28-03-2016</i>

	<i>And Science College, Nannila m 610105, Thiruv rur District.</i>						
<i>Institutes</i>	<i>Bharath idasan Universi ty Const ituent Arts And Science College, Nagapat tinam 611001</i>	<i>Rural</i>	<i>9.88</i>	<i>2471.52</i>	<i>UG, PG</i>	<i>11-08-2012</i>	<i>28-03-2016</i>
<i>Institutes</i>	<i>Bharath idasan Universi ty Const ituent Model College For Women, Veppur 621717, Peramb alur.</i>	<i>Rural</i>	<i>4.74</i>	<i>4609</i>	<i>UG, PG</i>	<i>13-09-2013</i>	<i>28-03-2015</i>

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total
Universal/Common to All Disciplines	0	132	132

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	10
Affiliated Colleges	132
Colleges Under 2(f)	55
Colleges Under 2(f) and 12B	55
NAAC Accredited Colleges	41
Colleges with Potential for Excellence(UGC)	6
Autonomous Colleges	23
Colleges with Postgraduate Departments	103
Colleges with Research Departments	98
University Recognized Research Institutes/Centers	10

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes				
<table border="1"> <thead> <tr> <th>SRA program</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>NCTE</td> <td>102210_2432_4_1542168617.pdf</td> </tr> </tbody> </table>	SRA program	Document	NCTE	102210_2432_4_1542168617.pdf	
SRA program	Document				
NCTE	102210_2432_4_1542168617.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	28				41				162			
Recruited	12	2	0	14	25	2	0	27	91	31	0	122
Yet to Recruit	14				14				40			
On Contract	0	0	0	0	0	0	0	0	48	52	0	100

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				477
Recruited	232	162	0	394
Yet to Recruit				83
On Contract	52	64	0	116

Technical Staff				
	Male	Female	Others	Total
Sanctioned				97
Recruited	56	15	0	71
Yet to Recruit				26
On Contract	11	9	0	20

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	12	2	0	25	2	0	86	30	0	157
M.Phil.	0	0	0	0	0	0	2	1	0	3
PG	0	0	0	0	0	0	3	0	0	3

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

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

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	5	1	0	6
Adjunct Professor	0	0	0	0
Visiting Professor	0	0	0	0

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Tamil	Anna	Bharathidasan University

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	255	0	0	0	255
	Female	89	0	0	0	89
	Others	0	0	0	0	0
PG	Male	378	11	0	2	391
	Female	674	30	0	2	706
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	52	0	0	0	52
	Female	55	0	0	0	55
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	408	63	0	9	480
	Female	312	42	0	7	361
	Others	0	0	0	0	0
Diploma	Male	9	1	0	0	10
	Female	11	0	0	0	11
	Others	0	0	0	0	0
Certificate	Male	5	0	0	0	5
	Female	3	0	0	0	3
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	71	4	0	1	76
	Female	103	7	0	0	110
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	0

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	338	9	0	0	347
Female	440	14	0	0	454
Others	0	0	0	0	0

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	11-11-1987
Number of UGC Orientation Programmes	22
Number of UGC Refresher Course	38
Number of University's own Programmes	18
Total Number of Programmes Conducted (last five years)	78

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	86.5	A	NAAC Peer Team Report_2003.pdf
Cycle 2	Accreditation	3.16	A	NAAC Peer Team Report_2012.pdf

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Bharathidasan School Of Management	View Document
Centre For Bharathidasan Studies	View Document
Centre For Differently Abled Persons	View Document
Centre For Remote Sensing	View Document
Centre For Social Exclusion And Inclusive Policy	View Document
Deen Dayal Upadhyay Kaushal Kendra	View Document
Department Of Animal Science	View Document
Department Of Biochemistry	View Document
Department Of Bioinformatics	View Document
Department Of Biomedical Science	View Document
Department Of Biotechnology	View Document
Department Of Botany	View Document
Department Of Chemistry	View Document
Department Of Commerce And Financial Studies	View Document
Department Of Computer Science	View Document
Department Of Economics	View Document
Department Of Educational Technology	View Document
Department Of English	View Document
Department Of Environmental Biotechnology	View Document
Department Of Environmental Management	View Document
Department Of Geography	View Document
Department Of Geology	View Document
Department Of History	View Document
Department Of Industrial Biotechnology	View Document
Department Of Library And Information Science	View Document
Department Of Life Long Learning	View Document
Department Of Marine Biotechnology	View Document
Department Of Marine Science	View Document

Department Of Mathematics	View Document
Department Of Medical Physics	View Document
Department Of Microbiology	View Document
Department Of Performing Arts	View Document
Department Of Physical Education	View Document
Department Of Physics	View Document
Department Of Social Work	View Document
Department Of Sociology	View Document
Department Of Statistics	View Document
Department Of Tamil Studies	View Document
Department Of Women Studies	View Document
School Of Life Sciences	View Document

3. Extended Profile

3.1 Program

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
119	123	133	123	123
File Description			Document	
Institutional Data in Prescribed Format			View Document	

Number of departments offering academic programmes

Response: 40

File Description	Document
Institutional Data in Prescribed Format	View Document

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2564	2449	2266	1994	2096
File Description			Document	
Institutional Data in Prescribed Format			View Document	

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

2017-18	2016-17	2015-16	2014-15	2013-14
944	1036	902	909	948
File Description			Document	
Institutional Data in Prescribed Format			View Document	

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2489	2392	2188	1954	2001
File Description		Document		
Institutional Data in Prescribed Format		View Document		

Number of revaluation applications year-wise during the last 5 years

2017-18	2016-17	2015-16	2014-15	2013-14
4	4	2	1	3

3.3 Teachers**Number of courses in all programs year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
1517	1474	1422	1365	1374
File Description		Document		
Institutional Data in Prescribed Format		View Document		

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

2017-18	2016-17	2015-16	2014-15	2013-14
163	168	177	182	184
File Description		Document		
Institutional Data in Prescribed Format		View Document		

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

2017-18	2016-17	2015-16	2014-15	2013-14
231	231	231	231	231
File Description		Document		
Institutional Data in Prescribed Format		View Document		

3.4 Institution

Number of eligible applications received for admissions to all the programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3697	2499	2563	2103	1937
File Description		Document		
Institutional Data in Prescribed Format		View Document		

Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1436	1810	1987	1244	1166
File Description		Document		
Institutional Data in Prescribed Format		View Document		

Total number of classrooms and seminar halls

Response: 161

Total number of computers in the campus for academic purpose

Response: 704

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

2017-18	2016-17	2015-16	2014-15	2013-14
3466.04	3111.71	3148.11	3399.64	4596.99

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the University

Response:

Bharathidasan University, ever remaining conspicuously true to its visionary motto, **‘We Will Create a Brave New World’**, a vibrant dictum drew from a verse of the **Revolutionary Poet Great, Bharathidasan**, whose name the University bears rightly, has been serving the nation providing holistic higher educational opportunities of relevance and repute.

Need-Based Programs

Curricula, comprising a fine-mix of time-honoured, contemporary and cutting-edge programs, offered through the Four Faculties, namely, Science- Arts- Language- Management, are need-based evolved after adequate inquest of the academic, business, community, employment, entrepreneurship and futurist developmental requirements at Local-National-Regional-Global archetypes involving multiple stakeholders - academia/ industry/ society.

Trendier Programs

Programs such as Biomedical Science, Medical Physics, Biotechnology (incl. Marine), Remote Sensing, Geographic Information Science, ICT / Informatics, Geo-technology, Microbiology, Environment Science / Technology are science-trendier. Computer Applications for Speech & Hearing Impaired, Fashion Technology, Gender Studies, Social Work, Language Studies, Educational Technology, Finance / Management Studies programs are socio-economic trendier. Time tested Basic / Social Science programs are trendily featured.

Outcome Orientation

The University emphasizes on outcome-based education with clearly stated graduate attributes, qualification descriptors and program learning outcomes.

Learning Outcome-based Course Framework (LOCF)

The **LOCF** emphasizes that all programs are outcome-oriented at Program, Program-Specific and Course levels-, all in sync so that the **graduates demonstratively possess the requisite knowledge and exhibit skills-attitude** that avocations of **entrepreneurship/ business incubation/industrial/public services** need from time to time. Their learning must stir them into **life-long learning** depicting characters of great human beings that the world demands very much, infused with a **passion for excellence** in one’s profession, **readiness to serve society** and **willingness to lead**, if need be, with the mindset of sacrifice.

Program Outcomes (POs)

The POs, inter-alia, emphasize instilling competences like **Professional Proficiencies**, **Seasoned-Spiritedness** and **Leadership Latitude** upon all graduands that Society/ Economy expect of them.

Program Specific Outcomes (PSOs)

The PSOs emerging from Program Outcomes place focus on **capacity, capability and conditioning** of the graduands in terms of ‘**Discipline Depth**’ (thoroughness in discipline pertinent knowledge), ‘**Device Dexterity**’ (skilled handling of equipment), ‘**Innately Inventive**’ (unclogged novelty fluency ability), ‘**SMART**’ **Sensed** (Speed Sensitivity, Meticulous Metrics, Appropriate Action, Real-time Rendition & Tech-savvy Trivia) and “**Attitude-Aptitude-‘Apptitude’ - Altitude**” Match (Tangency of Thought, Talents and Technology).

Course Outcomes (COs)

- The COs are carefully designed keeping in view the **conceptual understanding, problem-solving skill, creative attitude/aptitude and human values** expected of the students.
- The COs make the learners, given the program level: (a) **conversant in** fundamental, emerging and real-time concepts; (b) **comfortable in discerningly reading** scholarly learning resources and in **diligently writing-** both notes/expanded papers; and (c) **continued-commitment in** augmenting one’s inventory of the course relevant knowledge/ skill/ nuances/ niches that characterize **holistic learning**.
- The COs emphasize ‘**Value Vocabulary**’, ‘Resonating Reading’, ‘**Willed Writing**’, ‘Real-time Rendezvous’, ‘**Conceptual Clarity**’, ‘Problem Pragmatic’, ‘**Link- Learned**’ and ‘**Articulation Abundance**’- all building ‘**Exemplar Expediency**’ upon learners.

Sum up

The University has consciously designed curricula that are **need-based, value-adding, society-driven, and industry-relevant** in sync with the development at Local, Nation, Region and World paradigms.

File Description	Document
Any additional information	View Document

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

Response: 94.34

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

Response: 150

1.1.2.2 Number of all programs offered by the institution during the last five years	
Response: 159	
File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of program syllabus revision in last 5 years	View Document
Any additional information	View Document

1.1.3 Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years				
Response: 91.09				
1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years				
2017-18	2016-17	2015-16	2014-15	2013-14
1398	1340	1287	1238	1253
File Description	Document			
Program/ Curriculum/ Syllabus of the courses	View Document			
MoU's with relevant organizations for these courses, if any	View Document			
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document			
Average percentage of courses having focus on employability/ entrepreneurship	View Document			
Any additional information	View Document			

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years
Response: 9.23
1.2.1.1 How many new courses are introduced within the last five years

Response: 660

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

Response: 7152

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 100

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.

Response: 119

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

1.3.1 Institution integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

Response:

Specific Programs such as Gender Studies, Sociology, Social Work, Environment Technology/ Science/ Biotechnology/ Genomics/ Management directly address these.

380 Courses spread across most programs cover one or more of these.

a. Gender Issues

Themes: Gender Equity, Sensitivity, Entrepreneurship, Employment, Empowerment, Brave Women Portrayal, Eradication of Disparity, Transgender Rights, Discrimination in Access to Life's Opportunities,

Role Stereotype, Harassment, besides capping Gender Gaps in Polity/ Officialdom are dealt.

Programs offered in the Faculty of Arts address **Gender Issues elaborately**.

Courses on Gender Studies, Social System/Dynamics, Sociological Thoughts, Gender and Society/ Health/ Sexuality, Sociology of Health, Epic/Devotional/Religious Literature, Feminist Research, Polity-Governance –Gender Analysis, Legal Rights, Social Exclusion, History of Modern World, Social Legislation, Human Rights, Social Inclusion: Entrepreneurship Education, Counseling, Public Economics, Comparative Education, Historiography, Women-Media, Shakespearean Portrayal, Development Studies, etc address Gender Issues.

b. Environment and Sustainability

Themes: Eco-system, Bio-prospecting, Microbes, Community Ecology, Deforestation, Aquatic System, Food Chain, Pollutants-Toxicity, Ocean Dumping/ Acidification, Hazardous Zones, Global Warming, Renewable Energy, Radioactive/ Chemical/Biological/e-Medical Waste Disposal, Alternatives to Animals/Anti-biotic/Fossil-fuels, Vermi-Compost, Organic/ Sustainable Integrated Farming, Green Ambience, Biotic & Abiotic Training, Biotech/ GIS Applications.

Programs by Departments of Environment and Biotechnology streams directly address **Environment & Sustainability**; others **indirectly**. All the 40+ Courses of **M.Sc (Environment Science)** and **M.Sc (Environment Technology)** deal with Environment and Sustainability.

Courses in Science stream such as Ecology and Environmental Sciences, Green Chemistry, Environment Biotechnology, Plant Biodiversity, Bio-fertilizers, Mushroom Technology, Marine Environment, Aquaculture Technology, Bio-safety, Bioethics, Environmental Microbiology, Genetic Engineering, Climatology, Social- sector Economics, Environmental Studies, Remote sensing, Biogeography, Ecology and Conservation, Geo-hazards, Coastal Dynamics/ Zone Management, Radiation Diagnostics/Therapy, Recombinant DNA Technology, Sustainable Development, Landscaping, and more courses address Environment issues.

c. Human Values

Themes:: Human Values such as Personal Dignity/Esteem, Gratitude, Ethical/ Honest/ Inspiring/ Just Conduct in personal life, Obedience/ Simplicity/ Zestful attitude besides Self-development, Women Empowerment, Legal Rights, Child Rights, Self-direction, Sacrifice, etc are taught.

Programs by Faculties of Language Studies and Arts **address most of the Human Values** directly while programs by faculty of Science-Technology/ Management dwell upon in a contextual way.

Courses such as *Sanga Ilakkiyam* (Classics), *Nattapuraviyal* (Folklore), *Ara Ilakkiyam* (Virtue Literature), Human Development, Human Values and Ethics, Media-Society-Culture, Counselling Skills, Marriage-Family-Society, Human Resource Management, Human-Computer Interaction, NGO Management, Comparative Literature/ Development, Literary Criticism, Value Education, Human Rights, HRM, CRM, Cross-cultural Management, Perspectives of Education, Curriculum Development, Constitutional Debates - Social Inclusion, and many address Human Values.

d. Professional Ethics

Themes: Ethics of Author-Academia, Zero Plagiarism, Medical Practice, Non-pollution, Non-discrimination, 'Greening-but-No-green-washing', Support for Habitat Protection, Cultural Pluralism, Prevention of Child Labour, No Bribery, and such exemplary conducts are emphasized.

Academic Programs from most non-science Departments and few science departments cover Professional Ethics.

Courses such as Business Ethics, IPRs, Entrepreneurship, Social Exclusion and Development, Social Legislation and Human Rights, Socio-Cultural History of Tamil Nadu, Perspectives of Education, Teacher Education, Educational Administration, News-casting, Modern Political System Advertising, Public Relations, Mass Communication, Industrial Relations, HR Management, Finance, Counseling, Feminist Research and many courses cover Professional

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	View Document
Any additional information	View Document

1.3.2 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 72

1.3.2.1 How many new value-added courses are added within the last 5 years

Response: 72

File Description	Document
List of value added courses	View Document
Brochure or any other document relating to value added courses	View Document
Any additional information	View Document

1.3.3 Average percentage of students enrolled in the courses under 1.3.2 above

Response: 35.24

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

2017-18	2016-17	2015-16	2014-15	2013-14
1763	721	650	461	549

File Description	Document
Any additional information	View Document

1.3.4 Percentage of students undertaking field projects / internships

Response: 81.16

1.3.4.1 Number of students undertaking field projects or internships

Response: 2081

File Description	Document
List of programs and number of students undertaking field projects / internships	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year-wise

A. Any 4 of above

B. Any 3 of above

C. Any 2 of above

D. Any 1 of above

Response: A. Any 4 of above

File Description	Document
Any additional information	View Document
Action taken report of the University on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback processes of the institution may be classified as follows:**A. Feedback collected, analysed and action taken and feedback available on website****B. Feedback collected, analysed and action has been taken****C. Feedback collected and analysed****D. Feedback collected****Response:** A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 2.3

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

2017-18	2016-17	2015-16	2014-15	2013-14
55	72	64	35	38

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Demand Ratio(Average of last five years)

Response: 1.2

2.1.2.1 Number of seats available year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2081	2624	2880	1690	1690

File Description

Document

Demand Ratio (Average of Last five years)

[View Document](#)

Any additional information

[View Document](#)

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

Response: 62.83

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

2017-18	2016-17	2015-16	2014-15	2013-14
1122	990	1111	808	705

File Description	Document
Average percentage of seats filled against seats reserved	View Document
Any 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 programs for advanced learners and slow learners

Response:

I. Holistic Capability-Uplift: Fresher **Orientation Program** is conducted in the first 5 to 7 days of classes after enrollment, with focus on **Generic Capability** and **Specific Capability Enhancement Measures**, to ensure that the fresher students from different academic/ socio-techno backdrops get opportunity for **‘Holistic Capability-Uplift’**.

?? **i. Mind-set Tuning:** Through a mix of **remedial, bridge and up-scale learning opportunities** tuning the mind-set of the fresher students on the requirements of their new programs of studies in terms of **Attitude, Skill & Knowledge** magnification and also in terms of **‘Technology, Application & Internalization’** magnification is endeavoured.

ii. Generic Capability Measures (GCMs): GCMs strive to **create a mind-set** of ‘Holistic Capability-Uplift’ through:

a. Exposure to the niches and nuances of **Cute Communication** covering Language (Vocabulary Building, Resonate Reading, Listening and Grammatical Advances) and Numeric acumen;

b. Spotlight on **Development Dynamics** covering Gender Sensitivity, Environmental Sensitivity, General Awareness, Imagination, Creativity, Reasoning, Thinking and Innovation & Entrepreneurship issues and

c. Thrust on **Values and Morals** emphasizing character-based education at induction time itself drawing quotes/ anecdotes from literature- Indian and foreign, in terms of Etiquettes, Unity-in-Diversity, Truthfulness, Fearlessness, Forgiveness, Virtues, Values, and Sacrifice..

iii. Specific Capability Measures (SCMs): SCMs strive to **spur-up the mind-set** of ‘Holistic Capability-Uplift’ through exposing the learners to:

a. **Program Specific Fundamentals** covering the original thinkers/ thoughts, concepts/ theories, natural

laws, etc, Every-day applications/ utilities/ connectivity and

b.Program Specific Trends covering the recent Events/ R&D/ Inventions/ Developments/ Prized Topics of Nobel and other coveted awards. The thrust is on a bird's eye-view of the specific program in terms of its significance, development and future.

iv. Fresher Orientation for Familiarizing with Learning: Orientation is done succinctly on:

a.Program Structure – Objectives/ Outcomes, the Course Objectives/ Outcomes;

b.Pattern of Continuous Internal Assessment system, the Field-visit/ Internship/ Project-work

c.Holistic learning through Experiential/ Experimental Methodology, Participative Exercises and Problem Solving Recourses and the like.

II. Spotting the Clusters: The advanced (talented) and slow (threshold) learner clusters are spotted through a combination of (i) the grades obtained by the students in their Qualifying Degrees/ Scores of the students in the Entrance examination/ Combined scores of the students in the Entrance examination and the Qualifying Degrees and (ii) Assessed score of Promptness, Participation and Performance-inkling in the above initiation.

III. Special Programs for advanced (Talented) learners and slow (Threshold) learners

i. Individualized/Differentiated Exercises: The **talented learners** are guided for '**going-beyond the syllabus**', '**going-the-extra-mile**', and the like for effecting **Up-lift learning**. The **threshold learners** are given **inspiration** to catch up besides **additional capability enhancement exercises**, depending on the need.

Talented Learners		Threshold Learners	
Generic	Specific	Generic	Specific
Nuanced Lingual skills	Niche Glossary	Basic Lingual skills	Basic Glossary
Decision skills	Latest and Related	Reasoning skills	W's W?
Quant-model skills	Lofty Applications	Quantitative skills	Basic Applications

ii.Varied Practices: The Academic Departments of the University enjoy autonomy and that the course/choice of actions on this score exhibit pretty variety adding diversity to the **fibre and flavour** of Special Programs for advanced and slow learners.

File Description	Document
link for additional information	View Document

2.2.2 Student - Full time teacher ratio

Response: 15.73

File Description	Document
Any additional information	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 1.44

2.2.3.1 Number of differently abled students on rolls

Response: 37

File Description	Document
List of students(differently abled)	View Document
Institutional data in prescribed format	View Document
Any other document submitted by the Institution to a Government agency giving this information	View Document
Any additional information	View Document

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Student Centric Pedagogic Methods patently involve putting students first and pedagogy that inspires the students, leading to **'learning with the students'** more than **'teaching for the students'**. Student Centric Learning Methods involve a paradigm shift putting the kind of **Activeness, Uniqueness, Receptiveness & Adroitness (AURA)** for learning upon the students with the instructor facilitating, mentoring, sharing, caring and counseling.

Aptly this paradigm of teaching methods involves learning-conveyed to students **through experience** (experimenting /doing / playing / contemplating/ cognizing /dreaming), learning-delivered to students **through participation** (in team/group thinking/ discussing/ tasking/ executing) and learning-transmitted to students **through Problem solving** (intelligence – reconnaissance – simulation – sensitization - analysis - evaluation- choice - synthesis - action).

The table below lists the methods of Experiential/ Participative/ Problem Solving Learning adopted

Experiential Learning	Participative Learning	Problem Solving Learning
<p>Providing opportunities for Concrete Experience, Activity Learning, Reflective Observation, Abstract Conceptualization & Active experimentation. Hands-on-Learning (HoL) using available equipment.</p> <p>Do-It-Yourself (DIY)</p> <p>Field-based learning, Newspaper based learning Internship/practicum, collaborative learning, Job-shadowing, Case studies, etc.</p> <p>Field Visits/Tours/ Play/ Business Games.</p>	<p>Teaching with Students, not for Students' is practiced in both theory and practicum. Besides, Team teaching & Mutual teach/learn/ understand; Empower the students and ensure Outcome Realization. Conceptual-mapping, Peer-group-learning, Cooperative Learning, Brainstorming, Critical Incident, Interview, demos, skits, Timeline, Cluster-mapping, Seminar/ Conference/ Workshop/ Peer discussion; Students' Corner, Ad-zap, etc.</p>	<p>Orientation to Spot/ Define the problem, Find Root-causes & variables, Frame Objective function; Develop and Test model solutions.</p> <p>Continuous Engagement</p> <p>Long-Term Knowledge Retention, Transferable Skills,</p> <p>Put U in tight spot or Put U in That Spot (PUTS) such as moral dilemma decision situations, Defenseless Sport / Game states, Pace--keeping efforts between two legitimate warring groups, limited means with competing demand situations, between <i>Scylla and Charybdis</i> cases, Trial and Error, Iteration, Means-Ends Analysis, Brainstorm bonanza, Survivor scenarios; Problem-solving as a group Moral dilemma, Problem Based Learning (PBL) with alternate solutions, approaches, process or steps.</p>
<p>Student Centric Pedagogic Methods provide additionally an inventory of learning methods to the students / scholars, such as flipped learning/ ICT enriched learning/ on-line learning/ blended learning/ virtual learning/ augmented learning- all practiced in right earnest in the University. Besides, students are given opportunities to gain diverse learning experiences through a mix of learning platforms – curricular/ co-curricular/ extra-curricular avenues, internet/ smart-class room/ multi-media vistas, self/ peer group/ teacher delivered learning opportunities and so on. Of course, the traditional black & mortar learning, chalk & talk and face-2-face learning opportunities are there as needed, because learning by experience/ participation/ problem solving is well possible in the traditional format of learning as well.</p>		

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

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 100

2.3.2.1 Number of teachers using ICT	
Response: 163	
File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues
Response: 17.21
2.3.3.1 Number of mentors
Response: 149

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years	
Response: 75.67	
File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years				
Response: 93.67				
2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years				
2017-18	2016-17	2015-16	2014-15	2013-14
157	159	165	168	169

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Teaching experience per full time teacher in number of years

Response: 13.04

2.4.3.1 Total experience of full-time teachers

Response: 2126

File Description	Document
Any additional information	View Document

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 44.05

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
15	14	21	13	14

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

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 2.16

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4	5	5	5	6

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document
Any 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 till the declaration of results during the last five years

Response: 12.4

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

2017-18	2016-17	2015-16	2014-15	2013-14
11	14	12	13	12

File Description	Document
List of programs and date of last semester and date of declaration of result	View Document
Any additional information	View Document

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

Response: 0.12

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	4	2	1	3

File Description	Document
Any additional information	View Document

2.5.3 Average percentage of applications for revaluation leading to change in marks during the last five years

Response: 35

2.5.3.1 Number of applications for revaluation leading to change in marks year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3	0	2	0	0

File Description	Document
Any additional information	View Document

2.5.4 Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system

Response:

Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system

Procedure and Process of ‘Examination System (ES)’ for the ‘University Departments / Centres’

Autonomous Status: One of the Paradigmatic Reforms introduced and adopted in the University is the **Autonomy given to the Departments/Centres** relates to ‘student assessment and examination management’. The Procedures, Processes and Propriety of Examination System including ***IT integration and Continuous Internal Assessment and Reforms*** are chalked out by respective entities providing for **Professionalism, Pragmatism and Progressivism**.

a. Orientation of Examination System

The basic tenets of Examination System of the ‘University Departments/Centres’ are as below:

1. Good degree of Program Specific differentiation while keeping in mind achieving Holistic Program Objectives/Outcomes of the University emphasizing **Professionalism**.
2. Thrust on Evaluating the Achievement of Outcomes emphasizing **Pragmatism**.
3. Student Orientation with Emphasis on Cumulatively Continuous Active/ Applicative/ Adaptive /

Associated / Articulate/ Augmented Learning, emphasizing **Progressivism**.

b. Examination Procedures/Process

1. Both CIA and Term-end Examinations
2. Transparent examination system, with both External and Internal Evaluation.
3. Threshold score 40 % marks in CIA and not less than 50 % marks in the aggregate taking CIA & Term-end Examination marks together.
4. Emphasis on Knowledge Acquisition/Skill Building/Attitude Inculcating through varied facets of evaluation spectra through CIA and systemic evaluation system laying emphasis on conceptual clarity, problem/issue solving propensity, and depth-width-height-fineness of understanding of the courses concerned.
5. A combination of evaluative, problem-solving and application-oriented questions are included to assess and promote holistic skills of the students as required under different learning outcomes besides making them ready for NET, SLET, CSIR, ICMR, DBT, UPSC and other Competitive Examinations.
6. Testing the Graduates on Employability/Entrepreneurship Mindset, Gender Sensitivity/Personal Morality, Professional Ethics, Environment concern and the like through Viva/ Project/ Internship.
7. Revaluation and Re-totaling upon request within 3 days of result declaration.
8. All Application forms are standardized and web-site downloadable.

c. Examination IT Incorporation

1. Online submission of Examination Applications along with the online payment of exam fees.
2. Exam timetables through Emails/ University Web-site.
3. Online hall tickets generation with the photograph along with regular and arrear papers list.
4. Examination Results dissemination Online/ Emails/SMS, OMR, Online Viewing of Mark statement and downloading through student web portal.
5. Submission of Online Panel of Examiners for Ph.D.

d. Continuous Internal Assessment System

1. CIA for 25 marks and End Semester Examination for 75 marks.
2. The components of CIA include a variety of assessment covering Test/ Practicum for Lab. Courses, Assignments/ Preparation of PPT slides or e-content for Select topics, Quizzes/ Seminar/ Class Room Participation and Case Study/ Oral Tests/ Extempore Speech/ Debates/ Mini Projects.
3. Outcome-based continuous internal evaluation is being adopted with many components of performance such as class-room participation, dynamics, etc.

e. Positive Impacts

1. Skill assessment side by side knowledge assessment.
2. Outcome-based assessments is enabled.
3. Exam days reduced; result declaration quickened.
4. Greater transparency is effected with the principle of natural justice to examinees ensured.
5. Marks/Grades reflect the aptitude of the learners reflected through the learning outcomes exhibited.
6. Professional competencies of the students are improved.

File Description	Document
Link for Additional Information	View Document

2.5.5 Status of automation of Examination division along with approved Examination Manual A. 100% automation of entire division & implementation of Examination Management System (EMS)

B. Only student registration, Hall ticket issue & Result Processing

C. Only student registration and result processing

D. Only result processing

Response: A. 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	View Document
Current Manual of examination automation system	View Document
Annual reports of examination including the present status of automation	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

The University has been undertaking well thought-out and coordinated efforts for designing and disseminating the **Learning Outcome-based Course Framework (LOCF)** comprising POs, PSOs and COs for all four major streams of Programs namely: (i) **UG** (B.P.Ed. & BCA); (ii) **PG** (2/3/5/6-year, M.Sc/MA/M.Tech/MCA etc; (iii) **Research** (M.Phil/Ph.D) and (iv) **PG Diploma/ Diploma/Certificate** studies.

The LOCF with Learning Outcomes (LOs) comprising Differentiated Course Outcomes with respective PSOs, are drawn purposefully, is disseminated to students for facilitated acquisition and placed in the website for ease of access by faculty, students and other stakeholders. The student performance appraisal emphasizes on attainment of POs/PSOs/COs and assessment process checks for attainment of the outcomes through schematic contexts/contents.

The LOCF helps securing adequate academic resources/ ambience/ environment for quality learning, facilitates focusing on inspired learning-teaching-evaluation process and enables transferring relevant global competencies to the students enabling their academic/ research/ employment pursuit progression.

All the programs given their level and scope are oriented towards making the graduates endowed with:

(i) **Professional Competences (Work or Job Competencies or Livelihood/ Entrepreneurial Competences or Research & Development Competences** as the case may be) - being skilled at technical aspects, specialized in prompt execution, smart in delegation, steadfast with decision making and so on making the individual competent as an employee/ entrepreneur/ scientist / employer/ social worker/ or so with pertinent knowledge, skill, attitude and nuances;

(ii) **Seasoned- Spiritedness** -being autonomous, inspirational, entrepreneurial, environmentally conscious, aiming big-stakes- making the individual to scale one step up over and above his/her Professional domain; and

(iii) **Leadership Latitude** -being skilled at becoming an institutional visionary, a team-spirited personality, an exemplar of contributions, forfeiter of comforts for institutional or societal uplift and being fashioned to become 'Second-2-none' to eventually reach the pinnacle of '*Numero Uno*' status.

These Program Outcomes flow down to make up the Program Specific Outcomes which when considered generically spread as:

(i) **Device Dexterity** (skilled in handling of devices, apps. and apparatuses) (ii) **Discipline Depth** (knowledge, comprehension, application, problem-spotting and solving, evaluating alternatives, etc), (iii) **Innately Inventive** (Creative, Inventive, Out-of-box thinker, Innovative and Product/Process/Platform championship), (iv) **SMART Sensed** (exhibiting simultaneously talents of being **Speedy, Meticulous, Appropriate, Real-time & Tech. savvy** capabilities in sync, scope, slot and scale) and (v) **Attitude-Aptitude**-**'Apptitude'** match for a great **Altitude** of growth.

The Course Outcomes flow from Program Specific Outcomes which when considered in a generic sense spread out as: (i) **Value Vocabulary**, (ii) **Resonating Reading**, (iii) **Willed Writing** (iv) **Real-time Rendezvous**, (v) **Conceptual Clarity**, (vi) **Problem Pragmatic**, (vii) **Link-Learned** and (viii) **Articulation-Abound**.

Display on website and communication to teachers and students: The POs, PSOs and COs designed by the Departments synchronize with overall holistic paradigms as provided above by the IQAC disseminated in the Website. Department Heads and course teachers take these to the students in the first few classes of each semester, with periodical reinforcements.

File Description	Document
COs for all courses (exemplars from Glossary)	View Document
Link for Additional Information	View Document

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

Based on the needs of the Society/Industry/Economy Specific Programs and the Courses there-for are chosen with appropriate credit weights and are offered under CBCS pattern with clear LOCF, mapping the COs to the PSOs and POs reflecting graduate attributes together with indication of attainment levels.

The realization of the Program Outcomes, Program Specific Outcomes and Course Outcomes is crux of purposeful education.

The evaluation of attainment of these multi-level outcomes is done through evaluation system that is **both context and content oriented**.

The **Evaluation contexts** are elaborate like CIAs, Class-room Dynamics, Mid-term/End-term Examinations, Projects/Field Visits/Internships, Co- and Extra-curricular exercises (such as Quizzes, Seminar/Conference Organization/Participation/Presentation, etc), Out-reach Activities, etc.

The **Evaluation Contents** include Knowledge kinetics, Comprehension capabilities, Application abundance, Analytic abilities, Synthesis Sensibilities and Evaluation excellences.

The following depictions explain the outcome attainment evaluation process – **First the Context and Second the Content**.

From current academic year onwards, the LO attainment levels shall be checked through customized software.

EVALUATIVE CONTEXTS Vis-a-Vis				
PO/PSO/CO Vis-a-Vis LEARNING OUTCOMES				
EVALUATIVE CONTEXTS	PO	PSO	CO	LEARNING OUTCOMES
Deliberation Exposures on the Nobel Prize Topics and Equivalently 'Precious' Topics through Special Lectures/ Self Study/ Analysis by Scholars	PO	PSO		- Discipline Depth, Innate Inventiveness, Groomed Professional Competencies, Orientation for being Self-reliant and Spirited, Maturity for Leadership Acumen and Motivation for <i>Numero Uno</i> status.
Field Visits/ Educative Tours/ Premier Laboratory Visits/ Expo Visits and Reporting	PO	PSO		- Problem Pragmatic, Scenario Mapping, Real-time Rendering , Attitude-Aptitude-Altitude Map, Social Skills, Sacrifice
Quizzes/ Quests/ Flip Learning/ Augmented Learning/ News	PO	PSO	CO	Concept Clarity, e-Learning with Pop-Up Window, Real-time Rendezvous, Link- Learned, Motivation for

Analysis/ Today's Happenings/ Event Track/ Champ Status Rank Track/ Pathway Analysis				Spirited Learning, Commitment to the Apti.~Atti.~ Altitude Match Efforts, Leadership Skill Aspiration, Motivation for <i>Numero Uno</i> status, etc.
Training/ Internships Arrangements	PO	PSO	CO	Value Vocabulary Problem Pragmatic, Link- Learned, Articulation, Professional Skills, Self-reliance, Leadership Acumen
Conference/ Symposium/ Talk/ Seminar Engagements	PO	PSO	CO	Willed Writing, Promptly Pragmatic, and Valued Vocabulary
Model tests/Mid-term Tests/ Term-end University Exams.	PO	PSO	CO	Application, Problem Solving, Case Analysis, Practical, Ethics, Mini-Project, Report, Envisioning a Career including Entrepreneurship/ Research & Development
Mini Projects/ Term Projects	-	PSO	CO	Problem Depiction, Analysis and Solving, Willed Report Writing, Value Vocabulary
Assignments/ Practical/ C + NALA (Core + Numeric- Associated-Lingual-Articulation) Exercise	-	PSO	CO	Resonate Reading, Inventiveness, Discipline Depth- SMARTness, Device Use Deftness, etc.
Class Room Dynamics such as Peer Group Interaction, Role Playing, Scenario Mapping, Group Participation, Idea Contribution, etc.	-	PSO	CO	Partaking Dynamics on Concept Exploration, Real- time Happenings such as Event Enact & Topical Debates, Sharing Link-Lateral Learning, SMARTness, etc.
CIA Tests	-	PSO	CO	Concepts, Application, Problem Solving, Case Analysis, Practical, etc

File Description	Document
Link for Additional Information	View Document

2.6.3 Average pass percentage of Students

Response: 97.42

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 944

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 969

File Description	Document
List of programs and number of students passed and appeared in the final year examination	View Document
Link for annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.42

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution has a well defined policy for promotion of research and the same is uploaded on the institutional website

Response: Yes

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
Any additional information	View Document
URL of Policy document on promotion of research uploaded on website	View Document

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

Response: 0.2

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)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0.98788	0	0	0

File Description	Document
Minutes of the relevant bodies of the University	View Document
List of teachers receiving grant and details of grant received	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document
Any additional information	View Document

3.1.3 Number of teachers awarded international fellowship for advanced studies/ research during the last five years

Response: 18

3.1.3.1 The number of teachers awarded international fellowship for advanced studies / research year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	3	6	4	4

File Description	Document
List of teachers and their international fellowship details	View Document
e-copies of the award letters of the teachers.	View Document
Any additional information	View Document

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

Response: 1496

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

2017-18	2016-17	2015-16	2014-15	2013-14
287	285	322	316	286

File Description	Document
List of research fellows and their fellowship details	View Document
Any additional information	View Document

3.1.5 University has the following facilities

1. Central Instrumentation Centre
2. Animal House/Green House / Museum
3. Central Fabrication facility
4. Media laboratory/Business Lab/Studios
5. Research/Statistical Databases

Any four facilities exist

Three of the facilities exist

Two of the facilities exist

One of the facilities exist

Response: Any four facilities exist

File Description	Document
List of facilities provided by the university and their year of establishment	View Document
Any additional information	View Document
Link to videos and photographs geotagged	View Document

3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognition by government agency

Response: 62.5

3.1.6.1 The Number of departments with UGC-SAP, CAS, DST-FIST ,DBT,ICSSR and other similar recognition by government agency

Response: 25

File Description	Document
List of departments and award details	View Document
e-version of departmental recognition award letters	View Document
Any additional information	View Document

3.2 Resource Mobilization for Research

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

Response: 53.69

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

2017-18	2016-17	2015-16	2014-15	2013-14
26.7519	2.6308	2.5726	19.5	2.2328

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document
Any additional information	View Document

3.2.2 Grants for research projects sponsored by the government sources during the last five years

Response: 5536.43

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

2017-18	2016-17	2015-16	2014-15	2013-14
527.64	1539.66	1316.99	708.42	1443.72

File Description	Document
e-copies of the grant award letters for research projects sponsored by government	View Document
Any additional information	View Document

3.2.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 3.59

3.2.3.1 Number of research projects funded by government and non-government agencies during the last five years

Response: 132

3.2.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 184

File Description	Document
Supporting document from Funding Agency	View Document
Any additional information	View Document
Link for funding agency website	View Document

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

Response:

Bharathidasan University's **Innovation Eco-system** comprise of Bharathidasan University Technology Park (BUTP), **Incubation & Technology Transfer Centre (ITTC) and Other Initiatives.**

BUTP & ITTC: The University choosing ICT arena floated the BUTP on the lines of STPI, GoI & TIDEL Park, GoTN, which supported by relevant facilitating entities of the University, including **ITTC**, offers a portfolio of facilities for start-up firms, enabling incubation.

Other Initiatives: Research-tinged programs, **Project/ Research Culture** - Publication/ IPR, **Bhatnagar Award Winning/FTSC Professors, the state-of-the-art laboratories, National Facilities/ Repositories** for Cyanobacteria/ Microalgae, active MoUs, faculty exchange, National **Centre for Alternatives to Animal Experiments**, CRD of Siddha-Ayurveda Medicines, etc pillar Research pursuits and propel **Innovation Eco-system** with bio-diversity sustenance, lab-to-land commitment and start-up units.

Spot, Pick & Liaise		Team, Prototype & Venture	Host, Resource & Launch	Stabilize, Relocate
E N T R E P	TECHC	Support Types for Start-ups		B E N I F I T
	MANTIX (A)			

R	SHALOM (A)	Business	Business	Business	Business	S	Tech
E		Incubation	Incubation	Incubation	Incubation		Diff
N	AlphasoftZ Solutions (A)	Business Services	Techno- Services	Facilities Service	Exchange Services	R	Wor
E		(BIBS)	(BITS)	(BIFS)	(BIES)	E	Off
U	Computer	BHARATHIDASAN UNIVERSITY TECHNOLOGY PARK (BUTP)				A	Pro
R	Society of India					L	Exp
S	Astonish Infotech					I	Con
	ATRITY					Z	Floa
	VFACE					E	Pro
	Propel Soft					E	Lau
	Focalize Pvt. Ltd.					D	Co
	MK-IV Technologies						Edu
	Student Incubatees						Net
	• <i>Alumnus</i>						Bu
			Sta				
			Al				
Galvanizing Objectives Assuring Leap Start - 'GOALS'							
i.	Developing a Road Map for University Research Outcomes To	Become Business Propositions					
ii.	Facilitating Individuals with Sound Business Propositions To	Blossom Into Start-up Entrepreneurs					
iii.	Supporting Start-up Firms with Needed Resources, including	Nestling, in the University Campus					
iv.	Grooming the Incubator Fledged Firms to Move out so as to	enable fresh Start-ups To Nestle.					
Other Initiatives for Creation and Transfer of Knowledge							
<p>Knowledge creation thrust of the University pushed through - Research vibes, international linkages- GIAN & BMural fund and Research culture resulted in IPRs in Biotech, Chemistry, Medico-Pharma, ICT & Chemistry. Knowledge transfer is effected through IPR regime. Publications, Conferences & Workshops enabled 'encoded knowledge' transfer. IECD provided vocational skills training to 17500+ students in ten different entrepreneurship intensive fields. ICT created start-ups.</p>							
S.No.	Objectives	Outcomes					
1	University Research Knowledge Becomes Business Proposition	One Non-tenant B.Tech 1st Generation 'Techno-entrepreneur', M Thangaprabhakaran is groomed to float M/s. Bioelixir , an ISO					

		firm.	
2	Start-ups rendered Resources, including Nestling, in the University Campus	Three Alumni Start-up firms -TechCmantix Technologies, Shalor AlphasoftZ Solutions and six others in ICT in BUTP	
3	Sound Business Propositions To Blossom Into Start-up Entrepreneurship	Non-tenant, entrepreneurs, mostly, 'Tiny-Small-Medium (TSME)' type trained/groomed/ encouraged into entrepreneurship the IECD, DDU-KAUSHAL.	En
4	Full- Fledged Firms Move out for fresh Start-ups to Nestle.	Astonish Infotech a Start-up ICT Entrepreneur with the business design and Soft/Hardware Supplier moved out.	

File Description	Document
link for additional information	View Document

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

Response: 40

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

2017-18	2016-17	2015-16	2014-15	2013-14
11	4	4	12	9

File Description	Document
Report of the event	View Document
List of workshops/seminars during the last 5 years	View Document
Any additional information	View Document

3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years

Response: 92

3.3.3.1 Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
22	16	13	13	28

File Description	Document
List of innovation and award details	View Document
e- copies of award letters	View Document
Any additional information	View Document

3.3.4 Number of start-ups incubated on campus during the last five years**Response: 4**

3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3	0	1	0	0

File Description	Document
List of startups details like name of startup, nature, year of commencement etc	View Document
e- sanction order of the University for the start ups on campus	View Document
Contact details of the promoters for information	View Document
Any additional information	View Document

3.4 Research Publications and Awards**3.4.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research****Response: Yes**

File Description	Document
Any additional information	View Document

3.4.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: Yes

File Description	Document
e- copies of the letters of awards	View Document
Any additional information	View Document

3.4.3 Number of Patents published/awarded during the last five years

Response: 8

3.4.3.1 Total number of Patents published/awarded year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	2	1	1

File Description	Document
List of patents and year it was awarded	View Document
Any additional information	View Document

3.4.4 Number of Ph.D.s awarded per teacher during the last five years

Response: 3.11

3.4.4.1 How many Ph.Ds are awarded within last 5 years

Response: 547

3.4.4.2 Number of teachers recognized as guides during the last five years

Response: 176

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
Any additional information	View Document
URL to the research page on HEI web site	View Document

3.4.5 Number of research papers per teacher in the Journals notified on UGC website during the last five years

Response: 10.46

3.4.5.1 Number of research papers in the Journals notified on UGC website during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
399	289	380	426	334

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

3.4.6 Number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings per teacher during the last five years

Response: 4.06

3.4.6.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
92	154	160	166	137

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	View Document

3.4.7 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index**Response:** 7.18

File Description	Document
BiblioMetrics of the publications during the last five years	View Document
Any additional information	View Document

3.4.8 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution**Response:** 42

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the University	View Document
Any additional information	View Document

3.5 Consultancy**3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual****Response:** Yes

File Description	Document
Soft copy of the Consultancy Policy	View Document
Minutes of the Governing Council/ Syndicate/Board of Management related to Consultancy policy	View Document
Any additional information	View Document
URL of the consultancy policy document	View Document

3.5.2 Revenue generated from consultancy during the last five years**Response:** 418.45

3.5.2.1 Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
25.66	71.94	17.25	125.2	178.4

File Description	Document
List of consultants and revenue generated by them	View Document
Audited statements of accounts indicating the revenue generated through consultancy	View Document
Any additional information	View Document

3.5.3 Revenue generated from corporate training by the institution during the last five years

Response: 12.68

3.5.3.1 Total amount generated from corporate training by the institution year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
2.27	1.11	1.14	6.29	1.87

File Description	Document
List of teacher consultants and revenue generated by them	View Document
Audited statements of account indicating the revenue generated through training	View Document
Any additional information	View Document

3.6 Extension Activities

3.6.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

Preamble

Sensitizing the students with active out-reach-extension activities in the neighbourhood communities and resulting **synergistic impact** and **holistic development** on both the

neighbourhood communities and the participating students.

1. **Benefitting the neighborhood communities** with relevant knowledge of the University's intellect to address Health, Development and Rehabilitative issues of neighbourhood populace, particularly, Senior Citizens, Women, Adolescents, Addicts/Afflicted, Children, Diviyagnan and Students.
2. **Self-tuning the University Students** in imparting relevant education, training and inspiration to the neighbourhood communities to energize the later to epitomize themselves to uplift their Economic, Social, Technological, Environmental and Educational Metamorphic (ESTEEM) facets.
3. **Character Grooming the students** with exposure to and internalization of the rich socio-cultural milieu and native knowledge of the neighbourhood.

125 + Extension activities of Diverse Class.

Awareness	Health	Ill Effects of HIV & AIDS & Alcoholism / De-Addiction/ Rehabilitation- Mental Health/ Preventing Anxiety & Stress/ Infertility Causes and Mentally Ill/ Diabetes & Obesity/ Yoga/ Epilepsy/ Cancer/ Leucoderma/ Thulsi Healing / Smile Week	New Life Treatment/ Yoga-care/ Road Sa	
	Senior citizens	Old Age- Health and Hygiene/ Recreational Programs for Aged/ Managing Alzheimer's Disease.	Loneli	
	Women	Women Rights/ Health & Hygiene/ Development/ Counseling/ Family Management/ Nut & Yoga at Pregnancy/ Law on Violence against women/ Antenatal care / breast feeding/ of Transgender as Third Gender		
	Adolescents	Menstruation Hygiene/ Fitness & Health/ Reproductive health / Right Media/ Stress-free life-style/ Stress-relief Counseling/ Anxiety-education for all/ Positive Adolescent mental health/ Value Education.	Use of prevention/ H	S
	Child	Education/Health/Right-to-education, No to Child Labour /Compulsory Class-room Problem Child Counseling/ Mental Health.	Schooling/ We	
	Divy-angjan	Help Hearing-Vision Impaired Students, Counseling for parents/ siblings of Employment opportunity/ Capacity Building Program for Blind/ language/"Ability Speaks".	Divyan Human Rights/	
	Entrepreneurial	Women Entrepreneurship/ Roof- Garden/ Mushroom Cultivation.		
Personality	Emotional Intelligence/ Diet & Nutrition/ Behaviour/ Skills/ Self-esteem/ Mind Power Enhancement/ Gender sensitization training/ UGC Colleges.	Know your Gender Champion Clu		
Economic	Entrepreneurship, Skill development/ Economic Empowerment/ Organic Organic Food/ Self Employment/ Livestock Breeding/ Disease Management /Value Dairy Products/ Animal Husbandry /Natural Insemination/ Lactation Management.	Farmir Value A		
	Good/Bad Touch/ Life Skills/Motivation/ Self Help Groups/ Best child rearing Breaking Barriers of Inclusion/ Traffic Senses/Voting Responsibility/	Social	pract Thin	

Social	Blood Donation/ National Unity/ Right Path.		
Techno-Logical	ICT-resources /Use and Misuse/ S&T For the Specially Abled/ Alternative to Gender Cookies Production.		Antibi
Environmental	Environmental Diversity /Herbal Garden/ water conservation/ Clean India/ plantation/ Swatch Bharath/ Marine Biodiversity / Sustainable Fishing/ Forest Protec Combating Urban Pollution/ Smokeless Bogi/ Solid Waste Management		Ozone/ Sa
Educational	RTI Act/ Health Without Cancer/Drugs/ Millet Diet/ Nature Cure/ De-stressing teachers		
Metamorphosis	That is the 'ESTEEM'.		

- **Champion Entities:** Departments of Social Work, Women's Studies, Animal Health & Management, Marine Biotechnology/Science, and Differently Abled Persons, CSSEIP, besides NSS units lead the pack.
- **Co-opted Entities:** 70+ Entities including Hospitals/NGOs/Industry Establishments/ Central and State Government Public Service Bodies and the like for technical support
- **Neighbourhood Communities:** 100+ Schools/Colleges and 200+ Villages/Town/Urban Enclaves (80% in and around Tiruchirappalli city, rest in the eight districts under University's jurisdiction), got the benefit.

File Description	Document
link for additional information	View Document

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

Response: 6

3.6.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	5	1	0	0

File Description	Document
Number of awards for extension activities in last 5 years	View Document
e-copy of the award letters	View Document
Any additional information	View Document

3.6.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 215

3.6.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
52	52	38	34	39

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document
Any additional information	View Document

3.6.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 34.25

3.6.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
426	600	998	994	760

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	View Document
Any additional information	View Document

3.7 Collaboration

3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year

Response: 64.2

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

2017-18	2016-17	2015-16	2014-15	2013-14
60	74	53	51	83

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document
Any additional information	View Document

3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years

Response: 373

3.7.2.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
99	47	78	71	78

File Description	Document
e-copies of linkage related Document	View Document
Details of linkages with institutions/industries for internship	View Document
Any additional information	View Document

3.7.3 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 110

3.7.3.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
21	22	24	23	20

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document
Any additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The University has adequate state-of-the-art facilities for teaching – learning. viz., classrooms, laboratories, computing equipment and related infrastructure for its students and scholars besides catering to the research needs of scholars/ students from affiliated colleges. New buildings and scientific equipment are added as needed with more Departments getting established. Of the total built-up area (Sq.M) of 107970, area of 51284 for learning (Classes, Labs., Libs., Discourse Halls, etc.) and 29400 for hostels, taking direct learner-centric facility to 80684 M² or 75%, excluding all facilities like play-grounds, canteen, etc.

New Buildings – Academic/ Research/ Sport-Yoga/ Hostel/ Staff Quarters

In the last five years, new buildings for Departments of Economics, Commerce, Physical Education (Fitness Centre) and Bharathidasan School of Management, besides blocks for National Repository for Microalgae & Cyanobacteria (Fresh Water) and Central Instrumentation Facility got constructed. A vermiculture plant was added. Two hostels and Staff quarters also constructed.

Class Rooms / Conference Halls

- 148 classrooms, smart class/LCD facilitated.
- Buildings mostly horizontal - GF+2 only, make the structures well spread out, in 684 acre area in two campuses.
- 95% Tiled/ Carpeted/ Marbled/ Polyvinyl flooring with adequate furnishing of varying style, scale & shine.
- Student furniture is 35% individualized, 10% double sharing and 55% triple-sharing.
- Laboratories: Language 4; Computer 15; Teaching 36; Research 68.
- Conference Halls of Varied Dimensions – 38 with LCDs

Research Laboratories

- 12 Sophistic Repositories of which 5 are national/international class.
- 60+ high-speed Computers
- 109 High-value lab equipment, (of which 44 of value of Rs. 2.5-5mn, 3 of Rs. 5-10 mn, 3 of value Rs. 10mn -20mn) with supporting gadgets.

Sophisticated Research Equipment stock includes: (All DST funded)

- 9T Physical Property Measurement System (Rs.190L.)
- Field Emission Scanning Electron Microscope with EDAX (Rs.130L.)
- 32 Node High-Performance Computing (Rs.100L.)
- NMR Spectrometer (Rs.100L)
- Atomic Force Microscope(Rs.70L.)

- Q-Switched Nd: YAG laser (Rs.50L.)
- Photo Luminescence (Rs.50L.)

ICT Infrastructure

The ICT affluence is understandable with campus-wide Wi-Fi, Mobile App., 1230+ (DT -LT Computers, LCDs & Servers) make the environment ICT tinged. The University's, '**BDU - Mobile & Web App**' unifies the existing ICT resources and their unique features into a comprehensive, one-stop solution for education, skill development and careers. e-books, e-journals and e-learning options are quite good by volume and stuff. New ICT infrastructure in the form of computing systems and smart-classrooms added extensively in the assessment period.

National and Unique Facilities

National Facility for Microalgae and Cyanobacteria (Marine- NFMC), **Only Facility in India, 7th in the World for Polar Strains**, National Repository for Microalgae and Cyanobacteria (Fresh Water - NRMC) the **Second only Facility in India**, Deen Dayal Upadhyay -Knowledge Acquisition and Upgradation of Skilled Human Abilities and Livelihood, Centre for Nonlinear Dynamics, National Centre for Alternatives to Animal Experiments and Human Consciousness Yogic Centre(one among 9 in India) provide augmented facilities.

Specialty Laboratories: Teacher Oriented Televised Education (TOTE), Multi-Media Laboratory, Apparel Manufacturing Training Lab, Learning Resources for Differently abled, Fitness Centre with Sports Science Laboratory, etc. are in use.

File Description	Document
Link for Additional Information	View Document

4.1.2 The institution has adequate facilities for sports, games (indoor, outdoor), gymnasium, yoga centre etc., and cultural activities

Response:

Adequate and Accessible Sports and Games Facilities[

The University has adequate facilities for sports, games (indoor, outdoor), gymnasium, yoga centre etc., and cultural activities, with substantial addition/ upgradation in the assessment period. The details are tabled below. 24 outdoor game sites, 15 indoor game facilities, 35 types of fitness equipment and 13 Gymnastic tools are available. The grounds are spacious and are access-easy.

Yoga Centre/ Human Consciousness Yogic Centre

Human Consciousness Yogic Centre is one of the national facilities in the country. The UGC identified Nine Universities to launch a scheme for "Promotion of Yoga Education and Practice in Universities" during the year 1993. In the southern part of India Bharathidasan University got that credit to

execute the scheme fruitfully. Thus the Yoga Centre established in October 1994 is having its niche and nuances. New facilities- building/lab/fitness and other equipment added during the assessment period amounted to Rs.300 lakhs, of which UGC contribution was Rs. 240 lakhs.

Cultural Activities

Tiruchirappalli is a cultural city and to protect and preserve the cultural riches passed on to younger generation Department of Performing Arts was floated. It has musical instruments – both traditional and modern. In sum the facility is adequate. (Details in Additional information)

FITNESS CENTRE Items	Nos.	OTHER GYM. EQUIPMENT	Nos.	S
Sports Treadmill Sf 400	2	Parallel Bar (Stag)		
E- Glide Elliptical	2	Horizontal Bar		
Leg Press & Hack Squat	1	Vaulting Horse		
Body- Solid Deluxe Cable Crossover	1	Horizontal Bar/ Roman Rings		
Dumbbell Stand	1	Balancing Beam (Stag)		
Cr Recumbent Bike	1	Parallel Bar		
Leg Extension	1	Exercise Cycle With Speed-O-Meter		
Long Pull	1	Bench Press- Bench		
Body – Solid Series:	1	Wt. Lifting Rod With 50 Wt Plates		1
7 Smith Machine		Dumbles 6Kg.		1
Power Center Combo Bench	1	Multi Gym 9 Stations		1
Pro- Style Ab Board	2	Motorized Tread Mill		
Roman Chair	1	Stadiometer		
Swiss Ball	6	Indoor Game Items		Nos
Double Twister	2	Badminton Court		1
Motorized Treadmill	1	Table Tennis Board		3
Ministeper	1	Weight Lifting (Set)		1
Twister	1	Chess		
Butterfly Machine	1	Carrom		
Rowing Machine Heavy Duty	1	Outdoor Game Items	Nos.	S
Elliptical Trainer Fitness World	1	Standard Athletic Track(400 Mts)	1	2
Recumbent Bike				
Bicycle Ergo Meter Stationary Model	1	Basketball Concrete Court	1	
Multi-Gym 8 Station	1	Ball Badminton Court	2	
Multi-Gym 8 Station	1	Cricket Field	1	
Lat Pull Down Machine	1	Football Field	1	
Hyper Extension	1	Handball Court	2	
Seated Calf Machine	1	Hockey Field	1	
Forearm Machine	1	Kabaddi Court	2	
Leg Curl Machine	1	Kho-Kho Court	1	
T-Bar Row	1	Volleyball Court	3	
Preacher Curl Bench	1	Netball Court	1	
Dumb Bells Total-105 Kg	2 Set	Cricket Nets	3	

Weight Lifting Olympic Model With Rod And Weight Plates	1 Set	Badminton Court	2
E2 Curl Bar	1	Tennis Court	2
Olympic Plates (65 Kg) Large Holes	1 Set	Boxing Ring	1

File Description	Document
link for additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 161

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
Any additional information	View Document
Link for additional information which is optional	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 8.45

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
300	300	300	250	325

File Description	Document
Audited utilization statements	View Document
Any additional information	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

Central Library of the University, with a built space of 6215 Sq.Mt, is fully automated through an ILMS- the NIRMALS – **Network Information Resources Management of Academic Library System** supporting all housekeeping operations of the Library with the software provider being NICE – Nirmal Institute of Computer Expertise.

Year	Name of ILMS software	Nature of Automation (Full/Partial (Short Notes))	Version
2013-14	NIRMALS	Full Automation, web-centric application supporting all operations of housekeeping of the Library.	6.1.0
2014-15	NIRMALS		6.1.0
2015-16	NIRMALS		6.1.0
2016-17	NIRMALS		6.1.0
2017-18	NIRMALS		6.1.0

NIRMALS is functionally rich, a web-centric application built around open systems concepts supporting automation of traditional library functions such as circulation, cataloging, public access, acquisitions, and serials control.

NIRMALS includes facilities for inter-library loans, selection, stock rotation, newspaper indexes, homebound borrowers, archives, self-service and data loading. In addition to managing bibliographic data, NIRMALS caters for multimedia collections, community information, historical archives and artifacts, and abstracts or full-text management. State-of-the-art technology:

A high-performance library management system, NIRMALS provides an end-to-end solution that is easy to deploy, manage and use.

UGC-INFLIBNET: The scheme wholly funded by UGC and administered and monitored by INFLIBNET, provides access to scholarly journal databases for the benefit of faculty/students to close to 13450 journals, of which about 13000 are foreign.

Search Engines and Directories: Scirus with 410 mn scientific items, NDLTD with all e-version of theses and dissertations all over the world, EEVL-E-Journal Search Engine accessing 14140 e-Journals, See.Search.Com e-book directories, and PDF SB- database of all PDF books in all languages are available.

Research Information System (RIS): RIS aids research scientists/scholars with data on subject-wise research done, collection and retrieval, etc with ease.

BharathiLib.Net is in-house gateway service to access online resources in bio-field, medico-pharma, life sciences, etc., besides many other gateway services integrated for users of the University.

Library Collections: Inventory at the Central Library, comprising of textbooks, reference books, (auto)biographies, encyclopedia, dictionaries, directories, reports, anthologies, is 81, 222 volumes and at the Departments 59,845, making a total of 1,41,067 with per student availability of 57 books. Library maintains 223 journals, of which 75 are international, 148 journals/magazines are hard copy, subscribed.

Digital Initiatives: SWAYAM, SWAYAM Prabha, National Academic Depository with National Digital Library of India for digitizing all degrees/certificates and the NME-ICT with e-Pathshala, Virtual labs, e-Yantra, Talk to a Teacher, Tweets and all make a paradigm shift – ICT-enabled, in pedagogy/documentation. Access to MOOCs like edX, Coursera, Wolfram alpha, Udacity, Khan Academy etc.,

Digital Talking Library for Differently Abled Persons established in 2011 is unique with online site providing access to a variety of web-based resources- internet and intranet.

JAWS: (an acronym for Job Access With Speech) is a screen reader, a software program for visually impaired users, produced by the Blind and Low Vision Group at Freedom Scientific of St. Petersburg, Florida, USA.

File Description	Document
link for additional information	View Document

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment

Response:

- Palm Leaf Manuscripts:** Bharathidasan University has 4034 Palm Leaf Manuscripts in digital format on works by prehistoric/epic-time authors who include Sages (Agastya Rishi), St. Poets (Kingly Poet Kambar of the famed epic Kamba-Ramayanam in Tamil) and many of the great kind covering fields including Medicine, Grammar of Tamil, Divine Literatures, etc. These works are digitalized.
- Rare Books (1847-1936 and 1938 onwards):** Rare books belonging to the period- 1847-1935 relating to the Tamil classic Sangam Period works such as Kurunthogai, Tholkappiyam, Vaidya Kaviyam and more are digitalized and in the University's list. In all 394 Rare Books are in stock.
- Manuscripts:** There are 45 manuscripts pertaining to ancient Tamil Literature written by Sage Agastya Rishi, St. Poet Kambar, and others.
- Special Reports:** The University is having several special reports pertaining to varied topics of government, multilateral and non-government sorts on developmental issues -global, regional and national.
- Any Other Knowledge Resources:** Many other knowledge resources, e-journals, books, databases, as below.
- e-Journals - Remote Access facility for E-resources @ Bharathidasan University Library:** Bharathidasan University Library has introduced the Remote access facility called INFED

(INFLIBNET Access Management Federation) for the Access of E-resources from off campus. The Remote access facility INFFED allows our faculty members to access the e-resources from their home or while there on travel and this facility make our faculty members very comfort in accessing e-resources in 24/7. Remote Access facility requires the Login and Password to access the resources and Library has created the login and password for the Individual faculty members and communicated. Faculty members can use the login and password for the access of resources from off campus. Right now the following resources can be accessed through INFED and Library is working further to provide the rest of the eligible resources.

7. **Springer e-Books:** BDU has perpetual access to 8500 Springer E-books on various subjects aiding our pursuit of quality teaching/ research activities. Springer with more than 250 Nobel reputed author-contributors for its publications, is best-in-class quality publications. BDU is privileged to have access to 8500+ full-text e-books, perpetual and 24x7, on disciplines such as: Biomedical & Life Science, Chemistry & Material Science, Computer Science & IT, Earth & Environmental Science, Humanities & Law, Mathematics & Statistics and Physics & Astronomy.
8. **Data Bases:** The facilities include: Dspace@bdulib (BARD Research Outputs), <http://172.16.1.10:8080/Livechat.htm> (Live Chat), WEB OPAC (Online Public Access Catalogue for accessing Books, Theses and Dissertations, Journals, Magazines, Digital material, etc.), CASSIR – Cross Archive Search Service for Indian Repositories, UGC-INFONET, EBSC

Massive Open Online Educational Resources

NPTEL	CEDT	MIT OCRs	SWAYAM & SWAYAM PRABA	Global Courseware
Norte Dame OpenCourseWare (University of Norte Dame, Indiana, USA)				Utah State (45th S USA) OpenCourseWare
Johns Hopkins Bloomberg School of Public Health's OPENCOURSEWARE				
US National Library of Medicine (NLM) Products and Services				

File Description	Document
link for additional information	View Document

4.2.3 Does the institution have the following

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document
Any additional information	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 45.08

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

2017-18	2016-17	2015-16	2014-15	2013-14
48.00	69.47	33.68	36.25	37.98

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 46.68

4.2.6.1 Number of teachers and students using library per day over last one year

Response: 1273

File Description	Document
Any additional information	View Document

4.2.7 E-content is developed by teachers :

1. For e-PG-Pathshala
2. For CEC (Under Graduate)
3. For SWAYAM
4. For other MOOCs platform
5. For NPTEL/NMEICT/any other Government Initiatives
6. For Institutional LMS

Any 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: Any 2 of the above

File Description	Document
Details of e-content developed by teachers for e-PG-Pathshala, CEC (UG)	View Document
Any additional information	View Document
Give links or upload document of e-content developed	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

University is frequently updating its IT facilities including **Wi-Fi**, by adding new facilities such as Computers, Laptops, LCD Projectors, Software, Servers, Apps., Intranet and Video-Conferencing Facility.

University Informatics Centre (UIC) has brought all buildings interconnected through campus-wide network (**Optical Fiber Cable Backbone**). Wireless internet connectivity using **Wi-Fi** technology is the **secondary backbone**. The University has 1Gbps bandwidth internet connectivity (**NKN - National Knowledge Network - Upgraded 2013**) for the main campus and 8 Mbps for the city campus at Khajamalai. **Any-time & Any-where** computing is supported with **network jacks**. The dynamic host configuration protocol (DHCP), helps even guests get web-connected.

Data Center Operations: The UIC's four TB IP Storage Area Network (SAN) hosts Digital Manuscript Gallery, Knowledge Repository and Multimedia Portal services.

'BDU- Mobile and Web App.': This Mobile-App, a unique facility provides faculty and students access to essential information about the university and its services, accessed by clicking the Mobile & Web App link on the website [http:// www.bdu.ac.in/](http://www.bdu.ac.in/) for Android mobile phones and web- enabled devices; also available on Google Play Store. It is a comprehensive, one-stop solution for education, skill development and career.

Network Management: A fairly large/complex high configuration network devices servicing over 1400 data points in 30+ buildings on 2 campuses and Wi-Fi services providing 1500 concurrent log-ins anytime are enhanced with relevant security and Quality of Service (QoS) features, maintained via multi-paths and dual active/standby hardware pairs to maximize uninterrupted service.

Website Development: UIC has designed, developed and hosted the official web site of Bharathidasan University, www.bdu.ac.in. The UIC works closely with all academia and administrative wings in maintaining consistent on-line graphic and editorial identity of the University's official online presence.

Webmail: BDU's Academic Webmail services, with features like Intuitive User Interface, 15 GB of storage, Spam Control, Chat and Storage are powered by Google Apps Email Services.

Desktop Support Services: These include Installation, Troubleshooting and Maintenance of Desktops, Notebooks, Network Devices, Printers and Other Peripherals, covering 1500+ Systems.

High Performance Computing Facility: The High-Performance Computing facility providing software resources and services to solve computationally-intensive research problems, established under the **DST-PURSE (Promotion of University Research and Scientific Excellence)** scheme at a cost of Rs. 1.3crs provides Numerical Analysis, Molecular Modeling, Docking and Dynamic Simulations of Biological Macromolecular systems such as protein and DNA using the HPC Software Suite with storage capacity of 18 Tera Bytes. The facility has One Head Node and 10 Compute Nodes, each consisting of 2 numbers of 10 core processors.

Central Computing Facility: The UIC has central computing laboratory, with 110 Computers connected to a central Server, utilized by Students getting hands-on training and webinar exposures. It has Software Tools, IP Surveillance Cameras, Audio System and a Smart Board.

Wi-Fi Services: A Wireless Controller has been installed to provide maximum Wi-Fi coverage, authentication and security. With 75 access points, around 1500 authenticated Wi-Fi users are connected to BDU wireless network.

Equipment Sharing: As a value addition, students of affiliated institutions use our laboratory equipment,

paying nominal fee.

File Description	Document
link for additional information	View Document

4.3.2 Student - Computer ratio

Response: 3.64

File Description	Document
Any additional information	View Document

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

?1 GBPS

500 MBPS - 1 GBPS

50 MBPS-250 MBPS

250 MBPS-500 MBPS

Response: ?1 GBPS

File Description	Document
Any additional information	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document
Any additional information	View Document
Link to photographs	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support

facilities excluding salary component, as a percentage during the last five years**Response:** 36.27

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

2017-18	2016-17	2015-16	2014-15	2013-14
2479.55	985.76	1063.80	803.61	951.97

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document
Any additional information	View Document

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.**Response:****MAINTENANCE POLICY AND SYSTEM**

Responsibility: Responsibility for maintenance and upkeep of any physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc, rests with **EMD for realty properties, electricity division for electrical work**, equipment/facilities/utilities for projects/centres with project type funding with the **Principal Investigator** or the Facility/ equipment/ utility in-charge as **head/director/coordinator** of the Department/ Centre/ Institute/Cell or club, as the cases may be.

Reviews: The Vice Chancellor and Registrar with Syndicate Members do periodic review and decide upon enhancements.

Records and Schedules: Record of Facility or Equipment, Annual Stock taking, Annual cleansing, Equipment needing 24*7 Refrigeration, CCTV monitoring, AMC for High Value items (Free of Cost for first 3-5 years) and Schedule of Periodic Maintenance have to be compulsorily maintained by every responsibility-laden person.

Periodic Maintenance: Periodic Maintenance of the facilities/equipment as per advised schedule is scrupulously executed by the persons responsible. Periodic maintenance of Electric Equipment/Electronic Gadgets, Vehicles, Air Conditioners, Buildings, Gardening, Water bodies, etc. done with due records of proceedings.

Break-down Maintenance: Break-down Maintenance of any asset, facility & equipment whether or not

under AMC or under preventive maintenance is urgent requirement where the institution works in mission-mode. Facilities/Utilities such as Water Systems, Information Communication Products including Wi-Fi, hostel facilities, Web-site, Motor Vehicles, etc need Break-down Maintenance as well.

Alternative Arrangement for interregnum: For break down maintenance, repair works must be completed within permitted time periods so that flow of work- academic/administrative/administrative are not affected. For the interregnum suitable alternative facility, if needed, the same is brought into the order of adopting due process. An inventory of essential repairing/replacing substances is kept in the designate store, with periodic replenishment to ensure quick disposal of repairs, especially the small ones. In case of warranty period still valid, the suppliers or their agencies are instantly contacted to get the restoration done – repair or replacement within given time.

UTILIZATION POLICY AND SYSTEM

The optimum utilization is a must and is ensured. Any facility, except the default, 24*7 class of facilities, is better utilized to its capacity, with due break-from work to allow the cooling time, engine-fatigue recovery time and the like.

Log-book: Daily Log-book **facility-wise** is maintained so that the utilization level is well monitored. Proper details are collected as the property, person, purpose, period and place of utilization as far as high-end delicate equipment. These are auto-recorded or scheduled and utilized as per schedule.

Optimum and Maximum Utilization: All facilities/ equipment/ property are used full, with due rest. What is done here is that the Value Added courses, Remedial Learning classes, Preparation for NET/GATE/GMAT, UPSC, etc and other competitive educations are timed before/after regular teaching hours/ and also during week-ends. Certain crucial facilities need maximum utilization. Yes, the Library is one such thing. A system of weekly library an hour or two made compulsory for PG students has the great twin-benefit- the Library facilities are well used and the students' time is better used.

File Description	Document
link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Response: 45.2

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1161	1153	929	931	963

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document
Any additional information	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 36.68

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1693	863	725	547	476

File Description	Document
Any additional information	View Document

5.1.3 Number of capability enhancement and development schemes –

- 1.Guidance for competitive examinations
- 2.Career Counselling
- 3.Soft skill development
- 4.Remedial coaching
- 5.Language lab
- 6.Bridge courses
- 7.Yoga and Meditation
- 8.Personal Counselling

7 or more of the above

Any 6 of the above

Any 5 of the above

Any 4 of the above

Response: 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 13.4

5.1.4.1 Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
597	639	220	73	89

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 The institution has an active international students cell to cater to the requirements of foreign students

Response:

The International Student Cell (ISC) of Bharathidasan University is in its infancy as the number of overseas students is yet to swell. However a visionary International Student Cell can serve as an ambassador for reaching to the overseas youth to pursue their higher education in the great Bharathidasan University in the historic/ culture-rich city. The ISC can serve a vital link between aspiring overseas youth and the University to draw the former under the professional care of the University to pursue World Class programs of UG and PG such as B.Sc. (Computer Science for Diff. Abled), M.A., M.Ed., M.P.Ed., M.Sc., M.B.A., M.C.A., M.Tech and Research Programs such as M.Phil. and Ph.D. in the four faculties, namely (i) Arts (comprising Social Sciences/ Education/ Physical Education disciplines) (ii) Languages, (iii) Management, (iv) Science/ Technology of the University. An articulated promotion of the University's stature, superiority of the programs/courses chiseled on-par-with-rest of India with global inputs as well will enable reaching to the foreign students wide across.

The Integrated Postgraduate Programs, of 5 to 6 years of duration, leading to M.A., M.Sc. and M.Tech. degrees enrolment right after 12th standard pass with prescribed qualifying marks and also a good score in the entrance examination, conducted by the University, help the teens to have University exposure well from completion of school education. As the University is known for its great library, laboratory, ICT, faculty and pedagogy besides great opportunities for curricular and co-/extra-curricular components better educational learning descend upon these teen-aged boys/girls making them placed ahead of their peers who opt typical colleges for their UG/PG studies. This added advantage the foreign students can get here just like that.

May-June Admission Time: Interested students can verify qualifications required for admission under 'Program Offered'. Admissions usually begin around May / June and classes commence by July for beginning of academic year. The International Student Cell of Bharathidasan University is facilitating the prospective foreign students through web-site help providing opportunity to get complete information.

Eligible Foreign Students: Students holding passports issued by foreign countries including Overseas Citizens of India (OCI) who have acquired citizenship of foreign countries are eligible to join any program offered by BDU.

Non Resident Indians (NRI): NRI students who passed qualifying examinations (12th Std / B.S / B.A degree) from foreign countries (or even affiliated to Boards of Secondary Education/Universities in India). Dependents of NRIs will not be included as NRI students.

NRI Sponsored Students: Students of Indian citizenship whose immediate family members (Parents, Grandparents or students' siblings) are/were/is/are NRI can be sponsored by the blood relatives. Student admitted under this category cannot be given change of status during the study period even if the status of the sponsor is changed.

Services of the ISC

Website gives categorical information facilitating intending overseas students

International Collaborations enabled the propagation of the University's firm commitment to serve overseas students.

File Description	Document
Link for Additional Information	View Document

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

Response: Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document
Any additional information	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 17.04

5.2.1.1 Number of outgoing students placed year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
155	234	143	134	148

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document
Any additional information	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)**Response:** 18.33

5.2.2.1 Number of outgoing students progressing to higher education

Response: 173

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document
Any additional information	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)**Response:** 49.72

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
21	35	20	14	17

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT, GRE/TOEFL/ Civil Services/State government examinations) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
32	61	49	34	39

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document
Any additional information	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) during the last five years

Response: 10

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	6	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document
e-copies of award letters and certificates	View Document
Any additional information	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

The University has the **BDU Student Forum** and **BDU Scholar forum**.

BDU Student Forum represents UG and PG students. The Department-wise /Centre-wise Student Forum is the base-tier, whose office bearers- are selected by consensus within the Department/Centre concerned. Faculty-wise aggregation of the office-bearers of the Department-wise /Centre-wise Student Fora is made and from that pool two personnel- Forum Leader and Deputy Leader are selected, by consensus-

nomination, to represent the Faculty concerned. This is the Faculty Level Student Forum. University Level Student Forum (BDU Student Forum) is the lateral summation of the Faculty-wise Student Fora and all members of the BDU Student Forum - hierarchy-free organization culture/structure. BDU Student Forum Leader and Deputy Leader are chosen by consensus

The **BDU Scholar Forum** consists of 9 member team - 4 from Departments/Centres of Faculty of Science, 3 from Arts and 1 each from Management and Languages faculties. The Forum Leader and Deputy Leader are selected, by consensus-nomination.

The BDU Student Forum and BDU Scholar Forum work for closer interaction and easy reach/connect with respective constituent interest groups. Office bearers of the Student Fora- Department Level/Faculty Level/University Level take part in the governance of relevant entities for Welfare Augmentation, Enhancement of Curriculum, Enrichment of Teaching-Learning and Evaluation, Eruditeness of Research, Innovation, Extension, Enlargement of Infrastructure including Learning Resources, Excellences of Student Support and Progression/Governance/Best Practices. They assist the Administration in ensuring a dynamic campus.

Special invitees for Board of Studies Meetings: In all the 40 plus Boards of Studies student members take part as special invitees to air the collective views of the students of the Programs/Courses –in regard to the structure, load and contextual needs of the curriculum and also in the design of appropriate curriculum delivery exercises including the ICT support and practical exposures within and outside the class-room.

IQAC Student Membership: The Internal Quality Assurance Cell of the University has student/scholar representatives.

Membership in University run Cells /Clubs: In the University there are several Cells and Clubs, and student representatives, 2 to 3 students serve as members.

Students in Hostel Administration Committees: In-mate Students serve in Mess, Maintenance, Accounting Committees and House-keeping Committees, in all the nine hostels in the two campuses. As an experimental exercise the Ph.D scholars hostel is run totally by the Students- yes 100% autonomous. The tranquility and temperament of the office bearers are assessed for replicating the exercise into other hostels or to circumscribe the autonomy ambit.

Student-Alumni Liaison: The Student Fora at the different levels interact with alumni- immediate and past, and work out schedules for annual and periodical activities and plans alumni contribution with lasting benefit to all the stakeholders.

Activities Constructive: The activities of the Student Fora are found to be constructive, especially in regard to providing suggestions as to periodic new curriculum exercises, adopting ICT based learning, campus-cleanliness (tobacco-free culture, Plastic-free responsible behavior, water-body augmentation and so on), creativity/society-oriented research pursuits, towing the line of accomplished alumni, promoting team quality in the campus and the like.

File Description	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:** 30.8

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
34	31	30	32	27

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document
Any additional information	View Document

5.4 Alumni Engagement**5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years****Response:**

Bharathidasan University has a registered Alumni Association. Its role is great and expanding. Having an Alumni Association and attending its meeting once/twice a year is great joy. The students of the Bharathidasan University hail from all walks of life and always carry bright memories of the days/life they spent in the great Bharathidasan University and its unique Campus frequented by Peacocks and Peahens, surrounded by a multitude of botanical species. To ensure the memories continue, even after their graduation and settling in a career and life, Alumni Interaction is periodically done, departmentally and university-wide.

Distinguished alumni are honoured by special invitation and munificence accepted too. Thus the University is promoting a healthy, congenial, academically and professionally interactive atmosphere. The interaction is two-way, linking the past> present> future, transcending time and space through hearts and bonds of fabulous mutual love, regards, recognition and respects. A distinct feature is that close to 70 of our current faculty members and 40% of administrative staff are our alumni! Few of our distinguished alumni include **Prof. P. Kolandaivel, Vice-Chancellor of Periyar University and Prof.S.Subbiah, former Vice Chancellor of Alagappa University.**

The Alumni Association was initiated in its own way by the individual departments collecting data about

their past students, keeping track of their academic records and achievements and inviting them once in a way to address the present students, staff and administration to discuss on how programs can be worked out effectively for the benefit of the institution and promote the interests of the staff and students, including placement assistance, tips, training and transformation.

Yes, the Alumni are our natural and organically grown ambassadors. Whenever an alumnus or group of alumni visits the campus they are taken to the class-room to interact with the students present and this has had tremendous impact on the mind-set of students/scholars furthering career-dream and grooming shoots. Efforts have been made to bring all the past students of the various departments under one banner, calling it the Bharathidasan University Alumni Association. This Alumni Association works with the present students and staff to promote healthy functioning of the University and also contribute to the campus development. Some Departments such as Geography, Commerce, Remote Sensing, to list a few, have their own Department-level Alumni Association.

Hitherto the Bharathidasan University was bit disinclined to seeking pecuniary contribution from the alumni. Moving with the trend observed amidst academia, the Current Office Bearers of the (Alumni of Bharathidasan Cradle' - 'ABC') are very active as their predecessors used to be, but also have big action plans on the ground in tune with the current trend of asset creation with alumni contribution as order elsewhere and even stressed by government bodies.

Award to Alumni: To recognize the outstanding achievements of Alumni, the Department of Commerce and Financial Studies, Bharathidasan University gives out SMART Journal BDU Com Distinguished Alumni Award, every year.

BoS/IQAC/Research/ etc.: Alumni serve in BoS / IQAC/ many cells and clubs dedicated to academic/extra-curricular/research/innovation, etc.

File Description	Document
Link for Additional Information	View Document

5.4.2 Alumni contribution during the last five years (INR in Lakhs)

? 100 Lakhs

50 Lakhs -100 Lakhs

20 Lakhs -50 Lakhs

5 Lakhs -20 Lakhs

Response: <5 Lakhs

File Description	Document
Any additional information	View Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years**Response:** 97

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
32	18	16	16	15

File Description	Document
Report of the event	View Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document
Any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the University

Response:

Governance for Excellence

Bharathidasan University is endowed with leadership excellence- doing right things/right way/right time to ensure institutional steadfast development linked to its Motto, Vision, Mission, Core Values and Quality Policy.

Motto

We Will Create A Brave New World

Vision

With the ultimate aim of creating 'A Brave New World', Bharathidasan University ensures the pursuit of excellence in teaching, learning, research, and extension of knowledge through higher education.

Mission

The mission of Bharathidasan University is to promote scholarly, scientific and critical inquiry among the learners to move forward in the frontiers of knowledge and enrich and elevate them as the citizens of the state, the nation, and the world by offering nationally and internationally competitive learning and creative activity through quality programs of teaching, research, and extension.

Core Values

Bharathidasan University endears to espouse to such core values that position the Institution on the righteous path in its relentless endeavour of creating 'A New Brave World' characterized by **Creative Excellence, Community Equity, Competence Eminence and Characteristic Exemplar**.

Objectives

- (i) Advancing Opportunities for Higher Education for the Youth of the nation reflecting the Economic, Cultural, Social, Technological, and Artistic & Scientific Yearnings (**ESTEEM**) of the land;
- (ii) Expanding Opportunities for New, Enchanting & Conspicuously Triumphant Advanced Research translating into Veritable Intellectual Property (**VIP**).

Quality Policy

Quality Planning with Quality Benchmarks & Metrics, **Quality Assurance** through Standard Operating

Systems & Processes, **Quality Sustenance** with Measurement & Intervention and **Quality Enhancement** through continuous commitment to adhering to the tenets of Total Quality Management in Each Key Performance Indicator.

Quality Quote

Our BDU- Our PRIDE; Pride Resonating in Delivered Excellence (PRIDE).

Effective Leadership

Leadership Culture of BDU is unique with less control, but more commitment. The Professional Leadership Culture spans into **Relevance** timed, **Event** exuberant, **People** involved, **Objectives** driven, **Resource** rationalized, **Transparency** inbuilt and **Student** centric.

Perspective Plans: The BDU has its development track guided by solid plans of different time frames.

A 3-year action plan (a rolling plan in fact): Achieving Strategic heights through: **New Academic Programs:** MBA- Business Analytics & Logistics Management, M.Sc Space & Actuarial Sciences, MA Multi-Lingual Media Studies and Techniques, M.Tech Aeronautics; **R&D Programs:** SAP Departments to move to next phase; Nationally Coordinated Projects on Society, Economy & Technology; Inter-departmental Projects on Swami Vivekananda's Development Philosophy and Regional Growth Strategies; **Extension Programs:** More Incubation/Start-ups, GIAN& BIAN, Augmenting All Laboratories.

A 7-Year Strategic Plan for creation of National Centres in Alternative Energy/ Bio-diversity/ Disaster Mitigation and take up Projects under MHRD New Initiatives under SPARC, Impactful Policy Research in Social Sciences (IMPRESS), etc.

A 15-Year, Perspective Plan to take the BDU to the state of University with Potential for Excellence/Institution of Eminence, and move beyond.

Participation of the Teachers in the Decision Making Bodies: Heads or Faculty Members of Departments/ Centres/ Research/ Academic/ Extension/ Administrative Wings of the University including Hostels, Disciplinary Cells/ Standing and Ad Hoc Committees/Board of Studies/ Board of Examiners, Doctoral Research Committees and the like are amply involved in decision making of relevant purport.

File Description	Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

Experiments in Field Training: Participative and Decentralized Management

In 2005-06. In its search for impactful out-reach yet connected to curriculum almost directly, the Department of Social Work, backed by Bharathidasan University descended on a neighbourhood village, Gandhi Nagar near Nagamangalam, 15 KMs from Tiruchirappalli Central Bus-stand. Ever since the Village serves as Social-lab and it is put on road to meaningful life.

Choice Social Lab of Uniqueness

The choice village is actually a new settlement- then District Collector of Tiruchirappalli established to house 200 families - 100 of religious mendicants and 100 of visually-challenged.

The former used Bhoom-Bhoom bullocks- gregariously dress-decked with strands of ribbons, as the identity animal-deity. Prior to life-changing intervention, they were nomadic community. Under the pretext of fortune- foretellers, they entertained the children and aged and eked out a living, while the female lot solicited small alms, including old sarees/dresses, food items and all.

The other 100 families of the village are of the Visually-challenged people. Prior to intervention, they lived by begging, and used the bus-stand areas in Tiruchirappalli as their shelter.

Vestibule-Training for Students- Virtual life-changing for the marginalized

As part of field work program, the students of social work are deployed every semester in this village to undergo the community-based training twice a week. Apart from providing socio- economic uplift for the village facilitated by the Social Work Department, the field training also provided an exposure to the students in understanding the social structure, struggles of life and uplift by intervention. Case work, social action, reinforcement mechanism, social work research, etc adopted by students in studying and solving problems of individuals/community.

Mental change for Meaningful Life

The students organize awareness/empowerment programs– Street Shows, Teaching, Training, Games, etc here covering the values of: education for all, good-health & non-addiction to alcohol, peaceful co-existence, AIDS-free life, and new life shoots by learning alternative skills and trade.

Infra-structure development by Local Administration- Participative-Decentralized Management

Internal Participative Management by Students/Scholars, two Departments- Social Work and Centre for Studies Social Exclusion-Inclusion Policy (for Community Certification issue including the Transgender) and University Administration, External Participative-cum-Decentralized Management involving Government Machinery, Judiciary, University and Social institutions and last participation by the communities concerned engineered the change.

Legal aid, Court Intervention and University's Support & Guidance and Political Leaders' seasoned help enabled the nomadic tribes getting minimum livelihood standards. A middle school with good enrolment, town-bus services, cement-laid streets, free houses with toilets, training courses, etc enabled a non-descript becoming the descript village. The people after long struggle are being given hither-to denied Community Certificate. The Social Work Department worked – participating and decentralized, but on centralized uplift theme.

Outcome

The success rate of intervention strategies is enormous as to the new-life pursuits by the nomadic people by 90%. Yes, these nomadic people are not seen wandering now. As to the other group with skills learnt, children of the visually challenged educated, the people have advanced in social rank as well. Some have shifted to urban area

File Description	Document
Link for Additional Information	View Document

6.2 Strategy Development and Deployment**6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution****Response:****Continued Strategic Stride**

Bharathidasan University is continuing its strategic stride especially in creating and multiplying national facilities/centres/repositories in its campus with Central Government funding, making the University distinct from its neighbourhood peers and also reaping great outcomes.

National Facility for Marine Cyanobacteria (NFMC), National Centre for Alternatives to Animal Experiments (NCAAE), Centre for Nonlinear Dynamics, Centre for High Pressure Research, Centre for Organometallic Chemistry, Centre for Remote Sensing etc are such Facilities and Centres consciously developed through strategic intent.

National Repository for Microalgae & Cyanobacteria (Fresh-water) NRMC (F)

Recently the NRM&C (F) got on stream. It is a strategic initiative to synergize with the 1991 established National Facility for Marine Cyanobacteria (NFMC), funded by Department of Biotechnology, Govt. of India. From that time onwards, an interest aroused in us to establish NRMC (F). We acquired expertise for initiating the dream of developing a National Repository.

Proposal – Sanction- Move Forward

During 2007 Dept. of Microbiology functioning with NMFC was carved out given independent status. Its attention towards freshwater Microalgae and Cyanobacteria got off with fresh thrust. Pioneering work of the last decades has raised the status of freshwater microalgae & cyanobacteria to a level where they are being viewed with favour in biotechnological spheres. In addition to Marine Cyanobacterial cultures collections at NFMC, reliable culture collections of Freshwater Microalgae & Cyanobacteria in the form of National Repository and utilization of the cultures for the institution's benefit, was felt. Our project proposals with DBT, DST, DoD and UGC, for about Rs. 200 lakhs got approved and we could establish freshwater microalgal and cyanobacterial culture collections with sophisticated infrastructure. The DBT invited Prof.Thajuddin to submit a proposal for the establishment of Freshwater Microalgae &

Cyanobacteria which was done promptly and we were sanctioned the first phase grant in 2015 after three meetings for evaluation of my NRMC-F proposal by the DBT.

Fulfillment of the DBT's Conditions, meetings, schedules, etc.

The Major tasks of the NRMC-F are the collection, isolation, purification, identification and maintenance of important and useful microalgal cultures, supply of the cultures in a healthy live condition on demand and preparation of their informative catalogs, development of DNA Barcodes for all cultures and conducting annual training workshop on basic morphological & molecular taxonomy, phylogeny and DNA bar-coding techniques. This NRMC- F would also be acted as a mirror site centre for the Institute of Bioresources and Sustainable Development (IBSD), Impal, Manipur freshwater Microalgal & Cyanobacterial culture collections.

Fruition of the Proposal – Acceptance - Allocation - Conditions- University's Concurrence, etc.

The Rs. 85.35 lakhs I Phase sanction included Rs. 45 lakhs for construction of the building. The University Administration was supportive and facilities created in time.

Dedication

The National Repository for Microalgae & Cyanobacteria – Freshwater was dedicated to nation by Dr. Sangitha M. Kasture, Joint Director, DBT, Govt. of India, on 6th September 2018. This is thus an instant of successful implementation of a strategic intent. The MRAC(F) stands committed to accomplishing its '*raison d etre*' in right earnest.

File Description	Document
Any additional information	View Document
Strategic Plan and deployment documents on the website	View Document
Link for Additional Information	View Document

6.2.2 Organizational structure of the University including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

Administrative Set-up

Officers of the University: (Section 9) The University shall consist of the following officers, namely , (1) The Chancellor; (2) The Pro-Chancellor; (3) The Vice-Chancellor; (4) The Registrar; (5) The Finance Officer; (6) The Controller of Examinations; and (7) Such other persons as may be declared by the statutes to be officers of the University.

The Chancellor : (Section 10) (1) The Governor of Tamil Nadu shall be the Chancellor of the University. He shall, by virtue of his office, be the head of the University and shall, when present, preside at any convocation of the University and confer degrees, diplomas or other academic distinctions upon persons entitled to receive them.

The Pro-Chancellor; (Section 11) (1) The Minister in-charge of the portfolio of Education in the State of Tamil Nadu shall be the Pro-Chancellor of the University.

The Vice Chancellor: (Section 12) Every appointment of the Vice-Chancellor shall be made by the Chancellor from out of a panel of three names recommended by the Committee referred to in sub-section. Such panel shall not contain the name of any member of the said Committee. The Vice-Chancellor shall be the academic head and the principal executive officer of the University and shall, in the absence of the Chancellor and Pro Chancellor, preside at any convocation of the University and confer degrees.

The Registrar: (Section 14). (1) The Registrar shall be a whole-time salaried officer of the University appointed by the Syndicate and the terms and conditions of service of the Registrar shall be as per statutes.

The Finance Officer: (Section 15). (1) The Finance Officer shall be a whole-time salaried officer of the University appointed by the Syndicate for such period as may be specified by the Syndicate in this behalf.

The Controller of Examinations: (Section 16) (1) The Controller of Examinations shall be a whole time officer of the University appointed by the Syndicate for such period and on such terms and conditions as may be prescribed.

The Planning Board: (Section 18) (1) There shall be constituted a Planning Board of the University which shall advise generally on the Planning and Development of the University and keep under review the standard of education and research In the University.

The Senate (Section 20-22): The Senate with Class I Ex-officio members including the Chancellor and Class II Other members, shall have powers to review the broad policies and programs of the University:- Subject to the other provisions of the Act

The Standing Committee on Academic Affairs (Section 23): Standing Committee on Academic Affairs of the University ' ----- to co-ordinate and exercise general supervision over the academic affairs of the University.

The Syndicate (Section 24): (a) The Chancellor shall as soon as may be, after the first Vice-Chancellor is appointed under section 54 constitute the Syndicate. (b) The Syndicate shall, in addition to the Vice Chancellor, has **Class I - Ex-officio Members and Class II Other Members. Syndicate has a wide range of powers covering almost every function of the University.**

File Description	Document
Any additional information	View Document
Link to Organogram of the University webpage	View Document
Link for Additional Information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

All 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: All 5 of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP Document	View Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document
Any additional information	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

Tri-annual Academic and Administrative Audit (TAAA) is done to vouch and valence the University's Performance as a whole.

The TAAA experts assessors are ex-or serving Vice Chancellors (as Chairman) and serving/ex. Deans/Professors/IQAC Directors (as members) who are generally involved in the assessment and

accreditation by the NAAC/NBA.

The **TAAA** Committee thoroughly examines the Departments/Centres for their efficiency, effectiveness and excellence on their Academic Growth, Pedagogical Proficiencies including ICT enriched methods, Research Acumen including Extra-mural Supported Projects, Publications, Patents and Publication Quality Metrics, Distinctive Achievements by Faculty, Significant Co-curricular & Extra-curricular activities, Innovative and Best Practices, Noteworthy Student Support and Progression, Pragmatic New Governance initiatives that contribute to organic development of Departments/Centres and people therein, besides the Administrative Sections of the University for their Plans/ Programs/ Policies/ Accomplishments /Adroitness.

First TAAA Committee: The AAA Committee exercise took place during 28-30, April 2005 headed by **Padmashri** Prof.M.Ananthakrishnan, Former VC of AU, and distinguished four members suggested Campus networking, grievance cell creation, group insurance for students, besides many academic and administrative advancements / streamlining.

Second TAAA Committee: The AAA Committee assessed the University during 13-14 Oct. 2008 headed by Prof.S.Sathik, Former VC University of Madras, with Prof. O.V.Omman, Dean, Faculty of Science, University of Kerala, Prof.C.Srinivasan, Emeritus Professor, MKU and Prof.K.V.Krishnamurthy, Former Professor of Plant Science, Bharathidasan University as members. Multi-purpose auditorium, support for the Centre For Social Exclusion and Inclusion Policy, Nano Science/Technology Centre, Department of Performing Arts, M.Tech programs, Sports & Yoga facilities, Health Care centre, etc were provided.

Third TAAA Committee: Third TAAAC exercise took place during 24-27, Aug. 2011, which was actually a pre-audit and assessment for the Second Accreditation of the University. Headed by Prof.S.Sivasubramanian, Former VC, Bharathiar University, Prof. L.Kannan, Former VC, Thiruvalluvar University, Dr.P.Gunasekaran, Head, Dept. of Genetics, MKU, Dr.M.Thangaraj, Dept. of Economics, UoM, Prof.M.Jayakumar, Head, Dept of Entrepreneurship and Career Guidance, Bharathiar University and Prof.M.Selvam, International Business and Commerce, Alagappa University were members. The Committee suggested measures to strengthen ICT oriented teaching, e-learning, participatory management, SA Departments to move to Second Phase, New Programs in Social Sciences, continuous faculty assessment, licensed software, etc. Most of these had been implemented.

Fourth TAAA Committee: As per Vice Chancellor's orders, dt. 18th July 2015, **the 4th TAAA Committee** headed by **Professor S.P. Thyagarajan** (Former VC, UoM), Professor P. Kaliraj (Former VC- Anna University), Professor K. Pitchumani (MKU), Professor A. Balasubramanian (University of Mysore), Professor S. Rajendran (GRI, Gandhigram) and Professor M.A. Sudhir (Central University, Kerala) assessed and audited the Departments/ Centres / Administration during 2—4 September 2015. The Syndicate in its 222nd Meeting, as Item No. 2015.138 approved Recommendations and directed the fulfillment. The Report of the **Academic** and **Administrative Audit Committee** is placed on the **University's web –site**.

File Description	Document
Link for Additional Information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

Employees are well cared by the University with scores of welfare measures.

All members of the Staff enjoy the welfare measures as per the rules of the Government of Tamilnadu and certain additional measures that the Bharathidasan University specially grants to its teaching staff and non-teaching staff.

These are:

1. Gratuity	16. Uniform Allowance	
2. Pension	17. Thrift Loan	
3. Commutation of Pension	18. Books Allowance	
4. Earned Leave encashment	19. Compensation Leave	
5. Un-earned Leave encashment	20. Ward Fee Remission	
6. Vehicle Loans	21. Festival Advance – Interest Free Loan	
7. Leave Overseas Project/ Conference	22. Bus Service for Commutation	
8. Maternity Leave	23. Medical Facility	
9. Sabbatical Leave	24. Health Fund Scheme	
10. Book-writing Leave	25. Health Insurance	
11. Overtime Allowance	26. Pensioner's Health Insurance	
12. Housing Loan Subsidization	27. Four Wheeler Loan	
13. Two Wheeler Loan	28. Coop. Society loan for textile purchase	
14. Subsidized canteen facility	29. Family Pension	
15. Festival (Pongal) Gift	30. Cash Award for Unblemished Service	

Medical Facility

The University has a Health Centre established in 1993, with partial financial support from UGC. It has a Full-Time Medical Officer, an assistant and a sanitary worker.

The Medical officer is staying in the staff quarters inside the University premises, so that the Medical officer can render health care to those residents and hostel students needing care at the odd hours and to meet emergencies.

The average number of patients per day is around 40 **including some poor villagers around the campus.** Health Centre building has a waiting room, a four-bed ward, a consulting room and a toilet. The Plinth area of the building is close to 67 Sq. Meters. The equipment facilities include the following: 5 Beds to admit inpatients; Provisions to Start intravenous fluids; Oxygen Cylinder; Infra-red lamp; ECG Machine; Glucometer; Nebulizer; IFT-Instrument(TENSE)

Periodic health check-up to the Staff and Students conducted from time to time

Renders medical care to emergencies, as the Doctor is a resident of the Campus

Hospitalization in the University Dispensary itself; Referral in the case of special treatment needed; Blood grouping is done to all university employees and students

Voluntary blood donors are identified, registered and are used in emergencies

Health Fund Scheme

A health fund scheme is functioning which provides financial help for treatment of major diseases viz., **Open heart Surgeries; Lithotripsy; Renal Transplantation; In-vitro fertilization**

Health Insurance

As a welfare measure, the entire Staff of our University have been covered by health insurance.

File Description	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: 18.9

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

2017-18	2016-17	2015-16	2014-15	2013-14
22	34	36	34	40

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	View Document
Any 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: 19.6

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

2017-18	2016-17	2015-16	2014-15	2013-14
24	12	14	25	23

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	View Document
Reports of Academic Staff College or similar centers	View Document
Details of professional development / administrative training programs organized by the University for teaching and non teaching staff	View Document
Any additional information	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 20.45

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
54	18	27	38	41

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers).	View Document
IQAC report summary	View Document
Details of teachers attending professional development programs during the last five years	View Document
Any additional information	View Document

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

Response:

Performance Appraisal is a measurement mechanism of the performance of members of the staff in terms of certain defined criteria and grades of achievement on the criteria concerned to form the basis for devising human resources development schemes and strategies in addition to compensation-package related decisions and if conditions warrant issues of severance of employer-employee relationship.

Performance Appraisal System (PAS) for Teaching Staff

PAS is done annually through the:

- **Academic Audit System (AAS), Semester-wise through;**
- **Student Feedback Scheme (SFS) and**
- At the time of Promotion under the **Career Advancement Scheme (CAS)** scheme of the University.

SFS based PAS

Every-semester, each student gives feedback on each teacher who engaged classes in that semester evaluating the teacher's effectiveness as to pedagogical excellences and professional competencies spread over on a range of factors- on-line and confidential. The scores are assessed and Department Committee is given the feedback for rejoicing and or recuperation.

AAS based PAS

The AAS based PAS is devised to meet the NAAC Assessment- Accreditation requirement of the Institution concerned. The Bharathidasan University has devised an improved scale on the similar lines adopted by well rated Universities in the nation, justifying the validity of the tool.

Two scales of assessment are done- (i) Department-wide/Research-centre-wide assessment for 1000 points and (ii) Teacher-wise assessment for 360 points with provision for score moderation in the cases of lean-staff/young Departments, Departments with faculty members holding additional responsibilities and similarly for teachers with more additional responsibilities and the like. The 1000/360 points cover all/ spread over the seven criteria of assessment of NAAC in close match eliciting performance feed on about

55 indicators with varying score points for Department and about 35 indicators again with varying score points for teachers.

CAS based PAS

The PAS at the time of CAS is based on the API score (**devised by the UGC**) and goes with that event with or without feedback, an ingredient of PAS- either explicit or inferred by the teacher concerned. And in one's career 2 to 3 times this could happen. Despite the lack of feedback, CAS has made faculty members committed to quality and quantity of performance.

Actions Taken

- Further Capacity Building programs with appropriate linguistic/course skills.
- Multimedia teaching-learning, You-tube and NPTEL portal reliance made.
- PPT/Journal/Newspaper Reading emphasized.
- Objective Type questions, comprehension, problem focus and creative solutions for Teaching-Learning and Evaluation emphasized.
- Case analysis/Quizzes for Questing Quality/ Experiential Learning routinized.
- Question Paper discussion/Tracking Course topic developments practiced.
- Student Centric approach given thrust.

• 1. Performance Appraisal System (PAS) for Non-Teaching Staff

The performance of the members of non-teaching staff is assessed through a structured schedule. Two types of schedules are used – one for Deputy/Assistant Registrars/Engineers/Directors and another for Section Officers (SO)/Assistant SOs and Clerical Staff. A Section-wise variation is done to adapt the schedule for the different Sections – A, B, C, D, E, H, J, K, etc. The emphasis is heavy on awareness and responsiveness.

File Description	Document
Link for Additional Information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

TN Government Finance/Expenditure and Accounting Regulations, Rules, Procedures and Code of Ethics, such as e-tender, technical and financial bids, tender negotiation, etc are followed. As to earmarked funds for projects and special purposes, the funding agencies' expenditure norms and procedures are followed.

Further, Government e-Marketplace (GeM) - the National Public Procurement Portal and an end-to-end online Marketplace for Central and State Government Ministries / Departments, Central & State Public

Sector Undertakings, Autonomous institutions and Local bodies, for procurement of common use goods & services is adopted.

Internal Audit

Internal Audit in the form Con-Current Audit is done for State Government funds, such as Block Grant, Salary Grant, Special Grants and so on. Post-audit is also for the above once finalization of account is over. For University-generated funds post-audit is done.

External Audit

External Audit, that is Accountant General (AG) for Central Government, UGC/ DST/ ICMR/ ICSSR/ MHRD/ RUSA funds. The 'Accountant General', i.e., the Head of an Office of Accounts subordinate to the Comptroller and Auditor General of India, has to audit funds received by the University from Government of India (GoI) and its Institutions.

The University has received funds totaling close to Rs. 45 crores during 2013-14 to 2017-18 (5 years) from central institutions such as the University Grants Commission (under SAP- DRS-I, DRS-II and DRS-III – Eleven Departments), Ministry of Human Resources Development, PURSE Scheme under Department of Science and Technology (GoI), FIST Scheme under Department of Bio-Technology (GoI) Rashtriya Uchcharat Shiksha Abhiyan (RUSA- GoI), Indian Council for Social Science Research (ICSSR), Indian Council for Medical Research (ICMR), etc. These earmarked funds are audited by the Accountant General.

Audit Objections

Audit objections arise generally in cases of accounts not settled in time and in certain cases due to contraventions- lack of proper sanction, mix-up of heads of accounts though total expenditure is within limit, and few other small procedural lapses. Whatever the case these must be settled in time.

Audit Objections are addressed in time and sometimes during special drives and settled in course of time. The objections raised and settlement details are as below:

Category	2013-14	2014-15	2015-16	2016-17
No. of Objections Raised	95	82	62	Audit over, Report awaited
No. of Objections Settled	79	34	37	--

Joint Sitting with Joint Director of AG Audit: Special sitting with appropriate level of AG auditors supported by special wing for clearing audit objections is adopted to address the settling of audit objections.

File Description	Document
Link for Additional Information	View Document

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)**Response:** 8.3

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

2017-18	2016-17	2015-16	2014-15	2013-14
2.1	1.0	1.0	1.1	3.1

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document
Any additional information	View Document
Annual statements of accounts	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources**Response:**

The University has three types of funds- General Fund, Earmarked Fund and Plan Funds.

1. General Funds

The University shall have a General Fund to which shall be credited

1. Its income from fees, grants, donations and gifts, if any;
2. Any contribution or grant made by the Central Government, State Government, the University Grants Commission or like authority, any local authority or any corporation owned or controlled by the Government; and
3. Endowments and other receipts.

2. Earmarked Funds

Funds from extra-mural sources for specific purposes like Project Fund under different schemes of the Government such as UGC/DST/DBT/ ICMR/DRDO/ RUSA/ PURSE/ IUAC/ ELECGIS/RAIL GIS are falling in this category.

1. Plan Funds

Plan funds are funds State/Central Governments for institution's asset creation, salary grant for sanctioned post of employees and certain schemes with special purport.

Bharathidasan University, like many State Universities is financially not in its comfort zone because of several factors. On the one hand the burden of financing is ever rising due to funding the Eleven Constituent Colleges, Pay Revision for Employees, rising cost of campus maintenance and facility augmentation. On the other hand inflow streams of funds are slowing down, few ceasing altogether.

In this context, to not fall into financial infirmity the university has taken the following measures:

- Extended and Enhanced Project Culture spread amongst faculty members seeking funds from UGC/ DST/ DBT/ RUSA/ PURSE/ IUAC/other Central Schemes and State Government Schemes by timely application, follow-up.
- Funding from Government and NGOs, particularly Industry, is mobilized in good measure through enriched Research Quality, Consultancy Contours, etc.
- Networking with industry, financial and resource-rich institutions through Collaborative Ventures.
- Due thrust on expanding the reach and enrolment in the Distance Education streams.
- Thrust on Student/Scholar enrollment with right focus, timely processing, etc.
- Endowment Generation.
- Public-Private Participation in the case of Extension activities.
- State Government for Increased Block Grant.
- Increasing the income of the University from the affiliated colleges for purposes of permanent affiliation, inspection fee, recognition, etc.
- Periodical rise in Fee from the Students/Scholars – Tuition, Special, Exam, etc.
- Thrust on building the Bharathidasan University Alumni Association Fund.
- Affordable rise in the Fee charged for using our Specialist Scientific Equipment.

4. Optimal Utilization of Resources

Resource Utilization is optimized based on assessment of need, prioritization, value creation/addition quotient, budget/facility utilization in the recent times and quality standards the University tries to maintain.

File Description	Document
Link for Additional Information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

Two practices institutionalized as a result of IQAC initiatives are:(i) Annual Academic Audit and (ii) Student Feedback Survey

1. Annual Academic Audit

The Annual Academic Audit is done every year in August-September. Departments are assessed for 1000 points. The scale consists of graded performance indicators distributed across the Seven Criteria with slight modification for Science and Non-Science faculties on certain factors only like Project fund generated, Impact Factor, Patents, etc.

Four Level of Performance: Four grades of performance, D, C, B and A - Minimum > Low Medium > High Medium > Maximum -, are used. The Departments/Centres with Teaching Responsibilities as well, have to just indicate the level of performance for each performance factor as – D, C, B or A.

The A level performance gets the maximum score which is mentioned in the schedule itself. For B level 80% of Max Score, for C level 60% of the score and for D zero score, are given. Incentive/Compensating scores are also worked out to incentivize/compensate Departments with lean staff/Young Departments/departments whose staff members are shouldering many responsibilities and so on;

Audit by Audit Committee consisting of Internal and External Members: The performance levels claimed are to be supported by evidences and the scores are thus audited by the academic auditors appointed by the Vice Chancellor on the recommendations of the Internal Quality Assurance Cell (IQAC). The IQAC ensures the conduct of academic audit of the Departments. The schedule adopted is generally followed from one accreditation to next, after which the schedule is changed taking cognizance of the NAAC's revised accreditation key indicators, weightage, etc.

Analysis and Action: The scores are analyzed by IQAC and action taken by the University to impress upon the people/entities to enrich.

Institutionalized: This audit is institutionalized and has been done for the past 6 years. The outcome is a commitment to improve one's score year after year.

2. Student Feedback Survey

Student Feedback Survey of Each and Every Faculty member who handled classes/practical in a semester/year is done. A standard questionnaire- simple and straight forward, is used with key factors on which the faculty member's performance is assessed. This is on-line survey with a schedule for each class of students and the students have to do the individual faculty member evaluation in the Informatics Centre. Whole exercise is confidential.

Analysis of Student Feedback Survey: The feedback is analyzed, broad results are noted and generic intervention done, if any general problem/trend is noted. Issues as to individual teachers are also picked out and the same is settled through dissemination in confidence to the particular faculty member(s). Action to be taken are recorded by IQAC and reported to concerned faculty member. The faculty member is asked to be professional, student-centric, behavior-gentle and the like with monitoring the faculty's disposition in the next semester/year similar assessment and analysis thereof.

File Description	Document
Link for Additional Information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

Example I- Practicum for Non-Science Programs

The programs of studies in the Language, Arts and Management faculties- the Non-Science streams, are generally under less-practicum based pedagogy which has cost dearly the future of the graduates and also the programs themselves. Hence practicum-thrust was considered a right re-orientation. **Many Shades of Practicum** are emphasized. As the Departments are under autonomy they devise their own methods as well. The following inventory of practicum was found.

Methods of Practicum

1. Field Visits to Research Centres/ Hospitals/ Archaeological/ Historical Sites/ Marine Stretches/ Highly Polluted Sites/ Industrial Houses/ Villages/ Old Age Homes/Juvenile Homes and such societal entities. The Departments- Commerce/ BIM/ Tamil/ Social Work, History, Sociology and few other Departments adopt this course through regular practice
2. Game Models by Commerce/ Social Work/Economics
3. e-Content development by Education Tech/Education Departments.
4. Empathic Role playing like a farmer, beggar, destitute women, differently-abled, electrician, mother of many children and in such other 'PUTS'- exemplary cases by Sociology Dept.
5. Hand-on-Laboratory Practices by Education Technology, Language Studies/ Performing Arts
6. Trial and Error Iteration, Optimization and Means-Ends Analysis by Economics / commerce/Management
7. On Stage Performance/ Training Courses under learned Fine Art Experts by the Dept. of Performing Arts.
8. Project Meet by Physical Education/ Meet the Manager by Commerce/ Meet the Villagers by Sociology/ Economic Forum by Economics and similar meets/ arrangements by few other Departments. **(See additional).**

The exposure has worked well with the students in terms of practical wisdom, participation in events, knowledge of industry/ society/ economy/ public utilities and so on. There is a holism in student-understanding.

Feedback Methodology: IQAC collected class schedules of these practicum exposures to students and requested the faculty to collect feedback from the students after each exercise. The feedback analysis revealed a high degree of utilitarian value of these practicum, besides also certain gaps/deficiencies. In the department faculty meetings these feedback revelations were discussed and further augmentation of positive points and removal of negative ones decided upon. The results were mapped with POs, PSOs and COs.

Example II - ICT Enabled Learning for Science Programs

1. **ICT Usage:** Wide use of ICT in the class-room and at home/hostel by the students/scholars for their learning is the order of the day. The **Shades of ICT** enabled learning and support therefor are

as under.

2. **ICT Facilities:** Smart Class rooms, E-books/ journals, OCR, etc supported by **Internet of TEA– (Things, Everything & All-things)**; self-motivated sticking to ICT-enabled learning given right thrust.
3. **ICT in Science Programs:** The Science Stream programs, saving Statistics and Mathematics, are increasingly adopting ICT enabled teaching-learning.
4. **Specific e-learning resources:** Open educational resources and mobile education e-tools / portals, MOOCs, INFLIBNET, NME-ICT initiatives, NPTEL, etc.
5. PPT/ YouTube substances for most courses are available. **(See additional).**

The learning-quotient has increased as the students get access the latest and supportive exposure especially language skills. Holistic learning, flipped learning, progressive futuristic learning and enriched learning through the C + NALA paradigm also gets reiteration

File Description	Document
Link for Additional Information	View Document

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 4.6

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
13	3	3	2	2

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
Any additional information	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
2. **Academic Administrative Audit (AAA) and initiation of follow up action**
3. **Participation in NIRF**
4. **ISO Certification**
5. **NBA or any other quality audit**

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 3 of the above

File Description	Document
e-copies of the accreditations and certifications	View Document
Details of Quality assurance initiatives of the institution	View Document
Any additional information	View Document
Annual reports of University	View Document

6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)

Response:

A. QUALITY ENHANCEMENT INITIATIVES IN THE ACADEMIC DOMAINS SUCCESSFULLY IMPLEMENTED

I. Curricular Aspects

1. Outcome Based Education is given due thrust with 6-8 course outcomes per course, 3-5 Program Specific Outcomes and 2-3 Program Outcomes for all programs making education more learning outcome oriented facilitating employability or entrepreneurship.
2. CBCS pattern is well modelled on the pattern given by the UGC.
3. Curricular innovations like SWAYAM, OCR and the like promoted in addition to introduction of Value Added Courses and rich syllabi by including 'Current Contours/Advance Topics' in each course.

II. Teaching-Learning and Evaluation

1. ICT-enabled, Experiential, Participative, Student-involved, Problem solving and Application-oriented teaching are adopted.
2. Further, Flipped Learning (15-25%), Blended Learning (30-40%), Facilitated Learning (as needed, some 10%), and Traditional Learning (30-40%) adopted.
3. Evaluation is double-sided. Student evaluation of the teacher and vice-versa adopted to ensure adaptive pedagogy in vogue.

III. Research, Innovation and Extension

1. Incubation and Technology Transfer Centre and the Bharathidasan University Technology Park are working in unison to ensure effective start-up facilitation and technology transfer.
2. Course work for Ph.D programs revamped and strengthened.

IV. Infrastructure and Learning Resources

1. E-Learning Resources addition and use of the same increased in leaps – 30-50%.
2. Two more hostels – one for Women and the other for Men constructed to meet the needs of students.
3. Three Academic blocks and Two Research Centres including the Central Instrumentation Facility are newly added.

V. Student Support and Progression

1. Student Support has taken new avatar with right mentoring, right projection of attributes of our graduates and career path well made known with the outcome based education in adoption to students from neighbouring states.
2. In campus transport facility for students provided.
3. Mega placement Fairs organized for all students, including those of affiliated colleges.

VI. Governance, Management and Leadership

1. Students are given exercises on self-management, time management, orientations in many leadership styles especially participative & forward looking ones so that leadership is groomed in them from very early on.

VII. Institutional Distinctiveness and Best Practices

1. Many initiatives on Renewable Energy Generation, Economical Power Consumption, etc effected.
2. Flora-Fauna well cared for with protective measures, especially for the Peacocks.
3. Tree-sapling Plantation, re-habilitation of cyclone-pulled-out trees and planned removal of old trees/eco-unfriendly plants are carried out to maintain amicable balance.

B. QUALITY ENHANCEMENT INITIATIVES IN THE ADMINISTRATIVE DOMAINS SUCCESSFULLY IMPLEMENTED

1. Administrative Staff are given training, exposed to quality enhancement, provided orientations in ICT especially using the computers beyond its mundane type-writer functions so that Consolidation/Report extraction (full/sectional), efficient folder and file naming, securing the documents with copies and meddling-virus proof, etc. the policy is that every three years, all members of the administrative staff are given one/two training exercises within or outside the campus.
2. E-Governance is given thrust with lot more web-based information, communication and remittances, etc enhancing speed, ease and evidence based interaction with real-time information generation.
3. E-Tender, Government e-Marketplace (GeM) -the National Public Procurement Portal for purchases with GST exemption/ concession.

File Description	Document
Link for Additional Information	View Document

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 124

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
30	25	20	33	16

File Description	Document
Report of the event	View Document
List of gender equity promotion programs organized by the institution	View Document
Any additional information	View Document

7.1.2 Institution shows gender sensitivity in providing facilities such as

- a) Safety and Security
- b) Counselling
- c) Common Room

Response:

Safety and Social Security

i. Security Personnel: Security Posting of security personnel at vantage points especially the Main Gate, Administrative Office and many other places to keep watch on persons entering and leaving the campus/places within the campus.

ii. CCTV Cameras: 250 CCTV cameras are in place at all vantage points/places, interior offices/departments/hostels/guest houses and all.

iii. Internal Complaints Committee (ICC): University has established Internal Complaints Committee (CC) as per the norms of the Sexual Harassment at Work Places (Prevention, Prohibition and Redressed) Act 2013 and it has ensured 'no-incident' kind of sensitivity. Posters are in display in each block explaining what constitute sexual harassments in workplace warding off even unintended incidents of this sort

iv. Social Security Measures: Habits of frugality in spending, saving for future, community living, respect for social diversity and the like are inculcated/ adhered to. Group Insurance covering all- students and staff are taken. Communal Harmony is adhered to by celebrating important days of leaders/nation/world.

v. Text Books Gender Studies: : Text books on foundation course on gender studies both in English and Tamil medium have been Published by Publication Division of the University written authored by Women's Studies Department.

vi. SHG Women Run Canteen: University canteen is run by SHG women in the Khajamalai campus.

Mentoring and Counseling

i. Mentoring: Maturity, mental balance, attitudinal attributes and relations management are well mentored by assigned faculty members. Holistic mentoring that start from day 1 of induction and extends throughout their stay in the campus and further goes into their life spans is adopted.

ii. Counseling: The counseling-academic/career/personal-achievement motivation-, is provided in the areas of Academic/ Study related discomforts felt, Home-sick syndrome, Stresses due to strained inter-personal relations, difficulties due to family problems, and unmet/unrevealed causes, partly due their age and external environment.

iii. Sport/Game and Yoga Practice: Energetic body- Enriched mind- Elated soul are the thrusts of the day; Students given orientation in taking up sport/game/yoga training daily for at least 20-30 minutes at home/work-place.

iv. Gender Champion Clubs and Capacity Building for Women: UGC supported Gender Champion Clubs in Colleges and Capacity Building Programs for Women Managers in higher education are conducted.

v. Gender Fest: 'Gender Fest' to make the students to exhibit gender equality messages is regularly conducted.

Common Rooms

Exclusivity:

1. **Separate Rest-rooms for Women:** In all buildings, well maintained.
2. **Convalescing Rooms:** All the Nine hostels have Convalescing rooms.
3. **Comforting Rooms:** In each larger block and in each-contiguous smaller blocks one Comforting Room.
4. **Women Play Courts and Gym:** In the three Ladies' Hostels Courts Volley-ball, Badminton courts and Gym/Game facilities.

Common:

1. **Four Waiting Rooms/Halls:** For all visitors, Common Rooms in the GF of Administrative Building, FF of Registrar's Office/ VC's Office /COE's Office. Few Departments also have the facility.

2. **Entertainment Halls:** In each ladies hostel, one-room with TV facility.

3. **Sit-out Recliner Benches:** Many in thoroughfares / frontage of administrative buildings / Academic blocks.

File Description	Document
Link for Additional Information	View Document

7.1.3 Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 20.61

7.1.3.1 Annual power requirement met by renewable energy sources (in KWH)

Response: 792900

7.1.3.2 Total annual power requirement (in KWH)

Response: 3847314

File Description	Document
Details of power requirement of the university met by renewable energy sources	View Document
Any additional information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 12.39

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 100885

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 814201

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

7.1.5 Waste Management steps including:

- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

Solid waste management

- First of all, orientation is given to Students/Scholars/Staff members to reduce waste generation adopting right life styles and food habits. Solid wastes from departments and hostels are collected through two types of collection bins, one for wet waste and another for dry waste.
- Dry waste is categorized into re-useable and non-re-useable which further segregated as bio-degradable and non-bio-degradable. The re-usable solid waste which could be used as 'refused derive fuel' is sold out. The non-bio-degradable wastes are also offered to rag-dealers.
- The bio-degradable dry wastes and the wet waste collected are dumped in the pit for preparation of natural manure at present.
- Vermiculture practice is adopted recycle bio-wastes- solid and water, from the campus and generate
- Bio-gas is produced, from the vegetable/food waste generated in the premises, through the bio-methanation after proper scrubbing mechanism and used as alternative to cooking-gas. The dropped foliage/barks collected through campus sweeping are dumped in the bio composting pit which used as manure.

Liquid waste management

- To comply with environmental standards, Zero discharge is the motto and is practiced progressively in the campus.
- With 9 hostels (3 for women and 6 for men), 25+ laboratories and 65+ Departments/Centres and Office Sections the quantum of human and laboratory uses of water is of the order of 2 lakh liters per day. Out of which nearly 95% turns into waste water from toilets, wash basins, kitchens and laboratories.
- Part of the waste water is treated through wet land system treatment technology and the treated water is utilized for gardening.
- Water treatment plants of 25 to 50 KLD to treat around 100 KLD of waste water received from the hostels through MBBR technology is functioning.
- Total Sanitation Management is followed so that the whole of waste water is recycled and used greening our vast campus.
- The sludge received after is disposed to bio-methanation plants for its complete use.
- Total Sanitation Management is followed so that the whole of waste water is recycled and used greening our vast campus.

E- waste management

- Buy-back arrangement is widely practiced so that the e-waste is taken by the vendors themselves. Thus the institution is absolved of the responsibility of handling a big-chunk of e-waste management.

E-wastes not covered by buy-back arrangement such as LCD Monitors, Very old Desktop systems, etc are auctioned/sold out periodically adopting due process.

File Description	Document
Link for Additional Information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Provisions for Rain Water Harvesting system in Administrative building, various Departments and Centres, Hostels and all constructions.

1. Rainwater from the terrace of buildings is collected through drain pipes into rain Water Harvesting pits provided in the ground, The pit is constructed with the layers of pebbles and sand to allow the water to percolate to the ground.
2. Rainwater from the buildings is collected in the existing near bore wells through the layers of pebble and sand.
3. Rainwater from the buildings are collected in a sump through recharge pit which is further filtered through sand and pebbles bed for its further reuse.
4. With total built-surface of 150,000 SqM and the rain fall of 84cm per annum in the region and about 20% lost due to quick absorption by the terrace/uncovered area into the harvest system itself, the water collected per annum is: $150000 \times 0.84 \times 0.8 \times 1000 = 10.32 \text{Cr}$ litres. This is equal to 412 days of water need fulfillment @2.5lakh litres/day.????

Rainwater Harvesting into surface ponds/lakes in the campus

1. There are 10 Farm Ponds/ Lakes of varying sizes, about 1 acre to 5 acres each in size, mostly with an average depth of 3 meters.
2. In the main campus area of 497 acres, around 40 acres is occupied by these water bodies which are serving as storage of the run-off water from the rain falling on the campus area.
3. The rain-water catchment area of the University is 497 acres = 2011360 sq. meters. After deducting 150000 SqM, the area under Roof-Water harvesting, the area is: 1860000 SqM. from the above The annual rain fall in Tiruchi is about 840 mm. The water runoff after some 30 % seepage and 10% evaporation in a year of normal rainfall = $1860000 \times 0.6 \times 0.84 \times 1000 \text{ litres} = 94 \text{ Crore litres}$.
4. Assuming the entire runoff is stored in our lakes/ponds, the 94crore litre would meet our demand of 2.5 lakh litres per day for 3700 days! 1 year full rain harvest meets 10 years demand!
5. If So, 90% surplus. Every year 84 Crore litres of water. At Re. 0.1/litre revenue = Rs. 8.4Crores. University can sell fresh water. A great source of revenue.
6. These ponds are excavated massively, incidentally beautified and our efforts are fructifying.

File Description	Document
Link for Additional Information	View Document

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

Students and Staff using a) Bicycles, b) Public Transport and c) Pedestrian friendly roads

A. Bicycles

1. Bicycles are used by 20% staff & 30% students in the University Campus.
2. Bicycle shed at the entrance of campus is used as safe-keeping & pick-up point

B. Public Transport

1. **Bus-service:** University buses pick & drop the students from various Departments to hostel and return at lunch hours.
2. **Bus-service:** University buses pick & drop 80% of staff (NTS and TS) from Residence-University-Residence.
3. Further, Government bus transport facility is also availed for by about 80% students, 20% staff from Residence-University-Residence.
4. Town-bus service from Tamil Nadu State Transport Corporation plies between Main-campus Administrative Office to Chathiram Bus-stand (20 KM stretch) 3 singles a-day.

C. Pedestrian Friendly Roads

1. Neatly maintained pedestrian-safe thoroughfares on either side of the road from entrance to Administrative office of about 0.75 KM is a great facility for walkers.
2. Arterial Roads are safe as pedestrian-safe thoroughfares for people to commute by foot.
3. 40% of students and 10% of staff use the special pathways.

- **Plastic-free campus**

1. Awareness given to the Students and members of the staff to not use plastics.
2. Display boards depicting 'No Plastic/Plastic free zone' are placed at vantage points.
3. Seminars organized by Departments of Environmental Sciences on Alternatives to Plastics, Unsightly Plastic Pollution, Life Style change to ward off the country going into plastic-waste-heap, etc are done every year.

4. Neighbor-hood awareness is also spread out by the students and staff on avoiding plastic-bags, plastic-cups, plastic sheets, etc and prohibited plastic items.

- **Paperless office**

1. The administration is progressively getting digitalized on many fronts.
2. E-forms are the order of the day and our web-site gives testimony for this e-awareness program saving the trees and reducing paper-usage.
3. Business Process Re-engineering (BPR) – (that is weeding out unnecessary and paper consuming steps/practices like making three copies for every letter/document) is practiced.
4. Progressive use of e-letters, e-tendering, e-resources and e-certificates is helping our offices becoming burdened with files and papers.

- **Green landscaping with trees and plants**

1. The Campus per se, is green covered with built-up area occupying less than 10% of our total acreage.
2. Green cover or water-body cover occupy the rest 90% + of total acreage.
3. Green Landscaping is done around Faculty/Administrative building and around the frontage.
4. The diversity of the flora and fauna is significantly high including the beautiful and famed national bird, Peacock colony and the same is enhanced by congenial measures
5. Periodic Sapling planting is done. Recently, 1500 saplings, 7000 palm seed along the boundary of the farm pond and 200 beema bamboos were planted.

File Description	Document
Link for Additional Information	View Document

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 1.4

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
64.60	56.60	48.80	38.70	28

File Description	Document
Green audit report	View Document
Details of expenditure on green initiatives and waste management during the last five years	View Document
Any additional information	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: A. 7 and more of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document
link to photos and videos of facilities for Divyangjan	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 31

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
6	7	5	7	6

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document
Any additional information	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 151

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
30	35	42	28	16

File Description	Document
Report of the event	View Document
Any additional information	View Document

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
Any additional information	View Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website

Response: Yes	
File Description	Document
Any additional information	View Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Any additional information	View Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 112

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
36	25	18	18	15

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

Bharathidasan University happily takes great efforts to celebrate national festivals and birth anniversaries/observe death anniversaries of the great Indian personalities. Selected national days/festivals are celebrated at the university level, involving all – students/ faculty and administrative staff. Normally a scintillating address by the Vice Chancellor followed by a short cultural exposition and /or address by others take place.

The list of days celebrated with the themes, if any of these days, follows.

Birth Anniversaries

Swami Vivekananda	12th Jan.	National Youth Day	
Dr.BR.Ambedhkar	14th Apr.	Social Justice Day	
Pavendhar 'Bharathidasan'	29th Apr.	University Named after the Poet	
Alfred Marshall's 174th Birthday	26th Jul.	The famous economist Alfred Marshall's Birthday celebrated with deliberation on his and contribution to world economy	th
Rajiv Gandhi	18th Aug.	Sadbhavana Diwas or Harmony Day	
Major Dhyhan Chand(Hockey Wizar)	29th Aug.	National Sports Day	
Dr. S.Radhakrishnan	5th Sep.	Teachers Day	
Thanthai Periyar	17th Sep.	Social Reformist & Diravida Mentor	
Mahatma Gandhiji	2nd Oct.	International Day of Non-Violence	
Dr.A.P.J. Kalam	15th Oct.	Youth Renaissance Day	
Maulana Azad	11th Nov.	National Education Day	

Pundit Jawaharlal Nehru	14th Nov.	Children's Day	
Srimati Indira Gandhi	19th Nov.	National Integration Day	
Maha Kavi Bharathi Day	11th Dec.	Bharathi Thiruvizha	
World AIDS Day	1st Dec.		
World Day of Handicapped	3rd Dec.	Deliberation and Development thoughts on t Handicapped and Role of Society	
Srinivasa Ramanujan	22nd Dec.	National Mathematics Day	
Death Anniversaries			
Mahatma Gandhiji	30th Jan.	Pledge against Un-touchability	
Pavendhar Bharathidasan	21st Apr.	Homage to the Great Leader	
Dr.A.P.J. Abdul Kalam	27th Jul.	Silent Rally with candles in memory. Motivatio Youth to emulate the People's President.	
Dr.BR.Ambedkar	6th Dec.	Homage to the Genius Reformer	
National Days & Cultural Festival Days Celebrated			
Day of Election Commission	25th Jan.	National Voter's Day Pledge for Voter's Day	
Thai Pongal	14th Jan.	Harvest Day- 'Mahara Sankranti'	
Republic Day	26th Jan.	Constitution of India Effective	
Central Excise Day	24thFeb.	Tax awareness and compliance stressed	
National Science Day	28th Feb.	Discovery of Raman's Effect	
International Women's Day	8th Mar.	Women's Achievement, Right, Education Empowerment, Responsibility and Progression	
World Consumer Rights Day	15th Mar.	Consumer Rights and Awareness and Assertio	
Tamil New Year Day	14th Apr.	Share the pleasure with dear and near.	
May Day	1st May	Employee Welfare Day	
Quit India Day Observed	9th Aug	The spirit of national cause raised	
Independence Day	15th Aug.	Nation's Independence Celebrated	
World Day for Hearing Impaired	26th Sep.	Concern and Education for Hearing Imp Prevention of such disability	
Aayutha Pooja	Oct.-Nov.	Tools and Equipment Worshipped	
Saraswati Pooja	Oct.-Nov.	Learning Goddess Worshipped	
Vijaya Dasami	Oct.-Nov.	Victory Celebrated	
World Day of Handicapped	3rd Dec.	Deliberation and Development thoughts on Handicapped and Role of Society	

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

I. Transparency in its Financial Functions

- 1.Finance Committee and Syndicate are apex bodies of decision making with plural membership including designate top Government officials, ensuring transparency.

2. All purchases/financial outgo on execution of construction works exceeding the threshold limit are effected through tender, as per (a) Tamil Nadu Transparency in Tenders Act, 1998; (b) Tamil Nadu Transparency in Tenders Rules, 2000; and (c) Tamil Nadu Transparency in Tenders (Public Private Partnership Procurement) Rules, 2012.
3. For purchases less than the threshold limit, minimum three quotations are needed.
4. Syndicate Sub-Committee/ Buildings Committee, or other relevant Committee is entrusted with the work to ensure thorough transparency.
5. Salary payments through bank transactions only.
6. TA/DA payments through cheques only.
7. Digital India system is practiced.
8. All transactions are passed for payment following established system and procedure.

II. Transparency in its Academic Functions

1. Curriculum Design and execution has to be passed by the duly constituted Boards of Studies as per duly constituted meeting as well; also approved by higher bodies – Standing Committee on Academic Affairs, Syndicate, etc.
2. Due notice/advertisement is given in prominent dailies for initiating the admission process including the days of entrance exam, if that is also held, last date, with further information on the Website.
3. Student Enrolment is merit based subject reservation and relaxation of eligibility, as per relevant Government norms ensuring transparency; admission committee at the Department level is held accountable.
4. Evaluation of students/scholars is performance based with strict confidentiality as to question paper setting, vetted scheme of valuation, and result passing by a duly approved result passing Board of Examiners.
5. Students can voice grievance over evaluation and get their grievance redressed.
6. No discrimination, whatsoever is shown amongst students based on any factor - caste, colour, community, religion, etc.

III. Transparency in its Administrative Functions

1. Appointments to teaching and non-teaching positions are as per norms of government, community reservation and relaxation as to age and other eligibility criteria.
2. All fresh posts must be approved by the Finance Committee and the Syndicate.
3. Partial digitization is done so that records exist in soft form as well.
4. Code of conduct web-cast in the website of the University needs are followed.
5. A hierarchical system of approval is followed so that no one individual has his hands in disposing any file of.
6. Syndicate Sub-Committees are formed to recommend measures as to non-routine issues that emerge in the course of administration such as disciplinary issues, purchases, tenders, etc.

IV. Transparency in its auxiliary functions

1. Student placement/progression must be done in transparent manner as to eligibility, qualifying test, interview conduct, etc- all recorded and signed by appropriate authorities.

2. Appointment of temporary staff members such as Guest Faculty, Security Staff, Clerical Denominations, House Keeping and of similar classes is done through due process with Syndicate committees involved.
3. Keeping due records (notifications, vouchers, agenda and minutes) for all activities is essential.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

BEST PRACTICE – I

Title of the Practice: ‘Advantage GIAN’

Under the ‘Global Initiative of Academic Networks (GIAN)’ program of the MHRD, GoI for proposals from HEIs accepted by MHRD, the MHRD meets expenses of visit by one reputed overseas Professor to the HEI concerned for Lecture/Workshop/Interaction for 3-4 days for the benefit of faculty/scholars of the host HEI and those from other HEIs providing opportunity for top-notch knowledge sharing and further enriched relationship, the nodal agency being IIT Kharagpur. Bharathidasan University made use of GIAN to its advancement; thus the Best Practice named, “Advantage GIAN”.

1. Objectives of the practice

By inviting overseas professors to give lectures to the host institution’s professors, students and selected participants from other institutions of the region, the following objectives are fulfilled.

1. Augment the BDU’s academia quality through networking.
2. Accelerate the pace of quality acquisition fast and to the point.
3. Elevate BDU’s scientific and technological capacity to global excellence.
4. Garner the best international experience into BDU’s systems of education.
5. Enable interaction of its students and faculty with the best academic and industry experts from all over the world.
6. Share their experiences and expertise to motivate BDU’s academia to work on Indian problems.
7. Effect more research outcome- publications, joint projects, MoUs and making MoUs quite active.
8. Create ground for overseas research or study visit for BDU’s faculty, students and scholars.

3. The Context

BDU is committed to its Vision, ‘We Will Create a Brave New World’. New world is created in the realm of knowledge, wisdom and intellectual wellness. We need a collaborative arrangement to bring the bests of brains from across the world to create the Brave New World that the Revolutionary Poet wished.

The Bharathidasan University wished to avail the facility under the GIAN Scheme to organize Guest Lectures delivered by internationally and nationally renowned experts to ensure a comprehensive Faculty Development Program in BDU as the same is available to IITs, IIMs, IISERs but also other institutions in

the country.

The proposals should belong to any of the following;

- Architecture, Design, Planning and Heritage
- Chemical, Bio-Chemical & Material Sciences
- Earth & Environment Sciences
- Electronics, Electrical, Information & Communication Technology
- Humanities & Liberal Arts
- Law
- Other Categories / Interdisciplinary Categories
- Life Sciences & Healthcare
- Mathematical & Computer Sciences
- Management
- Mechanical Sciences & Infrastructure
- Physical Sciences
- Social Sciences

4. The Practice

The program is aimed at:

1. Increasing the footfalls of reputed global faculty/entrepreneurs as well as Indian fraternity.
2. Providing opportunity to BDU students and faculty to learn/seek/ share new and advanced scientific knowledge.
3. Creating an avenue for possible collaborative research leading the publication in reputed journals, IPRs, etc.
4. Increasing the possibility of international students in BDU, besides neighbouring institutions.
5. Enabling Indian industrialists and entrepreneurs to seek/share product/ Process/ market knowledge.
6. Motivating overseas expert professors to undertake research on Indian Problems.
7. Developing high-quality courseware in niche areas in a nuanced manner with multi-media paradigms.
8. Documenting and developing new pedagogic methods in emergent areas of knowledge of regional, national and global interests.

5. Evidence of success of 'Advantage GIAN'

Bharathidasan University has got 10 programs sanctioned based on the formatted application and convinced of the BDU's ability to rope in great overseas expertise and the strength of proposals sent, especially the topical nature of program contents.

In Science 9 courses and in Arts one course, thus ten GIAN courses were conducted.

In physical Sciences four programs were held- (i) Physics of strongly correlated electron systems (19-23rd Dec. 2016), (ii) Materials under Extreme Conditions – Enabling Technologies (26-12-2016 to 30-12-2016), (iii) Crystal Growth of Functional and Exotic Materials (06-08-2018 to 10-08-2018) and (iv) Complex Systems Modeling and Analysis- first three hosted by Prof. S.Arumugam and last by Dr. PaulsamyMuruganandam.

Two programs under Chemical Science : Chemical Kinetics and Reaction Mechanism in Transition Metal Chemistry (13-11-2017 to 18-11-2017) and Microbial processes for lignocellulosic biofuel production (18-12-2017 to 28-12-2017), with hosts, Dr. Nagarajan Loganathan and Dr. P. Chellapandi, respectively.

In the area, Life Sciences & Healthcare two programs held, namely, A Recent Trend in Life Science Research with Special Reference to Molecular Imaging, Proteomics and Metabolomics, host: Dr. Govindaraju Archunan (12-02-2018 to 16-02-2018) and Nutrition and Dementia Across the Life Course, host: Dr Mahesh Kandasamy (18-09-2017 to 23-09-2017).

In Earth & Environment Sciences - Paleoclimate Education Using Geo-Spatial Methods: Geological Past to Anthropocene, hosted by Dr.D.Ramesh(3-12-2018 to 7-12-2018)

In Social Science: Teaching Research to Social Work Students: Creating Enthusiastic and Competent Practitioner Researchers, host Prof.P.Ilango (24-09-2018 to 28-09-2018) were completed.

Thus 5 days of networking, each with (i) Chihiro Sekine, Muroran Institute of Technology, Japan, (ii) Yogesh K. Vohra, University of Alabama at Birmingham (UAB), United States of America, (iii) Fernando Fagundes Ferreira, Brazil (iv) Geetha Balakrishnan, United Kingdom, (v) Ola F Wendt, Sweden (vi) Rajesh K Sani, United States of America, (vii) Priyadarsi Debajyoti Roy, Mexico, (viii) Parasuraman Padmanabhan, Deputy Director (Translational Neuroscience), Nanyang Technological University, Singapore, (ix) Gilles J Guillemain, Australia and (x) Nonie Harris, Australia had resulted from the GIAN.

500 participants got the exposure to interacting with /learning from international Professors from Japan, USA(2), UK, Brazil, Mexico, Sweden, Australia(2) and Singapore.

This is a great success because getting programs, by State University that too, Arts and Science Stream entity is a difficult thing. Yet, BDU got this many numbers next only to Anna University, leaving aside the Central funded IIT Madras, NIT Tiruchi, The only other state university in Tamil Nadu to get this is Madurai Kamaraj University, just 1. In all only eight Tamil Nadu based institutions have got the GIAN programs. Of the total 207 GIAN programs for TN institutions, 190 went to technology institutes- IIT, NIT, Anna University & PSG. **Out of the 17 balance, BDU got 10. That is great success.**

500 participants (Faculty/Scholars/Students) including those from 16 States of India, other than Tamil Nadu, got the exposure of interacting with /learning from international Professors from Japan, USA(2), UK, Brazil, Mexico, Sweden, Australia(2) and Singapore. Out-of-Tamil Nadu

The GIAN also involved in reinforced relationship with BDU professors getting into MoUs with the institutions (Three), Joint Research Papers (12), Introduction of Value Added courses (one), Collaborative Research (10), International Bilateral Exchange Program (2), Post-Doctoral Fellowship for BDU Scholars in overseas Universities (2), exchange resources for research and processed data/findings(2), Joint International Projects(5), Student Exchange(1), Student Projects, new research insights and interpretation etc. The University got national and global visibility and reputation.

6. Problems Encountered and Resources Required

Getting the programs allotted to BDU is a problem, of course. because, it has to compete with IITs, IISc, NITs, IIITs, IIMs, IISERs and several other Central Institutes and Universities in great locations. Out of

1649 programs sanctioned upto Oct 2018, since launch in 2015, close to 1300 went to technology institutions. For institutions that are state funded and in the arts and science stream getting allocation is highly competitive.

7. Notes (Optional)

BDU has made use of this great grant, wisely and has effected lot of knowledge transfer, skill development, pedagogy enrichment, and many collaborative linkages with international faculty. The host faculty have gained vast experience in their chosen field. With the experience gained, BDU will continue to apply and vie to get approvals by merit. Dr. R. Babu Rajendran, GIAN-Local Institute Coordinator Bharathidasan University has done expediently, while host faculty members did their job effectively.

BEST PRACTICE - II

Title of the Practice: School-University-Industry-Tie-up Scheme (SUITS)

3.31 lakhs students have been provided skill development training on the 8 computer science programs under SUITS from interested schools in Tamil Nadu during 2013-17.

World Records on SUITS: Created a world record in enrolled highest number of school students in skill development course by university in an Academic Year. 82812 students were enrolled in the year 2016-17.

“Most Number of Students Enrolled in the Skill Development Program Conducted by a University”

Elite World Record, UK

Unique World Records, Dubai & India

“Highest Number of School Students Enrolled in Skill Development Course Conducted by a University for one Specific Intake”

Asian Records Academy, Singapore

“Greatest Number of School Students Enrolled in Skill Development Course of an Institution in an Academic Year”

India Records Academy, Mumbai

“Maximum Number of School Children Enrolled in Computer Science Skill Development Courses conducted by a University”

Tamilan Book of Records, Chennai

Problems Encountered and Resources Required

Recruiting huge number of invigilators for conducting the examinations in the school premises is the one. Entire logistics of question papers & answer scripts, valuation process of OMR answer scripts and printing of mark statement and university convocation in a stipulated time, is to be taken cognizance with meticulous effect.

Notes

Joint Venture: To benefit the Students community on Information Technology, IECD has jointly signed MoUs for conducting SUITS programmes all over Tamil Nadu.

BEST PRACTICE-III

1. Title of the Practice: 'Synergy BIAN'

On the lines of GIAN, Bharathidasan University has its 'BIAN' – Bharathidasan International Academia Network'. The BIAN has become the 'Synergy BIAN' as another Best Practice. Under 'Synergy BIAN' BDU sends its faculty, scholars and students to overseas Universities/Institutions of repute for Long Period Research, Short Period Visit to Laboratory, Research Conferences, Lecture/Talk, Project, and such other assignments.

Objectives of the practice

Visit to Laboratory, Research Conferences, Lecture/Talk, Project, and such other assignments. By sending its faculty, scholars and students to overseas Universities/Institutions of repute BDU goes one step ahead it making its academia internationally exposed, expertise gained, experience obtained, project-skill enriched, collaborative research strengthened and so on and in the process BDU academia become global competencies ingrained. Thus the objectives are:

1. Augment the BDU's academia quality through overseas exposure
2. Accelerate the pace of quality acquisition fast and pointed through overseas networking.
3. Elevate BDU's scientific and technological capacity to global excellence.
4. Galvanize BDU's talents and talent pool to next best level.
5. Create ground for overseas research or study visit for BDU's faculty, students and scholars.
6. Enrich BDU's academia skills and transfer the same back home for India's advantage.
7. Effect more research outcome- Publications, Joint Projects, MoUs and making MoUs quite active.
8. **The Context**

BDU is committed to its Vision, 'We Will Create a Brave New World'. New world is created in the realm of knowledge, wisdom and intellectual wellness. We need a collaborative arrangement to send our Academia to renowned foreign institutions to get cutting-edge knowledge, carry out new research pursuits, think of patent scale collaborative research, and the like.

The Bharathidasan University wished to create a facility such as the MHRD's GIAN Scheme and did create one BIAN under which BDU's academia are funded and facilitated to go abroad to internationally renowned institutions and meet experts and get enriched, networked, collaborated and involved in continued commitment to execute joint research/academic exchanges.

The Practice

The Bharathidasan University wished to create a facility such as the MHRD's GIAN Scheme and did create one BIAN under which BDU's academia are funded and facilitated to go abroad to internationally renowned institutions and meet experts and get enriched, networked, collaborated and involved.

The program is aimed at:

1. Increasing the footfalls of BDU academia on reputed overseas institutions.
2. Providing opportunity to BDU academia to learn/seek new and advanced scientific knowledge abroad
3. Creating an avenue for possible collaborative research leading the publication in reputed Journals, IPRs, etc.
4. Increasing the possibility of BDU students visiting overseas HEIs for short-term learning, as PDFs, Research Fellows, etc.
5. Evoking interests in BDU for overseas students to study/research/conference/network
6. Motivating overseas expert professors to jointly work with BDU faculty to address research problems of the countries concerned
7. Developing high quality courseware in niche areas in a nuanced manner with multi-media paradigms.
8. Documenting and developing new pedagogic methods in emergent areas of knowledge of regional, national and global interests

Evidence of Success of 'Synergy BIAN'

12 of BDU Professors visited in all 24 times on Collaborative Research work to reputed Universities in UK, Japan, USA, Moscow, France, Canada, Taiwan, etc. The tasks were to review Progress of Collaborative Research, Library Visit, high profile International Joint Project Meeting, Training, Research Assignment Full-time, and the like.

Five Professors were visiting 13 times in all as Visiting Professor to Japan, USA, Sweden, Italy; six professors visited 14 times in all for Overseas Conference/Symposium/Workshop Visit involving Contribution to Progress of Collaborative Research and ten students went abroad- USA, Germany, Japan and other nations, under student exchange program.

As a result the publication quality rose, number of publications increased, MoUs materialized, BDU's capability is well entrenched in foreign Universities.

Problems Encountered and Resources Required

The problems encountered are not financial but operational. The work at BDU got some slowness and certain alternative arrangements had to be done, without additional hands. However the existing faculty and scholars filled the gap. The benefits of the 'Synergy BIAN' are more.

Notes (Optional)

The 'Synergy BIAN' need further flip and faculty and students must contribute their might in securing many projects, involved in joint research projects.

BEST

PRACTICE - IV

BUDS THINK (Bharathidasan University Depicts Scholastic Themed High Intent Nobel Knowledge)

File Description	Document
Link for Additional Information	View Document

7.3 Institutional Distinctiveness**7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust****Response:****CENTUM- Centres of Excellence of Nation –Tamilnadu - University Make**

A distinctive feature of Bharathidasan University is the spontaneous sprout of, or spin-off from Departments, many Centres of Excellent Track Record that are Nation/ State / University Funded at the start and subsequently cross-funded by all Central and State Government Agencies, besides the University and international agencies too for select centres. The emergence of these centres is due to the functional autonomy to Academic Departments and individual mindset of working pointedly on a core theme that is up-coming with great potentials. Extra-mural funding support for many of these centres indicates their relevance.

Diversity of Centres: The University has 29 Centres consisting of high-end research centres, extension work related centres, niche academic study tilted language centres and some service-oriented centres. The list is given at the end as additional information.

Institutional Flexibility Boosters: Alvin Toffler, the futurist-businessman-author of international bestsellers such as ‘Future Shock’, ‘Power Shift’ & ‘Third Wave’ and many more, would observe in his ‘Third Wave’, the tyranny of uniform syllabus in universities’ afflicting creativity and futuristic free thinking amongst students. Academic freedom to the Departments/ Schools/ Faculties in a way would undo the above debilitating effect of ‘tyrannical uniformity, through freedom to promote new formations. Freedom to individuals, especially to those too-high- freelance-thinkers, invariably translates into a tangible niche-result giving mantra, as found in many fields- business or otherwise.

Brave New World: In fact the leadership vision of positively aligning with the University’s Vision of ‘We Will Create a Brave New World’ has also worked well in ‘spotting, nourishing and grooming novelty/idea champions, be these individuals/groups/ units so that worthy creative and focused themes/schemes are endeared and reared well enough resulting in a plurality of development sinews growing into substantial and substantive knowledge, skill and innovation repositories’.

Research Relevant Centres

The following nine are selected Research based Centres.

1. The **National Facility for Marine Cyanobacteria** is one among the unique facilities which has certain distinctive features such as the only Centre in India **supplying 1000+ Microalgal and Cyanobacterial strains to 1000+ HEIs, including IITs, IISc** and so on in India. Notably, it is **one among seven** such repositories the world over and **only one in India**.
2. The **National Repository for Microalgae and Cyanobacteria – Fresh-water (NRMC-F)**, **second-one of its kind in India**, is the newest to complement its 25 year older sibling NFMC also called NRMC described above. Both the NFMC and NRMC now cover the whole- Marine and Fresh Waters. **Strategic planning and action backed by solid research outcome enabled securing the national facility to Bharathidasan University, Tiruchirappalli.**
3. The **Centre for High-Pressure Research** is in the School of Physics with research focus on the physical properties of condensed matters under extremely low temperature but high pressure combined with high magnetic field facilitating many simulated studies; it's extramural support moves close to Rs. 30 million.
4. The **National Centre for Alternatives to Animal Experiments (NCAAE)** is an unparallel entity facilitating virtual bio-labs recognized and funded by the UGC under the CPEPA (Centre with Potential for Excellence in Particular Area) scheme.
5. The **Centre for Research and Development of Siddha-Ayurveda Medicines (CRDSAM)** with the School of Life Sciences with a unique herbarium, greenhouse and lot of equipment is in MoU with **Central Council for Research in Ayurveda Sowarigpa and Siddha (CCRAS)** under the aegis of **AYUSH**, New Delhi.
6. The **Centre for Bio Inorganic Chemistry** floated in 2008 and -
7. The **Centre for Organometallic Chemistry (COMC)** established recently in 2016 are supported by various national funding agencies like UGC, CSIR, DST-SERB and Indo-French Centre for Promotion of Advanced Research (IFCPAR), New Delhi. The **French connectivity** is the hallmark enabling both the Centres to work with reputed foreign scientists, Dr. J. M. Latour, **Laboratoire de Chimie et Biologie des métaux, CEA-Grenoble, France** and Dr. David Semeril & Dr. Dominique Matt of the **Laboratory of Molecular Inorganic Chemistry and Catalysis, University of Strasbourg, France.**
8. **Centre for Nano-Science and Technology** is having reservoir of senior faculty from different Departments as the area is inter-disciplinary and got great work done.
9. **Centre for Climate Change Research** is unique and the world needs it with the kind of catastrophic behavior of climate change putting everyone including the mighty States cross-fingered.

Achievement of these Nine Centres

Funding Agency	Fund for Projects Crores	Papers / Rs. Policy Papers	Projects	No. of Collaborators Instt./ Indls.	Patents
DST, DBT, UGC, DRDO, TNSCST, ICSR ICMR, MOEFCC, etc.	31.23	352 With AIP >2.	49	Foreign=40; National:78	(Registered)

The Scientific instruments inventory in these Centres is very rich and **state-of-the-art** type

Society Significant Centres

While every centre has its greatness, a few need a mention each because of the constituencies these address.

- The **Centre for Study of Social Exclusion and Inclusive Policy** generates academic debates and discussions towards achieving an egalitarian society. It has won in getting certain legal and social recognition to uplift certain nomadic marginalized community in Tiruchirappalli region recently along with Department of Social Work and the District Administration.
- The **Centre for Differently Abled Persons (DAPs)** is of great significance of a different order and condition providing training in Information and Communication Technology, Assistive technology, and many more. Its uniqueness is offering **Bachelor's Program in Computer Applications** for the DAPs.
- The **Institute for Entrepreneurship and Career Development (IECD)** in the Faculty of Arts addresses the great need of nurturing entrepreneurship among masses, particularly School Children and women with scores of participating organizations including SHGs. **It has 5 international awards.**
- The **Human Consciousness Yogic Centre** is **fourth national facility** in BDU, one of the nine such centres, and significant one in the country, funded by the UGC under a scheme for "**Promotion of Yoga Education and Practice in Universities**" during the year 1993. In the southern part of India, Bharathidasan University has got the Facility.

In sum, these centres are adding finer niches and nuances to the BDU's Honour.

File Description	Document
Link for Additional Information	View Document

5. CONCLUSION

Additional Information :

Bharathidasan University's jurisdiction expands to **eight districts- Trichi- Pudukkottai- Thanjavur- Tiruvarur- Nagapattinam- Ariyalur- Perambalur- Karur**. Uniquely, NIT, IIM and Central University are BDU's neighbours.

One University – 1/4th State Served: BDU serves 8 of the 32 districts (25%) in Tamilnadu. Eighteen other State-run Universities serve rest 75% of Tamilnadu. Evidently, the percent of population or geography served in TN by the BDU is the highest.

BDU's Anthem: Crafted fusing select lines from select verses of **Poet Great Bharathidasan**, is richly meta purposed providing steadfast direction with laudable attributes.

The Anthem in Essence Goes As Below!	
We'll Create A Brave New World	We'll Uproot the Reckless Warring
All, Learned Well, with Valued Wisdom and Compassion,	
Like the Grandeur Himalaya, Glowing Glory to Attain,	We'll Create A Brave New World;
Tamil with Sweet Tunes Merged, Fascinating the World	
Cool Sea-breeze Likened Our Affection To Uplift the World,	We'll Create A Brave New World;
Tamil Flourishing, Rises Tamil's Status in Sync; Thus	
In The Valiant-like Blossoming Impactful Changes,	We'll Create A Brave New World.

Anthem's Attributes: Attributes Entwined in the Anthem serve as Governance guide-posts. The attributes are: **Universal Learning, Valued Wisdom, Compassion, Grandeur, Glowing Glory, Tuned-harmony, Fondness, Uplift, Flourishing, Sync, Heightened Status of Living, Valiance and Impactful Changes.**

Evidently, these lay the road for creating the 'Brave New World'.

Concluding Remarks :

Curriculum: Industry-Environment focused and society-driven 151 programs featuring Forward-look, Flexibility and Value-addition with well-knit Program Outcomes are **Relevant- Innovative- Contemporary- Holistic.**

Teaching-Learning-Evaluation aspects, catering to Student Diversity with Student-centricity & ICT stride and insisting on attainment of Learning Outcome Attainment are **Responsive- Inspiring- Creative- Helping.**

Research-Innovation-Extension efforts and outcomes effected through Clear-cut Policy, State-of-the-art laboratories, Continued UGC/DST patronage and Innovation-Patent-Incubation-Entrepreneurship support are **Reputed- Inventive- Collaborative- Headliner.**

Infrastructure-Learning Resource endowments, such as 125+ Class-rooms with Smart/ICT ambience, Trend-setting laboratories and Library with ILMS and ample e-learning resources are **Reasonable- Info-tilted- Current- Heralding.**

Student Support-Progression commitments, Scholarship/free-ship support up-to 100% of students, 750% Student Progression achievement, Mentoring and all, are **Realistic- Institutional- Composite- Hopeful**.

Governance-Leadership-Management contours- Inspired Vision, Perspective/ Strategic Plans, Performance appraisal, e-Governance, Prudent financial management and Quality stewarding IQAC -are **Resolute- Integrative- Courageous- Humanistic**.

Institutional Values-Best Practices- Constructive Gender Sensitivity measures, Environment-sustenance and Green Audit, Quest for Excellence- Best-practices and CENTUM-centric distinction are **Refreshing- Imaginative- Climate-centric- Homogeneous**.

Sum-up

Need driven 151 trendier Academic Programs (including UGC funded five programs: Rs. 2.3Crores) catering to diverse needs of society/industry, Committed Faculty adopting holistic-blended pedagogy, State-of-the-art Infrastructure in adequate measures, Participative and decentralized governance culture, Student-supportive measures abounding, 29 Centres of Research/Legacy including nationally funded NFMC, NRMC, NCAAE, DDU-KAUSHAL, High Pressure Research, Non-linear Dynamics and so on, Remarkable publication outcome – 1766 papers, 6464 citations and h-index 31 (**90 since inception- 2nd highest** amongst younger universities in Tamilnadu), 8 patents, Extra-mural support aggregating to Rs. 58 Crores, PURSE I & II grant Rs. 26.35 Crores, 11 SAP and 5 FIST Departments, 98.1 percentile top-slot in QS- BRICS-rank, Break-through scientific achievements like Murali-Lakshmanan-Chua (MLC) Nonlinear Electronic Circuit (Physics), One/Two/Three/One erstwhile professors with Padma/ Bhatnagar/ FSA/ Sahitya Awards, 9 GIAN Programs in two years competing against IITs/NITs and all, Collaboration with scores of US-European-Asian-Australian Universities of repute, Only one State University catering to 8 out of the 32 districts of Tamilnadu State and the like make the BDU distinctly tall among HEIs.

BDU continues to tread the path of great work of glory to place it in the comity of World-class HEIs.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
2.1.2	<p>Demand Ratio(Average of last five years)</p> <p>2.1.2.1. Number of seats available year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2081</td> <td>2624</td> <td>2880</td> <td>1803</td> <td>1690</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2081</td> <td>2624</td> <td>2880</td> <td>1690</td> <td>1690</td> </tr> </tbody> </table> <p>Remark : As per number of seats available/sanctioned provided by HEI for the year 2014-15.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	2081	2624	2880	1803	1690	2017-18	2016-17	2015-16	2014-15	2013-14	2081	2624	2880	1690	1690
2017-18	2016-17	2015-16	2014-15	2013-14																	
2081	2624	2880	1803	1690																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
2081	2624	2880	1690	1690																	
2.2.3	<p>Percentage of differently abled students (Divyangjan) on rolls</p> <p>2.2.3.1. Number of differently abled students on rolls</p> <p>Answer before DVV Verification : 43</p> <p>Answer after DVV Verification: 37</p>																				
5.3.1	<p>Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (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 national/international level (award for a team event should be counted as one) year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>37</td> <td>19</td> <td>3</td> <td>1</td> <td>23</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>6</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : As per the documents provided</p>	2017-18	2016-17	2015-16	2014-15	2013-14	37	19	3	1	23	2017-18	2016-17	2015-16	2014-15	2013-14	4	6	0	0	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
37	19	3	1	23																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
4	6	0	0	0																	
5.3.3	<p>Average number of sports and cultural activities / competitions organised at the institution level per year</p>																				

5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
41	38	36	40	34

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
34	31	30	32	27

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:

2017-18	2016-17	2015-16	2014-15	2013-14
25	34	39	34	40

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
22	34	36	34	40

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
25	12	15	27	24

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
24	12	14	25	23

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
58	79	75	59	50

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
6	7	5	7	6

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
58	79	75	59	50

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
30	35	42	28	16

Remark : As per documents provided by HEI.

2.Extended Profile Deviations

Extended Profile Deviations

No Deviations