



Bharath

INSTITUTE OF HIGHER EDUCATION AND RESEARCH

Declared as **Deemed-to-be-University** u/s 3 of the UGC Act, 1956



Report on Academic Administrative Governance



Bharath

INSTITUTE OF HIGHER EDUCATION AND RESEARCH

(Declared as Deemed - to - be - University under section 3 of UGC Act 1956)

A Consolidated Report on ACADEMIC AND ADMINISTRATIVE GOVERNANCE

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A Consolidated Report on ACADEMIC AND ADMINISTRATIVE GOVERNANCE

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6.1 Institutional Vision and Leadership

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

VISION

Bharath Institute of Higher Education & Research (BIHER) envisions and constantly strives to provide an excellent academic and research ambience for students and members of the faculties to acquire professional competence along with human dignity, and spearhead the transformation of community through continuous discovery in science and technology

MISSION

- To develop as a Premier University for Teaching, Learning, Research and Innovation on par with leading global universities.
- To impart education and training to students for creating a better society with ethics and morals.
- To foster an interdisciplinary approach in education, research and innovation by supporting lifelong professional development, enriching knowledge banks through scientific research, promoting best practices and innovation, industry-driven and institute-oriented cooperation, globalization and international initiatives.
- To develop as a multi-dimensional institution contributing immensely to the cause of societal advancement through spread of literacy, an ambience that provides the best of international exposures, provide health care, enrich rural development and most importantly impart value-based education.
- To establish benchmark standards in professional practice in the fields of innovative and emerging areas in medicine, dentistry, nursing, physiotherapy, allied sciences, engineering, and management.
- To launch new programmes with innovative curriculum design by provide multi-faceted exposure in various subjects.

- To provide flexibility to students - options / add-ons to core subjects, develop Device Agnostic Technology to access online content.
- Funding / incubation entrepreneurial ideas, Flipped class room – Integrated Courses & Need based learning.

The Governance Structure

The University's highest Governing Body, the **Board of Management** consists of members who have rich experience in the dimension of transformative education system. Board of Management (BoM) through its reformatory policies promotes the academic and research ecosystem with the benchmarking institutes/universities. Board of Management (BoM) also envisages to develop different strategies to make university results in socially inclusive one. This also enlightening the transforming the students to contribute to the society as a responsible citizen.

Advisory Board having distinguished academicians with rich experience in industry on board, aid and advice the university. BoM considers the recommendations of the Advisory Board and deliberate to devise suitable strategies to propel the overall ecosystem of academics, research, innovation and extension activities.

The **Academic Council** embodies highly qualified and accomplished academicians from reputed institutes/universities besides the representation from different constituent institutes of the University. The Academic Council deliberates on different academic aspects considering the best practices for reputed institutes across the country and global to align to our vision and mission.

The **Board of Studies** (BoS) of different departments also considers the valuable inputs of academicians and industry personnel's and recommends appropriate measures to Academic Council reflecting the vision and mission of the University.

There exists a **structured administrative and academic governance** system that supports accountability, participatory engagement, transparency and efficiency. Decision making process is decentralized by empowering Deans of faculties, Directors of different centers and programs whose actions are assessed and reviewed by Planning and Monitoring Board.

Responsive and responsible governance to bring transparency, sustainability & efficiency: The various committees consisting of faculty with a good representation of gender and cultural diversity, strive to ensure transparency, sustainability, and efficiency in all matters. Comprehensive performance data is shared through annual reports and newsletters to stakeholders and global citizens; publication of annual quality assurance report on the

institution web portal; fee structure, admission policies and procedures, academic and administrative policies, via web portal and handbooks.

Interdisciplinary and participatory engagement: Inter-disciplinary mode of teaching & research has been initiated and strongly promoted. Different research centres have been established to promote interdisciplinary research activities to address different social issues. These centres engage faculty from different departments to carry out research projects focusing the identified thrust areas of the University. The outcome of this research is cost effective solutions to many real-life problems. Research and innovation ecosystem is strengthened by the collaborative research projects carried by our faculty with their peers from the institute of repute.

Mission statement defines the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, the institution's tradition and value orientations, its vision for the future, etc.

- ☐ The mission statement defines the distinctive characteristics of an inclusive University that seek to address the emerging needs of society in serving education, business, government, health care systems and the community which promotes critical intellectual engagement with different tradition of thought and its great variety of expression, modes of understanding the human conditions and predicament and incredibly diverse inanimate non-human living world.
- ☐ The University focuses on teaching, research and extension activities and seeks to educate its students to become responsible, enlightened, and productive citizens of the country by creating opportunities for all round well-proportioned education.
- ☐ The university is engaged in teaching programmes and research in chosen fields of specialization of very high academic standards at the master's and research levels. It also has greater interface with society through extramural, extension and field research related programmes.
- ☐ Foster holistic growth of students in accord with its traditions and values.
- ☐ It aims to be a leading institution of higher learning by preparing future generations through quality teaching, learning and innovative research which will be apparent in furthering the cause of the university education by enriching and strengthening the university system itself.

Reflection of Vision & Mission Statement in Academic Programmes

A strong link between academic programmes and institutional vision and mission comes from the mapping of graduate attributes of programs to the mission statement. Most programs at Bharath Institute of Higher Education and Research have defined Graduate attributes. Additionally, these graduate attributes are mapped to the student outcomes prescribed for programs.

1. **For e.g.** There is a strong connection in the 11 student outcomes prescribed by the B.Tech. Program in Mechanical Engineering (ME) to the vision and Mission statements. The Student Outcomes for the B.Tech in ME program are given below.
 - a. Ability to apply mathematics, science and engineering principles.
 - b. Ability to design and conduct experiments, analyze and interpret data.
 - c. Ability to design a system, component, or process to meet desired needs.
 - d. Ability to function on multidisciplinary teams.
 - e. Ability to identify, formulate and solve engineering problems.
 - f. Understanding of professional and ethical responsibility.
 - g. Ability to communicate effectively.
 - h. The broad education necessary to understand the impact of engineering solutions in a global and societal context.
 - i. Recognition of the need for and an ability to engage in life-long learning.
 - j. Knowledge of contemporary issues.
 - k. Ability to use the techniques, skills and modern engineering tools necessary for engineering practice.
2. In order to promote higher learning in its chosen areas of concentration, The PG programmes and the PhD program are connected to 22 identified Thrust Areas across 4 Broad Focus Areas, namely, Interdisciplinary

Research, Research in Physical and Bio Sciences, Theoretical Physics and Health Care.

- i. 8 of these 22 Thrust Areas are in Emerging Fields.
 - ii. For these 8 Thrust Areas in Emerging Fields, The University has setup 5 Research Labs and 3 Research Centres.
 - iii. 4 Post Graduate Programs are offered in these Thrust Areas in Emerging Fields of Research.
 - iv. Additionally, in order to maintain responsibility and promote ethics, All Theses in Masters and PhD are checked for Plagiarism through TURNITIN.
3. The curriculum follows a blend of curricular, co-curricular and extracurricular activities inculcating traditional core values along with the modern applications, directed to develop and enrich the personal attributes required for professional advancements of students.
 4. The students and the members of faculty & staff with the activities of different student chapters and clubs, respond to the Institutional Social responsibility by conducting different community development (health camps, social surveys, free education programs to underdeveloped, participation in village adoption programmes) and awareness programs. The BIHER community radio particularly broadcasts programmes on regional and national significance in the nature of promoting and archiving the local dying cultures.
 5. Promotion of Entrepreneurship is done by inculcating the following attributes
 - i. Lifelong Learning
 - ii. Independence in Learning
 - iii. Critical Thinking
 - iv. Product Design Principles/Software Development Principles
 - v. Field Work
 - vi. Incultation of Project Management skills

The above promotion of entrepreneurship is achieved through the presence of student centric activities (2.3.1) in teaching-learning (and lab facilities to supplement them)

that promote critical thinking and innovation. Additionally, an Innovation and

Entrepreneurship development cell is present.

Additionally, BIHER does follow a methodical and meticulous process in the design and development of the curriculum.

- The design & development of the curriculum starts with the Need Assessment exercise undertaken at the departmental level by holding brainstorming sessions in the form of workshops involving experts from industry and academics.
- The suggestion along with the roadmap is placed before the concerned Board of Studies for further discussion and deliberation.
- Academic opinion is also obtained by seeking expert participation in conferences, seminars, workshops, FDPs, expert lectures etc. organized time to time by the university.
 - Additionally, for most programmes, Advisory Boards consisting of academicians from National and International Universities of repute and representatives from Industry/corporate have been created.
- Additionally, for all programs, Feedback is also obtained from Faculty members (through faculty survey), from Alumni (through Alumni Survey), from Employers (through Employer Survey) and from Students (through Senior Exit Survey/Final Year Survey). These are done through structured online questionnaires using the Likert scale.

Curriculum design and development aligning with National Priorities

The University follows a process of developing need-based industry driven curriculum in consultation with experts from industry and academics and taking feedbacks from faculty, students and alumni, wherever applicable, aims to satisfy the personal and professional needs of the students, inculcating the core values.

*** Employability**

- ☐ During curriculum development, Academic opinion is obtained.
- ☐ Advisory Boards (either at programme level or institute level) have been created. These consist of academicians from National and International Universities of repute, representatives from Industry/corporate and researchers from national/international research labs.
- ☐ The student outcomes for many programs have been defined in a way that incorporates the

achievement of skills and techniques required for industry/engineering practice.

- Additionally, for many programs, Feedback is also obtained from Alumni (through Alumni Survey), from Employers (through Employer Survey) and from Students (through Senior Exit Survey/Final Year Survey). These are done through structured online questionnaires using the Likert scale.
- The University imparts courses to make students employable and skillful in each and every discipline with the need. The courses ensure students relevant to meet market expectations. The course curriculum emphasizes practical utility of knowledge to improve problem solving and decision making skills. It is embedded with participatory learning activities to improve student learning and facilitate lifelong learning and student management.
- For students of many programs, the Training and Placement department is also responsible for the following Pre-placement training activities including
 - soft skill development programs, assignments, group discussions
 - internship / industrial training programs are also compulsory in many programs.

*** Innovation**

It is the mandate of the university to produce students who are responsible, enlightened, and productive citizens. In this regard, the inculcation of an ethos of creativity, critical thinking and innovation is of utmost importance.

In order to ensure the achievement of the above ethos in the curriculum, the following have been adopted

- Student outcomes have been defined in a way that promote analysis and design and encourage entrepreneurship.
- Learning is made student centric through the adoption of the following participatory learning activities which promote critical thinking, innovation and creativity.
 - Engineering Design, Analysis and Manufacturing Projects
 - Tinkering Projects
 - System Design Projects
 - Case Based Teaching
 - Projects drawn from Real life scenarios

- Field trips and study tours
- Assignments that require information gathering from academic resources
- Seminars
- For Medical Sciences, Interdepartmental Seminars in Clinical and Para clinical departments
- Group Discussions
- Presentations/Animations and Other ICT based Aids
- Engineering Puzzle Solving Sessions
- Analytical Writing Assignments
- Thesis/Dissertations
- Participation of Students in extracurricular competitions and social extension activities through student chapters
- Breadboard Sessions
- Hands - on Lab assignments
- Extracurricular Activities through Student Chapters and Student Clubs.

Research

The ability to pursue research during the implementation of curriculum is ensured and made intrinsic part of the programmes and programme delivery processes.

- ☐ Advisory Boards (either at programme level or institute level) have been created. These consist of
 - Academicians from National and International Universities of repute and
 - Representatives from Industry/corporate.
 - Researchers from national/international research labs
- ☐ Most PG programmes are connected to the thrust areas defined by the university. 16 Research Centres and 58 research labs have been set up for these 22 thrust areas.

Involvement of Leadership in ensuring the organization's management system development, implementation and continuous improvement

- The leadership is actively involved in undertaking efforts to achieve organizational efficiency and academic excellence through various institutional mechanisms.
- Chancellor of the University is appointed by the Lakshmi Ammal Educational Trust. He appoints the Vice-Chancellor on the recommendation of the Search-cum-selection committee. He also presides over the convocations of the university.
- The Vice-Chancellor is the principal executive officer of the university, who exercises general supervision and control over the affairs of the university and mainly responsible for implementation of the decisions of all the authorities of the Institution deemed to be University.
- Being at the head of the Board of Management, the Vice Chancellor is responsible for the overall academic and administrative development of the university. He is supported by the Registrar, Controller of Examinations and Finance Officer and other administrative functionaries down the line. Deans of the constituent institutions are responsible for overall working of the respective constituent institutions.
- The Board of Management, the principal executive body of the university is actively involved to ensure a system of pro-active and participatory management in conformity with the prescribed rules and guidelines. The Board of Management in discharge of its functions is assisted by other statutory bodies like Academic Council, Planning and Monitoring Board, Finance Committee, Internal Quality Assurance Cell and by other important Committees and functionaries. Furthermore, the university takes guidance in all aspect of inclusive learning from Advisory Board comprising of persons of international and national repute.
- Internal Quality Assurance Cell (IQAC) monitors the academic quality of the University. It also develops and promotes an effective quality system for improving academic activities of the University.

☞ in interacting with its stakeholders:

- Interaction with stakeholders is facilitated through Alumni Association meets and through student groups held on important issues and on topics of common interest.

- ❑ Regular interactions with industry through placement and internship cell by conducting pre-placement training activities, internship programs, industry- academia conclaves, etc.
- ❑ Interaction of management with Faculty & Students

☞ **in reinforcing a culture of excellence:**

- ❑ Promotion of Research and Innovation through different research centres/ labs fully equipped with adequate research facilities connecting to the defined thrust areas and also creating linkages with different research organizations, universities, and industries of national/ international repute. The university facilitates conduct of research by encouraging students/ faculty members sponsoring different research projects. The endeavour to promote the culture in excellence in teaching, learning and research is amplified through vibrant library and information services having adequate print and e-resources.
- ❑ Conducting of Faculty Enrichment Programmes, Competency/ Skill Development Programmes, organizing conferences/ Seminars/ Workshops.
- ❑ The University constituted an Advisory Board in 2014 comprising eminent personalities from academia and industry with international repute / exposure to advise the management on important academic issues is an indication of the University's commitment to usher in a culture of excellence.
- ❑ The University has appointed 35 eminent Visiting Professors.
- ❑ The University has 145 MoUs/Collaborations with the institutions/universities/ industries of both international and national levels.

☞ **in identifying organizational needs and striving to fulfill them:**

- ❑ The leadership is involved in identifying the needs of the organization in light of its Mission and Vision of the University and the policy objectives of the Union/ State Governments through adherence to the prescribed norms of UGC, NAAC & other statutory regulatory bodies.
- ❑ Periodic introspective and need assessment measures are undertaken (like SWOC analysis, academic and administrative audit, financial audit, social audit, and feedback from faculty, students, alumni, employer, etc), inviting expert opinion from industry and academia.
- ❑ The University through the Advisory Board obtains their views/ opinions on important

aspects like the need for change in curriculum as per requirements of industry, quality research on inter disciplinary mode, faculty and student exchange programmes etc, increase in national / international collaboration, etc. and tries to implement those as per need of the organization.

6.1.2. The effective leadership is reflected in various institutional practices such as decentralization and participative management.

- BIHER promotes a culture of participative management by associating the faculty members and students in academic and research activities and in appropriate administrative capacities.
- Authority is delegated and decentralized as per the UGC (Institutions Deemed to be Universities) Regulations, as amended time to time, to different statutory committees like Board of Management, Academic Council, Planning and Monitoring Board, Finance Committee, Board of Studies and in other important committees like Selection Committee, Internal Quality Assurance Cell, Examination Committee, Admission Committee, Research Committee, Student Discipline and Welfare Committee, Students Grievance Redressal Committee, etc. and faculty members are included at appropriate levels in each committee, thereby, ensuring and promoting the culture of participative management.

Participative Management

- Different policy making bodies of the university are represented by stakeholders of the university to reflect the participatory framework. The highest policy making body, BoM of the university has faculty representations to ensure participation of the stakeholders. Besides, faculty members are involved in Academic Council, Board of Studies (BoS) and other committees such as Anti-ragging committee, Board of Research, grievance redressal committee, library committee etc. Besides, students' representatives and alumni are involved in Board of Studies (BoS) for greater participation. Students are also involved in different hall management committee, different clubs and extension activities. Many senior faculty members head different internal committees including IQAC and examination cell. This ensures the participative management model is effective in the University.

Decentralization

- Deans different Institutes and HoDs of various Departments are fully responsible to implement various decisions of the University and in the Department or Institute. Each Institute Department develops its quality indicator to excel in the respective domain.
- UG examinations are decentralized to be conducted by each Institute while being monitored by the University. Similarly Post Graduate examinations are conducted by the respective Departments.
- Deans of different faculty are fully empowered to take day to day operational decisions.
- Programmes offered and the respective syllabi are designed at the Departmental level and are passed by the Board of Studies (BoS) of the Department. This is finally approved by the Academic Council.
 - Different committees have been set up at the University level with the representation of faculty members to address various issues of academics. The functions of the committees are overseen by the Vice-Chancellor.
 - Budgetary plans are initiated at the Department level within each Institute in consultation with the respective Deans of the Institute. The individual institute budget is reviewed and approved by the Dean. The overall budget is then submitted to Planning & Monitoring Board which recommends to Board of Management (BoM) for final approval.
- There is a feedback system both for the students and faculty members in which the comments/ feedbacks received are given due weightage in several contexts.

Grooming leadership at various levels

- The University promotes and grooms leadership at appropriate levels by encouraging participation of teachers & students, and allocating responsibilities inter alia, as members of different statutory & other committees/ Cells/ various Student Activity centres/ clubs, in organizing different scholarly/ co-curricular/ extra-curricular activities.
- The faculty members are encouraged to attend and represent the university at international and national conferences, seminars, workshops, guest lectures, etc.
- Faculty members serve as mentors for a group of 15-20 students and guide the students on academic and non-academic issues.

- Organizing Faculty enrichment programs/ skill & competence development programs for staff.
- The University considers not only the competence of the faculty members in teaching, research but also in institutional building in filling up leadership positions.

BIHER has evolved a knowledge management strategy

- BIHER has evolved a knowledge management strategy which seeks to knowledge creation, knowledge dissemination and knowledge transfer, access to knowledge base and effective implementation of knowledge management technologies i.e. ICT facilities & E-learning resources for the realization of organizational objectives.
- The Internal Quality Assurance Cell seeks to internalize quality parameters in the operations and important academic activities of the University.

Values reflected in the functioning of the university

☞ Contributing to national development

- The University fulfils the mandate of deemed university determined time to time UGC and MHRD, Govt. of India and also fulfils the objectives set forth by different statutory bodies (NAAC, AICTE, MCI, PCI, DCI, BCI, INC) to achieve excellence in higher education and implements the policy priorities/guidelines of the Central Government in its operations and activities.
- Providing access to education to all irrespective of nationality, sex, caste, creed and religion.
- Implementing reservation policies of Govt. of India for admission to SC, ST, Physically Challenged, OBC, Women students etc.
- Providing scholarships / financial incentives to meritorious students & research scholars, encouragement and in-house funding for research and innovations in areas of regional and national interest.
- Contributing to the knowledge domain in establishing of Centres of Excellence and Research Centres and undertaking the research and extension activities

(sponsored research, collaborative research, inter-disciplinary research, in-house funded research etc.) in the defined thrust and innovative areas. The research output is published in reputed peer reviewed indexed journals to strengthen the field of existing knowledge in the respective areas and extending the benefit of the output to the beneficiaries through extension activities.

Identification and submission of 555 novel gene sequences by the Centre of Biotechnology to the NCBI database is the indication of noteworthy activities of research centres of BIHER .

- The university through its effective teaching and learning processes provides a strong foundation to the students increasing their competency through internship, pre-placement activities and other soft skill development programmes and offers placements thereby contributing to the potential youth workforce of the country.
- The university hosts several state and national level sports competitions such as All India Junior Tennis Ranking competition, BIHER Premier League - a national level inter-university cricket tournament held every year, Intra-state cricket tournaments, other co-curricular competitions such as Quiz competitions and other national level student activities conducted by its different student chapters.
- Creating and spreading awareness among the people in the vicinity of the university regarding various health & hygienic issues, environmental issues (besides contributing towards 'Swachh Bharaat Abhiyaan'), employment issues, community empowerment issues, women empowerment issues etc. under the aegis of university social outreach programmes.
- Furthermore, the social outreach programmes and extension activities are exemplified through adoption of villages extending the works to Clean Technology like LED lightings, Solar water pumps, Electric car and vans, Solar powered sanitation and e-learning centre.
 - Capacity building of tribal people through lab to land transfer under the Centre of Rural and Tribal Development; detection of diseases such as head and neck cancer, HIV & AIDS and Maternal Health through the Centre of health awareness;
 - Detection and consultation on emerging and re-emerging infections through the Centre of Infectious diseases; addressing the issues of infertility, use of IVF procedures, Periodic assessment of quality of family planning service delivery through the Centre of Reproductive health.
 - The Faculty of Medical Science (SBMCH Hospital) & Faculty of Dental Science, of the University provide treatment, diagnostic and health care facilities in super-specialty areas and also take care of the poor and under privileged sections of the society through free and/or subsidized treatment. Blood donation camps, free health check-up, eye camps, dental camps are regularly conducted in rural areas to provide access to free treatment to poor patients. Following table represents the glimpses of some notable activities in this regard in recent years.

☞ **Fostering global competencies among students**

- The University has a University level Advisory board composed of academicians and industry experts from India and abroad. Their advice is used in curriculum development to keep pace with the international standards.
- Additionally, Advisory board composed of academicians from universities of repute and industry experts have been formed at either the department or institute level.
- The University has taken constructive steps to impart skills, knowledge and expertise that would help students to show excellence and outwit competition wherever they go. Every attempt has been made to enrich the interpersonal skills of students, in addition to developing technical, analytical and functional skills.
- The curriculum, the educational delivery processes, and the assessment of student output of the BIHER University is comparable to the international standards focusing on the development of core competencies. The syllabus has been designed intelligently so as to take care of native demands and global requirements. Soft skill development programmes, Training and Placement activities and inculcation of knowledge through the class room teaching under the guidance and supervision of able faculty members of repute add value to the level of competence and prepare the students to face the competition world at the global level comfortably.
- The specially designed innovative programmes in the emerging areas such as M.Sc.in Medicinal and aromatic plants, Molecular Biology, Nano-science and nano- technology, Chemical Biology and Drug Design etc. give ample scope and opportunities to the students to cope with the global demands of highly intellectual employees.
- Apart from the research at doctoral level, the students are coaxed to undertake research activities at graduation and post graduation level. The university supports the attending and presenting their research outputs at the seminars/ conferences etc. at national level. The university organizes trade fairs, exhibitions, festivals etc. relating to their branch of study to show case their intrinsic and latent talents. University also provides support for the legal protection of their creative works.
- Special training/coaching sessions for different national and international level competitions are frequently conducted to prepare the students effectively. The curriculum, delivery plans and training activities are directed to develop entrepreneurship skills among the students.

- Furthermore, the University organizes different curricular, co-curricular and extra-curricular activities such as, essay, debate, extempore, quizzes, sports competitions etc. to sharpen their talents and mental faculties.
- The University invites renowned academicians and acclaimed industrial leaders to deliver lectures to the faculty and students and also accommodates them and their viewpoints in curriculum design, development and re-structuring.
- The University has presently research collaborations with national and international Universities/ Institutes of repute to facilitate quality research in emerging areas.
- Conducting national and international seminars/ conference/ workshops help the student and faculty members to develop competencies among themselves and have an international exposure to address the emerging changes.

Inculcating a sound value system among students

- The objective of university education is to imbibe in students the appropriate values commensurate with the socio-economic & cultural needs. Value education is made an integral part of the curricula and teaching-learning process. Due attention is given to encourage and evolve a sound value system among the students based on moral and ethical principles.
- BIHER being a socially inclusive university has defined its mission and vision and created the scope for the inclusion of professional ethics, gender, human values, environment and sustainability into the curriculum and thereby integrated in it, the crosscutting issues relevant to the above areas. Value education ensures rationality, harmonious coexistence, strengthens one's aspiration and confidence level, first understanding 'what to do' and then developing the skills for 'how to do'.
- Each programme contains courses on gender equality, environmental issues, protection & sustainability, professional ethics etc. Value integrated courses concentrate on basic values of Indian ethos and inculcate in the mind not only gender equity but also the tradition of honor bestowed on women in accordance with the culture.
- BIHER has resolved to introduce a 3-credit course on Universal Human Values (UHV) in the lines AICTE model curriculum and UGC guidelines entitled 'MULYA PRAVAH - Inculcation of Human Values and Professionals Ethics in Higher Educational Institutions' in all programmes from the academic session 2021-22.

- In the existing framework of teaching-learning, the courses like Professional Ethics, Women & Law, Environmental Law, Labour & Industrial Laws, Human Rights, Legal & Ethical Aspects of Engineering, Critical Thinking and Communication, Indian Ethos & Values, Business Ethics & Corporate Governance, Organizational Behaviour, Personal Development Practices, Environmental Sciences, Pharmaceutical Jurisprudence etc. are some of the courses that reflect the commitment of BIHER in addressing the crosscutting issues. Moreover, the course 'Environmental Studies & Disaster Management' is made compulsory in all undergraduate UG engineering programs.
- Courses like value education, environmental studies along with activities of NSS, NCC and Yoga are promoted to inculcate in the minds of the students, the environmental and value consciousness, which enable them to have a broad outlook in life. This leads to holistic development of students in terms of critical thinking, interpretation, reflection, inference, and insight. Inputs of the Advisory Board on the above areas are integrated into the curriculum. To ensure the academic integrity in all aspects of education, staff & students are constantly sensitized to the issues of plagiarism.
- Environmental Science and Renewable & Sustainable Energy have become the thrust areas of the University. Centre for Environment and Climate of BIHER undertakes the research activities in the areas of weather forecasting, lightening & thunderstorm prediction. The Multi-Disciplinary Research Cell and Biofuel & Bio-processing Research Centre engage themselves in the areas of Renewable and alternative source of Energy.
- BIHER attempts to maintain gender balance. Around 50 percent of student population are female students.
- At the institute level, Internal Complaints Committees and Disciplinary Committees take care of matters regarding gender in-equality and sexual harassment. Institute regularly conducts programs to sensitize the issues. UGC guidelines on Sexual harassment at working place and Ragging have been followed in letter and spirit. Staff and Students operate under the code of ethics and conduct.
- The university involve its NSS student volunteers directly in the various community service activities including Observation of important days (like World AIDS day, World Hepatitis day, National education day, World environment day, National youth police etc) through holding different competitions, rallies, exhibitions, marathon race, cultural programs proposed by different agencies like UGC, OSAC-Odisha, NSS bureau, Dept. of Sports & Youth services, Govt. of India, Ministry of Youth Affairs, Govt. of India, Odisha television

and BIHER University. It also organizes workshops, seminars on socially relevant issues like disaster mitigation, cleanliness drives, etc.

- Awareness programs on Blood donation, Organ Donation, Literacy campaigns, and spreading awareness on important social issues like female foeticide, gender discrimination, consumer protection, AIDS, drug-addiction, and hazards of alcoholism & smoking etc. are also some of the initiatives taken by the NSS wing.
- Participation of students in various co-curricular and extra-curricular events, literary/cultural activities including quiz/ competitions etc. help inculcate a spirit of compassion and human values among students.

☞ **Promoting use of technology**

- The University has the state-of-the-art infrastructure, student laboratories with sophisticated and modern equipment, quality research laboratories, e-learning resources with e-databases having campus wide license, e-library, e-enabled classrooms, video conferencing facilities, Commissioning of ERP, Wi-Fi campus and high-speed broad band connectivity (7.6 GBPS) in the campus for facilitating academic and administrative functions.
- Other ICT facilities in use by the students and faculty members include use of e- LMS, Multimedia LCD Projectors; Visual Presentations etc. which help promote the use of modern technology with smart classroom facilities.

☞ **Quest for excellence**

- **Quality Assurance Manual:** This manual describes principles, processes, procedures, and records variously contained in software, web-based media and physical documents which the University uses for meeting its requirement and conduct of business in an authorized manner. It also ensures that these are kept updated or amended from time to time and are accessible through appropriate means to the users across the organization, and obsolete documents removed.
- The quest for excellence in Research is sought through the definition of 22 thrust areas with some in interdisciplinary and emerging areas and with the establishment of 16 Research Centres and 58 Research Labs in these areas.
 - Additionally, the University provides knowledge resource infrastructure (through e-resources, etc), seed money, internal funding to achieve excellence and research

awards to those who achieve excellence

- Visiting Professors from internationally acclaimed institutes
- Joint Research Work with research laboratories of national and international repute.
- MOUs in academia, industry and research.

□ In the PhD program, the University has mandated the following

- Mandatory Plagiarism check for thesis through TURNITIN
- External Examination by Foreign examiner
- 3 Publications in Scopus Indexed Journals with at least one publication bearing Impact Factor.

□ For PG Programs, plagiarism check is conducted for thesis.

□ BIHER has a University level Advisory board composed of academicians and industry experts from India and abroad. Their advice is used in curriculum development to keep pace with the international standards.

□ Additionally, Advisory board composed of academicians from universities of repute and industry experts have been formed at either the department or institute level.

□ The quest for excellence in teaching-learning process is sought to be achieved right from the student admission process through an all-India Common Admission Test (SAAT) for all our academic programs with a focus on quality (with a minimum cut-off mark/percentile). Due weightage given for the admission from national level eligibility test for admission like JEE-Main, AIPMT, CAT, MAT, XAT, GATE, GPAT, CLAT, LSAT, etc. Moreover, admission to Medical and Dental programmes are undertaken exclusively through NEET.

□ Adoption of innovative pedagogy, ICT facilities, and field-based training etc. in the teaching learning process.

□ Conduct of academic & administrative audit, performing SWOC analysis and other IQAC activities to identify strengths and weaknesses for the quest of excellence.

□ Inputs from Advisory Board, Board of Studies, Industrial and Academic Advisory Boards

for inculcating value to the curriculum and teaching-learning processes.

- Recruitment of well-qualified teachers, transparent evaluation system, implementation of contemporary curricula, prevalence of a conducive research ambiance, encouragement for quality research & publications, conducting of national and international seminars/conferences/ workshops, faculty development programs, collaboration with national and international institutes/universities reputes generate the thrust for attainment of excellence.

6.2 Strategy Development and Deployment

6.2.1. The Institutional Strategic plan is effectively deployed.

Perspective Plan, Policies and Strategies

Interactive teaching and learning process, quality research in defined thrust areas in inter-disciplinary and inter-institutional mode, contemporary curricula and quality pedagogy, innovative programs, academic excellence, state-of-the-art infrastructure and support facilities, use of modern technology and learning resources, green campus, alternative sources of energy, promoting innovations leading to intellectual property creation and protection, expanding social outreach and extension programs etc. are some of the strategic plans effectively deployed.

Teaching and learning

- Apart from strengthening the existing teaching & learning system while maintaining the academic rigor, the university endeavors to expand the ambit of existing innovative programs in the emerging areas, to create linkages (MoUs) with more number of international universities/organizations, to induct faculty from international arena, to undertake faculty and student exchange programs and to implement twinning programmes with the reputed institutes within the country and abroad.
- Benchmarking with top 100 QS World University Ranked International universities.
- Creation of Virtual Classrooms, Simulation Laboratories, e-content development, more digital resources in the library, MOOCS etc.
- Strategic addition of new schools and departments on campus
- Selective inclusion of new age futuristic and market relevant courses which are aligned to National priorities.
- Inclusion of choice of interdisciplinary and multi-disciplinary specializations in programs to increase employability of students
- Systemic increase in student base at steady rate with high standards of quality, relevance and equity, taking into account global trends and regional development

- ☐ Balanced diversification of students (UG vs PG; Domestic vs International)
- ☐ Inclusion of immersive and rigorous curricula – Inquiry based, research oriented aspart of graduate program to improve the research acumen of students
- ☐ Integration of innovative educational technology for curriculum delivery in collaborative and active learning environment
- ☐ Experiential Learning
- ☐ Adding leading accreditations to the Institute and programs of the Institute

Research and development

- ☐ Increasing the range of thrust areas.
- ☐ Establishing advanced research centres to facilitate research activities in definedthrust areas
- ☐ Promoting Joint research culture
- ☐ Augmenting the number of sponsored, collaborative & inter-disciplinary researchprojects through increasing the budgetary allocations for research infrastructure.
- ☐ Empaneling more Ph.D supervisors from reputed national/international universities.
- ☐ Motivating UG & PG students to undertake research projects and publish the research findings.
- ☐ Increasing the IP portfolio through more patents.
- ☐ Strengthening the consultancy
- ☐ Creating of New Centres of Excellence for research and Development: The core purpose would be to drive economic growth through technological and intellectual property development (through patents), innovation and entrepreneurship
- ☐ Increasing the scope of Central Research Facilities.
- ☐ Augmenting Strategic Collaborations with other reputed R & D organizations
- ☐ Promoting the commercialization of IPR.

Community engagement

- ☐ Strengthening the developmental activities involving the community in participatory mode, in the areas of community health, education, plantation and environment, extension of social outreach programs with a view to improve the overall quality of life of the poor and marginalized sections of the local community.
- ☐ Empowering the local community for livelihood generation through technology supplements.
- ☐ Creating a disaster management unit involving local community, NSS/NCC
- ☐ To initiate project-based community development programmes (short term / long term) in the neighborhood involving the community in participatory mode.
- ☐ To establish more numbers of nodal health units at remote villages under the supervision and guidance of SBMC Hospital, Dental College and Nursing College.
- ☐ Creating a disaster mitigation unit of the University involving local community & NSS / NCC wings.
- ☐ To strengthen the existing developmental activities in the areas of community health, plantation and environment; extension of social outreach programs with a view to improve the overall quality of life of the poor and marginalized sections of the local community.
- ☐ The University helps implementation of different welfare schemes of central and state government in the areas of community health, employment & education and environment.

Human resource planning and development

- ☐ Inducting experienced faculty with more industry exposure
- ☐ Strategic deployment of experienced persons in key positions
- ☐ Conducting Continuing Education Programs for faculty enrichment.
- ☐ Intensifying faculty development, skill development and competency development programs for faculty & staff.
- ☐ Organizing academic & administrative staff development centre.

Industry interaction

- To enhance the scope and ambit of interaction with industry by entering into MoUs/ Collaboration. Till date, we have got collaboration with national and international University/ Institutes of repute.
- Intensifying the internship & placement activities.
- To establish industrial chairs or chapters in the constituent institutes.

ABET International Accreditation

- The University achieved the prestigious international accreditation from Accreditation Board of Engineering and Technology (ABET, USA) for its Engineering Programs, the most reputed accrediting body in the World for technical education.

Admission

- 215 number of international students from different countries across the world have enrolled in different programs of Bharath Institute of Higher Education and Research.

International Collaborations

- BIHER has several International Collaborations in Teaching and Research with global institutions and universities of repute, among which MoUs have been signed for student exchange programs with University of California, DAVIS, USA; University of California, Riverside, USA; New Jersey Institute of Technology, USA; and Southern Illinois University, USA.
- Eminent professors from abroad are the members of the International Advisory Board of *Bharath Institute of Higher Education and Research* who also act as joint supervisors for research programs. Besides, during the past few years, the research has further been strengthened by visiting professors from reputed foreign institutes
- Emphasis on faculty and student exchange programmes through collaborative arrangements with foreign universities/institutes. At present we have tie-up facilities with following international universities/ institutes to facilitate research and exchange programmes.
 1. Ho Chi Minh City University of Transport, Vietnam

2. The College of Engineering and computing, Florida International University, Dual Degree Agreement, Miami, Florida, U.S.A.
3. The College of Engineering and Computing, Florida International University, UG Programme, Miami, Florida, U.S.A.
4. University of Texas, Arlington, U.S.A.
5. LINKOPING University, Sweden
6. University of Edinburgh, U.K.
7. DESY, Hamberg, Germany
8. Rajamangala University of Technology, Phra Nakhon (Thailand)
9. Cambodian University for Specialties (CUS), Cambodia
10. Daffodil International University, Bangladesh
11. Dongseo University, Korea
12. Salahaddin University-Erbil, Iraq
13. Northern University, Bangladesh
14. Daffodil International University, Dhaka, Bangladesh
15. Keti Medical Centre & Pain Management, USA
16. X-Ray Photoelectron Spectroscopy Lab, Department of Physics, University of South Africa (UNISA)
17. Dept. of Paediatrics, University of Wisconsin, Madison, USA
18. Institute of Metals Super Plasticity, Russia
19. MICAS Simulations Ltd (UK)
20. Universiti Teknologi MARA, Malaysia
21. "THE REGENTS OF THE UNIVERSITY OF CALIFORNIA, ON BEHALF OF THE DAVIS CAMPUS, One Shields Avenue, Davis, CA 95616, USA
22. Rivers of the World Foundation, Crofton, Maryland, USA
23. Aarhus University, Department of Business Development and Technology, Denmark (BTECH-AU), CTIF Global Capsule (CGC)
24. Paul Sabatier Toulouse III University, France
25. Earth Networks International, USA
26. CTIF Global Capsule (CGC), Denmark

27. BOURNS COLLEGE OF ENGINEERING (BCOE), UNIVERSITY OF CALIFORNIA, RIVERSIDE, CA 92507, UNITED STATES OF AMERICA
28. New Jersey Institute of Technology, USA
29. University of California, DAVIS
30. Tribhuvan University, Kathamandu, Nepal
31. Southern Illinois University Carbondale
32. Mayo Clinic, Minnesota, USA
33. Helixworks Technologies
34. Environmental Research Institute,
35. Lee Road, Cork, T23XE10, Ireland"
36. University of Reading

6.2.2. The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules procedures, etc.

- ☐ BIHER has an International Advisory Board consisting of academicians and industry experts. Their recommendations are used in policy making, research promotion and curriculum development to keep pace with the international standards.
- ☐ Departmental Boards at the institute level consists of academicians from university of repute and industry experts.
- ☐ The university has a formal Policy to ensure quality in academic and administrative activities as manifested in its mission and vision statement.
- ☐ IQAC has been set up for planning, guiding and monitoring the quality assurance and quality enhancement activities to achieve academic and administrative excellence.
- ☐ Inputs from Advisory Board, Academic Council and Board of Studies are put in place for enriching the curriculum and teaching-learning process.
- ☐ There is a codified service rules to govern the service conditions.

- Recruitment of well-qualified teachers, transparent evaluation system, implementation of contemporary curricula, prevalence of a conducive research ambiance, encouragement of quality research and publications, conduct of National and International seminars/ workshops/ conferences, faculty Development programmes in collaboration with national and international institution/University of repute are the thrust and priority areas for attainment of excellence.

University's internal organizational structure and decision-making processes and their effectiveness.

- Chancellor is appointed by the Managing Trust. He appoints the Vice-Chancellor on the recommendation of the Search-cum-Selection Committee. He also presides over the convocations.
- The Vice-Chancellor is the principal executive officer who exercises general supervision and control over the affairs and mainly responsible for implementation of the decisions of all the authorities.
- The Vice-Chancellor, as the head of the Board of Management, is responsible for the overall academic and administrative development. He is supported by the Registrar, Controller of Examinations and Finance Officer and other administrative functionaries down the line. Deans of the constituent institutions are responsible for overall functioning of the respective constituent institutions.
- The Board of Management is the principal executive body, and it is assisted by other statutory Authorities like Planning & Monitoring Board, Finance Committee, Academic Council and Board of Studies. These statutory Authorities discharge their functions and responsibilities effectively and take decisions regarding matters in their respective areas.
- There are other important Committees like Internal Quality Assurance Cell, Board of Research, Anti-ragging Committee, Library Committee, Selection Committee, Admission Committee, Student Discipline and Welfare Committee, Students Grievance Redressal Committee., Anti Women Harassment Cell, Internal Complaints Committee, etc. which look into specific tasks and assignments.
- The Vice-Chancellor is responsible for overall implementation & effectiveness of the decision taken at appropriate levels. The Councils/Boards/Committees maintain and

monitor effective co-ordination among various academic and/or supporting units for smooth functioning.

- On crucial issues/matters, the Statutory Bodies have the liberty to constitute committees comprising, as and when necessary, of internal and external members. The recommendations of the committees are placed before the respective bodies for deliberations and final decision.

Quality Assurance Policy: Design, Drive, Deployment and Review:

- The University has a formal policy ensure quality in all academic and administrative activities as manifested in its Mission and Vision statement.
- The Internal Quality Assurance Cell (IQAC) of the University was established as per the requirement of NAAC for planning, guiding, and monitoring quality assurance and quality enhancement activities of the university to achieve academic and administrative excellence.
- Though the Vice Chancellor assumes the responsibility of the overall implementation of all the decision of Board of management, the authority is specifically delegated to the Coordinator of IQAC for the effective implementation and deployment of Policy statements and processes of QA manual in letter and spirit.
- The QA manual is a complete document which contains the process and procedure of the review and consequent up-gradation of the document.
- Apart from this, the statutory bodies of the University pay a cursory review of the quality assurance and enhancement processes, relating to their powers and functions, at the respective levels, undertaken by IQAC time to time.

Policies in Force:

- Quality Assurance Manual
- Conditions of Service Rules
- Code of Conduct (For Students)
- Research and Development Policy
- Sponsored Research and Industrial Consultancy Policy

- Recruitment Policy
- Academic & Administrative Audit Manual
- Admission Policy
- Scholarship Policy
- Infrastructure Maintenance Policy
- Anti-Ragging Policy
- IT Policy
- Hostel Rules & Regulations for Students
- Boarders Booklet
- E-Governance Policy
- Research Collaboration and Networking Policy
- Mechanism for Student Grievance Redressal
- Purchase Policy of BIHER
- Purchase SOP
- Green Campus, Environment & Energy Policy
- Biomedical Waste Management Policy
- Disabled friendly & Barrier Free Environment Policy

Encouraging functional autonomy to the academic departments

- Each constituent institution of BIHER University comprises more than one academic department which is within the overall purview of the Dean of a given faculty. The Dean is entrusted with ensuring that the concept of autonomy for each department is not interpreted as unbridled governance. Thus, the curricular decision-making for each department is entrusted to a properly constituted Board of Studies in accordance with regulations. The Dean, without interfering, has to effectively ensure that meetings of Board of Studies are held as per schedules, properly recorded and implemented in synergy with concerned divisions of the University, e.g., the Examination Branch.
- In matters of curriculum development there is total functional independence as long as regulatory provisions are neither violated nor diluted. Whenever necessary, the methodology of internal assessment can be modified by each department to validate the evaluation process. There is however, exception, where bodies like MCI have already set down the norms.
- The extent of autonomy, however, does not transgress the sacrosanct threshold of university examinations. Each institution has an independent Coordinator of Examinations who seamlessly ensures the observance of all examination related protocols. The Examination Branch, wherever felt necessary for operational convenience, can decentralize certain activities under strict monitoring.
- The accountability of functional autonomy given to each department through their respective Boards of Studies is thus ensured through a three-tier system of respective Deans, the Academic Council as the Vice Chancellor. However, executive decisions pertaining to research and Ph.D. studies are vested in a Dean (Research and Development) who functions in tandem with the Institutional / University Ethics Committees and the Research Council, under overall stewardship of the Vice Chancellor.
- In the interest of quality, credibility and uniformity, departmental autonomy may be affected at times on non-academic issues. Administrative functional issues are by and large the responsibility of concerned division of the university authorities.

Grievance Redressal mechanisms

- University has Grievance Redressal mechanisms relating to grievances/ complaints received from students, employees and the general public.
- Grievance Redressal Committees such as: Anti-ragging committees, Student Grievance Redressal Committee, Anti Women Harassment Committee etc. have been constituted as per rules of UGC (Institution Deemed to be Universities) Regulations as amended time to time to address the grievances of the stakeholders. The mechanisms of redressal are mentioned in the relevant documents. The formal responsibility of receiving and disposing the grievances as per the procedures laid down in the documents lies with respective committees. However, the overall responsibility of addressing and analyzing the grievances lies with the Vice Chancellor who exercises the general supervision and control through Director- Admissions, Registrar, Controller of Examinations, Finance officer, Deans of the institutes, HODs, relating to their areas of operation. The report of the incidences is thoroughly analyzed at the Vice Chancellor level to identify the trends for promotion of better stakeholder relationship.

Stakeholder Feedback Analysis on institutional performance

- The University has a system of obtaining and analyzing regular feedback from faculty, students, alumni, parents and employers, on the quality, quantity, effectiveness of teaching & learning. The feedbacks are collected from students at the end of each semester, from the graduating students at the end of the programme and the alumni each year at the time of annual alumni meet. The feedbacks from the students at the end of the semester relates to the teaching- learning and curriculum. The Deans/HODs of the institutes/departments are responsible for collecting and analyzing the feedbacks. The outcome and observations are placed before appropriate authority for consideration and subsequent communicated to the faculty concerned.
- The feedbacks are also collected from graduating students and alumni on the programme, institution performances. While the department is responsible for collecting the feedback from the graduating students, the faculty in charge of placement & training assumes the responsibility of collecting the feedback from the alumni on the effectiveness of the programme and institutional performance. The

collected feedbacks are placed before Deans of the respective institutes for analysis and communication of the outcome to the appropriate authorities and person concerned for taking action at their respective ends.

- Constructive and healthy suggestions received from these sources are examined and considered for implementation at appropriate levels.

Conducting performance audit

- University conducts performance audit of various teaching Departments periodically both by internal and external experts.

6.3 Faculty Empowerment Strategies

6.3.1. The Institution has a performance appraisal system, promotional avenues, and effective welfare measures for teaching and non-teaching staff.

Performance appraisal system and promotional avenues and effective welfare measures for teaching and non-teaching staff.

- ☐ Adherence to UGC norms in recruitment & promotion of the faculty members.
- ☐ Implementing self-appraisal method for staff by collecting responses on defined parameters.
- ☐ Implementation of Academic Performance Indicator (API) methodology, using Performance Based Appraisal System (PBAS) of UGC, as a means to assess the performance of the faculty. The outcomes of the assessment are considered for the annual increments, performance-based increments and promotions.
- ☐ Provision of study leave and sabbatical leave.
- ☐ Sponsoring faculty members with full salary to pursue Ph.D in other reputed institutes.
- ☐ Providing seed money grants, research grants and funding in-house projects.
- ☐ Periodical trainings including skill/ competency development programs are provided to the non-teaching technical & administrative staff in several matters relating to office rules and regulations, administrative procedures, computer awareness, uses machines & equipment in the lab, maintenance of accounts, bookkeeping etc.
- ☐ Recommendation the names of the faculty and staff to be members in different committees assigning responsibilities in administration and research.
- ☐ Identifying the training needs of the faculty and staff.
- ☐ University sponsors the faculty members to different faculty development programmes and to attend & present papers in national & International seminars/conferences.

- ☐ Financial incentives to faculty members for research publications, research & consultancy projects, patent grant & filings.
- ☐ University reward system for outstanding contribution in academics & research.
- ☐ Enrichment of curricula, teaching pedagogy, use of up-to-date teaching tools.
- ☐ Based on these reviews, the University has deputed the faculty members to different faculty development programmes and to attend national & International seminars/conferences.

Welfare schemes for teaching and non-teaching staff

The university has introduced various welfare schemes both for the teaching and nonteaching staff.

- ☐ EPF (Employee Provident Fund) for the employees.
- ☐ Group Insurance facilities for students.
- ☐ Free medical consultation, subsidized diagnostic and treatment facilities both to teaching, non-teaching staff and students.
- ☐ Provision of jobs to the nearest one of the employees in case of demise of the employees.
- ☐ Financial assistance and academic fee waivers to wards of the staff studying in the university.
- ☐ Staff quarters.
- ☐ Free transportation to staff.

Faculty retention initiatives

The University has high retention and low attrition rate and maintain this status by adopting the following measures:

- ☐ The University provides state-of-the-art infrastructure including well-equipped advanced research laboratories, adequate e-learning resources such as Scopus, Proquest, Sciencedirect, Taylor & Francis, Ebscohost, IEEE transactions, IOPScience, Royal Society

of Chemistry etc. in the library to encourage the faculty members to carry out quality research, innovations and publication in reputed journals.

- ☐ Besides this the members of faculty are provided with separate chambers with personal computers having access to high-bandwidth internet facilities.
- ☐ In house funding for research
- ☐ Provision of Research awards
- ☐ Special leave is granted to eminent faculty members to pursue high end researchwork.
- ☐ Eminent faculty members having outstanding caliber and performance are given additional increment at the time of recruitment.
- ☐ Eminent faculty members are placed in important academic and administrative committees/cells.
- ☐ Teaching workload of the faculty members is reduced to help them contribute to research and publication activities.
- ☐ Professors of eminence after superannuation are being appointed as Professor Emeritus.

Ensuring gender equity & conducting gender sensitization programmes

- ☐ The constituent Institutes/Faculties of the University have conducted several gender sensitization programmes on the issues of gender equality, equal opportunities to women in matters of education and employment, implementation of reservation policy for women in posts and services etc.

6.4 Financial Management and Resource Mobilization

6.4.1. Institutional strategies for mobilization of funds and the optional utilization of resources

Mechanism to monitor the effective and efficient use of financial resources

- There are three Statutory Bodies/ Committees in operation for financial planning & management. These are Board of Management, Planning & Monitoring Board, and Finance Committee.
- Finance Committee considers the annual accounts, financial estimates, annual budget and other recurring and non-recurring expenditure of the University and places the same before the BoM. The Finance Committee meets at least twice in a year and more as and when required. There is a full-time salaried Finance Officer to look into the financial management. He is responsible for the preparation of annual budget, estimates and statements of accounts for the submission to the finance committee and is also responsible for the management & utilization of funds. Uses of funds and financial resources are usually made within the parameters of the provisions of different apex regulatory bodies on approved guidelines.
- The University is a self financing private institution and does not receive any grants / financial aids from the state government or any local authority. The fee received from the students is the major source of revenue to the University. The University is having Working Capital and Term Loan facility with different banks.
- Apart from this, the university is having several externally funded sponsored research projects (DST, DBT, ICMR, DRDO etc) to the tune of approx. Rs. 110 millions which includes departmental project support from DST, New Delhi under the scheme of FIST.
- The University management is conscious about the image of the institute and relentlessly works in the Brand management of the university to the utmost satisfaction of the stakeholders.

Mobilization of Funds: The university is a self-financing private institution and does not receive any grants / financial aids from the state government or any local

authority. BIHER adopts a conservative strategy to generate the necessary funds from the following sources:

1. Student Fees: The fee received from the students is the major source of revenue to the University.
2. Sponsored research: BIHER has several active externally funded sponsored research projects from different govt. agencies (DST, DBT, ICMR, DRDO etc).
3. Fellowships/awards accompanied by research funding to support salaries and contingencies.
4. Consultancy & Corporate training
5. Clinical trials funding from pharmaceutical industries
6. Funds received from govt./private bodies/individuals for infrastructure augmentation
7. Hospital user fee (IPD, Investigations and Procedures)
8. Sale of Medicine
9. Voluntary contribution from alumni
10. Hostel/Mess Fees
11. Infrastructure sharing: Fee-based utilization of state-of-the-art equipment for training, characterization and simulations.
12. Loans & interests on bank deposits
13. Establishment of a pipeline towards generation of royalties from licensing of Intellectual Property through Patents and Technology Transfer to startups and corporates.

Resource Utilization

1. Pioneered Cost Cutting and Austerity Measures
2. SOPs for hassle free operational environment

3. Efficient Procurement Policy that exploits economies of scale
4. Decentralized, flexible, adaptive management structure with adequate autonomy
5. Statutory Audits: Ensuring the proper utilization of funds to rule out misappropriation

6.4.4. Institution conducts internal and external financial audits regularly.

- ☐ BIHER conducts both Internal and External Audits. The books of accounts of the university are maintained, managed and operated in the name of the university as per the accounting standards.
- ☐ Annual statutory audit conducted by certified statutory auditors & chartered accountants and annual audited statement of accounts are published. No major audit objection exists against the university. Continuous efforts are made to settle audit requisitions, advances and provisional payments.
- ☐ Internal Audits are undertaken by a committee headed by the finance officer and the representatives of account department with nominations of faculty members from faculty of management having experience in financial management. The committee is aided and advised by the duly appointed chartered accountant of the university. This is done along with academic and administrative audit. It acts as an independent review of the financial systems, to evaluate the outlays and utilizations for optimality, across the various focus areas (viz. academics & classroom instruction, research and innovation, societal impact & outreach etc.).

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 by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals.

- Internal Quality Assurance Cell (IQAC) is the nodal centre to build and ensure quality culture at the university with appropriate structure, processes and flexibility to meet the diverse needs of the stakeholders. Manned by the efficient persons, IQAC in BIHER University acts as a catalyst for initiating and sustaining the internalization of quality culture.

Academic and Administrative Audit

- Annual Academic audits are being conducted in respect of the constituent Institutes/Departments since 2011-12 regularly.
- On the recommendations of the academic audit, measures like e-enabled class rooms, revision of curricula and up-gradation of the existing laboratory facilities were taken up. Remedial classes are being taken to boost the learning process of the average and slow learners.
- Commissioning of Enterprise Resource Planning (ERP) relating to array of academic activities of the students starting from registration/enrollment to the examinations/results ensuring the integrity in each and every process of teaching and learning, accessible to all stakeholders. The provision of ERP, at present, extends the engineering wing of the university and will very soon be extended to all other constituent institutes.

Reviewing the teaching learning process

- Important academic subjects and matters relating to teaching learning process are discussed by the Academic Council of the University. Besides, the teaching learning process is also reviewed periodically by members of the Advisory Board and by the Internal Quality Assurance Cell (IQAC).
- The Academic Council meets at least 3 times in a year and transacts business as per agenda items received from Board of Studies of different Faculties, on the proposals received from the Vice-Chancellor, Registrar, Controller of Examinations and from

other important Committees and functionaries. Important items/proposals are discussed, deliberated and decisions are taken in form of resolutions passed in the Council. Decisions are placed before the Board of Management for approval/ratification and are implemented by the officers of the university at their respective jurisdictions.

Contribution of IQAC in institutionalizing quality assurance strategies

Some of the measures taken by IQAC in institutionalizing quality assurance strategies and processes are briefly indicated below:

- ☐ Development of quality benchmarks for various academic and research activities by creating National/International linkages.
- ☐ Ensuring prevalence of Learner's Centric Environment, participatory teaching-learning process, and research
- ☐ Strengthening sponsored research and consultancy.
- ☐ Making provision for seed money and other research incentives for faculty members.
- ☐ Ensuring implementation of quality policies/parameters.
- ☐ Dissemination of information on various quality parameters and holding weekly meetings for monitoring progress.
- ☐ Implementation of student and faculty feedback mechanisms.
- ☐ Motivating to Alumni Association, Student activity centres and Student Clubs for enhanced participation in social outreach programmes.
- ☐ Organization of workshops/seminars on quality related themes.
- ☐ Documentation of the various activities leading to quality improvement.
- ☐ Development of Quality Culture and adoption of Best Practices
- ☐ Preparation of the Annual Quality Assurance Report.

Important outcomes of institutionalization of quality assurance strategies:

- ☐ **Implementation of Outcome Based Education** in its true spirit, in conformity with and in adherence to the global best practices to acquire demonstrable skill sets, practical orientation,

industry readiness, adaptability to technologies & environment.

- **Incorporating ICT applications** in academic and administrative activities: Mobilizing the resources for effective teaching & learning and enhancing the efficiency & transparency in administration.
- **Faculty Enrichment Initiatives**: Broadening the academic horizon of the faculty members and augmenting their knowledge base to foster intellectual growth.
- **Remedial Classes-An Initiative for Slow Learners**: Enabling the slow learners to complete their curriculum beyond the scheduled classroom hours.
- **Benchmarking with international standards for quality education and research**: BIHER has entered into the MoUs with leading international universities/institutes. BIHER has been ranked in QS world university rankings as well as THE world university rankings, besides being consistently ranked within Top 25 universities in all editions of NIRF India Rankings.
- **Reaching to International Students**: Over last two years, as a mark of its quality teaching and research, BIHER could able to admit international students from 10 to 12 countries. At present, 215 international students are studying in BIHER.
- **Exponential rise in research outputs**: There has been a significant growth in the research output because of the strategic quality intervention of IQAC over the years.

Policies for review of administrative and academic departments, subject areas, research centers

- The Quality Assurance Manual, the Sponsored Research and Industrial Consultancy (SRIC) policy, Academic and Administrative Audit Manual, BIHERU IT policy, All Academic regulations of the programmes etc. are some of the epistemic works reflecting the commitment of the university towards quality assurance & enhancement within the functional autonomy of the departments.
- The university conducts periodic review of performances of administrative units and academic departments.
- Academic and Administrative Audits of the Faculties / Institutes are conducted regularly every year to assess the performance.
- Conduct of Academic and Administrative Audit is monitored by IQAC and Compliance/Action Taken Reports (ATRs) are insisted upon from the respective Institutes/Faculties.

6.5.3. Incremental improvements made for the preceding five years with regard to quality. (Post accreditation Quality Initiatives)

Featuring in International Rankings QS World

University Rankings

- Ranked in 801-1000 ranking bracket by QS World University Rankings-2022; 351-400 & 401-450 ranking bracket by QS Asia University Rankings in 2021 & 2020 respectively.

Times Higher Education World University Rankings

- Ranked 1001+ by “THE World University Rankings” in 2020 & 2021; 401+ in the THE Asia University Ranking-2020 & 2021; 601-800 in both Engineering & Technology and Computer Science; 601+ in Health Sciences in 2021; 401-500 & 501+ as the Emerging Economies University of the world in 2020 & 2021 respectively; 351-400 & 401+ in the Young University Rankings-2020 & 2021 respectively.

NIRF India Rankings

- Consistently ranked within Top 25 universities in all editions of NIRF India Rankings.

International Accreditations:

- ABET, USA accredited engineering programmes (3 UG Engg. Programs)

National Accreditations & Recognitions:

- NBA accredited engineering programmes (5 UG Engg. Programs)
- ICAR accredited agricultural programmes
- NABH accredited Hospital
- NABL accredited Hospital Laboratories
- Cochrane affiliated Centre recognition to Faculty of Dental Sciences

- DSIR-SIRO recognition to BIHER
- UGC 12(B) Status
- ISO 9001:2015 accredited
- AICTE USVA Award to BIHER

Significant rise in Faculty with Ph.D and equivalent qualifications:

- 205 in 2015 to 691 in 2021

International Reach

- 215 international students have enrolled in different programs.
- Several International Collaborations in Teaching and Research with global institutions and universities of repute, among which MoUs have been signed for student exchange programs with University of California, DAVIS, USA, University of California, Riverside, USA, New Jersey Institute of Technology, USA; and Southern Illinois University, Carbondale USA.

Research Excellence

- SCOPUS indexed publications rise from 1452 in 2015 to 7706 in 2021 and the h- index rises from 22 to 70.
- Filed 309 patents, granted 18, as compared to only 03 filed in 2015.
- The highest impact factor rises from 8.78 in 2015 to 91.245 in 2021 and the cumulative impact factor rises from 1040 in 2015 to 10017 in 2021.
- The number of publications having impact factor ≥ 5 in 2015 was only 16 which rises to 593 in 2021.

Research infrastructure

- Research in niche areas have received a significant growth by the establishment of new research centres, research labs, and procurement of advanced equipment.
- The predominant centres created are Centre for environment & Climate, Centre for Genomics and Bio-medical informatics, Biofuels & Bio processing Research Centre, Centre for preservation, Propagation & Restoration of Ancient Cultural Heritage of India, Centre for

Embedded Systems and Molecular Virology Centre for Diagnostic and Research.

- Intensifying Social Responsibility Activities
- No. of Villages adopted in 2015 was 12 rises to 25 villages in 2021. For their economic and social upliftment.
- Benefits have been provided in terms of education, electrification, health care, scholarships, technology transfer, capacity building of slum/tribal people towards livelihood generations, women empowerment and especially in terms of job creation.
- SBMCH & BMCH Hospital as an emerging affordable health care center that combines private efficiency in health care and has undertaken most advanced rare surgical procedures to save lives of many underprivileged people at affordable rates.



Bharath

INSTITUTE OF HIGHER EDUCATION AND RESEARCH

Declared as **Deemed-to-be-University** u/s 3 of the UGC Act, 1956

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