Bharath
INSTITUTE OF HIGHER EDUCATION AND RESEARCH
Declared as **Deemed-to-be-University** u/s 3 of the UGC Act, 1956

Quality Assurance Manual

QUALITY ASSURANCE MANUAL

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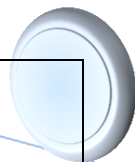# QUALITY ASSURANCE MANUAL

Version 1.1

This manual describes principles, organization, processes, procedures, templates 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.

In course of working of the organization it adopts and takes references from various standards, knowledge bases and applicable regulations from external origin. These sources are identified and referenced where ever required. Users are advised to check its current validity from respective organizations.

Documents marked are existing practices and tradition and formal documentation yet waits approval. As progress on these documents is made and these get updated for authorization gets removed.

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Director, University Quality Management, is available to you and would be ready to listen, receive comments and suggestions to improve this document and to provide any clarification or assistance needed.

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1. INTRODUCTION

The Bharath Institute of Higher Education and Research (BIHER) is located in the town of Chennai, Tamilnadu, India, has been declared as a Deemed to be University, u/s 3 of the UGC (University Grants Commission) Act. 1956. Bharath Institute of Science and Technology (BIST) started with Sri Lakshmi Ammal Educational Trust as the first self-financing Engineering College in Tamil Nadu in 1984 by Dr. S. Jagathrakshakan. The trust then established Sree Balaji Dental College and Hospital in 1989. Sree Balaji Dental College and Hospital was first recognized as a Deemed to be University by MHRD in July 2002, under section 3 of UGC Act 1956 and placed under the purview of new trust of Bharath Institute of Higher Education and Research (BIHER). The Bharath Institute of Science and Technology (BIST) and other institutions (below) was then brought under the ambit of Bharath Institute of Higher Education and Research (BIHER).

BIHER University strives to create the best learner-centric environment for all its students and to provide a rounded quality education that maximizes learners' career opportunities. Since its establishment, it has been keen to differentiate itself as a provider of high-quality higher education. BIHER University is committed to provide a consistent education service, which espoused among other things the establishment of consistent standards in education and training, the promotion of quality, increasing access, transfer and progression opportunities and the ability to understand and compare qualifications at home and abroad.

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.

Goals

The University will have the following as its primary goals:

- To develop students to make them outward and forward looking;

- To develop research and teaching programs of the highest quality in a selected group of emerging and innovative fields and disciplines;

- To serve the community through innovative programs in teaching, research, training, continuing education, health care and extension service;

- To be ethical, with a commitment to justice, culture, democratic principles, and the environment.

1.1 Specific Objectives

- Providing higher education leading to excellence and innovations in such branches of knowledge as may be deemed fit primarily at Post-Graduate and research degree levels fully conforming to the concept of University enunciated in different reports concerning higher education in India.

- Engage in areas of specialization with proven ability to make distinctive contributions to the objectives of the University education system, that is, academic engagement clearly distinguishable from programmes of an ordinary nature that lead to conventional degrees in science, engineering, medicine, dental, pharmacy, management etc. routinely offered by Institutions.

- Providing high quality teaching and research and for the advancement of knowledge and its dissemination through various research programmes undertaken in-house by substantial number of full time faculty/research scholars (Ph.D. and Post Doctoral) in diverse disciplines.

- Undertake extra mural studies, extension programmes and field outreach activities to contribute to the development of the Deemed to be

University.

- All such other acts and things as may be necessary or desirable to further the objectives of the Deemed to be University.

1.2 Quality Assurance

The British Standard Institution (BSI) defines quality as: the totality of features and characteristics of a product and service that bear on its ability to satisfy stated or implied needs" (BSI, 1991).

Quality in higher education is a high evaluation accorded to an educative process, where it has been demonstrated that, through the process, the students' educational development has been enhanced; not only have they achieved the particular objectives set for the course but, in doing so, they have also fulfilled the general educational aims of autonomy of the ability to participate in reasoned discourse, of critical self evaluation, and of coming to a proper awareness of the ultimate contingency of all thought and actions (Barrow, 1991).

BIHER University discusses the ways in which quality can be looked at – from 'zero defect' to 'fitness for purpose'. Quality in higher education means the educational process is such that it ensures students achieve their goals and thereby satisfies the needs of the society and help in national development.

As outlined in our mission statement, BIHER University considers quality assurance to be a core component of its governance. From a quality perspective, the Vice Chancellor assumes the overall responsibility. Specific assurance procedures are ensured and implemented during the programme development and execution. The quality assurance standards, guidelines and parameters adopted by the university have been outlined by the regulatory and quality assurance & accreditation bodies like National Assessment and Accreditation Council (NAAC), India; University Grants Commission (UGC), Medical Council of India (MCI), Dental Council of India (DCI), Pharmacy Council of India (PCI), All India Council for Technical Education (AICTE), Bar Council of India (BCI), and Indian Nursing Council (INC).

In addition to ensuring that policies and procedures are in place, the Board of Management of BIHER University ensures that adequate arrangements and resources are available to support the academic quality assurance systems and support structures. Along with the recruitment and selection of skilled and qualified staff, which is considered the best assurance of a quality delivery, the Vice Chancellor has significant input into the creation and validation of all course offerings, and also ensures that all course Lecturers and Assessors are aware of and capable of carrying out the University's learning, teaching, training and assessment policies.

2. ORGANIZATION & GOVERNANCE

2.1 Objectives

- Bharath Institute of Higher Education and Research is a state approved 'deemed to be university and Vice Chancellor on behalf of the University in dealing with University Grant Commission maintains the status of validity as the University.

- University at all times complies with requirements of 'deemed to be university' status.

- Responsibility of University, organs of functions and its officers are stated in Memorandum of Association of Bharath Institute of Higher Education and Research and manner the records are maintained to prove the compliance. When authorities are expected to visit the University, arrangements are made for them to access the information, facilities and other verifiable events.

- Any deviation from the stated position are identified voluntarily or when comes in knowledge from Government agencies or from interested parties, these are registered and acted upon in planned manner.

- Authorities of the state have a confidence in University organization for upholding the mandate and it is kept updated with various statutes and regulations.

2.2 Policy Statement

Governance System for the Institution Deemed to be University shall adhere to the following criteria:

- The proposed institution deemed to be university shall be registered either as a not-for profit Society under the Societies Registration Act, or as a not-for profit Trust under the Public Trust Act with the Society/Trust strictly in accordance with the following provisions.

- Among the Authorities of the Deemed to be University, there shall be a Chancellor who shall be appointed by the sponsoring Trust. He/She shall be an eminent educationist or a distinguished public figure other than the President of the sponsoring Trust or his/her close relatives.

- There shall be no position of Pro-Chancellor(s)

- The highest governing body of the Deemed to be University shall be the Board of Management to be headed by the Vice-Chancellor or a distinguished academic. This body shall consist of a minimum often members and a maximum of twelve members.

- The Board of Management of the Institution shall be independent of the Trust with full autonomy to perform its academic and administrative responsibilities. The number of representative(s)/nominee(s) of the Trust (or) Society on the Board of Management shall be limited to a maximum of two.

- The Board of Management shall consist of eminent persons capable of contributing to and upholding University ideals and traditions.

2.3 Authorities of the Institution

The following shall be the other authorities of the Institution Deemed to be University:

1. Board of Management

2. Academic Council

3. Planning and Monitoring Board

4. Finance Committee

5. Board of Studies

6. Such other authorities as may be declared by the Rules of the University.

The Composition and Functions of these authorities are mentioned in the referenced documents and records.

2.4 Statutory Documentation and Records

2.4.1 Objective

- University prepares, validates, renews and maintains all the statutory documents and records to meet the requirements of the regulatory bodies and as decided by the Board of management, time to time.

- Registrar is the custodian of all the records of the BIHER deemed to be university and responsible for all official correspondence on behalf of the authorities of the BIHER deemed to be university.

References

Documents

1. UGC Act 1956 (http://www.ugc.ac.in/page/UGC-ACT-1956.aspx)

2. UGC [Institutions Deemed to be Universities] Regulations,

   2010

   (http://www.ugc.ac.in/oldpdf/regulations/englishgazette.pdf)

3. The Report Of The University Education Commission

   (http://www.teindia.nic.in/Files/Reports/CCR/Report%20of%20the%20University%20Education%20Commission.pdf)

4. Report of the Committee on Renovation and Rejuvenation of Higher Education in India (2009)

   (http://www.academics-india.com/yashpal-committee-report.pdf)

5. Report of the Review Committee for Deemed to be Universities (2009) (http://www.academics-india.com/Tandon_Committee_report_on_deemed_varsities.pdf)

Records

1. Memorandum of Association of BIHER

2. Minutes of Board of Management Meetings

3. Minutes of Academic Council Meeting

4. Annual Report of the University

5. Internal quality Audit Findings and Action

6. Trust deed, MoA and all documents relating to establishment of the deemed to be university.

7. All Approval/ Affiliation letters of the institutions

8. All records of the statutory bodies of the university

9. All regulatory compliances relating to the university

10. All records of internal correspondence

11. All records relating to faculty and staff (recruitment, promotion, appraisal etc.)

12. All policy documents as required by, UGC [Institutions Deemed to be Universities] Regulations, 2010

13. All records relating to litigations wherein university is a party.

14. All documents related to National and International linkages.

3. QUALITY ASSURANCE MECHANISM

India has one of the largest and diverse education systems, in the world. Privatization, widespread expansion, increased autonomy and introduction of programs in new and emerging areas has improved access to higher education. At the same time it also led to widespread concern on the quality and relevance of the higher education. To address these concerns, the National Policy on Education (NPE, 1986) and the Programme of Action (PoA, 1992) that spelt out strategic plans for the policies, advocated the establishment of an independent National accreditation agency and established, the NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC), an autonomous institution of the University Grants Commission (UGC).

The goal of evaluating the effectiveness of our quality assurance procedures is to identify what works and what doesn't in the achievement of objectives, to consider the nature of any 'shortcomings' and to determine corrective action. The intention is to objectively measure actual performance versus desired performance as outlined in this document. The primary methods of assessing adherence to quality assurance procedures are self-evaluation and assessment.

3.1 Internal quality Assurance System (IQAS)

The Internal Quality Assurance Systems of higher education institutions (HEIs) are Self-regulated responsibilities of the HEIs, aimed at continuous improvement of quality and achieving academic excellence. Institutions have a policy and associated procedures for the assurance of the quality and standards of their programmes and awards. It also commits explicitly to the development of a culture which recognizes the importance of quality, and quality assurance, in their work. To achieve this, it develops and implements a strategy for the continuous enhancement of quality. The strategy, policy and procedures have a formal status and publicly available. They include a role for students and other stakeholders.

Formal policies and procedures provide a framework within which higher education institutions can develop and monitor the effectiveness of their quality assurance systems. They also help to provide public confidence in institutional autonomy. Policies contain the statements of intentions and the principal means by which these will be achieved. Procedural guidance can give more detailed information about the ways in which the policy is implemented and provides a useful reference point for those who need to know about the practical aspects of carrying out the procedures.

The Policy Statement includes:

1. the relationship between teaching and research in the institution;

2. the institution's strategy for quality and standards;

3. the organisation of the quality assurance system;

4. the responsibilities of departments, schools, faculties and other organizational units and individuals for the assurance of quality;

5. the involvement of students in quality assurance;

6. The ways in which the policy is implemented, monitored and revised.

The university has mechanisms for academic auditing. The university adopts quality management strategies in all academic and administrative aspects. The university has an Internal Quality Assurance Cell (IQAC) and adopts a participatory approach in managing its provisions.

3.2 IQAC (Internal Quality Assurance Cell)

IQAC constituted in the university under the Chairmanship of the Vice Chancellor with heads of important academic and administrative units and a few teachers and a few distinguished educationists and representatives of local management and stakeholders.

3.2.1 Objective

- To develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.

- To comply with requirements of NAAC accreditation as per its guidelines[1]

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

3.2.2 Composition

i. Chairperson: Vice-Chancellor

ii. A few senior administrative officers

iii. Faculty members from each constituent institute

iv. One member from the Management

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[1] *Guidelines for the Creation of the* Internal Quality Assurance Cell (IQAC) and Submission of Annual Quality AssuranceReport (AQAR) in Accredited Institutions *(Revised in October 2013)*

v. One/two nominees from local society, Students and Alumni

vi. One/two nominees from Employers /Industrialists/stakeholders

vii. Co-ordinator of the IQAC – Director of the University

3.2.3 Functions

i. Development and application of quality benchmarks/parameters for various academic and administrative activities of the university;

ii. Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process;

iii. Arrangement for feedback response from students, parents and other stakeholders on quality-related institutional processes;

iv. Dissemination of information on various quality parameters of higher education;

v. Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles;

vi. Documentation of the various programmes/activities leading to quality improvement;

vii. Acting as a nodal agency of the university for coordinating quality-related activities, including adoption and dissemination of best practices;

viii. Development and maintenance of institutional database through MIS for the purpose of maintaining /enhancing the institutional quality;

ix. Development of Quality Culture in the university;

x. Preparation of the Annual Quality Assurance Report (AQAR) as per guidelinesand parameters of NAAC, to be submitted to NAAC.

3.2.4 Responsibility

i. Ensure heightened level of clarity and focus in institutional functioning towards quality enhancement;

ii. Ensure internalization of the quality culture;

iii. Ensure enhancement and coordination among various activities of the institution and institutionalize all good practices;

iv. Provide a sound basis for decision-making to improve institutional functioning;

v. Act as a dynamic system for quality changes in HEIs;

vi. Build an organized methodology of documentation and internal communication.

3.2.5 The role of IQAC coordinator

The role of the coordinator of the IQAC is crucial in ensuring the effective functioning of all the members. The coordinator of the IQAC may be a senior person with expertise in quality aspects. She/he may be a full-time functionary or, to start with, she/he may be a senior academic/administrator entrusted with the IQAC as an additional responsibility. Secretarial assistance may be facilitated by the administration. It is preferable that the coordinator may have sound knowledge about the computer, its various functions and usage for effectivecommunication.

3.2.5 Operational Features of the IQAC

Quality assurance is a by-product of ongoing efforts to define the objectives of an university, to have a work plan to achieve them and to specify the checks and balances to evaluate the degree to which each of the tasks is fulfilled. Hence devotion and commitment to improvement rather than mere institutional control is the basis for devising procedures and instruments for assuring quality. The right balance between the health and growth of an institution needs to be struck. The IQAC has to ensure that whatever is done in the University for "Education" isdone efficiently and effectively with high standards. In order to do this, the IQAC will have to first establish procedures and modalities to collect data and information on various aspects of the university's functioning.

The coordinator of the IQAC will have a major role in implementing these functions. The IQAC may derive major support from the already existing units and mechanisms that contribute to the functions listed above. The operational features and functions discussed so far are broad-based to facilitate the university towards academic excellence and the university adapts them to its specific needs.

3.2.6 Monitoring Mechanism

The IQAC prepares and submit yearly, the Annual Quality Assurance Report (AQAR) to National Assessment and Accreditation Council (NAAC). A functional Internal Quality Assurance Cell (IQAC) and timely submission of Annual Quality Assurance Reports (AQARs) are the annual Minimum Institutional Requirements (MIR).

The Annual Quality Assurance Reports (AQAR) is the part of the Annual Report. The AQAR approved by the statutory bodies of the HEIs (such as Academic Council/Board of Management) for the follow up action for necessary quality enhancement measures. The University submits the AQAR regularly to NAAC. The IQAC creates its exclusive window on its university website and regularly upload/ report on its activities, as well as for hosting the AQAR.

3.2.7 Self-Evaluation Policy and Procedure

The university is committed to a policy of self-evaluation of all its programmes and services on an annual basis which encompasses a quality self-assessment. The Internal Quality Assurance Cell (IQAC) is responsible to assess the defined quality parameters of the university on an annual basis and prepare a report relating to the same. The observations of IQAC containing in the report is placed before the Academic council for deliberation. Academic Council identifies the procedural lapses and suggests remedial measures in the effective implementation of quality standards. Additionally, a thorough review of this Manual takes place within the context of the Institutional Review. Accordingly, Annual updates are made to this Quality Assurance Manual to ensure fitness for use.

3.3 Aspects

- Academic audit of departments and its impact is an important quality initiative of the institution.

- The university has an effective quality management and enhancement systems.

- The university reviews its teaching learning process, structure, methodologies of operations and learning outcomes at periodic intervals.

- Internal Quality Assurance Cell (IQAC) has contributed significantly to institutionalizing quality assurance strategies and processes.

- External members contribute significantly in the functioning of the IQAC.

- Autonomy to academic departments is encouraged.

Values / Goals	Suggested Parameters / Activities
1. Contribution to national development	☐ More access with equity ☐ Developmental thrust in identification of research areas and academic programmes ☐ Community engagement
2. Fostering global competencies amongst students	☐ Development of generic skills ☐ Development of application skills ☐ Development of life skills
3. Inculcating value system in students	• Value integration in academic programmes • Value integration in management practices • Value inculcation through co-curricular and extra-curricular activities
4. Promoting the use of technology	• Enrichment of learning • Increasing access – online programmes • System management
5. Quest for excellence	• Development of benchmarks of excellence • Best practices application • Institutionalization of continuous improvement systems

Quality Assurance Flow Chart
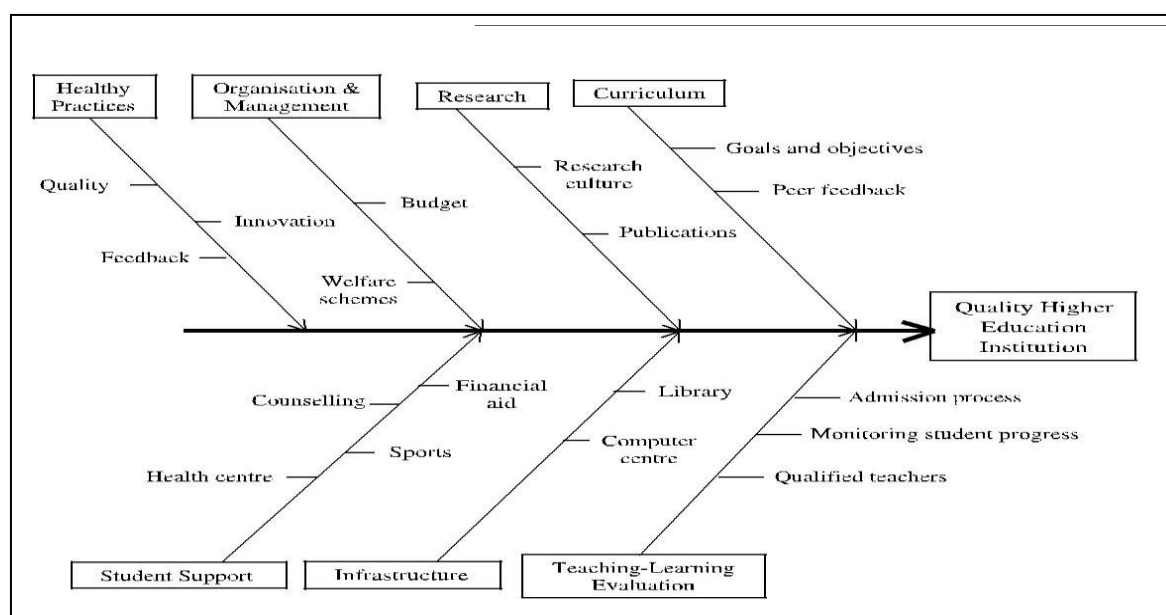
3.4   Institutional Review &

ProcessObjectives

Organizational review is intended to:

- Enhance public confidence in the quality of education and training provided by the institution and the standards of the awards made

- Assess the effectiveness of the quality assurance arrangements operated by the institution

- Confirm the extent that the institution has implemented the national framework of qualifications and procedures for access, transfer and progression

- Evaluate the operation and management of delegated authority where it has been granted

- Provide recommendations for the enhancement of the education and training provided by the institution

- Contribute to coherent strategic planning and governance in the institution.

3.4.1   Criteria and Key Aspects for Assessment

The criteria-based assessment of NAAC forms the backbone of the A&A. The seven criteria represent the core functions and activities of an institution and broadly focus on the issues which have a direct impact on teaching-learning, research, community development and the holistic development of the students. The NAAC has identified the following seven criteria to serve as the basis for assessment of HEIs:

1. Curricular Aspects

2. Teaching-Learning and Evaluation

3. Research, Consultancy and Extension

4. Infrastructure and Learning Resources

5. Student Support and Progression

6. Governance, Leadership and Management

7. Innovations and Best Practices
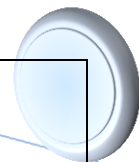
- The Criteria-based assessment promotes judgment based on values. For example the Criterion on "Governance, Leadership and Management" promotes the values such as participation, transparency, team work, systems view, justice, self-reliance and probity in public finance.

- The Key Aspects identified under each of the seven criteria reflect the processes and values of the higher education institutions (HEI) on which assessment is made. The questions under each of the Key Aspects focus in particular on the outcomes, the institutional provisions which contributeto these and their impact on student learning and development.

- The strengths or weaknesses in one area may have an effect on quality in another area. Thus the issues addressed within the Criteria and Key Aspects are closely inter-related and may appear to be overlapping. The criteria and the Key Aspects are not a set of standards or measurement tools by themselves and do not cover everything which happens in every HEI. They are the levers for transformational change and provide an external point of reference for evaluating the quality of the institution under assessment.

- The University uses the same framework across the country. Using the same framework across the country provides a common language about quality and makes it much easier for everyone to go in one direction and in evidence based policy making.

References

Documents

1. University Grants Commission (UGC) Act 1956

   http://www.ugc.ac.in/page/UGC-ACT-1956.aspx)

2. National Assessment and Accreditation Council (NAAC) – "InstitutionalAccreditation Manual for Self Study Report Universities"

   (http://naac.gov.in/docs/University%20Manual%20-%2020.6.13.pdf)

3. UGC [Institutions Deemed to be Universities] Regulations, 2010 (http://www.ugc.ac.in/oldpdf/regulations/englishgazette.pdf)

4. UK Standard For Professional Engineering Competence (UK SPEC)

   (http://www.engc.org.uk/engcdocuments/internet/Website/UK-SPEC%20second%20edition.pdf)

5. European Standards and Guidelines for Internal Quality Assurance within Higher Education Institutions (ESG)

   (http://www.enqa.eu/wp-content/uploads/2013/06/ESG_3edition- 2.pdf)

6. Accreditation Board for Engineering and Technology,

    Inc.(http://www.abet.org/appm-2014-2015/)

7. Quality Assurance Agency for Higher Education (QAA)Code of Practice(http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality- code/quality-code-part-b)

Records

 1. UGC Compliance and public disclosures, annual

    cycle(https://www.bharathuniv.ac.in/index.php)

2. Annual Report of the University

3. Internal quality Audit Findings and Action #

4. ADMISSION

4.1 Objective

The admission process of students to the university is the first and most critical step that should ensure access, inclusion, equity and quality. With the fast-changing socio-cultural milieu and growing demand for higher education, the importance of quality in admission process can hardly be over-emphasized. It can no longer be left to 'well-meaning intentions' and ad hoc decisions. Admissions ought to have objective bases and transparent procedures.

BIHER University believes that education is a basic right and that individuals should be encouraged to participate in the education process throughout life to the highest level of their ability to benefit. This is central to the BIHER mission to encourage and enable individuals to develop their full potential. Therefore, the university is committed to enhancing access to its courses through the continued development of local provision, flexibility in course design and delivery, recognition of work based and prior learning and collaboration with external partners in the development and delivery of courses. The University believes that intakes to courses should reflect all groups in society and eligible to participate and recognizes the importance of the recruitment and selection process in achieving this.

4.2 Policy Statement

- University shall have policies and procedures for admission of students that are fair, transparent and explicit and are implemented consistently. The admission policies cater to the needs of the diverse student groups and conform to the reservation policies of the Government of India (GOI).

- Policies regarding admissions shall be made by competent authority equipped to make the required decisions and having the expertise to undertake their roles and responsibilities.

- University's promotional materials and activities shall be relevant and accessible. These are to be widely publicized to provide adequate information which enable applicants to make informed decisions about their choices for admission to different programmes and also their expected responsibilities/obligations at the time of admission.

- University shall conduct its admission processes efficiently, effectively and courteously according to fully documented operational procedures that are

readily accessible to all those involved in the admissions process, both within and without the institution, applicants and their advisers.

- The University shall recognize a responsibility towards all those who apply to study and seeks to ensure the most appropriate opportunities are made available. The selection and recruitment policy is geared towards those applicants who will derive most benefit from their proposed programme of studies as demonstrated by their academic aptitude, motivation and commitment.

- University shall inform applicants at the earliest opportunity of any significant changes (if any) to a programme as and when expedient, pending the completion of the registration process and also they are to be informed about the options available in the existing circumstances.

- University shall inform the applicants selected for admission about registration and orientation of the new entrance and ensures their effective integration to the university set up.

- University shall have policies and procedures in place for responding to applicants' complaints about the operation of their admissions process and ensures that all staff involved with admissions is familiar with the policies and procedures.

- University regularly reviews their policies and procedures related to student admissions to ensure that they continue to support the mission, vision and strategic objectives of the University, and that they remain relevant in the light of changing circumstances.

4.3 Admission Process

- Students wishing to enroll for an academic programme at BIHER University must have achieved at least the minimum requirement for entry into the programme. The necessary entry requirements are defined at the time of programme development, consistent with the University Grants Commission's and the respective regulatory norms, Guidelines, Actions and Procedures for Access, Transfer and Progression for Students.

- Procedures for admissions have been subject to wide consultation and review across the University, and are likely to remain high on the agenda for policy development for the foreseeable future.

- For admission to different undergraduate programmes, university conducts a National level Entrance Test in the name of BIHER Admission

Test (SAAT) every year at different centres across the country. The conduct of the entrance examination and admission process is facilitated by the Admission committee headed by the Director, Admission.

4.3.1 Admission through SAAT (For Undergraduate & Postgraduate)

i. Application: Online and offline submission of the application by the eligible candidates along with requisite fees within the submission deadline.

ii. Issue of Admit Card reflecting the candidates' roll no, application no and name of the test centre.

iii. Conduct of the entrance examination on the notified schedule.

iv. Publication of Rank list based on performance in the test.

v. Intimation to the qualified students for counseling-cum-admission.

vi. Admission of the qualified students after verification of the documents in support of their eligibility and submission of the requisite admission fees.

vii. Documents required for admission: 10th pass certificate for DOB proof, 10+2 mark sheet and certificate for educational qualification, Caste certificate for seeking reservation, Original Rank SAAT Card, School/College Leaving Certificate and conduct certificate.

4.3.2 Admission through JEE-Main/other tests (For Undergraduate only)

i. Advertisement for admission having a valid JEE-Main / other Test Rank and online submission of application & Choice locking.

ii. Short listing of the candidates for counseling-cum-admission and issue of Rank card basing on the JEE-Main Rank and Percentile score.

iii. Admission of the short listed candidates after verification of the documents in support of their eligibility and submission of the requisite admission fees.

iv. Documents required for admission: 10th pass certificate for DOB proof, 10+2 mark sheet and certificate for educational qualification, Caste certificate for seeking reservation, Original JEE Rank Card, BIHER University Rank Card, School/College Leaving Certificate and conduct certificate.

➢ Note: The University reserves the right of terminating the studentship of the student on the ground of unsatisfactory academic performance and/or on the ground of proved misconduct/ indiscipline.

4.4 Quality Measures in Admission

In this direction, the following measures are taken into consideration:

- To ensure transparency and credibility in the admission procedure, university makes a liberal use of 'notice-board', print-media, electronic media, web-site, etc, to declare the admission procedures.

- University properly publicizes its admission brochure, highlighting the required qualifications and important dates in the admission procedure for various courses.

- For the entrance examination, online and offline applications are invited which are subsequently scrutinized through computers using the OMR technology. The bar coded answer sheets, are also evaluated through the computer systems for preparation of the merit list.

- The candidates for admission into doctoral programmes are selected through a written examination followed by personal interview. However, candidates having been declared qualified by recognized national agencies (GATE, NET, MAT, XAT, GPAT, etc.) are granted exemption from the written examination.

- The assessment as reflected by marks in written examinations, interview and / or any other mode of competency examination, are treated as strictly confidential, and known to authorities only on 'need-to-know' basis, till results are finally compiled / announced.

- The detailed rules and regulations regarding the eligibility of the applicants, conduct of examinations, result publication, counseling procedures etc. are duly reflected in the admission and counseling brochure for undergraduate and postgraduate studies.

- Similarly eligibility of the applicants, selection and admission procedure, information regarding course work, supervisor(s), and all other relevant informations are reflected in the 'Regulation for the Ph.D Programme' available in university website.

- University, while finalizing admissions, takes cognizance of 'reservation provisions' as announced by Government of India, and takes a affirmative action.

- Following admission, university initiates measures, depending upon the need-pattern of newly admitted SC, ST, OBC, and minority students, to organize

remedial or bridge-courses in language, communication, subject-competency etc.

- Following admission, university authorities takes proactive action to communicate to newly admitted SC, ST, OBC, minority students and those from low-income families, regardless of the level of their course, the availability of tuition-waver, free-ships, loans and scholarships available to these categories.

4.5 Monitoring and Review of Admission procedures

IQAC is responsible for monitoring and reviewing the implementation of the admissions policy of the University through the annual quality assurance process.

Standard admissions and also decisions are monitored and reviewed in variousmanners including:

- Admission committee collects feedback from different stakeholders regarding the admission process.

- Admissions reports are reviewed by Academic Council, which suggests remedial measures to be followed later on.

References

Documents

1. BIHER Admission Homepage:

   https://www.bharathuniv.ac.in/index.php

2. BIHER University – 'Regulation of Ph.D Programme'

   (https://www.bharathuniv.ac.in/index.php)

3. University Grants Commission (UGC) Act 1956

   http://www.ugc.ac.in/page/UGC-ACT-1956.aspx)

4. National Assessment and Accreditation Council (NAAC) – "Institutional Accreditation Manual for Self Study Report Universities"

   (http://naac.gov.in/docs/University%20Manual%20-%2020.6.13.pdf)

5. UGC [Institutions Deemed to be Universities] Regulations,

   2010

   (http://www.ugc.ac.in/oldpdf/regulations/englishgazette.pdf)

Records

1. BIHER University 'Admission Information Brochure'

2. Admission Reservation Policy Document (included in the 'AdmissionInformation Brochure')

   (https://www.bharathuniv.ac.in/index.php)

3. Counseling Brochure

   (https://www.bharathuniv.ac.in/index.php)

4. Counseling –cum- Provisional Admission Flow Chart

5. Admission Undertaking Forms (Undertaking-I, Undertaking-II &undertaking-III)

6. Admission Form

7. Record Form

8. Sample 'Registration Card'

9. Admission database [(through 'Enterprise Resource Planning (ERP)' software]

5.   CURRICULUM

5.1   Curriculum Design, Development & Approval of New Programmes

A hallmark of vibrant educational institution and discipline is its curricular content which evolves continuously. Curricular revision should be an ongoing academic activity involving all faculty members. Not only does it endow academic programmes with quality but also adds to their contemporariness and relevance.

Available information indicates that Universities do undertake revision of the syllabi of the programmes offered by them, but priority and periodicity remain somewhat uncertain. The process of revision also varies with disciplines – professional and technical disciplines are comparatively more vigorous in this regard. Nonetheless, substantial thought and attention have to be devoted to curricular development in all disciplines and in all the academic programmes – whether undergraduate, postgraduate, or Ph. D.

5.1.1   Objective

- Bharath Institute of Higher Education and Research (BIHER) is degree awarding institution. It awards education degree (under graduation and Post-Graduation) for specific branch of study with a title.

- Education degree program is designed and validated to meet competence requirement expected by student, its capability to learn, and market requirement, and rewarded and recognized.

- Identify market requirement of potential students, input quality and their expectation from the programs and business plan.

5.1.2   Policy Statement

- Degree is accepted internationally and legally valid for education and employment. Program of Degree is under the scope of UGC, and the education parity (equivalency) established by UGC makes it acceptable internationally.

- Students after the program are able to practice in the profession as license in pharmacy, nursing, medicine & dental sciences, law etc. as the degree is approved by the respective regulatory bodies.

- Actual delivery of education and plans enable student outcomes as it was planned when program was designed.

- Students after the program got measured for achievements and it is equal or exceeding the targets. Students are assessed and education program is

designed in a manner that their progressive measurements improve and it makes them satisfied and not fails.

- Curriculum is aligned with the university goals and objectives.

- Employability, pursuit of higher knowledge, and developing global competencies among others are the major considerations in the design and development of the curriculum.

- University ensures that the responsibility of the academic authorities to set, maintain and assure standards is followed and that the delegation of power in this regard is properly defined and exercised.

- University facilitates external participation at different stages of the design, approval and review of programmes/curriculum. Operational freedom, independence and objectivity in the process are assured for maintaining of standards and quality.

- Approval, monitoring and review processes of curriculum is clearly defined and communicated to all concerned.

- University ensures that programme approval decisions conform to academic standards and reflects the appropriateness of the learning opportunities for the students, and also ensure that the final decision to approve a programme/curriculum is taken by the apex academic authority, or body acting on its behalf taking into cognizance the requirements of different stakeholders and expert opinions.

- All academic programmes (undergraduate, postgraduate, or Ph.D) are subjected to updation or revision to a limited extent every academic year and substantially every three years for all the courses.

- Updation and revision of the curricula is carried out in terms of (a) current knowledge, (b) national and international developments and (c) relevance of new ideas, concepts and knowledge to the concerned discipline.

- The University has the academic flexibility as per the guidelines of regulatory bodies.

A new programme idea can originate from many sources including:

- The Board of Management
- Academic Council
- The University's Admissions Department

- The constituent's Lecturing Staff

- An External Stakeholder who has a education and/or training requirement

Regardless of the origin, it is essential that procedures are in place to ensure that a new programme is feasible and is developed with clear and comprehensive objectives. A set of subjects must be identified that enable graduates to achieve these objectives and that the programme is line with university's strategy and the resources available. The design of a new programme involves submission of a new programme proposal to an awarding body in question. The process for the formal approval of the programme differs depending on the awarding body involved.

5.1.3 Approving Authority

Before a new programme is implemented, it is necessary for the programme proposal to be reviewed and approved by the Board of Studies (BoS), Academic council (AC) and Board of Management. The review of the proposed programme is facilitated through outlining a rationale for the programme's development and includes the suggested programme format, level, structure, module composition, and access/transfer/progression options, etc.

5.1.4 Programme Design

The programme team is responsible for the development of the new programme proposal that contains the following information:

- Programme rationale and background

- Programme learning outcomes and relevant award standards

- Programme structure, i.e. the modules required to achieve the overall programme learning outcomes

- The target market

- Overall teaching, learning and assessment strategy

- Programme governance arrangements

- Additional resource requirements

- Module descriptors including learning, teaching and assessment information

- Typical graduate opportunities.

Information for the new programme proposal is gathered by the programme team from a wide variety of sources. These sources may include:

- BIHER constituent institute lecturing staff

- Reference of similar programmes offered by other institutions

- Potential employers opinion
- Revision of other programmes which may offer access opportunities for graduates of the programme, for example postgraduate programmes
- Industry and third-party reports
- Government reports

5.1.5 Criteria for approval of courses

In considering new course proposals, major modifications and reviews of existing courses, all panels should seek assurance on the following general criteria.

- The appropriateness of course-specific aims and outcomes to the personal and vocational needs of the students.

- For foundation degrees, the extent to which sector skills council information on workforce needs and relevant published occupational standards have been considered in planning the course.

- The degree to which the course outcomes and curriculum reflect the requirement of Higher Education Qualifications, relevant NAAC benchmarking statements.

- The extent to which the modules satisfy BIHER University's specific generic outcomes.

- The appropriateness of the choice of core and optional modules to the achievement of course outcomes.

- The currency of the contents and their relevance to good professional practice.

- The role and effectiveness of industrial training and its relationship to the curriculum.

- The appropriateness of module teaching and learning strategies in achieving module outcomes and developing key skills.

- The appropriateness of module assessment strategies in testing module outcomes and key skills.

- The students' experience of the course: the quality of the learning environment, the destinations of students and the appropriateness of their skills and abilities to prospective employers.

- The appropriateness of resource provision, including staff support and specialist facilities.

- The quality and appropriateness of the staff as demonstrated by qualifications and relevant scholarly activity, research, reach-out activity, short course teaching and staff development.

- The quality of the course leadership and management and the ability of the course team to monitor, critically evaluate and maintain the standard of the course.

- The contributions of external examiners, professional advisors and professional bodies and actions taken to address issues identified by them.

- The proposed course(s) provide(s) equality of opportunity to all suitably qualified students, regardless of their background.

5.1.6 Programme approval Process

The BoS will evaluate each Programme proposal, in relation to the University's mission and against the following criteria:

a) Sufficient student demand;

b) Sufficient employer demand for the skills of award holders;

c) Availability of resource requirements;

d) Robustness of financial analysis, as advised by the Comptroller of Finance or nominee.

Once a new programme is initiated, a design team is established to develop the proposal. This team is responsible for the various activities involved in the process. The activities can be summarised as follows:

- Development of a new programme proposal (consisting of the Course Handbook, Catalogue of module descriptors, normal timetable and subsequent stages in validation and course review etc) as per the general programme validation template as per UGC and the respective regulatory councils.

- Preparation of self-assessment report

- Submission of the proposal to before Board of Studies (BoS) for consideration

- BoS review of the proposal for completeness

- Approval of the new programme proposal by BoS

- Submission of the proposal to AC

- Approval of the new programme proposal by AC

- Approval of the new programme proposal by Board of Management

Upon its approval by Academic Council the documentation is submitted to Registrar, BIHER University for consideration and final implementation.

5.1.7 Curriculum Enrichment of Existing Programmes

For effective transaction of the curriculum it is required it is up-to date. For keeping the curriculum up-to-date and introduce appropriate changes within the given curriculum, several inputs are provided parallelly or sequentially. All these are possible through introduction and use of quality materials which would enrich the curriculum and provide concrete referents for organizing the curriculum.

1. The University revises the curriculum at regular intervals and analyses the impact.

2. The curriculum provides adequate scope for introducing programmes in emerging thrust areas/interdisciplinary areas.

3. All learners have access to value-added programmes, includingcommunication skills / soft skills.

5.1.8 Programme Monitoring & Review

Programme review &monitoring (essentially an ongoing faculty/departmental responsibility) focuses on the effectiveness of the programme in achieving its stated aims, the success of students in achieving the intended learning outcomes, the continuing effectiveness of the curriculum and the associated assessment.

5.1.8.1 Policy Statement

- University shall maintain strategic oversight of the processes for and outcomes of, programme monitoring and programme review, to ensure processes are applied systematically and operated consistently.

- University shall take deliberate steps to use the outcomes of programme monitoring and review processes for enhancement purposes.

- University shall operate a process to protect the academic interests of students when a programme is closed.

- University shall define processes, roles and responsibilities for programme monitoring and programme review and communicate them to those involved.

- University shall evaluate their processes for programme monitoring and review and take action to improve them where necessary.

- University shall make use of reference points and draw on expertise from those outside the programme in their processes for programme monitoring and review.

- University shall involve students in programme monitoring and review processes.

- University shall enable staff and other participants to contribute effectively to programme monitoring and programme review by putting in place appropriate arrangements for their support and development.

5.1.9 Course Monitoring & Review

A periodic course review is a searching and systematic evaluation of the operation of an existing course and the career success of graduates to ensure that it remains academically and vocationally valid and continues to meet the needs of students and employers. The review process provides an opportunity to assess the quality and academic health of a course, and in particular, the maintenance of standards of teaching and assessment, the adequacy of resource support, the extent and development of underpinning research and scholarly activity, and the implementation of AC policies. It also offers the course team an opportunity to reflect on changes that could be made to improve the quality of students' learning experiences and respond to changing needs and demands.

All courses are subject to a progress review, normally on a three year cycle for all courses.

The review by the course team culminates in the production of the documentation for consideration, in the first instance, by the BoS and finally by the AC.

University considers the following aspects for programme monitoring:

- Staff and student feedback; feedback from former students and their employers;

- Student progress and other relevant data; material available to students such as programme specifications, student handbooks and websites.

- External examiners' reports; any reports from accrediting or other external bodies

5.1.10 Approval of revision in the Courses under review

The BoS will consider the following documents before granting approval for existing courses to progress to further consideration by a validation panel reporting to the Academic Council:

- Critical Appraisal Report, which sets out the case for the resource requirements of the courses under review, using the approved templates of the regulatory councils. A Critical Appraisal Report that represents the agreed position of the whole course team, to include the following items:

    i. A summary of the changes made to the structure, content and organization of the course and to the resource provision since the previous validation or review.

    [It is done through a need assessment exercise for the revision/enrichment of the curriculum, by the constituent institutes through workshops, feedbacks from experts (academia and industry)].

    ii. Responses to the most recent external examiner, professional advisor or professional body reports for the period under review.

    iii. An evaluation of the views of Faculty members &recent students on the outcomes, content and organization of the course.

    iv. An analysis of the views of employers and professional bodies on the outcomes and content of the course.

Drawing upon this information, the Critical Appraisal Report should conclude with an analysis of the extent to which the stated course outcomes have been achieved, a summary of strengths and weaknesses, and a list of changes proposed to build upon the former and overcome the latter. This analysis, once approved, should be reflected in a revised programme specification for each named award.

5.1.11 Approval authority

- Approval by Board of Studies
- Approval by Academic Council

5.2 Academic Flexibility

Academic flexibility refers to freedom in the use of the time-frame of the courses, horizontal mobility, inter-disciplinary options and others facilitated by curricular transactions. Supplementary enrichment programmes introduced as an initiative

of the college, credit system and choice offered in the curriculum, in terms of programme, curricular transactions and time-frame options are also considered in this key aspect.

- The institution offers a number of program options leading to different degrees, at UG/ PG/Doctoral level.

- The curriculum offers a number of Choice Based Credit System (CBCS) / elective options.

- A number of new programs and program combinations are developed/ adopted to meet the needs of the students and the society.

- Options are available to students for additional/supplementary / enrichment courses along with their regular curricula.

- The institution provides for inter-institutional credit transfers.

- The institution follows a semester system.

5.2.1   Transfer Students and Transfer Courses (For B.Tech programmes)

Transfer students apply through the regular BIHER University admissions process.

There are no formal articulation agreements with other institutions/universities. Qualified students continuing to meet the established requirements of this program are granted admission to BIHER University. The evidence of the relevancy for admitting transfer students lies in the fact that transfer admission is very limited and competitive, and that transfer students generally proceed through to their degree with the same success as those who start as freshers.

5.2.1.1 Transfer

Students

Eligibility:

1. Course equivalence certificate from the accommodating university.

2. The candidate must have cleared all the credit requirements in the transferring university/institute.

3. The candidate must submit college leaving certificate and conduct certificate.

4. The candidate must satisfy the Promotion criteria of BIHER University, forthe year to which he/she seeks admission.

The mechanism for accepting transfer students adopted by BIHER University is asfollows:

1. Applications are to be submitted to the Director, Admissions by the prospective candidates for transfer, containing details of the courses studied & the result.

2. Director, Admissions forwards the application to the Dean of the institute for necessary action.

3. A Course Equivalence Committee (CEC) is constituted under the Chairmanship of the Dean of the institute, and Head of the accommodating Department, Head of the Department of Basic Sciences and Humanities, other Heads of the Departments as deem fit being the members of the committee.

4. CEC examines the equivalence of the courses completed in the previous institute with that of the BIHER University course.

5. If CEC is satisfied of the existence of equivalence among the courses, it recommends Dean for necessary action which includes, *inter alia*, the semester/year the candidate will be considered for admission.

6. CEC prepares the pre-requisite courses to be completed by the candidate in case of non-existence of equivalence and submits the recommendation to the Dean.

7. Dean submits the recommendations to the Vice-Chancellor for approval.

8. The approval of Vice-Chancellor is sent to the Director, Admission for execution and intimation to the Dean for further action.

5.2.1.2 Transfer Courses (for undergraduate courses)Eligibility

1. The student must complete 1st to 4th semester successfully in the BIHER University.

2. The student may be allowed to pursue studies for the courses or equivalent courses offered in BIHER University in 5th & 6th semester, at other university having academic collaboration with articulation agreement.

3. Then the student may be allowed to pursue studies in 7th & 8th semester in the BIHER University after satisfying the promotion requirements.
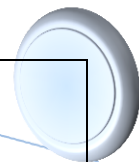
The mechanism for transfer courses adopted by BIHER University is as follows**:**

1. Applications are to be submitted to the Dean, for studies at other collaborating university/institute as a part of transfer courses.

2. CEC, formed earlier, considers the merit of the case for transfer and decide the criteria the applicant must meet before resuming the further studies in 7th and 8th semester at BIHER University.

3. The Dean will issue formal recommendation certificate in the name of the appropriate authority of the collaborating institute and relieve the student from the parent institute for further studies.

4. The official intimation is provided to the appropriate authority of the collaborating institute as well.

Students presenting courses for transfer credit include not only transfer students but also BIHER students who pursue courses at other institutions/universities in the 5th and 6th semesters. To ensure integrity, students who take transfer courses are required to have an official transcript sent directly from the other institution to BIHER Course Equivalence Committee (CEC) through Dean of the institute.

The CEC evaluates all courses taken at other institutions/universities and draws equivalent BIHER courses to the student's record. For courses and institutions/universities where transfers are common and recurring, the equivalencies are determined by review in the program offering the equivalent course. Where equivalencies are uncertain, the CEC recommend that course as pre-requisite courses to be completed by the candidate in normal course of action.

5.3   Feedback System

The process of revision and redesign of curricula is based on recent developments and feedback from the stakeholders. The feedback from all stakeholders in terms of its relevance and appropriateness in catering to the needs of the society/ economy/ environment are also considered in this key aspect.

1. Structured feedback from students is an essential component in the curricular design and development process.

2. The institution draws on the feedback from national and international faculty.

3. Inputs from affiliated colleges are an essential part of the feedback system (if applicable).

References

Documents

1. UK Standard For Professional Engineering Competence (UK SPEC)

   (http://www.engc.org.uk/engcdocuments/internet/Website/UK-SPEC%20second%20edition.pdf)

2. European Standards and Guidelines for Internal Quality Assurance within Higher Education Institutions (ESG)

   (http://www.enqa.eu/wp-content/uploads/2013/06/ESG_3edition- 2.pdf)

3. Accreditation Board for Engineering and Technology, Inc.(http://www.abet.org/appm-2014-2015/)

4. Quality Assurance Agency for Higher Education (QAA)Code of Practice(http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality- code/quality-code-part-b)

5. University Grants Commission (UGC) Act 1956

   http://www.ugc.ac.in/page/UGC-ACT-1956.aspx)

Records

1. BIHER University Curriculum Design, Development and Enrichment Manual

2. Academic regulation (https://www.bharathuniv.ac.in/index.php)

3. Syllabus of each academic programme

   (https://www.bharathuniv.ac.in/index.php)

4. Academic Calendar

   (https://www.bharathuniv.ac.in/index.php)

5. Minutes of Board of Studies and Academic Council

6. Program evaluation by student

7. Program evaluation by faculty

8. Program evaluation by consultative group

9. 'Annual Report' of the University

10. 'Annual Quality Assurance Report' submitted to NAAC

11. Academic Audit Reports and Action #

6.   TEACHING & LEARNING

Diversity of Learners in respect of their background, abilities and other personal attributes will influence the extent of their learning. The teaching-learning modalities of the university are rendered to be relevant for the learner group. The learner-centered education through appropriate methodologies facilitates effective learning. Teachers provide a variety of learning experiences, including individual and collaborative learning. The teachers employ interactive and participatory approach creating a feeling of responsibility in learning and makes learning a process of construction of knowledge.

Identifying effective learning and teaching is complex, as it is influenced by many factors, which vary between individuals and different learning environments. Individuals learn when they acquire new (or modify existing) knowledge, behaviours, skills or values. There are many different ways to teach, all aimed at helping a student to learn. There are many ways to empower learners with the confidence to participate, critically and creatively, in the study of their subject area(s).

This section deals with the efforts of a university to serve students of different backgrounds and abilities, through effective teaching-learning experiences. Interactive instructional techniques that engage students in higher order 'thinking' and investigation, through the use of interviews, focused group discussions, debates, projects, presentations, experiments, internship and application of ICT resources, are important considerations. It also probes into the adequacy, competence as well as the continuous professional development of the faculty who handle the programmes of study. The efficiency of the techniques used to continuously evaluate the performance of teachers and students is also a major concern of this criterion.

6.1   Objective

- Ensuring that programmes remain current and valid in the light of developing knowledge in the discipline, and practice in its application

- Serving students of different backgrounds and capabilities, through effective teaching-learning experiences to achieve the intended learning outcomes.

- Probing into the adequacy, competence as well as the continuous professional development of the faculty who handle the programmes of study.

- Employing techniques that engage students in higher order 'thinking' and investigation.

- Evaluating the continuing effectiveness of the curriculum and of assessment in relation to the intended learning outcomes;

6.2 Policy Statement

- University promotes equality, diversity and equal opportunity in teaching-learning process at undergraduate, Postgraduate and research programmes.

- University follows a rational approach to meticulous planning and organizing teaching schedules.

- University makes available and promotes the use of latest technology learning resources that enable students to develop the skills to use them, for their academic, personal and professional progression.

- University assures everyone involved in teaching & learning process is appropriately qualified, skilled and developed.

- Experiential learning, participative learning, problem solving methodologies are used.

- University maintains an academic ambience conducive for critical thinking, creativity and scientific temper reflecting effective teaching-learning process.

- University operates effective policies, regulations and processes for timely confidential feedback from its different stakeholders for constructive and developmental assessment which ensure that the academic standard for each degree is rigorously set and maintained at the appropriate level.

- University integrates the practical aspects of teaching through projects, field works, internships etc. with that of the theoretical aspects in the class room teaching.

- University gives due recognition to innovative and creative contributions of its faculty and students.

- University follows a system of mentor-mentee to meet the academic and personal needs of the students.

6.3 Monitoring & Review of Teaching & Learning Process

Quality enhancement is an aspect of institutional quality management that is designed to secure, in the context of the constraints within which individual institutions operate, steady, reliable and demonstrable improvements in the quality of learning opportunities.
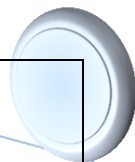
The range of mechanisms within the faculty/department to monitor the teaching & learning undertaken are:

- **Feedback Systems:** Feedback on the evaluation of teachers is leveraged for improvement of the quality of teaching-learning process. Online / Offline Feedback from students are collected for each faculty member at the end of every semester and reviewed.

- **Mentoring System:** The University follows a system of mentor-mentee to meet the academic and personal needs of students. Faculty advisor is being assigned for each student to help them in choosing the Electives, to identify their weakness and suggest remedial measures; also monitoring their class attendance, advise them on personal problems and interact with the parents.

- **Review of students' performance** done periodically.

- **Course coordinator** for each course assigned.

- **Joint Guidance for Doctoral Programme:** To improve quality of research the University appoints eminent faculty and scientists from India and abroad as Visiting Professors for Joint Supervision of Ph.D. Students.

- **Academic Audit:** The academic audit is done on yearly basis by a team of experts.

- **Projects / field works** are integrated into the curriculum enhancing the teaching-learning experience.

References

Documents

1. University Grants Commission (UGC) Act 1956
   (http://www.ugc.ac.in/page/UGC-ACT-1956.aspx)
2. UGC [Institutions Deemed to be Universities] Regulations, 2010
   (http://www.ugc.ac.in/oldpdf/regulations/englishgazette.pdf)
3. National Assessment and Accreditation Council (NAAC) – "InstitutionalAccreditation Manual for Self Study Report Universities"
   (http://naac.gov.in/docs/University%20Manual%20-%2020.6.13.pdf)
4. *UGC Regulations on "Minimum Qualifications for appointment of teachers and other academic staff in the Universities and colleges and measures for maintenance of standards in Higher Education 2010."*
   (http://www.ugc.ac.in/oldpdf/regulations/englishgazette.pdf)

Records

1. Academic regulation (https://www.bharathuniv.ac.in/index.php)

2. Result Statistics and Analysis Record

3. Student Feedback Analysis Report

4. Faculty Advisor – student meeting minutes

5. Details of Visiting professors (from the country and abroad)

6. Enterprise Resource Planning (ERP) software

7. Academic Calendar

8. Lesson Plans & Course coverage reports

9. Internal Academic Audit Reports

10. Minutes of Board of Studies meetings

11. Minutes of Academic council meetings

7.   STUDENT SUPPORT & GOVERNANCE

After a programme is implemented, it is imperative that effective procedures are in place for planning and management of the delivery of the programme. This part of the document addresses the various activities involved in programme delivery from programme scheduling to monitoring. The Dean plays a key role in the effective delivery of a programme.

7.1   Role of the Deans/ Head of the Institutes

- General academic planning, management and development

- Teaching and assessing the programmes and supporting learners to agreed standards

- Assessing the programme to agreed standards and providing feedback to students within the agreed timescale of the assessment activity

- Maintaining records

- Communicating with students and ensuring they are aware of resources and services

- Providing assistance, support, and guidance to students

- The Dean also plays a critical role in the monitoring of standards in the programme.

7.2   Orientation/Induction

Students receive an orientation session prior to the commencement of each academic year. The Dean of the institutes/departments delivers the orientation session; and the student handbook, academic regulation, academic calendar, syllabus etc. are distributed at this session. Students receive general and programme specific information at this session including the timetable, the assessment schedule, and overview of the subjects being delivered that semester as well as the teaching and learning strategies. The student handbook is distributed at induction.

The student handbook is essentially a written copy of information communicated at orientation. The student receives information on the programme itself, the assessment regulations, code of conduct, deferral information and other such important information.

7.2.1 Objective

☐ Providing a broad introduction of the University and its services, and is also an opportunity for the students to network with other members of staff.

7.2.2 Policy Statement

☐ University faculties/departments promote efficient and effective integration of entrants fully as students.

☐ University faculties/departments have effective and well-targeted orientation/ induction arrangements in place well in advance of the commencement of the academic year with a clear sense of the main aims and objectives of the university.

☐ University faculties/departments make all new students aware of sources of support for learning development within the faculty/department and the University.

☐ The entitlements and responsibilities of a research student undertaking a postgraduate or a doctoral research programme is defined and communicated clearly.

☐ University provides research students with sufficient information to enable them to begin their studies with an understanding of the academic and social environment in which they will be working.

☐ Specific attention is drawn to the '*University guidance on academic good practice and the avoidance of plagiarism*'.

7.2.3 The Induction Process

☐ A presentation on the History and development of the University and its constituent institutes.

☐ A workshop on the structure of the University and introduction to University Administration and Services.

☐ An orientation fair where the students and guardians meet representatives from the constituent institutes and/or of the university and get an overview of their work and responsibilities.

7.3 Student Mentoring & Support

University ensures facilitating mechanisms like guidance cell, placement cell, grievance redressal cell and welfare measures to support students are in place. Specially designed inputs are provided to the needy students with learning

difficulties. University has a well-structured, organized guidance and counseling system in place.

- Information about the university is publicly accessible.

- The University has an independent Mentor-mentee system for student support.

- Adequate student welfare measures (scholarships, free ships, insurance etc.) are provided by the university.

- Personal enhancement and development schemes – coaching classes, career counseling, soft skill development, etc. are available to the students.

- Specific student support is provided for SC, ST, OBC, PWD and economically weaker sections of society.

- The university has a dynamic placement cell which helps to identify job opportunities and develop entrepreneurship skills. On-campus interviews are an essential mechanism to ensure student placement.

- The university has an anti-ragging committee which monitors student interactions effectively.

- The university has a strong mechanism for prevention of sexual (gender) harassment which is undertaken by the Anti-Women Harassment cell.

7.3.1 Advising and Career Guidance

One of the major objectives of the programme is to help the students achieving the learning outcomes and to make them employable. Advising and career guidance to the students plays a vital role in meeting the programme educational objectives, programme outcomes and course outcomes. The entire process in BIHER is implemented under two heads:

- Departmental Board
- Training and Placement Cell

7.3.1.1 Departmental Board

Departmental Board constituted by the Dean assigns a group of 30 students to a particular faculty member as their faculty advisor. All students first meet their advisor at the Orientation Program conducted for the new entrants before starting classes. The faculty advisor ensures their mentees successfully registers in the requisite courses. Faculty Advisor serves as a resource to advice on academic

& professional matters, career and other issues that may arise. Every effort is made to maintain continuity year to year, but there are circumstances where advisors of a particular group may need to change. Students are ultimately responsible for planning their academic programs and meeting degree requirements. They consult with their advisor during the pre-registration period in each semester, to plan courses for following semester. In addition, to help them plan their academic program, the faculty advisor also maintains student records and uses e-mail to communicate important academic and professional information with students.

7.3.1.2 Training & Placement Cell

The Training and Placement Cell acts as a link between the Corporate and Campus. It facilitates the sharpening of domain knowledge and soft skills among the students, to meet the expectations of the Corporate World by conducting mock interviews, career counseling sessions, workshops, group discussions, stress& time management sessions, etc. It also takes the assistance of experts to infuse value and vigor to the learning acquisitions. It ensures close interaction with the students, guide them in matters of their pursuit, and render counseling in placement and other activity.

The Cell offers on-campus & off-campus placement supports to the students in their professional development and internship. It also renders skills in resume writing, job searches, and career information. The cell maintains job postings and sponsors and coordinates the career fair.

Several feedback tools used in the program have indicated a very high level of student satisfaction with the advising process.

7.4 Student Progress monitoring

The university's concern for students' progression to higher studies and/or to employment is dealt with under this Key Aspect. University identifies and records, the reasons for poor attainment and plan and implements remedial measures. Sustainable good practices which effectively support the students facilitate optimal progression. The institutional provisions facilitate vertical movement of students from one level of education to the next higher level or towards gainful employment.

- University identifies and records, the reasons for poor attainment and plan and implements remedial measures. Sustainable good practices which effectively support the students facilitate optimal progression.

- The progression of students in various programmes of the university is regularly monitored and the university makes special efforts to reduce its dropout rate and increase its pass percentage.

- The university facilitates and monitors timely submission of Ph.D. theses.

- The university has a successful track record of students appearing and qualifying in competitive examinations

The progress of the students is monitored at different levels as follows:

1. *Faculty Advisor:* The University follows a system of mentor-mentee to meet the academic and personal needs of students.

   Faculty advisor is being assigned for each student to:

   i) help them in choosing the Electives,

   ii) identify their strengths & weaknesses,

   iii) analyze their academic performance on the basis of the records given to them by the department,

   iv) monitor their class attendance,

   v) advise them on academic/ personal problems

   The Faculty advisor is responsible for maintaining a proper record of his mentees and he also plans for discussion with the parents and makes appropriate suggestion there to.

   He/She also intimates his/her observation along with the suggestions to the departmental board.

2. *Departmental Board:* The Departmental Board reviews the performance in curricular, co-curricular and extra-curricular activities. The examination section, the faculty advisor, the faculty i/c-student welfare provide necessary inputs to the departmental board in this regard. The boarddecides the course of action as it deems fit to be adopted for specific cases.

   All the proceedings relating to the progress monitoring of the students are duly intimated to the Dean of the institute at relevant times for future plan of action.

7.5 Student activities & Participation

The university promotes inclusive practices for social justice and better stakeholder relationships under Institutional Social Responsibility (ISR) activities. The institution promotes value based education for inculcating social responsibility and good citizenry amongst its student community.

The university has the required infrastructure and promotes active participation of the students in social, cultural and leisure activities. Encouraging students' participation in activities facilitates developing various skills and competencies and foster holistic development.

- The university has a range of games, extra-curricular activities which contribute to overall development of students.

- Active student participation through student clubs is encouraged.

- Students are represented on academic bodies of the university.

- University facilitates for students to publish materials like catalogues, wall magazines, institution magazines, etc.

- Student participation in state, national and international level curricular, co-curricular, extracurricular activities is encouraged.

7.6 Student Grievances

In general, grievance is a wrong or hardship suffered, whether real or supposed, which forms legitimate grounds of complaint. In the past, the wordmeant oppressive state of things.

A 'complaint' is defined as any specific concern about the provision of a course/module, or a programme of study, or a related academic service. Any such complaint cannot be referred externally unless and until the internal processes of the university have been exhausted. The only exception to this is the case where internal processes have become overly protracted.

An 'appeal' is a request for a review of a decision of an academic body charged with making decisions on student progression, assessment and awards.

7.6.1 Policy Statement

- University provides opportunities for students to raise matters of concern without risk of disadvantage.

- University has formal mechanism in place for lodging of complaints and appeals for any grievance related during their period of study in the university.

- Information's regarding Rules and regulations relating to complaint and appeal procedures are made available to all concerned.

- Academic appeals and complaints procedures are conducted in a timely and fair manner.

- University ensures that appropriate action is taken following an appeal or complaint.

- University monitors and evaluates the effectiveness of their appeals and complaints procedures, and reflects on the outcomes of those procedures for enhancement purposes.

References

Documents

1. UGC [Institutions Deemed to be Universities] Regulations, 2010

    (http://www.ugc.ac.in/oldpdf/regulations/englishgazette.pdf)

2. National Assessment and Accreditation Council (NAAC) – "InstitutionalAccreditation Manual for Self Study Report Universities"

    (http://naac.gov.in/docs/University%20Manual%20-%2020.6.13.pdf)

3. UGC Regulation on Curbing the Menace of Ragging in Higher Educational Institutions, 2009.

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4. UGC – "Grievance Redressal Regulations"

    (www.ugc.ac.in/grievance/doc/GrievanceRedressalRegulations.pdf)

Records

1. Orientation Programme Schedule
2. Orientation Programme Records
3. The Student handbook

4. Syllabus (https://www.bharathuniv.ac.in/index.php)

5. For Undergraduate and postgraduate admission:

   (https://www.bharathuniv.ac.in/index.php)

6. Scholarship (https://www.bharathuniv.ac.in/index.php)

7. "Student grievance Redressal Rules, 2011"

8. BIHER University 'Prevention Of Sexual Harassment' Policy

9. Statistics of Eligible and Recruited students

10. Statistics of Employers visited

11. Annual report of the University

8. **EVALUATION AND ASSESSMENT**

BIHER University is fully committed to operating a policy that delivers assessment practices that are demonstrably fair, valid and consistent. The university's policy ensures that learners are kept informed of what is expected of them, their progress, and their academic achievements. This policy for the assessment of learners has been developed to be consistent with Guidelines of the regulatory bodies. The policy is understood by university's staff and learners, is consistent across Assessors and is line with best practice nationally.

8.1 **Evaluation Process and Reforms**

This Key Aspect looks at issues related to assessment of teaching, learning and evaluative processes and reforms, to increase the efficiency and effectiveness of the system. One of the purposes of evaluation is to provide development- inducing feedback. Further it should also help the teacher to plan appropriate activities for enhancing student performance. The qualitative dimension of evaluation is in its use for enhancing the competence of students. Innovative evaluation process is to gauge the knowledge and skills acquired at various levels of the programmes.

University follows a continuous evaluation system. The criteria of evaluation are reflected in the academic regulation approved by the academic council of the university. Examination process manual designed and developed by the Controller of Examination, BIHER University, deals with the operational aspects of conduct of examinations. Academic regulation and examination process manual give a holistic view covering all aspects of assessment including conduct of examinations, assignment of marks and/or grades and standards relating to the programmes. All these documents along with the syllabus for the programme are distributed at the time of orientation session of the new entrants.

8.2 **Policy Statement**

- This policy for the assessment of students has been developed in consistent with the Guidelines of the regulatory bodies. The policy is understood by university's staff and learners, is consistent across Assessors and in line with best practice nationally.

- University conducts all examinations in free, fair and transparent manner.

- Academic regulations of the University reflect the evaluation criteria and examination process manual deals with the operational part of the conducting examinations and are disseminated appropriately.

- The university adheres to the academic calendar for conduct of examinations.

- The university ensures timely declaration of results.

- Transparency and security in the evaluation system is ensured.

- The university has an effective mechanism for Redressal of grievances pertaining to examinations.

- Student assessment procedures are designed to measure the achievement of the intended learning outcomes and other programme objectives.

- University ensures that assessment is undertaken by competent persons.

- Assessment procedures are subjected to administrative verification checks to ensure the accuracy of the procedures.

- The achievement of intended learning outcomes is central to the pedagogical and assessment processes of the university.

8.3 Examination Regulation

Examination regulations are given to each student registered on a programme with BIHER University. These regulations cover all aspects of assessment including conduct at examinations, marks and standards relating to the programme, grading systems, procedures relating to extensions and deferrals and information relating to plagiarism.

8.4 Responsibilities Relating to Assessment

The Dean of the institutes and the faculty members are responsible for the assessment of students. All assessments are written to reflect the subject syllabus and to examine the extent to which students have reached the learning outcomes. The Dean is responsible for ensuring that each subject Lecturer makes an appropriate amount of time available for assessment and verification activities based on an evaluation of the assessment and verification requirements of each subject. The final decision regarding the design of assessment components rests with the Controller of Examinations of the university. This includes an examination of the assessment instruments to ensure that they facilitate the achievement of the relevant assessment and grading criteria.

Furthermore, A Course Development Committee (CDC) comprising of maximum of three faculty members constituted by the Departmental Board assumes the responsibility of developing, implementing and assessing the course outcomes.

The CDC of a course:

1. Prepares the course plan for the course.

2. Co-ordinates instructions & progress of teaching in the course to ensure full coverage of syllabus.

3. Sets questions for internal test in consultation with the teachers, compile internal assessment marks of all sections, review & rationalize in consultation with all teachers and forward them to exam section.

8.5 Quality Control of Assignment Marking

Transparency in grading is essential. Feedback is documented by the faculty member for each assignment displaying where marks were awarded and lost in as much detail as is possible. The main purpose of such feedback is to enable the student to use the assignment process effectively in preparation for their final exam and to ensure transparency in the process. The Controller of examinations of the university reviews the assignment grades for the purpose of quality control prior to declaration of the results.

8.6 Assignment Feedback

Results and feedback from assessment work are posted on the institute notice boards and Moodle using student identity numbers only as soon as is practicable. When possible, Faculty members make themselves available for student consultation in relation to feedback on the assignment/assessment.

8.7 Student Performance and Learning Outcomes

Learning outcomes are the specifications of what a student should learn and demonstrate on successful completion of the course or the programme. It can also be seen as the desired outcome of the learning process in terms of acquisition of the skills and knowledge. They are embedded in the curriculum. Achieving Learning Outcomes needs specific experiences to be provided to the students and evaluation of their attainment. A programme that states Learning Outcomes that are not evaluated or assessed gets neglected in implementation. Hence all the stated Learning Outcomes must be part of the evaluation protocol of the programme. Student assessment provides an indication of the areas where learning has happened and where it has to be improved upon.

8.7.1 Policy Statement

- University shall define the course objectives clearly in the syllabus.

- The university shall ensure that it's various activities help achieve the stated course objectives.

- The university shall encourage all its departments to clearly state the learning outcomes of its programmes.

- The achievement of intended learning outcomes shall be central to the pedagogical and assessment processes of the university.

- The university shall have mechanisms in place to analyze short falls in achievement of learning outcomes and suggest improvement measures.

- New technologies are to be deployed by the university to enhance student learning.

8.8   Examination Procedures

Examination procedures in BIHER University adhere to the procedures required by the respective awarding bodies.

8.8.1   Assessment System

8.8.1.1 Continuous Internal Evaluation:

Aiming to assess values, skills and knowledge imbibed by students, internal assessment is done by the faculty-member, dealing with the concerned subjects.It comprises of following steps:

- All the undergraduate, postgraduate, and Ph. D. courses offered by the university have specified components for internal evaluation, which may be amongst others: term-papers, quiz, assignments, seminar presentations, Case studies, Group discussions, course works, laboratory work, workshop practice, viva voce, etc.)

- Components for internal evaluation have a time-frame for completion (by students), and concurrent and continuous evaluation (by faculty- members), as per the academic calendar of the university.

- The evaluation outcomes are expressed by marks.

- The evaluation reports submitted by all the faculty-members are reviewed, from time to time, by the concerned Departmental committee, in order to ensure transparency, fair-play and accountability.

- The evaluation reports submitted by all the faculty-members are reviewed, from time to time, by the concerned Course Development

Committee (CDC), in order to ensure transparency, fair-play and accountability.

- The review report of the CDC is placed before Departmental Board for perusal and suggestion of remedial measures.

- The outcome of the report is intimated to the students and displayed on the Notice Board as per academic calendar.

8.8.1.2 End-of-semester evaluation:

This is carried out at the end of each semester, and aim to assess skills and knowledge acquired by students through class-room, field-work, laboratory performance etc.

The evaluation is in the form of written examination, laboratory work or workshop assignment, comprehensive viva-voce etc. Evaluation process is verifiable and transparent.

Towards this end, the following steps are adopted:

- All the students pursuing undergraduate and postgraduate courses have to undergo external evaluation at the end of each semester as per syllabi or credit schedule (for Ph. D. evaluation, refer to Ph.D Regulation).

- In the case of written examination, whatever the format (objective-type, essay-type, etc.) test papers are moderated by committees proficient in the subject.

- Answer-books or sheets are 'encoded' (before being passed on to examiner / evaluator, and decoded (before tabulation).

8.8.1.3 Integration of Continuous and End-of-semester evaluation:

The following points are considered for effecting the integration of continuous and end-of-semester evaluation:

- The integration procedures are applicable to all the students.

- University examination dept. on the recommendations of Departmental examination committees and concerned Faculty would discuss and decide on the relational weightage of continuous and end-of-semester evaluations.

- Relational 40 percent weightage assigned to internal evaluation and 60 percent weightage assigned to end-of-semester evaluation.

- Following the integration of internal and external evaluations; the courses are evaluated, marks are awarded and converted into grades following a grading pattern of either absolute grading or relative grading as per the academic regulation. The semester results are expressed in Semester Grade Point Average (SGPA) for each semester and the final result is published in a Cumulative Grade Point Average (CGPA) which place students into overlapping broad bands.

- Total CGPA is calculated from a maximum 10-grade point.

8.8.1.4 Grading

For evaluation of courses, BIHER University follows 6-grading patterns as below mentioned Table. The Absolute grading system is applicable for the courses (with only a Project Component or a Lab Component or those with a mini project/major problem/substantial assignment as a final assignment) following grading pattern 3, 4, & 5; whereas relative grading system is applicable to all other courses.

Grading Patterns	Criteria
First	For courses which are of 4 credits and which have 3 credit componentsof theory and a 1 credit component of Lab.
Second	For courses which are of 3 credits and which have 2 credit componentsof theory and a 1 credit component of Lab.
Third	For courses which have a mini project/major problem/substantial assignment as a final assignment.
Fourth	For courses which are entirely Project based.
fifth	For courses which are entirely Lab based.
Sixth	For courses which are entirely Theory based.

> ➢ 7-point scale comprising of various Letter grades are as follows:

ABSOLUTE GRADING			RELATIVE GRADING		
Letter grade	Numeric score (out of 100)	Grade point	Letter grade	Students Range	Grade point
O	>= 90	10	O	Top 5%	10
A	>=80 and <90	9.5	A	Next 10%	9.5
B	>=70 and <80	8.5	B	Next 20%	8.5
C	>=60 and <70	7.5	C	Next 30%	7.5
D	>=50 and <60	6.5	D	Next 20%	6.5
E	>=40 and <50	5.5	E	Remaining students having Numeric Score >=37	5.5
F	<40	0	F	Numeric Score <37	0

8.8.1.5 Passing Criteria

> ➢ In order to pass in a course, a student must secure 'E' letter grade fulfilling the following numeric requirements.

ABSOLUTE GRADING		RELATIVE GRADING	
Internal	16 (out of 40)	Internal	16 (out of 40)
External	24 (out of 60)	External	21 (out of 60)
Total	40 (out of 100)	Total	37 (out of 100)
Attendance requirements = 75%			

8.8.1.6 Criteria for 'F' grade'

A 'F' grade will be awarded to the student if he/she falls within any of the following:

- Fails to satisfy the requirements for a passing grade in a subject

- Fails to satisfy the requirements for appearing the external exam of a subject.

- Is caught cheating three times during the duration of the particular instance of the subject (either during assignments or during exams)

- Is involved in a disciplinary act where the Standing Committee on Student Discipline & Welfare deems it necessary to award the student with 'F' grade

If the student is awarded an 'F' grade in a subject, then it counts as a backlog paper. In this case, he/she must retake the subject in its entirety. Once the Student has obtained a Passing grade in the Subject, the 'F' grade obtained previously shall be replaced by the Passing Grade obtained thus. The CGPA of the student will be updated accordingly.

If the Student is unable to secure a passing, then he/she must register for the subject (whenever it is offered next), take the subject again in its entirety again and hope to secure a passing grade.

8.8.1.7 Summer Quarter

The students securing 'F' grade / the students those are desirous for branch change, a Summer Quarter is organized every year to make up deficiencies / to clear the pre-requisite courses, during the summer vacation, for which the student concerned has to register for maximum of three courses with the requisite fees.

- All Courses offered in the Summer Quarter shall follow the Absolute Grading Scheme. Relative Grading Scheme will be followed for Courses offered in the Summer Quarter under no circumstance.

- Registration of students for the Summer Quarter in a Course shall be done by the Faculty Adviser in the Department concerned under the supervision of the Head of the Department.

8.8.1.8 Promotion Criteria

➤ Criteria 1: To be promoted from the First Year to the Second Year, A passing Grade needs to be secured in subjects satisfying Criteria 1. These are program based so the student only needs to pass in the subjects (listed below) that correspond to his/her program.

Note: for Dual Degree students, the subjects that correspond to the B.Tech component of their program will need to be satisfied.

➤ Criteria 2: To be promoted from the Second Year to the Third Year, a passing Grade needs to be secured in subjects satisfying Criteria 2 (In addition to subjects satisfying Criteria 1). These are program based so the student only needs to pass in the subjects that correspond to his/her program.

Note: for Dual Degree students, the subjects that correspond to the B.Tech component of their program will need to be satisfied.

➤ Criteria 3: To be promoted from the Third Year to the Fourth Year, a passing Grade needs to be secured in subjects satisfying Criteria 3 (In addition to satisfying Subjects in Criteria 2 and all subjects that are listed under Semester 1 and Semester 2 of the Recommended Curriculum Plan). These are program based so the student only needs to pass in the subjects that correspond to his/her program.

Note: for Dual Degree students, the subjects that correspond to the B.Tech component of their program will need to be satisfied.

Note: The Regulation will be updated with the Subjects satisfying Criteria 2 and 3 once the curriculum effective from the third semester is ratified by the Academic Council.

8.8.1.9 Rechecking and Review procedures

Students may request reviews and rechecks on any piece of assessment. There is a charge for both activities. A recheck is the administrative operation of checking of the recording and combination of component scores. A review is the reconsideration of the assessment decision, either by the original evaluator or other competent persons. Students are required to state the grounds for the requested review. The grounds for review are normally that the student suspects that the assessment was erroneous in some respect. Reviews and rechecks are completed in time for the granting of an award date.

The candidate should raise the issue with the Examination – in-charge or the Dean of the institute within 5 days of the publication of the result and indicate whether a review or a recheck is requested. The Dean can perform a recheck directly with the assessment material. In the event of a review, the faculty member reviews the assessment with the grounds for review in mind. A written report is provided for the student indicating if the evaluator is recommending the result remains unchanged or is to be revised. If the evaluator is upholding the original assessment decision, then the candidate must be provided with full information describing what is required to demonstrate their achievement. This should be provided in writing and relate specifically to the standards relevant to the assessment decision. If the candidate remains unhappy with the decision, the candidate may appeal to the Controller of examinations.

References

Documents

1. University Grants Commission (UGC) Act 1956

    http://www.ugc.ac.in/page/UGC-ACT-1956.aspx)

2. UGC [Institutions Deemed to be Universities] Regulations, 2010

    (http://www.ugc.ac.in/oldpdf/regulations/englishgazette.pdf)

3. National Assessment and Accreditation Council (NAAC) – "InstitutionalAccreditation Manual for Self Study Report Universities"

    (http://naac.gov.in/docs/University%20Manual%20-%2020.6.13.pdf)

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1. Academic regulation

    (https://www.bharathuniv.ac.in/index.php)

2. Academic Calendar

    (https://www.bharathuniv.ac.in/index.php)

3. Examination Process Manual

4. Evaluated Answer Scripts

5. Tabulation register (TR) record of the results

6. Result Statistics and Analysis Record

7. Minutes of Academic council meetings

8. Internal Academic Audit Reports

9. **ACADEMIC AND ADMINISTRATIVE AUDIT**

Academic audit as a process offers an assurance to various stakeholders that educational institutions deliver on the promises they make in their mission and vision statements. The quality of student learning occupies the center-stage in the entire operational activity of audit. Academic audit focuses on quality enhancement and the auditors intend to help the educational institutions enhance quality rather than criticize or penalize for the weakness or shortcomings in the operational activities noticed during the process.

Apex regulatory bodies like the University Grants Commission (UGC) and National Assessment and Accreditation Council (NAAC) have been putting much emphasis on the universities / institutions to move forward in these directions and internalize quality parameters to achieve academic excellence. As an effective tool in this regard, much importance is being attributed to academic and administrative audit (AAA) to contribute to quality in academic processes and accountability in educational activities.

9.1 Objective

All institutions, whether public or private are subject to some kind of audit; financial, administrative, academic or social. Apart from the financial or administrative audit, educational institutions need to undergo a process of academic audit for better quality sustenance. Academic audit intends to examine whether the university / institution has implemented procedures appropriate to its defined purposes, whether the institution pursues the right kind of activities and provides resources required to achieve the same and also verifies whether tangible evidences exist in support of this achievement. The main objective of this audit is to ascertain the prevalence and adequacy of quality assurance parameters, their applicability and effectiveness in guaranteeing the quality of inputs, outputs, processes and other mechanisms put in place in an institution / university.

Other important objectives of academic and administrative audit (AAA) are as follows:

i. Defining the key focal areas central to quality assurance processes and enhancement in teaching-learning process.

ii. Identification of the parameters used by the educational institutions for quality assurance and enhancement in the focused areas.

iii. Appraisal of the adequacy and effectiveness of the quality assurance mechanisms and procedures in operation.

iv. Suggestions and recommendations for continuous improvement in the prevailing practices and of quality parameters used for quality assurance.

v. Creation of awareness among the educational institutions/teaching Departments about the processes and mechanisms which contribute to quality enhancement.

vi. Recognition of the strengths, weaknesses and achievements of the institution.

NOTE: The detailed Principles, Process and Procedures of the Academic and Administrative Audit have been clearly enunciated in the Academic and Administrative Audit Manual of the University.

References

Documents

1. University Grants Commission (UGC) Act 1956

   http://www.ugc.ac.in/page/UGC-ACT-1956.aspx)

2. UGC [Institutions Deemed to be Universities] Regulations, 2010

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   (http://naac.gov.in/docs/University%20Manual%20-%2020.6.13.pdf)

Records

1. Academic and Administrative Audit Manual

2. Internal Academic Audit Reports

10.   **RESEARCH & CONSULTANCY**

In order to ensure the intellectual vitality and academic depth required in an institution of higher education, members of the academic community at BIHER University engages themselves in the research activities. The research policy and targets are set out in the University Research Strategy; procedures and responsibilities for the management and quality assurance of research conducted by University staff and by postgraduate research students are detailed separately below.

10.1   Objective

- Research output of the university is recognized internationally for its quality and ingenuity.

- Enhancement of the research credentials of the university.

10.2   Research Degrees

10.2.1 Policy Statement

- A University has regulation for research degrees and readily available to research students and staff, including examiners. Where appropriate, regulations are supplemented by similarly accessible, subject-specific guidance at the level of the faculty, department, and research centre or research institute.

- University monitors the research degree provisions against internal and external indicators and targets that reflect the context in which research degrees are being offered.

- University's admissions procedures for research degrees are fair, clear, consistently applied and demonstrate equality of opportunity.

- University defines and communicates clearly the responsibilities and entitlements of students undertaking research degree programmes.

- Research students are provided with sufficient information to enable them to begin their studies with an understanding of the environment in which they will be working.

- University appoints supervisors with the appropriate skills and subject knowledge to support and encourage research students; and monitors their progress effectively.

- University put in place clearly defined mechanisms for monitoring and supporting progress of research student, including formal and explicit reviews of progress at different stages. Research students, supervisors and other relevant staff are made aware of progress monitoring mechanisms, including the importance of keeping appropriate records of the outcomes of meetings and related activities.

- University put in place mechanisms to review and respond as appropriate to evaluations from those concerned with research degree. Evaluations are considered openly and constructively and the results are communicated appropriately.

- University ensures that the use of criteria for assessing research degrees commensurate to the academic standards prescribed by the regulatory bodies.

- Final assessment procedures are clear and are operated rigorously, fairly and consistently. They include input from an external examiner and are carried out to a reasonable timescale. Assessment procedures are communicated clearly to research students, supervisors and examiners.

- University put in place and promotes independent and formal procedures for dealing with complaints and appeals that are fair, clear to all concerned, robust, and applied consistently.

10.2.2 Mechanism

Several policies / provisions affecting Admission, Curriculum, Teaching-Learning, and Governance of Programmes are appropriately dealt previously in this manual at respective places. In the assessment of the University's provision for research degree programmes, these areas will normally be assessed as a coherent unit meeting the academic standards.

Progress and review arrangements:

- University put in place and brings to the attention of students and relevant staff clearly defined mechanisms for formal reviews of student progress, monitoring and supporting student progress.

- University provides guidance to students, supervisors and others involved in progress monitoring and review processes about the importance of keeping appropriate records of the outcomes of meetings and related activities.
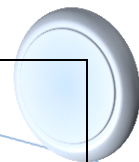
Development of research and other skills:

- University provides research students with appropriate opportunities for personal and professional development.

- Each student's development needs are identified and agreed jointly by the student and appropriate academic staff, initially during the student's induction period; they are regularly reviewed during the research programme and amended as appropriate.

Feedback mechanisms:

- Feedback from all concerned is in place and the formal mechanism to collect responses is reviewed and considered appropriately and constructively and the outcome is communicated to all the concerned.

Assessment:

- Assessment criteria for research degree as approved by the academic council is published in the 'Regulation for Ph.D programme' and is provided to all its scholars, supervisors and all concerned.

- The assessment procedures are scrupulously implemented as per the pre-determined time schedule.

- Relevant subsequent changes are duly informed to all concerned through circulars.

Complaints & Appeals:

- University student grievance mechanism addresses to the grievances (if any) of the research scholars. The Ph.D regulation also addresses to any dispute relating to the award of research degrees.

10.3 Policy for Promotion of Research

- The university shall facilitate its faculty to undertake research by providing research funds (seed money).

- Provision for research facilities in terms of laboratory equipment, research journals and research incentives are to be made available to the faculty.

- The university shall encourage and promote a research culture (eg. teaching work load remission, opportunities for attending conferences etc.).

- The faculty members are to be encouraged to undertake research by collaborating with other research organizations/ industry.
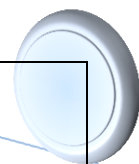
- Faculty are to be given due recognition for guiding research.

- The university shall have research committees for promoting and directing research.

- The university shall encourage the establishment of specific research units/ centers by funding agency / university.

- The university shall have a well- defined policy to promote research in its constituent institutes.

- Workshops/ training programmes/ sensitization programmes are to be conducted by the university to promote a research culture on campus.

- The university shall facilitate researchers of eminence to visit the campus as adjunct professors.

- The university shall have provisions for sabbatical leave for pursuit of higher research in premier institutions within the country and abroad.

- Financial provisions are made in the institution's budget for supporting students' research projects.

- The university takes special efforts to encourage its faculty to file patents.

- Projects sponsored by the industry / corporate houses are availed by the institution.

- The university shall take steps to have recognized Research Centres. (National and international, eg. UGC, ICSSR, ICHR, ICPR, DST, DBT, UNESCO, UNICEF).

- Continuous efforts are to be made by the university to improve itsinfrastructure requirements to facilitate research.

- Residential facilities (with computer and internet facilities) for research scholars, post-doctoral fellows, research fellows of various academies and visiting scientists (national/international) are to be made available.

10.3.1 Research Publications and Awards:

- Unauthorized references, malpractices and plagiarism are discouraged and liable for disciplinary actions.

- The university has instituted research awards for recognizing significant research contributions from faculty and students.

- Incentives are given to the faculty for receiving state, national and international recognition for research contributions.

- Research awards and recognition received by the faculty and students from reputed professional bodies and agencies are recognized and appreciated.

- The university encourages its stakeholders to go for protection of their IPR including filing of patents for new research findings.

- The university research processes strives to cater the requirements of industry and other research organizations.

- University ensures the quality of its research publications by encouraging and promoting to publish in indexed referred journals having significant metrics such as Citation Index, Impact Factor, h-index, SJR, etc.

10.4   Sponsored Research and Industrial Consultancy (SRIC):

- The university has an official policy for structured consultancy.

- The university publicizes the expertise available for consultancy services.

- The university renders consultancy services to industries, Government / Non-Government organizations.

- Revenue sharing mechanism is clearly spelt out in SRIC policy of the university.

10.5   Collaborative Provisions & Internationalization:

- The University is open to be engaged with other institutions/universities for research and development, faculty exchange, etc.

- The university has linkages and MoUs with national and international organizations of repute & corporate bodies, in terms of research and development, internship, student placement, curriculum development, faculty exchange, etc in furtherance of quality drive.

- Steps have been taken to provide infrastructural facilities in terms of development of highly specialized laboratories and other operational facilities in line with MoUs/linkages.

- The impacts of the institutional collaborations are formally reviewed periodically.

10.6   Responsibilities

Vice-Chancellor, Dean-Research, and Dean of the institutes have responsibilities for the management and quality assurance of research by staff as follows.

The Vice-Chancellor, in consultation with others, shall:

- identify the major areas where research should be developed and draft the University Research Strategy;

- allocate University resources to support research programmes, in negotiation with the Dean, Research;

- be involved in the appointment of academic staff and, where possible, to identify suitable candidates who will enhance the research programme;

- promote the research ethos of the University.

In consultation with others, the Dean, Research shall:

- provide leadership in research;

- advise on the likely sources of research funding and methods of application;

- co-ordinate the preparation of annual reports and research submissions;

- ensure appropriate selection and appointment of research students, research assistants and postdoctoral assistants and that they adhere to the conditions of tenure;

In consultation with others, Deans of the institute shall:

- identify members of staff who have the potential for productive and effective research work and involve them more fully in research activities;

- ensure that all staff make effective use of scholarly activity time for research;

- provide resources to support research;

- adjust teaching loads and timetable commitments in such a way as to allow selected staff significant periods of time to engage in research;

- monitor the research in the Department and encourage publication in appropriate refereed journals or presentation at conferences;

- encourage staff to seek external funding and secure research personnel;

- liaise with the Dean, Research and Vice-Chancellor on research issues;

- ensure satisfactory arrangements for the supervision and resourcing of research students' programmes of work;

- Draft a Department research and knowledge transfer strategy and annual operating plan for research in consultation with the Vice-Chancellor and Dean, Research.

10.7 Monitoring and evaluation of research and scholarly activity

The responsibility for evaluating the research and scholarly activity of individual staff is vested in the Deans of the institutes and forms part of the staff review process**.** The responsibility for the wider monitoring and evaluation of research and consultancy in the University shall be vested in the Board of Research. The Dean, Research will each year produce an annual report for approval by the Board of Research and submission to the Academic Council and the Board of Management. The report details the research output during the previous calendar year including:

- The relevance of the research to the academic programme, including the impact on the taught curriculum;

- Staff publications, evidence of esteem, research supervision duties;

- Current postgraduate and postdoctoral researchers;

- Registrations and conferments of research degrees;

- Engagements at industrial, commercial and professional events and conferences;

- Collaborations with industry, research centres and other Higher Education Institutions;

- The value of funds acquired by the University classified by source.

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Documents

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3. Accreditation Board for Engineering and Technology, Inc.(http://www.abet.org/appm-2014-2015/)

4. *Quality Assurance Agency* for Higher Education (*QAA*)Code of Practice

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1. BIHER University – 'Regulation of Ph.D Programme'

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2. Guidelines for Internal Research, Publication and Awards

3. Statistics of Research Output

4. Approval letters of sponsored research

5. Purchase order file of research equipment and other accessories

6. Memorandum of Understandings

11.   RESOURCE MANAGEMENT

11.1   Recruitment, Appraisal and Empowerment of Faculty & Staff

Teachers are the single most important learning resource available to most students. It is important that those who teach have a full knowledge and understanding of the subject they are teaching, have the necessary skills and experience to transmit their knowledge and understanding effectively to students in a range of teaching contexts, and can access feedback on their own performance. University should ensure that their staff recruitment and appointment procedures include a means of making certain that all new staff have at least the minimum necessary level of competence and conform to the requirements of the regulatory bodies. Teaching staff should be given opportunities to develop and extend their teaching capacity and should be encouraged to value their skills and create opportunities to improve their skills to an acceptable level and should have the means to remove them from their teaching duties if they continue to be demonstrably ineffective.

The University considers the quality of its people to be a critical success factor. This includes our capacity to attract, develop and retain management and staff with the necessary talent and expertise required to support the continuing academic and commercial development of a successful organisation. BIHER University is committed to the timely selection of employees in a consistent and professional manner throughout the organisation irrespective of age, race, gender or disability. The college strives to ensure provision of job satisfaction, professional development, career advancement and fair financial rewards within a progressive educational environment.

Equality and Diversity

The purpose of the equality/diversity policy is to enhance a place of learning that provides for equal opportunities for all current, future and potential staff and students and where their dignity is protected and respected at all times. The University maintains a policy of non-discrimination towards all employees and applicants for employment and learners. As an equal opportunity employer, in accordance with its Equality of Opportunity Policy the University treats all its employee, potential employees and learners equally irrespective of the following nine grounds:

• Gender, • Marital status, • Family status, • Age, • Race, • Disability, • Religion, • Sexual orientation, • Membership of the Traveler community

11.1.1 Policy Statement

- The university adheres to UGC/ State Govt. norms for faculty & staff recruitment and promotion.

- The University ensures availability of adequate, well qualified and experienced faculty.

- Diversity in the recruitment of faculty is encouraged.

- The university ensures that teaching positions against sanctioned strengthsare filled in reasonable time.

- The university attracts distinguished faculty for appointment as emeritus / distinguished visiting professors.

- The university organizes induction and in-service academic development programmes for its faculty.

- The performance of the individual teaching faculty is assessed annually through a 'Performance Based Appraisal System (PBAS)'.

- The formal staff appraisal process reviews the performance of roles, the achievement of goals and objectives and the implementation of developmental plans by staff.

- The faculty is encouraged to demonstrate creativity and innovation in teaching.

- The university facilitates the participation of its teachers in teacher recharge programmes.

- The university facilitates mobility of its faculty through exchange programmes.

11.1.2 Selection and Appointment Procedure

"A Selection Committee constituted by the University for making recommendation to the Board of Management to the post of Professor, Associate Professor, Asst. Professor and such other posts in *accordance with the UGC Regulations on "Minimum Qualifications for appointment of teachers and other academic staff in the Universities and colleges and measures for maintenance of standards in Higher Education 2010."*

The step-by-step process of faculty recruitment is as follows:

- Cadre wise faculty requirement is calculated at the department level and requisition is sent to university.

- Open advertisement for appointment done in print and electronic media.

- Scrutiny of applications done as per UGC norms by the selection committee.

- Intimation to the short listed candidates.

- Seminar presentation by the short listed candidates in the presence of external and internal experts.

- Personal Interview before selection committee involving of a panel of external and internal experts.

- Recommendation of Selection Committee placed before Board of Management for approval.

11.1.3 Procedure for appointment of Vice-Chancellor

Selected through a "Search-cum-Selection Committee comprising a nominee of the Chancellor, a nominee Central Government / UGC, a nominee of the Board of Management".

11.1.4 Procedure for appointment of Staff

- The decision to recruit an employee is made in response to an identified need within the university. The needs of the organization are reviewed annually.

- When the need for a new employee is identified a job analysis, job description and person specification are produced. A job analysis is performed to clarify the duties, responsibilities and other job demands of each role. It helps to identify the ideal employee profile to satisfy the needs of the organization. The job description outlines the goals and objectives of the job including the main activities and reporting relationships involved in its performance. The job description is sufficiently flexible to allow the roles, tasks and responsibilities to evolve. The person specification sets out the requirements of the job in terms of qualifications, personal skills, and experience.

- Selection procedures commence at this stage. The position is advertised internally and applications from internal candidates are considered. If a suitable internal candidate is not identified an external hiring strategy is formulated. Other internal candidates may still apply for an open position and their applications may be considered until a hiring decision has been reached. All CV's based on the job criteria are reviewed to identify potentially suitable candidates.

- The job interview is the primary selection method used to assess candidates' suitability for a particular post. Interviews are conducted in a professional, fair

and consistent manner. A minimum of two interviews with a panel of interviews are conducted to reduce potential bias in the interview process. The University expects all interviewers to be adequately prepared for the interview process; therefore, each interviewer is required to know the specification for the job they are interviewing for. The use of clear interview notes on each candidate is an absolute requirement.

- The decision to hire a candidate is made by consensus and involves all of the interviewers. Candidates are ranked in terms of suitability and the process proceeds to offer stage with the most suitable candidate.

- When a suitable candidate is identified, an Offer of Employment is extended to the successful candidate by the Registrar. A formal Letter of Offer, including the Statement of Terms and Conditions of Employment, is sent to the successful candidate. The candidate must respond within seven days of receipt of the offer. The offer may be withdrawn if the candidate does not meet this requirement. A file containg Candidate's most recent CV and all interview notes must be completed on both successful and unsuccessful candidates.

11.1.5 Induction, Training and Empowerment

11.1.5.1 Induction

Fast and effective assimilation of new employees into the organization is a priority. All new staff must complete a orientation programme. The following are the primary components of the orientation programme:

- Overview of safety requirements

- Introduction to the organisation including background, ethos, structures, strategies and plans

- Roles and responsibilities of academic staff

- Academic and administration procedures and regulations

- Overview of the IT system

- Terms and conditions of employment

11.1.5.2 Training and Empowerment

Staff development plans and initiatives are considered in the context of each individual staff member. As an integral part of the annual academic staff

appraisal, individual and organizational staff requirements are identified and a development plan for each staff member is agreed.

It is the policy of BIHER University to encourage and facilitate the development of the knowledge, skills, and general competence of its academic staff.

The objective of the staff development policy is to improve the quality and performance of academic staff, to enhance their value and contribution to the College and to contribute to the realization of their own career development plans. These objectives are achieved through:

- Encouraging faculty for Completion of formal further higher education programmes

- Attendance at relevant national & international seminars and conferences

- Involvement in other developmental activities or programmes

- **Faculty Enrichment:** The University conducts Faculty Development Programmes, organizes conferences, seminars, workshops and invites distinguished faculty from India and abroad for faculty quality improvement.

11.1.6 Faculty Appraisal

11.1.6.1 Performance Based Appraisal System (PBAS)

- Faculty Appraisal System: The formal staff appraisal process reviews the performance of roles, the achievement of goals and objectives and the implementation of development plans by staff. It also focuses on future goals, objectives and development plans in the context of evolving operational responsibilities and career development. The performance of the individual teaching faculty is assessed annually through a 'Performance Based Appraisal System (PBAS)'.

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Documents

1. University Grants Commission (UGC) Act 1956

   http://www.ugc.ac.in/page/UGC-ACT-1956.aspx)

2. National Assessment and Accreditation Council (NAAC) – "Institutional Accreditation Manual for Self Study Report Universities"

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1. BIHER University 'Recruitment Handbook'

2. Sample 'Recruitment Application Form'

3. Sample 'Advertisement'

4. Selection Proceeding Records

5. Personal files of the faculty & staff Rules -2011.

6. appraisal forms

7. Approval letters for the faculty & staff recharge programmes

8. Memorandum of Understandings of faculty exchange programme

11.2   Infrastructure & Learning Resources

The aim of the university is to provide and maintain a safe, well-resourced building, available and accessible to all staff and students. The university attempts to cater for and provide adequate space for the many different learning and teaching styles and latest techniques available. The Board of Management or its nominee is responsible for planning and directing all building and maintenance work in the university, and providing and maintaining adequate furniture, equipment and facilities in safe and working condition; and ensuring that allcurrent guidelines are adhered to strictly, in accordance with the university's Health and Safety Statement. Evaluation of existing facilities including lecture rooms, audio-visual aids, library, and staff facilities is performed on an ongoing basis.

11.2.1 Objective

- Identify and provide access to the learning resource services required to support the learning, teaching and research activities of the College

- Manage those resources efficiently, effectively and economically

- Maintain effective links with staff of the College in order to understand and, where necessary, respond to changes in education, approaches to learning.

11.2.2 Policy Statement

- The university has adequate facilities for teaching learning and is augmented from time to time.

- Additional facilities for sports and extra- curricular activities (gymnasium, swimming pool, auditorium etc.) are provided.

- Health services for students, teaching and non-teaching are provided by the university.

- The university facilitates active academic participation of physically disabled students by providing the necessary facilities.

- The university has provisions for timely periodic maintenance of the infrastructure and learning resource facilities.

- The university has an established system for Library services & ICT facilities which is regularly updated.

11.2.3 Evaluation Measures

Feedback from both staff and students is necessary for the efficient and effective running of the college. Staff may make suggestions for the improvement of college facilities during staff meetings. Audits of all physical resources are performed periodically to ensure optimum performance of physical resources.

11.2.4 Library

The role of the Library Service at BIHER University is to provide information services to support the teaching and research.

- The Library Advisory Committee is responsible for the effective functioning of the library.

- The university provides adequate library facilities such as reading room, reprography, circulation, and internet.

- The library provides sufficient number of journals in the form of hard copy and e-journals and other library resources (i.e. CDs/ cassettes, etc.).

- Different e-journal and database sources subscribed by the university are sciencedirect.com, proquest.com, ebscohost.com, scopus.com etc. which are renewed on annual basis.

- University augments its Library resources every year with newer editions and titles.

- The library operations (issue of books, getting the necessary references, etc) are automated, effective and user-friendly.

- The university continually upgrades its ICT resources with the latest hardware and software with high-speed Internet access with printing facilities for all workstations.

- All students and faculties have access to these facilities to assist research, enhance knowledge and improve correspondence.

- The faculties are provided with the requisite facilities for preparation of computer aided teaching learning material.

- The institution is connected with the National Knowledge Network and other such facilities.

- Budget provision is made for purchase, upgrading and maintenance of computers.

All softwares are selected to reflect and enhance the learning outcomes of the taught modules in the academic programmes. The university constantly looks to source either additional software or more efficient methods of using existing software. This is an ongoing process and is driven by evolving industry trends as well as input from various college bodies, including programme boards, academic committee and programme evaluation forms. Faculty members may also request software be made available for teaching or student purposes.

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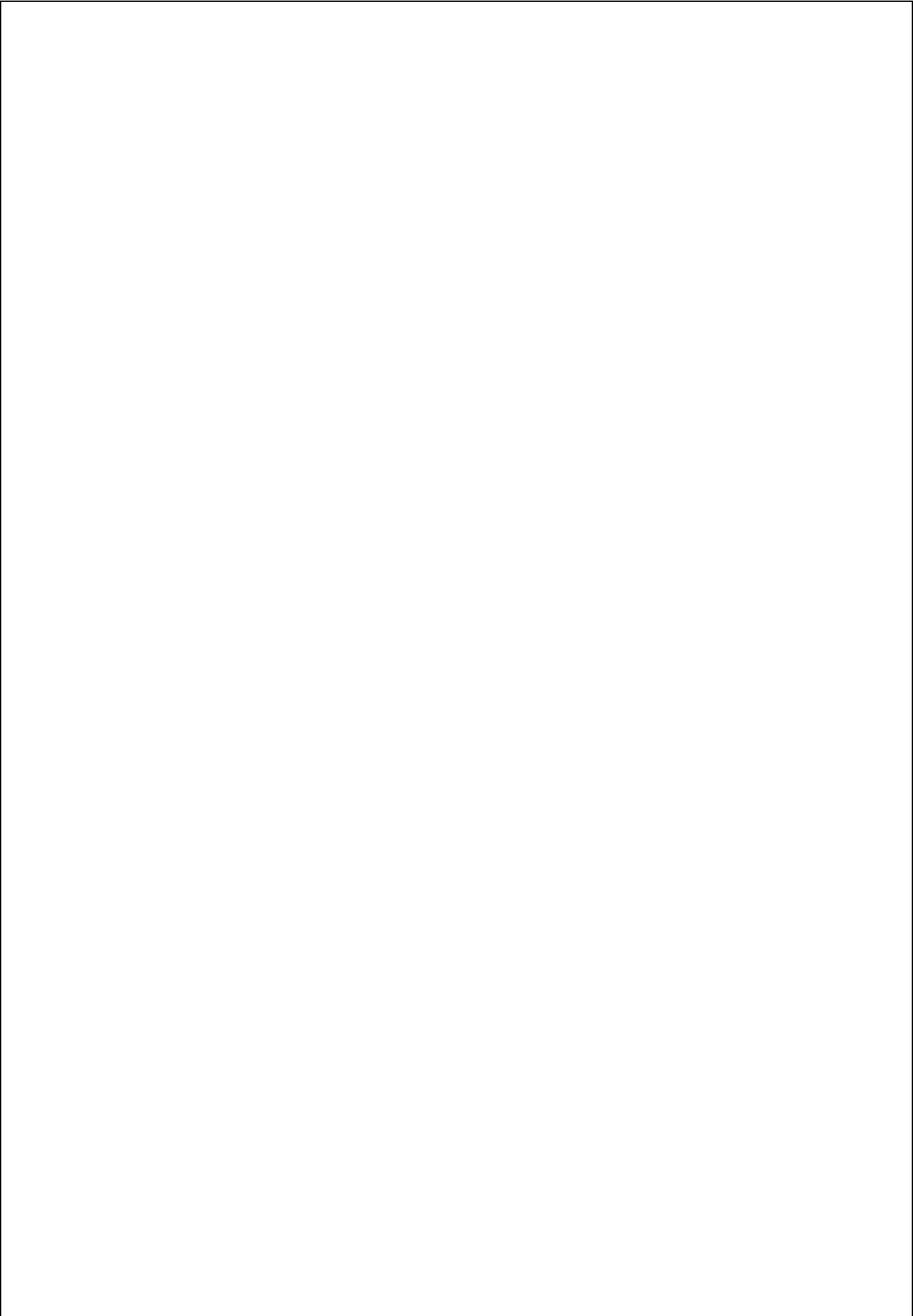
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Bharath

INSTITUTE OF HIGHER EDUCATION AND RESEARCH

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

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