



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

THIRUVALLUVAR UNIVERSITY

THIRUVALLUVAR UNIVERSITY SERKKADU

632115

www.tvu.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

October 2019

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Thiruvalluvar University was established in Vellore district of Tamilnadu by the Government of Tamilnadu in October 2002 under the Thiruvalluvar University Act, 2002. (Government of Tamilnadu Act 32/2002). The University was named after the great Tamil Saint poet "Thiruvalluvar". The University is located in a sprawling campus of about 112.68 acres at the Serkkadu near Vallimalai about sixteen km away from the Vellore City on the Ranipet-Chittoor Trunk Road.

It is a member of the Association of Indian Universities (A.I.U.).

In the University, every effort is harnessed to make Educational Institution as temple of learning. The aim of this University is to provide facilities for advancement in Research and dissemination of knowledge with a special focus on the economic and social upliftment of the marginalised who live in the four districts a viz Vellore, Thiruvannamalai, Villupuram and Cuddalore which are economically, socially, educationally and geographically backward districts wherein majority of the people live in rural areas with abject poverty. Especially the Vellore district comprises a thick population of Adivasis and Scheduled Tribes who are yet to attain empowerment in higher education. The University to provide for research and for the advancement and dissemination of knowledge with a focus on the economic and social upliftment of oppressed classes including Scheduled Castes, Scheduled Tribes, Most Backward Classes, Denotified Communities, and Backward Classes.

The Thiruvalluvar University has currently housed seven departments namely Tamil, English, Economics, Zoology, Chemistry, Mathematics and Bio-Technology and 124 colleges affiliated to the University with the jurisdiction of Vellore, Thiruvannamalai, Villupuram and Cuddalore districts of Tamilnadu State. The University was granted 12(B) status from the University Grant Commission on 24.01.2014 and accredited with 'B' grade by NAAC in 2018.

Vision

To inculcate the students with creative power, adhering to moral and ethics, in consonance with the saying of the sage Thiruvalluvar "*Lead them to lead*" for social transformation of oppressed community with cultural sustainability.

Mission

- To provide quality Higher Education by Teaching, Research & Extension.
- To provide quality education to the rural marginalized, down trodden strata of the society.
- To encourage a stimulating environment and sustainable growth.
- To foster integrated Development and make the people conscious of their commitment to the Society.
- To train the students to meet the global challenges
- To provide wide opportunities to women in order to prepare them to be effective leaders.

The University dedicates to impart higher quality education and encourage to promote innovative research in

the campus. Though with the minimum number of Departments, the University faculties have published their research work in world renowned Journals with high impact factor.

The University disseminate knowledge through its well designed quality academic programmes by adopting that are of developed on Outcome based strategy. The University conducts student support Programmes/Activities viz. 'Bridge Course' for slow learners (I Year PG), NET/SET coaching for final year students who show research aptitude and coaching for various competitive examinations to augment employment opportunities.

The University keeps a stimulating environment for teaching and learning by maintain Green campus, Herbal garden with variety of medicinal plants, provide sufficient infrastructure and facilities viz. Smart Class rooms, Laboratories, Library, Wi-fi internet facility, Play ground, Canteen, Nationalized Bank, Post Office etc.

The University promote Extension activities through NSS,YRC,RRC Programmes. Every Programme is invariably integrated with activities such as Seminars, Conferences, Workshops, Service Camps so as to foster development and make subjects conscious of their commitment to society.

The University create a platform for its subjects to expose and experience by encouraging every Department to conduct International Conferences and Workshops. The University Library is well equipped with various peer reviewed Research Journals and the students find access to the information and prepare for global challenges in research and development.

The University give special emphasis for Women empowerment activities. Special courses on Gender studies and Women empowerment are incorporated in Programmes offered. The women students are encouraged to participate in various cultural activities. A woman student won award in South zone inter competition for enacting in Drama.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Strong Research and Publications
- Excellent Student support services.
- Equitable access to quality higher education for students hailing from rural ambience.
- Dedicated students team to carry out extensive co-curricular activities.

Institutional Weakness

- Locational disadvantage
- Limited access to infrastructural support facility.
- Lack of financial viability.
- Limited global connectivity.

Institutional Opportunity

- To provide higher education for the down trodden society.
- To foster research in the field of traditional medicine and agriculture.
- To connect the local community with social relevance.
- Leverage community support for population level.

Institutional Challenge

- To face the competition from well established Academic and Professional Institutions.
- Obtaining the status of Centre for Excellence
- Equip with ever changing Technology at know how.
- To attain Global Ranking.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Education facilitates acquisition of knowledge, values, skills and beliefs which eventually become habits. In education, a curriculum incorporates the planned interaction of pupils with instructional content, materials, resources and processes. Thiruvalluvar University has designed and developed curricula on Choice Based Credit Scheme for various Undergraduate/Postgraduate (UG/PG) programmes that are being offered by it. Change of syllabus will be effected once in three years. However need based changes will be done as and when required. The Board of Studies (BoS), duly constituted from among the senior faculty of the respective Programmes (UG/PG) from the University departments, affiliated Colleges and Constituent Colleges will develop the course content for the respective programme. The members of each BoS would conduct several 'Brain Storm' sessions on Global/National perspectives in each subject and incorporate the essentials for local and relevant needs and adopt the same to design the respective curriculum. Prior to 2014-2015 (2012-2013) the University adopted common curricula for various Programmes for both the departments of University and affiliated /constituent Colleges as well. However, from 2014-2015, in order to exercise the autonomous nature and to adopt innovative courses in the University departments separate BoS were constituted for each of the Programmes duly incorporating research oriented and enhanced entrepreneurial skill development curricula. The Districts in Thiruvalluvar University jurisdiction are predominantly agriculture based covering a vast tract of scrub jungles known for its medicinal plants having few industries thus leaving a pristine environment. In view of this the University has taken up the task of developing need based studies viz. a) Integrated Agriculture Education, b) Agricultural Technology Park, c) Folk Medicine Research Centre, and d) Vocational Education which are region specific so as to cater to the livelihood of the local populace.

Teaching-learning and Evaluation

The academic strength of a higher educational institution depends on the effectiveness of three measurable parameters, namely teaching, learning and evaluation. Teaching is central to all higher learning institutions more particularly to the Universities situated in rural areas and catering mostly to the first generation learners. The University nurtures teaching through innovations and creativity and encourages its faculty. Accordingly the faculty integrated the traditional lecture method with the innovative approaches such as Demonstration in practical, Multimedia presentation of Lessons, simulation techniques through educational CDs and smart TVs. The individual Departments of the University, take positive steps to assess the needs of the students in terms of knowledge and skills before commencement of a Programme. The Programme evaluation comprises of a two tier system. Firstly, where the student will be subjected to a Continuous Internal Assessment (CIA) by way of conducting tests, assignments and seminars for each course of the Programme by the faculty of the department. Secondly, the semester end common examinations will be conducted by the appropriate authority of the University. The final results reveal weightage for both the CIA and semester end University examination in 25% and 75% for theory and practical courses evaluation respectively. The evaluation process follows Bloom's Taxonomy which sets the cognitive learning objectives of Knowledge, Comprehension, Application, Analysis, Evaluation and Creation. To fulfill these objectives, bridge courses for students of first year is conducted regularly by the respective departments to orient the students, who come from varied rural backgrounds with different levels of competence, towards acquiring higher learning skills.

Research, Innovations and Extension

The University has fostered scientific temper by encouraging research and innovation practices the faculty of various departments of the university involved in continuous research activities have published 769 Topmost and peer reviewed journals with citation index of 1619 and 280 book chapters during the last five years. The faculty were successful in obtaining research funds from several government agencies such as UGC, DBT, DST, CSIR, ICMR, AYUSH. A total sum of 5,44,27,200 INR during the last five years. The faculty of departments undertakes several national and international collaborative research activities and 69 doctoral students had obtained Ph.D degree. Currently, 4 Post Doctoral Fellows and 1 young scientist fellow from DST and UGC are working. The Department of Zoology had received 34 lakhs under DST-FIST programme. The Department of Bio technology developed a collaborative teaching and research programme with Stem Cell Research Center, Christian Medical College, Vellore. To improve Students, faculty and knowledge exchange Memorandum of Understanding (MoU) between Thiruvalluvar University and various other universities, research centers, industries. Establishment of knowledge incubation center is on cards.

In addition, Thiruvalluvar University is oriented towards directing its research is identifying local societal issues related especially to Environmental protection, Agriculture and Traditional Health Care System.

Traditional agricultural practices and Traditional Health Care Systems have been prevalent in their region for quite a long time with a fair amount of success and relevance. But innovative methods need to be devised and introduced to the local people to preserve their cultural practices. Scientific validation is the key to the sustainability of the traditional practices. The science Departments have already taken up the task of validation and to evolve innovative methods to augment its use. This would not only keep the tradition and culture available but would ensure a sustainable livelihood for such practitioners.

Student extension activities would be conducted in this direction to help in collecting the necessary data for research and innovation. Such extension activities would also help in introducing the best beneficial results of the research to the agricultural populace.

Infrastructure and Learning Resources

The Academic block accommodates seven departments with required classrooms, laboratories, smart classrooms, staff rooms and rest rooms. A common instrumentation centre for the benefit of all the departments is to be established shortly. An exclusive multipurpose computer centre is also being established. A video conferencing facility and Language laboratory were established at the cost of Rs. 20 and 15 lakhs respectively. Regular classes for improvement of spoken English and Grammar are conducted in the Language Laboratory. The faculty prepared e-content for various programs and courses for the benefit of the students. A photo copying facility is available for the use of students at subsidized rates.

The administrative block of the University comprises three floors and holds the offices of the Vice Chancellor, Registrar, Finance officer, Dean of College Developmental Council and Controller of Examinations. Each office is equipped with sufficient number of Computers, Printers, Copying machines, Air conditioners, furniture and other consumables. Both the academic and administrative blocks are provided with power generators separately. The University Library provides the students, faculty and the research scholars, sufficient space and reading, study and reference materials including e-book collections and e-Journals.

The University invariably encourages sports and games on its campus. A well fabricated Basketball Court, eight lane athletic track, indoor games facilities for Shuttlecock, Volley Ball and Cricket are available. On the other hand facilities such as

Canteen, Post office and Bank are available on the University campus.

The Government of Tamilnadu has sanctioned an amount of Rs. 10 crores each for the construction of a gents and ladies hostels. Further, an additional academic block for the three new departments to be commenced shortly. The Vice Chancellor's quarters and University Guest house are to be constructed as the government granted funds.

The green campus of the university maintained with existing herbal garden of comprising 500 and more Medicinal Plants, Mango trees etc. The University has considerably switched to solar energy in an attempt to reduce the carbon footprint.

Student Support and Progression

The University is located in rural area catering to the needs in Higher education. The profile of the students who enrolled every year include mostly, first generation learners, marginalized and of lower economic strata. The individual academic Departments of the University would take positive steps to assess the needs of the students in terms of knowledge and skills. The faculty would analyze the entry behavior before commencement of the class by question and answer method and ascertain whether the necessary curriculum inputs that meet the requirement if not those students will be provided with special orientation/motivation classes on the knowledge and skills expected of a particular programme. The faculty of the respective departments would identify the advanced learners on the basis of their performance in academic competitions, seminars, assignments and group discussions and respond to the learning needs of such students by assigning with Library –based assignments that ensure discovery learning, study projects, providing practical demonstrations. The faculties of the University, encourage students to learn from books, media, peers and teachers. The University makes available all such support structures, systems and processes that are essential for achieving meaningful learning among students. The teaching learning methods comprises of seven levels *viz.* knowledge, comprehension,

understanding, analysis, synthesis, application and evaluation.

Students who have enrolled for their first year Post Graduate courses have come from various rural institutions with different levels of competence. Hence, to support them to cope up with the advanced levels of academics in a University all the seven departments are conducting regular Bridge and Soft Skill Courses in their respective subjects. The classes are conducted every day. Final year Post Graduate students would undergo NET/SET coaching by their respective departments.

In addition, students are encouraged to develop entrepreneurial skills. Students are given hands-on training in Mushroom Cultivation and Bee keeping within the campus, and motivated to market their own products so as to inculcate the dynamics of successful marketing.

Being a State University, all these activities are provided to the students free of cost.

Governance, Leadership and Management

The Governance of the University begins with His Excellency the Governor of Tamil Nadu as Chancellor at the helm followed by the Hon'ble Minister for Higher Education, Government of Tamil Nadu, as the Pro Chancellor. The Vice-Chancellor as the Principal Executive Officer is vested with authority and responsibilities well delineated in the statutes of the Thiruvalluvar University. The statutes and ordinances also provide for the powers and duties of various administrative officers such as Registrar and Controller of Examinations. Thiruvalluvar University has in the organizational hierarchy statutory bodies like Syndicate, Academic Council, Finance Committee, and Board of Studies including Board of Research Studies. The above bodies meticulously monitor and administer the smooth and successful functioning of the university.

Steps have been taken to go in for complete automation at all levels of administration since the University is catering to the needs of not only the University departments but also the affiliated Colleges. The University has sought technical help from NIC in this regard.

Presently, complete in house examination process has been taken up for the April/May 2019 examinations thereby enabling the conduct of examinations with the stipulated period and also the early publication of results so as to help the students to go for employment or higher studies.

The University has introduced the centralized Common Entrance Test for admission to M.Phil and Ph.D programmes of all the affiliated colleges in addition to the University departments.

Further, the University has made it mandatory the checking of M.Phil and Ph.D thesis for plagiarism before submission.

These steps have greatly helped in pruning the administration and at the same time making it completely transparent.

Institutional Values and Best Practices

The Primary focus of Thiruvalluvar University is on energy conservation, sources of renewable energy and rain water harvesting. Important initiatives were taken by the university to make the campus eco-friendly. Efforts

are on to minimize carbon emission by planting saplings and maintaining a bio-diversity garden. Sensitization programmes are held to create awareness among students on protection of environment and implementing the best practices in the university. A Women's Welfare Centre is in place. There are also separate rest room and dining halls for women. The University also has an amenity centre which houses a student grievance redressal cell, Youth Red Cross, National Service Scheme, Career guidance and Placement Cell. The university has promoted collaborative teaching-learning and research as one of its best practices. Experts from various fields are provided a common platform to share their experiences and expertise with faculty, scholars and students of interdisciplinary departments. The efficiency of this policy is reflected in the quality level of publications by faculty and their research output. The training and placement cell has signed MoUs with leading industries and students have taken part in campus interview/selection drives.

Thiruvalluvar University is focused in providing a holistic development of the students. The students are imparted knowledge in the academic domain in their classrooms by providing innovative methodologies in teaching. Hands on training is also given to them by way of socially relevant projects and summer internships.

As an Environmental awareness raising programme among the students of the University has taken up the initiative go in for SWACHH Campus ranking. The assessment team had visited the campus on 04.09.2019 and have submitted their report. The student volunteers had taken up the task of keeping the campus clean.

The students are given hands on training in mushroom cultivation and bee keeping. The Students are producing the products on campus through their own effort. Such students can educate the farmers in the techniques of Mushroom cultivation and bee keeping. This practice would inculcate the concept of social responsibility towards fellow human beings.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	THIRUVALLUVAR UNIVERSITY
Address	THIRUVALLUVAR UNIVERSITY SERKKADU
City	Vellore
State	Tamil Nadu
Pin	632115
Website	www.tvu.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	S THAMARAI SELVI	0416-2274733	9345300236	0416-2274944	naactvu@gmail.com
IQAC / CIQA coordinator	Ernest David	0416-2274747	8072261804	0416-2274748	ernestdavid2002@yahoo.com

Nature of University	
Nature of University	State University

Type of University	
Type of University	Affiliating

Establishment Details	
Establishment Date of the University	16-10-2002
Status Prior to Establishment, If applicable	PG Centre
Establishment Date	01-11-1983

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	29-04-2003	View Document
12B of UGC	24-01-2014	View Document

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

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	THIRUVALLUVAR UNIVERSITY SERKKADU	Rural	112.68	18597	M.A., M.Sc., M.Phil., and Ph.D., in Biotechnology, Chemistry, Economics, English, Mathematics, Tamil, Zoology		

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total
General	28	96	124

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	124
Colleges Under 2(f)	9
Colleges Under 2(f) and 12B	13
NAAC Accredited Colleges	21
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	9
Colleges with Postgraduate Departments	90
Colleges with Research Departments	45
University Recognized Research Institutes/Centers	5

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: No
--------------------------------------------------------------------------------------------------	------

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	7				14				21			
Recruited	6	0	0	6	12	1	0	13	19	2	0	21
Yet to Recruit	1				1				0			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				59
Recruited	24	13	0	37
Yet to Recruit				22
On Contract	0	0	0	0

Technical Staff				
	Male	Female	Others	Total
Sanctioned				18
Recruited	16	1	0	17
Yet to Recruit				1
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	10	0	0	9	1	0	18	1	0	39
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	0	0	0	0

Chairs Instituted by the University

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

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
Doctoral (Ph.D)	Male	85	0	0	0	85
	Female	86	0	0	0	86
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	21	0	0	0	21
	Female	45	0	0	0	45
	Others	0	0	0	0	0
PG	Male	66	0	0	0	66
	Female	170	0	0	0	170
	Others	0	0	0	0	0

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

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	01-01-1970
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Biotechnology	View Document
Biotechnology	View Document
Chemistry	View Document
Chemistry	View Document
Economics	View Document
Economics	View Document
English	View Document
English	View Document
Mathematics	View Document
Mathematics	View Document
Tamil	View Document
Tamil	View Document
Zoology	View Document
Zoology	View Document

3. Extended Profile

3.1 Program

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
021	21	21	21	021
File Description			Document	
Institutional Data in Prescribed Format			View Document	

Number of departments offering academic programmes

Response: 7

File Description	Document
Institutional Data in Prescribed Format	View Document

3.2 Students

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
261	285	277	240	241
File Description			Document	
Institutional Data in Prescribed Format			View Document	

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

2018-19	2017-18	2016-17	2015-16	2014-15
118	148	120	107	124
File Description			Document	
Institutional Data in Prescribed Format			View Document	

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

2018-19	2017-18	2016-17	2015-16	2014-15
261	285	277	240	241
File Description			Document	
Institutional Data in Prescribed Format			View Document	

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

2018-19	2017-18	2016-17	2015-16	2014-15
11	18	6	6	34

3.3 Teachers

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

2018-19	2017-18	2016-17	2015-16	2014-15
205	202	202	202	202
File Description			Document	
Institutional Data in Prescribed Format			View Document	

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

2018-19	2017-18	2016-17	2015-16	2014-15
40	40	40	42	41
File Description			Document	
Institutional Data in Prescribed Format			View Document	

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

2018-19	2017-18	2016-17	2015-16	2014-15
42	42	42	42	42
File Description			Document	
Institutional Data in Prescribed Format			View Document	

3.4 Institution

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

2018-19	2017-18	2016-17	2015-16	2014-15
202	188	232	236	174
File Description		Document		
Institutional Data in Prescribed Format		View Document		

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

2018-19	2017-18	2016-17	2015-16	2014-15
126	126	126	126	126
File Description		Document		
Institutional Data in Prescribed Format		View Document		

Total number of classrooms and seminar halls

Response: 25

Total number of computers in the campus for academic purpose

Response: 65

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

2018-19	2017-18	2016-17	2015-16	2014-15
304.47	202.95	371.99	193.08	256.47

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

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

Response:

Thiruvalluvar University has designed academic programmes meticulously keeping in mind its vision and mission to meet the changing needs of the stakeholders and the local, national and contemporary trends while adhering to the regulatory requirements. The broad objectives of the programmes are to inculcate a **holistic education** through **Outcome Based Education (OBE)** that emphasize on the all-round development of students by synchronizing academics with national development agenda. OBE is achieved not only through a competent curriculum but also through co-curricular and extra-curricular activities.

The **Choice Based Credit System (CBCS)** is also restructured from time to time through the effective feedback mechanism from various stakeholders. Learning, which is student-centric(modeling, seminars, assignments, project work, internship, field trip etc), is encapsulated through a structured curriculum which undergoes periodic review and revamping.

The Board of Studies (BoS),duly constituted by the senior faculty of respective Programmes from the University departments, faculty from other Universities, experts from Industries develop the course content for the respective programmes.

The teaching learningoutcomes of the Programmes offered in Life Sciences viz.a) **Zoology**, which include courses such as Sericulture,Entomology,Aquaculture,Medical Laboratory Technology, and b) **Biotechnology** which include courses such as Vermi-compost technology, Genomics, Stem Cell Biology,Virology and Pharmaceutical Biotechnology, and courses like Genetics,Embryology,AnimalTaxonomy,Biochemistry,Microbiology,Recombinant DNA technology Bioinformatics would improve the entrepreneurial skills, would enhance scope of job opportunities and research opportunities of the stakeholders respectively.

Mathematical science is designed with courses viz. Fluid dynamics, Cryptography, Number theory,Graph theory, Operation research, Numerical methods and Mathematical statistics which are skill orientedand would improve job opportunities in Banking sectors, Research analysis establishments. Courses suchas Differential equation, Algebra and Real analysis would enhance research opportunities for the students.Similarly **Chemistry**, include courses like Polymer Chemistry and Pharmaceutical Chemistry that provideample opportunities in the Industries manufacturing materials involving polymers and drugs design &development in Pharmaceutical companies. The Core courses viz. Physical Chemistry, Organic Chemistryand Inorganic Chemistry would augment the research opportunities for the stakeholders. **Economics** isdesigned with courses which are relevant to improve the scope and opportunities for various jobs andempower the stakeholders to face various competitive examinations conducted by UPSC, State PublicCommissions and other State Government departments.The courses International Economics,

Indian Economics and Public Economics would give opportunities in preparing for various Competitive examinations, job opportunities in Banking sectors, UPSC, State Public Service Commission, and other Government and Non Government organizations. The Programmes offered in Literature include **English and Tamil**. The courses, history of English literature, Social history of England equip the students to face the competitive examinations. Journalism and Film education enable the stakeholders to various jobs such as journalism, content writing, Editor for Magazines and Film reviewers. Similarly innovative courses in Tamil are 'Inayam', 'Mozhipeyarpuram' and 'Payanpatuthamil', would fetch the stakeholders competitive jobs. The entire course contents of various programmes offered by Thiruvalluvar University, would shape the future of the students by enriching their knowledge, social values and empower them to build the future of our Country.

File Description	Document
Link for Additional Information	View Document

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

Response: 100

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

Response: 7

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

Response: 7

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of program syllabus revision in last 5 years	View Document

1.1.3 Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years

Response: 15.48

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
45	28	28	28	28

File Description	Document
Program/ Curriculum/ Syllabus of the courses	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Average percentage of courses having focus on employability/ entrepreneurship	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years	
Response: 61.95	
1.2.1.1 How many new courses are introduced within the last five years	
Response: 127	
1.2.1.2 Number of courses offered by the institution across all programs during the last five years	
Response: 205	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented	
Response: 33.33	
1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.	
Response: 7	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document

1.3 Curriculum Enrichment

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

Response:

The University included the following courses related to Environmental Science, Human Rights so as to enrich its curricula. The following are the course details:

1. Human Rights – Course code: **MDHR20**

This Course comprises of various theories of Human rights, UNO universal declaration on Human rights, International Covenant on Economics, Social and Cultural rights, European and African Human right systems and regional developments. Contemporary issues on Children rights, Women rights, Dalit's rights, Bonded Labour and wages, fundamental rights in Indian Constitution, Responsibilities of National Human right Commission.

2. Environmental Biology – Course code: **MDZO22**

Provide an understanding of the environmental and biological challenges facing through the integration of biology with legal, regulatory and social issues.

3. Environmental Biotechnology – Course code: **MDBT34**

Studies on the development of technology to combat different types of pollutions, waste water treatment, bioremediation of polluted environment, technology related to microbial mediated recovery of metal pollutants. The technology to develop and promote eco/green technologies for addressing the problems of Water, Energy, Health, Agriculture and Biodiversity(WAHEB).

4. Modern Literature -Course code : **MDTA 11**

Content with Gender Balancing and Human Value based.

5. Tholkaappiyam: Ezhuththathikaram– Course code:**MDTA12**

Human value shows and Content deals with Grammar.

6.Tholkaappiyam: Sollathikaram-- Course code: **MDTA22**

Human value show to live Grammar has the sustainability

7. Tamiltheariyal– Course code: **MDTA25C**

Human nature Daily is us as addressed Society, community, lifestyle are there Human values, Gender discussed

8. Epic Literature-- Course code:**MDTA31**

Gender justification is made and stand to Ages Profession of human values are given.

9. Tholkaappiyamporul– Course code: 5MDTA32

Poetics deal about gender Environmental issues are also there Poetics naturally has the sustainability Many Human Values are discussed.

10. Devotional and Religious Literature– Course code: MDTA34

Gender balancing is made. Environmental concern is addressed. The content is fit for all ages Human Values are given importance.

11. Ethical Literature-- Course code:MDTA41

Human values how to live with Environmental concern is addressed. Ethical Values are needed for all generations. Much of Human Values are included.

12. Tholkaappiyam– Course code:MDTA42

Gendering is justified. Environmental issue are addressed Being grammar content sustainability all needed human values are discussed.

13. Sangam Classics– Course code: MDTA43

From Classical period itself, Gender is taken care From the period of classic Gender given importance Environmental concern is taken care of Environmental importance also is made Naturally Classical Literature has sustainability Classical ways have the sustainability Lot of Human Values are discussed Human Values are included.

14. Tamilarmanidaviyal-- Course code:MDTA45C

Life style of human nature Environmental issued are addressed. Natures of living, society manhood nature are covered. Human values are discussed

15. Green and Industrial Chemistry– Course code:MDCH34A

The design of processes to maximize the amount of raw material as a product. The use of safe environmentally benign substances, including solvents, whenever possible.

16. Environmental Chemistry – Course code: MDCH43 C study of the sources, reactions, transport, effects, and fates of chemical species in the air, soil, and water.

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

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

Response: 50

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

Response: 50

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

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

Response: 59.45

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

2018-19	2017-18	2016-17	2015-16	2014-15
183	141	158	173	117

File Description	Document
Any additional information	View Document

1.3.4 Percentage of students undertaking field projects / internships

Response: 37.55

1.3.4.1 Number of students undertaking field projects or internships

Response: 98

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

1.4 Feedback System

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

A. Any 4 of above

B. Any 3 of above

C. Any 2 of above

D. Any 1 of above

Response: A. Any 4 of above

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

1.4.2 Feedback processes of the institution may be classified as follows:

A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: A. Feedback collected, analysed and action taken and feedback available on website

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description

List of students (other states and countries)

Document

[View Document](#)

2.1.2 Demand Ratio(Average of last five years)

Response: 1.13

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

2018-19	2017-18	2016-17	2015-16	2014-15
182	182	182	182	182

File Description

Demand Ratio (Average of Last five years)

Document

[View Document](#)

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

Response: 92.86

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

2018-19	2017-18	2016-17	2015-16	2014-15
123	116	122	119	105

File Description	Document
Average percentage of seats filled against seats reserved	View Document
Any additional information	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

The Various Departments of Thiruvalluvar University have evolved dynamic mechanisms for student assessment and adoption of remedial measures to assist students facing constraints. The system of Continuous Internal Assessment through tests, seminars, assignments, classroom discussions, presentations and such other means allows teachers to monitor and assess the progress of students. This system also helps students to get a feedback on their progress mid-course so that they can work towards betterment. Based on their performance, students are advised and encouraged to attend Bridge classes that are included in the teaching schedules. These Bridge classes provide an opportunity to both advanced and slow learners to meet faculty members for individual- or smaller group-based learning sessions. Such sessions facilitate adherence to high standards of teaching- learning, academic rigor and even skill enhancement with minimum or no dilution of the course content. Special classes are also organised by many departments to address specific needs of advanced and slow learners. Weekly discussions, film screenings and visual demonstrations also feed into student learning outside the classroom. Certain departments also organize special programmes for students on motivation, leadership training, confidence-building, mental health and life skills.

Curricular forums like seminars, conferences, lectures, and other literary and cultural events are consistently organised. Students who demonstrate high standards of academic performance are encouraged to take up summer internships and dissertation projects in industry, renowned R&D laboratories, and other Universities to broaden the scope of their learning. The University scheme of funding Innovation Projects is a significant step in the direction of encouraging and providing the advanced learners a platform to exhibit their creative experience under the guidance of a teacher-mentor.

The individual Department of the University would take positive steps to assess the needs of the students in terms of knowledge and skills before commencement of a Programme. The faculty would analyse the lesson plan and activity before commencement of the class by question and answer method and ascertain their level of learning. Based on this special orientation/motivation classes would be conducted. The faculty of the respective departments would identify the advanced learners on the basis of their performance in academic competitions, seminars, assignments and group discussions and respond to the learning needs of such students by assigning Library-based assignments that ensure discovery learning, study projects, providing practical demonstrations along with the doctoral students after the class hours. The departments of the university, adopts student centric by encouraging them to learn from book, media, peers and teachers. This in fact starts and ends in the library and passed through the classroom in its course. The University makes available all such support structures, systems and process that are essential for achieving meaningful learning among students. The teaching learning method

comprises of seven levels: knowledge, comprehension, understanding, analysis, synthesis, application and evaluation.

File Description	Document
link for additional information	View Document

2.2.2 Student - Full time teacher ratio

Response: 6.53

File Description	Document
Any additional information	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.77

2.2.3.1 Number of differently abled students on rolls

Response: 2

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

2.3 Teaching- Learning Process

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

Response:

All Departments have adopted student centric teaching- learning pedagogies adequately attain the learning aspirations of students. Classroom lectures are held in interactive mode, allowing students to engage in meaningful discussions, thereby converting a typical classroom into a space for knowledge enhancement. Students are encouraged to engage in self-motivated, problem-solving approaches to sensitize them towards practical utility of their knowledge. Diverse participative teaching- learning practices include individual/ group-based seminars, presentations and discussions, quizzes, short projects

and assignments, research-based projects, periodical seminars and internships. Emphasis on small group interactions through tutorials, projects/presentations and group based assignments optimise interactive content. Faculty members integrate case studies/good practices, role plays, and field/exposure visits as a part of teaching. Additionally, lectures by invited experts and industry professionals, workshops and National/International seminars on topical issues are routinely held to augment students' knowledge and keep them aware about global academic and research advancement.

Faculty use ICT enabled classrooms with audio-visual systems and wi-fi facilities for student centric learning through power-point presentations, e-learning platforms, films and deployment of other innovative programme media. Libraries are well-stocked with latest textbooks and reference material, and students have easy access to journals and a plethora of e-resources. In courses with strong experimental components, teaching-learning involves process-oriented, supervised integration of theory into practice, allowing students to enhance their professional competence by adopting innovative approaches for completing a task. In many courses, students derive opportunities to design investigative projects, thereby acquiring intensive training in conceptualizing projects, developing experimental designs, performing experiments, trouble shooting, interpreting results, writing project reports and presenting results in work seminars. In several courses, emphasis is on field studies/fieldwork to enable students to apply theoretical knowledge to solve practical problems. In courses with high creative component, students articulate their views through posters, cartoons, photographs and multimedia presentations.

Advanced laboratory facilities for all science departments and language laboratories enable hands-on learning. The 'Innovation Projects' Scheme successfully enables students to harness their innovative ideas creatively and purposefully. Besides, making participants conversant with social, cultural, economic and political realities, it is also fostered as a team-based participation.

File Description	Document
Link for Additional Information	View Document

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

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 40

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

2.3.3 Ratio of students to mentor for academic and stress related issues**Response:** 6.53**2.3.3.1 Number of mentors**

Response: 40

2.4 Teacher Profile and Quality**2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years****Response:** 95.71

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years**Response:** 96.57**2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
39	39	39	40	39

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

2.4.3 Teaching experience per full time teacher in number of years**Response:** 17.98**2.4.3.1 Total experience of full-time teachers**

Response: 719

File Description	Document
Any additional information	View Document

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

Response: 4.93

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

2018-19	2017-18	2016-17	2015-16	2014-15
00	01	01	00	00

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

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document

2.5 Evaluation Process and Reforms

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

Response: 17.8

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

2018-19	2017-18	2016-17	2015-16	2014-15
20	15	15	14	25

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

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

Response: 5.86

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

2018-19	2017-18	2016-17	2015-16	2014-15
11	18	06	06	34

File Description	Document
Any additional information	View Document

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

Response: 9.91

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

2018-19	2017-18	2016-17	2015-16	2014-15
2	0	1	0	5

File Description	Document
Any additional information	View Document

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

Response:

The University has implemented a highly innovative Automation system in order to enhance paper line system.

The process is categorized into three segments viz.

1. Pre examination process
2. Conducting Examinations
3. Evaluations of answer scripts and
4. Publication of results.

Category 1: An Online registration of Examination details of the student such as Name, Gender, Date of Birth, Contact details are registered. The Registration number for each student of the respective programme will be auto generated. The Register number is reflected on the answer booklets which contains detachable OMR sheets, divided into three portions namely A, B & C parts. All these portions will be identified by specific Barcode. The "A" part of the detached sheet is used as attendance period of the Candidate. Externally the portions "B" & "C" remain with the Answer booklet for further reference.

The Answer booklet containing portions "B" & "C" remain with the answer script and will be sent to the evaluation centre where the "C" portion will be used for awarding marks by the examiner. Then the "C" portion will be detached from Answer book and sent to the Examination office in a prescribed sealed cover. Finally the relevant part "C" portion is duly scanned and the marks obtained by the respective student against the course code are recorded. The results are compared with the root files and filtered for fool proof results. Then the results are ensured for security and ready for publication. The results are published in our University website for maintaining a transparent system.

File Description	Document
Link for Additional Information	View Document

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

B. Only student registration, Hall ticket issue & Result Processing**C. Only student registration and result processing****D. Only result processing**

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

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

2.6 Student Performance and Learning Outcomes

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

Response:

The programmes offered in life science are a) Zoology, Entomology, which includes courses such as sericulture, entomology, aquaculture, medical laboratory technology and b) Biotechnology which includes courses such as vermi-compost technology, genomics, stem cell biology, virology and pharmaceutical biotechnology. These courses would implore the entrepreneurial skill, enhance scope of job opportunities, on the other hand the core courses of the above genetics, animal physiology, embryology, animal taxonomy, biochemistry, microbiology, recombinant DNA Technology, bioinformatics would throw open research opportunities for the stakeholders.

The Programmes in Mathematical sciences is designed with courses such as Fluid dynamics, cryptography Number theory, Graph theory, Operation research, Numerical methods and Mathematical Statistics. They are skill oriented and would improve job opportunities in Banking sectors, Research analysis establishments. Courses such as Differential equation, Algebra and Real analysis would enhance research opportunities for the students. Similarly the Programmes in Chemistry, include courses like Polymer Chemistry and Medicinal Chemistry that provide ample opportunities in the Industries manufacturing materials involving polymers and drugs design & development in Pharmaceutical companies. The Core courses viz. Physical Chemistry, Organic Chemistry and Inorganic Chemistry would augment the research opportunities for the stakeholders.

The Programme in Economics is designed with courses which are relevant to improve the scope and opportunities for various jobs and empower the stakeholders to face various competitive examinations conducted by UPSC, state Public Commissions and other State Government departments. The courses such as Health Economics deals with rural health and economic development specially related to rural child

integrated development, Mid-day, meals, various nutritional aspect. The Course Industrial Economics imparts issues pertaining to Labour welfare, Trade unions. The courses International Economics, Indian Economics and Public Economics would throw opportunities for preparing various Competitive examinations, job opportunities in Banking sectors, UPSC, state Public Service Commissions and other Government and Non Government organizations.

The Programmes offered in Literature include English and Tamil. The courses, history of English literature, Social history of England equip the students to face the competitive examinations, Journalism and film education enable the stakeholders to various jobs such as journalism, content writing, Editor for Magazines and Film reviewers. Similarly innovative courses in Tamil are 'Inayam', 'Mozhipeyarppu' and 'Payanpaattuthamizh' which would fetch the Stakeholders Competitive jobs.

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

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

Response:

The Internal Assessment component enables students to consistently test their attainment of course outcomes and the broader programmes specific outcomes. It also enables them to overcome gaps in attainment. Constant faculty feedback through formal and informal processes ensures a steady stream of valuable input in terms of student learning. These inputs are invaluable in terms of their contribution in the curriculum design and amendment exercise.

A continuous analysis of the learning outcomes of a course, its syllabi, its acceptability among the students, its contemporary relevance within the larger framework of the society and contribution to national development form important basis for setting course/programme outcomes.

The attainment of outcomes is generated through examination results, which are managed by well established integrated examination platform overseeing the pre-examination, examination and post examination process.

The programme outcomes, course outcomes and program specific outcomes are closely monitored and evaluated by Internal Quality Assurance Cell(IQAC) of the univeristy. The university IQAC which was established in 2015 evaluates the performance of various programmes offered and recommends the suitable measures to the departments of the university for effective Implementation. The Program specific Outcomes are evaluated based on the number of students placed in various oraganisations and number of students aquring higher studies such as M.Phil., Ph.D., etc and also based on number of students qualifying NET and SET.

File Description	Document
Link for Additional Information	View Document

2.6.3 Average pass percentage of Students

Response: 90.68

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

Response: 107

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

Response: 118

File Description	Document
List of programs and number of students passed and appeared in the final year examination	View Document
Any additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.87

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

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

Response: No

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

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

Response: 4.67

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

2018-19	2017-18	2016-17	2015-16	2014-15
9.60	7.75	6	0	0

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

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

Response: 2

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

2018-19	2017-18	2016-17	2015-16	2014-15
00	0	1	1	0

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

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

Response: 33

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

2018-19	2017-18	2016-17	2015-16	2014-15
10	8	6	4	5

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

3.1.5 University has the following facilities

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

Any four facilities exist

Three of the facilities exist

Two of the facilities exist

One of the facilities exist

Response: Three of the facilities exist

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

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

Response: 14.29

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

Response: 1

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

3.2 Resource Mobilization for Research

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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

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

Response: 381.16

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

2018-19	2017-18	2016-17	2015-16	2014-15
47.21	94.16	72.02	95.25	72.52

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

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

Response: 2

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

Response: 16

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

Response: 40

File Description	Document
Supporting document from Funding Agency	View Document
Any additional information	View Document

3.3 Innovation Ecosystem

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

Response:

The institution promotes and inculcates the spirit of innovation and unquenchable thirst for knowledge in the young rural aspirant minds through academic, research and extension activities. The institution has a preferential orientation towards entrepreneurship development in academic programmes and offers Skill based programmes at PG level. Being a higher educational institution dedicated for the empowerment of women, attempts are made to transform the knowledge creation and dissemination endeavours for the benefit of the society at large and especially for the empowerment of women by grooming women entrepreneurs.

The Institution has a dedicated Entrepreneurship Development Cell (EDC) established in 2015 with the prime objective of nurturing spirit of innovation and entrepreneurship among students and members of teaching staff. The cell is co-coordinating activities conducted for promotion of entrepreneurship and serves as a pivotal point for creating entrepreneurial opportunities for the prospective entrepreneurs. The EDC in collaboration with other departments and industrial entrepreneurs/ economist conducts orientation programmes and workshops to students which have been found to be very productive in training students and budding entrepreneurs in steering their professional growth.

Students are motivated to take up innovative projects and ideas are mentored for developing them into viable entreprenuring ideas. Necessary incubation services are provided to the start-ups established by the students. Number of students have been motivated to become successful entrepreneurs by training them for Mushroom cultivation, Honey bee farming, herbal gardening, sericulture etc.

The EDC collaborates with Entrepreneurship Development and Innovation Institute, Government of Tamil Nadu, Chennai and officiated Entrepreneurship Development Programme at Thiruvalluvar University for creating entrepreneurial avenues and to encourage start-up ideas.

Students' workshops and Interaction with entrepreneurs are conducted in the campus periodically to address the needs and expectations of students and to appraise them of latest industrial scenarios/expectations.

Thiruvalluvar University, Vellore is functioning as Head Quarter to cater the need of the people of four districts Viz-Thiruvannamalai, Vellore, Cuddalore and Villupuram. These four districts comprise large rural parts and people are mainly involved in Agriculture, Sericulture, Aquaculture for their livelihood. Accordingly, the following objectives are addressed in the incubator:

1. Strive to foster entrepreneurship amongst students of University and its affiliated colleges.
2. Encourage new ideas and support to translate.
3. Promote clusters of technology based small enterprises.
4. To facilitate University-industry linkages.
5. To provide recent technological inputs to the farmers, sericulturists etc.
6. Creation of technological awareness in existing enterprises.
7. Medical plants cultivation, conservation of endangered species and structure elucidation of drug molecules.
8. The University faculty members with rich research and development background provide mentoring and technical guidance to the startups.

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

Response: 16

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

2018-19	2017-18	2016-17	2015-16	2014-15
5	4	01	04	02

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

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

Response: 1

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

2018-19	2017-18	2016-17	2015-16	2014-15
00	01	0	00	0

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

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	0	0	0

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

3.4 Research Publications and Awards

3.4.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research	
Response: Yes	
File Description	Document
Any additional information	View Document

3.4.2 The institution provides incentives to teachers who receive state, national and international recognition/awards	
Response: Yes	
File Description	Document
e- copies of the letters of awards	View Document
Any additional information	View Document

3.4.3 Number of Patents published/awarded during the last five years				
Response: 2				
3.4.3.1 Total number of Patents published/awarded year-wise during the last five years				
2018-19	2017-18	2016-17	2015-16	2014-15
1	1	0	0	0

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

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

Response: 2.92

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

Response: 114

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

Response: 39

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

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

Response: 6.65

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

2018-19	2017-18	2016-17	2015-16	2014-15
43	54	78	53	42

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

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

Response: 3.23

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

2018-19	2017-18	2016-17	2015-16	2014-15
40	30	35	12	14

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

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

Response: 11.08

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

Response: 32

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual

Response: Yes

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

3.5.2 Revenue generated from consultancy during the last five years

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
List of teacher consultants and revenue generated by them	View Document

3.6 Extension Activities

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

Response:

1. Regular National Service Scheme (NSS) Activities:

The NSS units in the Institutions conduct activities such as campus beautification / cleaning, planting of saplings, blood donation, activities, programmes on development of leadership qualities and personality development, awareness on health & hygiene, consumer, enrolment of new voters, evils on the use of plastics and road safety, disaster mitigation/ management, first aid, soft skills, entrepreneurship development, career guidance, rain water harvesting, observing important National days, programmes on values, national integration and social harmony. In addition, basic technical training for rural unemployed

youth and to fill self-employment is given. Programmes on women empowerment and initiatives on Self Help Groups (SHG) were conducted.

In addition, during the year 2018-19, all the students of this University were involved in the Swachh Bharat Mission cleanliness awareness campaign in the campus, public places such as bus stand, railway station, hospitals, libraries and in the adopted villages / slums.

1.Special Camping Programme:

Under Unnat Bharat Abhiyan (MHRD) programme, 7 day camps are organized in adopted villages and slums during vacations on specific theme with the involvement of local community. As per guidelines, Fifty percentage of NSS volunteers are expected to participate in these camps. The camp helps to broaden the outlook of the students and develop in them a sense of national consciousness and social responsibility besides inculcating self discipline, self confidence, group living, positive attitude, and tolerance and leadership qualities. The volunteers created durable assets such as construction of toilets, class room, bus shelter, compound wall, basement for hand water pumps, flooring in the class room, laying of pipelines for drinking water in villages and renovation / construction of rain water structures in the adopted villages / slums during camps.

Red Ribbon Club (RRC) regular activities carried out at University

Trainers trainee program for RRC Program officers.

Ø Peer education training program for RRC volunteer.

Ø District wise trainers trainee program conducted at four district with different dates .

Ø Celebrating life module program conducted for university students.

Ø RRC volunteers certificates distributed to all RRC colleges affiliated to the university 2012-2018.

Ø Imparting 6 to 10 hour sessions on the curriculum “Celebrating Life”

Ø Peer education and leadership training.

Ø Competitions (Debates, Quiz, Drawing and Painting)

Ø Interactions with positive people.

Ø Interaction with ICTC, ART, Blood Bank Medical Officers and Counselors and Transgender.

Ø Peer leaders conventions.

Ø Awareness campaigns (rallies, outreach activities) and exposure visit.

Swachh Bharat Mission

Swachh Bharat Mission is started in Thiruvalluvar University

As the great Saint Thiruvalluvar Quote's :

A country's jewels are these five: unfailing health, Fertility, joy, a sure defence, and wealth

Our Thiruvalluvar University could be one of the example of clean campus, as our campus is maintaining the plastic free, smoke free, garbage free zone. Because of it cleanliness, the campus provides the clean and dust free environment to students and staff. THIRUVALLUVAR UNIVERSITY has environment friendly initiatives such as rain water harvesting, solar energy, honey bee garden, mushroom cultivation etc. Thiruvalluvar University has already taken various strategies to implement green campus initiatives.

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

Response: 1

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	1	0	0	0

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

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

Response: 51

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

2018-19	2017-18	2016-17	2015-16	2014-15
07	07	25	04	8

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

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

Response: 86.17

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

2018-19	2017-18	2016-17	2015-16	2014-15
204	253	245	212	210

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

3.7 Collaboration

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

Response: 0.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
01	00	00	00	00

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

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

Response: 138

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

2018-19	2017-18	2016-17	2015-16	2014-15
54	11	23	22	28

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

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

Response: 1

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

2018-19	2017-18	2016-17	2015-16	2014-15
01	00	00	0	0

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

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The University provides with the state of art of infrastructure that will give its students sufficient learning opportunity as it is strongly related to the vision of our University. The infrastructure procedure of the University is based on mission and visions of the institution. The requirements of the students are evaluated in advance. At present the aim of the university is to enhance physical infrastructure with facilities of Information and Communication Technology so as to promote teaching and learning in classroom. The objective of our University, for creation and augmentation of infrastructure that enriches effective teaching and learning, is to provide various facilities to the students.

All the Class rooms are ICT enabled in our University. In the academic block every Department has ICT enabled Seminar hall as well as smart class room. All the class rooms, library and administrative block have been constructed in 2010 for improving the existing infrastructure. Some temporary cabins for the office rooms of the Junior Assistants and Assistant Registrars have also been fabricated in administrative block to overcome the shortage of rooms. A new Auditorium has been built for Conducting Seminars, Conferences and Various Cultural Programmes. Rain Water Harvesting System has been established which is operational and assists in maintaining Ground Water Level.

The University is committed in making pre-requisite facilities for a teaching- learning process vibrant and conducive. It therefore ensures a clean, quiet, safe, comfortable and healthy environment which forms the most important components in support of the same. The class-rooms are also spacious and well equipped with furniture, teaching aids, electric lights, acoustics and ample ventilation. The University has taken additional measures to install ICT facilities to enhance the teaching –learning process as stress-free. The academic block of the university is featured with uninterrupted power supply which enables the use of all facilities smoothly.

The laboratories for science disciplines such as Chemistry, Biotechnology and Zoology are well equipped with modern instruments, un-hindered supply of chemical, and provision for periodical checks and are well managed with first aid care and fire extinguishers. The faculty able to tap resources from the government agencies to equip the laboratories and enable research activities. However the development of hostel facilities is in pipeline.

File Description	Document
Any additional information	View Document

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

Response:

The Department of Physical Education was established in the year of 2002. Thiruvalluvar University has an adequate infrastructure in terms of space and facilities with sufficient funds catering to the physical development and well being of students. The University has a multipurpose play ground with 5 acres of land.

The state of the art facilities are provided by the University through Department of Physical Education. The sports activities that help the students maintain physical fitness and develop a competitive spirit. Its numerous outdoor play grounds and indoor courts are lay out of the standardized measurement for the conduct of sports events for the students and the faculty.

OUTDOOR SPORTS	AREA / SIZE
Athletics track (400 mts)	1 No (400m Track)
Football field	1 No (110m x 75m)
Cricket Net Practice	1 No (mat wicket)
Cricket oval	1 No (110 diameter 20.12m x 3.05m pitch)
Ball Badminton court	1 No (24m x 12m)
Basketball court (cement)	1 No (28m x 15m)
Volleyball court	1 No (18m x 9m)
Kho – Kho court	1 No (23m x 16m)
Kabaddi court	1 No (13m x 10m)
Hockey court	1 No (91.40m x 55m)

INDOOR SPORTS	AREA / SIZE
----------------------	--------------------

Table Tennis	1 No
Chess	2 Tables
Carrom	2 Tables
Yoga Centre	1 No

Thiruvalluvar University infrastructure facilities for sports and games are utilized for zonal matches and for various other institutional matches in which our students participate overwhelmingly. Our students take part in various games and competitions at different levels which include the District level, State Level, University level and All India level, bringing rich laurels and prizes to the University. It is noteworthy to mention that our University holds the maximum number of representations in the National level.

The University allots sizeable sum of money regularly for the up-gradation of Sports and games. It also provides free accommodation and food for sportsmen who are selected to be the part of the University team thereby enriching the participation of students in extracurricular activities.

For wisdom in work, Thiruvalluvar University organizes yoga and meditation camps to decrease the entropy and confusion in the minds of students where mind, body and soul culminate into positive and perennial happiness and peace.

The University has well – equipped auditorium with State-of-the-art equipments to create space for the development of cultural capabilities among students having a keen interest in fine arts. To facilitate the same, regular workshops are conducted by inviting well-acclaimed professionals on drama, painting, classical dances and western music. Every year the University conducts a programme like Thiruvalluvar Day and Pongal celebration to recognize the value of Tamil culture. The University has a drama club and Nadagalyakkam, which train students in drama, folk-lore and other traditional arts throughout the year and especially during summer.

File Description	Document
Any additional information	View Document

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

LMS, etc

Response: 68

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 17

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

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

Response: 28.9

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

2018-19	2017-18	2016-17	2015-16	2014-15
110.86	66.10	105.45	44.50	61.92

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

4.2 Library as a Learning Resource

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

Response:

The University library was established in the year 2010 in a spacious separate building and it serves mainly the students, research scholars, faculty members and non-teaching staff of the university. Students refer completed thesis which are available as a separate copy in the library. Research scholars, faculty members are benefited by the journals in their appropriate discipline. Yearly separate budgets for purchase of books are allocated in finance section. The library is useful in particular for students who are from economically poor and under privileged. Automation of library is under process. The library has a

collection of about 7,000 books. Of these, more than 1000 books are catalogued as reference books (e-Journals, EBSCO, DELNET, Handbooks, Dictionaries, Encyclopaedias, etc.,) and the rest are Text books and general books. In addition to these, the library has access to the internet via WiFi. The library is in constant touch with leading book publishers and editors for inclusion and addition of databases to support the new academic programmes.

File Description	Document
link for additional information	View Document

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

Response:

The University was named as Thiruvalluvar who was a celebrated Tamil poet and Philosopher. He is best known for authoring the Thirukkural, a collection of couplets on ethics, political and economical and love.

We have left a number of authors with special comments on this Scholar and his writing in Thirukkural. Our University students and Researcher are making great use of the books. Since the University is in the name of Thiruvalluvar was constantly trying to buy books written about him. All such of kind books are considered special collections and are kept in separately.

Since the Special Collections of books plays a unique and vital role in the University Library. While we share larger goals with the University Library providing access to information and supporting scholarship many factors make our functions distinct from other library departments. This means that many of these items are exceedingly valuable and we also must consider the immense academic value of these special items in their original physical form. Similarly, we incur expenditure relating to the preservation of specific special books in addition to the conservation of the collection as a whole. It is the duty of the University Library to collect, preserve, promote and make available fascinating and valuable books.

The University library has numerous collections of books specially focusing on ancient Tamil literature, culture of Tamilnadu and the growth of religions in the region century wise. The library has a collection of about 7,000 books. Of these, more than 1000 books are catalogued as reference books (Handbooks, Dictionaries, Encyclopaedias, etc.) and the rest are Text books and general books. The University Library has developed a Memorandum of Understanding with Sri Narayani Peedam, Vellore to upkeep and maintenance of 'Palm scripts' of about 560 years old. These scripts envisage the socio-cultural habitations of ancient 'Siddhars'. In addition to that these scripts include the ancient therapeutically formulas used in healing various diseases.

File Description	Document
link for additional information	View Document

4.2.3 Does the institution have the following

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

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 4 of the above

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

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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

4.2.5 Availability of remote access to e-resources of the library**Response:** Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students**Response:** 11.63**4.2.6.1 Number of teachers and students using library per day over last one year****Response:** 35

File Description	Document
Any additional information	View Document

4.2.7 E-content is developed by teachers :

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

Any 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: None of the above

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The University periodically updates latest software to its Information Technology facility. The University campus is Wi-Fi enabled. Internet facility is provided and a separate user ID is allotted to each faculty of various departments and different sections of the administrative office with 1 Mbps capacity. Sufficient numbers of desk top computers are provided to various sections. The hard ware components of the computers are also maintained based on the need. The technical staff such as Systems Analyst, System Administrator and Web manager would ensure the smooth operation and help to provide with an uninterrupted network facility. The examination process is controlled by semi-automation system. The research students of the departments are provided with desk top computers having latest software installed for their research work along with internet facility.

File Description	Document
Any additional information	View Document

4.3.2 Student - Computer ratio

Response: 3.72

File Description	Document
Any additional information	View Document

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

?1 GBPS

500 MBPS - 1 GBPS

50 MBPS-250 MBPS

250 MBPS-500 MBPS

Response: ?1 GBPS

File Description	Document
Any additional information	View Document

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

Response: No

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

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 31.13

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

2018-19	2017-18	2016-17	2015-16	2014-15
122.70	57.47	108.76	63.00	64.56

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

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

1. The University has maintenance committee that oversees the maintenance of buildings, classrooms and laboratories.
2. The maintenance committee is headed by the Registrar who in turn monitors the work of the Assistant Registrars and Supervisors at the next level. The Assistant Registrars and the Supervisors are accountable to the Registrar and functions as the coordinator who efficiently organizes the workforce, maintaining duty files containing details about their individual floor - wise responsibilities, timings, leave etc. The maintenance officer conducts periodic checks to ensure the efficiency / working condition of the infrastructure.
3. Adequate staffs are employed carefully to maintain hygiene, cleanliness and infrastructure on the campus so as to provide a compatible learning environment. Classrooms, Staffrooms, Seminar halls

and Laboratories, etc are cleaned and maintained regularly by Non - teaching staff assigned for each floor. Wash rooms and rest rooms are well maintained. Dustbins are placed in every floor. The Green Cover of the campus is well maintained by a full time gardener.

4. Elite working condition of all properties/ equipment on the campus is ensured through annual maintenance contracts (AMC) of out-sourcing. The AMC purview includes maintenance of Generator, Air Conditioners and Water Purifiers. Apart from Out Sourcing workers, the University has permanent trained in - house electricians and plumbers.
5. System administrators, System Analysts and Computer Programmers maintain the efficiency of the college computers and accessories.
6. Parking facility is well organized. It is efficiently maintained by annually by the Campus Development Centre
7. The campus maintenance is monitored by the Director of Centre for Campus Development.
8. Every department maintains a stock register for the available equipment.
9. Proper inspection is done and verification of stock takes place at the end of every year.
10. The physical and electrical work is adequately monitored and maintained by the Centre for Campus Development.
11. Periodic reporting on requirements of repairs and maintenance are submitted by the HODs to the Administrative office. The requirements are collectively processed in every semester break so as to keep things ready for the new semester.
12. The library books and journals and records are maintained by Integrated Library Management System
13. The Director for Campus development and his team are involved in the maintenance of infrastructure facilities. This team looks after the regular maintenance of civil works such as furniture repairs, masonry and plaster works, painting, carpentry, plumbing and housekeeping.
14. The Non-Teaching staff is also trained in maintenance of science and computer equipments.
15. The Campus Development workers such as Scavengers, Housekeeping Workers look after the maintenance of rest rooms, approach roads and neatness of the entire premises. Housekeeping services are regularly executed and monitored.

File Description	Document
Any additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 76.16

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

2018-19	2017-18	2016-17	2015-16	2014-15
222	223	83	220	231

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

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
00	0	0	0	0

File Description	Document
Any additional information	View Document

5.1.3 Number of capability enhancement and development schemes –

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

7 or more of the above

Any 6 of the above

Any 5 of the above

Any 4 of the above

Response: 7 or more of the above

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

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

Response: 31.59

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

2018-19	2017-18	2016-17	2015-16	2014-15
123	85	115	45	50

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

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

Response:

The University is taking all necessary steps to attract International students to cater their requirements. Thiruvalluvar University has an International Relations Cell (IRC) with an aim of opening up new avenues and a whole new world of opportunities both in academic and research areas in a global scale. IRC is established to combine the intellectual diversity and analytical rigor to provide a special stimulating environment for faculty and students of our university.

The aim IRC is an extended wing of our University which is intended to engross our faculty members and students as partners with other international academic and research organisations. We, at The IRC strive to develop professional partnerships to promote, strengthen and expand the links with other international universities in the form of various Students and Faculty exchange programs, Memorandum of Understanding (MoU), Collaborative projects, Conduct of International Joint Seminars/Conferences and Foreign Language Programmes, etc. We believe that the IRC will definitely facilitate the integration of the international students and research communities into our arena.

IRC has an International Student & Faculty Exchange Programs, this facility at IRC initiates our students and faculty to work hand in-hand with eminent academicians, researchers and brilliant students from all over the world. The student exchange program at IRC attracts interested students from our and other universities of various disciplines to work with faculty in the respective areas of technological advancements. The Faculty exchange program at IRC is for the academicians and researchers who are interested to learn, discuss and work with the ever progressing research activities and developments in various clusters of disciplines like arts, sciences and humanities studies.

The IRC helps in coordinating the arrival and staying arrangements for the students and faculty visiting the campus as a part of exchange program. The IRC encourages the signing of MoU with various premier international universities and industries that supports an unabated and tremendous development of our university. MoU is believed to motivate research among young Postgraduate students and Research scholars. The IRC also supports the faculty and students going on short and long term visits to MoU institutions

Mean while the university is already engaged with the opportunities for students and faculty exchange programmes with foreign universities and have successfully established a Memorandum of Understanding with Hong Kong Baptist University, Hong Kong and National Taiwan Ocean University, Taiwan.

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

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances

including sexual harassment and ragging cases**Response:** Yes

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

5.2 Student Progression**5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 12.17

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

2018-19	2017-18	2016-17	2015-16	2014-15
23	12	18	04	18

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

5.2.2 Percentage of student progression to higher education (previous graduating batch)**Response:** 15.25

5.2.2.1 Number of outgoing students progressing to higher education

Response: 18

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

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

Response: 15.68

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

2018-19	2017-18	2016-17	2015-16	2014-15
09	07	09	02	0

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

2018-19	2017-18	2016-17	2015-16	2014-15
52	36	28	21	10

File Description

Document

Upload supporting data for the same

[View Document](#)

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

[View Document](#)

5.3 Student Participation and Activities

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

Response: 5

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	1	2	1	1

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

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

Response:

The University has an active Alumni Association which functions with the name of Thiruvalluvar University Alumni Association.

The aims and objectives of the Association shall be:

1. Bring the old students of Thiruvalluvar University, Vellore under one forum for exchange of experience, dissemination of knowledge and talents amongst its members and also for the furtherance of fellowship, advancement of scientific knowledge in general of the members of the Association and country.
2. To conduct seminars, conferences, workshops, endowment lectures and other academic activities and also to keep in touch with one another of the University faculty, non teaching staff and students.
3. To create and establish Alumni endowments for granting scholarships, prizes and medals to the students showing high proficiency in their studies and honour former students of the University.
4. To advise and interact with State and Central Government Bodies, Universities and Associations of other academic institutions on matters relating to promotion of higher education, training and management systems and thereby promote the welfare and status of the University.
5. To collect funds by subscriptions, contributions, donations and gifts from members, non-members, Governments, Universities and other institutions and philanthropists for furtherance of the above objectives.
6. To render financial aid to deserving for economically weaker students studying at the University.
7. To render financial aid to deserving alumni in cases of extreme compassionate circumstances.
8. To bring out magazines, souvenirs and newsletters highlighting the activities of the University and

its Alumni

9. To organize cultural and educational programmes and also to conduct Alumni Day celebrations every year.

10. To help the Alumni to get advice from the University on various technical problems and job opportunities that they may come across in their work and real life.

Student Representation in governance is seen in Sub Committee of BOS, IQAC, Departmental Clubs, Cultural Committee, Anti-Ragging Committee, Discipline Committee, Festival committee, etc. Student Council constituted by Student representatives addresses all student related issues.

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

Response: 0.4

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	0	1

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

5.4 Alumni Engagement

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

Response:

This University has taken initiation to form an association in the name of “Thiruvalluvar University Alumni association”. The Alumnus of this university exalted for the gesture shown by the University towards its old students for whom it has been a long cherished dream to step into their Alma mater. With gratitude and involvement, the members of the alumni have committed to render their moral, financial, academic and research support to the alma mater in order to shine better at all its spheres.

The alumni meetings are conducted every year. The infrastructural development and academic excellence of this university are on par with other developed universities. It is befitting that many of our alumni are well placed at various educational institutes, multinational companies, research laboratories. Above all, many recently graduated students have got through the competitive examinations conducted by UGC, NET, SET & UPSC. A few are embellishing as successful entrepreneurs in our country and overseas. The successful entrepreneurs are inclined to come over to the campus with an intention to inculcate the success formulas in the minds of the students, who are in turn to become future entrepreneurs. Likewise scientists, erudite academicians and creative writers of the alumni also periodically find time to meet with the students to infuse the spirit of acumen at multifarious levels. The University has extended the possible freedom and support to function in closed association with our members as office bearers.

File Description	Document
Any additional information	View Document

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

? 100 Lakhs

50 Lakhs -100 Lakhs

20 Lakhs -50 Lakhs

5 Lakhs -20 Lakhs

Response: <5 Lakhs

File Description	Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 1

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	00	00	0	0

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

NAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The vision plan of the university is reflected in the Mission by the quote of great sage “LEAD THEM TO LEAD”. The objective is well stated with the pursuit and generation of knowledge, conserving traditional cultural heritage and imparting the liberal education for the development of student community

Vision:

Liberation of knowledge to develop the students in consonance with the saying of the sage Thiruvalluvar “Lead them to lead” and employment of our youth leading to a social transformation are our vision. In this direction, we organize our students to render their selfless service for the development of our country and people.

Mission:

- To provide quality Higher Education, by Teaching, Research & Extension.
- To provide quality education to the rural marginalized, down trodden strata of the society.
- To encourage a stimulating environment and reciprocal growth.
- To foster integrated Development and make the people conscious of their commitment to the Society.
- To train the students to meet the global challenges
- To provide wide opportunities to women in order to prepare them to be effective leaders.

The governance of the University as a Visionary approach and strategic augmentations to provide infrastructure, quality education, and wide opportunities to the backward sections of the society in order to prepare them to be effective in leadership and development competency capacity among the student community. The main focus of the institution is on providing human Resource of a kind that is needed for national development and for this university emphasis in channelized post-graduate education exposed to a inter –disciplinary research environment and encouraging entrepreneurial skills. Various technical awareness and skills based programs are integral to the teaching learning process.

File Description	Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

The Institution practices decentralization and participative management in every aspect of academic and administration. The Vice-Chancellor being the academic head of the institution interacts periodically with the administrative departments through the Registrar being the administrative head. The Syndicate and Academic council under the chairmanship of Vice-Chancellor meets regularly with a prior agenda. The decisions taken in the statutory bodies and action taken/implementation are closely monitored. The Dean, Directors (Planning & Development, Admission and affiliation, Accreditation, Academic courses & Student Affairs, Constituent colleges, Center for Knowledge, Center for Research, Legal Affairs, Campus Development and Center for outreach) for administrative purpose. The Coordinators, CBCS Coordinators, Chairman Board of Studies, Director-IQAC other designated Coordinators are responsible for introducing new courses, restructuring the existing ones and innovating the methods of teaching in the emerging areas of interest. The College Development Council (CDC) caters to the developmental needs of the affiliated institutions. The Board of Research Studies (BoRS) ensures the quality of the research programme by conducting Common Entrance Test (CET), interview and periodical doctoral committee meetings.

The University promotes a culture of participative management in curriculum development, research and administration. The Syndicate is the governing and the decision making body and the Academic Council (AC), is the authority to decide on courses and curriculum and other academic matters of the University. The composition of two apex bodies reveals the divergence of the stake holder's viz., the faculties from University and affiliated colleges, the principals, eminent personalities, academic stalwarts, Scholars and policy makers of the society as well as the government representative as part of participative management. There are several sub-committees in each body to study the issues in detail and present to the respective body for decision making.

The diversity of this participant in decision making enables the leadership to identify the organizational needs from all the stakeholders. Monthly meetings of the Vice Chancellor with the heads of the Academic and Administrative departments and the follow up faculty meetings provide avenues to involve everybody in participative management. Over all, the University constantly encourages the academic departments to function with autonomy and intern sought their accountability through periodical review meetings. In the organizational hierarchy Vice Chancellor provides effective leadership to the University. There is decentralization in all decision making powers with both academic and financial autonomy. The departments have considerable autonomy in design and implementation of academic programmes, research and extension activities. Annually, according to the needs, budget is allotted. The departments are also entrusted with the autonomy of conducting internal and end semester exams. The HODs of respective faculty are involved in some of the academic activities of the departments like admissions into M.Phil., and Ph.D., appointment of guest faculty, selection of research investigators/assistant etc., Accountability in the functioning of the faculty is ensured through performance appraisal report, feedback from the students in career advancements and academic audits. Financial autonomy is ensured to the departments within the given budget.

File Description	Document
Link for Additional Information	View Document

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

The University has a progressive plan both for short term and long term development. Strategic plan for the university is developed by the Planning and Development Board which serves the university to Coordinate overall planning. Members of the Planning and Development Board are:

S. No	Particulars	Designation
1	Dr. S. Thamarai Selvi Chairman	Vice-Chancellor, Thiruvalluvar, University, Serkkadu, Vellore-632 115.
MEMBERS		
2	Prof. (Dr). S.P. THYAGARAJAN Member,	Former Vice – Chancellor University of Madras, UGC – MHRD Empowered Committee, Member, No. 5, 1st Main Road, Nehru Nagar, Adayar, Chennai – 600 020.
3	Prof. DR. A.K. KUMARAGURU	Former Vice – Chancellor ManonmaniamSundaranar University, Flat 129, Vivekanathar Nagar, Cuddual Nagar, Madurai – 625 001.
4	Prof. (DR). K. MUTHUCHELIAN	Former Vice-Chancellor, Periyar University, Salem 2/133, “SakthiKudil”, Palkalai Nagar East, North 1st Street, Madurai – 625 021.
5	Prof. (DR). M. RAJARAM.	Former Vice-Chancellor, Anna University A9-Triumph Apartment, 114, Inner ring Road, JN Salai Arumbakkam, Chennai – 600 106
6	Prof. (DR). M. THIRUMALAI	Former Vice-Chancellor, Tamil University, F217, ShanthisathanAppartment, Melakkal Road, Kochdai, Madurai-625 016.

The outcome of the Planning and Development Board is reflected in,

- Establishment of six Constituent Colleges of the University in the rural areas such as Gajelnayakkanpatti(Tirupattur), Thittakudi, Arakonam, Kallakurichi, Thennagur, and

Thiruvannainallur.

- Establishment of Thiruvalluvar University Post Graduate (PG) Extension Centre at Villupuram with PG degree courses like M. Sc- Mathematics, Chemistry, M.A. English and M.Com.,
- Thiruvalluvar University Post Graduate (PG) Extension Centre at Villupuram to start PG degree courses such as Bio-Technology, Computer Science, Master Business Administration and Zoology for 2017-18 onwards.
- Initiation of e – governance
- Promotion of green campus
- Preparation for the proposal of Annual Plans and Five Year Plan of the University. Implementing State Government Special Schemes to the Universities.
- Purchase and distribution of equipment to the University Departments. Appointing guest faculty to compensate the vacant position of regular teachers, and
- Appointing non-teaching staff purely on temporary basis to manage the work load in administration and in academic departments.

In the development of policies and strategies, the Planning and Development Board considers the aspect expansion of teaching and research departments, increase in student's strength, increase in number of projects operated by members of faculty. The existing infrastructure both in terms of Physical, financial are evaluated against their demand and the ways and means of meeting the inadequacy of the s also looked into by the Planning and Development Board.

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

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

Response:

The administration at the University and within the constituent sections ensures the development of a robust management system, its implementation and continuous improvement. The University organizational structure is as follows:

Administrative Set-up

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

The Chancellor: The Governor of Tamil Nadu shall be the Chancellor of the University.

The Pro-Chancellor; The Minister in-charge of the portfolio of Education in the State of Tamil Nadu shall be the Pro-Chancellor of the University.

The Vice Chancellor: Every appointment of the Vice-Chancellor shall be made by the Chancellor from out of a panel of three names recommended by the Committee referred to in sub-section. The Vice-Chancellor shall be the academic head and the principal executive officer of the University.

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

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

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

The Syndicate: Provides for research, advancement and dissemination of Knowledge.

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

Dean (College Development Council): The office of Dean play a main role for planning and implement the development of Affiliated colleges. Also, addressing issues related to Affiliated college and student's of affiliated colleges.

Board of Studies: Drawn up proposals, syllabus for new academic programmes.

Service Rules: The Classified and Conduct rules of the Tamil Nadu Government, Leave Rules of Government of Tamil Nadu and Fundamentals rules of Tamil Nadu are followed for the teaching and administrative staff.

Recruitment: For Appointment and Promotion of teaching staff UGC norms are followed and Government of Tamil Nadu norms are followed.

Grievance Redressal: Grievance Redressal Cells have been established separately formulated to redress gender based complaints.

Other than these, there are Directors, who head various Centres of the University.

At the ground level, there are sections, which are repository of all information and perform such duties as specifically assigned to it. A section is headed by a Assistant Registrar and is assisted by the Superintendent, Assistants, Junior Assistant-cum-computer operator, Office Attendants/Multi-Tasking Staff etc.

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

6.2.3 Implementation of e-governance in areas of operation

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

All 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: All 5 of the above

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

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

Response:

Various bodies/cells/committees are evident through minutes of meetings and implementation of their resolutions effectively. There is a Grievance Redressal Committee which promptly attends and redresses the grievances/ complaints case by case, besides the department level staff council. The staff council redresses academic related issues, the syndicate redresses issues related to affiliated colleges. The syndicate analyzes the nature of grievance and redeems the situation effectively. The teaching and non-teaching staff association represents grievances related to services matters for which various syndicate sub committees are formed then and there to address their grievances and resolve effectively.

The institution ensures that grievances / complaints are promptly attended to and resolved effectively. The institution follows the tutorial system and the tutors try to solve the grievances of their words. Grievance Redressal Cell is actively functioning to redress personal as well as other grievances of the students. Separate Grievance cell is functioning to address the grievances of women students, and SC/STs. Thiruvalluvar University authorities take utmost care and empathy to redress the grievances and thereby maintains conducive academic climate among the students and faculties.

File Description	Document
Link for Additional Information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

University has good number of welfare schemes for both Teaching and Non-Teaching staffs:

- Group insurance scheme
- Leave travel concession
- Festival bonus
- Loan schemes for House building
- Loan schemes for vehicle purchase
- Temporary accommodation
- Dedicated transportation of all employees and children of the employees
- Sports facilities
- Medical insurance scheme
- Free health check-ups camp
- The University has women empowerment, recreation for the benefit of students and staff.
- Bank, post office and canteen for dining facilities for the convenience of the institute community.

File Description	Document
Link for Additional Information	View Document

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

Response: 43.64

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

2018-19	2017-18	2016-17	2015-16	2014-15
21	24	25	12	6

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

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

Response: 1

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

2018-19	2017-18	2016-17	2015-16	2014-15
02	01	01	0	1

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

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

Response: 17.26

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program,

Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
05	08	6	04	12

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

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

Response:

YES, The University has a separate *Performance Appraisal System for teaching and non-teaching staff*. The University obtains feedback on curriculum and teachers from various stakeholders such as students, alumni and parents annually. The office of IQAC has prepared the format for obtaining feedback on curriculum, teachers and infrastructure. The feedback on teachers and syllabi are obtained at the end of each semester by the teacher concerned from the students. The feedback on curriculum is obtained from the outgoing students at the end of the final semester. The feedback on teacher is analyzed in the departmental meetings for further improvement. The feedback on curriculum is also analyzed and the outcome is placed before Board of Studies during syllabus revision. The feedback on infrastructure is discussed in platforms like department meetings, HOD meetings and subcommittee meetings for consideration and requirements are placed before finance committee for annual budget allocation.

The IQAC of the University conducts Academic Audit of all departments once in a year. External experts from other reputed Universities are invited to review the curriculum of the programs offered and the activities carried out in the department. The recommendations of the experts are placed before appropriate bodies for necessary action. Performance audit of administrative departments is conducted by office of Registrar.

The members of the faculty are subjected to appraisal by way of obtaining ,

1. Students feedback on teaching learning methods
2. Periodical appraisal by the external experts when they appear for promotion under career advancements scheme.

The feedback on teachers is considered for the professional betterment of the members of faculty after a wide consultation with the Heads as well as Dean of the faculty. The performance appraisal under career

advancement scheme has resulted in the promotion of teachers to next cadre. In the last five years 25 percent of teachers were promoted under CAS.

Overall, Performance appraisal of all staff includes the evaluation, assessment and judgments on the basis of their performance in shouldering their assigned duties and responsibilities in the academic, co-curricular, extra-curricular, administrative affairs, institutional development, research work and social service.

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

YES – Thiruvalluvar University conducts internal and external financial audits regularly. As a leading young University in Tamil Nadu, Thiruvalluvar University-Vellore, the internal check is made by the staff members appointed by Head of the Institution and the External Audit is conducted by the accountant General, Chennai and / or the team appointed authorities from time to time. All matters related to finance and administration is governed by Syndicate council and finance officer of the University. The University governing council consists of the Vice – Chancellor, the Registrars and Heads of the various departments.

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	00	00	0	0

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

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

Response:

The Thiruvalluvar University has taken effective strategies for mobilisation of funds and optimal utilization of resources. The institutional mechanism for mobilisation of funds and monitor effective and efficient use of available financial resources are,

- 1.The Registrar and finance officer monitor the effective and efficient use of available resources following the Government policy.
- 2.UGC grants are spent through a duly constituted committee comprising of the Registrar,syndicate members, finance officer and HODs.
- 3.The fund is spent by proceedings of the registrar after receiving proposals from the Departments.
- 4.All payments are made through cheque / DD payments after due authorization from the user and the registrar.
- 5.In addition, auditing is done every year by the Government Chartered Accountant, who audits the fund received from University Grants Commission and the audited utilization certificate is sent.

Overall the registrar of the University and the finance committee have regularly adopted effective strategies for mobilisation of funds and the optimal utilisation of resources based on the changing policy scenario of the government.

File Description	Document
Link for Additional Information	View Document

6.5 Internal Quality Assurance System

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

Response:

The Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes in Thiruvalluvar University,

1. IQAC was established in Thiruvalluvar University during the academic year 2011 – 12.
2. IQAC recommended to conduct periodical meetings / discussions with department faculty representative, to collect the data pertaining to various activities of the departments.
- 3.IQAC encourages the faculties of various department of the university to seek and apply for various funding agencies.
- 4.IQAC gave suggestions to ensure, efficient performance of academic and administrative tasks.
- 5.IQAC recommended steps to educate values and positive attitudes among the young generation and to create innovative modules for the improvement of quality of education, teaching and learning methods through various activities.

In the beginning of the academic year, IQAC suggested the Heads of the Departments to execute the following:

1. To improve and scope of research in each departments
2. Conduct of National / regional / International level Seminar / Workshop/ Symposium/ Conferences.
3. Prepare questionnaire for students' feedback.
4. Solving the grievances mentioned in the students feedback by taking necessary action.
5. The IQAC accessed information from various academic and administrative departments, committees and organizations on current activities and monitored the progress of Thiruvalluvar University.
6. The IQAC played an active role in internalizing a culture of quality within Thiruvalluvar University. This culture is maintained and sustained by several initiatives taken by the Cell throughout the year.
7. IQAC Coordinated with the various departments and the University administration for sustaining and enhancing quality in all spheres of activities.
8. IQAC had insisted to conduct workshops on placements in industry other concerns for the students with help from the Placement Cell of the University and the University-Industry Interface Cell.
9. The IQAC is pleased to report increase in the number of students getting placements in the industry, and also the increase in number of visiting industries for hiring to the University.
10. IQAC framed parameters and bench marks for quality assurance and exploring new avenues for quality enhancement.
11. The IQAC of the University has taken adequate initiatives for quality enhancement in the academic and co-curricular and extracurricular activities.

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

Response:

Thiruvalluvar University periodically reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms.

1. Students' Experience Survey
2. Benchmarking
3. Best Practices in Quality Teaching and Learning
4. Workshops

The Internal Quality Assurance Cell of the University has been very vibrant in spreading a quality culture across the University. Its initiatives like the Benchmarking exercise and the Student Feedback mechanism have given insights into the improvement strategies that are required to enhance the overall experience of the student at the University.

1.Students' Experience Survey:

Developing and conducting a mechanism of Student feedback from the alumni, MastersStudents, M.Phil and Ph.D scholars in the form of a Student Experience Survey on the basis of which improvement strategies for the future may be proposed. Curriculum designing and course upgradation are also made by this process in the university, to provide latest knowledge and skill to the students.

2. The Benchmarking Exercise of the University is a unique attempt of the University to create a viable means of self-assessment by the departments on all criteria that are contemporarily relevant for an institution of higher learning against global benchmarks and standards. The exercise has an inbuilt mechanism for self-correction. The Benchmarking Exercise has helped in devising Quality Benchmarks as Assessment Criteria of quality initiatives by each Department.

3. **Best Practices in Quality Teaching and Learning :** The faculty in the university are encouraged to utilize the modern Information and Communication Technology (ICT) tools such as Smart classrooms, Power Point Presentations, Video Streaming, Audio components etc., for effective classroom teaching. IQAC insist the student for Internships, projects, assignments and presentations, which are made mandatory as part of the courses in order to motivate the students to gain practical knowledge

4. **Workshops:** The University through its Internal Quality Assurance Cell has developed mechanisms of frequent interaction with department by holding quality workshops. Workshops/events have been organized on a regular basis by each Department/Centre for Quality Enhancement in the following areas:

1. Teaching and Learning

2. Ethics

3. Research

4. E-resources/Online Databases

5. Social Outreach

File Description	Document
Link for Additional Information	View Document

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

Response: 1.4

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	2	2	0	0

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

6.5.4 Quality assurance initiatives of the institution include

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

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 1 of the above

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

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

Response:

The Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes in Thiruvalluvar University,

1. IQAC was established in Thiruvalluvar University during 2015.
2. IQAC recommended to conduct periodical meetings / discussions with department faculty representative, to collect the data pertaining to various activities of the departments.
3. IQAC gave suggestions to ensure, efficient performance of academic and administrative tasks.
4. IQAC recommended steps to educate values and positive attitudes among the young generation and to create innovative modules for the improvement of quality of education, teaching and learning methods through various activities.

In the beginning of the academic year, IQAC suggested the Heads of the Departments to execute the following:

1. Conduct of National / regional / International level Seminar / Workshop/ Symposium/ Conferences.
2. Setting up of questionnaire for student's feedback.
3. Solving the grievances mentioned in the students feedback by taking proper action.
4. The IQAC accessed information from various academic and administrative departments, committees and organizations on current activities and monitored the progress of the Thiruvalluvar University.
5. The IQAC played an active role in internalizing a culture of quality within the Thiruvalluvar University. This culture is maintained and sustained by several initiatives taken by theCell throughout the year.
6. IQAC Coordinated with various departments and University administration for sustaining and enhancing quality in all spheres of activities.
7. IQAC framed parameters and bench marks for quality assurance and exploring new avenues for quality enhancement.
8. IQAC motivated the staff members to apply for research projects and conduct seminars/conferences/workshops in core areas.
9. The IQAC of the University has taken adequate initiatives for quality enhancement in the academic and non-academic activities.

File Description	Document
Any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 5

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

2018-19	2017-18	2016-17	2015-16	2014-15
01	01	01	01	01

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

7.1.2 Institution shows gender sensitivity in providing facilities such as

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

Response:

The University is adopting a proactive and constructive agenda to support a gender sensitive, gender equity and safe environment for all its members. University is all ways bound to follow the rules and regulations of systems in each Department and to ensure strict compliance with laws related to gender equality, ragging, discriminatory behavior and harassment. University has Women Internal Complaints Committee, Disability Resource Centre, Anti Ragging Committee, Prevention of Caste Based Discrimination Committee and RTI Section always ensure to eradicate gender based discriminatory behavior and harassment.

Safety and Security: All areas of the University are manned by 24 x 7 security system for student safety under direct purview of the security office. The University Security officers maintain and follow the safety and security manual.

Counselling: University has a “Women’s Internal Compliance Cell” to eliminate all practices that discriminate against women; assisting women to establish and realize their rights, including health.

University provides faculty counselor for each department to help students in stress related issues.

Common Room: Each University Department has appropriate facilities for students' like lounge/common rooms, adequate number of washrooms for male/ female students and for Differently abled students.

The University is striving hard to install quality by brushing aside gender-based discrimination among both the student and staff communities. To initiate the same, the University every year organizes a large scale celebration on women's day which involves inviting a celebrity from among women to share their achievements and secrets of success despite their additional role(s) played at home in their family set-up to serve as a motivational force for young women in the university to realise their potential and take on additional challenging roles in their lives and in society.

Further, through the co-curricular activities such as NSS and YRC, student volunteers of our university would camp at nearby villages in order to sensitize villagers on the importance of maintaining a cordial relationship with each other setting aside gender discrimination by organizing street plays and others cultural programmes on simple themes.

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

Response: 16.11

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

Response: 36000

7.1.3.2 Total annual power requirement (in KWH)

Response: 223500

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

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 15.36

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

Response: 4300

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 28000

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

7.1.5 Waste Management steps including:

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

Response:

The University has taken extensive initiatives for waste management. The University has Swachh Bharat Mission which play a key role in maintaining the Clean Campus and Green Campus. The primary goal of University is to improve the waste management and eliminating adverse impacts of waste materials.

Solid waste management :

The University Departments successfully follow segregation of biodegradable and non-biodegradable waste and initiatives have been taken to recycle biodegradable waste into manure. The University has adopted due procedures to dispose obsolete and unusable items, preventing accumulation of junk and allowing optimum utilization of space. Burning of leaves, general waste is totally banned within the Campus to maintain carbon neutrality. These wastes are buried in pits and composting is undertaken. The same is then used as fertilizer in the gardens/lawns. Thus, the university provides safe, effective and efficient waste management services to students and staffs for all types of waste.

Liquid waste management :

University has proper rain harvesting. Besides, University keeps tracking of when to pump out septic tank and doing practices with the help of sanitary professionals to examine and ratify the scum and sludge layers in septic tank. University always maintains the record of work performed on septic tank clearing.

Hazardous Waste Management:

All life forms are connected and the act of injecting poisons into life cycles would soon affect human life. It obligates proper disposal of Waste through the proper management of hazardous waste, particularly in Science Faculty, has been done as per the GOI rules/ procedure. Arrangement has been made to display the banner/poster regarding the disposal of hazardous waste at prominent places in the entire campus of the University. Garbage handlers and dustbins have been put on proper places and their use is being promoted. Proper treatment and disposal of waste policy has been adopted and all kind of biological waste, are disposed of as per set procedure and process.

E-waste management:

Expiry batteries would be dumped into the battery recycling bucket. The old, worn out computers that contain lead and other toxins in its components would be stored in an electronic recycling gear.

File Description	Document
Link for Additional Information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

The entire University campus depends only on ground water replenished by an efficient rain water harvesting system. The entire campus is rain water dependent for potable water since it does not receive municipal water at present. Hence the university has taken necessary steps in augmenting harvesting and utilization of water resources.

The University has taken effective measures to preserve rainwater. It harvests rainwater off the roof into three 5000 litres tanks which are placed in a way that their tops are on the same level, and connected with a ring pipe, for optimal water collection and storage. Then the rain water is piped out by using a solar pump to a head tank at least six meters higher from which water can be gravity-fed into the house water reticulation system.

The University also has five wide deep pond (water bodies) dug at the lowest elevation to catch the draining rain water.

File Description	Document
Link for Additional Information	View Document

7.1.7 Green Practices

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

Response:

A Green Campus is the combination of sustainable eco-friendly conservative practices and education. University always has an intention towards “**Go Green**” motto and involved in tree plantation. Besides this, the University has a rich flora with variety of plant species -174 Species from 134 genera belonging to the 59 taxonomic families and medicinal plant species were grouped into different life forms such as: herbs 70 species, shrubs 23 species, climbers 15 and trees 55 species and their occurrence were: 41% herbs 9%, shrubs 15%, climbers and 35% trees. This green and healthy environment encourages the students work

and walk underneath. To maintain the same university as practices environment friendly initiatives such as rain water harvesting, herbal garden, mango garden, honey bee nest, mushroom cultivation, solar energy etc. University has already taken various strategies to implement green campus initiatives.

The University has initiated the energy conservation sustainable practice by installing LED and solar lights throughout the campus.

The concept of Sustainable Transportation has gained significant traction at the university, over 70% of the students and staffs are avail the public transport, 10% live in the vicinity of the campus and they are using bicycles and walking, 15% of the staffs are avail of the university vans facility and the remaining 5% students and staffs are avail of own vehicle.

Thiruvalluvar University campus is networked with pedestrian pavements connecting administrative and academic buildings and staff and students are encouraged to use pedestrian

Thiruvalluvar University maintains Plastic free campus by strictly adhering certain practices: such as usage of disposable plastic cups is banned on campus, plastic waste accumulation is avoided in University and Departmental events, canteens are encouraged to use disposable eco-friendly paper plates and cups. Hence, separate bins are set up at main areas on campus for disposing plastic bottles. Exclusive bins are placed at several locales of campus to dispose recyclable and non-recyclable waste.

In order to move towards a paperless office, several initiatives have been undertaken for 100% automation. Such as all important circulars are sent through paper-less mode, PG, M.Phil & Ph.D application submission in through on-line mode, on-line thesis tracking mechanism etc.

File Description	Document
Link for Additional Information	View Document

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

Response: 4.33

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

2018-19	2017-18	2016-17	2015-16	2014-15
20.87	4.89	27.67	7.17	3.21

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

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

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

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: A. 7 and more of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document

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

Response: 7

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	3	0	1	0

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

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

Response: 1

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

2018-19	2017-18	2016-17	2015-16	2014-15
00	01	0	0	0

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

7.1.12

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

Response: Yes

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

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

Response: Yes

File Description	Document
Provide URL of website that displays core values	View Document

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

Response: Yes

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

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

Response: No

File Description	Document
Any additional information	View Document

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

Response: Yes

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

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	00	0	0

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

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

Response:

National festivals are celebrated with pride and patriotic- fevour. The University celebrates the following National festivals

- Republic day
- Independence day
- Gandhi Jayanthi
- Teacher's day
- Children's day
- Women's day.
- Yoga Day

In fact Republic day are celebrated in accordance with the governments norms. The remaining festivals are celebrated in a grand manner with an aim to sensitize the students of the university about the significance of their life and achievements through speeches delivered by eminent speakers, specially invited for the occasion.

The birth and death anniversaries of promment National leaders as Mahatma Gandhi and Dr.B.R. Ambedkar, are observed and celebrated in the campus.

The University also takes pride in celebrating religious and state level festivals such as Pongal, Thiruvalluvar Day, Diwali and Dusshera, which bind all Indians of different religions, together. The sole aim of celebrating such functions is to instill in them a sense of national faith, integrity and solidarity to safeguard our cultural heritage.

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

Response:

Yes, the University maintains complete transparency. Financial transactions are audited both by a local fund auditor and the auditor appointed by State Government. A well-laid down process of inviting competitive quotations and/or tenders is deployed for all major purchases of the University. For purchase of high-value sophisticated equipment, a purchase committee consisting of technical experts aided by administrative/financial support is constituted for each purchase. The entire process is monitored by

appropriate authorities of the University. A centralised procurement process is used for commonly used chemicals and hardware items.

Academic functions are periodically reviewed by various committees and the complete records are made available to them. Promotions of faculty members are assessed by an external Promotions and Assessment Committee which has access to the overall academic profile of the concerned faculty members. Administrative functions are systematic and transparent.

There are committees to monitor the activities in administration, financial code and auxiliary functions so as to maintain transparency.

1. Syndicate
2. Standing Committee
3. Planning Board
4. Purchase Committee
5. Academic Council
6. IQAC
7. Internal Compliance Committee (Women)
8. Anti Ragging Committee
9. Grievance & Redressal Cell
10. University – Cm Cell
11. OBC Committee
12. SC/ST Welfare Cell
13. Minority Welfare Cell
14. Ph.D Thesis Scrutiny Committee
15. EDC & IPR Cell

7.2 Best Practices

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

Response:

1. Title of the Practice: Nature and Environmental Conservation Movement

Objectives of the Practice:

The University has taken pledge to work towards the following goals

- Try eliminate the pollutions and toxicants in air, water, soil, buildings, and food.
- To preserve the biodiversity and protection of endangered species.
- To reduce anthropogenic global warming, which represents pollution, a threat to biodiversity as well as human populations.
- To shift from fossil fuels to renewable energy in electricity, heating
- To establish of natural reservoirs for recreational purposes and ecosystem preservation.
- To sustain and less polluting waste management including waste reduction (or even zero

waste), reuse, recycling, composting, waste-to-energy and anaerobic digestion of sewage sludge.

The Context: Most of the educational Institutions in India are in the effort to explore the challenges in maintaining the environmental condition but struggling to preserve the nature and environment.

The Practice: Thiruvalluvar University has taken various initiatives to maintain the nature and environmental conservation. The University has Swachh Bharat Mission which play a key role in maintaining the Herbal Garden, Clean Campus, proper rain harvesting and Green Campus. Besides the mass tree plantation, University has also environment friendly initiatives such as solar energy, honey bee garden, mushroom cultivation etc. The members of the university are sensitized through various programmes conducted under the aegis of NSS about the waste management system for each category of waste.

Problems Encountered: There are different yardstick for monitoring the healthy practices in herbal garden, making honey bee nest and various plantations and conservation due to climatic conditions.

Evidence of Success: The University has Herbal Garden, Mango Garden, Honey bee nest, mushroom cultivation and different type of trees which are beneficial to students, faculties and public.

2. Title of the Practice: Advancement of knowledge with focus on the economic and social upliftment of the society through research and innovation.

Objectives of the Practice:

The Thiruvalluvar University is a research-intensive University that seeks to create and transmit knowledge and understanding through quality research for the benefit of the society, nation and the world. In order to quantify the outcomes and value of the significant inputs that go into research at the University, some measurable/deliverables that are generated are:

- New Corpus of Knowledge through Research Outcomes to augment teaching and application.
- Extramural Research Projects for generation, extension and augmentation of knowledge.
- Research Publications in prestigious journals.
- Patents as generation of new knowledge.
- Technology Transfer for meeting societal needs and application to real life problems.
- Impetus to Entrepreneurship for self-employability.
- Consultancy services to support government and non-government engagement.
- Extension services in neighbourhood community for planned participatory and sustainable initiatives.
- University – Industry Co-operation

The University has strived to achieve advancement of knowledge through research by providing University research grants and by supporting research activity through state-of-the-art infrastructure and excellent research laboratory facilities.

Context:

The University encourages the faculties and students to involve in more research activities focusing on novel ideas relating to environmental and agricultural issues, and enriching the student with higher proficiency and employable capability.

Practices:

University department encourages the PG students to take up individual project and inculcate their novel ideas betterment of society. The University has started Language Laboratory for PG students to improve their proficiency in English as it is the need of the hour. University is involved in translating the Tamil Vedic scripture in English. Many of the Tamil literature is still unknown to the world and this could be an initiative. Special coaching classes for NET/SET examinations have been offered to help students to make it to the best institutions for research and also helped 25% of our students to get employment in various government services

Problems Encountered: Most of our students are from rural background and thus lack the basic knowledge and proficiency of English language and communication skill, which make them to inferior and step out to world of knowledge. The main problem is that the students treat English as a subject, rather than a life skill, with global ramifications. They don't realize that English language acquisition entails five critical skill sets: Reading, Writing, Thinking, Speaking and Listening.

Difficulties in Translating the Tamil Vedic scripture in English because due to the lack of knowledge in reading and understanding the Vedic scripture

Evidence of Success: Many of the University students has cleared the NET/SET exams and attained both the national and international recognition.

File Description	Document
Any additional information	View Document

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

Thiruvalluvar University, named the Great Tamil Saint, *Thiruvalluvar* : was started with the aim to primarily satisfy and inculcate quality edification of global standards to the rural community, particularly to people below the poverty line and first generation learners, thus the people from rural areas of the nearby villages of the Vellore and other districts were to be benefited by the University. Hence the goal in achieved by creating educational and societal awareness among the local communities.

The University emphasizes the local agricultural farmers towards the Zero budget natural organic farming for higher yield which will benefit them. As Vellore is one of the tropical districts in Tamilnadu with much water scarcity for agriculture, to support farmers we are introducing drip irrigation system for the first time

in Vellore district for improving agriculture of Paddy in water deficient areas.

Other than above significances the university also promotes Gender equity was also one of the prime objectives of this university.

Entrepreneurship for women is one of its main area of focus, in light of which various activities are organized and women are encouraged and motivated through pep talks to take on challenging roles in transforming society.

NAAC

5. CONCLUSION

Additional Information :

Of all the state Universities, the Thiruvalluvar University has got a bounden responsibility of catering to the needs of under privileged sections of the society to attain higher education. By keeping it in mind, the university has waived off tuition fee to SC/ST/SCA/SCC students who are pursuing master programme in the University.

Vellore District had always been on the fore – front in the struggle for freedom. The outstanding performance of this district in contributing to the Military service is Commendable, as more and more men have enlisted themselves to the Military service, to serve the nation with indomitable spirit and courage. University encourages the sports and activities to maintain its heritage by the way of making the students to participate in sports and games. Mr.S.Sathiskumar from our affiliated college won the Gold Medal in the Weightlifting category at the Commonwealth Games in the year of 2013, 2016 and 2017. For his outstanding performance in the weightlifting he was presented Arjuna Award -2015 by Ministry of Youth Affairs and Sports, Government of India. In addition women's football team of Thiruvalluvar University achieved a hat-trick by winning the trophy for the third consecutive year (2013-2015) at the All India Inter-University Women's Football Tournament.

To keep abreast of the cultural heritages and values of our Indian tradition, the University is aligned with the National School of Drama to preserve our decaying art. To give life to such art, our University students periodically stage dramas and conduct competitions at on and off the campuses, which attract students and public at great level. Hence our University is keen on preserving and promoting the age old art, culture, folk aesthetic and other heritages.

The Government of India has released the next round of smart cities project list which includes Vellore District, Tamilnadu, among 27 cities listed in the project.

Concluding Remarks :

Thiruvalluvar University is a pioneer institution inculcating higher studies to socially marginalized who have been deprived of studying higher education for centuries. In fact this university was established with a prime motto of fulfilling the quest of the subalterns. It is a socially committed institution is shouldering the responsibility of quenching the unfulfilled dreams of the segregated masses. This university is bagged with highly dedicated, spirited and devoted teaching fraternities who mould the students by their creative, informative thought-provoking and scintillating deliberations in the class room. Though with the minimum number of Departments the University faculties have published their research work in Journals with high impact factor. Also, the university creates platforms for young researchers to conduct research in unexplored avenues in the area of Environmental protection, Agriculture and Traditional Health Care System.

Through extensive activities such as NSS, YRC, RRCetc., the students are trained to be aware of their social responsibilities and duties for nation-building. Apart from these qualities, they are oriented towards creating an egalitarian society which is freed from the shackles of caste, community, creed and religious fanaticism. It is an undeniable fact that the students of the university volunteer themselves in annihilating caste based discriminations, injustices and humiliation through various awareness camps at nearby adopted villages.

The university gently steps forward in creating space for researchers to do wonders in their respective domains. The researchers are entertained with the utmost freedom to travel on their own research path actually resulted with a fruitful outcome in the realms of humanities and sciences, by publishing their innovative research work in Topmost Journals with highest impact factor. Furthermore values such as self-reliance, sympathy, righteousness, integrity, loyalty, punctuality, timeliness, social responsibilities etc. have been inculcated during the course of their academic programs.

The university contributes not only the domains of empirical research, but also to society at large level. In keeping abreast of the vision and mission of the university, Thiruvalluvar University is committed to fulfill the demands and expectations of pupils who are yet to taste the fruit of higher education for years.

NAAC

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years 1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>165</td> <td>164</td> <td>164</td> <td>164</td> <td>164</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>45</td> <td>28</td> <td>28</td> <td>28</td> <td>28</td> </tr> </tbody> </table> <p>Remark : What the HEI has included are normal courses that are professional Eg Practicals in Physical Chem, Material Chemistry etc.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	165	164	164	164	164	2018-19	2017-18	2016-17	2015-16	2014-15	45	28	28	28	28
2018-19	2017-18	2016-17	2015-16	2014-15																	
165	164	164	164	164																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
45	28	28	28	28																	
1.2.1	<p>Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>1.2.1.1. How many new courses are introduced within the last five years Answer before DVV Verification : 134 Answer after DVV Verification: 127</p> <p>1.2.1.2. Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 207 Answer after DVV Verification: 205</p>																				
1.3.2	<p>Number of value-added courses imparting transferable and life skills offered during the last five years</p> <p>1.3.2.1. Number of value-added courses are added within the last five years Answer before DVV Verification : 130 Answer after DVV Verification: 50</p>																				
1.3.3	<p>Average percentage of students enrolled in the courses under 1.3.2 above</p> <p>1.3.3.1. Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>221</td> <td>243</td> <td>264</td> <td>208</td> <td>221</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	221	243	264	208	221	2018-19	2017-18	2016-17	2015-16	2014-15					
2018-19	2017-18	2016-17	2015-16	2014-15																	
221	243	264	208	221																	
2018-19	2017-18	2016-17	2015-16	2014-15																	

2018-19	2017-18	2016-17	2015-16	2014-15
183	141	158	173	117

Remark : The Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years as per the data attached with the Metric in response.

1.3.4 Percentage of students undertaking field projects / internships

1.3.4.1. Number of students undertaking field projects or internships

Answer before DVV Verification : 55

Answer after DVV Verification: 98

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

Answer before DVV Verification : A. Any 4 of above

Answer After DVV Verification: A. Any 4 of above

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	4	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : As per the HEI statement in the response dialogue box.

2.1.2 Demand Ratio(Average of last five years)

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
182	182	182	182	1182

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
182	182	182	182	182

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable

reservation policy during the last five years

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
123	116	122	119	105

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
123	116	122	119	105

2.3.3 Ratio of students to mentor for academic and stress related issues

2.3.3.1. Number of mentors

Answer before DVV Verification : 40

Answer after DVV Verification: 40

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
7	5	7	7	8

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
00	01	01	00	00

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
20	15	15	14	25

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
20	15	15	14	25

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	3	3	5

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
11	18	06	06	34

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response by the HEI.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2	0	1	0	5

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2	0	1	0	5

2.6.3 Average pass percentage of Students

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

Answer before DVV Verification : 107 2.6.3.2. Total number of final year students who appeared for the examination conducted by the institution

Answer before DVV Verification : 118

Answer after DVV Verification: 118

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

Answer before DVV Verification : Yes

Answer After DVV Verification: No

Remark : The HEI has provided university policy which has no reference, no date of issue and bears approval of no authority (no signatures of the competent authority).

3.1.2	<p>The institution provides seed money to its teachers for research (average per year)</p> <p>3.1.2.1. The amount of seed money provided by institution to its faculty year-wise during the last five years(INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 548 1046 683"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>14</td> <td>14</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 761 1046 896"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>9.60</td> <td>7.75</td> <td>6</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response by the HEI.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	12	14	14	0	0	2018-19	2017-18	2016-17	2015-16	2014-15	9.60	7.75	6	0	0
2018-19	2017-18	2016-17	2015-16	2014-15																	
12	14	14	0	0																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
9.60	7.75	6	0	0																	
3.1.3	<p>Number of teachers awarded international fellowship for advanced studies/ research during the last five years</p> <p>3.1.3.1. The number of teachers awarded international fellowship for advanced studies / research year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1294 1046 1429"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1507 1046 1641"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>0</td> <td>1</td> <td>1</td> <td>0</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	5	1	1	0	0	2018-19	2017-18	2016-17	2015-16	2014-15	00	0	1	1	0
2018-19	2017-18	2016-17	2015-16	2014-15																	
5	1	1	0	0																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
00	0	1	1	0																	
3.1.4	<p>Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates, other research fellows in the university enrolled during the last five years</p> <p>3.1.4.1. The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows in the university enrolled year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1917 1046 2051"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>8</td> <td>6</td> <td>4</td> <td>5</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	11	8	6	4	5										
2018-19	2017-18	2016-17	2015-16	2014-15																	
11	8	6	4	5																	

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
10	8	6	4	5

3.1.5 University has the following facilities

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

Answer before DVV Verification : Any four facilities exist

Answer After DVV Verification: Three of the facilities exist

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response by the HEI. The HEI has regular laboratories. Only Central Instrumentation Centre Animal House/Green House / Museum and Media laboratory/Business Lab/Studios. considered.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
47.21	94.16	72.02	95.25	235.62

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
47.21	94.16	72.02	95.25	72.52

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response by the HEI.

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

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

Answer before DVV Verification : 25

Answer after DVV Verification: 16

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

Answer before DVV Verification : 40

Answer after DVV Verification: 40

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response by the HEI.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
5	5	5	5	5

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
5	4	01	04	02

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response by the HEI.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
10	5	13	9	9

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
00	01	0	00	0

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response by the HEI.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15

3	3	4	2	0
---	---	---	---	---

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	0	0	0

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response by the HEI. All the claims are for existing enterprises. These are neither for the faculty nor the students. Syndicate room or conference/ seminar halls are not incubation centres.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	0	1	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	0	0	0

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

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

Answer before DVV Verification : 115

Answer after DVV Verification: 114

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

Answer before DVV Verification : 39

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
291	239	169	138	127

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
43	54	78	53	42

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response by the HEI.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
87	77	75	37	26

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
40	30	35	12	14

Remark : As per the HEI data attached with the Metric. The HEI has preferred multiple claims for the data of the same author of the book claiming different chapters. The link leads to <https://www.tvu.edu.in/book-publication-in-issnisbn/> where pdf of various books is collated. Most of these are normal publication copies of various authors not necessarily from the HEI (TVU).

3.5.2 Revenue generated from consultancy during the last five years

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
63.8	20.75	20	20	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2	1	0	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	1	0	0	0

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
55	40	85	60	8

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
07	07	25	04	8

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response by the HEI. The Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years have been considered.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
204	253	245	212	210

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
204	253	245	212	210

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
14	37	51	45	41

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
01	00	00	00	00

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response by the HEI. The HEI was requested to provide Copies of collaboration/ related documents signed by the Registrar and a report of the Collaborative activities for research, faculty exchange, student exchange under the agreement. The HEI was advised that Activities related to Collaborative activities for research, faculty exchange, student exchange only could be considered. However the above requested information/ data has not been provided.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
64	11	23	22	28

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
54	11	23	22	28

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
14	11	7	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
01	00	00	0	0

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response by the HEI. The HEI has included activities such as internship and exchange. These have are covered in 3.7.2. These are not eligible. Only MoU's with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc. of duration 03 years or more are considered. Most of the data are letters of internship or project completion and not MoU or agreements.

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

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 25

Answer after DVV Verification: 17

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response by the HEI. The HEI has attached stock/invoice copy of 17 projectors.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
220.86	94.459	94.45	94.45	150.92

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
110.86	66.10	105.45	44.50	61.92

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
0.15961	8.101099 2	5.67547	0.16917	0.19070

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response by the HEI.

4.2.6	<p>Percentage per day usage of library by teachers and students</p> <p>4.2.6.1. Number of teachers and students using library per day over last one year Answer before DVV Verification : 80 Answer after DVV Verification: 35</p> <p>Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response by the HEI.</p>
4.2.7	<p>E-content is developed by teachers :</p> <ol style="list-style-type: none"> 1. For e-PG-Pathshala 2. For CEC (Under Graduate) 3. For SWAYAM 4. For other MOOCs platform 5. For NPTEL/NMEICT/any other Government Initiatives 6. For Institutional LMS <p>Answer before DVV Verification : Any 2 of the above Answer After DVV Verification: None of the above</p> <p>Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response by the HEI. What the HEI has provided are pdf files in https://www.tvu.edu.in/academic/departments/library/e-content/ As per 4.3.4 the HEI does not have LCS on campus.</p>
4.3.4	<p>Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)</p> <p>Answer before DVV Verification : Yes Answer After DVV Verification: No</p> <p>Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response by the HEI.</p>
4.4.1	<p>Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years</p> <p>4.4.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs) Answer before DVV Verification:</p>

2018-19	2017-18	2016-17	2015-16	2014-15
231.27	143.77	250.93	116.74	125.07

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
122.70	57.47	108.76	63.00	64.56

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
53	2	3	2	3

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
00	0	0	0	0

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response by the HEI. The HEI has provided data for 2019-20 (letter of the Registrar is dated 16 Aug and the cheque in the letter from the Rotary (Vellore) is of 10 Aug 2019 (as mentioned in the letter body). The HEI has not provided the requested data for the years of assessment.

5.1.3 Number of capability enhancement and development schemes –

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

Answer before DVV Verification : 7 or more of the above

Answer After DVV Verification: 7 or more of the above

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
123	85	115	45	200

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
123	85	115	45	50

5.2.1

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
34	20	38	29	5

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
23	12	18	04	18

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response by the HEI.

5.2.2

Percentage of student progression to higher education (previous graduating batch)

5.2.2.1. Number of outgoing students progressing to higher education

Answer before DVV Verification : 25

Answer after DVV Verification: 18

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response by the HEI.

5.2.3

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
28	21	6	3	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
09	07	09	02	0

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
52	36	28	21	10

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
52	36	28	21	10

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response by the HEI. The date of exam has been taken as reference.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
14	1	2	2	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	1	2	1	1

Remark : As per the HEI data attached students representing university team and awarded medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year-wise during the last five years have been considered.

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

5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level

year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
35	36	26	29	25

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	0	1

Remark : As per the HEI statement in the response dialogue box " The director of physical education of Thiruvalluvar University is vested with the responsibility of co-ordinating and organizing all events/tournaments related to sports activities of its affiliated colleges. The Thiruvalluvar University is the nodal centre to organize the sports related events. Further a nominal fee is collected from the students at the time of their admission in order to facilitate sports related activities. Hence, the events and tournaments are conducted under the aegis of Thiruvalluvar University." The HEI has not provided data of the sports and cultural activities / competitions organised for the on campus students of the university. As per the data (signed by the registrar) with the metric in response.

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
7	1	0	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	00	00	0	0

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response by the HEI. The HEI has ONE Alumni Assoc and not department wise. The activities of the Alumni Association are considered.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15

29	28	28	12	6
----	----	----	----	---

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
21	24	25	12	6

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
27	25	25	24	24

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
02	01	01	0	1

Remark : Data of 12 Jul 2019 is from year 2019-20 and not eligible. The HEI claim of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise were all repetitions. The University has provided the revised data, duly signed by the Registrar, in response. As per the details (reports and photographs) of the activities the number had=s been revised. The HEI has attached copies of some internal circulars but not provided details of conduct of these. Activities of 21/11/14, 22/2/17, 07/9/17, 19/11/18 and 09/1/19 considered.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
10	9	6	10	12

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
05	08	6	04	12

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response by the HEI. The HEI data is not in chronological order. The HEI has claimed certificates of 2013-14 as well as of 2019-20 (Jul, Sep 2019).

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
0	3.54	1.20	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	00	00	0	0

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
13	11	2	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
3	2	2	0	0

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
6	4	4	3	3

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15

01	01	01	01	01
----	----	----	----	----

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response by the HEI. Medical camp is covered under 3.6.3 and is not gender equity promotion program.

7.1.3	<p>Percentage of annual power requirement of the Institution met by the renewable energy sources</p> <p>7.1.3.1. Annual power requirement met by renewable energy sources (in KWH) Answer before DVV Verification : 20 Answer after DVV Verification: 36000</p> <p>7.1.3.2. Total annual power requirement (in KWH) Answer before DVV Verification : 100 Answer after DVV Verification: 223500</p> <p>Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response by the HEI.</p>																				
7.1.4	<p>Percentage of annual lighting power requirements met through LED bulbs</p> <p>7.1.4.1. Annual lighting power requirement met through LED bulbs (in KWH) Answer before DVV Verification : 25 Answer after DVV Verification: 4300</p> <p>7.1.4.2. Annual lighting power requirement (in KWH) Answer before DVV Verification : 48 Answer after DVV Verification: 28000</p> <p>Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response by the HEI.</p>																				
7.1.8	<p>Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years</p> <p>7.1.8.1. Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs) Answer before DVV Verification:</p> <table border="1" data-bbox="304 1610 1046 1744"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>32.19</td> <td>7.06</td> <td>32.07</td> <td>9.82</td> <td>4.24</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1823 1046 1957"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>20.87</td> <td>4.89</td> <td>27.67</td> <td>7.17</td> <td>3.21</td> </tr> </tbody> </table> <p>Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response by the HEI.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	32.19	7.06	32.07	9.82	4.24	2018-19	2017-18	2016-17	2015-16	2014-15	20.87	4.89	27.67	7.17	3.21
2018-19	2017-18	2016-17	2015-16	2014-15																	
32.19	7.06	32.07	9.82	4.24																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
20.87	4.89	27.67	7.17	3.21																	

7.1.9	<p>Differently abled (Divyangjan) Friendliness Resources available in the institution:</p> <ol style="list-style-type: none"> 1. Physical facilities 2. Provision for lift 3. Ramp / Rails 4. Braille Software/facilities 5. Rest Rooms 6. Scribes for examination 7. Special skill development for differently abled students 8. Any other similar facility (Specify) <p>Answer before DVV Verification : A. 7 and more of the above Answer After DVV Verification: A. 7 and more of the above</p>																				
7.1.10	<p>Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 824 1046 958"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>8</td> <td>0</td> <td>1</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1039 1046 1173"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>3</td> <td>0</td> <td>1</td> <td>0</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	6	8	0	1	0	2018-19	2017-18	2016-17	2015-16	2014-15	3	3	0	1	0
2018-19	2017-18	2016-17	2015-16	2014-15																	
6	8	0	1	0																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
3	3	0	1	0																	
7.1.11	<p>Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)</p> <p>7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1451 1046 1585"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>5</td> <td>1</td> <td>3</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1666 1046 1800"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>01</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response by the HEI. Activities prior to 01 Jul 2014 and post 30 June 2019 do not qualify. The HEI was apprised that Most of activities claimed are Auditorium based activities for staff and students. Activities Involving the LOCAL community is the focus of this Metric. The HEI has not attached any data or report of any activity showing engagement with local community. It may be pertinent to mention that engagement and activities under this Metric must involve community and</p>	2018-19	2017-18	2016-17	2015-16	2014-15	6	5	1	3	0	2018-19	2017-18	2016-17	2015-16	2014-15	00	01	0	0	0
2018-19	2017-18	2016-17	2015-16	2014-15																	
6	5	1	3	0																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
00	01	0	0	0																	

preferably should be off campus. Initiatives taken to engage with and contribute to local community were required to be provided. Tree plantation on campus, auditorium seminars are not eligible. Relief camp during Gaja considered.

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

Answer before DVV Verification : Yes

Answer After DVV Verification: No

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response by the HEI, the HEI does not offer a course on Human Values and professional ethics.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
4	4	4	4	4

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	00	0	0

Remark : The HEI was requested to provide details of the Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise. These have not been provided. What is attached are various circulars as directives and not circular for conduct of activities Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise.

2.Extended Profile Deviations

ID	Extended Questions										
1.1	Number of programs offered year-wise for last five years										
	Answer before DVV Verification:										
	<table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>7</td> <td>7</td> <td>7</td> <td>7</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	7	7	7	7	7
2018-19	2017-18	2016-17	2015-16	2014-15							
7	7	7	7	7							

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
021	21	21	21	021

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
242	266	268	227	231

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
261	285	277	240	241

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
11	18	6	6	34

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
11	18	6	6	34

3.1 Number of courses in all programs year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
205	208	208	208	208

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
205	202	202	202	202

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
40	40	40	41	40

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
40	40	40	42	41

NAAC