



# **SELF STUDY REPORT**

**FOR**

**4<sup>th</sup> CYCLE OF ACCREDITATION**

**MANONMANIAM SUNDARANAR UNIVERSITY**

**MANONMANIAM SUNDARANAR UNIVERSITY ABISHEKAPATTI  
627012**

**<https://www.msuniv.ac.in>**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**October 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Manonmaniam Sundaranar University (MSU) is a dynamic institution of higher learning in Tirunelveli, the educational hub of Southern Tamil Nadu, with 550 acres on the main campus and 160.78 acres on the other six campuses. The University was established in 1990, by the Government of Tamil Nadu, as teaching - cum-affiliating University. The University is named after the Tamil poet litterateur Prof. P. Manonmaniam Sundaram Pillai (1855-1897), the author of the famous verse drama Manonmaniam. The University caters to the needs of the four southern districts of Tamil Nadu, viz., Tirunelveli, Thoothukudi, Kanyakumari and Tenkasi. The University is re-accredited with a CGPA of 3.13 at an 'A' Grade by the National Assessment and Accreditation Council (NAAC).

The University is located at Abishekapatti (8.83889, 77.63221) (on Tirunelveli-Tenkasi Road), 8 kilometres from Tirunelveli Junction. There are 28 Departments in the University besides the Directorate of Distance and Continuing Education and the Directorate of Vocational Education. Through community colleges and Vocational Skill Development (VSD) Centres, the Directorate of Vocational Education (DVE) offers 96 skill-based advanced diploma, diploma, and certificate courses in various skill sectors. Manonmaniam Sundaranar University, Sri Paramakalyani Centre of Excellence in Environmental Sciences, Alwarkurichi (8.78551, 77.37520) and the Centre for Marine Science and Technology, Rajakkamangalam (8.12141, 77.37181) and PG Extension Centre, Nagercoil (8.20835, 77.45624) are the off-campus Departments of the University.

The University has 100 affiliated Colleges, Six Manonmaniam Sundaranar University Colleges, and 28 teaching departments. 1,13,178 students have studied in the University Departments / Centres and Colleges. The University is one of the pioneer institutions offering a choice-based Credit System (CBCS) and Online Courses through NPTEL and SWAYAM. The Courses and Research Programmes offered by the University have been carefully chosen to cater to the contemporary needs of the region.

The university departments offer PhD, PG programmes, Integrated PG programmes, diplomas, and certificate programmes, among others, with exemplary library services. The National Service Scheme, Youth Welfare Department, and Physical Education Department extend excellent opportunities for extracurricular activities. The University has a women's hostel and a men's hostel with a capacity of 600 and

400 respectively. The University has a sophisticated auditorium to accommodate around a thousand students. An air-conditioned Internet Centre is available for students to access the Internet.

The University has a multipurpose indoor sports Stadium and a Fitness Centre (Gymnasium). Mano Community Radio FM & Mano Vani online radio station and Centre for Women Empowerment and Studies are functioning in the University. The University has a Vice-Chancellor, Registrar and Professor's residential quarters, Health Centre, Guest House, Post Office, Bank, ATM, Students' Amenities Centre, 24 x 7 Ambulance Service, Day Care Service and one MW Solar Power Plant. The University has established the Sir C.V. Raman Centre for Central Instrumentation with highly sophisticated scientific equipment to improve the research. The University offers Sundaranar Merit Scholarships for the top rankers of the Integrated PG Programmes and

Bharat Ratna Dr. M.G.Ramachandran Centenary Fellowship to the Research Scholars. Outdoor games, sports, yoga, and meditation classes are conducted regularly to ensure the welfare of the students. Annual sports and cultural day competitions are conducted for the staff and students through Mano Day and Women's Day celebrations. Departments have Internet connectivity with Wi-Fi. The University provides affordable quality education to the underprivileged and unreached sections of the society in this region.

## **Vision**

- To provide quality education to reach the un-reached

## **Mission**

- To conduct research, teaching and outreach programmes to improve conditions of human living
- To create an academic environment that honours women and men of all races, caste, creed, cultures and an atmosphere that values intellectual curiosity, pursuit of knowledge, academic freedom and integrity
- To offer a wide variety of off-campus educational and training programmes, including the use of information technology, to individuals and groups.
- To develop partnership with industries and government so as to improve the quality of the workplace and to serve as catalyst for economic and cultural development
- To provide quality / inclusive education, especially for the rural and un-reached segments of economically downtrodden students including women, socially oppressed and differently abled

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

- **Strong Research Infrastructure and Commitment to Ethical Research:** The University has invested significantly in research facilities, including a state-of-the-art Central Instrumentation Facility. This facility provides researchers with access to cutting-edge technology and enhances research aptitude. The university adheres to strict ethical guidelines to ensure the integrity of research outcomes.
- **Transparent Governance:** The University emphasises transparency and accountability in its financial practices with regular internal and external audits and strongly emphasises open communication between stakeholders.
- **Community Engagement:** The University actively interacts with its local community through initiatives like the NSS program and the adoption of nearby villages. This fosters a sense of social responsibility

and strengthens the university's bond with its surroundings.

- **Focus on Student Development:** The University offers a comprehensive range of initiatives to support students' success, including mentorship programs, career guidance, and accessibility to online learning resources.
- **Advancing higher education in rural and underserved regions:** The University primarily serves marginalised students, especially women students, who comprise two-thirds of the total enrolment.
- **Alignment with the NEP (2020):** In alignment with the National Education Policy (NEP), the university supports skill development through its Community Colleges and Vocational Skill Development Centers. Embracing a participative management approach, the university is well-poised for development.
- **Focus on Constitutional Values:** The University actively promotes constitutional awareness and civic responsibility by incorporating it into curricula and organising events on significant days to inculcate national values.
- **Green initiatives:** The University implanted two greenhouses and a herbarium, managed by the Department of Plant Science on the main campus and one greenhouse in the Sri Paramakalyani Centre for Excellence in Environmental Sciences in Alwarkurichi. Through the initiative of the 'One Student – One Tree' campaign, the campus is endowed with indigenous plants. The wastewater from the laboratories is treated and reused for the cultivation of trees and plants. The university's location is well used as a significant renewable energy source by implanting a one-MW solar power plant grid connected to the nearest substation.

### **Institutional Weakness**

- **Limited National Recognition:** Although ranked 83rd in the NIRF rankings in 2023, the university does not attract expected talents and resources due to its geographical location. This results in a lack of visibility and recognition at a national level, which results in less exposure to multifaceted growth.
- **Lack of patents:** The patents achieved by the faculty members are very limited, and efforts must be made to increase the number.
- **Limited Industry Engagement:** While the University provides opportunities for skill development and career opportunities inside the campus, greater collaboration with industry could provide more internship opportunities and exposure to real-time work experiences, further enhancing student preparedness to expand their career choices.

- **Resource Mobilisation:** While the University has diverse funding sources, its reliance on state government grants could make it vulnerable. Exploring more innovative revenue streams and fostering stronger alum connections could enhance financial resilience. The university could also organise events and programs to attract alums.
- **Infrastructure Gap:** The University has made significant investments to improve the infrastructure, yet certain areas, such as student housing and exclusive learning spaces, require further enhancement and expansion to cater to the growing needs and demands of the student population.

### **Institutional Opportunity**

- **Focus on Emerging Fields:** The University can capitalise on emerging research fields and technological advancements by establishing new research centres and attracting top talent in areas like data science, artificial intelligence, and biotechnology.
- **Partnerships and Collaboration:** The University can foster collaborations with research institutions, industry partners, and international organisations to enhance research opportunities, knowledge exchange, and global visibility.
- **Online Education Expansion:** Leveraging its existing online learning platforms and infrastructure, the university can expand its reach through more online degree programs, attracting a more comprehensive student base and enhancing its national visibility.
- **Strengthening Alumni Network:** Actively engaging with alums, promoting alum networks, and encouraging alum contributions could increase funding opportunities and provide valuable mentorship resources for students.
- **National Recognition:** Increase visibility through targeted marketing and explore collaborations with top research institutions.

### **Institutional Challenge**

- **Competition from Private Universities:** The increasing popularity of private universities and the rise of online learning platforms could challenge the university's market share and student enrolment.
- **Financial Constraints:** Continued reliance on state funding could leave the university vulnerable to budget cuts or changes in government policies, impacting its ability to implement new initiatives. The university seeks more grant opportunities, explores alternative revenue streams, and promotes philanthropic initiatives.
- **Shifting Academic Landscape:** Rapidly evolving technology, changing educational needs, and the growing importance of interdisciplinary research require the university to adapt its programs and

infrastructure to remain relevant.

- Alumni Engagement: Build a strong alum network, encouraging mentorship and financial contributions.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

Manonmaniam Sundaranar University (MSU) demonstrates a profound commitment to providing a curriculum that is dynamic, relevant, and meticulously designed to cater to local, regional, national, and global needs. This comprehensive curriculum is structured around clearly defined learning outcomes, including Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs), which serve as a guiding framework for student learning. The university actively engages with industry experts, academicians, and community members to ensure the curriculum is aligned with current trends and future demands, making it highly relevant and up-to-date. MSU significantly emphasises tailoring its programs to address the region's socio-economic and cultural needs. This is achieved through community engagement, local industry partnerships, and the incorporation of relevant case studies. Furthermore, the curriculum aligns with national priorities such as Digital India, Skill India, and sustainability, highlighting the university's commitment to national development. The curriculum also integrates cross-cutting issues, including professional ethics, gender equality, human values, environmental sustainability, and sustainable development. This holistic approach is facilitated through specific coursework allocations and collaborations with diverse committees composed of faculty, industry experts, and community members. MSU continually updates its curriculum to reflect changing demands, strongly focusing on skill development, employability, and entrepreneurship. This is evident through the inclusion of value-added courses and practical experiences. The university also highly values student feedback, crucial in informing curriculum development. Looking forward, MSU aims to enhance its global reach through more international collaborations, develop robust assessment tools for evidence-based evaluation of student learning, and continue faculty development in OBE principles. Overall, MSU's curriculum design and implementation approach showcases its dedication to preparing well-rounded graduates who are equipped to navigate complex challenges and contribute meaningfully to society. Focusing on relevance, inclusivity, ethical considerations, and continuous improvement underscores MSU's position as a forward-thinking institution committed to delivering a high-quality and transformative learning experience.

### Teaching-learning and Evaluation

The University consistently successfully attracts a diverse student body, with significant representation from underrepresented communities, including those from rural backgrounds and Specially Focused Groups (SFGs). The University's admissions process is distinguished by its transparency and adherence to reservation policies, ensuring fair access to all. MSU is steadfast in fostering a student-centred educational ethos, actively responding to and supporting students' individual needs through customized support mechanisms. This approach significantly enhances the overall academic experience. At MSU, the assessment of student learning encompasses both Program Outcomes (POs) and Course Outcomes (COs), ensuring a comprehensive evaluation framework. Integrating Information and Communication Technology (ICT) tools into the curriculum signifies MSU's forward-thinking approach to education to enrich teaching and learning. The University employs Continuous Internal Evaluation (CIE) and End-of-Semester Examinations to gauge students' knowledge and application of learned concepts, aligning with COs and various levels of expertise. To further

enrich the learning experience, MSU emphasizes student-centric teaching methodologies, including participative learning, experiential learning, and problem-solving approaches. Teachers leverage ICT-enabled tools and online resources to facilitate effective learning.

One of the significant components of the support system of the University is its mentor-mentee program, designed to address academic and psychological concerns and foster a nurturing environment for students. Admissions for first-year students are conducted by state government reservations and University Grants Commission (UGC) Guidelines. MSU boasts a highly qualified faculty, with 98% holding PhDs, underscoring the University's commitment to excellence in education. The examination process at MSU is notable for its efficiency, with results typically published within three weeks, thanks to a fully automated system. MSU addresses each student's unique needs, providing tailored support systems. A robust evaluation system ensures that learning goals are met and potentially exceeded.

Additionally, the University conducts an annual online student satisfaction survey, further reflecting its commitment to continuously improving the teaching and learning process. Through these comprehensive and thoughtful approaches, MSU ensures a rich and supportive educational journey for all its students. Understanding the importance of student success beyond academic achievements, MSU offers a support system that includes career guidance and a genuine evaluation of student feedback.

### **Research, Innovations and Extension**

MSU is renowned for its dedication to academic excellence, research, innovation, and societal engagement. The university has significantly invested in its research infrastructure, notably establishing a state-of-the-art Central Instrumentation Facility, which, along with its comprehensive research policies, fosters a conducive environment for research and innovation. MSU emphasises the importance of financial research support, providing generous project funding and facilitating a vibrant research culture. This culture is enhanced by recognising faculty achievements, supporting research fellowships, and providing extensive research facilities, actions that have garnered national and international recognition. MSU excels in mobilising resources for research through extramural and government funding, adopting a strategic approach to finance its ambitious projects.

The university encourages innovation beyond traditional research boundaries by setting up an incubation centre to nurture innovative ideas and startups, promoting students' participation in innovation and collaboration with industry for product development. Ethical standards in research are paramount at MSU, reflected in its faculty recognitions, patent achievements, and PhD production. The university commits to the integrity and relevance of scholarly work by promoting high-quality research publications and using bibliometrics to assess research impact. Furthermore, MSU actively engages in consultancy and extension activities to apply its academic and research expertise in serving the community. It promotes holistic development and well-being through various outreach programs. It emphasises collaborative research by establishing MoUs with different educational and research institutions, fostering cooperation and shared growth. In summary, MSU's strategic, comprehensive approach to promoting academic excellence and its commitment to research, innovation, and societal engagement establish it as a leader in contributing to societal well-being. MSU demonstrates the significant role academic institutions can play in shaping a better future for all through its diverse programs and initiatives.

### **Infrastructure and Learning Resources**

MSU stands as a beacon of excellence in higher education, underpinned by its unwavering commitment to providing a high-quality and supportive learning environment. This commitment manifests in its meticulously maintained infrastructure, an assortment of learning resources, and a steadfast dedication to accessibility. At the core of MSU's philosophy is robust infrastructure, encompassing ample classrooms, laboratories, and ICT-enabled learning spaces designed to bolster effective teaching and learning methodologies. The university's holistic support extends beyond mere academic pursuits, offering dedicated spaces for cultural activities, sports, and yoga alongside a comprehensive suite of student support services, including hostels, a radio station, and an LMS. This approach fosters a well-rounded student experience, nurturing its community's intellectual and personal growth.

MSU's commitment to inclusivity is evidenced by its prioritisation of accessibility for all students, ensured through the implementation of ramps, rails, and accessible restroom facilities. The university's ethos of continuous improvement is operationalised through a dedicated Building Committee responsible for enhancing its infrastructure and ensuring a safe and functional learning environment for all. Technology integration is another pillar of MSU's educational strategy, boasting a robust IT infrastructure that includes high-speed internet connectivity, ICT-equipped classrooms, and specialised facilities for e-content development.

The university's library is a testament to its commitment to comprehensive learning resources. It offers an expansive collection of physical and digital materials, including e-journals, e-books, and resources for visually impaired students. This commitment extends to promoting academic integrity through automated systems, collaborations with educational organisations, and deploying anti-plagiarism software. Efficient resource management underpins these efforts, with established systems and procedures for the upkeep of all physical and academic support facilities managed by dedicated teams focused on maintenance, procurement, and educational policy development.

The university's dedication to creating a high-quality learning environment is palpable across its infrastructure, resources, and policies. These concerted efforts create a supportive, innovative, and inclusive academic atmosphere. These efforts fortify its stature as a leading institution in higher education, providing an enriching and holistic educational experience to all members of its university community.

## **Student Support and Progression**

MSU exemplifies a profound dedication to nurturing students throughout their academic pursuits and professional lives. This commitment is underscored by the institution's emphasis on offering substantial financial aid, personalised career counselling, skill-enhancement programs, and an effective system for addressing student grievances. Moreover, MSU fosters a participatory governance model, involving students directly in administrative decisions and ensuring a dynamic campus life, underscored by an active Student Council and many cultural and athletic events.

The university prides itself on making education accessible to a broad student body through scholarships and freeships. It extends tailored career advice and preparatory guidance for a variety of competitive examinations at both national and state levels. Additionally, MSU is dedicated to the holistic development of its students, offering programs aimed at improving soft skills, life skills, and technological literacy.

Adhering to a student-centric approach, the university has instituted a comprehensive grievance redressal mechanism accessible online and offline, meticulously addressing concerns related to sexual harassment and ragging. This reflective attention to student welfare correlates with a notable rate of graduates pursuing higher



education, illustrating successful academic trajectories.

MSU's commitment to student preparedness is further highlighted by its impressive placement rates, ensuring students are well-equipped to navigate the job market successfully. The university celebrates the achievements of its students, especially those who distinguish themselves in sports and cultural domains, fostering a vibrant campus culture.

Student engagement is at the heart of MSU's ethos, with the Student Council playing a crucial role in advocating for student welfare and contributing to the institution's growth. Student representatives play a significant role in important committees, ensuring the student body's voice is integral to university decision-making.

Beyond fostering a lively campus environment through various sports and cultural events, MSU maintains a strong relationship with its alum network, encouraging their involvement in the university's developmental initiatives. MSU's unwavering commitment to student support, academic excellence, and community engagement positions it as a nurturing ground for students, empowering them to thrive academically and professionally within an inclusive and supportive campus environment.

### **Governance, Leadership and Management**

MSU stands as a beacon of higher education, steadfast in its commitment to a vision that champions quality education, pioneering research, and an innovative ethos. At the heart of its governance is a participatory model that values the input of a diverse array of stakeholders, including the State Government, academic departments, affiliated colleges, and external entities, all rooted in the laws of the Tamil Nadu State Legislative Assembly. This inclusive approach is mirrored in its academic endeavours, with the university adopting a CBCS and OBE to prioritise academic excellence. Furthermore, MSU is dedicated to fostering transparency and inclusivity, as evidenced by its various committees addressing grievances, internal complaints, and hostel management issues. Innovation is central to MSU's academic strategy, as demonstrated by adopting a Learning Outcome-Based Curriculum Framework and integrating e-learning technologies, including access to MOOCs via a sophisticated Learning Management System (LMS). The university also invests in faculty development, offering specialised training in e-content development and online teaching methodologies to ensure a high-quality educational experience. This commitment extends to cultivating a culture of innovation through its Institutional Innovation Cell, which spearheads research and development initiatives. MSU has made significant investments in infrastructure and sustainability, including developing a City Complex for undergraduates, a central instrumentation facility, new hostels, and a large-scale sewage treatment plant. This underscores its commitment to expansion and sustainability. Financial stability is achieved through a diversified funding strategy, which includes state funding, student fees, external grants, and alums support, complemented by a rigorous audit system to ensure financial integrity and accountability. The Internal Quality Assurance Cell (IQAC) further underscores this commitment by promoting a culture of quality assurance through annual academic audits, student satisfaction surveys, and mentorship programs. MSU's national recognition, evidenced by its NIRF ranking, underscores its dedication to quality education and research. The university's strategic plan focuses on academic excellence, research advancement, meaningful extension activities, effective governance, and enhanced infrastructure, all contributing to a supportive and flourishing academic community. This consistent effort towards improving infrastructure, academic offerings, governance, and resource management cements MSU's esteemed and progressive status in higher education.

**Institutional Values and Best Practices**

The University is deeply committed to fostering gender equity, implementing various programs such as workshops and seminars, and forming a dedicated Gender Equity Committee. These initiatives are further enhanced by integrating gender perspectives into the curriculum and extracurricular activities and providing specific facilities for women on campus. Notably, the University stands out for offering admission and tuition-free education to transgender students, marking a significant stride towards inclusivity in education. Efficient waste management, encompassing solids, liquids, biomedical wastes, e-waste, and hazardous chemicals, is a hallmark of the University's environmental sustainability efforts. Measures to ensure women's safety on campus include installing CCTV cameras, enhancing lighting, and providing support services such as counselling and helplines. Its green campus initiatives show the University's commitment to environmental sustainability. These include promoting the use of bicycles, creating pedestrian-friendly pathways, prohibiting the use of plastic, and implementing landscaping projects.

Additionally, the campus boasts solar power plants and is designed to be friendly and accessible to differently-abled individuals, featuring ramps and appropriate signage for easy navigation. Efforts to cultivate a culture of tolerance and harmony among students and faculty regarding cultural, regional, linguistic, communal, and socioeconomic diversities are noteworthy. The University organizes events and activities that sensitize the community to constitutional responsibilities, including the values of rights, duties, and responsibilities. Alternative energy sources, such as solar energy, biogas plants, and energy-efficient lighting, underscore the University's approach to sustainable energy use. Water conservation is another critical area of focus, with initiatives like rainwater harvesting, the maintenance of water bodies, and efficient water distribution systems in place. The University's commitment to environmental stewardship has been recognized with awards and is periodically reaffirmed through internal and external audits. In summary, the University's holistic approach to promoting gender equity, environmental sustainability, safety, inclusivity, and tolerance positions it as a leader in creating a progressive and responsible educational environment.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the University	
Name	MANONMANIAM SUNDARANAR UNIVERSITY
Address	MANONMANIAM SUNDARANAR UNIVERSITY ABISHEKAPATTI
City	Tirunelveli
State	Tamil Nadu
Pin	627012
Website	<a href="https://www.msuniv.ac.in">https://www.msuniv.ac.in</a>

Nature of University	
Nature of University	State University

Type of University	
Type of University	Affiliating

Establishment Details	
Establishment Date of the University	07-09-1990
Status Prior to Establishment, If applicable	PG Centre
Establishment Date	27-08-1990

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	29-03-1994	<a href="#">View Document</a>
12B of UGC	29-03-1994	<a href="#">View Document</a>

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	MANONMANIAM SUNDARANAR UNIVERSITY ABISHEKAPATTI	Rural	545.89	26.76	Under Graduate, Post Graduate, Integrated PG, Ph. D.D,		
PG centre	Pg Extension Centre, Govt. High School Campus, Nesavalur Street, Vadaseri, Nagercoil-629001, Kanyakumari District.	Rural	2.5	929	Post Graduate	25-05-2012	01-01-1970
Off Campus	Sri Paramakalyani Centre For Excellence In Envir	Rural	116.59	10521.8	Post Graduate , Integrated Post Graduate , Ph.D	01-10-1992	01-01-1970

<i>onmenta l Studies, Alwarku richi-62 7412 Tenkasi District. Centre For Marine Science And Tec hnology, Marina Complex , Rajakk amangal am-629 502 Kan yakumar i District.</i>						
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## 2.2 ACADEMIC INFORMATION

### Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total
General	104	0	104

### Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	104
Colleges Under 2(f)	11
Colleges Under 2(f) and 12B	39
NAAC Accredited Colleges	37
Colleges with Potential for Excellence(UGC)	1
Autonomous Colleges	10
Colleges with Postgraduate Departments	79
Colleges with Research Departments	42
University Recognized Research Institutes/Centers	25

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)		: Yes
SRA program	Document	
AICTE	<a href="#">100004_135_1.pdf</a>	
NCTE	<a href="#">100004_135_4.pdf</a>	
PCI	<a href="#">100004_15019_6_1714734185.pdf</a>	

### 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	19				38				106			
Recruited	3	0	0	3	14	1	0	15	43	24	0	67
Yet to Recruit	16				23				39			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				275
Recruited	103	88	0	191
Yet to Recruit				84
On Contract	33	24	0	57

Technical Staff				
	Male	Female	Others	Total
Sanctioned				61
Recruited	33	1	0	34
Yet to Recruit				27
On Contract	10	1	0	11

#### Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	0	0	14	1	0	49	18	0	85
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	34	46	0	80
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	1	0	1
UG	0	0	0	0	0	0	0	0	0	0

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

#### Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	5	1	0	6
Adjunct Professor	1	0	0	1
Visiting Professor	12	1	0	13

#### Chairs Instituted by the University



Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Department of Communication	Perarignar Anna Chair	University Fund
2	Department of Management Studies	Thanthai Periyar Chair	University Fund
3	Department of Communication	Christian Chair	University Fund
4	Department of Tamil	Bharathi Chair	Bharathi Anbaral
5	Department of Computer Science and Engineering	Bharath Rathna K Kamaraj Chair	University Fund
6	Department of Statistics	V.O.C	University Fund

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	197	0	0	0	197
	Female	145	0	0	0	145
	Others	0	0	0	0	0
PG	Male	390	0	0	0	390
	Female	967	13	0	0	980
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	30	0	0	0	30
	Female	55	0	0	1	56
	Others	1	0	0	0	1
Diploma	Male	26	0	0	0	26
	Female	92	0	0	0	92
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	8

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	433	0	0	0	433
Female	521	0	0	0	521
Others	0	0	0	0	0

**Details of UGC Human Resource Development Centre, If applicable**

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

**Accreditation Details**

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation			
B++				
Cycle 1	Accreditation			
B++				
Cycle 2	Accreditation			
B				
Cycle 2	Accreditation			
B				
A	3.13			
A	3.13			
Cycle 3	Accreditation	3		<a href="#">View Document</a>
Cycle 3	Accreditation	3		<a href="#">View Document</a>

**2.3 EVALUATIVE REPORT OF THE DEPARTMENTS**

Department Name	Upload Report
Animal Science	<a href="#">View Document</a>
Archaeology	<a href="#">View Document</a>
Biotechnology	<a href="#">View Document</a>
Centre For Information Technology And Engineering	<a href="#">View Document</a>

Chemistry	<a href="#">View Document</a>
Commerce	<a href="#">View Document</a>
Communication	<a href="#">View Document</a>
Computer Science And Engineering	<a href="#">View Document</a>
Criminology And Criminal Justice	<a href="#">View Document</a>
Economics	<a href="#">View Document</a>
Education	<a href="#">View Document</a>
English	<a href="#">View Document</a>
Environmental Science	<a href="#">View Document</a>
Geotechnology	<a href="#">View Document</a>
History	<a href="#">View Document</a>
Library	<a href="#">View Document</a>
Management Studies	<a href="#">View Document</a>
Marine Science	<a href="#">View Document</a>
Mathematics	<a href="#">View Document</a>
Pharmaceutical Chemistry	<a href="#">View Document</a>
Physical Education And Sports	<a href="#">View Document</a>
Physics	<a href="#">View Document</a>
Plant Science	<a href="#">View Document</a>
Psychology	<a href="#">View Document</a>
Renewable Energy Science	<a href="#">View Document</a>
Sociology	<a href="#">View Document</a>
Statistics	<a href="#">View Document</a>
Tamil	<a href="#">View Document</a>

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Manonmaniam Sundaranar University's embrace of multidisciplinary and interdisciplinary learning and research aligns with the evolving landscape of higher education. By integrating diverse disciplines, fostering cross-disciplinary learning, and encouraging
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innovative research, the university prepares students for a dynamic and interconnected world, equipping them with the knowledge and skills needed to thrive in an ever-changing global landscape. Curriculum and Research Multidisciplinary programs: The University follows a multidisciplinary approach in its curriculum and research. This approach started in the 1995s and has taken a fast pace during the 2010s. The Human Rights, Criminology, Sociology, and Geotechnology programmes are related to more than two disciplines, and the university will continue to offer holistic multidisciplinary programmes in the future. Supportive courses: The University has a system of supportive courses to build the students' competence, which was implemented in 2018-19. Science students take one or two humanities courses, and humanities/language students take STEM-oriented studies. This supportive course helps the students acquire knowledge in different disciplines and contributes to their development as personalities with expertise in other areas. Flexible curriculum: The University is one of the earliest universities in Tamil Nadu to offer curricula in Choice Based Credit System (CBCS) mode, which provides choices for students to select from the prescribed courses and was implemented in the academic year 1996-97. The university's curricula are revised once every three years to bring flexibility and innovation. Progress includes extension activities as a part of curricula. Environmental focus: Establishing the Sri Paramakalyani Centre of Excellence in Environmental Sciences (SPKCEES) demonstrates the university's commitment to interdisciplinary research and education in environmental studies. Intra- and Inter-University transfers: The university complies with a flexible curriculum and enables the students to switch education during the programme on an intra- and inter-university basis. The student applies to the controller of examinations, the subjects studied, examinations taken, and credits required were analyzed with this information about the programme and whether the student's eligibility to join the programme is analyzed and matched without compromising on the rigour of learning. Future Plan Multidisciplinary research: The University actively promotes multidisciplinary research, encouraging PhD candidates to combine multiple disciplines in their research projects. New program development:

	MSU is actively planning new programmes in archaeology, artificial intelligence, cyber security, and data analytics, demonstrating a forward-looking approach to meeting emerging educational and research demands.
2. Academic bank of credits (ABC):	<p>Intra-University credit bank: The University has established an internal credit bank where all students' past, present, and future credits are stored. ABC allows for greater flexibility in transferring credits within the university. National depository linkage: The University envisions linking its credit bank to a national depository, further enhancing credit transferability and recognition. Further development: The University's website needs to provide specific details on implementing the ABC system, such as the process for credit accumulation, transferability rules, and a timeline for national integration. Global Academic Collaboration Memoranda of Understanding (MoUs): The University has signed MoUs with Indian and international institutions, fostering academic cooperation and faculty exchange programmes. International partnerships contribute to the university's internationalisation efforts, expanding academic opportunities for students and faculty and promoting cross-cultural learning. Teaching and Learning Pedagogical approaches: Faculty members are encouraged to utilise various pedagogical approaches within the approved curriculum, including assignments, assessments, and textbooks. Innovation in teaching: This approach fosters teaching methods, enhancing student engagement and promoting a dynamic learning environment. Future Plan The university will create a comprehensive policy outlining the framework for its ABC system. ABC policy will include: Explicit criteria for credit accumulation: The University will establish clear criteria for credit accumulation across different programmes and universities, ensuring consistency and fairness. Defined transferability rules: Specific rules for transferring credits within and beyond the university will be established to facilitate seamless transitions for students. Roadmap for national integration: A roadmap outlining the steps for integrating the University's ABC system with a national depository will be developed, ensuring compatibility and seamless credit transferability across institutions. The university will actively</p>

	<p>publicise details of its international partnerships and showcase the benefits of these collaborations for students and faculty, which will involve: Increased visibility: Sharing information about international partnerships on the University website and in promotional materials will raise awareness of these opportunities. Highlighting success stories: The University will publicise successful stories of student and faculty exchanges, joint research projects, and collaborative academic initiatives, highlighting the value of these partnerships. Building a global network: The University will actively seek new partnerships with international institutions, expanding its reach and offering more opportunities for global engagement. The university will encourage faculty members to conduct research and development projects related to implementing the ABC system and its potential benefits for students. This will include: Exploring ABC's potential: Research projects will focus on evaluating the effectiveness of ABC systems in other institutions and identifying best practices for implementation at MSU. Assessing student benefits: The research will examine the impact of the ABC system on student outcomes, such as improved flexibility, enhanced employability, and increased access to learning opportunities. Developing innovative applications: The University will encourage research projects that develop creative ways to leverage the ABC system to enhance teaching, learning, and research.</p>
3. Skill development:	<p>Dedicated Vocational Education Directorate Full-Fledged Directorate: MSU has established a Directorate of Vocational Education, which plays a pivotal role in delivering various vocational programmes aligned with the National Skills Qualification Framework (NSQF) of the Government of India. The university has a fully equipped Directorate of Vocational Education. One thousand two hundred students have benefited from 91 vocational education programmes, comprising 11 certificate courses, 61 diploma programmes, and 19 advanced diploma programmes. Programmes offered include Fire &amp; Safety Management, Diagnostic Lab Technology, Digital Cinematography, Human Care, Operating Room Assistance, and many more. More information can be found at <a href="http://www.msuniv.ac.in/About-Directorate-of-Vocational-Education">www.msuniv.ac.in/About-Directorate-of-Vocational-Education</a>. Program</p>

	<p>offerings: The Directorate offers various vocational programmes, including certificate, diploma, and advanced diploma courses, covering fields like Fire &amp; Safety Management, Diagnostic Lab Technology, Digital Cinematography, Human Care, and Operating Room Assistance. Industry relevance: The university actively incorporates industry expert inputs into its vocational programme curricula, ensuring they align with current industry demands. Integrating Vocational Education UG integrated programs: The university plans to integrate vocational education stream students into its undergraduate integrated programmes, creating pathways for students to combine academic and vocational learning. Add-on Courses: Students can take add-on courses, some vocational ones, alongside their regular curriculum. These add-on courses provide flexibility and allow students to specialise in areas of interest. Enhancing Access and Future Plans Online and distance learning: The university currently offers diplomas, PG diplomas, and degree programmes through its Open and Distance Learning (ODL) system, and it plans to extend these offerings to include vocational courses. Skill-Based online courses: The University is exploring the development and delivery of skill-based courses through online and distance learning modes, expanding access to vocational training.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Promoting Yoga Education Partnership with World Community Service Centre: The University explored a Memorandum of Understanding (MoU) with the World Community Service Centre in Aliyar to provide yoga education to students and faculty. Yoga as a course component: Yoga is already incorporated as a course component in specific postgraduate programmes, demonstrating a commitment to promoting the benefits of this ancient Indian practice. Teaching in Indian Languages Bilingual mode: The university delivers its curriculum in bilingual mode (English and Tamil) wherever feasible, ensuring accessibility and fostering a deeper understanding of subjects for Tamil-speaking students. Emphasis on Tamil: Tamil, a prominent Indian language, is offered at both undergraduate and postgraduate levels. It is also taught as a Part I course for two semesters in undergraduate programmes in the affiliated colleges alongside Malayalam and Arabic. Celebrating and Preserving Indian Culture Focus on ancient Tamil</p>



	<p>practices: The Department of Tamil Studies actively explores and documents ancient Tamil practices and tools, creating a depository and museum. This initiative preserves and promotes Tamil Nadu's rich cultural heritage. Cultural Promotion: The Department of Communication promotes Indian arts, culture, and tradition through an annual festival, Karisal Thiruvizha (Soil Festival). This event showcases India's diverse cultural expressions. Community Engagement: The Department of Sociology actively engages with the Thoda tribals of Ooty and Uthagamandalam, contributing to the preservation and understanding of tribal culture and knowledge systems.</p>
5. Focus on Outcome based education (OBE):	<p>Implementation of OBE Curriculum review and alignment: The university is revising its curriculum for all courses affiliated colleges offer to incorporate OBE principles. OBE involves aligning curriculum design with specific learning outcomes, ensuring students acquire the desired knowledge and skills. Workshop for Board of Studies: The university plans to conduct a workshop for all Chairpersons of the Board of Studies at the University and affiliated colleges. This workshop aims to guide faculty in implementing OBE effectively within their programmes. Ongoing Efforts SCAA approval: The revised curricula will be submitted for approval to the Standing Committee on Academic Affairs (SCAA), demonstrating the university's commitment to a systematic and collaborative approach to implementing OBE. Future Plan The university will develop appropriate assessment tools to measure student achievement against the defined learning outcomes. LOs will involve: Creating aligned assessments: Assessment tools will be carefully designed to directly assess the specific learning outcomes outlined in the revised curriculum. Developing rubrics and criteria: Clear rubrics and criteria will be established for evaluating student performance, ensuring consistency and fairness in assessment practices. Employing diverse assessment methods: The university will utilise a range of assessment methods, including traditional tests, project-based assignments, portfolios, and presentations, to provide a comprehensive evaluation of student learning. The university will provide ongoing training and professional development</p>

	<p>opportunities for faculty members. These initiatives will:</p> <p><b>Focus on OBE principles:</b> Training programmes will give faculty a deep understanding of OBE principles and best practices for implementing this approach in their teaching.</p> <p><b>Offer practical guidance:</b> Workshops and seminars will provide helpful advice on developing learning outcomes, designing assessments, and adapting teaching strategies to align with OBE principles.</p> <p><b>Encourage collaborative learning:</b> The university will foster a collaborative learning culture by creating opportunities for faculty to share best practices, challenges, and resources related to OBE implementation. The university will establish a platform to share best practices and resources related to OBE. This platform will:</p> <p><b>Create a central repository:</b> The university will create a central repository of resources, such as lesson plans, assessment tools, and articles on OBE implementation, for faculty to access and share.</p> <p><b>Organize forums and workshops:</b> The university will organize regular forums and seminars where faculty can share their experiences, best practices, and innovative approaches to implementing OBE in their classrooms.</p> <p><b>Foster a culture of continuous improvement:</b> The platform will encourage ongoing dialogue, reflection, and the sharing of expertise among faculty.</p>
6. Distance education/online education:	<p><b>Distance Education Comprehensive programmes:</b> The university offers 91 programmes covering various disciplines through its Directorate of Vocational Education (DVE). These programmes are developed by the Boards of Studies and approved by the Standing Committee on Academic Affairs (SCAA).</p> <p><b>Quality assurance:</b> The DVE conducts regular inspections to ensure the quality of existing programmes and grants affiliation to new centres.</p> <p><b>Equivalence and flexibility:</b> The syllabi of Distance Education programmes are aligned with those of regular programmes, and the university is working to conduct exams simultaneously for both modes.</p> <p><b>Online Education Initiatives COVID-19 response:</b> The university transitioned to online learning during the COVID-19 pandemic, providing students with access to online classes and resources.</p> <p><b>Faculty development:</b> A week-long Faculty Development Programme on Online Mediums was organised for the University Department teachers to support this.</p>

The event focused on e-content development using a four-quadrant strategy and web-based services and tools for online classes. A total of 248 participants registered for the programme. Additionally, the university conducted a week-long Faculty Development Programme on Digital Learning and Teaching based on the Four-quadrant Strategy to train the teachers of Mano colleges and MSU Constituent Colleges on online teaching. The university established a Centre for Online Education on October 26, 2021, to further support online education. The facilities available at the Centre for LMS include LMS Server -1, two desktops, two laptops, and 1 UPS. The human resources at the centre include a Director, a system programmer, and a junior assistant ([www.msunivlms.in](http://www.msunivlms.in)). Centre for Online Education: Established in 2021, the Centre for Online Education provides dedicated resources and infrastructure for online learning, including a Learning Management System (LMS), dedicated staff, and training programmes for faculty. LMS Services: The services provided by the Centre for LMS are: i) Conducting training programmes for university and affiliated college teachers to handle online classes using MSU-LMS; ii) Hosting course content and quizzes for classroom teaching and assessment; and iii) Conducting entrance exams and online MCQ exams for students. SWAYAM and e-PG Pathshala: Students of the university departments can take online courses through the ICT-enabled learning platforms, SWAYAM and e-PG Pathshala, and receive credits for their studies. These courses are available online (<https://swayam.gov.in> and <https://epgp.inflibnet.ac.in>). Each course has mentors to monitor student progress. In July-December 2020 and January-April 2021, 962 and 1052 learners, respectively, enrolled in classes on the SWAYAM portal for credit transfer. During July-December 2020, participants received certificates such as the Active SPOC certificate, Mentor Appreciation Certificate, and NPTEL online certification for faculty and students.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. The Electoral Literacy Club (ELC) has been set up in the University and is functioning effectively to educate the electors regarding the procedure relating to registering their names in the electoral roll list.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The Director of Youth Welfare and Student Affairs coordinates the smooth functioning of the activities along with the university faculty. The ELC is representative in character.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The activities conducted through ELC are abstracted below. Voter awareness is crucial for a healthy democracy, as informed and engaged citizens are more likely to participate in elections and make informed choices. The activities are The Voters Awareness Campaign is conducted periodically before the legislative and Parliamentary elections. The Voters' Pledge is given to all department faculty and students on Voters Day every year. Rallies to create awareness of 100% voting are conducted inside and outside the campus with awareness slogans on the placards. The mock poll is conducted on campus for first-time voters NSS/NCC volunteer's participation during Election Day helped the underprivileged sections of society people, like transgender, disabled persons and senior citizens.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	A socially relevant initiative - The systematic Voters' Education and Electoral Participation (SVEEP) Programme, is undertaken to educate the electors regarding procedures relating to the registration of names in the Electoral Roll, correcting their existing particulars in the Electoral Roll and deletion of names of shifted and deceased family members is conducted. National Youth Parliament for students is conducted by the University to develop leadership qualities and to advance democratic values.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The ELC visits each department and initiates enrollment of eligible voters in the electoral roll by sending them to the electoral registration camps conducted by the government.

## Extended Profile

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### 1 Students

#### 1.1

**Number of students on rolls year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
2374	2443	2264	2073	1768
File Description		Document		
Institutional Data in prescribed format		<a href="#">View Document</a>		

#### 1.2

**Number of final year outgoing students year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
794	733	674	669	553
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

**Number of full time teachers in the institution year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
158	157	158	163	165
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 2.2

**Total number of full time teachers worked/working in the institution (without repeat count) during last five years:**

**Response: 177**

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 3 Institution

#### 3.1

**Total expenditure excluding salary year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
2875.81	1869.98	1295.13	4433.45	5741.03

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Design and Development

##### 1.1.1

**Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs), and Course Outcomes(COs) of the Programmes offered by the University**

##### **Response:**

**Relevance:** Autonomy in curriculum design and development is the axis of a University, and to effectively harness this freedom, the University's vision is to evolve a composite curriculum through robust BoS that consists of experts from central/state Institutions/Universities, industry, alums and also includes students [1]. The composition of the courses is core, discipline-specific electives, generic electives, laboratory, tutorial, skill development, entrepreneurial projects, field projects, an internship of varied credits and contact hours [2]. Our University offers 43 programmes; some are AICTE, NCTE, and PCI, and 27 departments approve them. Courses are designed to meet the local, regional, national and global developmental needs. Local (four districts of the University jurisdiction) resources are flora and fauna of the Western Ghats, marine organisms of long coastal line, fishing & seafood processing, windmills, power plants, cement industries, rubber extraction, handicrafts, salt production, match factories, apparel designing, tourism, minerals, archaeological exploration, agriculture, horticulture, etc. University curricula are relevant to the above local developmental needs, particularly those of the environment and marine life. Therefore, the University has established two geographically located and resource-synchronised centres at the foothills of the Western Ghats, Alwarkurichi (Geo) and the seashore, Rajakkamangalam. National missions, digital India, skill India, and sustainability initiatives lay the nation's and region's developmental road map. Some courses are aligned with it across different programmes. Global technological needs are data analytics, artificial intelligence, machine learning, deep learning, cyber security, circular economy, sustainable energy, climate action, and nanotechnology. PG programmes on Data Analytics, Cyber Security, and Information Technology develop human resources. The new programmes are M.Sc. Data Analytics, M.Sc. Biotechnology (Integrated), M.Com. (Integrated), M.Lib.I.Sc. (Integrated), Diploma in Pharmacy and MA History (integrated) during the assessment period. Further, the University created an opportunity for the students to learn extra-credit mandatory value-added certificate courses, and the University evolved a policy for value added courses [3].

**Reflection:** The pragmatic shift to quality education is a learner-centric approach that evolved as Outcome Based Education (OBE) and, in compliance with UGC guidelines, the University had prompted several measures to implement the LOCF curriculum during 2022-23 across all programmes [4]. The programmes' POs, PSOs and COs are compiled [5-8]. POs and COs encompass the process and the outcome of the local, regional, national and global developmental needs. POs and COs of programs such as Zoology, Botany, Environmental Science, and Marine Science focus on local biodiversity and sustainability, reflecting the need to preserve local ecosystems, promote conservation and support sustainable livelihoods through fishing, horticulture, and agriculture. Biotechnology and Pharmaceutical COs reflect national health needs, focusing on medical research, the development of pharmaceuticals,

and biotechnological innovations to address pressing public health challenges. The COs of M.Com, MBA and MA Economics incorporate case studies, internships and projects that focus on local businesses and industries, helping students apply their learning to real-world scenarios.

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

### 1.1.2

**The Programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements**

#### Response:

The main focus of the curricula is to provide conceptual understanding, knowledge gain, and skills development for each programme of study. Conceptual understanding of the core courses enables the learner to pursue higher studies. At the same time, specific domain knowledge fetches employment in various government and private sectors on the eligibility of any degree, which is established by students' placement records (metric 5.2.1). Objective-type questions in the internal and semester-end examinations offer necessary practice for competitive examinations [1]. Entrepreneurial components in various courses of different programmes are listed [2]. The follow-up of this course is as follows. Entrepreneurial Development and Innovation Institute (EDII) hub was instituted at the university in January 2022. It is an apex body headed by a Director and administered by the Department of Micro, Small, and Medium Enterprises (MSME), Government of Tamil Nadu. Through its Institute Entrepreneurship Development Program (IEDP), the university intends to promote Entrepreneurship among the students of higher education institutions through the Hub and Spoke model (Spokes refer to colleges affiliated with the university and within the given jurisdiction). The EDII hub aims to foster an entrepreneurial climate in institutions. A Field Coordinator has to work in the Hub office to implement IEDP in the affiliated colleges (spokes colleges). Since its inception, the EDII-Hub-MSU has been actively promoting various activities in the affiliated colleges by creating an ED Cell in every college with a Faculty Coordinator and a structured student team to assist the ED Cell. The funds received during 2021-24 are Rs.12,81,786/-. The beneficiaries of 89 events during 2021-24 are 419 teachers of HEIs and 11,919 students [3]. Skill development courses are broadly grouped under cognitive skills and practical skills. The programme level is based on the learning outcome in NSQF-level descriptors [4]. M.Sc. programmes in Data Analytics, Information Technology and Cyber Security are retrospectively mapped to levels of 6 to 6.5 using revised NSQF and NCrF-2023 [5]. B.Voc Programme on Food Processing: Analytical and Quality Control Techniques is mapped to level 5.5 [6]. The emphasis of the skill developmental stand-alone courses is aimed at achieving and demonstrating practical skills in contrast to the teaching of traditional theory courses. Matlab Programming, NI Labview Applications, Pic Microcontroller Applications, Arduino Applications, Digital Media Production, Income Tax Law and Practice are separate skill development courses in the NSQF formal courses list [7]. Skill components in various courses offered in different programmes are summarised [8]. Integrated students undertake "Computers for Digital Era" as a skill course.



File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

<b>1.2.1</b>  <b>Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years</b>  <b>Response:</b> 33.13	
<b>1.2.1.1 Number of new courses introduced during the last five years:</b>  Response: 773	
<b>1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :</b>  Response: 2333	
File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	<a href="#">View Document</a>
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

<b>1.3.1</b>  <b>Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum</b>  <b>Response:</b>  The University understands the importance of including the components of various cross-cutting issues prevalent in contemporary society into the curriculum in different courses as part of the unit and standalone courses for the sensitisation of the learners to effectively sync with the rest of the world when	
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emerging as graduates. Human values are a far more crucial societal course for the learners; therefore, "Value Based Education" is a standalone course in the integrated programmes [1]. Similarly, another pertinent issue is environmental consciousness and sustainability; therefore, "Environmental studies" is also taught as an independent course [2]. Gender equity is included in four courses across four programmes [3]. A complete course on "Personality development" is also offered to students, which touches upon the aspects of Professional ethics [4]. Yoga is another mandatory course in the curriculum [5].

Sustainable Development Goals (SDG) are a UN global initiative for the betterment of society. The curriculum of various programmes addresses these goals. A few of them are Good Health and Well-being (SDG3), Affordable and Clean Energy (SDG7), Industry, Innovation and Infrastructure (SDG9), Climate Action (SDG13), and Peace, Justice and Strong Institutions (SDG16) [6]. The sixth semester of the integrated programmes is devoted to internships in various industries/institutions.

National Education Policy (NEP-2020) relevant to the curriculum, such as multidisciplinary/interdisciplinary approach, ABC and multiple entries/exits are implemented. Five-year integrated PG programmes necessitated exit options for learners, as one moves from first year to third year, who would be well-informed to make passion-driven decisions for their career whether to continue or exit. On average, one-third of the students enrolled on integrated programmes select the exit option while the remaining students complete the five-year programmes. There must be a lateral entry option as there is an exit option. New students can enrol in the fourth year of the integrated programmes [7].

As a prelude to multidisciplinary/interdisciplinary programmes, the University accommodates students' interest in learning courses from other programmes. Every PG student has to undertake two courses, named supportive courses, each with three credits. The students have the freedom to choose any course of their desire. The University implemented it through SWAYAM online courses as UGC mandates that 20 per cent of credits be earned through SWAYAM. The students' Credit and grades are seamlessly included in the mark statements. The course choices by the students are exciting, and the options analysis is provided for one programme each from the science, arts, and language departments [8].

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

### 1.3.2

**Number of certificate/value added courses/Diploma Programme offered by the institutions and online courses of MOOCs, SWAYAM/e Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years**

**Response:** 98

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**1.3.3**

**Percentage of programmes that have components of field projects / research projects / internships during the last five years.**

**Response:** 100

**1.3.3.1 Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years**

Response: 40

**1.3.3.2 Total Number of programmes offered (without repeat count) during the last five years**

Response: 40

File Description	Document
Sample Internship completion letter provided by host institutions	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Program and course contents having element of field projects / research projects / internships as approved by BOS	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1

**Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:**

**Response:** A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Feedback analysis report submitted to appropriate committee/bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis and its report to appropriate committee/bodies	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 90.31

##### 2.1.1.1 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1069	1095	1108	1076	999

##### 2.1.1.2 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
995	1020	957	950	907

#### File Description

#### Document

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

Admission extract signed by the competent authority (only fresh admissions to be considered)

[View Document](#)

#### 2.1.2

**Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years**

**Response:** 91.21

##### 2.1.2.1 Number of actual students admitted against the reserved categories in the first year of the programme year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
691	698	699	664	611

#### 2.1.2.2 Total number of seats earmarked for reserved category as per GOI or State Government rule year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
739	757	761	741	689

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

### 2.2.1

**The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student**

#### Response:

With the shifting landscape of educational needs, a progressive university has dedicated itself to crafting an inclusive and comprehensive academic experience. This institution, adhering to the regulations set forth by the Government of Tamil Nadu and the Government of India, assures itself of a transparent admission process that upholds the highest selection standards. Upon admission, the university goes the extra mile to ensure all students begin their educational journey on equal footing regardless of their initial standing. This is achieved through customised preparatory workshops each department offers to compensate for the student's foundational knowledge. The heart of the university's academic strategy lies in its Continuous Internal Assessment (CIA) methodology, which is thoroughly designed to cater to the

students' varied learning paces and styles. This approach includes internal examinations, seminar presentations, and assignments, all serving as multifaceted tools to gauge and nurture the students' intellectual capabilities. Through an analytical review of the students' performance in both the Admission Entrance Test and the first internal test, the institution identifies students who may require additional support - the so-called slow learners. This identification process allows for the implementation of tailored tutorials and remedial classes to enhance these students' academic performance. The university assigns mentors who provide continuous, individualised monitoring and assessment to reinforce the support system for slow learners further. These mentors are not just overseers; they are facilitators who engage with each student, identifying their areas of weakness and orchestrating need-based tutorials beyond regular school hours. The ultimate goal of these sessions is to ensure that slow learners cannot only grasp the critical elements of their courses but also foster a sense of comfort and confidence in their learning journey. In this nurturing environment, students are shielded from peer pressure and the undue stress of falling behind, receiving the encouragement and resources needed to succeed.

Meanwhile, the institution recognises the importance of catering to advanced learners, representing the other end of the academic spectrum. These students are identified based on their exceptional performance and intrinsic motivation. The university facilitates their growth by encouraging exploration and deeper engagement in their areas of interest. These advanced learners are offered opportunities to expand their knowledge base and skills through personalised guidance, further enriching their educational experience. This holistic approach to education, which emphasises the individual needs of students, reflects the university's commitment to fostering an environment where every student, regardless of their learning pace, is allowed to excel. The institution's balanced educational approach empowers both struggling and advanced learners, culminating in a comprehensive academic experience that prepares students for the demands of the wider world.

File Description	Document
Provide link for additional information	<a href="#">View Document</a>

### 2.2.2

#### Student - Full time teacher ratio (Data for the latest completed academic year)

**Response:** 15.03

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	<a href="#">View Document</a>
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	<a href="#">View Document</a>

## 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 experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process**

**Response:**

Educational approaches prioritising the learner, like experiential and participative learning alongside problem-solving methods, play a crucial role in enriching the academic experience in the university. These methods emphasise active engagement, critical thinking, and the practical application of knowledge, ensuring that students are not just passive recipients of information but active participants in their learning journey. Students in their final year must set about on the field, on industrial visits, or on study tours to further the hands-on learning approach. These outings are not just educational excursions but integral parts of their curriculum, necessitating the submission of detailed reports. These reports and viva voce examinations contribute to their final grades. Some departments add other practical experience by incorporating internships into their curriculum. Here, students spend their summer breaks gaining real-world experience relevant to their field of study, with their academic credentials being partly contingent on the quality of their internship reports and their performance during a comprehensive viva voce.

Another curriculum foundation is the mandatory project work in the last semester. This project work culminates in a dissertation that contains the student's findings and experiences. The process is meticulously structured, with several review phases leading to a final evaluation by an external examiner through a viva voce, which may be open or closed. This project phase enhances students' research capabilities and fosters meaningful interactions with faculty and research scholars, enriching their understanding and applying theoretical knowledge to solve real-world problems. Some departments have adopted multiple-choice question (MCQ) examinations for elective subjects to modernise and diversify assessment methods. This shift aims to hone students' problem-solving skills in a structured and objective manner.

Additionally, encouraging students and faculty to create and engage with academic content on platforms like YouTube is a testament to the institution's commitment to fostering a dynamic and interactive learning environment. Such initiatives promote knowledge sharing and encourage the development of a participatory culture within the academic community. The curriculum is thoughtfully designed to include various interactive and practical activities such as group discussions, role-playing, seminar presentations, practical sessions, and quizzes. These activities are not arbitrary but carefully chosen to ensure that students actively apply what they've learned in a collaborative setting, enhancing their understanding and retention of knowledge. Departmental clubs play a significant role in this ecosystem by hosting talks from distinguished guests, offering students a window into the latest research and developments in their field of study. In summary, the educational model adopted is deeply student-centered, focusing on active participation, practical application of knowledge, and a holistic approach to learning. Through hands-on fieldwork, project-oriented learning, contemporary evaluation techniques, and engaging activities, students gain the academic understanding and essential critical thinking and problem-solving abilities needed to thrive in their specific areas.



File Description	Document
Provide Link for Additional Information	<a href="#">View Document</a>

### 2.3.2

#### **The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues**

##### **Response:**

In the contemporary educational landscape, the role of Information and Communication Technologies (ICTs) has been significantly magnified, particularly in the wake of the global COVID-19 pandemic. This unprecedented crisis has disrupted traditional teaching and learning paradigms and has also catalysed educational institutions, including ours, to embrace and integrate digital platforms [1] more comprehensively into their pedagogical frameworks. The pandemic era has underscored the necessity for faculty and students alike to navigate and utilise various online platforms adeptly [2], such as Google Meet, Google Classroom, Zoom, NPTEL (National Programme on Technology Enhanced Learning), SWAYAM (Study Webs of Active-Learning for Young Aspiring Minds), and Google Forms, especially for conducting online examinations. These platforms have become instrumental in ensuring the continuity of education, facilitating remote learning, and enhancing the digital competencies of both educators and learners. Recognising the imperative of integrating ICTs into teaching methodologies, our Institute has taken proactive steps to retrofit most classrooms with cutting-edge ICT-enabled teaching tools. This includes the installation of smart boards and projectors, which are pivotal in fostering a more interactive and engaging learning environment.

The Mentor-Mentee system is a successful practice in the University. All the department students have a mentor and receive guidance and counselling on academic, personal, vocational and familial issues. This practice made many students mentally sound, which could be learned from mentors' and mentees' feedback.[3]

Moreover, many of our faculty members have incorporated PowerPoint presentations into their teaching arsenal, alongside other interactive learning methods, to enrich the educational experience for students. Further emphasising our commitment to leveraging technology in education, our Institute proudly serves as a local chapter for NPTEL, a prominent online learning platform that offers various disciplines. In addition to adopting NPTEL, we utilise Urkund [4], an advanced plagiarism detection software, to ensure the integrity and originality of assignments, dissertations, and theses students submit. As part of their academic curriculum, our postgraduate students are mandated to accumulate six credits through engaging with NPTEL courses [5], thus encouraging them to explore and learn from an expansive repository of knowledge. To the digital pedagogical capabilities of our faculty, the Institute has organised several workshops to train educators to use Moodle [6] as a teaching platform proficiently. These workshops also cover creating video materials, which are pivotal in designing comprehensive teaching and evaluation modules. Such initiatives are instrumental in promoting faculty engagement with Learning Management Systems (LMSs) [7], enhancing the overall teaching and learning experience.

Moreover, with a forward-looking vision to address the evolving technological needs of our academic

community, the University is developing an indigenous LMS. This endeavour aims to create a tailored, robust platform that supports the dynamic nature of teaching and learning and facilitates a more seamless, efficient, and effective educational experience for students and faculty. Through these concerted efforts, our Institute remains steadfast in its commitment to harnessing the potential of ICTs, enriching our students' academic journey and empowering our faculty in their teaching endeavours.

File Description	Document
Provide Link for Additional Information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

**Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years**

**Response:** 91

#### 2.4.1.1 Total Number of Sanctioned year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
176	176	176	176	177

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 2.4.2

**Percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt. during the last five years**

**Response:** 96.05

#### 2.4.2.1 Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B/

**Superspeciality/L.L.D/D.S.C/D.Litt Superspecialist during the last five years**

Response: 170

<b>File Description</b>	<b>Document</b>
List of faculty having Ph.D./D.M/M.Ch./D.N. Superspeciality/ along with particulars of the degree awarding university, subject and the year of award per academic year.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copies of Ph.D./D.M/M.Ch./D.N.B Superspeciality awarded by UGC recognized universities	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.4.3**

**Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)**

Response: 15.73

**2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year**

Response: 2485

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

**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 last date of 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 last date of declaration of results year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
37	23	16	2	11

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

### 2.5.2

#### Percentage of student complaints/grievances about evaluation against total number of students appeared in the examinations during the last five years

**Response:** 2.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	21	7	17	13

##### 2.5.2.2 Number of students appeared in the examination conducted by the institution year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
794	733	645	669	571

File Description	Document
List the number of students who have applied for re-valuation/re-totalling program wise and the total certified by the Controller of Examinations year-wise for the assessment period.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.5.3****Status of automation of Examination division along with approved Examination Manual/ordinance**

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

File Description	Document
The screenshot should reflect the HEI name and the name of the module.	<a href="#">View Document</a>
The report on the present status of automation of examination division including screenshots of various modules of the software.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
If the EMS is outsourced, copy of the relevant contract and copies of bills of payment to be provided.	<a href="#">View Document</a>
Copies of the purchase order and bills/AMC of the software.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.6 Student Performance and Learning Outcomes****2.6.1**

**The institution has stated learning outcomes (Program and Course outcomes)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution**

**Response:**

The curricula in every department have been thoroughly updated to improve the quality of education and guarantee that teaching approaches meet international benchmarks. This revision was meticulously carried out using the Learning Outcomes-Based Curriculum Framework (LOCF). This innovative approach focuses on the specific outcomes students are expected to achieve by the end of their courses and programs. The essence of this approach lies in its student-centric nature, which emphasizes what learners are expected to know, understand, and be able to do after their educational experiences. To implement this framework effectively, each department within the university took the initiative to craft its syllabus meticulously. This process involved a careful delineation of Programme Outcomes (POs), Programme-Specific Outcomes (PSOs), and Course Outcomes (COs). The POs are broad statements that reflect the knowledge, skills, and attitudes students should possess upon completing their program. PSOs are more focused, detailing the expectations within a specific discipline.

COs drill down even further, specifying the learning goals for each course within the program. A critical aspect of this process was ensuring that the COs were appropriately mapped to the PSOs, thus creating a coherent and integrated curriculum that builds on itself systematically. The assessment of student learning was also fundamentally restructured to align with the revised syllabi. Question papers for Continuous Internal Assessment Tests and End-Semester Examinations were thoughtfully designed to evaluate students across cognitive levels. These levels include Remembering, Understanding, Applying, Analysing, Evaluating, and Creating. Such a diverse approach to assessment ensures that students are not only tested on their ability to recall information but also on their capacity to apply knowledge, analyze situations, evaluate outcomes, and create new knowledge or solutions. This multifaceted method of evaluation is instrumental in fostering critical thinking and problem-solving skills among students. To maintain transparency and keep all stakeholders informed, the university has made detailed information about the revised syllabi and assessment processes readily available online. Interested parties can find this information prominently on the university's website, accessible through a clearly defined navigation path. This includes the Program Objectives and Outcomes, Course Objectives and Course Outcomes, and details such as the syllabus with the Year of Implementation. Such accessibility ensures that students, faculty, and external evaluators understand the curriculum's structure and expectations easily.

Furthermore, the university recognizes the importance of preparing students not just academically but also mentally and emotionally for the challenges of their programs. To this end, students receive thorough orientation sessions and ongoing mentorship focused on the expectations for completing their programs. This mentorship and guidance are designed to align with the Graduate Attributes, a set of qualities and skills that the department and university have identified as essential for graduates. This holistic approach ensures that students are well-prepared to meet the demands of their future careers and contribute meaningfully to their fields.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

**2.6.2**

**Pass percentage of students (excluding backlog students) (Data to be provided only for the latest completed academic year)**

**Response:** 91.18**2.6.2.1 Total number of final year students who passed the examination conducted by Institution.**

Response: 724

File Description	Document
percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Certified report from the Controller of Examinations indicating the pass	<a href="#">View Document</a>
Annual report of COE highlighting the pass percentage of students	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.7 Student Satisfaction Survey****2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.62

File Description	Document
Upload any additional information	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

#### 3.1.1

**The institution's Research facilities are frequently updated and there are well defined policy for promotion of research which is uploaded on the institutional website and implemented**

#### **Response:**

The university is committed to fostering a strong research culture that enriches academic pursuits and contributes to societal welfare. Its mission is to advance knowledge through innovative research initiatives that benefit the community. This commitment is supported by a comprehensive framework of research policies designed to nurture creativity, innovation, and scholarly endeavours among its academic community.

The university has implemented research policies that address critical elements for creating an environment conducive to high-quality research. These policies cover publication guidelines, access to resources, and intellectual property rights, supporting the academic community's quest for discovery and innovation. These well-defined guidelines ensure that the research adheres to the highest standards of integrity and contributes significantly to the body of knowledge in various disciplines. Periodic pruning and revisions, wherever required, are discussed in the research board meeting and approved for implementation.

A notable embodiment of the university's dedication to enhancing research infrastructure is the establishment of the Central Instrumentation Facility (CIF), an investment worth Rs. 20 crores. This state-of-the-art facility is a cornerstone in the university's strategy to strengthen regional research infrastructure, facilitating the incubation of innovative ideas and the harmonious transfer of technology between academia and industry. By providing essential resources and services, the CIF enables research scholars, faculty, and students across various departments and affiliated colleges to engage in cutting-edge research, thereby nurturing a culture of innovation. The fruits of these endeavours are shared with the academic and industrial community through publications in reputed journals and presentations at prestigious conferences and symposia, showcasing the university's role in driving research innovation in the southern part of Tamil Nadu.

The university regularly updates its research policies to align with national guidelines and regulations. In the admission process for the PhD programme, the university adheres to the State Reservation Policy as per the UGC regulations (2022). It maintains minimum standards and procedures for the award of PhD degrees. This periodic process demonstrates the university's dedication to staying relevant and upholding the highest standards of research excellence. Committees responsible for reviewing and improving these policies engage in thorough processes to ensure that the policies not only meet but exceed national and international benchmarks. The criteria for establishing new research centres within the university and its jurisdiction emphasize rigorous standards. Departments must offer at least one postgraduate course and



have two approved PhD supervisors to mentor candidates, ensuring they have the necessary academic expertise and infrastructure to support impactful research activities.

The university's policies underscore a deep commitment to ethical and responsible research. The university fosters a research environment that values integrity, transparency, and accountability by providing clear guidelines on ethical practices and the process for obtaining necessary approvals. This moral foundation is crucial for ensuring that research activities advance knowledge and do so in a manner that respects ethical standards and societal norms. All these documents are periodically uploaded to the University Website.

File Description	Document
Provide links as Additional Information	<a href="#">View Document</a>

### 3.1.2

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

**Response:** 53.46

**3.1.2.1 Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
69.68	36.82	30.89	65.56	64.35

File Description	Document
Sanction letters of seed money to the teachers is mandatory	<a href="#">View Document</a>
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	<a href="#">View Document</a>

### 3.1.3

**Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.**

**Response:** 3.39

**3.1.3.1 Number of teachers who received national/ international fellowship/financial support from various agencies, for advanced studies / research; year-wise during the last five years**

**Response:** 6

<b>File Description</b>	<b>Document</b>
List of teachers who have received the awards along with the nature of award, the awarding agency etc.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copies of the award letters of the teachers.	<a href="#">View Document</a>

### **3.1.4**

**Percentage of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years**

**Response:** 50

**3.1.4.1 The Number of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years**

**Response:** 185

**3.1.4.2 Number of PhD Scholars enrolled during last five years**

**Response:** 370

<b>File Description</b>	<b>Document</b>
List of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows along with the details of the funding agency is to be provided.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E copies of fellowship award letters (mandatory)	<a href="#">View Document</a>

### 3.2 Resource Mobilization for Research

#### 3.2.1

**Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)**

**Response:** 3070.3

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	<a href="#">View Document</a>

#### 3.2.2

**Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years**

**Response:** 0.59

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

**Response:** 105

File Description	Document
Institutional data in the prescribed format (data template merged with 3.2.1)	<a href="#">View Document</a>
E-copies of the grant award letters for research projects sponsored by government agencies.	<a href="#">View Document</a>

### 3.3 Innovation Ecosystem

#### 3.3.1

**Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the**

**creation and transfer of knowledge/technology and the outcomes of the same are evident****Response:**

Our university has created a robust ecosystem designed to support and encourage pioneering initiatives in a world that places a high value on innovation and entrepreneurship. At the heart of this ecosystem lies our incubation centre, inaugurated in 2017, which serves as a cradle for the birth and growth of innovative ideas and startups. This initiative is governed by a set of norms and regulations rigorously crafted and sanctioned by the university's syndicate and finance committee, ensuring a structured and efficient approach to innovation incubation. The incubation centre operates on a principle of inclusivity, welcoming ideas from students across all disciplines. Upon receiving these ideas, the centre diligently matches them with the appropriate department that aligns with the idea's core objectives and requirements. This ensures that each startup or idea is nurtured with the right expertise and resources. The departments have state-of-the-art facilities, providing an ideal product development and innovation environment. From ideation to incubation, the university departments play a pivotal role in fostering new business ideas, with a dedicated committee overseeing the progress of each project, inculcating the Indian Knowledge System (IKS). The faculty of languages, arts (History, Sociology, Commerce, etc.), and science (Environmental Science, Marine Science, Plant Science, Biotechnology)

A timeline is meticulously adhered to, accelerating the product development process, and profits are distributed under established norms upon maturity. Post-incubation, these startups are poised to venture into the global market, with the assurance that the university will maintain a non-interfering stance, thus allowing these new companies to flourish independently. Further bolstering our commitment to innovation is the university's Institutional Incubation Cell, which offers unwavering support and guidance to researchers and aspiring entrepreneurs. This cell facilitates the testing, validation, and marketing of creative ideas, ensuring they are viable and market-ready.

The incubation centre's extensive network of industry partners enhances its capabilities, fostering collaborations instrumental in product development. Engagement with the student body is a cornerstone of our innovation ecosystem. The incubation centre actively solicits innovative ideas during celebrated events such as Science Day and Innovation Day. This initiative has been met with enthusiastic participation, with 34 creative ideas submitted, demonstrating our community's vibrant, innovative spirit. The centre is now pursuing investors to bring these ideas to materialisation, a further covenant to our commitment to advancing innovation. A highlight of our innovation ecosystem is the significant projects encompassed by the university's Bio-Sciences Department. An incubation hub within the Centre for Marine Science and Technology indicates collaboration, working alongside industrial organisations to develop and market aquaculture-related products. Such initiatives contribute to the development of sustainable organisations and play a crucial role in national development. Our university's innovation initiatives are more than just projects; they are a commitment to fostering entrepreneurship among the nation's youth.

File Description	Document
Link for Additional Informationa	<a href="#">View Document</a>

**3.3.2**

**Total number of awards received for *research/innovations* by institution/teachers/research scholars/students during the last five years**

**Response:** 32

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
e- Copies of award letters issued by the awarding agency	<a href="#">View Document</a>

### 3.4 Research Publications and Awards

#### 3.4.1

**The institution ensures implementation of its stated Code of Ethics for research**

**The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:**

- 1. Inclusion of research ethics in the research methodology course work**
- 2. Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc.,)**
- 3. Plagiarism check through software**
- 4. Research Advisory Committee**

**Response:** A. All of the above

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	<a href="#">View Document</a>
Constitution of the ethics committee and its proceedings as approved by the appropriate body.	<a href="#">View Document</a>
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	<a href="#">View Document</a>
Bills of purchase of licensed plagiarism check software in the name of the HEI.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.4.2****Total number of Patents awarded during the last five years****Response:** 5

File Description	Document
Patents granted / published in the name of the faculty with the institutional affiliation to the university working during the assessment period only to be given.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
e-copies of letter of patent grant	<a href="#">View Document</a>

**3.4.3****Number of Ph.Ds awarded per recognized guide during the last five years****Response:** 5.15**3.4.3.1 How many Ph.D s were awarded during last 5 years**

Response: 520

**3.4.3.2 Number of teachers recognized as guides during the last five years**

Response: 101

File Description	Document
PhD Award letters to PhD students.	<a href="#">View Document</a>
Letter from the university indicating name of the PhD student with title of the doctoral study and the name of the guide.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.4.4****Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years**

**Response:** 11.06

**3.4.4.1 Number of research papers published in the Journals as notified on UGC CARE list during the last five years**

Response: 1957

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

**3.4.5**

**Number of books and chapters in edited volumes published per teacher during the last five years**

**Response:** 7.15

**3.4.5.1 Total Number of books and chapters in edited volumes published during the last five years**

Response: 1265

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

**3.4.6**

*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. Any other Government initiative*
- 6. For institutional LMS*

**Response:** B. Any 4 of the above

File Description	Document
Supporting documents from the sponsoring agency for the e- content developed by the teachers need to be provided.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.4.7****Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science****Response:** 18.28

File Description	Document
Bibliometrics of the publications during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.4.8****Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution****Response:** 53

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.5 Consultancy****3.5.1****Revenue generated from consultancy and corporate training during the last five years****Response:** 242.59**3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last**



**five years (INR in lakhs).**

2022-23	2021-22	2020-21	2019-20	2018-19
58.23	30.50	32.02	83.42	38.42

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
CA certified copy of statement of accounts as attested by head of the institution.	<a href="#">View Document</a>
Audited statements of accounts indicating the revenue generated through and corporate training/consultancy.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.6 Extension Activities

#### 3.6.1

**Outcomes of extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)**

#### Response:

The department's dedication to blending scholarly research with real-world applications is demonstrated through its outreach programs, which foster close interactions with the surrounding communities. This approach symbolises the University's values, which actively involve itself in extension programs with a keen focus on education, health, and social development. For instance, the University educated students to help people in need by meeting them in person and rendering financial support to oncology patients, Senior citizens, lepers and acute PH families. This experience is instrumental in providing students with insights that far exceed the confines of traditional academic learning.

Central to the University's outreach endeavours are comprehensive programs under the National Cadet Corps (NCC), National Service Scheme (NSS), Youth Welfare Department (YWD), Youth Red Cross (YRC), and other activities aimed at community engagement. These initiatives thoroughly address essential societal needs such as health, sanitation, and education, thus pivotal in establishing meaningful connections with the local communities. The involvement of students in these outreach efforts is twofold:

it nurtures an appreciation for social engagement and community service and deepens their understanding of societal challenges. This engagement is crucial for the development of empathy, the fostering of social responsibility, and the advancement of broader societal peace and harmony goals.

The NCC has undertaken several initiatives aimed at community upliftment through programs like the Swachh Bharat Mission and the Clean India Movement. Similarly, the NSS has been at the forefront of many extension activities. These have included comprehensive COVID-19 awareness and safety campaigns, distribution of face masks and kabasurakudineer (a traditional herbal medicine), as well as initiatives aimed at enhancing general health awareness, such as the preparation of medicinal drinks, plantation of saplings, and campus cleaning efforts. The NSS has organised various competitions (such as poster-making, verse writing, and drawing), a national-level e-quizz, the celebration of Environment Day, and a web symposium to engage the student community further and foster awareness on multiple fronts. Moreover, establishing a temporary COVID Centre marked significant progress in the University's extension activities. This centre facilitated food and grocery distribution, vaccine awareness rallies, and herbal drink distribution, among other strategies, to combat the pandemic's challenges.

These activities sensitised the students to host the prevailing social issues. They equipped them with the skills necessary to address these challenges, thus benefiting the neighbourhood community highly during the COVID-19 pandemic. The Department of Communication's initiative to create and disseminate video content to enhance COVID-19 awareness represented an innovative approach to extend the University's outreach and impact. Through these diverse initiatives, students gain practical experience and learn the value of contributing to the well-being of their communities. The extension activities act as a bridge between academic research and real-world applications, enhancing the impact of the University's research while enriching the educational experiences of its students. These programs validate the University's research efforts and foster a sense of social connectedness among students.

File Description	Document
Provide the link for additional information	<a href="#">View Document</a>

### 3.6.2

**Number of extension and outreach programs conducted by the institution through organized forums like NSS/NCC with involvement of community year wise during the last five years**

**Response:** 114

**3.6.2.1 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
28	14	12	18	42

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Geo-tagged Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Detailed list and report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	<a href="#">View Document</a>

### 3.7 Collaboration

#### 3.7.1

**Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years**

**Response:** 23

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaboration activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

*The institution has adequate infrastructure facilities for*

*a. teaching - learning. viz., classrooms, laboratories,*

*b. ICT enabled facilities such as smart classes, LMS etc.*

*c. Facilities for cultural and sports activities , yoga centre, games (indoor and outdoor) gymnasium, auditorium etc.*

**Describe the adequacy of facilities within a maximum of 500 words**

#### **Response:**

The University boasts a robust infrastructure that enhances the teaching-learning environment. Spacious, modern classrooms equipped with audio-visual aids facilitate interactive learning. MSU has cutting-edge laboratories in its science departments, facilitating hands-on training and advanced research through the Central Instrumentation Facility. Well-maintained seminar halls and auditoriums support academic and co-curricular activities. The Wi-Fi-enabled campus ensures seamless internet access to digital resources. The library offers a vast collection of physical and digital materials. The institution's commitment to maintaining and upgrading these facilities fosters an innovative environment for quality education, research, and student development.

MSU has various modern amenities to support and enhance the learning experience. This includes smart classrooms that leverage the latest technology to facilitate interactive learning. Smart Classes incorporate Audio-visual Aids, Digital Content, and Smart interactive boards, enabling a more interactive Teaching-Learning Experience. This form of technology enhances student engagement and understanding of complex concepts.

The entire campus is a zone with high-speed Wi-Fi access. With the correct username and password, every university employee—teaching, non-teaching and students can access high-speed internet. There are enough computers in each office and department to handle official tasks. Students can use the computer laboratories in the respective academic departments.

Due to the university's digital infrastructure, classes, examinations, and meetings were all conducted without any disruption, even during the pandemic. Almost every department has a Smart classroom or audio-visual lecture hall. Also, University faculty members use the PEN TABLET for online classes through Google Meet, Zoom, and other platforms.

Our institutional LMS enables interactive and engaging learning experiences through multimedia elements, such as video lectures from faculty, URL links to videos, quizzes, and game-based activities. Several licensed software (MATLAB, SPSS, STATISTICA, ARC-GIS) have been purchased/subscribed and are used effectively. The utilization of relevant FOSS software, such as R, PYTHON, LATEX,

SAGEMATH, PAST, and GRASS GIS, is also in practice.

A Well-equipped Media Studio has been established in the Department of Communication. It caters to the techno-training, learning, and teaching process in the digital age.

Through the Department of Youth and Welfare, the university offers various facilities for cultural activities. To encourage students to participate in artistic competitions, traditional musical instruments and masks for folk dance performances Poikkal Kuthirai, Mayilattam, and Thappattam are readily available.

For sports competitions, the University provides top-notch facilities, including a 400-meter standard track, football ground, handball ground, tennis court, Kabaddi court, volleyball court, kho-kho court, ball badminton court, tennikoit court, throwball court, and a multipurpose indoor stadium. The gymnasium features two sets of 12-station weightlifting equipment and fitness gear like Swiss balls, medicine balls, aerobic steppers, etc. This sports equipments and utilities also support research in Physical Education and the students who opt for sports or yoga as part of their Part-V Curriculum.

The institution hosts Mano Day, a sports and cultural event for inter-department students, staff, and faculty members to promote cooperation and teamwork. The Multipurpose hall has been the venue for celebrating International Yoga Day, wherein expert instructors from renowned yoga institutions demonstrate and train participants.

File Description	Document
Provide the link for additional information	<a href="#">View Document</a>

#### 4.1.2

**Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years**

**Response:** 44.77

**4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
387	781	702.6	2256.4	3132.09

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1

**Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students**

#### **Response:**

The University Library System comprises the central library at the main campus, SPKCES and CMST Campus Libraries, and libraries housed in different Departments/Centers. It also includes the Centre for Digital Library and Documentation and an Accessible Library for differently abled persons.

The Library Collections include 1,35,242 books, 1,200 book banks, 250 Braille books, 10,000+ e-journals, 49 printed journals, 2,540 book CDs, 7,616 theses, 1,154 rare books, etc. Beyond its physical collection, the library extends its resources into the digital realm through access to electronic resources via N-List, a segment of the esteemed e-ShodhSindhu consortium backed by INFLIBNET. This initiative broadens the scope of available material, including PhD theses, through the Shodhganga project, ensuring that scholars can access a wealth of academic content for their research endeavours.

The library's infrastructure is significantly enhanced by integrating KOHA Version 19.05.07.000, a comprehensive integrated library management software. This system, accessible through the IP address 10.10.20.224:8080, brings a suite of advanced features to the forefront of library management, including tagging, commenting, social sharing, Union catalogue facility, customizable search, Bar code printing, Patron Card Creation, Report Generation, and Patron self-registration through the Online Public Access Catalog (OPAC). The software streamlines improves efficiency by automating library operations such as data entry, book checkouts, returns, and member logins. It enhances user engagement with the OPAC services, making the search and reservation of resources more user-friendly.

Acknowledging the significance of familiarizing new students with what the library offers, an orientation session is conducted at the start of every academic period. Such initiatives underscore the library's commitment to fostering an environment conducive to learning and research. Security measures within the library are stringent, featuring high-end closed-circuit cameras and fire safety units outfitted with smoke detectors. The library's proactive engagement with academic integrity is exemplified through its

memorandum of understanding (MoU) with the Shodhganga project for the uploading of awarded PhD theses, in addition to leveraging the Urkund anti-plagiarism software provided by the INFLIBNET Centre. Recently, Drillbit software has been used to detect plagiarism. These measures not only safeguard intellectual property but also uphold the standards of academic excellence.

DSpace is a digital service that collects, preserves, and distributes digital material. Repositories are essential for preserving an organization's legacy; they facilitate digital preservation and scholarly communication. The cornerstone of the library's operational efficiency lies in its automation through the KOHA Integrated Library Management System. It spans all typical library tasks, including maintenance of an up-to-date database of books, magazines, and journals. KOHA's OPAC module, in particular, offers a streamlined interface for users to search, reserve, and suggest new items, supported by a SQL database for robust data management. The system's interface is highly customizable and available in multiple languages, making it accessible to a diverse user base. Koha's versatility and comprehensive feature set make it an indispensable tool in modern library management, ensuring that library services remain responsive to the needs of their patrons.

File Description	Document
Provide the Paste link for additional information	<a href="#">View Document</a>

#### 4.2.2

**Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years**

**Response:** 0.86

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

2022-23	2021-22	2020-21	2019-20	2018-19
30.98	9.28	10.2	44	45

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 4.3 IT Infrastructure

### 4.3.1

**Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection**

**Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words**

**Response:**

The University consistently prioritizes the modernization and enhancement of its Information Technology (IT) facilities, recognizing their vital role in fostering academic and operational excellence. Since establishing its foundational IT infrastructure in 2000, the University has undertaken numerous initiatives to upgrade its systems in response to growing technological demands. This includes expanding the switching capacity, integrating optical fibre cables, and implementing extensive Wi-Fi coverage to ensure uninterrupted connectivity across the campus.

The University continuously upgrades its IT infrastructure to meet increasing user demands, deploying high-end servers and core switches that bolster its network's performance. Regular updates of computer systems, printers, and scanners across departments, offices, libraries, and labs further demonstrate the institution's commitment to maintaining a cutting-edge IT environment. Additionally, the University's proactive maintenance strategy ensures that its IT assets are systematically upgraded or replaced, keeping the technological framework aligned with the latest advancements.

In the past decade, the University has significantly increased its internet bandwidth from 500 Mbps to 2 Gbps, providing high-speed connectivity. This enhancement is complemented by installing 50 Wi-Fi routers across the campus, including "Wi-Fi trees" at four locations, allowing students to access the internet in nature-friendly settings. Classrooms, seminar halls, laboratories, and other learning spaces are equipped with LCD projectors, further enriching the educational environment.

The institution also focuses on modernizing its administrative processes. It has introduced an advanced biometric scanner-based attendance system for faculty members. Furthermore, adopting open-source



software like Ubuntu OS, alongside licensed Windows OS, reflects a flexible and cost-effective approach to software management.

A key highlight of the University's IT infrastructure is the Department of Communication's media lab, which is well-equipped to support video course development. This facility was instrumental during the early stages of the pandemic and underscores the University's ability to adapt to challenges and provide quality education through innovative technology.

Manonmaniam Sundaranar University's continuous investment in IT infrastructure, including expansion of internet bandwidth, Wi-Fi accessibility, and modern hardware and software resources, reflects its ongoing commitment to leveraging technology for enhanced academic delivery and operational efficiency. This strategic focus on IT advancements positions the institution to meet current needs while preparing for future technological growth.

File Description	Document
Provide the link for additional information	<a href="#">View Document</a>

#### 4.3.2

**Student - Computer ratio (Data for the latest completed academic year)**

**Response:** 4.52

**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

**Response:** 525

File Description	Document
Stock register/extracts highlighting the computers issued to respective departments for student's usage	<a href="#">View Document</a>
Purchased Bills/Copies	<a href="#">View Document</a>

#### 4.3.3

**Institution has the following Facilities for e-content development and other resource development**

- 1.Audio visual center, mixing equipment, editing facilities and Media Studio**
- 2.Lecture Capturing System(LCS)**
- 3.Central Instrumentation Centre**
- 4.Animal House**
- 5.Museum**
- 6.Business Lab**

- 7. Research/statistical database
- 8. Moot court
- 9. Theatre
- 10. Art Gallery
- 11. Any other facility to support research

**Response:** C. Any 5 of the above

File Description	Document
Videos and geo-tagged photographs of each of the facilities available in the HEI. Details of the structures of each of the facilities available in the HEI.	<a href="#">View Document</a>
Purchase Bill / stock register, entry for lecture capturing system, mixing equipment, software for editing	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the subscription letter for database is essential for Option Research/Statistical Databases	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 4.4 Maintenance of Campus Infrastructure

##### 4.4.1

**Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years**

**Response:** 49.07

**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)**

2022-23	2021-22	2020-21	2019-20	2018-19
1668.3	1050.7	578.58	2108.49	2551.6

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 4.4.2

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

**Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words**

#### **Response:**

The University has established well-defined systems and procedures to maintain and optimise its physical and academic support facilities, including laboratories, libraries, sports complexes, computers, and classrooms. These systems are governed by clear policies overseen by various institutions and offices.

The Public Relations and Estate Management (PR & EM) division maintains the University's physical infrastructure, including housekeeping services. A dedicated Campus Development Officer ensures that all enhancement projects are executed efficiently, while the Public Relations Office manages hospitality services. Skilled personnel, such as carpenters and cleaning staff, maintain furniture and restrooms, while a dedicated team tends to the gardens with allocated budgets for fertilisers and pesticides.

The Central Instrumentation Facility houses advanced equipment to support cutting-edge research. Technical aides and electrical supervisors manage routine maintenance, while major repairs are outsourced to specialised firms. Each Science Department maintains multiple laboratories with supporting infrastructure such as instrumentation rooms, gas supply, effluent treatment plants, and chemical storage rooms. The University's research initiatives are bolstered by specialised facilities such as the Incubation Centre, which helps translate research into practical products. In the Department of Biotechnology, a comprehensive genomic database for earthworms has been developed, enabling detailed research. Other notable projects include genomic sequencing of pathogens affecting goats and sheep, shrimp bacterial infection research, and molecular-level studies on diseases impacting dogs and economically significant fish species.

The University Library provides access to over 150,000 books and e-books, with remote access to e-resources available for all users. Significant funds are allocated annually to expand the collection to meet

the needs of students and faculty. The Archaeology Department's museum also serves as a valuable resource, preserving India's cultural and historical artefacts.

The Sports Department maintains extensive indoor and outdoor facilities, including the Women's and Men's Hostels gyms. A clear maintenance policy ensures the regular upkeep of sports fields and stadiums, supporting the University's commitment to student fitness and recreational activities.

The Computing Centre manages the University's Internet and Wi-Fi services, ensuring reliable connectivity across campus. It also oversees the University's official website. Classrooms and laboratories are equipped with modern technology and maintained to high standards, providing an optimal learning environment.

The University Department (UDS), Board of Studies (BoS), and College Development Committee (CDC) collaboratively establish academic policies for both university departments and affiliated colleges. These bodies ensure that educational support systems are in place, including resources for scholarships and fellowships at the state and national levels. The purchasing department formulates strategic acquisition plans for equipment and supplies, with annual funds allocated for procurement and maintenance.

The University's systematic approach to maintaining and utilising its physical, academic, and support facilities reflects its commitment to providing a conducive learning environment and supporting cutting-edge research and development. Through clear policies and regular enhancements, the University ensures that all facilities remain in excellent condition and are effectively utilised to meet the needs of its students, faculty, and staff.

File Description	Document
Provide the link for additional information	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

**Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years**

**Response:** 75.89

**5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and (NGOs)non-government bodies, industries, individuals, philanthropists year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1924	1779	1618	1614	1354

#### File Description

#### Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority

[View Document](#)

Upload Sanction letter of scholarship and free ships (in English).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

#### 5.1.2

**Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years**

**Response:**

During the NAAC assessment period, the University launched numerous initiatives to provide comprehensive career counselling and guidance to students preparing for competitive examinations. The Youth Welfare Department (YWD) and Placement Cell of MSU focus on students' welfare and prepare them for their future. They have conducted many activities that develop the students holistically. The YWD empowers every student in many dimensions and develops them to face the future world confidently and productively. Also, the YWD conducts elections where students are elected and trained

to become budding leaders. Every department has a representative who elects a President, Vice President, Secretary, Joint Secretary and Executive members and works as a team to organise events that promote our culture and identity. This includes many programs to improve employability and creativity, develop life skills, and increase student competitiveness. The YWD, along with NSS, NCC and YRC, with the support of MSU Health Centre, spearheads awareness programs addressing critical areas such as health, cancer screening, legal rights and civil responsibilities like SWACH BHARAT, ensuring students receive a well-rounded educational experience beyond the classroom. Further, the Centre for Physical Education and NCC promotes placement opportunities through Form-3 and 'C' certificates. The University departments have organised many coaching classes to help the students clear various State and National level competitive examinations like NET, SET, GATE, TNPSC, and Indian Air Force (Uniform Services); many students have cleared various competitive exams during the assessment period.

MSU organises seminars and workshops on personality development, time management, and legal literacy to build essential skills that support academic and professional growth. MSU leverages online resources to extend its reach to students in remote areas, ensuring equitable access to guidance and support. The curriculum includes MOOCs, and students are mentored to complete the online courses successfully. Faculty members use online tools like Google Classrooms, Google Meet, Zoom, WhatsApp, and Telegram to foster learning beyond the classroom.

Talent enrichment activities complement the educational initiatives. These include cultural competitions and youth development seminars to help students discover and cultivate their unique talents and interests. Such activities enrich the student experience and prepare participants for diverse career opportunities. The Placement Cell is actively engaged in guiding students for higher education and provides opportunities for placement through campus interviews. Over the past five years, many students have been placed through campus interviews. MSU focuses on reaching the unreached, especially students from remote areas, and provides them with quality education and excellent professional opportunities. Various skill development training courses are imparted to students to develop them as successful entrepreneurs. These multifaceted efforts equip students with the necessary skills, knowledge, and confidence to excel in competitive examinations and navigate future career challenges successfully. By fostering an environment that promotes personal and professional growth, MSU is committed to ensuring the success of its students in all their endeavours. MSU aims to build their competencies for various career opportunities and promote their overall well-being, preparing them for competitive examinations and future career challenges.

File Description	Document
Provide the link for additional information	<a href="#">View Document</a>

### 5.1.3

**Following capacity development and skills enhancement activities are organised for improving students' capability**

- 1. Soft skills**
- 2. Language and communication skills**
- 3. Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial**

skills)

#### 4.Awareness of trends in technology

**Response:** B. Any 3 of the above

File Description	Document
Report with photographs on soft skills enhancement programs	<a href="#">View Document</a>
Report with photographs on Life skills (Yoga, physical fitness, health and hygiene) enhancement programs	<a href="#">View Document</a>
Report with photographs on Language & communication skills enhancement programs	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

#### 5.1.4

**The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases**

- 1.Implementation of guidelines of statutory/regulatory bodies**
- 2.Organisation wide awareness and undertakings on policies with zero tolerance**
- 3.Mechanisms for submission of online/offline students' grievances**
- 4.Timely redressal of the grievances through appropriate committees**

**Response:** B. Any 3 of the above

File Description	Document
Report of Organisation wide awareness and undertakings on policies with zero tolerance	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee monitoring the activities and number of grievances	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

**Percentage of placement of outgoing students during the last five years**

**Response:** 51.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
288	279	264	257	215

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order (the above list should be available in institutional website)	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>



**5.2.2**

**Percentage of graduated students who have progressed to higher education year-wise during last five years**

**Response:** 41.7

**5.2.2.1 Number of outgoing students progressing to higher education**

2022-23	2021-22	2020-21	2019-20	2018-19
196	189	179	174	146

File Description	Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education. (the above list should be available in institutional website)	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**5.2.3**

**Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years**

**(eg: NET/SLET/ Civil Services/State government examinations etc.)**

**Response:** 3.16

**5.2.3.1 Number of students qualifying in state/National/International level Examination during last five years (eg. SLET, NET, UPSC etc)**

**Response:** 108

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

### 5.3 Student Participation and Activities

#### 5.3.1

*Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national/international events (award for a team event should be counted as one) during the last five years*

**Response:** 90

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	18	0	37	16

File Description	Document
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

#### 5.3.2

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

**Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words**

**Response:**

At the University, the existence and activities of the Student Council are foundational to both

institutional development and the welfare of its student body. Playing an essential role, the Council is instrumental in supporting and enhancing the well-being of students, not just within the confines of the institution but extending its influence outside of it as well. The process for selecting office-bearers is meticulously carried out each year, with a keen focus on promoting gender equality, thereby ensuring that both men and women have equal opportunities to serve and represent their peers. Our University has two gender champions to promote gender equality.

The University has allocated a dedicated office to support the Council's smooth functioning. Adding to its influence within the University's governance, a student representative or research scholar appointed directly by the Vice-Chancellor takes on the significant role of being one of the eighteen members of the IQAC.

The active participation of student representatives in the IQAC and other critical decision-making committees, including the Anti-Ragging Committee, Anti-Drug Abuse Committee, Students' Redressal Committee, and Board of Studies, is a testament to the University's commitment to integrating student voices in its governance. This involvement ensures that student perspectives and needs are considered in the institution's decision-making processes, fostering a more inclusive and responsive educational setting.

Moreover, the Student Council's collaboration with the YWD and the Centre for Physical Education in organizing a week-long extravaganza of cultural and sports events, known as MANO Day, is a highlight of every academic year. Festivals like Pongal and Onam, National celebrations like Independence Day and Republic Day and Special days like Teachers Day, Women's Day, Science Day and National Sports Day are cherished. Students are essential in the hostel administration as representatives and members, and Hostel Day is celebrated annually. These events are a testament to the Council's commitment to administrative excellence and the promotion of extracurricular engagement among students, thereby contributing to a well-rounded university experience.

In addition to the university-wide Student Council, there are department-specific student councils such as the Chimara Association, Mano Computer Association, and CJP Students Council. These specialized councils, representing the departments of Animal Science, Computer Science, and Criminology, respectively, play a crucial role in addressing students' unique needs and interests within their specific fields of study, further exemplifying the Council's dedication to catering to the diverse student body. However, the unprecedented challenges posed by the COVID-19 pandemic have significantly impacted the Council's activities. The lockdown restrictions rendered the election process unfeasible, leading to the decision that the council members from the previous year would continue in their roles. Additionally, the pandemic necessitated the suspension of the much-anticipated MANO Day activities during the review year, underscoring the profound effects of the global health crisis on the traditional functions and events of the Student Council. Despite these challenges, the Council's commitment to supporting student welfare and contributing to institutional development remains unwavering, highlighting its adaptability and resilience in the face of adversity.

File Description	Document
Provide the link for additional information	<a href="#">View Document</a>

**5.3.3**

**The institution conducts / organizes following activities:**

- 1.Sports competitions/events**
- 2.Cultural competitions/events**
- 3.Technical fest/Academic fest**
- 4.Any other events through Active clubs and forums**

**Response:** B. Any three of the above

File Description	Document
Report of the Technical fest/academic fests along with photographs appropriately dated and captioned year- wise.	<a href="#">View Document</a>
Report of the Sports competitions/events along with photographs appropriately dated and captioned year- wise.	<a href="#">View Document</a>
Report of the Cultural competitions/events along with photographs appropriately dated and captioned year- wise.	<a href="#">View Document</a>
Report of the Any other events through active clubs and forums along with photographs appropriately dated and captioned year- wise.	<a href="#">View Document</a>
List of students participated in different events year wise signed by the head of the Institution.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of circular/brochure indicating such kind of activities	<a href="#">View Document</a>

**5.4 Alumni Engagement****5.4.1**

**Alumni contribution during the last five years to the University through registered Alumni Association**

**Response:** 60.51**5.4.1.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

2022-23	2021-22	2020-21	2019-20	2018-19
8.80	7.16	9.63	15.23	19.69

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	<a href="#">View Document</a>
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer.	<a href="#">View Document</a>

**5.4.2****Alumni contributes and engages significantly to the development of institution through academic and other support system****Describe the alumni contributions and engagements within a maximum of 500 words****Response:**

The MSU Alumni Association is crucial in developing and supporting the university's departments and students. The executive committee comprises a president, vice president, secretary, joint secretary, treasurer, and executive members (7), composed of alumni from various batches, irrespective of gender and locality. This registered entity, with chapters across each department, significantly contributes to the institution's growth through multiple initiatives. The office bearers conduct periodic meetings online and offline to foresee the developmental activities. The association is instrumental in facilitating placements, offering career guidance, and driving fundraising efforts that benefit the university and its students. Financial contributions from the Alumni Association are diverse and impactful. Economically weaker students are financially supported to pursue their education by the Alumni Association, thus alleviating their financial stress and fostering a more inclusive academic environment by ensuring that financial constraints do not hinder talented students' educational pursuits. Funding from the alumni fuels infrastructure projects, enhancing the campus. This creates a conducive learning environment and upgrades educational resources.

The association sponsors various academic and extracurricular activities, enriching the student experience and promoting a well-rounded education. The involvement of the Alumni Association extends beyond financial contributions. It actively participates in institutional governance and strategic planning, offering valuable insights influencing the university's direction. Alumni feedback is pivotal in curriculum development, ensuring that course offerings remain relevant and meet current market

demands. This alignment with industry standards enhances the employability of graduates, preparing them for successful careers. Alumni also contribute to the university by sharing their expertise through guest lectures, mentoring programs, and career support initiatives. For instance, the "Corporate Training Programme" and the 50-Hour Orientation Programme on Educational Research (50-HOPER) leverage alumni knowledge to provide students with practical insights into their fields of study. These interactions bridge the gap between academic learning and professional requirements, giving students a competitive edge in the job market. The motto of the Alumni Association, "Reunite, Renew, Reflect," encapsulates its mission to foster strong connections among alumni, students, and the institution. This sense of community and shared purpose is evident in the alumnus' involvement in various university committees, such as the Board of Studies and the Academic Council. Their contributions ensure that the curriculum remains industry-relevant and significantly guides students through insights into corporate culture, expectations, and the realities of organizational functioning.

Moreover, the alumni assist in identifying placement and internship opportunities, further enhancing student career prospects. Their engagement in organizing management events and industrial visits adds practical exposure to theoretical learning. Feedback from alumni on curriculum relevance and infrastructure needs informs continuous improvement efforts, ensuring the institution meets evolving educational standards. Alums also contribute to the university's intellectual resources by donating books to the general library, enriching the knowledge base available to students and faculty. Student representation in governance, facilitated by alumni involvement, ensures student interests are considered in decision-making processes, enhancing the educational experience.

File Description	Document
Provide the link for additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

**The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.**

#### **Response:**

The university's foundation is built on statutes established by the Tamil Nadu State Legislative Assembly in 1990, clearly articulating its vision and mission. Its governance structure assigns specific roles and responsibilities to ensure clear leadership and direction; the Vice Chancellor leads the institution towards sustained institutional growth, which is constantly supported by the Planning Board, which sets strategic goals for academic and infrastructural development. The Syndicate addresses academic and administrative issues, ensuring representation and inclusivity, while the Senate enhances policies with inputs from academics and public figures. The Standing Committee on Academic Affairs (SCAA) upholds academic standards and promotes continuous development. The university practices decentralization through participatory governance, ensuring stakeholder representation from the State Government, university departments, affiliated colleges, and external entities, emphasizing transparency and inclusivity. It prioritizes academic innovation through the Academic Bank of Credits (ABC) and academic excellence through the Choice-Based Credit System (CBCS) and Outcome-Based Education (OBE) as per the NEP - 2020 guidelines, enhancing course selection flexibility and focusing on specific learning outcomes. The evaluation system's efficiency is improved through automation. Innovation is central to the university's approach, with initiatives including mandatory Massive Open Online Courses (MOOCs), a Learning Management System (LMS) deployment, and specialized faculty training in e-content development. Establishing an Institutional Innovation Cell underscores the importance of fostering an innovative culture. The university secures funding from various agencies, including the Ministry of Higher Education, UGC, CSIR, DBT, DST, ICMR, MoEF&CC, ICSSR, and TANSCH. These funds support research projects, infrastructure, and academic programs. Student welfare is a priority, with initiatives like the Bharath Ratna Dr M.G. Ramachandran Fellowship for PhD scholars and fee waivers for transgender students and those in the Department of Tamil Studies. Students are also actively involved in governance through multiple committees. The administrative structure comprises three Deans, 27 Department Heads, and various officers and councils, including the Women's Cell and Equal Opportunity Cell. Faculty members play vital roles in administrative functions across diverse areas such as research coordination, business incubators, and international affairs. The university has embraced e-governance to enhance operational efficiency and transparency, establishing a Central Instrumental Facility and developing an indigenous Management Information System (MIS). An annual online Student Satisfaction Survey (SSS) gathers feedback to improve the student experience, and functional MoUs in 19 departments foster collaborations and partnerships. This comprehensive governance and operational model underscores the university's commitment to excellence, innovation, and inclusivity, aligning with its foundational vision and mission.

File Description	Document
Provide the link for additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

**The institutional perspective plan is effectively deployed and functioning of the institutional bodies are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc**

#### Response:

The university steadfastly pledges to deliver unparalleled education, propel research forward, and serve the broader community through a meticulously crafted strategic plan to foster growth. The plan emphasises a holistic approach, encompassing academic excellence, robust research, impactful extension activities, effective governance, and a supportive infrastructure. The functioning of the statutory bodies, selection procedures for appointments and conduct rules is well defined in the Act and Statutes of the University. The Administrative sections function as envisioned in the SOP of the University.

The strategic plan prioritises academic excellence through a focus on:

- **Curriculum Innovation:** Continuously developing and updating curricula to ensure relevance and address evolving demands in the employment market. This includes integrating skill-based training, employability-focused courses, and entrepreneurship programmes into the curriculum.
- **Instructional Excellence:** Emphasising hands-on learning, integrating social responsibility into coursework, and utilising practical student assessments. Including experts in the Board of Studies ensures high academic standards.
- **Practical Experience:** Incorporating internships and hands-on training to provide students with practical experience and prepare them for successful careers.
- **E-Learning and Technology:** Enhancing the learning experience by implementing e-content development and e-learning programs.
- **National Recognition:** Participating in ranking processes such as NIRF and ARIIA (refer to 6.5.2). The university's placement at 83rd in the NIRF category in 2023 demonstrates its commitment to achieving national recognition.

The university aims to foster a vibrant research culture through:



- **Research Policies and Ethics:** Implementing policies to guide research activities, ensure quality, and oversee publications, intellectual property rights, and innovations. A research and publication ethics course promotes responsible research practices.
- **Infrastructure Development:** Investing in a state-of-the-art central instrumentation facility worth Rs. 20 crores, enhancing research capabilities.
- **Research Funding:** Encouraging faculty members to pursue research projects, evidenced by 42 project proposals submitted during 2018-23.
- **Student Support:** Providing scholarships and fellowships to 1656 students, supporting their research endeavours.
- **Endowments:** Establishing and effectively utilising endowments to sustain research activities and initiatives.

The university prioritises engaging with the community and promoting global connections through:

- **Community Outreach:** Leveraging the NSS and NCC units to foster community engagement and service learning.
- **Alumni Engagement:** Establishing and actively engaging with an alumni association, including the introduction of an online registration process for enrollment.

The strategic plan emphasises a commitment to good governance, focusing on:

- Implementing a participatory governance model to ensure transparency and accountability.
- Establishing robust policies and transparent mechanisms for implementing these policies.
- Regularly assessing and monitoring the university's progress towards achieving its goals.
- Providing ongoing training programmes for staff members to enhance skills and effectiveness.
- Utilising an MIS and promoting automation in the examination system, faculty information, and file processing.

- Delivering high-quality education and research, maintaining a robust infrastructure, supporting student success, generating funds for sustainability, and achieving high rankings.

The plan prioritises the development and maintenance of high-quality infrastructure, including:

- Allocating appropriate budgets for infrastructure development and maintenance.
- Maintaining classrooms, laboratories, hostels, staff accommodations, a health centre, and medical services.

File Description	Document
Provide the link for additional information	<a href="#">View Document</a>

### 6.2.2

**Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:**

- 1.Administration including complaint management**
- 2.Finance and Accounts**
- 3.Student Admission and Support**
- 4.Examinations**

**Response:** A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1

**The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression**

**Response:**

The University recognises that performance appraisal is a crucial component of employee development. The performance appraisal system employed at the University is designed to:

- **Align with National Standards:** Teachers are assessed for advanced career schemes in alignment with the UGC Regulations and relevant Tamil Nadu government orders. A well-structured proforma is used to evaluate teachers during the Career Advancement Scheme (CAS) assessment, ensuring a consistent and standardised approach. A Performance Assessment Report in the prescribed format is received from the reporting officers (both Academic and Administrative) to sanction the annual increment.
- **Transparency and Fairness:** The application process for CAS promotion is designed to meet the University's specific needs without violating the Performance-Based Appraisal System, ensuring a transparent and equitable process.
- **Regular Feedback:** The appraisal process, conducted annually, includes a formal review that provides constructive feedback on strengths and areas for improvement. This enables staff members to identify opportunities for professional growth and career advancement.
- **Professional Growth:** Teachers are assessed annually by their respective Heads at the time of their annual increment. This regular assessment provides a platform for identifying areas requiring further development and supports ongoing professional growth.
- **Assessment:** The appraisal process also extends to administrative staff, ensuring a holistic approach to performance evaluation across the University. Section heads are responsible for assessing the performance of non-teaching staff.

MSU provides clear promotional pathways for staff members who demonstrate exceptional performance and meet the necessary qualifications. This commitment to merit-based promotion ensures a transparent process that values hard work, dedication, and professional achievement:

- **Transparency and Fairness:** Promotion opportunities are available to teaching and administrative staff, creating a level playing field and ensuring equal opportunities for all.

- **Assessment and Recognition:** At the time of their promotion, individuals are assessed during a structured interview process, and their achievements and potential for greater responsibility are recognised.

#### Effective Welfare Measures: Prioritising Staff Well-being

The University prioritises the well-being of its staff through a comprehensive suite of welfare measures:

- **Health and Financial Security:** Provide health insurance (NHIS), retirement benefits, and generous leave policies to ensure staff members' financial security and protection in times of need.
- **Professional Development:** Offer opportunities for professional development through training programs, conferences, and workshops. These initiatives enable staff members to enhance their skills, knowledge, and expertise and contribute to the University's academic excellence.
- **Transportation and Travel:** Provide transportation facilities for teaching and non-teaching staff, simplifying their commute and supporting a work-life balance. Administrative officers, including the Registrar, Controller of Examinations, Director (DD & CE), and NSS Coordinator, are provided with official cars to facilitate their duties.
- **Wellness:** A health centre with a 24/7 ambulance service, providing immediate medical assistance to staff members. A medical insurance scheme offers comprehensive health coverage to all staff members.
- **Well-being Initiatives:** A rejuvenation tour is organised annually for female staff members. It provides relaxation and social interaction opportunities, contributing to their overall well-being.
- **Supportive Infrastructure:** Provision of 12 furnished staff quarters for faculty members.

File Description	Document
Provide the link for additional information	<a href="#">View Document</a>

#### 6.3.2

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

**Response:** 10.49**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
15	10	17	24	18

File Description	Document
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**6.3.3****Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years****Response:** 40.57**6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
35	52	147	49	42

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

**Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources**

**Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words**

**Response:**

Resource Mobilisation: A Multifaceted Strategy

The University employs a multifaceted approach to resource mobilisation, leveraging diverse funding sources to ensure financial sustainability:

- **State Government Funding:** As a state university, the University primarily relies on grants-in-aid from the state government. This core funding stream provides the foundation for its operations and allows for the delivery of high-quality education to a broad student population.
- **Revenue sources:** The University generates revenue through a range of charges such as affiliation fees for affiliated colleges, application fees, admission fees, examination fees, research fees, and fees for Distance Education, Online Education and Extension Learning Programmes.
- **Alternative Revenue Streams:** The University seeks additional revenue streams through innovative initiatives, including a 1 MW solar power plant, External Consultancy Projects, and a central instrumentation facility (CIF). These efforts demonstrate the University's commitment to financial diversification and long-term sustainability.

- **Grants and Funding Opportunities:** The University effectively secures resources through various external grant opportunities, including grants under Section 12B of the UGC, funded projects from organisations like MoE (PMMMNMST), ICSSR, DBT, MoEFCC, and DST (FIST, SERB), UGC (SAP) and funds from the Rashtriya Uchchatar Shiksha Abhiyan (RUSA). This proactive approach to seeking external funding strengthens the University's financial position and expands its capacity for innovation and growth.
- **Alumni Support:** Alumni play a vital role in supporting the University's financial goals through donations, endowments, and mentorship programs. Their contributions reflect their commitment to the University's mission and its impact on students' lives.

#### Resource Utilisation: Transparency, Efficiency, and Accountability

The University prioritises transparency and efficiency in the utilisation of allocated funds to ensure that the investments directly support the University's academic and research objectives:

- **Budgetary Process:** The comprehensive budgetary process is a cornerstone of the University's resource management strategy. The University develops a detailed budget that reflects its developmental priorities and is aligned with its strategic goals. The Finance Committee carefully scrutinises and approves this budget, ensuring financial accountability and adherence to the University's overall vision.
- **Optimal Use of Resources:** The University effectively utilises UGC grants to enhance academic development and infrastructure, ensuring that these funds are strategically allocated to areas with the most significant impact on teaching, research, and student experience.
- **Professional and Transparent Practices:** The University maintains the highest standards of professionalism and transparency in its financial practices and resource allocation policies. This commitment to financial integrity ensures that funds are used responsibly and ethically.
- **Regular Auditing and Accountability:** The University conducts annual stock audits to ensure optimum resource utilisation and identify areas for improvement.
- **Resource Sharing and Collaboration:** The University fosters collaboration by sharing resources and facilities among stakeholders. This includes making its central instrumentation facility available to the University community for everyday usage, promoting efficient resource utilisation, and encouraging collaboration among researchers.

File Description	Document
Provide the link for additional information	<a href="#">View Document</a>

**6.4.2**

**Funds / Grants received from government bodies/non government and philanthropists during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V )**

**Response:** 465.15

**6.4.2.1 Total Grants received from government and non-government bodies and philanthropists for development and maintenance of infrastructure (not covered under Criteria III and V) year-wise during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
93.03	93.03	93.03	93.03	93.03

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the sanction letters received from government/ nongovernment bodies and philanthropists for development and maintenance of infrastructure	<a href="#">View Document</a>
Annual audited statements of accounts highlighting the grants received.	<a href="#">View Document</a>

**6.4.3**

**Institution regularly conducts internal and external financial audits regularly**

**Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words**

**Response:**

The University's robust auditing system, encompassing regular internal and external audits, demonstrates its commitment to financial integrity, transparency, and accountability. This system ensures that the University's financial practices are aligned with the highest standards of professionalism, contributing to a sound financial foundation for its academic endeavours and fostering trust among its stakeholders. The



University's proactive approach to addressing audit objections ensures that financial accountability is prioritised, safeguarding the institution's reputation and ability to deliver on its mission.

#### Internal Audits: A Continuous Assessment of Financial Practices

The University proactively engages in regular internal audits through the Local Fund Audit (LFA), a meticulous process designed to:

- **Examine Financial Records and Processes:** The LFA scrutinises the University's financial records and processes, providing detailed reports on the efficiency and effectiveness of financial operations.
- **Enhance Transparency and Accountability:** This internal audit mechanism promotes transparency by identifying any areas of non-compliance or potential vulnerabilities, fostering a culture of accountability within the University.
- **Inform Policy and Decision-Making:** The Senate, the University's governing body, receives the LFA reports and takes appropriate action based on the findings, ensuring that the audit recommendations are incorporated into policy and decision-making processes.

#### External Audits: Independent Validation of Financial Integrity

The University also undergoes regular external financial audits conducted by the Office of the Auditor General (AG) according to a predetermined schedule. These audits provide an independent assessment of the University's financial practices and ensure compliance with national regulations and accounting standards:

- **Independent Verification:** The AG's Financial Audit provides a comprehensive review of the University's financial transactions, statements, and procedures, offering an unbiased assessment of their accuracy and adherence to established financial protocols.
- **Ensuring Compliance and Best Practices:** The AG's audit findings ensure that the University operates within the framework of applicable regulations and accounting standards, promoting sound financial management and maintaining the University's reputation for responsible economic stewardship.
- **Continuous Improvement:** The AG's audit report identifies any discrepancies or areas for improvement, providing the University with valuable insights for strengthening its financial processes and enhancing its financial management practices.

#### Addressing Audit Objections: A Commitment to Corrective Action

The University recognises that audit objections, whether arising from internal or external audits, are opportunities for improvement. A robust mechanism is in place to address and resolve any audit objections:

- **Thorough Review:** Audit objections are reviewed thoroughly to determine their root cause and understand their potential impact on the University's financial operations.
- **Corrective Action:** The University immediately addresses and rectifies the identified issues, implementing corrective measures to ensure compliance and prevent future occurrences.
- **Continuous Monitoring:** The University actively monitors the implementation of corrective measures and ensures that the identified problems are effectively resolved, promoting ongoing improvement in financial management practices.

File Description	Document
Provide the link for additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1

**Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals**

**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –**

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

**Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words**

**Response:**

The IQAC conducts a comprehensive Annual Academic Audit, meticulously examining all aspects of the University's operations against the National Assessment and Accreditation Council (NAAC) criteria. This process ensures:

- The audit covers 103 items in the questionnaire, encompassing all seven NAAC criteria, providing a comprehensive assessment of the University's strengths and areas for improvement.
- The audit criteria are carefully reviewed and evaluated in advance, ensuring the audit process is aligned with national quality standards. Relevant criteria are incorporated into the audit process to provide a comprehensive and targeted evaluation.
- During a pre-audit meeting, the auditors explain the objectives and methodology clearly, ensuring that all stakeholders understand the purpose and scope of the audit.
- After the audit, the scores are carefully evaluated, and the performance metrics are analysed in the academic and administrative review. This data-driven approach provides insights into areas requiring attention and facilitates targeted interventions for improvement.

The University values student feedback and actively seeks to enhance the student experience.

Key initiatives include:

- The University conducts a Student Satisfaction Survey (SSS) online, receiving feedback from over 700 students annually. This valuable feedback provides insights into student perceptions of their academic experience and identifies areas for improvement.
- All departments have been instructed to meticulously implement the Learning Outcome-Based Curriculum Framework (LOCF) from 2022, ensuring that curriculum design aligns with specific learning outcomes.
- To improve academic quality, departments must maintain mentoring records for all students, providing a structured framework for educational guidance and support.

The IQAC holds four annual meetings to discuss and address quality-related aspects across the University's academic departments. The vice chancellor initiates all IQAC meetings, demonstrating the University's commitment to quality assurance at the highest levels of leadership. The Director of the IQAC presents a pre-defined agenda that includes action taken on previous recommendations, pending reports, and new or improved quality aspects. The IQAC, comprising 18 members, engages in open and transparent discussions, ensuring that all perspectives are considered. The IQAC meetings have identified several critical areas for ongoing improvement, including:

- Establish a Chemical Ethical Committee to ensure ethical research practices within the University.

- Developing and implementing policies to curb plagiarism and formulating Standard Operating Procedures for various administrative functions.
- The Management Information System (MIS) implementation to enhance administrative efficiency and transparency.
- The University has taken steps to intensify its placement services, providing students with incredible support in finding employment after graduation.

To ensure objectivity and foster a culture of continuous improvement, the IQAC conducts a pre-audit session. After auditing 27 departments and scoring their responses, the auditors provide specific recommendations for each department. The IQAC conducts review meetings or requests compliance reports to assess the implementation of these recommendations, ensuring that departments are actively addressing identified areas for improvement.

The IQAC Chairman actively monitors the teaching-learning process, ensuring that it effectively implements the Learning Outcome-Based Curriculum with effect from AY 2022-23. This monitoring ensures that the curriculum is aligned with learning outcomes and that the teaching-learning process is high quality. (503)

File Description	Document
Provide the link for additional information	<a href="#">View Document</a>

### 6.5.2

**Institution has adopted the following for Quality assurance:**

- 1. Academic and Administrative Audit (AAA) and follow up action taken**
- 2. Conferences, Seminars, Workshops on quality conducted**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Orientation programme on quality issues for teachers and students**
- 5. Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
- 6. Any other quality audit recognized by state, national or international agencies**

**Response:** A. Any 5 or more of the above

File Description	Document
Supporting documents pertaining to NIRF (along with link to the HEI's ranking in the NIRF portal) / NBA / ISO as applicable and valid for the assessment period.	<a href="#">View Document</a>
List of Orientation programmes conducted on quality issues for teachers and students along with geotagged photos and supporting documents	<a href="#">View Document</a>
List of Conferences / Seminars / Workshops on quality conducted along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

### 6.5.3

#### **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle NAAC A/A)**

#### **Post accreditation quality initiatives (second and subsequent cycles of NAAC A/A)**

#### **Response:**

The University has made significant investments in expanding and improving its infrastructure to support its growing academic needs and enhance the student experience:

- Establishing a City Complex for undergraduate students in Shanthi Nagar, 15 kilometres south of the main campus, provides rural students with increased access to quality education. This 29,370 square-foot complex, worth 6.5 crores, demonstrates the University's commitment to expanding its reach and serving a broader student population.
- A state-of-the-art central instrumentation facility worth Rs. 20 crores has been established.
- The University is building new men's hostels to accommodate the growing number of students.
- A new building for classes dedicated to integrated programmes has been constructed and made functional. This 49,593-square-foot facility is worth 9.2 crores.

- A large-scale sewage treatment plant worth 40 lakhs has been installed in the Girls' Hostel, recycling 50,000 litres of wastewater daily.
- The University has adapted its curriculum to incorporate a learning outcome-based framework. This shift ensures that curriculum design is aligned with specific learning outcomes.
- University programs now include skill-based and job-oriented courses, equipping students with the knowledge and skills needed to succeed in the competitive job market.
- University Departments have incorporated industrial visits into their curricula to give students practical exposure.
- All postgraduate students must complete two MOOCs on the SWAYAM portal.
- A dedicated mentor-mentee system provides students academic and co-curricular support and fosters personal and professional growth.
- Establishment of departments of basic sciences—Plant Science and Animal Science.
- Centres for Buddha, Gandhian thoughts, Nehru, Dr. Ambedkar, Archeology, and Innovation & Incubation.
- Various Chairs of Christian studies, Vivekananda, Bharathi, V.O.C, Kamarajar and Arignar Anna
- The University's NCC wing, comprising 52 cadets, encourages student participation in adventure and integration camps. The NCC wing has achieved notable successes, including participation in the Para Military Camp in Agra and rifle shooting competitions at the Republic Day Parade in Delhi, showcasing student dedication and achievement.
- The University's three NSS wings, with 100 students each, have adopted three nearby villages, promoting community engagement and environmental awareness.
- The IQAC collects feedback from teachers, students, parents, alumni, and employers through online surveys, incorporating their suggestions into curriculum development, exam reforms, and SCAA initiatives.

- In 2023, the University was placed in the 83rd position in the NIRF ranking among university categories, demonstrating its growing national recognition.
- Implementing an indigenously developed MIS streamlines administrative processes, captures vital data, and improves official communication within the University.
- The University has implemented a LMS to facilitate online education, expand access to learning resources, and provide student flexibility.
- The University has established an Amazon Centre for Excellence in the Computer Science and Engineering department, providing students access to cutting-edge technology and industry-relevant skills.
- Staff members receive administrative training programs on the Public Financial Management System and the Right to Information Act, enhancing their skills and knowledge in governance and transparency.

File Description	Document
Provide the link for additional information	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

**Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.**

**Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words**

#### **Response:**

The University has implemented several necessary measures to promote gender equity and ensure an inclusive and supportive environment. Awareness and sensitisation programs, including workshops and seminars led by experts in Gender Studies, have been conducted to educate the community on gender issues and challenge existing stereotypes. Comprehensive gender equity policies have been established, forming a dedicated Gender Equity Committee responsible for monitoring gender-related issues and addressing grievances. Additionally, the University has installed CCTV cameras, improved lighting, and created safe zones to enhance campus safety and inclusivity.

The Centre for Women's Empowerment and Women Studies at MSU organised four International Women's Empowerment Programmes over a week and seven one-day webinars. The goal was to promote gender equity and the skill of financial management among women. The Women's Empowerment Programmes include:

- Gender Sensitization Program on Women's Empowerment for Societal Transformation: Countering the Regressive Effects
- Women's Empowerment through Sensitization
- Exploration of Opportunities for Women's Empowerment
- Gender Equality – Prerequisite for Sustainable Development
- Promoting Gender Equity: Strategies and Challenges
- Cyber Sex Trafficking and Remedies under the Laws
- Challenges Faced by Women Leaders: Lessons Learned and Future Strategies
- Barriers to Women's Empowerment: Strategies to Overcome
- Bake a Capability Cake: An Extraordinary Tool for Ordinary Women
- Status of Women during the Pandemic
- Strategies for Managing Personal Finance, Including Mutual Funds and NPS

A national webinar held in 2021-22 focused on empowering women by covering gender awareness, sensitisation, and women's health. In October 2021, the University organised a Career Awareness Campaign for the University Teaching & Administrative Staff, specifically addressing breast cancer. Another event in November 2021 aimed to promote a balance between family and career for women academics. In April 2022, a skill-based program called "Quelling & Dream Catcher for a Crafty Entrepreneur" was organised for women teaching and administrative staff, scholars, and students, focusing on developing entrepreneurial skills. This was followed by a program in August 2022, which focused on ornament-making using crystals for a Triumphant Entrepreneur program. The University also



observed "Discrimination against Women Pakhwada" from 25th November to 10th December 2022 and organised a webinar on gender sensitisation in December 2022.

Academic and extracurricular initiatives played a crucial role, with courses and curricula being reviewed to incorporate gender perspectives and ensure that all disciplines address gender equity issues. These comprehensive efforts demonstrate the University's commitment to fostering an equitable environment where everyone can thrive.

During the National Women's Day celebration, the University honoured the contributions of women's staff (teaching and non-teaching) and students of the University and affiliated colleges with awards. To promote and uplift transgender education, the University offers free-of-price reservations for admission to various programs. Additionally, the University implemented a robust mechanism for reporting and addressing harassment and discrimination, providing a confidential and supportive process for victims. It also offered various support services, including counselling, support groups, gender-specific helplines, and facilities like separate restrooms, standard rooms, and childcare centres.

File Description	Document
Provide the link for additional information	<a href="#">View Document</a>

### 7.1.2

*The Institution has facilities for alternate sources of energy and energy conservation measures*

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

**Response:** A. Any 4 or more of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Geo-tagged photographs of the facilities.	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>

### 7.1.3

**Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)**

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **e-Waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

**Response:**

The University employs a multi-pronged approach, addressing solid, liquid, e-waste, chemicals, and radioactive waste, ensuring responsible disposal and resource recovery.

**Solid Waste Management:** The University prioritises waste segregation at the source, promoting responsible disposal and resource recovery:

- The University utilises two corporation garbage collection units and maintains separate trash boxes for biodegradable and non-biodegradable waste. This systematic approach ensures that waste is categorised correctly and disposed of appropriately.
- Green waste from gardens is composted in windrows, with the resulting compost used to fertilise plants, demonstrating a commitment to waste recycling and sustainable gardening practices.
- Question papers, answer scripts, newspapers, waste papers, and vehicles are disposed of through a transparent, open tender system, ensuring responsible disposal and minimising environmental impact.
- The Department of Education has implemented a vermicomposting initiative in which postgraduate students produce compost from organic and kitchen waste materials, promoting sustainable waste management practices within the academic community.
- The vermicomposting program effectively manages biodegradable waste, producing valuable vermicompost for use in gardens and sale.

**Liquid Waste Management:** The University actively manages liquid waste through a combination of treatment and reuse strategies, minimising environmental impact and promoting resource efficiency:

- Wastewater from the Women's hostels is reused for watering plants, demonstrating a commitment to water conservation and sustainable gardening practices.
- The University has installed an Effluent Treatment Plant (ETP) to treat and recycle wastewater, minimising the discharge of untreated sewage and ensuring responsible resource management.
- The ETP at the Women's Hostel employs a multi-stage treatment process, including bar screening, oil and grease traps, equalisation tanks, aeration tanks, clarifiers, filter feed tanks, and treated water tanks. This advanced system ensures efficient and safe wastewater treatment.

- The University's filtration system, consisting of pressure sand filters and activated carbon filters, further ensures the safety and purity of treated wastewater.
- Treated wastewater and waste from Reverse Osmosis (RO) plants are used for irrigation, demonstrating a commitment to water conservation and promoting sustainable landscaping practices.
- The Department of Chemistry collects organic and inorganic solutions in separate containers and sends them to the ETP for treatment. This responsible approach ensures safe and efficient disposal of chemical waste.
- Electric incinerators are installed in women's toilets to dispose of sanitary napkins safely, promoting hygiene and safety.

**E-Waste Management:** The University employs a responsible approach to e-waste management:

- E-waste, including computers, printers, CPUs, batteries, and obsolete equipment, is disposed of through auction or buyback schemes, ensuring responsible disposal and potentially diverting valuable materials for recycling.

#### **Chemicals and Radioactive Waste Management:**

The University implements a comprehensive approach to managing chemicals and radioactive waste:

- Organic and inorganic solutions are collected separately and sent to the ETP, where sand and coir pith absorb and decompose organic solutions. Inorganic solutions are collected in separate containers and disposed of through designated channels.
- Radioactive sources are safely stored in wooden/lead boxes, ensuring their safe handling and preventing potential environmental contamination.

File Description	Document
Any other relevant information	<a href="#">View Document</a>

#### **7.1.4**

##### **Water conservation facilities available in the Institution:**

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

**Response:** A. Any 4 or more of the above

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Green audit reports on water conservation by recognised bodies	<a href="#">View Document</a>
Geo-tagged photographs of the facilities.	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.5

#### Green campus initiatives include

**Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words**

#### Response:

On 26 April 2021, the University received the "One District, One Green Champion" award under the Swachhta Action Plan 2020-21 of Mahatma Gandhi National Council of Rural Education, GoI. Our faculty members also received the best Green Champion and Conservation of Biodiversity awards at the district and state levels.

#### *Restricted entry of automobiles:*

The green initiatives include installing a check post at the University's main entrance and deploying security personnel to restrict the entry of heavy vehicles into the campuses. Rules and regulations have been amended to speed vehicles based on green policies.

#### *Use of Bicycles/ Battery powered vehicles:*

The University has many buildings in different sectors with various functions, such as departments, hostels, administrative blocks, central libraries, and canteens. The university staff and students commute among these buildings several times daily by the stipulated pathways and connecting roads. Separate road lanes are available for pedestrians, bicycles, and two-wheelers. Departments like Education and Mathematics provide students with bicycles on the university campus. Many of the university staff and students voluntarily use bicycles on campus. Staff from remote places use carpool systems to save fuel and time and maintain a pollution-free environment.

#### *Pedestrian Friendly pathways:*

The campus has witnessed an increased number of pedestrians. The resident students and staff members can use the paths for morning walks and jogging. Sufficient nighttime solar lights on pedestrian pathways are arranged for hurdle-free walking in the evening and night.

*Ban on the use of plastic:*

The University authorities considered it a plastic-free campus. The University does not encourage the students and staff members to use plastic on campus to avoid plastic pollution. The University promotes the prevention of the use of non-biodegradable single-use plastics. The signboards of the plastic-free campus are displayed on the campus.

*Landscaping with trees and plants:*

The campus is a common grass land with abundant small and large trees. Only 1/4th of the total land area is used for buildings, roads and playgrounds; the remaining 75% is covered with natural native plants and green cover. However, over a thousand trees and other habitual plants were planted to maintain the campus' green colour during 2018-23. MSU organises various tree plantation programmes annually at the university campus. The staff, students, and NSS volunteers participate in the Plantation programme. Increasing green cover is practised not only within the campus but also beyond the campus. Our staff and students promote green cover initiatives and encourage environmental awareness and sustenance by conducting various programs. Rainwater harvesting facilities have been established in almost all buildings of the University, and natural and artificial water ponds and channels have been developed on campus to increase the water resources and greenery by enhancing the water supply to the trees and plants.

*Documentation of biodiversity on the campus:*

The science departments have undertaken projects to conserve biodiversity in the southern Western Ghats and have extensively documented the diversity of plants and animals on campus.

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**7.1.6****Quality audits on environment and energy are regularly undertaken by the institution**

**The institutional environment and energy initiatives are confirmed through the following**

- 1.Green audit / Environmental audit**
- 2.Energy audit**
- 3.Clean and green campus recognitions/awards**
- 4.Beyond the campus environmental promotion and sustainability activities**

**Response:** B. Any 3 of the above

File Description	Document
Report on environmental promotional activities conducted beyond the campus with geo-tagged photographs with caption and date	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Green audit report of all the years from recognized bodies	<a href="#">View Document</a>

### 7.1.7

#### *The Institution has Differently-abled (Divyangjan) friendly, barrier free environment*

*Write description covering the various components of barrier free environment in your institution in maximum of 500 words*

- **Built environment with Ramps/lifts for easy access to classrooms**
- **Divyangjan friendly washrooms**
- **Signage including tactile path, lights, display boards and signposts**
- **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

#### **Response:**

The concept of a Barrier-free campus embodies a forward-thinking approach towards creating an inclusive and accessible academic environment. This philosophy is deeply ingrained in the ethos of our university, where the design and infrastructure are meticulously planned to accommodate the needs of all individuals, irrespective of their physical capabilities. Every structure within the campus perimeter, including academic buildings, libraries, and other communal spaces, adheres strictly to established accessibility standards. These standards are brought to life by implementing several key features to facilitate ease of access. A pivotal aspect of our university's commitment to inclusivity is providing financial support to students with disabilities, referred to as Divyanjan students. A crucial element of our university's commitment to inclusivity is providing financial support to students with disabilities, referred to as Divyanjan students. Recognizing the potential financial barriers that could impede their academic pursuits, the university offers these students a 100% tuition fee exemption [<https://www.msuniv.ac.in/images/distance%20education/academic/fees.pdf>]. Permanent wheelchair ramps have been strategically installed alongside stairs in nearly every building to enhance the physical accessibility of our campus. This thoughtful inclusion enables Divyanjan students to easily navigate the

campus, ensuring that all academic facilities are within reach. The administrative block has an elevator, facilitating vertical mobility and making it more straightforward for individuals with mobility impairments to move between floors quickly. A permanent ramp in the examination wing exemplifies our commitment to providing a supportive academic environment, allowing these students to take assessments under equitable conditions.

Accessibility also extends to personal care facilities, with washrooms equipped with grab bars and handrails in the integrated block, designed for safe use by Divyanjan students. The VOC Auditorium includes a washroom tailored to the needs of physically impaired individuals, ensuring their comfort during events. Navigational aids are crucial in enhancing the campus experience for vocally impaired individuals.

Signposts featuring appropriately sized fonts are strategically placed throughout the campus, offering clear and accessible guidance. This attention to detail in visual communication fosters a sense of independence and confidence among students.

The University Central library resources reflect a commitment to academic inclusivity, with a collection of Braille books on various subjects. In essence, our university's barrier-free campus initiative is a testament to our unwavering commitment to inclusivity and accessibility. By removing physical and financial barriers, we aim to create a nurturing academic atmosphere where all students, regardless of their physical abilities, have the opportunity to achieve their full potential.

Regarding the welfare of differently abled persons appearing in examinations, the provision of allotting a scribe is followed, strictly adhering to the Guidelines of the Tamilnadu Government.

File Description	Document
Upload supporting document	<a href="#">View Document</a>

### 7.1.8

**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and such other diversities (within 500 words).**

#### **Response:**

The University has implemented numerous initiatives to create an inclusive environment that fosters tolerance and harmony across cultural, regional, linguistic, communal, socioeconomic, and other diversities.

#### ***Cultural diversities:***

Cultural diversity is celebrated through festivals, cultural events, and international student exchanges, allowing students to share their traditions and learn about others. The Pongal festival showcases the culture of the state. Various competitions, like rangoli, poster presentations, painting, etc., were held, and the winners were awarded prizes and certificates [1].

#### ***Regional diversities:***

These include the student internship orientation program conducted on 17.05.2022 to sensitize the students about the concept and importance of internships in the academic program. Every year, the University celebrates National and International significant days such as Independence Day, Republic Day, National Mathematics Day, Teachers' Day, Youth Parliament Day, National Pharmacy Education Day, Breast Cancer Awareness Day, Armed Forces Flag Day, National Unity Day, National Science Day, National Road Safety Awareness Rally, National Statistics Day, International Suicide Prevention Day, International Yoga Day, The World Music Therapy Day and The World Mental Health Day [2].

***Linguistic diversities:***

Offering language courses and forming regional student clubs, which help students from different backgrounds connect and support each other, promote regional and linguistic inclusivity.

***Communal diversities:***

To address communal harmony, the University organizes interfaith dialogues, peace-building workshops, and community service projects that bring together students from various religious backgrounds. These activities promote understanding, respect, and collaboration among diverse groups. Every event in the Department of Education mentions a Thirukkural, the World Public Secret. The Student Induction Program (SIP) is conducted for first-year students at the entry point every year, and emphasis is given to the 'No Discrimination Policy'. The communal harmony pledge is also taken. To make the employees aware, a training program on the "Right to Information Act 2005" was conducted for the administrative staff. The departments celebrate in union the religious festivals, namely Thiruvonam (Festival of Kerala), Ayutha Pooja and Christmas [3].

***Socioeconomic diversities:***

Socioeconomic diversity is supported through scholarship programs, financial aid, and mentorship initiatives, ensuring students from all economic backgrounds have equal educational opportunities. Sensitivity training and workshops on diversity and inclusion are conducted for teaching faculty, administrative staff, and students to elevate awareness and further an inclusive mindset.

***Other diversities:***

MSU conducted a drawing/painting on face program as part of Save Girl Child in November 2021. The University has celebrated events such as birth anniversaries and memorial days of prominent personalities and freedom fighters. The 150th birth anniversary of Mahatma Gandhi was celebrated by planting trees and organizing a blood donation camp. The birth anniversary of renowned freedom fighter Veerapandiya Kattabomman was celebrated on 03.01.2022. MSU conducted a program called "Mahakavi Bharathiyar Memorial Day Centenary" on 28.10.2021 and 20.01.2023. He was a poet, freedom fighter, and social reformer in Tamil Nadu. MSU conducted the program from the Thirukkural Foundation on 06.03.2022. MSU students participated in the Students' Interaction with Prime Minister program online on 04.04.2022 [4].

By implementing these initiatives, everyone feels a sense of belonging and inclusion.

File Description	Document
Any other relevant information	<a href="#">View Document</a>



**7.1.9**

***Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens***

**Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.**

**Response:**

The university actively sensitizes students and employees to constitutional obligations, emphasizing the values, rights, duties, and responsibilities of citizens. This is achieved through regular workshops, seminars, and courses on constitutional law and civic responsibility. Celebratory events on national days, debates, and discussions on constitutional themes further reinforce these concepts. Additionally, awareness campaigns and interactive sessions with legal experts help deepen understanding. These initiatives aim to cultivate informed, responsible citizens who uphold democratic values and contribute positively to society.

*Value-based, Social harmony and Constitutional awareness based Curriculum:* Departments are given autonomy to modify the curriculum once in every three years based on social and professional values to inculcate constitutional obligations among the students. Courses on the Constitution of India, Value Based Education, Social Harmony, etc., emphasizing obligations, duties, values, Rights, responsibilities of citizens, and personality development are taught to the students. The university also organized the staff meeting to get the oath of Bench for EVR Periyar on 17.09.2021.

*Constitutional Day celebration:* Constitution Day is celebrated on 26 November every year; lectures are arranged to sensitize students to the constitutional values, rights, duties, and responsibilities of citizens.

*Oath-taking:* Students and faculty members take the National Pledge of India, the Youth Pledge, and similar oaths. The university conducted the event "I Cheer for India," Tokyo Olympics 2020, for Indian contingents on 23.07.2021.

*Sensitization programmes:* Sensitization programmes such as Women's Day, Youth Welfare Programmes, and Young Reader's Achievements felicitation programmes are regularly conducted. To promote the virtue of altruism, a department employing students, teachers, along with alumni celebrates International Giving Tuesday every November, providing help to the Oncology patients of the local Government hospital, lepers in a leprosarium, senior citizens in the old age home, and socially deprived families having more than one person with physical/mental disabilities. Some of the departments practice department cleanliness and campus mass cleaning to nurture the virtue of respecting all labourers. Campus cleaning is done every day by the sanitary workers and on different occasions by NSS, NCC and a few departments. Planting trees and throwing seed balls are integral parts of the university. Dustbins are kept in important places and classrooms to evade the garbage spread all over the campus. Well-laid roads and wide filed side walls are constructed to ensure that the deers, peacocks, rabbits, lizards, and other animals and birds do not meet any accidents.

To give importance to teaching and administrative staff members' health in pandemic situations and as a moral responsibility, the university, through its Health Centre, conducted a free vaccination camp for COVID-19 on 07.07.2021. To raise awareness among students and employees about constitutional

values, rights, duties, and responsibilities, the university has conducted various programmes. The University Library organizes "Readers Forum" in celebration of the birthday of S. R. Renganathan, the Father of Library Science, every August in the assessment period.

The then Vice Chancellor was honoured by NCC; as part of this, the university organized the piping ceremony on 27.06.2022 along with NCC.

File Description	Document
Any other relevant information	<a href="#">View Document</a>

#### 7.1.10

**The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**

- 1. The institutional Code of Conduct principles are displayed on the website**
- 2. There is a committee to monitor adherence to the institutional Code of Conduct principles**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

**Response:** A. All of the above

File Description	Document
Report on the student attributes facilitated by the Institution	<a href="#">View Document</a>
Policy document on code of ethics.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Handbooks, manuals and brochures on human values and professional ethics	<a href="#">View Document</a>
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	<a href="#">View Document</a>
Constitution and proceedings of the monitoring committee.	<a href="#">View Document</a>
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff.	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

**Describe two best practices successfully implemented as per NAAC format provided in the Manual.**

**Response:**

**Best Practice – 1:**

**Title: Driving Environmental Sustainability and Safety Forward**

*Context:*

Our campus is uniquely positioned to study and preserve vital ecosystems near the ecologically significant Western Ghats and the Bay of Bengal. The region's resources are crucial for national development, while 14 dams within our jurisdiction impact hydrological systems and necessitate proactive management. Monitoring earth vibrations is critical because dam construction correlates with increased seismic risk. Our commitment lies in ensuring a sustainable future for the surrounding communities and the region's biodiversity.

*Objectives:*

1. Promoting environmental sustainability and awareness through eco-friendly practices
2. Monitoring and mitigating seismic risks in the region's hydrological systems to ensure safety
3. Conducting comprehensive research and developing solutions for challenges to support national development
4. Addressing the identified challenges and resource needs to provide a powerboat for field initiatives

#### *The Practice:*

1. Our Eco-Friendly Campus promotes environmental sustainability with thousands of trees, six ponds for groundwater conservation, a 1-megawatt solar power station, and a greenhouse. These facilities educate thousands of students about environmental stewardship.
2. Strategically situated at the edge of the Western Ghats, a UNESCO World Heritage site, the Sri Paramakalyani Centre for Environmental Sciences facilitates research on biodiversity hotspots. The centre investigates the impact of environmental changes on plant species and supports agricultural practices. Two of the top 2% of scientists globally have emerged from this vital research centre.
3. The Centre for Marine Sciences and Technology is on India's vast coastline. It researches the Bay of Bengal's marine ecosystem, vital for millions of livelihoods. Two leading scientists in the top 2% globally have emerged from this centre, emphasising aquatic ecosystem research.
4. Our university's jurisdiction encompasses 15 and numerous check dams, making the region prone to seismic activity. An incident in Abisekapatti in 2005, where the earth swallowed a 30-foot electric pole, highlights this risk. To enhance the safety of millions in the four southern districts, our university has installed a 24/7 seismograph to monitor earthquake activity (8). A Department of Geotechnology has been established to ensure the safety of local communities.

#### *Evidence of Success:*

Six constructed ponds have increased groundwater levels (<https://nwm.gov.in/sites/default/files/Notes%20on%20Thirunelveli%20District.pdf>), while the solar power stations have spurred the adoption of renewable energy across the region (<https://environment.tn.gov.in/assets/report/Database%20on%20Energy%20Resources%20in%20Tamil%20Nadu.pdf>).

Research at the CMST has identified critical marine pathogens that benefit aquaculture and discovered 18 new marine worm species (DOI: 10.1016/j.fsi.2013.12.006; DOI: 10.56557/upjoz/2022/v43i243350; DOI: 10.1128/MRA.01034-18). The SPKCEES has identified fungal chitosan as a pest control solution for rice crops, and whole genome sequencing of earthworm species has created a valuable resource for sustainable agriculture research. These achievements highlight our commitment to a sustainable future, contributing to both local and global challenges (DOI: 10.2174/1389202923666220401095626) and *Eisenia fetida* (<https://doi.org/10.1016/j.dib.2018.08.067>).

#### *Challenges and Resource Needs:*

Establishing a weather station in Alwarkurichi enhances research activities. Additionally, a mobile laboratory is required to elevate research standards, and the CMST needs a powerboat to further its initiatives.

#### **Best Practice – 2:**

*Title:* Unlocking Potential: Introducing Student Support Initiatives

#### *Context:*

Pursuing higher education spanning 3 to 4 years in this region is challenging due to limited job opportunities and economic difficulties. Enrollment in arts, science, and postgraduate programmes focusing on Tamil studies must increase. Transgender individuals face obstacles in accessing higher education.

*Objectives:*

1. To increase access to higher education for talented youths facing financial constraints.
2. To encourage the study and preservation of Tamil by offering financial incentives
3. To create inclusive educational opportunities for transgender individuals and marginalised groups.
4. To attract bright students to the Postgraduate Diploma in Renewable Energy to develop local expertise
5. To highlight success stories of beneficiaries to demonstrate the initiatives' impact.

*The Practice:*

1. Sundaranar Merit Scholarship: The University offers eight Master's programmes and awards the SMS to 10 top-performing students in each programme.
2. Bharat Ratna Dr M.G. Ramachandran Fellowship supports up to 58 postgraduates annually across various disciplines to pursue PhD.
3. Despite declining interest, the university waived admission fees (3) since 2018-19 to encourage enrolment in the MA Tamil.
4. Southern Tamil Nadu has great potential for renewable energy like solar and wind power. The university has started a Postgraduate Diploma in Renewable Energy and provides monthly financial incentives. (3)
5. The University offers free education to transgender students to improve their quality of life and overcome educational challenges (4).
6. Former Professor Dr E. Subramanian established an endowment fund of Rs. 5 lakhs (5) to support MSc Chemistry and DPharm students with monthly scholarships to encourage pharmaceutical sciences.
7. Professor Murugan established Dr Rajalakshmi Endowment Scholarship, donating Rs. 5 lakhs to support two deserving Computer Science students with monthly scholarships of Rs.1000 each. (6)

*Evidence of Success:*

- The fellowship programs have helped 80 (+2) students annually for the past five years, providing Rs. 2,000 per month to pursue five-year MA/MSc programmes and supporting 400 students for Rs. 16 lakhs annually. (7).
- The Ramachandran Centenary Fellowship has given 290 top PhD students a monthly allowance of Rs. 5,000 for three years for the past five years and costs the university Rs. 34.8 lakhs each year (8).
- More students started studying Tamil after waiving tuition fees in 2018. The number of students in the MA Tamil program went from a few in 2017 to 20 in 2018-19 and then to 30 in 2020-21. This free tuition continued until 2022-23.
- Mx Viji, a transgender student, completed PhD in Folklore in 2023. (10).
- Dr. E. Subramanian Scholarship gives Rs.18,000/year to the top DPharm and MSc Chemistry students. (5).
- Dr Rajalakshmi Endowment Scholarship provides Rs.1000 monthly to two students. (6).

*Challenges and Resource Requirements*

- Many talented youth in the region face challenges getting a higher education due to harsh

environmental conditions and financial struggles. The university wants more money to offer free college to students who are the first in their families to go to college and from families who make less than Rs.3 lakhs/year.

- Implementing scholarships/fellowships requires financial resources. Ensuring consistent funding necessitates sustainable funding models and partnerships from the private sector.

File Description	Document
Any other relevant information	<a href="#">View Document</a>

## 7.3 Institutional Distinctiveness

### 7.3.1

**Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words**

#### **Response:**

The Distinctiveness of Manonmaniam Sundaranar University

Manonmaniam Sundaranar University is located in the southernmost part of the Indian subcontinent. Many higher secondary school students in this area need more than three to four years to pursue higher education degrees as the region has limited industrial development, leading to fewer job opportunities. In line with the National Educational Policy (NEP), an exclusive Directorate of Vocational Education (DVE) operates at Manonmaniam Sundaranar University. The DVE offers vocational skill development programmes in alignment with the National Skill Qualification Framework (NSQF).

The Directorate of Vocational Education (MSU-DVE) at Manonmaniam Sundaranar University operates by executing the motto "Reaching the Unreached." Most university students are from rural and economically weaker sections of society. To address this, upon reviewing the region, the university identified a substantial demand for skilled human resources across various service sectors, industries, and companies. The DVE aims to bridge the gap between employers and high school graduates by offering skill-based knowledge and training through employable programmes, which include certificates, diplomas and advanced diplomas. These Skilled-based programmes are tailor-made to the needs of various skill sectors, such as Paramedical Industries, Software production Industry, Hotel & Tourism Industries, Fire Safety, Aviation Industry, and Health Care. These programs provide essential skills to the youth population, so Manonmaniam Sundaranar University initiated community colleges in 1998.

The uniqueness of the Directorate of Vocational Education is that as of 2023, India has over 1,100 Universities, including:

- 54 Central Universities
- 456 State Universities
- 128 Deemed Universities

Among these institutions, Manonmaniam Sundaranar University is unique in offering Vocational Skill Development programs through its Vocational Skill Development (VSD) Centers and community colleges. This university's concept of a Directorate of Vocational Education is a distinctive feature.

The university operates 20 community colleges ([https://www.msuniv.ac.in/community\\_college\\_lists.php](https://www.msuniv.ac.in/community_college_lists.php)). The skill development programs are offered full-time in the four districts under our university's jurisdiction: Tirunelveli, Tuticorin, Nagercoil, and Tenkasi.

Besides this, 67 VSD centres ([https://www.msuniv.ac.in/community\\_lists\\_vocational\\_skill\\_development.php](https://www.msuniv.ac.in/community_lists_vocational_skill_development.php)) across Tamil Nadu offer skill development programs in part-time/weekend mode. These colleges and centres provide three types of job-oriented skill enhancement programmes:

1. Six-month Certificate Programmes
2. One-year Diploma Programmes and
3. Two-year Advanced Diploma programmes

Some of the job-oriented courses include Computer Maintenance & Web design, Renewable energy solar systems and training, Biochemical Testing & diagnostic lab technology, Hospital Management & Human Health Assistance, Catering & Hotel Management, Interior design, and Fire Safety. A comprehensive list of all courses is available on the Manonmaniam Sundaranar University website at ([https://www.msuniv.ac.in/community\\_courses\\_one\\_year\\_diploma.php](https://www.msuniv.ac.in/community_courses_one_year_diploma.php)). Some of the photographs of students of the programs are available at (<https://docs.google.com/document/d/1HEYLDzhQMkW4BJPbZn34MqLsmiU7RSxx/edit?usp=sharing&ouid=108126875701799314075&rtpof=true&sd=true>) The courses were designed in such way to suit the needs of community and the nearby industries.

To overcome the significant problems of students from rural areas, such as communication skills, all diploma programmes have a compulsory course on communicative English. One of the courses is Life Skills, which delivers the tactics of a professional attitude. The course also enhances students' ability to use basic computer applications. Both courses strengthen the students of vocational skill development programs.

These community colleges and VSD centres serve students seeking self-employment by providing educational opportunities close to their homes. Over the years, these colleges and VSD centres have also offered employment to thousands of tutors/teaching positions for skill experts with master's degrees in their respective areas of specialization, along with several hundred clerical positions.

Many beneficiaries have internships/in-house training with stipend (or) financial assistance. A fraction of students progress to higher studies in the same skill sector. The data analysis says several students were placed in relevant industries abroad, such as Dubai, Kuwait, etc. Especially graduates of human care and diagnostic lab technology programs placed in Middle Eastern countries.

Among these, 20% are engaged in business ventures, utilizing the skills acquired through community colleges and VSD centres. This initiative has significantly increased job opportunities in both rural and urban areas of Tamil Nadu.

Any student who has passed the 10+2 (Higher Secondary School Board Exam) is eligible to enrol in one of the diploma programs by enrolling in a Community College or VSD centre near their residence or

choice. The university administers these Community Colleges and Vocational Skill Development Centers.

Registered service-minded public interest trusts, societies, or educational bodies with expertise in conducting skill-based training programs apply for permission from our university to establish a Community College or VSD centre. The regulations and application forms for community college are available at [https://www.msuniv.ac.in/images/academic/community%20college/community%20college/NEW\\_CC\\_APPLICATIONFORM\\_2024\\_25.pdf](https://www.msuniv.ac.in/images/academic/community%20college/community%20college/NEW_CC_APPLICATIONFORM_2024_25.pdf), and the form for applying to VSD centres is available at [https://www.msuniv.ac.in/images/academic/community%20college/VSD%20Centre/NEW\\_VSD\\_APPLICATION\\_FORM\\_2024\\_25.pdf](https://www.msuniv.ac.in/images/academic/community%20college/VSD%20Centre/NEW_VSD_APPLICATION_FORM_2024_25.pdf). Centers are granted provisional approval, with annual renewal based on the placement success of the previous batch of students. These centres contribute to society's sustained development and have been well-appreciated by the University Grants Commission (UGC), which sanctioned four vocational undergraduate programs with a total funding of Rs. 2.4 crores for youth skill development.

Additionally, the diploma programs assist the university's health centre in performing tasks related to Diagnostic Lab Biochemical Testing, Hospital Management, and Human Health Assistance. The University is proud to highlight its community college system as a unique and remarkable educational service that enables the unaffordable rural population to access formal higher education in its jurisdiction.

Community colleges and VSD centres have trained over 4,500 skilled youth in the last five years. The year-wise student admission in the community colleges and VSD centres is available at ([https://docs.google.com/document/d/1215zLgnDD4Z\\_16dGVZ36Z7\\_umWyGEGzu/edit?usp=sharing&ouid=108126875701799314075&rtpof=true&sd=true](https://docs.google.com/document/d/1215zLgnDD4Z_16dGVZ36Z7_umWyGEGzu/edit?usp=sharing&ouid=108126875701799314075&rtpof=true&sd=true)) The University generates annually 1.25 crore from these skill development programs (<https://docs.google.com/document/d/1d-hAh15um76EleAqu6UJtGY9yEFDNsg3/edit?usp=sharing&ouid=108126875701799314075&rtpof=true&sd=true>) Thus, the skilled development programs help the rural community and the university for further development.

File Description	Document
Any other relevant information	<a href="#">View Document</a>



## 5. CONCLUSION

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### **Additional Information :**

The university demonstrates a solid commitment to delivering quality education, fostering a culture of research and innovation, and creating a supportive and inclusive learning environment for its students and staff. The university's dedication to core values is evident in its comprehensive academic programmes, research infrastructure, and various initiatives to enhance students' well-being, diversity, and access to learning.

MSU's commitment to academic excellence is reflected in its well-defined curriculum, which incorporates national and international standards, addresses relevant social issues, and emphasises student learning outcomes. The university actively engages in continuous efforts to enhance teaching and learning practices. A state-of-the-art Central Instrumentation Facility, dedicated scholarships and fellowships, and active faculty engagement in research projects further support the university's research culture. MSU's commitment to inclusivity and accessibility is evident in its initiatives promoting gender equity and environmental sustainability. The university fosters community and empowers students through a Student Council and various extracurricular activities. These efforts have contributed to the university's achievements, including recognition through its NIRF ranking.

Despite its achievements, MSU recognises the importance of continuous improvement and has identified several potential areas for furtherance. This includes expanding its global reach through international collaborations, student exchange programs, and joint research initiatives. The university is committed to enhancing its evaluation methods to provide concrete evidence of student achievement and strengthen industry collaboration to offer students real-world experiences. MSU is also exploring ways to integrate IKS across its academic offerings further to enrich its curriculum and showcase India's cultural heritage. Additionally, the university is committed to diversifying funding sources to enhance its financial resilience.

### **Concluding Remarks :**

The university's commitment to its vision, quality, innovation, and learning environment contributes to a flourishing academic community. The university endeavours to elevate its infrastructure, educational offerings, governance, and resource management alongside its dedication to inclusivity and social responsibility. As MSU continues to embrace these core values and address areas for development, it is poised to strengthen further its position as a leading institution of higher learning in India, making a significant impact on the lives of its students and contributing to the growth and progress of the nation.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	<p><b>Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years</b></p> <p>1.2.1.1. <b>Number of new courses introduced during the last five years:</b>            Answer before DVV Verification : 921            Answer after DVV Verification: 773</p> <p>1.2.1.2. <b>Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :</b>            Answer before DVV Verification : 2333</p>
1.3.2	<p><b>Number of certificate/value added courses/Diploma Programme offered by the institutions and online courses of MOOCs, SWAYAM/e Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years</b></p> <p>Answer before DVV Verification :            Answer After DVV Verification :98            Remark : Value updated as per data template</p>
1.4.1	<p><b>Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:</b></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken &amp; communicated to the relevant bodies and feedback hosted on the institutional website            Answer After DVV Verification: A. Feedback collected, analysed, action taken &amp; communicated to the relevant bodies and feedback hosted on the institutional website</p>
2.4.2	<p><b>Percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt. during the last five years</b></p> <p>2.4.2.1. <b>Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt Superspecialist during the last five years</b>            Answer before DVV Verification : 173            Answer after DVV Verification: 170</p>
2.5.3	<p><b>Status of automation of Examination division along with approved Examination Manual/ordinance</b></p> <p>Answer before DVV Verification : A. 100% automation of entire division &amp; implementation of Examination Management System (EMS)            Answer After DVV Verification: A. 100% automation of entire division &amp; implementation of Examination Management System (EMS)</p>
3.1.2	<p><b>The institution provides seed money to its teachers for research (average per year)</b></p> <p>3.1.2.1. <b>Amount of seed money provided by institution to its teachers for research year wise</b></p>

**during last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
69.68	36.82	30.89	65.56	131.88

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
69.68	36.82	30.89	65.56	64.35

3.1.3	<p><b>Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.</b></p> <p>3.1.3.1. Number of teachers who received national/ international fellowship/financial support from various agencies, for advanced studies / research; year-wise during the last five years</p> <p>Answer before DVV Verification : 40</p> <p>Answer after DVV Verification: 6</p>
3.1.4	<p><b>Percentage of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years</b></p> <p>3.1.4.1. The Number of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years</p> <p>Answer before DVV Verification : 285</p> <p>Answer after DVV Verification: 185</p> <p>3.1.4.2. Number of PhD Scholars enrolled during last five years</p> <p>Answer before DVV Verification : 370</p> <p>Answer after DVV Verification: 370</p> <p>Remark : Value updated as per supporting documents excluding enrollments beyond assessment period</p>
3.2.1	<p><b>Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)</b></p> <p>Answer before DVV Verification : 3961.76</p> <p>Answer After DVV Verification :3070.3</p>
3.2.2	<p><b>Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years</b></p> <p>3.2.2.1. Number of research projects funded by government and non-government agencies during the last five years</p> <p>Answer before DVV Verification : 135</p> <p>Answer after DVV Verification: 105</p>

3.3.2	<p><b>Total number of awards received for <i>research/innovations</i> by institution/teachers/research scholars/students during the last five years</b></p> <p>Answer before DVV Verification : 70 Answer After DVV Verification :32</p>					
3.4.1	<p><b>The institution ensures implementation of its stated Code of Ethics for research</b></p> <p><b>The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:</b></p> <p>1. <b>Inclusion of research ethics in the research methodology course work</b> 2. <b>Presence of institutional Ethics committees (Animal, chemical,bio-ethics etc.,)</b> 3. <b>Plagiarism check through software</b> 4. <b>Research Advisory Committee</b></p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>					
3.4.2	<p><b>Total number of Patents awarded during the last five years</b></p> <p>Answer before DVV Verification : 32 Answer After DVV Verification :5</p>					
3.4.5	<p><b>Number of books and chapters in edited volumes published per teacher during the last five years</b></p> <p>3.4.5.1. <b>Total Number of books and chapters in edited volumes published during the last five years</b></p> <p>Answer before DVV Verification : 1319 Answer after DVV Verification: 1265</p>					
3.4.6	<p><b><i>E-content is developed by teachers :</i></b></p> <p>1. <b><i>For e-PG-Pathshala</i></b> 2. <b><i>For CEC (Under Graduate)</i></b> 3. <b><i>For SWAYAM</i></b> 4. <b><i>For other MOOCs platform</i></b> 5. <b><i>Any other Government initiative</i></b> 6. <b><i>For institutional LMS</i></b></p> <p>Answer before DVV Verification : A. Any 5 of the above Answer After DVV Verification: B. Any 4 of the above Remark : Value updated as per the supporting documents</p>					
3.5.1	<p><b>Revenue generated from consultancy and corporate training during the last five years</b></p> <p>3.5.1.1. <b>Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19
2022-23	2021-22	2020-21	2019-20	2018-19		

58.23	30.50	32.02	83.19	38.65
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
58.23	30.50	32.02	83.42	38.42

3.7.1 **Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years**

Answer before DVV Verification : 50

Answer After DVV Verification :23

4.1.2 **Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years**

4.1.2.1. **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
387	781	702.6	2256.4	3132.09

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
387	781	702.6	2256.4	3132.09

4.3.2 **Student - Computer ratio (Data for the latest completed academic year)**

4.3.2.1. **Number of computers available for students usage during the latest completed academic year:**

Answer before DVV Verification : 688

Answer after DVV Verification: 525

4.3.3 **Institution has the following Facilities for e-content development and other resource development**

1. Audio visual center, mixing equipment, editing facilities and Media Studio
2. Lecture Capturing System(LCS)
3. Central Instrumentation Centre
4. Animal House
5. Museum
6. Business Lab
7. Research/statistical database
8. Moot court

	<p>9. Theatre</p> <p>10. Art Gallery</p> <p>11. Any other facility to support research</p> <p>Answer before DVV Verification : A. Any 7 or more of the above</p> <p>Answer After DVV Verification: C. Any 5 of the above</p>																				
4.4.1	<p><b>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years</b></p> <p>4.4.1.1. <i>Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year - wise during the last five years (INR in lakhs)</i></p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>1668.3</td><td>1050.7</td><td>578.58</td><td>2108.49</td><td>2551.6</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>1668.3</td><td>1050.7</td><td>578.58</td><td>2108.49</td><td>2551.6</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	1668.3	1050.7	578.58	2108.49	2551.6	2022-23	2021-22	2020-21	2019-20	2018-19	1668.3	1050.7	578.58	2108.49	2551.6
2022-23	2021-22	2020-21	2019-20	2018-19																	
1668.3	1050.7	578.58	2108.49	2551.6																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
1668.3	1050.7	578.58	2108.49	2551.6																	
5.1.3	<p><b>Following capacity development and skills enhancement activities are organised for improving students' capability</b></p> <p>1. Soft skills</p> <p>2. Language and communication skills</p> <p>3. Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)</p> <p>4. Awareness of trends in technology</p> <p>Answer before DVV Verification : A. All of the above</p> <p>Answer After DVV Verification: B. Any 3 of the above</p> <p>Remark : Value updated as per supporting documents</p>																				
5.1.4	<p><b>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</b></p> <p>1. Implementation of guidelines of statutory/regulatory bodies</p> <p>2. Organisation wide awareness and undertakings on policies with zero tolerance</p> <p>3. Mechanisms for submission of online/offline students' grievances</p> <p>4. Timely redressal of the grievances through appropriate committees</p> <p>Answer before DVV Verification : A. All of the above</p> <p>Answer After DVV Verification: B. Any 3 of the above</p>																				
5.3.3	<p><b>The institution conducts / organizes following activities:</b></p> <p>1. Sports competitions/events</p>																				

2. **Cultural competitions/events**
3. **Technical fest/Academic fest**
4. **Any other events through Active clubs and forums**

Answer before DVV Verification : A. All four of the above

Answer After DVV Verification: B. Any three of the above

6.2.2 **Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:**

1. **Administration including complaint management**
2. **Finance and Accounts**
3. **Student Admission and Support**
4. **Examinations**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	10	17	19	27

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	10	17	24	18

6.4.2 **Funds / Grants received from government bodies/non government and philanthropists during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V )**

6.4.2.1. **Total Grants received from government and non-government bodies and philanthropists for development and maintenance of infrastructure (not covered under Criteria III and V) year-wise during the last five years (INR in Lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
372.13	372.13	372.13	372.13	372.13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
93.03	93.03	93.03	93.03	93.03

6.5.2	<p><b>Institution has adopted the following for Quality assurance:</b></p> <ol style="list-style-type: none"> <li>1. Academic and Administrative Audit (AAA) and follow up action taken</li> <li>2. Conferences, Seminars, Workshops on quality conducted</li> <li>3. Collaborative quality initiatives with other institution(s)</li> <li>4. Orientation programme on quality issues for teachers and students</li> <li>5. Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc</li> <li>6. Any other quality audit recognized by state, national or international agencies</li> </ol> <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: A. Any 5 or more of the above</p>
7.1.2	<p><b><i>The Institution has facilities for alternate sources of energy and energy conservation measures</i></b></p> <ol style="list-style-type: none"> <li>1. Solar energy</li> <li>2. Biogas plant</li> <li>3. Wheeling to the Grid</li> <li>4. Sensor-based energy conservation</li> <li>5. Use of LED bulbs/ power efficient equipment</li> <li>6. Wind mill or any other clean green energy</li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: A. Any 4 or more of the above</p>
7.1.4	<p><b>Water conservation facilities available in the Institution:</b></p> <ol style="list-style-type: none"> <li>1. Rain water harvesting</li> <li>2. Borewell /Open well recharge</li> <li>3. Construction of tanks and bunds</li> <li>4. Waste water recycling</li> <li>5. Maintenance of water bodies and distribution system in the campus</li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: A. Any 4 or more of the above</p>
7.1.6	<p><b>Quality audits on environment and energy are regularly undertaken by the institution</b></p> <p><b>The institutional environment and energy initiatives are confirmed through the following</b></p> <ol style="list-style-type: none"> <li>1. Green audit / Environmental audit</li> <li>2. Energy audit</li> <li>3. Clean and green campus recognitions/awards</li> <li>4. Beyond the campus environmental promotion and sustainability activities</li> </ol> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above</p>



Remark : Value updated as per the supporting documents
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**2.Extended Profile Deviations**

Extended Profile Deviations
No Deviations