



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

**CENTRAL UNIVERSITY OF TAMIL NADU**

**CENTRAL UNIVERSITY OF TAMIL NADU NEELAKUDI  
610005**

**[www.cutn.ac.in](http://www.cutn.ac.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**September 2023**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Established on 3rd March 2009 by an Act of Parliament, the Central University of Tamil Nadu (CUTN) has grown in stature from its initial abode at Collectorate Annex in Thiruvarur with just one department, two guest faculty, and eight students to a unitary university nestled amidst a sprawling campus covering 516.76 acres of land on either side of the Cauvery tributary called *Vettaar*. Situated in a sylvan agrarian rural setting, the campus stands tall, not only in its physical structure, but also in its versatile academic contributions at the global, national and local levels, and for the values it stands for.

Over a span of 14 years, CUTN has tremendously grown into 12 schools hosting 27 departments with 173 Faculty and 2310 students. The infrastructure of CUTN has expanded exponentially with sufficient academic buildings, hostels for boys and girls, well-equipped laboratories, residential quarters for the staff members, a well-furnished guest house, 24x7 health centre, gymnasium, Kendriya Vidyalaya (project mode), bank, ATM, post office, etc.

The university's remarkable academic performance is evident through the output in terms of high-impact publications, innovative research, patents, employability traits, and entrepreneurship. These outputs have elevated CUTN to 89th position in NIRF Ranking-2023 and 12th position in IIRF Ranking-2023 under the university category. Further, CUTN has secured 44th rank in the Government Multidisciplinary Universities category of India Government University Ranking 2022-23 conferred by the Education World Magazine.

CUTN campus fosters a multilingual and multicultural academic ambiance as it hosts students from all over the Nation, as far as states like Assam and Kashmir and even from foreign countries. The university encompasses around 60 percent of female students with a sizable proportion hailing from the lower socio-economic strata and about 20 students with disabilities, studying in various programs, including Ph.D.

CUTN offers degrees at the UG, PG, Integrated Masters, and Ph.D. levels. Every department has access to smart classrooms, ICT facilities, and recording studios for creation of e-content. A completely automated Central Library is well stocked with updated books and e-resources, and offers remote access to faculty, students and research scholars.

### **Vision**

To develop enlightened citizenship of a knowledge society for peace and prosperity of individuals, nation and the world, through promotion of innovation, creative endeavours and scholarly inquiry and to be a global destination of higher education and research.

### **Mission**

To serve as a beacon of change, through multi-disciplinary learning, for creation of knowledge community, by building a strong character and nurturing a value-based transparent work ethics, promoting creative and critical thinking for holistic development and self-sustenance for the people of India. The university seeks to achieve

this objective by cultivating an environment of excellence in teaching, research and innovation in pure and applied areas of learning.

### **OBJECTIVES** (as defined in the Central Universities Act, 2009)

- To disseminate and advance knowledge by providing instructional and research facilities in such branches of learning as it may deem fit;
- To make special provisions for integrated courses in humanities, social sciences, science and technology in its educational programmes;
- To take appropriate measures for promoting innovations in teaching-learning process and interdisciplinary studies and research;
- To educate and train manpower for the development of the country;
- To establish linkages with industries for the promotion of science and technology;
- To pay special attention to the improvement of the social and economic conditions and welfare of the people, their intellectual, academic and cultural development.

CUTN endeavours resolutely to pursue the aforesaid Vision, Mission and Objectives, both in letter and spirit.

### **Core Values of the University**

#### **Fostering Free Thinking**

CUTN provides students with a rich intellectual atmosphere to exercise their academic freedom and to seek new knowledge in interdisciplinary and multidisciplinary domains beyond the curriculum.

#### **Towards Academic Excellence**

The university continuously strives to encourage its students to evolve leadership qualities, assume academic stewardship, be competent in seeking jobs and efficient in entrepreneurial skills to match with global standards.

#### **Towards Empowerment of the Weaker Sections**

The university addresses its societal obligations and aims at developing students' creative, innovative, and job-ready capabilities, thereby fostering comprehensive development.

#### **Maintaining Equality**

In accordance with the principles of 'inclusive education', the university upholds equality in every aspect, ensuring an environment that reflects the values of an ideal egalitarian society.

#### **Developing Compassionate Beings**

The university strives to aid students adapt and excel both in their personal and professional lives, thereby enabling them to navigate the complexities of life with confidence, resilience and empathy.

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

## **Institutional Strength**

CUTN is housed in 516.76 acres amidst a green environment with state-of-the-art infrastructure, pollution-free atmosphere and ample ground water.

1. Highly qualified, competent and experienced faculty members hailing from diverse regional backgrounds with a strong focus on excellence in education, research and promotion of innovation and entrepreneurship.
2. The university offers inclusive education to serve all the sections of the society, especially the weaker sections of the society, and takes pride in catering to the regional diversity of the nation, thereby promoting the rich cultural heritage of our country.
3. Cutting-edge research culture of CUTN provides opportunities to procure funding from UGC, DST, DBT, ICMR, ICSSR, NCW, ICHR, CSIR, CICT, IUAC, IUCTE, MGNCRE, NCRI, etc.
4. CUTN has state-of-the-art facilities for teaching, learning, research and co-curricular activities including a fully equipped library and student amenities centre.
5. Collaborations with national and international bodies, government departments, foreign universities and industries have been strengthened through MoUs.
6. Maintaining strong gender equity through admitting a large number of female students and offering administrative positions to women employees, thereby empowering their lives with quality education and opportunity to participate in decision making.
7. Started a slew of green initiatives, environment and health drives towards preservation of environment and ecosystem and promotion of wellbeing.
8. Integration of ICT in teaching, learning and governance.
9. The registered Alumni Association supports the university infrastructure development.
10. Appreciable revenue generation through Corporate Training

## **Institutional Weakness**

1. Locational disadvantages in terms of far-away from the major cities and air connectivity in attracting overseas students and international academics.
2. Research findings leading to direct societal benefits remain meagre in number.
3. Lack of major industries in the vicinity reduces the opportunity for industrial collaborations

## **Institutional Opportunity**

1. Opportunity to develop “Mini India” with the enthralling regional, cultural and linguistic diversity of students and staff members of CUTN.
2. The delta region and rural location of the university is rich in flora and fauna, which provides a unique opportunity for research in biodiversity and agricultural sectors.
3. Increasing positive peer perception in NIRF and other rankings.
4. Opportunity to increase international collaboration for excellence.
5. Opportunity to empower rural populace through education, awareness on healthcare, hygiene, gender equity, human rights, electoral literacy, language learning, etc. by extension activities.
6. Opportunity to take the schemes and policies of GoI to the rural people through designated cells/units of CUTN.

## **Institutional Challenge**

1. Increasing students' entry into higher education and employment
2. Ensuring more financial opportunities to reach sustainability
3. Maintaining the sustainable industry collaboration
4. Attracting international faculty and students
5. Retaining experienced faculty and research scholars due to geographical constraints.
6. Frequent occurrence of natural disasters and predominant existence of Clay Soil in the Delta region pose greater challenges to the maintenance of buildings.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The curricula of CUTN aim at offering diverse knowledge in various emerging interdisciplinary and multidisciplinary areas, developing employability traits and entrepreneurial skills and promoting value systems and nurturing socially responsible young minds for the development of the nation. CUTN offers 58 academic programs including one Integrated Undergraduate programme, one UG programme, five Integrated (5 years) Postgraduate programmes, 23 Postgraduate programmes, and 28 PhD programmes. In commensurate with the educational developments across the globe, all the programs being offered in CUTN adhere to the Outcome-Based Education (OBE) curriculum framework, wherein the Program Outcomes (POs), Program Specific Objectives (PSOs) and Course Outcomes (COs) are strictly ensured to enhance learning experience. CUTN has 1973 students and 337 research scholars. CUTN attracts students from different corners of India of which more than 50% are female students. The curriculum framing has a set of unique features in order to issues related to local, regional, national and global aspects via incorporation of courses like Disaster Risk Reduction, Rural Banking and Financial Inclusions, Sustainable Rural Community Development, Rural Communication and Rural Health Communication, Epidemiology of Diseases of the Public, Climatology and Hydrology, Advanced Remote Sensing and Geographical Information System (GIS) techniques, Regional Planning and Development, Hydrogeology and Engineering Geology, Social Welfare Administration, Tribal Community Development, Community Media, Community Radio Production, Economic Environment and Business Development, Mobile App Development, Software Testing and Internet of Things. The curriculum aims at i) delivering-comprehensive knowledge ii) enhancing domain specific ability iii) developing 21st century skills iv) nurturing the right aptitude and v) enabling students to become entrepreneurs and employers. The curriculum is designed for the majority of the programmes with special emphasis on the key aspects like Professional Ethics, Gender, Human Values, Environment & Sustainability. During the assessment period, CUTN has established eight new departments with masters and research programmes based on feedback from the stakeholders. CUTN has started implementing NEP and has successfully incorporated its major tenets. The feedback of students, faculty and industry experts forms the major basis for the syllabus revision carried out meeting expectations of students periodically in a need-based manner.

### **Teaching-learning and Evaluation**

Students are admitted into CUTN based on the merit list prepared in accordance with the scores secured in the Common University Entrance Test. An orientation programme "Genesis" is offered at the start of every year to acclimatize students with the new learning environment. Differential learning needs are taken care of through a well-established system comprising mentoring, students counselling, remedial classes and special academic

activities. The Mentor-Mentee system is prudently followed at CUTN for all the programmes with regular meetings offering necessary guidance in improving their grades, mental health and enabling them to find suitable employment/higher-education opportunities. Advanced learners are encouraged i) to register for advanced MOOC Courses on SWAYAM/NPTEL, ii) participate in various conferences/ seminars/talks and iii) undertake additional projects. The learning environment is made conducive by the optimum student-teacher ratio of 11:1. Ninety-five percent of faculty members of the university hold Ph.D. degrees with rich research and teaching experience. They apply various pedagogical tools such as ICT, experiential learning through labs and field-work, discussions, seminars etc. to ensure high quality delivery of contents to students. The faculty constantly update their subject knowledge by participating in various national and international academic programmes such as seminars, conferences, FDP, workshops and refresher courses. Students are encouraged to engage in participative learning through seminar series, practical courses, lecture series, conference organizations/participations, club activities and other academic and extracurricular activities, both on and off the campus. In addition to conventional ICT tools used in classrooms, students have the option to access various e-resources through the university LMS, SWAYAM and miscellaneous portals to upgrade their subject knowledge. The Central Library has subscribed to E-ShodhSindu for accessing online resources seamlessly. The exam section is fully automated, which helps in declaring the results at a rapid pace. The average student pass percentage is 93.3%, which stands as a testimony for the quality of teaching-learning at CUTN. The POs, PSOs and COs reflect, through their synthesis, the efficacy of curriculum being followed. The major objective of imparting personality development and subject knowledge is achieved in all programmes.

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

CUTN inculcates a culture of research excellence and integrity by promoting interdisciplinary and transdisciplinary research and vibrant extension activities with potential to reap social benefits and create a knowledge-studded society aiding to build a sustainable world. CUTN fosters a renowned community of academicians/scientists and thus adopts research as a priority by periodically fortifying the research infrastructure with grants from university and extramural funding agencies. CUTN provides seed money in the form of instruments and consumables to new faculties as per their requirements. Significantly, 127 minor/major projects have been sanctioned to CUTN faculty by UGC, DST, DBT, ICSSR, ICMR. Four departments, Biotechnology, Chemistry, Microbiology and Geography, are supported by the prestigious DST-FIST programmes.

A well-defined research policy promotes high quality cutting-edge, inter and multidisciplinary research by combining expertise from Arts, Humanities and STEM domains. Financial support for filing patents, granted patents and for dissemination of knowledge through conference participation/organization are being offered by the university. CUTN has established Central Instrumentation Facilities located in the respective departments where several basic and high-end research instruments are housed for access by all the faculty members and students/scholars of the university.

The faculty members have published 1662 research articles, 991 research books/ book chapters. Within a short period of 14 years, CUTN has been able to score a h-index of 59 with 22259 citations to its credit. During the assessment period, 27 patents have been published and 84 Ph.D.s have been awarded. CUTN has organized various programs for creating awareness, sensitization, health care and hygiene, environmental protection initiatives etc. CUTN has signed MoUs with reputed national and international institutions and industries to scale-up the consultancy and employment opportunities for students. CUTN has received the 'Green Champion', 'Best Green Campus' and 'Perennial Assistance' (UBA activities) awards for extension activities. CUTN has established an IIC to augment various innovation and entrepreneurship related activities

and a Research, Development and Consultancy Cell along with IPR Cell with defined policy to encourage the faculty members generate revenue through consultancy. To ensure ethics in research, CUTN has IHERB, IBSC and subscriptions to plagiarism software.

### **Infrastructure and Learning Resources**

CUTN owns state-of-the-art physical infrastructure facilities for enabling effective teaching and learning processes for faculty and students. CUTN has 85 classrooms with LCD facilities, 137 classrooms with Wi-Fi/LAN, ten seminar halls studded with ICT facilities. The buildings have access to faster Wi-Fi connectivity. CUTN has a total of 998 computers, of which 840 are dedicated for academic purposes. Server infrastructure in the institute consists of several multi-processor and virtual servers catering to host new academic and web-portals.

CUTN has evolved itself into a smart campus in line with GoI mission of 'Digital India'. CUTN follows paperless digital mode operations, wherein all correspondences are sent through official email. Advanced software and equipment are used by the IT Section of the university to provide seamless and fast digital connectivity. CUTN has been updating all sophisticated laboratory equipment with a total expenditure of Rs. 19.86 crores since 2018. CUTN has well-equipped laboratories in STEM departments, earth sciences, language lab, media theatre and studio. Besides, infrastructures have been scaled up at the fitness centres, multipurpose auditorium, student amenity centre, hostels, transport services, and indoor & outdoor courts, etc. CUTN has a well-equipped health centre with ambulance services. CUTN also houses a bank, sub-post office, KV School, EB substation, generator power backup, STPs, biodiversity and green cover, etc. To provide easy access to differently-abled students, the university has transformed its campus by creating necessary facilities. The central library has a fully equipped Assistive Technology Centre for people with vision impairment, which has 2 TB worth of audio materials for various subjects and for the preparation of competitive exams. The central library is fully automated with the ILMS KOHA. The IGNOU Study Centre provides opportunities for students and external aspirants to take up programmes of their interest at the university. As CUTN is "committed to sustainability", optimal utilization of all resources on the campus is ensured through decentralized governance mechanisms through Deans of Schools and Heads of the Departments and concerned sections. CUTN has formed several internal committees to establish policies to oversee proper utilization and maintenance of physical infrastructure as well as other facilities.

### **Student Support and Progression**

To achieve its commitment to empower the weaker sections of the society, CUTN has implemented a slew of policies. Tuition fee exemption is provided for differently-abled and third gender students. CUTN provides free hostel accommodation for students hailing from the lower strata of the society. A concerted effort is made every year by the concerned cells to assist SC/ST, OBC, minority and differently-abled students to apply for state and central government scholarships. CUTN has an active Students Grievance Cell, through which the grievances of students are promptly addressed. The Counselling Cell takes care of the mental health of students regularly. On the academic front, the university organizes capacity building programmes such as bridge courses, soft skill courses and remedial coaching. The university conducts an annual student orientation programme "Genesis" to support and guide fresh entrants. The cells such as ARC, ICC, GSC, EOC, ESC, SC/ST, OBC, Enabling Unit, etc. are actively functioning to support the student community. The Students Council at the university enthusiastically partakes in administrative, academic, cultural, sports and other activities by offering their suggestions and views. To conduct the hassle-free examination for differently-abled students, the Exam Section

has released a specific notification based on the scribe guidelines issued by the M/oSJE, GoI. CUTN has established the Entry into Services Cell to provide coaching for competitive exams for students of the university and neighboring villages, thereby providing an opportunity to avail placements in the banking and corporate sectors. Through Placement Cell, around 837 students have secured placement upon the completion of their programmes during the assessment period. The registered Alumni Association (CUTNAA) constantly works towards creating a strong alumni network. Students regularly participate in various cultural and sports events and competitions organized at the district, state and national levels and have won prizes. Students participating in zonal sports events have secured government jobs under sports quota. Notably, students get selected to participate in the National Youth Parliament and various programmes organized by The PRIDE, a Bureau of the Parliament. CUTN regularly organizes Yoga activities to conform to the goals of Fit India mission of GoI.

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

The governance of the university as per its ordinance, vision and mission and the policies of UGC and GoI is staunchly ensured by the effective leadership and transparent administration. CUTN follows a governance system wherein schools and departments possess academic, administrative, and financial autonomy, fostering genuine decentralization and active participation. In order to maintain its unwavering pursuit of excellence, the university formulates strategic and perspective plans, incorporating valuable inputs from all stakeholders. By meticulously planning and executing decisions made by both statutory and functional bodies including the Court, the Executive Council (EC), the Academic Council (AC), the Finance Committee (FC), the Building Committee (BC), the Board of Studies (BoS), the Departmental Research Committee (DRC), School Board, the Internal Quality Assurance Cell (IQAC), etc. CUTN successfully achieves its predetermined objectives within the designated time frame. CUTN follows democratic, transparent and participative governance through policies stipulated by the GoI. The functioning of various bodies, and the procedure(s) associated with recruitment, service rules, promotion policies and grievance redressal are detailed in the academic and administrative bye-laws. By implementing an organizational structure that clearly defines hierarchical roles, the university has established a framework for smooth and effective functioning. CUTN has the budgetary control system to monitor the effective and efficient use of financial resources, and regularly carries out internal and external financial audit systems of the income and expenditure. The IQAC has initiated a slew of best practices including moving all data into SAMARTH portal, External Audits, Sustenance of Ecological Biodiversity and Sustainable Environment and Integrated Farming System (IFS) and Greenhouse. In its stride to implement the NEP, CUTN seeks to disseminate and advance knowledge by providing state-of-the-art instructional and research facilities. CUTN places great emphasis on the professional growth of its teaching community, as exemplified by its support in obtaining national/international fellowships and providing financial support for travelling to attend conferences/seminars and for patent filing/award. CUTN has PBAS and APAR facilitating the timely promotion of teaching and non-teaching staff through CAS and DPC, respectively. Internal and external financial audits were conducted regularly and the university strictly follows GFR-2017.

### **Institutional Values and Best Practices**

The university's core values prioritize the eradication of discrimination in all aspects. With the aim of promoting and instilling this noble principle among young individuals, CUTN has conducted a series of programmes on gender-sensitization, women's rights, etc. To ensure and maintain gender equity, CUTN has initiated gender audit and formulated an exclusive gender policy, besides a robust mechanism adopted by ICC and GSC in curbing gender discrimination. CUTN has integrated gender parity and gender sensitization into the



curricular and co-curricular activities so as to impart gender justice among students. CUTN is deeply committed to empower the most vulnerable sections in the society including differently-abled and transgender by offering fee exemption and other facilities to enable them complete higher-education with employability traits. The extension activities in the nearby under-developed villages have empowered people through financial literacy, spoken english classes, creating basic amenities, etc. By celebrating various national festivals and important days, the university upholds and perpetuates universal values, ethics, and humanistic ideologies, thereby ensuring that they are ingrained in the thoughts and visions of its members. CUTN takes strenuous steps to safeguard and preserve its environment and ecological resources that are its unique features. By implementing green practices such as water recycling; appropriate waste management through Biodegradable waste handling, and Sewage Treatment Plant; rainwater harvesting, transitioning to alternative energy sources and massive tree plantation, the campus thrives as an active eco-habitat for the rich flora and fauna. In recognition of the effective implementation of green practice, CUTN has been bestowed with “Green Campus Awards” by agencies like MGNCRE, NSF etc. The NSS and NCC unit of CUTN has been awarded for contributing immensely in social service, community development activities and frequent training camps by State Youth Festival, Chennai and NCC Directorate, Chennai, respectively. CUTN has established an Enabling Unit for PWDs as per UGC HEPSN scheme to address varied needs of differently-abled. CUTN transforms and nurtures young minds by offering integrated PG programmes and through training/capacity building programmes in collaboration with NASI, NBHM, RAA etc. CUTN facilitates translation of student/faculty innovations into societal benefits.

## 2. PROFILE

### 2.1 BASIC INFORMATION

<b>Name and Address of the University</b>	
Name	CENTRAL UNIVERSITY OF TAMIL NADU
Address	CENTRAL UNIVERSITY OF TAMIL NADU NEELAKUDI
City	Tiruvarur
State	Tamil Nadu
Pin	610005
Website	<a href="http://www.cutn.ac.in">www.cutn.ac.in</a>

<b>Contacts for Communication</b>					
<b>Designation</b>	<b>Name</b>	<b>Telephone with STD Code</b>	<b>Mobile</b>	<b>Fax</b>	<b>Email</b>
Vice Chancellor	Muthukalingan Krishnan	04366-277351	9489054274	04366-27722 2	registrar@cutn.ac.in
IQAC / CIQA coordinator	P. Rajaguru	04366-277230	9486633577	04366-27722 2	iqac@acad.cutn.ac.in

<b>Nature of University</b>	
Nature of University	Central University

<b>Type of University</b>	
Type of University	Unitary

<b>Establishment Details</b>	
Establishment Date of the University	02-03-2009
Status Prior to Establishment, If applicable	

<b>Recognition Details</b>		
<b>Date of Recognition as a University by UGC or Any Other National Agency :</b>		
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>
2f of UGC	14-10-2014	<a href="#">View Document</a>
12B of UGC	14-10-2014	<a href="#">View Document</a>

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

<b>Location, Area and Activity of Campus</b>							
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>	<b>Programmes Offered</b>	<b>Date of Establishment</b>	<b>Date of Recognition by UGC/MHRD</b>
Main campus	CENTRAL UNIVERSITY OF TAMIL NADU NEELAKUDI	Rural	516.76	157542.2	Thirty		

## 2.2 ACADEMIC INFORMATION

### Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total
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### Furnish the Details of Colleges of University

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

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes				
<table border="1"> <tr> <td>SRA program</td> <td>Document</td> </tr> <tr> <td>NCTE</td> <td><a href="#">107726_7819_4_1643014497.pdf</a></td> </tr> </table>	SRA program	Document	NCTE	<a href="#">107726_7819_4_1643014497.pdf</a>	
SRA program	Document				
NCTE	<a href="#">107726_7819_4_1643014497.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	28				60				120			
Recruited	15	1	0	16	34	9	0	43	76	38	0	114
Yet to Recruit	12				17				6			
On Contract	0	0	0	0	0	0	0	0	17	7	0	24

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				130
Recruited	68	24	0	92
Yet to Recruit				38
On Contract	5	2	0	7

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				20
Recruited	12	4	0	16
Yet to Recruit				4
On Contract	0	0	0	0

#### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	15	1	0	34	9	0	72	36	0	167
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	4	1	0	5
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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	13	5	0	18
M.Phil.	0	0	0	0	0	0	4	2	0	6
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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**

	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	0	0	0	0

#### **Chairs Instituted by the University**

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

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	4	13	0	0	17
	Female	24	5	0	0	29
	Others	0	0	0	0	0
PG	Male	97	216	0	0	313
	Female	124	267	0	1	392
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	3	0	0	3
	Female	0	4	0	0	4
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	14	13	0	3	30
	Female	12	13	0	0	25
	Others	0	0	0	0	0

<b>Does the University offer any Integrated Programmes?</b>	Yes
<b>Total Number of Integrated Programme</b>	7

<b>Integrated Programme</b>	<b>From the State where university is located</b>	<b>From other States of India</b>	<b>NRI students</b>	<b>Foreign Students</b>	<b>Total</b>
Male	48	42	0	0	90
Female	90	55	0	0	145
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++	2.78	<a href="#">Peer Team Report.pdf</a>

## **2.3 EVALUATIVE REPORT OF THE DEPARTMENTS**



<b>Department Name</b>	<b>Upload Report</b>
Department Of Applied Psychology	<a href="#">View Document</a>
Department Of Biotechnology	<a href="#">View Document</a>
Department Of Chemistry	<a href="#">View Document</a>
Department Of Commerce	<a href="#">View Document</a>
Department Of Computer Science	<a href="#">View Document</a>
Department Of Economics	<a href="#">View Document</a>
Department Of Education	<a href="#">View Document</a>
Department Of English Studies	<a href="#">View Document</a>
Department Of Epidemiology And Public Health	<a href="#">View Document</a>
Department Of Geography	<a href="#">View Document</a>
Department Of Geology	<a href="#">View Document</a>
Department Of Hindi	<a href="#">View Document</a>
Department Of History	<a href="#">View Document</a>
Department Of Horticulture	<a href="#">View Document</a>
Department Of Law	<a href="#">View Document</a>
Department Of Library And Information Science	<a href="#">View Document</a>
Department Of Management	<a href="#">View Document</a>
Department Of Materials Science	<a href="#">View Document</a>
Department Of Mathematics	<a href="#">View Document</a>
Department Of Media And Communication	<a href="#">View Document</a>
Department Of Microbiology	<a href="#">View Document</a>
Department Of Music	<a href="#">View Document</a>
Department Of Physics	<a href="#">View Document</a>
Department Of Social Work	<a href="#">View Document</a>
Department Of Statistics And Applied Mathematics	<a href="#">View Document</a>
Department Of Tamil	<a href="#">View Document</a>
Department Of Tourism And Hospitality Management	<a href="#">View Document</a>

## Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>CUTN has started implementing NEP from the academic year 2022-2023 in a phased manner. However, CUTN is one among the Universities to think about the future and started the five-year integrated master's programmes in Mathematics, Physics, Chemistry, Life Sciences and Economics to encourage trans-disciplinary studies by having exit and sliding options. Very recently, a multidisciplinary Four-Year Integrated Bachelor of Education and Science (NCTE approved), five-year Integrated master in Performing Arts and PG Diploma in Data Analytics, Fitness Management have also started at CUTN. In line with the NEP, CUTN has proposed new postgraduate programmes in Bioinformatics, Pharmaceutical Technology, Food Sciences, Geoinformatics, Public Governance and Foreign Languages in the forthcoming academic years. It has also proposed to establish the Centre for Ambedkar Studies, Climate Change Studies, and Disaster Management. Many departments have been awarded with multidisciplinary projects.</p>
2. Academic bank of credits (ABC):	<p>CUTN has registered for the National Academic Depository (NAD) and the students are required to register for earning and transfer of credits through the depository. The University is taking necessary steps and makes registration mandatory for all the outgoing students. So far, 2369 students are registered users under NAD portal. With this, the outgoing students of CUTN will be able to access their grade cards and degree certificates at ease. The registered candidates upon getting admission in foreign countries, the respective institutes can directly fetch the student information from NAD. As of now, Five-year Integrated Programmes of Mathematics, Physics, Chemistry, and Biotechnology have an exit option in the third year. The University provides multiple entry and exit options for students enrolled in integrated, PG, and research programmes from AY 2023-24 onwards.</p>
3. Skill development:	<p>CUTN demonstrates a great commitment in encouraging entrepreneurial skill among its students in an array of disciplines in line with the mission of NEP. The curriculum has been designed to promote</p>

	<p>entrepreneurship (236 courses) and skill development (599 courses) courses based on the feedback from all the stakeholders. Discipline specific training is provided to the students to enable business incubation, technology transfer, start-ups and patent filing. This inspires them to design and create ground-breaking research initiatives with the potential for entrepreneurship. For instance, the Department of Computer Science offers courses on Artificial Intelligence and Big Data Analysis, enabling students to acquire skills in developing apps and dedicated software for the public needs i.e., Fisher Women App, Grading of Palmira fruits (Patent Granted) and tracking of the status of Doctoral Thesis evaluation. Very recently, University signed a MoU with Dexian DISYS for training students from all the departments including Ph.D. scholars by providing monthly stipend and job security.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>In line with NEP, CUTN focuses on bringing out the Indian Knowledge System (IKS) in the teaching-learning process for introducing Indian Culture, Indian Language, etc., to the young minds. The courses in Mathematics (Real world applications of Mathematics), Physics (Astronomy), Chemistry (Dyes), History (Traditional Knowledge), Horticulture (Agriculture and Food Processing), Management (Concepts in Ancient Literature), Tamil (Sangam Literature and Ancient Grammar), English (Indian Literatures), Education (Educational Philosophy, Constitution of India), Geography (Geographical thought) and Music (Veena and Violin) integrate traditional Indian Knowledge Systems wherever possible. Classical Performing Arts such as Playing in Veena and Violin are being taught in Master of Performing Arts. The Department of Tamil has been offering two courses in Sanskrit as part of MA in Tamil since 2013. The faculty members have three sanctioned research projects in tune of Rs. 11 lakhs under IKS. Notably, the Department of Tamil, CUTN in collaboration with National Translation Mission, Central Institution of Indian Languages, Mysore has got an approval for conducting a week long training cum workshop on Translation with a funding of Rs. 1 lakh.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Outcome Based Education is very important to know about the efficacy of the courses and their outcomes. Accordingly, the courses can be upgraded, revised in</p>

	<p>each programme. Faculty are also getting more knowledge about their courses and following that they have to modify their teaching-learning process. Based on that an intensive training to convert the syllabi into OBE format by incorporating all its components was provided by IQAC. On that basis, the syllabi of all the programmes were revised to comply with OBE incorporating POs, PSOs and COs and duly approved by the Board of Studies. The stated learning outcomes and graduate attributes are integrated into the assessment process. The outcome of the revised syllabi explicitly reflects the employability, entrepreneurship, skill development with respect to Local, National, Regional and Global needs.</p>
6. Distance education/online education:	<p>CUTN aims to start distance education after getting an eligible higher grade. However, CUTN has signed a MoU with IGNOU and a full-fledged IGNOU Study Centre for the benefit of its students and employees and for the nearby rural people. CUTN has established MOOCs-ICT Cell to encourage the faculty members to incorporate Swayam courses in their syllabi through their Board of Studies. The credits earned through Swayam courses are transferred to the university and reflected in the grade cards of students. Students are constantly encouraged to choose Swayam courses based on their interest and discipline focus.</p>

### **Institutional Initiatives for Electoral Literacy**

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	YES
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?	Yes, student and faculty coordinators have been appointed for ELC. The club tries to spread awareness of electoral literacy among students and staff members of CUTN and the neighbouring rural population.
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,	CUTN continuously helps the district election commission in conducting various elections in a smooth manner by sending its faculty and staff members for election duties. The university encourages and guides its students above 18 years to

<p>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.</p>	<p>enroll in the voter list to exercise their democratic rights.</p>
<p>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.</p>	<p>Central University of Tamil Nadu is committed to uphold democratic values and citizenship rights enshrined in the Constitution. The university also takes responsibility in spreading awareness of electoral literacy among its stakeholders and neighbouring rural populace. CUTN has organized an anti-corruption campaign and youth festival to spread awareness about ethical voting and electoral participation among its students. The university constantly encourages its fraternity to uphold democratic values through complete participation in voting and refrain from any political prejudice.</p>
<p>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.</p>	<p>CUTN receives more number of first time voters for its integrated programs, who get admission right after their intermediate schooling. To encourage such students to enrol in the voter list, the university with the help of the District Election Office, organizes a special drive on the campus. In such special programs, the NSS wing of CUTN and the ELC play an active role in identifying and guiding appropriate students to enrol in the voter register.</p>

# 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
1873	1781	1722	1542	1338
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
627	601	545	446	363
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
164	158	162	156	97
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: 175**

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
2191.53	1039.65	1564.17	1910.55	2528.50

## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 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:**

The Central University of Tamil Nadu (CUTN), established by an Act of Parliament 2009, has been thriving as a global destination of higher education and research through adoption of the best practices and its collaboration with institutions of excellence. CUTN serves the nation imparting quality teaching-learning and research by producing competent, skilled and sensible human resources to meet current and emerging challenges of national goals. CUTN offers highly acclaimed academic programmes with well-structured curricula incorporating contemporary knowledge, interdisciplinary learning with a thrust on finding solutions to real life problems. CUTN offers a wide range of academic programmes under CBCS by enhancing students' knowledge and catering to the needs of society and industry, making the graduates employable and future ready.

The university offers a five-year integrated programme in Music to preserve and promote the Indian Knowledge System in performing arts. To promote sustainable tourism in Thiruvavur district, CUTN offers MBA in Tourism and Hospitality Management. The Department of Computer Science is working towards Digital India Initiatives of GoI. The syllabi of evergreen programmes - Mathematics, Physics, Chemistry, Applied Psychology, Statistics and Applied Mathematics, English, Tamil, Hindi, Social Work, Library and Information Science, Media and Communication, History, Economics, Law and Education are being revised regularly to keep pace with the national agenda. The specialized programme in Earth Sciences is working towards climate change adaptation and disaster resilience in achieving sustainable development. The Department of Commerce intends to start M.Com. in sustainability based on the demands of the stakeholders. Notably, the Department of Biotechnology, CUTN is very recently recognized by the Department of Biotechnology, GoI by providing a special grant. CUTN has few unique departments like Materials Science, Epidemiology & Public Health, Law and Horticulture to work towards Green Energy, Public Health, Public Relationship and to bring transformations among the farming communities. Thus, every academic programme offered by CUTN is in line with local, regional, national and global developmental needs and contemporary requirements.

The programmes offered at CUTN mandates the pursuit of research projects, internship, training, field trips, industrial visits to enhance the critical thinking and scientific temper among students and thereby making students' learning experience more effective. CUTN initiated the industry collaboration to enhance the employability traits of the students.

Even before the formulation of NEP-2020, CUTN introduced cross-disciplinary learning by offering five-year integrated programmes in Chemistry, Physics, Mathematics, Biotechnology and Economics with sliding and exit options. Following this, the university is offering extra departmental courses to help the



students in acquiring multidisciplinary skills.

Sports unit, NSS, NCC and RRC units serve the student community of the university in order to improve the overall development, keeping in mind the majority of students hailing from rural and economically weaker sections. CUTN ensures the periodical updation and revision of curriculum with the OBE model and its elements like PSOs, POs and COs are effectively framed and implemented in all academic programmes. The university has adopted the Learning Outcome-based Curriculum Framework (LOCF) of UGC and implemented it in a full-fledged manner.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
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:**

CUTN demonstrates a great commitment towards encouraging entrepreneurial abilities among its students in an array of disciplines. The curricula have been designed to promote entrepreneurial skills among students by receiving feedback from the stakeholders. Discipline specific training is provided to the students to enable business incubation, technology transfer, start-ups and patent filing. This inspires them to design and create ground-breaking research initiatives with the potential for commercialization.

The curricula of all the programmes include practicum, research projects, field/industrial visits, and internships. These opportunities enable learners to gain exposure to the actuality and understand the practical application of the theoretical knowledge obtained in the classroom. It leads to preparedness for employability and refines their skills to be an entrepreneur.

Students of Statistics and Applied Mathematics acquire necessary skills for their employment and as freelance statistician and Data Analyst. Department of Computer Science offers courses on Artificial Intelligence and Big Data Analysis, enabling students to acquire skills in developing apps and software for the public needs i.e., Fisher Women app, Grading system for extraction of oil from Palm (Patent granted) and tracking of the status of Ph.D. theses evaluation. Similarly, mobile apps have been developed for admission (Chatbot) by the Statistics and Applied Mathematics department and for accessing the Central Library by the Department of Library and Information Science. Departments of Mathematics, Geography and Geology customize the open-source software as per their requirements.

CUTN is one among the 42 Universities in India to offer the four-year Integrated teacher training programme, B.Sc. B.Ed. approved by NCTE as per NEP-2020, which enhances the employment opportunities for the students.

The Language lab of the Department of English facilitates better communication skills and vocabulary enhancement of the students which, in turn, augments employability and entrepreneurial ability. The community/field training offered by the Departments of Social Work and Applied Psychology provide an ample opportunity to become social entrepreneurs, counsellors and therapists. Commerce, Business and Tourism Management departments train students at grass root level to establish startups. Earth Sciences graduates have been successful in starting consulting firms and getting placements in Geospatial Industries. PG in Mass Communication offers a wide range of job opportunities in the media and its allied service avenues. Domain specific training offered by the departments of Law, Economics, Library and information science ensures placement opportunities.

PG Diploma in Chemical Lab Technician (PGDCLT) programme offered by the Chemistry department strengthens the technical skills of the chemistry students. The STEM departments empower students to secure positions in leading academic, research institutions and also in industries.

CUTN has strong academia-industry collaboration and is always willing to sign MoUs with industries to provide opportunities for skill development, establish the startup and employability to the students. By signing an MoU with the IGNOU, New Delhi, CUTN has established a Learning Support Centre to spread higher education, not only for the CUTN students but also students of nearby villages. UGC-Community College of CUTN offers B.Voc. and certification programmes for skill development.

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

## 1.2 Academic Flexibility

### 1.2.1

**Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years**

**Response:** 45.57

**1.2.1.1 Number of new courses introduced during the last five years:**

**Response:** 937

**1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :**

**Response:** 2056

<b>File Description</b>	<b>Document</b>
Subsequent Academic Council meeting extracts endorsing the decision of BOS	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<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

### 1.3.1

**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**

#### **Response:**

The issues of Gender, Environment and Sustainability, Human Values, Professional Ethics are addressed through diverse courses offered in the programmes of CUTN. Insights formation and awareness of environment and ecology, integrating social responsibility, inculcating human values, sensitizing the students to accept and appreciate resources, encouraging them to face challenges with more confidence and compassion, grooming them to blossom forth as enlightened citizens, are prioritized by the university as its core and moral responsibility.

#### **Professional Ethics**

The curriculum designed in most of the programmes include the aspects relevant to professional ethics. To mention a few, Public Health Ethics, Laws and Evaluation, Intellectual Property Rights, Research and Publication Ethics, Social Work Administration - Legislation and Social Policy, Professional Communication, Hospitality Laws, Legal Aspects of Tourism and Hospitality Business. The Institutional Human Ethics Review Board and IBSC ensure the ethical standards of project proposals involving human subjects and transgenics in research.

#### **Gender**

CUTN feels proud to be designated as “**WOMEN EMPOWERED UNIVERSITY**”.

CUTN offers various courses such as Gender, School & Society, Gender Studies, Indian Women’s Writing, Gender and Health, Determinants of Health, Public Health Biology, Social Geography, Social

Psychology, Women in Modern India, Law and Social Transformation, Labour Laws relating to Women and Children, Law relating to Social Security, Gender Justice, Gender, Media and Society, Women Empowerment and Development.

### Human Values

CUTN offers a range of courses with a significant thrust on Human values include: Yoga, Health and Physical Education, Understanding the Self, Health Programmes and Policies in India, Social and Cultural Geography, Positive Psychology, Human Rights in India, Medical Geology, Geography of Health, Health Law, Theories of Law and Justice in a Globalising World, Labour Laws relating to Women and Children, Law relating to Social Security, Psychology for Social Work Practice, Disability Social Work, Labour Welfare and Industrial Relations, Social Work practice with Persons with Special Needs and Science of Happiness.

### Environment and Sustainability

CUTN offers courses such as Environment and Sustainability, Ecology and Environment, Resource and Environmental Economics, Environmental Horticulture, Environmental and Occupational Health, Environment and Industrial-safety Laws, Ecology and Biodiversity, Renewable Energy Science, Environmental Microbiology, Environmental Social Work, Hydrogeology and Sustainable Development, Livelihood Promotion & Sustainable Development, etc.

### SDGs

Apart from regular courses, CUTN has organised various conferences addressing the SDGs which include the International Conference on Climate Change supported by UGC-STRIDE and GEOVISTA'23 supported by DST. CUTN in association with Tamil Nadu Agricultural University organised the National Traditional Paddy Conference to inculcate the traditional knowledge of paddy to ensure awareness about food security among rural populace.

### NEP

With regard to implementation of NEP-2020, CUTN has taken the maiden step in organising CONVERGENCE - National Conference under the leadership of Hon'ble Governor of Tamil Nadu Mr. R.N. Ravi. Even before the implementation of NEP-2020, CUTN started 5-year Integrated programmes to encourage multidisciplinary studies. Further, CUTN has DigiLocker, ABC and NAD for the students. The syllabi are framed following the National Credit Framework with Multiple Entry and Multiple Exit options. The Indian Knowledge System is incorporated in the respective programmes.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
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:** 86

<b>File Description</b>	<b>Document</b>
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:** 96.55

**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:** 28

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

**Response:** 29

<b>File Description</b>	<b>Document</b>
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>
Provide Links for any other relevant document to support the claim (if any)	<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

<b>File Description</b>	<b>Document</b>
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>
Provide Links for any other relevant document to support the claim (if any)	<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:** 82.71

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

2022-23	2021-22	2020-21	2019-20	2018-19
901	785	785	765	621

##### 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
759	655	660	597	519

#### 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](#)

Provide Links for any other relevant document to support the claim (if any)

[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:** 82.22

**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
419	349	389	334	257

**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
544	428	428	417	309

<b>File Description</b>	<b>Document</b>
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>
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>
Provide Links for any other relevant document to support the claim (if any)	<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:**

The CUTN community deems it a privilege to impart quality education to the students from across the



nation with varied educational and economic backgrounds. In order to offer a uniform launching platform, the students are welcomed through an annual orientation program “Genesis”, in order to help them to understand the academic objectives of the university, including the CBCS pattern. Specialized Bridge Courses are being conducted to support the students coming through the Multiple Entry/Exit system. The systematic assessments and induction into specific programs are also initiated through the department level orientation programs.

OBE implementation by all the programs ensures measurable outcomes for individual students. The rubric system followed under OBE facilitates all learners through Continuous Internal Assessment (CIA), which includes components such as assignments, seminar presentation, quiz and internal test. Assessment of students is based on a combination of CIA and end-semester examination for core courses; and for practical courses, assessments are done through CIA. The internal assessments are designed as prognostic tests to identify the slow or advanced learners. This helps in addressing individual learning gaps which are then supported throughout the semester via pertinent knowledge bridging activities accessible to learners of all capacities. This also provides a platform for self-regulation and evaluation by the students as well as provides an opportunity for the teachers to identify the interests and limitations of individual students.

For facilitating advanced learners, a series of activities is conducted by the respective departments including access to additional modules, workshops, internship options, extra reading materials, providing a flexible timetable to attend special training, both in India and abroad, etc. Further, they are encouraged to write articles for journals, newsletter, etc. and encouraged to participate in editorial work. For supporting differential learning needs, remedial classes are conducted as a part of the weekly timetable. Special efforts like basic reading material, extra tasks and assignments are customized to address the specific needs of all learners. Customized projects are designed for each student, keeping in view their learning curves. Thus, students of all capacities experience both challenges and victories during their project tenure. Generic/Open electives provide a unique opportunity for the students to gain trans-disciplinary knowledge.

Additionally, as part of the student-centred Mentor-Mentee system, each student’s academic progress is closely monitored. The mentor takes the utmost care to guide and motivate the mentees to advance in their daily academics as well as gently steer them to create a roadmap for their future goals. The students are urged to do SWOC analysis of themselves in order to develop their capacity in a realistic and useful manner. Through this method, slow learners receive additional guidance and attention both inside and outside of the classroom with an emphasis on filling their knowledge gaps and fostering their individual strengths. This stimulates an overall personality development and boosts their confidence to achieve greater successes in their future endeavors. Students are also trained for competitive exams like UGC-JRF-NET, CSIR-JRF, ICMR-JRF through extra classes.

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

### 2.2.2

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

**Response:** 11.42

<b>File Description</b>	<b>Document</b>
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>
Provide Links for any other relevant document to support the claim (if any)	<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:**

The faculty of CUTN strive to shift the learning process towards a balanced student centric method. This is ensured by designing courses to encourage active involvement and participation of students. To encourage kinaesthetic and reflective/logical learning, several programs are designed to include internships, compulsory project/dissertation or training to experience hands-on learning both at CUTN as well as in reputed institutions/organizations. Field trips and industrial visits are also part of the curriculum for many courses.

Students are encouraged to engage in participative learning through seminar series, practical courses, lecture series, conference organizations/participations, club activities and other academic, co-curricular and extracurricular activities (heritage visits, cultural and art programs), both on and off the campus. CUTN provides specialized skill-oriented programmes for enhancing problem solving skills relevant to regional needs and takes initiative towards behavioural and social changes, human values and environmental concerns etc. The students have access to CIFs of various departments to enhance their practical/experimental skills and tactile learning opportunities.

The year 2020-21 was a period of COVID-19 pandemic, and the academic community was getting used to a new norm. However, CUTN was well prepared for the transition from the offline teaching to online mode, on account of long-standing engagement of its faculty with ICT and LMS. With this foundation, teaching during the pandemic went on smoothly in a predominantly online mode.

Laboratory based schools crafted need based visual and auditory learning experiences to ensure conduct of online laboratory courses through novel design of experiments as well as data for the students to analyse and report. Teachers engaged students through multiple digital platforms like MOODLE, Google classroom, institutional LMS, etc., simultaneously along with telephonic conversations. CUTN provided

access to G-Suite with unlimited storage capacity, WebEx platform and MOODLE access to all the faculty members. All reading material including self-learning aids were shared and exams were conducted through online tools. During this time, multiple pedagogical tools such as lectures-discussions, lecture demonstrations, online lab experiments, individual projects and ICT resources were utilized wisely to supplement teachers' instructions. The faculty ensured to provide various e-learning resources to their students along with regular classes to encourage simultaneous learning via classroom and self-study practices.

Academic buildings and hostels are Wi-Fi enabled supporting the promotion of experiential learning, blended learning and flip learning. All course-related materials are uploaded to the learning management system to encourage sequential learning experiences. Students are encouraged to enrol in courses through NPTEL, SWAYAM, and MOOCs platforms in order to promote expeditionary and inquiry based learning,

All departments are equipped with ICT facilities that include 29 smartboards, 85 LCD projectors, audio-visual aids, etc. for effective teaching and learning activities. Further, 137 classrooms are Wi-Fi LAN enabled, facilitating a blended learning/teaching process.

CUTN's Chozha Central Library enhances the academic ambience of the university. The library has free access to Urkund through INFLIBNET and has subscriptions for iThenticate and premium Grammarly. CUTN library has 4085 e-books accessible to the faculty, research scholars and students of the university through E-ShodhSindhu consortium.

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

The faculty take the Mentor-Mentee relationship quite seriously and have ensured that every individual learner is immensely benefited by this during their tenure on the campus. After the learners participate in departmental orientation, the Mentor-Mentee allotment is done in an unbiased manner. The allotments are intimated to the students well in advance to facilitate the process of settling into the new environment. Every student meets their mentors periodically to discuss their professional and personal SWOCs "On-need" basis. The professional handholding throughout the course tenure ensures substantial improvement in the overall personality of the students. Additionally, the students are encouraged to be free from inhibitions in meeting the faculty members of the department/university for guidance.

To ensure thoroughness and uniformity, recently a mentor-mentee interview format has been

standardized in the university. The current template has been developed after consultation with experts in the fields of pedagogy and student psychology. The mentee provides with all the information pertaining to his/her educational and personal history which helps the mentor to get a preview of the students' profile. If any financial limitations are found, the Mentor offers guidance to obtain financial support via scholarships. The personality and academic strengths of the students are discussed in detail and shortcomings, if any, are gently brought to the attention of the student. An action plan is then devised to address the issue and follow up meetings are scheduled to assess the progress and psychological concerns by students are referred to further counselling with professionals. Among many successful beneficiaries, some notable examples are given below:

A student who was supported by her mother and grandmother lost both of them during her course tenure. She had no emotional and financial support from any family members and it was difficult to continue her education. The Mentor identified the concerns of the student and with support from CUTN fraternity and then VC, helped her both financially and psychologically to overcome the hurdles and complete her education. Now the student has her own private practice and is successfully taking care of herself and her younger brother.

Similarly, a student in her second year of study started experiencing psychological disturbances and having suicidal thoughts. Her issues were identified by the mentor and was referred for psychological counselling. Due to timely intervention by the mentor, the student could overcome the challenges and successfully complete the programme.

The faculty believe in going an extra mile to ensure the overall well-being of students; therefore, a progress curve is planned along with the student to ensure that the students' expectations and goals are met throughout the tenure of the program. A blueprint is further charted for the future prospects of each mentee by the mentor. The mentor strives to guide and recommend the mentees towards promising projects in institutes/universities of national repute. Even after the completion of the program, the mentor keeps themselves apprised with the mentees placements and guides them towards further plans in their careers.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
List of Active mentors	<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:** 73

#### 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
208	208	208	208	166

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	<a href="#">View Document</a>
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 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:** 97.71

**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: 171

File Description	Document
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:** 13.99

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

Response: 2295

<b>File Description</b>	<b>Document</b>
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>
Provide Links for any other relevant document to support the claim (if any)	<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:** 11.8

**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
11	9	18	9	12

<b>File Description</b>	<b>Document</b>
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>
Provide Links for any other relevant document to support the claim (if any)	<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:** 0.85

**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
11	7	0	0	4

**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
626	600	544	445	362

<b>File Description</b>	<b>Document</b>
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>
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:**

In accordance with the vision and mission of the university, CUTN strives to provide quality education to the current and future generation of students in order to ensure empowerment of the nation through enlightenment and skill enhancement. The set of values, competencies and abilities that the students of CUTN envision to achieve during their program of study are listed in the University's Graduate Attributes. Detailed information about each department is made available to the public via brochures, newsletters etc. All the departments publish their Program and Course outcomes on their respective web-pages in order to inform and educate the students even before the commencement of their programme. This empowers the students by enabling them to choose their course of study based on their individual skills, abilities, interests and competencies. Further, some departments ensure that the information pertaining to Programs and Courses is circulated via social media platforms. The following outcomes are highlighted in majority of the Program attributes:

1. Application based learning provides opportunities for personality development via acquiring communication skills, critical thinking, decision making and problem-solving capacities, leadership skills, creativity, innovation and entrepreneurial insights.
2. Understanding the global impact of research and development for acquiring multidisciplinary and transdisciplinary knowledge.
3. Training, skill enhancement, coaching and guidance to achieve perfect placements.

CUTN ensures to tailor its academic activities so that the Program and Course outcomes are fulfilled. Most of the departments in the university ensure three internal assessments for all theory courses with at



least one assessment based on their personality development skills like seminars, group activities, quizzes etc. The assessment for theory courses is done through both continuous internal and end semester assessments (40-60 weightage, respectively). In practical courses, the learners are trained for the application of theoretical knowledge to hands-on experience. For that, a continuous assessment system is followed which gives an opportunity for skilled students to be proficient in their domain of excellence. The syllabus, assessment rubrics and sample question papers are uploaded on the departmental webpage.

At department level, the student placement profiles and feedback from students, alumni, parents and employers are taken into consideration while POs, PSOs and COs indexes are calculated for assessments. Shortcomings, if any, are immediately addressed by respective departments to equip the students with updated knowledge and skills. Periodical upgradation of the POs is further guaranteed by conducting regular BoS meetings in all departments wherein subject experts with interdisciplinary and trans-domain knowledge review and refine the syllabus with advanced topics. In the past few years, several students have successfully cleared national level competitive exams which is indicative of preparedness in implementation of best teaching-learning practices. The IQAC of the university meticulously collects semester wise feedback from the students and extrapolates the same for quality assurance and assessments.

CUTN regards students as brand ambassadors and anticipates that they will uphold the core principles outlined in the mission statement. The resounding affirmation of graduating characteristics and compliance from the students at convocation ceremonies, alumni gatherings and other events.

<b>File Description</b>	<b>Document</b>
Upload COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Provide links as 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:** 93.3

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

**Response:** 585

File Description	Document
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: 3.18**

## 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:**

CUTN possesses a rich research culture with renowned scientists/academicians working on frontiers of research themes. It shows consistent progress in research activities like establishing world class laboratories, receiving funds from various funding agencies to carry out a need based, society oriented and cross-cutting research.

To encourage trans-disciplinary research, CUTN has established the Central Instrumentation facility in departments of study that house refined instruments with accessibility to all the faculty members across the university. CUTN UGC-STRIDE is a unique example for trans-disciplinary research. CUTN always provides funds for the procurement of sophisticated instruments as per the requirements to empower, capacitate and encourage the newly joined faculties.

CUTN has given aids (Rs. 19.86 Cr since 2018) to departments in updating the research facilities by procuring major instruments (>Rs.15,00,000/-). A sum of Rs.66,50,220/-, Rs.49,02,480/-, Rs.1,05,88,666/-, Rs.2,72,58,241/- for the financial years 2018-2019, 2019-2020, 2021-2022 and 2022-2023 respectively was provided to all departments.

The Department of Chemistry has been equipped with Rotary Evaporator (Rs.30.74,790/) and Malvern Triple Detector Gel Permeation Chromatography System (Rs.35,75,430/-) in 2019. In 2021, the department added an advanced Spectrofluorometer (Rs.43,51,200/-).

Similarly, Department of Material Science has been provided with RF/DC Magnetron Sputtering Unit (Rs.28,29,750/-) in 2020, Spectrofluorometer (Rs.20,72,730/-) in 2020, Glove Box (Rs.18,61,650/-) in 2021 and Hall Measurement System in 2023 (Rs.19,78,860/-). The Department of Geography procured a High Resolution Field Spectroradiometer (Rs.62,37,466/) in 2022.

The Department of Physics has purchased Cold Iso-Static Pressing (Rs.26,59,066/-) and Strain Measurement System (Rs.21,00,000/-) in 2021. Other notable instruments such as Multiparameter Ultraviolet Visible Spectrophotometer (Rs.18,88,000/-) in 2023, Floor Model Ultra Centrifuge (Rs.1,47,69,466/-) in 2022, Production Unit, Mixing Unit, Editing Unit and Audio Unit (Rs.20,01,199/-) in 2023 were purchased by the departments of Microbiology, Biotechnology and Media respectively.

A well-defined and inclusive research policy that inculcates a culture of research excellence and integrity is the hallmark of the university. The university has been proactive in establishing collaborative tie-ups with leading academic and research institutions and industries. The document tries to build upon the sweeping tradition of innovation, accessibility and established by successive administrators and academicians. The policy envisages establishing a vibrant milieu and ambiance for research and contributes to the creation of knowledge-society and sustainable world.

The AC and EC of CUTN regularly monitor the progress of academic and research affairs of the university. In a unique move towards social equality and excellence, the university provides fellowship for the non-net research scholars. Recently, EC approved to support the faculty/students with Rs.25,000/- for patent grants.

The research ambiance in CUTN helps for high-quality publications, as evident from the highest citation (14 as per Scopus) per publication among the newly established Central Universities.

<b>File Description</b>	<b>Document</b>
Upload COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>

### 3.1.2

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

**Response:** 57.68

**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
15.96	272.43	0	0	0

<b>File Description</b>	<b>Document</b>
Sanction letters of seed money to the teachers is mandatory	<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>

### 3.1.3

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

**Response:** 63.43

**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: 111

<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: 90.48

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

Response: 361

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

Response: 399

<b>File Description</b>	<b>Document</b>
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: 2908.0133

<b>File Description</b>	<b>Document</b>
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>
Provide Links for any other relevant document to support the claim (if any)	<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:** 0.73

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

Response: 128

<b>File Description</b>	<b>Document</b>
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>
Provide Links for any other relevant document to support the claim (if any)	<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:**

The path of the university rests on creating and sustaining research innovative ecosystems to harness the young, talented and gifted minds. The structure of the research ecosystem in the University has 3 essential components: Human resources, research infrastructure and facilitation centre.

CUTN faculty are constantly enriching their knowledge and updating the technological advancements through international exchange programs, collaborations and national fellowships. Thus, the enhanced teaching, training, research infrastructure and the application-oriented research in the emerging area provide impetus to the research ambience at CUTN.

Following the directives of the MHRD, CUTN established the Institution Innovation Cell (IIC-MHRD) to encourage various innovation and entrepreneurship related activities. The Cell ensures to construct a strong innovation ecosystem with the goal of finding, encouraging, and fostering scientific talent within the university and neighboring areas. CUTN has created a central instrumentation facility by grants garnered from various fundings such as DST-FIST, UGC STRIDE, DST-SERB, DBT, ICSSR, ICMR, etc. to enable state-of-the-art facilities for better research environments.

To strengthen the research environment, CUTN has made available various facilities including Grammarly, Ithenticate, Urkund, remote access to resources at Central Library, etc. CUTN is committed to academic excellence and integrity in teaching and research through the establishment of an Institutional Human Ethics Review Board (IHERB) and an Institutional Biosafety Committee (IBSC) to monitor research involving human subjects and hazardous organisms. Through the IPR Cell at CUTN, various awareness programs were conducted. The products and processes in different stages of validation/ regulatory clearances/ IPR filing are supported by IPR Cell.

CUTN offers various courses on Ancient Indian History, Indian Classical Literature, Indian Philosophy, Classical Music, etc. and has a Heritage Club to impart the rich legacy of Indian Knowledge among young minds. Faculty members have 4 sanctioned grants for IKS research amounting to Rs. 20.75 lakhs.

Following MHRD's emphasis to improve interest towards innovations in STEM subjects, CUTN regularly conducts workshops to the nearby Schools and Colleges in Thiruvavur district to instill spirit of enquiry and creativity, love for Science and Mathematics and effective use of technology among students.

In order to combine research, knowledge, and industry requirements, CUTN has collaborated with DEXIAN DISYS primarily focusing on enhancing the skills and knowledge of CUTN students, thereby providing them with a unique opportunity to establish connections with the industry for employment.

The innovative ideas of the students were transformed into apps and transferred to society. To cite a few:

- The Department of Library & Information Science has designed and developed an Android app to access the Central Library services.
- A Computer Science student has created an app to track the status of the submitted Ph.D. thesis.
- To enable the fisherwomen to sell fish in a hassle-free manner, a mobile app has been designed by the Computer Science department.
- A software designed for grading system for extraction of oil from Palm patent was approved for the same.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<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:** 75

<b>File Description</b>	<b>Document</b>
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

<b>File Description</b>	<b>Document</b>
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>



### 3.4.2

**Total number of Patents awarded during the last five years**

**Response:** 27

File Description	Document
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:** 2.14

**3.4.3.1 How many Ph.D s were awarded during last 5 years**

Response: 92

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

Response: 43

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>

### 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:** 9.5

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

Response: 1662

<b>File Description</b>	<b>Document</b>
List and links of the papers published in journals listed in UGC CARE list and	<a href="#">View Document</a>
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:** 5.66

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

Response: 991

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<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:** E. None of the above

<b>File Description</b>	<b>Document</b>
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>
Give links to upload document of e-content developed showing the authorship/contribution	<a href="#">View Document</a>
For institution LMS a summary of the e-content developed and the links to the e-content should be provided	<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:** 19.92

<b>File Description</b>	<b>Document</b>
Bibliometrics of the publications during the last five years	<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:** 46

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

## 3.5 Consultancy

### 3.5.1

**Revenue generated from consultancy and corporate training during the last five years**

**Response:** 345.9

**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
0	74.67	192.44	78.79	0

<b>File Description</b>	<b>Document</b>
Letter from the corporate to whom training was imparted along with the fee paid	<a href="#">View Document</a>
Letter from the beneficiary of the consultancy along with details of the consultancy fee.	<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>

### 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:**

CUTN strives to accomplish holistic development of students, transforming them into responsible citizens through sensitization towards the social issues and for creating a knowledge society. Since CUTN is “committed to sustainability”, it takes proactive initiatives to ensure and promote inclusive and equitable thinking in students. Several programs spearheaded by the CUTN faculty and students testify to our commitment to the vision of the university.

CUTN’s anti-tobacco cell has created a smoking free environment on the campus and has generated awareness among the students of CUTN, nearby schools, colleges and local community about the impacts of smoking, drug and alcohol abuse on health, family and social harmony. CUTN has an active NSS, NCC and UBA units that enthusiastically partake in social issues and keep the students motivated

to participate in outreach and extension activities. Under the aegis of Internal Complaints Committee, Gender Sensitization Cell, Equal Opportunity Cell, Enabling Unit and Health Centre, the student community at CUTN has been made aware of the social concerns such as gender violence, sexual harassment, domestic violence, discrimination against differently-abled persons, and wage inequality. To promote an egalitarian society, CUTN identified and trained Gender Champions both at university and community level. Numerous extension and training programs were regularly organized to address current societal issues such as increasing suicide rates among students, cyber-crimes, child abuse etc. Keeping sensitization of the student community as priority, several competitions were conducted regularly.

Under the “Swachh Bharat” initiative of the GoI, students from all departments enthusiastically participated and created a landmark revolution in the neighbourhood villages to curtail open defecation which resulted in improved health and hygiene of the community. Students took an initiative not only to check the potability of drinking water in nearby schools and villages but also ensured availability of purified drinking water. Deteriorating women's health in the local community propelled the students to educate the women population on menstrual health and hygiene practices.

During the disasters like Gaja cyclone, Kerala floods, COVID-19 pandemic, etc. students relentlessly worked towards the relief works by contributing and mobilizing resources to the needed locations. Students also provided psychological first aid to the disaster victims. CUTN is committed to green initiatives for a pollution free environment and received ‘Best Green Campus Award’. Most of these initiatives were undertaken in collaboration with Lions Club, NASI, NIMHANS, NIDM, Rotary Club, Pollution Board, ONGC, ICICI Foundation, CPCL, Vanam NGO, etc.

School students from nearby villages were educated on financial literacy regularly and supported with establishing library by the Economics department students. Social work department students organize rural camps and sensitize the villagers through street plays, folk arts and community gatherings. Under GoI’s flagship program “Ek Bharath Shreshta Bharath” students from Central Universities of Jammu, Kashmir visited CUTN and experienced our rich culture and tradition.

Commemorating the “Aazadi ki Amrit Mahotsav” CUTN rekindled a sense of patriotism among the student community and society, by organizing a walk of freedom to Vedaranyam (Salt Satyagraha monument) and distributing flags under “Har Ghar Tiranga” initiatives.

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

<p><b>3.6.2</b></p> <p><b>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</b></p> <p><b>Response: 230</b></p>
<p><b>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</b></p>

five years.

2022-23	2021-22	2020-21	2019-20	2018-19
80	33	11	38	68

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:** 589

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 and Copies of documents indicating the functiona 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:**

CUTN has state-of-the-art physical infrastructure facilities for enabling effective teaching and learning processes for faculty and students. CUTN has 27 departments functioning with 85 classrooms having ICT facilities, 137 classrooms enabled with Wi-Fi/LAN and ten academic seminar halls, APJ Meeting Hall and APJ Conference Hall in the administrative building. CUTN campus is equipped with “CampusConnect”, enabling students to access the internet at their convenience. STEM, Education and Earth sciences departments have teaching laboratories and research laboratories for training the students at various levels. World-class laboratory facilities have been established in all laboratory-based Schools. Keeping safety of users as priority, safety equipment like fume hoods, BSL facilities, chemical storage shelves and LAFs have been installed in relevant departments. With its state-of-the-art facilities and commitment to excellence, these departments provide a conducive environment for students and researchers to explore, innovate, and contribute to the advancement of scientific knowledge. High Performance Computing Infrastructure enables round the clock physical access to SCANMAT work stations.

The greenhouse established in the Department of Horticulture is functioning to cultivate transgenic plants and maintains an Integrated Farming System to culture fish, poultry and agriculture crops. The Department of Microbiology has established a BSLII facility as a safety measure while working with moderately infective agents and organisms that cause mild diseases.

Well-equipped Media studio and theatre has been established in the department of Media and Communication to train the students in media productions and to cater the technological needs of education in the digital age.

The Geography department has recently added a census workstation to enhance research in population studies at micro level and also fosters a high-end computer system for GIS and Image processing laboratories. The Tamil department has established an archaeological museum. Functional teaching and learning laboratories are integral to Departments of Applied Psychology, Computer Science, English, Statistics and Applied Mathematics and History. Music department is supported with excellent infrastructure facilities to undertake research on “Decoding palm leaf manuscripts of melody” under

IKS.

1. Each department is provided with a smart classroom facility with high-end smart boards. A total of 840 computers equipped with Wi-Fi LAN located across all the departments of CUTN enables hassle free ICT based teaching-learning processes. Out of 840 computers, 474 are placed in various laboratories, 213 for academic departments, 89 for Ph.D. scholars and 64 computers were additionally procured through project grants. CUTN also has software platforms such as G-Suite, WebEx, SWAYAM, NPTEL, ePGPathshala, MOODLE etc., for conduct of online meetings and classes. Multimedia, audio visual and satellite communication facilities are maintained to support conduct of lectures and presentations in classrooms, seminar halls and conference rooms. CISCO Webex License is offered to all Schools and Departments.
2. The Multipurpose Auditorium and Students Amenities Centre hosts indoor sports and cultural activities. Separate courts with all facilities are available for games such as basketball, cricket, football, volleyball, and athletic events. CUTN has a total of three Gyms with Fitness equipment in both residential and academic campuses.

File Description	Document
Upload any 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:** 52.04

##### **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
1102.01	327.73	845.21	1040.06	1490.19



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:**

Fully automated CUTN's Chozha Central Library is the epicenter for teaching, learning and research initiatives. The library has a collection of 48,765 printed books, 4085 e-books, 154 printed journals, 25 magazine subscriptions, 621 CDs/DVDs (digital version of books), 8 newspaper subscriptions, 12 E-resources (through E-Shodh Sindhu) and 84 Ph.D. theses. The faculty, research scholars and students of the university can access as many as 4,000 core E-journals via ESS consortiums. The library reading room is open every day from 9.00 am to 9.00 pm. Also, a separate "own book reading hall" is functioning for the students 24x7. Student and faculty users can use the library's website anytime at their convenience (<https://cutn.ac.in/centrallibrary/>). The central library maintains a book bank for undergraduate and postgraduate levels to help students with reference material. An exclusive section with books and materials for aiding competitive exam preparation is available for students.

Library is equipped with a web-based Integrated Library Management Software - KOHA, with a SQL database back end with cataloguing data stored in MARC and accessible via Z39.50. The user interface is configurable, adaptable and has been translated into many languages. Koha has most of the features that include Web OPAC, new arrivals list, self-check-out and check-in kiosks. It is compatible with RFID technology and supports paperless communication like overdue, email alerts, etc. The library has CCTVs installed for user-level security that watch over and document security, ensuring the protection of the library's resources.

The library is an INFLIBNET life member and it has access to a variety of electronic resources through its E-Shodh Sindhu Consortium and it is a regular contributor of Electronic Thesis and Dissertations to the ShodhGanga repository. As a member, the research community of CUTN can utilize the services and databases of DELNET. The library is differently-abled friendly and houses Assistive Technology Centre with necessary and basic amenities such as Fijitsu-fi-7160 Scanner, Kibo XS: Multilingual Scanning and

Reading Companion, NVDA Screen Reader and large collection of E-books and audio books. It has a centralized computer laboratory with 28 computers. The university community has access to all of these resources via the campus-wide network. CUTN research scholars are oriented with Thematic Bibliographical information pertaining to their respective fields by the library. The library is equipped with a stock room, photocopier, elevator, sensor based lights and acoustically equipped seminar hall. A separate and unique Children’s Book Corner is mainly used by the children of the employees of CUTN. It has a subscription to Grammarly Premium– a research writing tool. To help the CUTN research community to curb plagiarism, Central Library offers Plagiarism Checking services using iThenticate and Urkund Softwares. The library has adopted an IRINS system through INFLIBNET for the faculty members to visualize their research and knowledge. It provides remote access facility to current students, scholars and faculty at <https://idp.cutn.ac.in/>. The Institutional Digital Repository of Central Library comprises the institutional and faculty publications/documents to enhance the records dissemination and visibility of the university.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
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:** 8.11

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
80.38	185.18	160.43	61.21	262.07

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:**

CUTN has adopted GoI-IT policy meticulously for implementing IT related activities in the university. Every year, the university invests a near-specified budget for the establishment and enhancement of IT infrastructure. University has a distinct back-up policy for efficient management of IT resources.

CUTN is connected to the Internet via ISP 1Gbps OFC shared connectivity by National Informatics Centre using BSNL and RailTel as a part of National Knowledge Network and National Mission on Education through Information & Communication Technology. The academic campus is fully LAN connected and Wi-Fi enabled. CCTV Surveillance Network Systems and centralized Biometric systems have been established to facilitate round-the-clock access to various academic blocks and to enhance security in the campus. Expansion and augmentation of CCTV cameras/surveillance systems in the premises via wired/wireless networks ensures the protection of students and university assets. The network security is provided through the UTM appliances. The university buildings are connected over single mode OFC cable. The Brocade MLX 10G L3 Switch is installed at the server room in the administrative building. The CUTN campus has been connected with 1 Gbps speed by using the Optical Fiber connectivity for providing Internet services for the buildings of academic and administrative block, library building, hostel blocks and guest house. University server runs on BOSS Linux of Linux open-source operating system and Ubuntu Linux of Linux open-source operating system. The institute has licensed software, like Microsoft OS, MS Office, Matlab, Gaussian, SPSS Statistics, Adobe, for its academic and research purposes. Multimedia, Audiovisual and Satellite Communication Facilities are maintained to support conduct of lectures and presentations in classrooms, seminar halls and conference rooms. CISCO Webex Licenses are offered to all Schools and Departments. The ICT department has an online ticketing system (Spiceworks Software-Freeware) to aid in the tracking and monitoring of

complaints. The university is fully integrated on SAMARTH ERP. Exam server is based on the Ubuntu Linux OS version which is used for publishing student's hall tickets, results and online course registration process. IT support group operates and maintains the computer systems, networks and IT services in CUTN. Technical persons undertake on-sites services to ensure uptime and 24x7 availability of service to all members of CUTN.

Wi-Fi cafeteria is established as a part of IT infrastructure to assist the rural community for filling up the application forms for admission and other IT related services. A total of 998 computers equipped with Wi-Fi LAN, 233 printers, 100 laptops, 96 projectors were supplied to the departments/sections to facilitate academic and administrative activities.

Server infrastructure in the institute consists of several multi-processor servers and virtual servers addressing the need to host new academic and web portals. They host several web services and Webmail services for management of routine administrative functions and also academic functions like admissions, courses and exams. Webmail services are offered to all individual members of the faculty, staff and students. Google workspace mail services are offered to all students.

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

### 4.3.2

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

**Response:** 2.23

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

Response: 840

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>
Provide Links for any other relevant document to support the claim (if any)	<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:** A. Any 7 or more 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:** 40.02

**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
1023.54	537.67	567.17	828.30	739.02

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:**

CUTN is committed to building state-of-art infrastructure, while striving towards the periodic updation, maintenance and utilization of resources. Scrupulous procedures, protocols and ethical guidelines are in place, ensuring resource sharing with stakeholders and larger society.

The university oversees maintenance and utilization of physical, academic and support infrastructure – laboratories, library, sports complexes, roads, buildings and classrooms. University has primary responsibility in planning, purchasing and controlling the use of physical resources under the guidance of the Registrar.

As per the ordinance of CUTN, optimal utilization of all resources on the campus is ensured through a decentralized governance mechanism through Deans and Heads of the departments and concerned sections. University statutory bodies like EC and AC ensure systematic functioning of academics and administration. The academic section of CUTN ensures strict adherence to academic calendar and maintains a balanced teaching/training hours per semester. The examination section of CUTN monitors the timely conducting of exams and result declaration. The School Board, Board of Studies, Department Research Committee, and Research Advisory Committee streamlines the research and teaching activities.

CUTN follows GFR-2017 methodically in all procurements of goods and services. Annual stock-taking and physical verification of assets ensures proper maintenance and utilization of the resources.

CUTN has a dedicated estate section for electrical, civil, mechanical, carpentry and plumbing works. Regular scheduling of work with logbooks ensures optimum usage of facilities. Electrical section

maintains the electrical substations for uninterrupted power supply. Fire extinguishers and hydrants are available in all buildings and are serviced regularly.

A sufficient number of staff work in cleaning, gardening, and maintaining security to keep the campus safe, clean, and green. Rooms for academics and employees, seminar halls, laboratories, and other spaces are constantly cleaned and maintained. University has established incinerators in all women's hostels. The collected trash is segregated properly and disposed of in the respective places. Sewage treatment plants recycle the water for proper and safe disposal. Adequate budget provisions are made to each department for maintenance of the academic facilities. CUTN maintains the sophisticated instruments by providing the required grant for AMC. Log-books are maintained for laboratory equipment.

The IT section provides systems with Wi-Fi and LAN connections and maintains the resources regularly. The CUTN IT policy describes user responsibilities, compliance, prohibited accesses, potential infringements, systems for monitoring and reporting violations, email usage, software and wireless system usage, procedures for hosting information on university web pages.

Fully automated CUTN library strictly enforces rules and regulations, thereby ensuring the maintenance of resources. The library procures general/reference books and e-resources for the academic community in conjunction with the Library Advisory Committee and faculty/student recommendation according to the fund availability.

University maintains a well-furnished student amenity centre for indoor games. There are many outdoor games facilities; volleyball courts, basketball courts, athletic track and cricket ground exist. The usage of sports facilities and fitness equipment are tracked regularly through logbooks. Ambulance and transport services are maintained and utilized effectively.

<b>File Description</b>	<b>Document</b>
Upload any 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:** 78.55

**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
1692	1402	989	1307	1095

#### 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](#)

Provide Links for any other relevant document to support the claim (if any)

[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:**

Career counseling has become integral to student life as the university takes necessary steps to develop the skill in various aspects in collaboration with the leading industries and companies. Various aspects of career guidance, individual potential, motivation, aptitude, and shortcomings are addressed by CUTN. The promotion of higher education for minorities, well-being, and development are important indicators



of the strength and success of CUTN.

CUTN established Entry into Services Cell in 2016 with the key objective of orienting the students for competitive examinations with a focus on personality development, communicative and interview skills with the support of UGC grant. Specialized language trainers handle the classes and present the content through a logical blend of different training methods. Every class has been planned based on the feedback obtained from the students and their performance in mock tests. Notably, a CUTN student got placed in the SBI as an Associate. Many of our students cleared the TCS National Qualifier Test and are working at MNCs.

The academic departments in CUTN organize diverse programs, empowering the students with entrepreneurship mindset, presentation skills and professional etiquette in their respective domain with reputed and skillful academicians, industrialists, human resource consultants, and international trainers. Sports unit has been training and encouraging students to participate in Zonal and National Sports competitions, which creates employment in government sectors. Five students were placed in Government jobs under sports quota. NCC and NSS cells of CUTN help the students get Government jobs.

Counseling and Guidance Cell provides a counseling service to assist the students in addressing the personal and emotional issues. The cell offers free and confidential advice to the students which enhances their mental health and optimal functioning; administers psychological assessment wherever necessary, and supports students with appropriate intervention during a crisis.

The Centre for Happiness works towards bringing more value additions like work-life balance, managing stress, positive approach, effective management of personal and professional development, and it also provides the platform for students to prepare themselves for the competitive world.

The SC-ST cell strives to educate the students about the benefits of various government schemes to provide guidance and support for progression towards higher education and participation in competitive examinations.

The UGC-NET Coaching Cell offers coaching classes for the UGC-NET examinations. The sessions include test discussions, doubt clearance, time management, accuracy and speed. These coaching classes provide students with mock tests, subject-wise question papers, and practice materials. This helps students practice their understanding and application of various concepts and has improved the pass percentage in UGC-NET and other competitive examinations.

The Placement Cell is part of CUTNs career commitment to our students. It focuses on helping the students to improve the set of skills/tools and various other soft skills that will help them find a job. The placement cell organizes workshops and invited talks by experts from both industry and academia and charts a network of all placement activities of CUTN for the improvement of their employability.

<b>File Description</b>	<b>Document</b>
Upload any 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:** A. All of the above

<b>File Description</b>	<b>Document</b>
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>
Provide Links for any other relevant document to support the claim (if any)	<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:** A. All of the above

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

## 5.2 Student Progression

### 5.2.1

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

**Response:** 42.52

#### 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
167	186	171	135	179

<b>File Description</b>	<b>Document</b>
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>

## 5.2.2

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

**Response:** 35.03

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

2022-23	2021-22	2020-21	2019-20	2018-19
56	138	139	126	152

#### 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)

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

## 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:** 19.48

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

Response: 503

#### File Description

#### Document

List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

## 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:** 83

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
36	9	26	5	7

#### File Description

#### Document

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

### 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:**

Students are engaged in university administration as learners, volunteers, students representatives for special engagements such as Internal periodic reviews, thereby providing individual and collective feedback to the university on its educational and administrative services.

The Student Council at CUTN is formally constituted through elections conducted every year during the commencement of the academic session. The student council is encouraged to contribute their suggestions towards the department curriculum, programs, students' welfare, hostel developments, health

and hygiene, social activities, outreach programs, cultural activities, sports, etc.

Various sub-committees of the student council organize many events such as Student Orientation programs, Samathuva Pongal, Onam, Ugadi, Utkal divas, Diwali, Christmas Eve, Iftar, Holi and other Indian festivals every year with the financial support from the university. Student council especially provides a platform for cultural exchange among the students of CUTN. It showcases the vibrancy and unity among the students, staff, and faculties across diverse regions and linguistic perspectives. Furthermore, the student council is active in representing the students' interest in identifying and solving the issues encountered by students at CUTN.

The student council played a vital role in making the “EK Bharath Shreshtha Bharath” a success by coordinating and organizing the student cultural exchange programs which enhanced interaction and promote mutual understanding among students from CU Jammu, CU Kashmir and CUTN. The student council takes initiative in conducting Annual Sports, a fortnight event organized in CUTN. The student council members ensure smooth conduction of major events such as Convocation, Genesis, days of national importance by maintaining discipline and decorum of the mass public gatherings. An annual cultural event is celebrated in the name of “Aarambh” where the student council is the prime organizers.

The student council plays a prominent role in decision making, tender processing, etc. For example, the mess committee, a sub-committee of the student council, is closely monitoring the functioning of student mess, including the day-to-day functioning. They are also a part of hostel management by acting as a bridge between the university administration and students. The student council members are a part of the Anti-ragging committee as well as Anti-ragging squad. The IQAC, ICC and Student grievance cell have student members in decision making.

The student council took an active initiative in creating a 24x7 reading hall facility in the library for the students and participates in its daily maintenance. The council members acted as ambassadors for Swachh Bharat activities. The students of CUTN through the student council organized and participated in campus cleaning drives and green initiatives like tree plantation, “No Vehicle Day”, etc.

The student council is allowed to formulate its opinion and communicate to the CUTN administration on any student matters. The student’s council not only motivates the young students to showcase the richness of talent and creativity possessed but also actively takes part in Committees to resolve the grievances of the students.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
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:** A. All four of the above

<b>File Description</b>	<b>Document</b>
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>
Institutional data in the prescribed format (data template)	<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:** 21.53

**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
17.28	4.25	0	0	0

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>
Provide Links for any other relevant document to support the claim (if any)	<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:**

CUTN has registered an Alumni association "Central University of Tamil Nadu Alumni Association" (CUTNAA). The alumni of the university are serving in various positions in several institutes. Our alumni are pursuing higher studies in well-reputed institutes in India (IISc, IITs, IISERs, NISERs, CSIR Labs, etc.) and in more than 25 countries. Many alumni work in government and corporate sectors in India and abroad. They are recipients of several notable accolades.

CUTN is making strenuous efforts to create and maintain a lifelong connection between the university and its enthusiastic community of alumni. The university recognizes the alumni as important stakeholders in the development of CUTN and acts as university brand ambassadors.

Alumni of the university maintain cordial rapport with the Alma mater and participate in all the academic and service endeavours of CUTN. They have made significant financial contributions through regular registration fee, donations, endowments and helping in organizing seminars and workshops. The CUTNAA is working towards the development of the university by providing books, display boards, purified drinking water facilities etc.

CUTNAA contributed to the improvement of facilities in the government schools located in nearby villages, notably donated a steel almirah, stationary items and charts to Anganwadi centre, Neelakudi, for academic purpose and 50 books to an Elementary School, Neelakudi, in eve of Children's Day celebrations. In addition to providing financial assistance, our alumni act as mentors to their juniors by staying in touch with them frequently, providing them with career-advice, special lectures, webinars, and motivational speeches. CUTN alumni, through their coaching centres and classes, train the aspirants to apply and prepare for CUET, a mandatory exam to get admission in CUs and give the guidance to become entrepreneurs. CUTNAA makes efforts to collect funds from the philanthropists to form an active endowment with a current worth of 7 lakhs. CUTNAA's efforts resulted in donation of JCB worth 9 lakhs by Exnora International-an NGO.



CUTN engages their alumni to contribute towards revision of syllabus based on their experiences and industry demands through making them members in BoS. They also contribute towards quality refinement by being members of IQAC. Informally, the alumni are very keen on progress of the university by providing advice, expertise, etc. for the development of the university. CUTN takes pride and always appreciates the achievement of any alumni. For instance, Mr. Tamil Bharathan, who identified the Palm Tamil scripts from the Italian Monastery for which he got appreciation from CUTN and also from the Government of Tamil Nadu. A group of alumni under the guidance of Mr. Tamil Bharatan are working for the exploration of Tamil culture and tradition in various parts of the globe.

University alumni and their contributions are the assets in the growth of the university for achieving new heights and for attaining the goal of becoming the “Institute of Eminence”. Each department has a dedicated Alumni Faculty Coordinator who helps for active engagement of alumni of respective departments and connects them with the current students by organizing alumni meets (both online and offline).

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
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 institutional governance and leadership is clearly aligned with the vision and mission of the university as it has a decentralized transparent mechanism in the management, administration, academic and financial matters. The Honourable President of India is the Visitor for all central universities who appoints The Chancellor based on nomination for five years. The EC is the highest decision making body of CUTN of which the Vice-Chancellor is the chairperson.

The university owns a competent administrative and academic portfolio governed by eminent administrators and academicians who seek to accord global standards of higher education and research through scholarly publications, awards, fellowships and scientific innovations. Various statutory bodies of CUTN function effectively including the Court, the EC, the AC, the FC, the Building Committee, the BoS, the DRC, the IQAC, and other administrative bodies as per the guidelines of the UGC/MoE.

CUTN offers administrative opportunities to faculty by implementing decentralization strategies to bring out transformational leadership, especially by appointing the members in various committees that shall develop measures for prompt completion of tasks assigned to fulfil its short-term/long-term prospective plans. For instance, Deans of Schools, Dean (Academics), Dean (Research), Dean (Student Welfare), Director (RDCC), Director (IQAC), Presiding Officer (ICC), Chief Wardens, Proctor, etc. represent opportunities offered to senior faculty members of CUTN. The university empowers the Deans and Heads to take administrative decisions related to their Schools and Departments, respectively. Deans and Heads conduct scoping-discussions wherein faculty inputs on academics, administration and scholarly research are duly sought for arriving at progressive strategic decisions. The Head is the *ex-officio* decision-maker on curriculum framework. Faculty members are empowered to revise the course contents and introduce new courses after due recommendation from the BoS, which would subsequently be approved by the AC.

In its stride to implement the NEP, CUTN seeks to disseminate and advance knowledge by providing state-of-the-art instructional and research facilities. The university fosters appropriate measures for promoting innovations in teaching-learning processes, interdisciplinary studies as well as research. As part of implementing NEP2020, CUTN has initiated implementation of Multiple Entry Multiple Exit (MEME), IKS, and the ABC systems, etc. The governance aims to encourage the conception of novel ideas from all the stakeholders of CUTN. The university endorses a green sustainable ambience by tree plantations and establishing recharge ponds; accessibility to ICT-Wi-Fi, RailTel infrastructure for the campus community.

CUTN is committed to provide an environment governed by care, equity, humility, and dignity. It aims

to sustain core values, community equity, intellectual eminence, inspirational leadership, participative management and collegial harmony with a strong prospective planning to emerge into a global abode of excellence in the next 5 years. New departments are being established and faculty members are being recruited, and lab facilities are being created. The fifteen-years-vision of the university is to evolve into an “Institute of Eminence”. Together, all the layers of the university work in close coordination to uphold the principle of participative management, holistically fulfilling the concept of institutional governance, leadership and management.

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

CUTN has evolved a competent institutional perspective plan to fulfil the requirements of the vision and mission, enabling it to steer on the path of growth, development and sustenance. CUTN has an established governance structure, both at the administrative and academic fronts and works in line with its acts, statutes, ordinances and regulations to support decision making processes with due approval from the Court, the EC, the AC, and the FC. These committees meet at regular intervals to monitor and approve administrative, academic and financial matters. As a part of decentralization of governance, various committees and subcommittees are formed as per the guidelines of the UGC/MoE.

CUTN follows democratic, transparent and participative governance through policies designed by the GoI. The functioning of various bodies, and the procedure(s) associated with recruitment, service rules, promotion policies and grievance redressal are detailed in the academic and administrative byelaws. The service rules, promotion policies and recruitment procedures of the university are documented according to the UGC norms and criteria. CUTN follows GFR-2017 rules for all the procurement and purchase of goods and services. The university has a dedicated purchase section for asset management and upgradation. Financial accounting, auditing and submission of annual reports as per the Parliament requirement is done meticulously.

The infrastructure facilitates students to aim at high quality educational contents through MOOCS platform, E-resources and digital libraries, online videos, visual resources etc. Smart phones and laptops have been identified based on IP addresses in order to make the educational environment more responsible and student friendly. Wi-Fi enabled campus supports teaching-learning process in the digital technology atmosphere. Examination and Academic Sections follow a dedicated academic calendar and

ensure implementation of NEP through enabling students to register into NAD, Digilocker and ABC accounts. SAMARTH ERP is implemented in academic and non-academic activities.

Central Public Information Officer critically engages in addressing RTI act appeals/applications filed by citizens within a specified time frame. Abiding by the Government of India norms, the university has nominated a part-time Chief Vigilance Officer to address vigilance-related matters at the university level. As per MoE directions, an Ombudsman is appointed to look into student grievances.

As a part of transparent recruitment process, vacancies for various teaching and non-teaching positions are duly advertised in daily newspapers, university website and relevant online media. Interviews are conducted by an interview panel, which includes the Vice Chancellor, Visitor’s Nominee, and external experts together with internal subject experts including representatives from various categories. The university follows the service rules of UGC/MoE in promoting faculty and staff through CAS and DPC.

The university strives to promote the usage of renewable energy sources in an effort to sustain environmental protection. Several initiatives are being carried out to maintain environmental and wetland conservation in accordance with the GO GREEN mission of the GoI and the Green Tamil Nadu Mission. To sum up, the institutional perspective plan is effectively deployed and functioning of the institutional bodies are effective and efficient at the university.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Strategic Plan and deployment documents on the website	<a href="#">View Document</a>
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 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>
Provide Links for any other relevant document to support the claim (if any)	<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 follows an appropriate appraisal system pertinent to the performance of teaching and non-teaching staff. CUTN offers an exceptional host of welfare measures to meet their diverse requirements, both for career development as well as progression. It has adopted the Performance Based Appraisal System (PBAS) and Annual Performance Appraisal Report (APAR) as per applicable rules. The university also has an established performance review system for appointment of contract/guest faculty. CUTN has implemented career promotions under the Career Advancement Scheme (CAS) for faculty members, and Departmental Promotion Committee (DPC) using Cadre Recruitment Rules (CRR) for the non-teaching staff.

The performance evaluation cycles are directed by the type of employment and the stage in which the employee is employed. Employees on probation, employees on short or lengthy contracts, permanent employment will go through distinct levels of performance evaluation. The results of the performance review are extrapolated to arrive at key decisions, especially confirmation after probation, contract renewal, in-service promotions, and role/responsibility growth.

Furthermore, students are sought to provide feedback to the faculty, annually. The IQAC analyses it statistically to motivate the faculty to improve their performance based on the feedback provided by students. Regarding avenues for career development and progression of staff, permission to attend FDPs such as orientation programmes and refresher courses, short-term skill enhancement courses (both national and international), travel support (entitlements) and incentives for successful and prospective patents are being extended. A project cell serves to facilitate timely dispersal of project submissions to funding agencies aiding in career development for the faculty members.

The university also offers a plethora of other benefits, notably the government schemes such as NPS,

earned leave encashment, maternity and paternity leave (with salary), child care leave, children educational allowance, medical facility, LTC and benefits to the teaching as well as the non-teaching staff. The university encourages the teaching and non-teaching staff to attend conferences, workshops, training programmes, and various other academic programs on a regular basis.

Many effective welfare measures are extended for teaching and non-teaching staff such as residential quarters, Health Centre, Kendriya Vidyalaya with Balvatika, Play School, SBI Branch with ATMs, Post Office within the university premises, other welfare measures such as physical fitness centre, guest house canteen, children’s park, automation of attendance using biometric system and leave module of SAMARTH, shuttle services for commuting, etc are offered to the campus community. It has a multicultural environment in the campus, and the university ensures the celebration of all the national and international festivals in harmony by the entire campus community.

To sustain the work-life balance of the employees, the university aims to boost productivity and allows the faculty/staff members to work effectively with ultimate satisfaction. The university extends emotional and mental care support for the stakeholders through the Centre for Happiness. The Grievance Redressal Cell (both teaching and non-teaching) and ICC offers to resolve issues and grievances. Together, the university takes effective welfare measures for teaching and non-teaching staff and provides avenues for career development/progression.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
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:** 14.38

##### 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
39	16	4	27	20

<b>File Description</b>	<b>Document</b>
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>
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies.	<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:** 61.47

**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
68	143	151	47	44

<b>File Description</b>	<b>Document</b>
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>

## 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:

CUTN has a well-defined structural and functional mechanism to monitor financial discipline and effective fiscal management for facilitating the academic processes and infrastructure development. The Finance Committee of the university encompasses the following members: i) The Vice Chancellor – Chairman (*Ex-officio*) ii) Court member iii) Visitors nominee members (three members not below the level of Under Secretary) iv) Two members nominated by Executive Council v) One Executive Council member and vi) Finance Officer (*Ex-officio* Secretary).

The financial management is efficiently taken care of by the Finance Section and the Accounts Section, under the direct jurisdiction of the Finance Officer based on the guidance and supervision of the Finance Committee. The university has availed loans provided by the Higher Education Financing Agency (HEFA), a joint venture of the Ministry of Education and Canara Bank, for the construction of hostel buildings and academic blocks in the university campus. The university mobilises additional fiscal support through Memoranda of Understanding established with various other institutions in the country for revenue generation, with 30-50% representing the share of the university.

In order to acquire adequate funds, all faculty members are encouraged to secure funding support from national and international funding agencies such as Department of Biotechnology (DBT), Department of Science and Technology (DST), University Grants Commission (UGC), Indian Council of Agricultural Research (ICAR), Science and Engineering Research Board (SERB), Indian Council of Medical Research (ICMR), ICHR, NBHM, University of Oslo, etc. which is facilitated through a dedicated Project Cell, headed by Dean (Research). Through consultation, additional funding opportunities from the industry, academia, and NGOs are being utilized to their fullest.

The Project Cell, IPR Cell, RDC and the IIC facilitate smoother revenue generation through innovation and extramural projects. Four departments got DST-FIST grants totalling to Rs. 3.6 Crores. UGC granted Rs. 47 lakhs to encourage the trans disciplinary research under “STRIDE”. All the departments are encouraged to invite students from various places to utilize sophisticated instruments on payment basis. Some of the faculty are offering consultancy services through their expertise, to mobilize reasonable grants.

A registered alumni association has been established to form a network among alumni and to bring grants through the subscription and donation. CUTN solicits funds through endowment. This income is spent in rational ways and subject to auditing.

All procurements/purchases are made through Government e-Marketplace (GeM), to ensure correct spending of available funds. CUTN continues to follow financial austerity measures to a large extent, while ensuring an equal distribution of funds among all faculty through measures such as sponsoring one conference per faculty per semester. University provides Rs. 1 lakh per year to all the departments to organize conferences and Rs. 30,000 per year for invited lectures.

The Finance department of the university is very keen on submitting the audited utilization certificate to the funding agency for smooth release of funds from granting agencies. Internal and external audits aid the stakeholders of the university for optimal utilization of resources and mobilization of funds.



File Description	Document
Upload any 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:** 3167.39

**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
1168.23	1062.58	936.58	0	0

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>
Provide Links for any other relevant document to support the claim (if any)	<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:**

CUTN adheres to the GoI regulations with regard to the financial transactions through PFMS. The

university generates funds from both external and internal sources.

The university has the budgetary control system to monitor the effective and efficient use of financial resources, and regularly follows internal and external financial audit systems of the income and expenditure. Many reforms were brought in the financial administration of the university. The university accounts are audited periodically and subjected to both internal and statutory audits. This is ensured and monitored by the Finance Committee, which is controlled and monitored by the UGC and MoE. The transaction audits and financial audits are governed by the Comptroller and Auditor General (C&AG). During the last 5 years, the various queries and objections raised on audits have adequately been addressed and settled. Minor errors/omissions pointed out by the audit team are promptly corrected/rectified and precautionary steps are promptly taken to avoid recurrence.

The office of the Principal Accountant General (audit), functioning under C&AG of India (external audit), also conducts audits for checking compliance of applicable rules/ regulations in activities/ transactions of the university and issues Inspection Reports (IRs) in this regard. Advance budget involves recurring and capital expenditure, which is sent regularly for C&AG audit. Annual accounts of the university are prepared by the Chartered Accountant and issue Separate Audit Reports (SAR). Audit objections are handled by the Standing Audit Committee headed by the Vice Chancellor, constituted by the Finance Officer of the university and approved by the Court. As a regular practice, 30th June is the last date to finalize the accounts. Auditing is completed by 30th September and is submitted to The Chancellor for approval before placing it in the Parliament by 31st December of the year. All the audited statements for the past years are available at the university for the maintenance of transparency in financial matters.

The university regularly conducts internal and external audits. As a part of the audit, the processes like admission, HR & payroll, procurement, fixed asset management & financial accounting, and revenue recognition & statutory compliance are critically reviewed on an annual basis.

During the last 5 years (2018-19 to the last audit) the various queries and objections raised on audits have been responded to and settled. Physical verification of assets has also been conducted and streamlined.

Transparency and financial discipline are ensured since CUTN is a public funded institution. CUTN approached NITTTR, Chennai, an approved institution for conducting transparency audits regularly.

For execution of works, proper approval from the building committee, finance committee and EC are being obtained.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
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 has been closely monitoring the improvement in quality of teaching and research by regular inputs to all concerned based on feedback from all the stakeholders. It provides inputs for the best practices in administration for efficient resource utilization and better services to students and staff. Enhancing career progression prospects of graduating students is one of the top priorities of the university, which is well-articulated and sensitized by the IQAC. It also adds impetus for Academic and Administrative Audit and analysis of results for improvement in areas that call for attention.

The IQAC has initiated the following best practices:

1. Outcome Based Education: OBE framework focuses on learning by doing, hands-on experience, improving hands-on tools and creation of intellect with ideas. The soft skill, hard skill, web skill, data skill, design skill, the do-it-yourself skill and the last niche, nuance skill required are imparted, enhancing skills that turn a student into industry-ready stellar.
2. For e-governance, IQAC has taken necessary steps and joined hands with SAMARTH ERP (initiative from MoE), by giving training to the staff in various modules and implemented automation in the university system. Out of 44 modules, the university has succeeded in implementing 17 modules.
3. IQAC frequently conducts workshops/training programs for capacity building.
4. IQAC encouraged all the research departments to apply to various funding agencies and also vetted UGC-STRIDE research proposals. IQAC promotes conducting workshops/seminars to bring out an ambient research ecosystem in the university. As a result, CUTN is able to secure the UGC-STRIDE project and other projects with a total worth of Rs 29 Cr.
5. IQAC regularly provides the list of journals (UGC CARE list) for the faculty to publish their results in a recognized/referred journal. IQAC also recommends the journals to the UGC-CARE list.
6. It encourages all the departments to publish their activities in a form of e-Newsletters. Also, it has brought out unique publications that represent the CUTN's Fauna and Flora.
7. A unique program "Rangapravesham" was initiated by IQAC to exhibit the multiple stage performances of the Music department.
8. IQAC took key steps to bring together the Vice Chancellors/Directors under the umbrella of

“Convergence” to discuss and implement NEP2020 in the higher education system.

9. IQAC is always looking for the promotion of teaching and non-teaching staff by taking necessary steps in a timely manner to implement the same.
10. The IQAC prepares, evaluates and recommends the following for approval: (a) Annual Quality Assurance Report; (b) Self-Study Reports of various accreditation bodies (e.g. NAAC).
11. IQAC constructively worked on the recommendations of the peer team during the first cycle of NAAC assessment and proudly presents a successful implementation of all the recommendations.

CUTN is striving towards excellence by improving its overall NIRF university ranking. It has attained 89th place in the NIRF-2023 ranking, which stands as a testimonial to the university’s efforts to progress and excel in all the grading determinants of universal standards laid by the NIRF.

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

<b>File Description</b>	<b>Document</b>
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>
Provide Links for any other relevant document to support the claim (if any)	<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:**

Following is the action report based on the first cycle NAAC A/A

(a) Filling up of vacancy positions – Teaching and Non-teaching

CUTN is recruiting the teaching and non-teaching staff under mission mode. 173 of 208 of sanctioned teaching posts and 92 of 130 non-teaching staff have been appointed.

(b) Introduction of Job-oriented courses like Applied Lifesciences and management courses

Under the Department of Biotechnology, DBT sponsored Biotechnology program and two new programs namely, Masters of Business Administration and MBA in Tourism and Hospitality Management have been introduced.

(c) Constitution of University Industrial Cell and strengthening linkages with industry

Research Development and Consultancy Cell with well-defined policy has been successfully established.

(d) Strengthening of all Cells like Placement Cell/CASH

As per the MoE, CUTN has established the relevant cells that are functioning effectively.

(e) Furnishing and strengthening the labs with required facility

Rs. 19.86 Crores from the income of the university has been spent for updation and maintenance during the assessment period.

(f) Introduction of more need based and skill based short term add-on courses

As per the recommendations, several new courses have been added, information is provided in the SSR.

(g) Institution of Special chairs like “Ramanujan Chair” and others giving recognition to local genius for research and academic activities.

We have applied for the Ramanujan Chair; however, the “Dr. Ambedkar Centre for Excellence” was approved.

(h) Establishment of Physical Education Department

CUTN has established Physical Education and Sports department with six (1+1+4) regular faculty members and started a postgraduate diploma in Fitness Management and are offering Open Elective courses for other departments.

(i) Filling up of Librarian post and improvement of Library facilities

A full-fledged qualified Librarian has been appointed and measures are taken to improve the library facilities by providing required grants to purchase the books and journals.

(j) Offer more agriculture based or women oriented short-term courses under the community college scheme

In collaboration with the Horticulture department of university, the community college designed the programmes for gardeners by following National Skill Qualitative Framework guidelines.

(k) Appointment of a lady doctor

University is very keen on health aspects of the stakeholders for which the university has established a Health Centre with six doctors (2 permanent – 1 F and 1 M and 4 temporary – 1 F and 3 M), nurses and pharmacist. The university provides medicine free of cost, not only for the students but also for the nearby village people.

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

CUTN strives for inclusive development of all the stakeholders and is committed to ensure equal opportunity for all. Being committed to promotion of institutional gender equality and inclusive development, CUTN provides affirmative services and facilities for female students, faculty and staff and is open to delivering services across the spectrum of gender minorities. Women are holding top administrative positions and play a major role in the upward mobility of the university. CUTN makes conscious efforts for ensuring equitable gender distribution/representation in academic/administrative bodies, departments and selection/promotion committees. Every academic year, the number of female students who take admission in various programmes is consistently larger than that of the male students and has recorded a steady growth over the period.

CUTN has a functional ICC and a GSC with committee members having expertise on gender justice and rights. Through gender sensitisation programmes and grievance redressal platforms, the ICC and GSC strive to cultivate an atmosphere free from untoward incidents of gender bias and other forms of gender issues. Gender based curriculum is adopted by several departments in their disciplines which provide platforms to the students for nuanced understanding of the gender dynamics in general and in the respective fields of intervention. Various curricular/co-curricular initiatives with gender dimension which include research, seminars, workshops, paper presentations and publications are taken up regularly by various academic departments – which include both STEM and non-STEM disciplines, within and outside the campus. Extension activities targeting women, girl children and transgender community (camps, awareness programmes, trainings, skill development, capacity building programmes, infrastructure development) are undertaken in the villages, schools and colleges in the neighbourhood as part of the community outreach programmes. All the infrastructural facilities available are gender inclusive, without any disparity. The incinerators are provided in all female hostels. The entire CUTN campus is under CCTV surveillance, ensuring the safety and security of its members. Each building has a common room for girls to ensure privacy. Additionally, University has a female student counsellor appointed for taking care of the female students' mental health issues.

Further, as part of its commitment to develop a gender inclusive campus, CUTN carried out an Internal Gender Audit for the period from 2016 to 2021, in compliance with the United Nations Sustainable Development Goal 5 for achieving gender equality and empowering all women. As per the guidelines of the UGC Saksham, measures are taken for ensuring the safety of women and programmes for gender sensitization are being conducted regularly. The gender audit has provided a self-critical assessment of the university structures, policies, rules, facilities, services, practices and opportunities available and the stakeholder perspectives to explore the scenario of gender positivity, intersectional equality and



inclusiveness in the campus and developed recommendations for addressing the gaps in ensuring a bias-free and gender-sensitive academic atmosphere. Following the audit, a gender equity, inclusivity, sensitivity and equal opportunity policy was formulated and announced, which is a unique, pathbreaking and replicable venture undertaken by the university.

File Description	Document
Upload any 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:**

CUTN aims to minimize the waste generated in the campus by effectively implementing the national mission and goals of Swachh Bharath in all aspects. On account of the efforts taken, CUTN won the Green Campus Award consecutively for the last two years.

#### **Solid waste management:**

For safe solid waste disposal, green/red colored collection bins have been placed at strategic locations in the CUTN campus. University has created awareness among students, scholars, faculty, staff and residents about the composition of solid waste and their recovery, reuse and recycle. The university segregates the solid waste at the source point itself into degradable and non-degradable. The other biodegradable wastes from source sites like hostels and guesthouse are collected regularly and disposed-off in the composting pit for making the residue into natural manure. Used furniture and almirahs are recycled for usage in local Government schools.

#### **Liquid waste management:**

CUTN has commissioned three sewage treatment plants, one at Nagakudi and two at Neelakudi campus for the treatment of sewage water. The treated water is then reused for gardening/horticulture purposes. Every year, CUTN approaches the approved institute to get into the water audit to maintain the sustainability.

#### **Bio-medical waste management:**

Bio-medical waste has been categorized into the following three categories:

1. Infected waste (plastics, soiled, anatomical, chemical, liquid, cytotoxic, laboratory waste, expired and discarded medicines)
2. Glassware (antibiotic vials, metallic implants, glassware material except cytotoxic)
3. Sharps (needles and cut glasses)

For disposal, the bio-waste is collected in specific color-coded bins. CUTN is utilizing the services of “Medicare Enviro Systems” (the licensed contractor). In addition, the university has established a powerful incinerator for appropriate disposal of biowaste.

#### **E-waste management:**

E-waste such as computers and their peripherals are upgraded regularly for continuous usage and to avoid wastage. Often, the outdated systems are updated through the Buy-Back process. In particular, some of the systems after due process are donated to the nearby Government schools. The E-wastes generated are collected by a maintenance team in the IT section, where impaired computers and their accessories are regularly repaired. If the impaired E-products are unrepairable, they are inspected and marked for appropriate disposal.

#### **Waste recycling system:**

Degradable wastes are converted into fertilizers to be used for plants and trees. The processed water from

sewage gray water is treated and diverted for gardening as a water saving mechanism. The waste papers and paper cups are subjected to vermicomposting.

**Hazardous Chemicals and radioactive waste management:**

Lab and chemical wastes are usually segregated on-site into appropriate waste carboys and disposed of by a specialist contractor. Innocuous harmless aqueous waste is disposed according to the laboratory waste disposal safety norms. Aqueous waste containing toxic compounds is collected separately. Waste elemental mercury, spent acids and bases are collected separately for recycling. Waste organic solvents are separated into appropriate chlorinated and non-chlorinated solvent waste. Broken glassware is usually collected in plastic-lined cardboard boxes for landfilling.

Notably, vapour waste is collected through scrubber equipment in chemistry laboratories.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>
Geo-tagged photographs of the facilities	<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

<b>File Description</b>	<b>Document</b>
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:**

Central University of Tamil Nadu is spearheading its Green Campus initiative by taking several steps starting from dedicated pedestrian paths to building green lustrous mini-forest. The university has inaugurated a mini-forest with area coverage of two acres. CUTN has also taken initiatives to make its both campuses plastic-free zones by encouraging the stakeholders to use segregated collection bins placed at the university premises and also usage of plastic alternatives for day-to-day activities of the faculty, staff and students. The university along with the National Service Scheme, Unnat Bharat Abhiyan, and other philanthropic organisations like Rotary Club has been frequently organizing tree plantation drives and campus cleaning activities. A Campus rejuvenation committee is constituted to make the campus clean and green and several initiatives were carried out through this. CUTN motivates students and staff to be involved in making the campus green and clean. The National Service Scheme students were actively involved and each department also takes initiative in the plantation of endemic and native species in place of exotic invasive species around their building and continuously converts all the surrounding area into green corridors through Swachh Bharat Abhiyan. University has created a paperless environment wherever possible and most of the official communications are done electronically through SAMARTH portal and web-mail.

CUTN buildings were constructed based on the GRIHA norms to facilitate natural sunlight and circulation of natural wind. Residential facilities are available for students, research scholars, married research scholars, teaching and non-teaching staff. The university also encourages the faculty members, staff and students to use bicycles to make the campus pollution free. As a remedial measure towards reducing carbon footprints on campus, the university observes every first Thursday of the month as NO VEHICLE DAY. On this day, faculty members, students and visitors of the university avoid using motorised vehicles in the campus.

By signing an MoU with district administration, CUTN created a mini-forest at residential campus very recently, having more than 2000 native species of plants and an artificial recharge pond, in collaboration with “Vanam” an NGO, ONGC, Tamil Nadu Pollution Control Board, Chennai Petroleum Corporation Limited and ICICI Foundation.

Being located in the Delta region, the CUTN campus is prone to natural disasters like cyclones and storms. In Spite of these challenges, CUTN makes continuous efforts to keep the momentum of university activities alive by sustainable usage of available infrastructure.

<b>File Description</b>	<b>Document</b>
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<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:** A. All of the above

<b>File Description</b>	<b>Document</b>
Report on environmental promotional activities conducted beyond the campus with geo-tagged photographs with caption and date	<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>
Provide Links for any other relevant document to support the claim (if any)	<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:**

CUTN gives priority to provide a differently-abled friendly environment by following GoI norms in the admissions and appointments. The university ensures to create an accessible and barrier-free environment for differently-abled persons on the campus. The university has ramps and lifts in most of the buildings for easy access to classrooms and hostel rooms for differently-abled students. Further, all the buildings have differently-abled friendly washrooms. The campus has been made accessible in all possible aspects. Wheelchair facilities for people with mobility impairment have also been made available in all the university buildings. A separate centre for assistive technology has been established at the Chozha Central Library and it is regularly visited and made use of by differently-abled students at the university. The university website is accessible for people with visual impairment. The Assistive Technology Centre has the facility for magnifying the text on the screen for low-vision and partially sighted people and screen-reader for totally blind users. The Exam Section of the university has released a separate circular for the conduct of written exams for the differently-abled students based on the scribe circular issued by M/oSJE. Scribe facility for the differently-abled students is immediately arranged based on the request from the concerned students by the Enabling Unit for PWD at the university. To facilitate visually impaired students, the central library has 2 TB worth of audio materials for various subjects and for the preparation of competitive exams.

The university also has ensured a transport facility for the differently-abled persons to commute to the departments and library. Support is extended to the differently-abled students to apply for the state and central government's scholarships by the Enabling Unit. The Enabling Unit for the differently-abled persons has taken an initiative for Tuition Fee exemption for differently-abled students at CUTN.

The unit celebrated International Day of Sign Languages by inviting sign-language interpreters and notable achievers among the deaf community. On the same day, it conducted an intensive and engaging workshop on orientation to Indian Sign Language. The unit also organized a one-day symposium on "Mainstreaming the Disabled: Inclusion, Accessibility and Equity" to celebrate the International Day of Persons with Disabilities-2022.

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:**

CUTN has been a most sought-after institution for students and staff from across the country, attempting towards creating “Mini-India”. The institution provides an inclusive environment for students irrespective of differences in caste, creed, gender, religion, and region. The campus celebrates all festivals - Pongal, Ugadi, Holi, Onam, Christmas eve, Iftar, Utkal divas etc. to preserve and promote the rich tradition, cultural diversity and harmony. Further, the annual cultural fest (AARAMBH) is being celebrated every year. Through the celebration of Food Festival, International Mother Language Day, Sports Day and World Heritage Day, the CUTN fraternity is privileged to know the value of linguistic, culinary, and heritage diversity of India. Under “Ek Bharath Shreshta Bharath”, the university encouraged cultural exchanges among the students of CUTN, CU Jammu and CU Kashmir.

Health Centre makes efforts to create awareness on public health and sanitary hygiene through the conduct of periodical medical camps, polio-immunization drives, eye-testing camps, Covid-19 vaccination drives, women health awareness programmes, and Vitamin A supplement drives in the adopted neighboring villages. NSS organizes camps on blood donation, anti-corruption, road safety, blood screening, physiotherapy, massive cleaning programmes and 7-day special camp in the neighborhood.

NSS has implemented GoI initiatives about Swachch Bharat Abhiyan, Digital India, VISAKA, Jal Shakthi Abhiyan, and Fit India Movement through the involvement of the local community. Departments of CUTN took a special interest to organize events such as micro-finance survey, and plastic free campaign (Dept. of Economics), Alzheimer’s Day Celebration, and Breastfeeding Awareness Week (Dept. of EPH), Oorodu-Uravadu, rural students camp (Dept. of Social Work), Legal awareness programme (Dept. of Law). During the Gaja cyclone, CUTN fraternity and students contributed to the affected community through financial assistance, relief goods distribution and post-hazard restoration activities. The Centre for Happiness of the university organized “Family Day”, an initiative to enhance interaction among the families of staff members to create a healthy and inclusive environment. Music department has got funds from GoI to explore the activities under IKS.

CUTN has entered into an MoU with MS Chellamuthu Trust and Research Foundation, Madurai for taking care of psycho-social issues associated with natural calamities. The university is proud to be a member of IUINDRR NIDM to work on the need for developing disaster resilience. Through the UBA Cell, CUTN has adopted six neighboring villages, and implemented several action plans which lead to a substantial transformation of lifestyle and livelihood. UBA offers training exclusively to SC rural women population by providing stipends in collaboration with Coir Board and NABARD for producing coir products for uplifting their economy and women empowerment.

Bus shelters are constructed by the university to facilitate CUTN fraternity and local communities. CUTN has fortified the security stations with raised roof structure to offer protection to the security personnel from all weather conditions.

Through the Mahatma Gandhi National Rural Employment Guarantee Scheme, local community people are engaged in campus greening, landscaping, and maintenance activities. Through these activities, the university creates, maintains and enhances cultural harmony and provides safe, harassment-free, tolerant, and participatory environment.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<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:**

Being a democratic country, the citizens of India are endowed with fundamental rights and obligations through its Constitution. Awareness of our rights facilitates us in improving individual standards and assisting society’s well-being.

CUTN is very keen on creating awareness about rights and moral obligations that includes various programs and awareness sessions among students and nearby rural societies. The importance of our Constitution is highlighted by celebrating Constitution Day annually, National voters’ day, Kargil Vijay Diwas, etc.

The right to equality emphasizes the general principles of law without discrimination. Workshop on positive discrimination for national development, understanding, and redressing inequality within a theoretical frame of economic growth was organized. National Unity Day observance: Run for unity and pledge, lectures on equal opportunity in India, and trans art show were organized to inculcate the right to equality.

The right to freedom constitutes freedom of speech, expression, association, and movement. In order to encourage such rights, a programme on “Motivation of youth for inspiring rural reconstruction” was held for the students of CUTN.



Right against exploitation guarantees every citizen's protection from exploitation. Programmes such as conference on "Health, safety and well-being of the workers in unorganized sectors/informal economy", lectures on "Children and development" and "Children and well-being" and "Child rights sensitization training programme" were conducted to sensitize students about the right against exploitation. Programmes on gender discrimination and social exclusion, outreach programs in schools and street theatre were organized.

To understand the cultural and educational rights as enshrined in the Indian constitution, the Cultural and Heritage club, Language departments and Official Language implementation section organize a series of events such as Hindi Pakhwada, Hindi diwas, etc. The Department of Tamil in association with Tamil Valarchi Kazhagam organized a training programme on developing the Tamil language skills for school children, folk performance, archaeological visits, and training cum workshop on the estampage of inscriptions.

To sensitize the fundamental rights for the citizens of India, the university has organized events such as "Competition for students on law related to women" and developed courses on "Indian Constitutional Law: The New Challenges", and "Law and Social Transformation in India".

To commemorate the glorious 75th year of Independence (Azad Ki Amrit Mahotsav - Har Ghar Tiranga) of a progressive Independent India, CUTN arranged for singing the patriotic songs and visit to Vedaranyam Salt Satyagraha Memorial.

The IQAC and the ICC, in collaboration with the NCW organized training programs and competitions for creating awareness on women welfare legislations. The Digital Shakti program was organized to create awareness about Cyber Security. ICC and GSC observed the "Crime against women" a fortnight event. History and Law departments organize Constitution Day celebrations with quiz competitions, special lectures etc. for the CUTN fraternity.

Safety measures activities such as workshops on fire safety, drug abuse prevention, road safety awareness program were organised by Central University of Tamil Nadu.

CUTN has regularly organized awareness programmes such as Vigilance awareness week, Anti-corruption rally, Training programme on cashless transaction, Digital literacy, and Online safety for educating the students.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	<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>
Institutional data in the prescribed format (data template)	<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>

## 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: Community Capacity Building: Empowering the Local Community through Social and Educational Outreach

<https://cutn.ac.in/salient-features-best-practices/>

Best Practice 2

Title: Nurturing and Transforming Young Minds

<https://cutn.ac.in/salient-features-best-practices/>

## 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 Central University of Tamil Nadu (CUTN) currently has 13 schools hosting 28 departments with 173 faculty and 2310 students including scholars.

### **Academic Achievements**

The remarkable growth of CUTN is witnessed through the 89th rank in NIRF Ranking-2023 and 12th position in IIRF Ranking-2023 in the university category. Laudably in NIRF-2023, CUTN stands 4th in Outreach and Inclusivity in overall category. In the university category, CUTN holds 15th, 18th, 20th and 21st positions in the criteria of Outreach and Inclusivity, Teaching and Learning, Research and Professional Practices, Graduate Outcome and Perception, respectively. CUTN was listed in 44th Position in the India's best multidisciplinary universities by the EW India Government Ranking 2022-2023. The Department of Chemistry, CUTN is placed in the 55th Rank according to the Nature Index ranking.

### **Research Output**

Among the central universities established in 2009, CUTN is in the cream with highest citations per publication according to both SCOPUS and Web of Science and has 3rd highest h-index (**59**), total number of citations and publications based on the comparative analysis of research output metrics (as on 13-09-2023). Four departments of CUTN i.e. Chemistry, Geography, Microbiology and Biotechnology have received a total grant of Rs. 3,60,00,000, by DST-FIST for development of research infrastructure. Since 2018, CUTN has received a total grant of Rs. 29 Crores for extramural projects from various funding agencies.

Notably, CUTN faculty are engaged in unique research avenues of one of their kind in the nation, viz. Research on Desiccation Tolerant Plants, Tamil manuscripts, etc. In line with the SDG goals and the research focus of GoI, CUTN faculty are engaged in "Green Energy" research, climate resilience, gender equity with notable publications and citations.

### **Unique Departments**

CUTN harbours unique departments namely, Department of Epidemiology and Public Health established in 2016, and Department of Horticulture (Southern India) established in 2019. Additionally, CUTN has started the IGNOU sub-centre to obtain dual degrees as per the UGC norms. CUTN implemented a sliding option for students from one program to another through exit-entry options, before the implementation of NEP- 2020.

### **Women empowerment**

Every year female student enrolment in CUTN is higher with an average of 55.2% since 2018-19. At present 49% of the enrolled Ph.D. students are female, demonstrating a high representation of women in doctoral research. Notably, out of 121 gold medals awarded to university rank holders since 2018, 91 were female.

Female faculty hold prominent positions in the university like the Registrar, the IQAC director, the ICC presiding officer, Deans, Heads, etc. and have substantial representation in all committee and policy making bodies. Student council has equal female representatives and a female Student Council president in 2022-23.

### **Research Promotion**

With research promotion as the primary objective of the university, a well-defined Research Policy has been established. Liberal research incentives have been announced for translation and dissemination of research findings. Annually, a budget of Rs. 1,00,000/- and Rs. 30,000/- have been granted to each department for conference/symposia organization and for expenses towards invited talks, respectively. Rs. 10,000/- is allotted to each faculty per application for facilitating patent filing and Rs. 20,000/year is allotted to each faculty member for conference participation. Rs. 25,000/- and Rs. 5,000/- cash awards have been announced for granted patents and for students qualifying JRF examinations, respectively.

### **Student support**

The university has declared complete waiving of fee for differently-abled and transgender students. Also, hostel accommodation concessions for SC/ST students have been implemented. As a unique practice, CUTN provides free insurance coverage for all its students. During Covid19 pandemic, 50% of student amenities fee was waived. The UGC-NET coaching cell with a total expenditure of Rs. 97,017/- has trained students for competitive exams and notably 503 students have qualified UGC/CSIR-NET/GATE, etc., since 2018. Dr. Ambedkar Centre of Excellence (DACE) was established to provide UPSC coaching for SC students. A Health Centre (24x7) with free medicines is provided for the CUTN fraternity and for the public. Guesthouse with (24x7) canteen facilities is accessible to the CUTN stakeholders.

### **Sustainability Practices**

CUTN has its own EB Power Station and also through the Solar power generation, it supplies the electricity for its use and also to the nearby community. CUTN is generating 350kWh solar energy and has saved Rs. 22,61,801/- since 2019. Two recharge ponds, one fisheries pond, three sewage treatment plants, hazardous fume disposal innovations, Integrated Farming Practices, tree plantation drives, Vermicomposting, clean campus drives have been established as “Sustainability Practices” in CUTN. LED lights, no vehicle day and engagement of rented vehicles with limited mileage eligibility is practised for energy conservation. GRIHA norms have been meticulously observed while constructing the buildings of CUTN.

### **Innovation and Incubation**

An established IIC cell has facilitated the launching of innovations like software apps, grants, startups by the faculty and students. CUTN has collaborated with DEXIAN DISYS primarily focusing on enhancing the skills and knowledge of CUTN students, thereby providing them with a unique opportunity to establish connections with the industry for employment. CUTN has 27 published patents including 4 softwares/apps providing direct benefit to the society.

### **Biodiversity**

CUTN has undergone green Campus Audit and received the Best Green Campus Award (2023-2026) by NSF. The greenery of CUTN is richly fraught with various native species of flora and fauna, which attract many migratory water birds from faraway places.

### **IKS Elements**

CUTN has named the academic buildings as a tribute to Indian Nobel laureates viz. Har Gobind Khurana, Amartya Sen, Rabindranath Tagore, Kailash Satyarthi, Abhijit Banerjee, Subrahmanyam Chandrasekhar, Srinivasa Ramanujan, C.V. Raman, Venkataraman Ramakrishnan, Mother Teresa and conspicuously, the CUTN Library is named as "Chozha Central Library" to commemorate the great Chozha dynasty. Hostels have been named after rivers of India.

CUTN was chosen by the M/oEducation, GoI for organizing International Yoga Day-2022 and was inaugurated by the Honorable MoS for Education, Smt. Annapurna Devi in a grandiose manner at the Brihadisvara Temple, a Tamil Nadu heritage monument of importance.

<b>File Description</b>	<b>Document</b>
Appropriate webpage in the Institutional website	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

CUTN ensures that the admission of students and recruitment of faculty/non-teaching staff are carried out transparently as per the GoI norms. All departments have smart classrooms with sufficient computers.

The greenery of CUTN is richly fraught with various native species of flora and fauna, which attract many migratory water birds from faraway places. This brilliant ecosystem with rich biodiversity creates a unique serene environment-friendly campus. To augment and sustain the existing delta ecosystem, the university constantly carries out tree plantation drives to transform the barren land into a fertile environment. The well-maintained sewage treatment plants in CUTN ensure that each drop of water is utilized carefully by converting even waste water into usable water for gardening and maintaining aquatics, thereby aligning with the Jal Sakthi vision of GoI.

The NSS and NCC units of CUTN are highly active in conducting extension activities in the neighboring agrarian villages at regular intervals. Through the Unnat Bharat Abhiyan Scheme of GoI, CUTN has created basic amenities in the adopted villages located in the underdeveloped remote areas in Thiruvarur district.

To cater to the cultural diversity of students and staff members hailing from different religious and regional backgrounds, CUTN organizes several cultural festivals. Notably, in all such festivals, CUTN fraternity, along with their family, joins together to cherish and celebrate unity in the diversity of our Nation. To express its commitment to nation-building, the university enthusiastically joins with the Government in organizing national campaigns like Azadi ka Amruth Mahotsav, International Yoga Day, Har Ghar Tiranga, UBA, EBSB, Fit India Movement, Digital India, Make in India, Swachh Bharath Abhiyan, Jal Shakthi, etc.

To honour the Nobel laureates of Indian origin, all the academic buildings of CUTN have been proudly designated with their names.

### **Concluding Remarks :**

Within a short span of its existence for 14 years, Central University of Tamil Nadu has created a niche in the arena of higher-education and research by constantly upgrading curricula, syllabi, learning and research tools, teaching methodology, etc. in tune with the global standards. It always strives to maintain a student-centric method of imparting knowledge. Students' feedback plays a major role in framing curriculum and syllabi. The university places more emphasis on providing quality education, skill-development and promoting entrepreneurship among its stakeholders. CUTN, committed to sustainability, always encourages its faculty and research scholars to carry out research on relevance to society and the nation. Research works done by CUTN faculty and students have helped local rural people and fisherfolk. CUTN faculty and research scholars have published their research works in high-impact journals and in edited volumes published by renowned international publishers. The university promotes society-centric and community-oriented extension activities to help the remote under-developed villages in the district of Thiruvarur. Through its active Publication Cell, CUTN brings out a bimonthly e-magazine that is published on the university's home portal.

CUTN has a state-of-the-art infrastructural facility for labs, classrooms, library, hostels, canteen, health centre, etc. Besides catering to the general students in various departments, the central library has a fully-

equipped exclusive Assistive Technology Centre for people with vision impairment. The library every year updates its resources by receiving recommendations from the departments. CUTN students largely participate in various cultural events and competitions organized at national, state and district levels and secure many prizes. The governance of CUTN has been constituted with hierarchical division, wherein schools, departments, centres, cells and units are given autonomy in administrative activities. The fact that women occupy major positions in administration testifies the university's priority for gender equity. Within a short duration, through the relentless efforts made by the university in the field of academics, research, extension activities, community development, skill development and entrepreneurship, CUTN has secured the 89th rank in 2023 NIRF Ranking. Impressively, in 2023 IIRF Ranking, CUTN was ranked in 12th position.

## 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 : 1032            Answer after DVV Verification: 937</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 : 2056            Answer after DVV Verification: 2056</p> <p>Remark : DVV has made the changes as per shared report by HEI new courses introduced without repeat count.</p>																																								
2.5.2	<p><b>Percentage of student complaints/grievances about evaluation against total number of students appeared in the examinations during the last five years</b></p> <p>2.5.2.1. <b>Number of complaints/grievances about evaluation year-wise during the last five years</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>7</td> <td>0</td> <td>0</td> <td>4</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>7</td> <td>0</td> <td>0</td> <td>4</td> </tr> </tbody> </table> <p>2.5.2.2. <b>Number of students appeared in the examination conducted by the institution year wise during the last five years</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>627</td> <td>601</td> <td>545</td> <td>446</td> <td>363</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>626</td> <td>600</td> <td>544</td> <td>445</td> <td>362</td> </tr> </tbody> </table> <p>Remark : In 2.5.2.2 the given input is equal to 2.2.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	11	7	0	0	4	2022-23	2021-22	2020-21	2019-20	2018-19	11	7	0	0	4	2022-23	2021-22	2020-21	2019-20	2018-19	627	601	545	446	363	2022-23	2021-22	2020-21	2019-20	2018-19	626	600	544	445	362
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3.3.2	<p><b>Total number of awards received for <i>research/innovations</i> by institution/teachers/research</b></p>																																								



**scholars/students during the last five years**

Answer before DVV Verification :

Answer After DVV Verification :75

Remark : DVV has not considered Awards for Best teacher/Papaer presentation/Reviewer/Participation in conference/Certificate of best poster/Best oral presentation etc.,

**3.5.1 Revenue generated from consultancy and corporate training during the last five years**

**3.5.1.1. Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5.44	76.68	192.44	78.8	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	74.67	192.44	78.79	0

Remark : DVV has made necessary changes as per audit report shared by HEI.

**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***

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
49	9	34	17	26

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
36	9	26	5	7

Remark : DVV has made the changes as per shared report by HEI awards/medals won by students for outstanding performance.

**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
45	16	4	31	26

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
39	16	4	27	20

Remark : DVV has mad the changes as per shared report by HEI teachers provided with financial support.

## **2.Extended Profile Deviations**

ID	Extended Questions
1.2	<b>Total number of full time teachers worked/working in the institution (without repeat count) during last five years:</b> Answer before DVV Verification : 179 Answer after DVV Verification : 175