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तमिलनाडु केन्द्रीय विश्वविद्यालय

CENTRAL UNIVERSITY OF TAMILNADU

INSTITUTIONAL DEVELOPMENT PLAN

2026-2040

A STRATEGIC ROADMAP FOR ACADEMIC EXCELLENCE & GROWTH

Preface

The Central University of Tamil Nadu (CUTN), established in 2009 through an Act of Parliament, has grown from a modest beginning with one department and fewer than ten students into a multidisciplinary Central University with 13 Schools, 28 Departments, 64 academic programmes and an on-roll strength of 5,014 students. The University's growth has been supported by a 516.76-acre campus, expanding academic infrastructure, strengthened research capacity, and increasing national visibility.

In recent years, CUTN has entered an important phase of institutional consolidation and transformation. The University improved its NAAC accreditation from B++ to A+ with a CGPA of 3.44, improved its NIRF ranking from 99 to 83, remained within the top 100 universities under NIRF for four consecutive years, and increased its Scopus h-index from 47 to 89. These achievements indicate the University's steady progress in academic quality, research productivity and institutional credibility.

The Institutional Development Plan (IDP) 2026–2040 is prepared as a strategic roadmap for guiding the University's next phase of growth. It aligns CUTN's institutional aspirations with NEP 2020, Viksit Bharat @2047, UGC expectations, and emerging global directions in higher education. The IDP seeks to strengthen academic excellence, research and innovation, governance, human resources, digital systems, financial sustainability, infrastructure, student support and societal engagement through an integrated and phased planning framework.

The preparation of this IDP is grounded in institutional self-evaluation, stakeholder consultation, statutory and committee inputs, NAAC and NIRF data, annual reports, audited financial information, and University-level strategic priorities. The document therefore reflects both aspiration and institutional reality. The Institutional Development Plan serves as a comprehensive, future-oriented framework that integrates strategic programmes and projects for transforming CUTN into a multidisciplinary, research-driven, digitally enabled, financially resilient and socially responsive Central University.

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FOREWORD

The Central University of Tamil Nadu was founded on a promise-to deliver quality higher education to a culturally rich and socially meaningful region, to root knowledge in the realities of community and rural life and to build a University that remains deeply connected to the world beyond its campus. That founding promise continues to guide our institutional journey.

The Institutional Development Plan (IDP) 2026–2040 is not simply an administrative document; it is a declaration of our goals and directions. It reflects where we have been, what we have learned, and, most importantly, who we intend to become. Since its inception, CUTN has grown from a single department into a multidisciplinary university with 13 Schools, 28 Departments and 64 academic programmes in a short span of 17 years. Along the way, recently the University has improved its accreditation profile, advanced in national rankings, expanded its research footprint, and strengthened its physical and digital infrastructure. These milestones are significant, yet they serve as the foundation for the next phase of growth.

The IDP 2026-2040 is carefully structured to align our institutional aspirations with the National Education Policy 2020 and Viksit Bharat @2047, while remaining firmly rooted in the social, cultural and developmental context in which CUTN operates. It addresses key pillars of institutional progress: academic excellence, research and innovation, digital governance, infrastructure, human resource development, financial sustainability, and, most significantly, our engagement with society, community and the rural landscape that surrounds us.

This plain has been shaped through consultative processes, institutional self-assessment, and the careful translation of aspirations into actionable goals. I am proud of the CUTN community-our faculty, staff, students, alumni and stakeholders-whose commitment have shaped this IDP.

Institutional transformation is never effortless, but it is always worthy. To all who read this plan and hold us accountable to its vision, I welcome that responsibility. Together, we will ensure that CUTN's best years lie ahead.

(Prof. M. Krishnan)
Vice-Chancellor

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Vision

To be a globally recognized institute of excellence in teaching and research, fostering innovation, inclusivity, and societal transformation through knowledge creation and dissemination.

Mission

Excellence in Teaching	- Deliver learner-centered, innovative, and interdisciplinary education. - Empower students with critical thinking, creativity, and ethical values. - Cultivate lifelong learning and adaptability to meet global challenges.
Advancing Research	- Promote cutting-edge, multi-disciplinary research addressing local, regional, national and global issues. - Encourage collaboration with academic, industry, and community partners. - Translate research outcomes into sustainable solutions for societal benefit.
Societal Contribution	- Engage actively with communities to address social, environmental, and economic challenges. - Promote inclusivity, equity, and cultural diversity in all initiatives. - Serve as a hub for knowledge exchange, policy support, and public outreach.

Core Values

Integrity: Uphold the highest ethical standards in teaching, research, and community engagement.

Excellence: Strive for continuous improvement and innovation in academic and research pursuits.

Inclusivity: Foster diversity, equity, and respect for all individuals, ensuring accessible education and opportunities.

Innovation: Encourage creativity, critical inquiry, and the application of new ideas to solve real-world challenges.

Sustainability: Commit to environmentally responsible practices and research that supports long-term societal well-being.

Collaboration: Build strong global partnerships across disciplines, industries, and communities to maximize impact.

Service to Society: Prioritize knowledge dissemination and outreach that directly benefits local and regional communities.

Chapter 1: Institutional Development Planning Framework

1.1 Rationale

Higher education in India is undergoing significant transformation through multidisciplinary education, digital governance, research expansion, skill development, innovation, sustainability and global academic engagement. In this context, Central Universities are expected to strengthen their academic quality, research ecosystems, institutional governance, infrastructure, inclusivity and societal contribution.

CUTN's institutional journey reflects this transition. From its beginning in 2009 with one department and fewer than ten students, the University has expanded into a national academic institution with 13 Schools, 28 Departments and 64 programmes. Its present on-roll student strength of 5,014 includes undergraduate, postgraduate, doctoral and skill development learners. The University has also introduced undergraduate Honours/Honours with Research programmes in line with NEP 2020.

The purpose of the IDP 2026–2040 is to provide a long-term institutional roadmap for CUTN's academic, research, governance, infrastructure, financial and societal transformation. It seeks to move the University from a phase of foundational expansion to a phase of strategic consolidation, quality enhancement and future readiness. The IDP also provides a framework for aligning institutional resources, priorities, programmes and measurable outcomes over short-term, medium-term and long-term horizons.

1.2 Institutional Progress and Strategic Readiness

CUTN has demonstrated measurable institutional progress in recent years. The University's NAAC accreditation improved from B++ to A+ with a CGPA of 3.44, while its NIRF ranking improved from 99 to 83. Its research profile has also strengthened, with the Scopus h-index increasing from 47 to 89, 24 patents filed and 6 patents granted.

The University has also secured significant research and infrastructure support, including DST-FIST support of ₹7.31 crore for seven departments, DST-PURSE funding of ₹7.13 crore, ANRF-PAIR collaboration with IIT Madras with funding of ₹2.30 crore, ICMR-DHR funding of ₹1.2 crore, and ICSSR funding of ₹1.5 crore. Infrastructure growth has been supported through HEFA, with Phase I buildings worth ₹95.20 crore dedicated in February 2024 and Phase II approval of ₹385.27 crore for infrastructure and high-end equipment.

Digital and administrative readiness has also improved through SAMARTH implementation, with 39 out of 43 modules operational. The University has recruited 191 faculty members against 208 sanctioned posts and 115 non-teaching staff members against 130 sanctioned posts, indicating a strong human resource base for future expansion.

1.3 Planning Process and Institutional Priorities

The IDP has been developed through a consultative and evidence-informed process involving institutional review, stakeholder discussions, committee inputs, statutory mechanisms, academic departments and administrative units. The planning process examined academic systems, research capacity, student support, governance, digital systems, financial sustainability, infrastructure, human resources, community engagement and sustainability practices.

The self-evaluation process identified several strengths: multidisciplinary academic structure, national student diversity, research growth, improved accreditation and ranking performance, expanding infrastructure, digital governance readiness, skill development initiatives, and stronger institutional visibility. At the same time, it highlighted priority areas requiring long-term intervention, including curriculum flexibility, research competitiveness, internationalisation, industry linkages, financial diversification, infrastructure modernisation, student support, faculty development and institutional governance.

The strategic response is organized through institutional pillars, programmes, projects, objectives, actions, goals, indicators and responsible units. This structure ensures that the IDP remains implementation-oriented rather than merely descriptive. The plan therefore translates CUTN's institutional vision into measurable development pathways for 2026–2040.

1.4 Strategic Development Directions

The IDP identifies integrated development as the central requirement for CUTN's next phase. Academic expansion must be supported by research capability, digital systems, infrastructure, financial sustainability, faculty development, student support and societal engagement. The University's recent progress in accreditation, ranking, research funding, patents, HEFA-supported infrastructure and SAMARTH implementation provides the institutional base for this transition.

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The strategic directions emerging from the self-evaluation are:

1. Strengthening academic excellence and multidisciplinary learning
2. Expanding research, innovation and knowledge ecosystems
3. Modernising governance and digital systems
4. Developing human resources and institutional culture
5. Ensuring financial sustainability and infrastructure readiness
6. Strengthening library, knowledge and student support systems

These directions form the foundation for the strategic pillars presented in the subsequent chapters.

1.5 Institutional Development Framework

The IDP is structured to ensure that institutional aspiration is converted into implementable action. Each pillar is supported through programmes, projects, objectives, actions, goals, measurable indicators and responsible units. This approach enables CUTN to move from broad strategic intent to phased institutional implementation.

The planning logic is based on three principles. First, the University must consolidate its existing strengths, including its academic structure, research achievements, infrastructure base and national visibility. Second, it must address developmental gaps in areas such as digital integration, financial diversification, research competitiveness, student support and infrastructure modernisation. Third, it must prepare for future expectations in higher education, including NEP-aligned academic flexibility, technology-enabled governance, sustainability, skill development, innovation and global engagement.

This chapter establishes the purpose, rationale and planning framework of the Institutional Development Plan 2026–2040. It positions CUTN as a growing Central University that has moved from foundational establishment to strategic consolidation. The University's measurable progress in accreditation, ranking, research, infrastructure, digital systems and student expansion provides a strong base for long-term institutional transformation. The subsequent chapters build on this foundation by analysing the institutional context and presenting the strategic pillar framework for implementation.

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Chapter 2: Institutional Context and Strategic Baseline

2.1 Introduction

Higher education institutions today operate within rapidly evolving academic, technological, economic, social, and policy environments that continuously influence institutional priorities, governance systems, academic structures, research ecosystems, and student expectations. Universities are increasingly expected to function not only as centres of teaching and research, but also as integrated knowledge ecosystems contributing to innovation, sustainability, skill development, societal engagement, and national development. In this context, long-term institutional planning requires a balanced understanding of both external developments and internal institutional realities.

For the Central University of Tamil Nadu, contextual analysis is particularly important in aligning institutional growth with national priorities, emerging higher education transformations, and long-term societal expectations. As a growing multidisciplinary Central University, CUTN must strengthen its academic systems, research capabilities, governance mechanisms, digital integration, infrastructure readiness, and financial sustainability while preserving its commitment to accessibility, inclusivity, and public institutional responsibility.

The University's institutional trajectory reflects significant progress since its establishment in 2009 with one department and fewer than ten students. Today, CUTN comprises 13 Schools, 28 Departments, and 64 academic programmes with an on-roll student strength of 5,014. The transfer of 516.76 acres of land to the University in 2023–24 further strengthened the long-term campus development framework.

The University has also demonstrated measurable improvement in institutional quality and visibility. CUTN improved its NAAC accreditation from B++ to A+ with a CGPA of 3.44 and improved its NIRF ranking from 99 to 83, remaining within the top 100 universities in NIRF rankings for four consecutive years. The institution's Scopus h-index increased from 47 to 89, indicating growing research visibility and academic contribution.

This chapter analyses the broader institutional context shaping the University's present functioning and future developmental direction. It examines external policy and higher education transformations, internal institutional capabilities, research and infrastructure ecosystems, governance and digital readiness, institutional strengths, emerging opportunities,

and long-term developmental challenges that collectively form the basis for the Institutional Development Plan 2026–2040.

2.2 External and Policy Context

The higher education ecosystem globally is undergoing rapid transformation driven by multidisciplinary learning, technological advancement, digital governance, sustainability imperatives, employability expectations, and research-driven innovation. Universities are increasingly expected to create flexible learning ecosystems that integrate disciplinary knowledge with digital competencies, research capability, skill development, entrepreneurship, and societal engagement. These changes are reshaping curriculum structures, institutional governance systems, research priorities, and student expectations across higher education institutions worldwide.

Within India, the National Education Policy (NEP) 2020 has accelerated major reforms emphasizing multidisciplinary education, academic flexibility, skill integration, digital learning, Indian Knowledge Systems, research ecosystems, and learner-centric educational models. Institutions are increasingly required to redesign curricula, strengthen research capability, improve governance systems, and promote technology-enabled academic environments aligned with future workforce requirements and national developmental priorities.

Technological transformation is another major driver influencing institutional planning. Artificial intelligence, data analytics, ERP systems, virtual learning platforms, cloud infrastructure, and digital governance are increasingly becoming integral components of academic administration and institutional functioning. Universities are therefore expected to strengthen digital infrastructure, cybersecurity systems, online learning ecosystems, and technology-enabled governance mechanisms.

Simultaneously, sustainability and climate-related concerns are influencing higher education planning globally. Universities are increasingly integrating renewable energy systems, sustainable campus planning, environmental responsibility, resource optimization, and climate resilience into institutional governance and infrastructure development frameworks. Higher education institutions are also expected to contribute toward community engagement, regional development, innovation ecosystems, and socially relevant research.

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These transformations collectively indicate that future-ready universities must function as multidisciplinary, digitally enabled, research-oriented, financially resilient, and socially responsive institutions capable of balancing academic excellence with sustainability, innovation, and long-term institutional adaptability. The Institutional Development Plan of CUTN has therefore been formulated in alignment with these emerging higher education realities and policy directions.

2.3 Internal Institutional Context and Evolution

The internal context of the Central University of Tamil Nadu reflects the institution's gradual evolution from a newly established Central University into an emerging multidisciplinary academic and research ecosystem. Since its establishment in 2009, the University has progressively expanded its academic programmes, infrastructure systems, governance mechanisms, student support structures, and research activities in response to changing higher education expectations and institutional growth requirements.

The University presently consists of 13 Schools, 28 Departments, and 64 academic programmes spanning sciences, humanities, social sciences, commerce, management, technology, education, media studies, and interdisciplinary domains. This multidisciplinary structure provides an important institutional foundation for academic flexibility, collaborative learning, interdisciplinary engagement, and future-oriented curriculum development aligned with NEP 2020 principles.

CUTN's student ecosystem has also expanded steadily over the years. The University currently serves 5,014 students across undergraduate, postgraduate, doctoral, and skill development pathways. The Skill Development Centre alone has an enrolment of 2,010 students and reflects the institution's growing emphasis on employability-oriented learning, vocational education, and community-linked skill development initiatives.

The University has progressively strengthened learner-centric educational practices through curriculum modernization, research integration, skill-oriented initiatives, and technology-enabled teaching-learning systems. Undergraduate Honours and Honours with Research programmes introduced in alignment with NEP 2020 further reflect the institution's movement toward flexible and research-oriented educational models. At the same time, evolving higher education expectations continue to create the need for deeper interdisciplinary integration,

industry engagement, digital pedagogy, experiential learning systems, and global academic exposure.

Institutional quality indicators demonstrate measurable progress in academic and organizational development. The University improved its NAAC accreditation from B++ to A+ with a CGPA of 3.44 and improved its NIRF ranking from 99 to 83. These achievements indicate strengthening institutional quality, governance systems, academic performance, and national-level visibility.

The University's governance and administrative systems have also evolved significantly through progressive integration of digital systems and institutional coordination mechanisms. The implementation of SAMARTH, with 39 out of 43 modules operational, represents an important step toward integrated digital governance covering administration, finance, academic systems, and student services.

Human resource capacity forms another important component of the institutional ecosystem. CUTN presently has 191 faculty members against 208 sanctioned posts and 115 non-teaching staff members against 130 sanctioned posts. The University recognizes that future institutional growth will require continued strengthening of faculty development, institutional leadership, collaborative work culture, professional capacity building, and participatory governance systems.

The institution has also increasingly focused on student support and inclusivity initiatives. Programmes such as DACE and SEED have contributed toward academic support and competitive examination preparation for students from socially and educationally disadvantaged backgrounds. The University's broader academic ecosystem therefore reflects a combination of multidisciplinary learning, inclusivity, research orientation, skill development, and emerging digital integration.

The internal context analysis indicates that CUTN possesses a strong foundational institutional ecosystem capable of supporting long-term academic and organizational transformation. At the same time, the evolving higher education environment necessitates continued strengthening of research capability, digital systems, governance integration, infrastructure modernization, industry collaboration, international engagement, financial sustainability, and student support mechanisms. The Institutional Development Plan 2026–2040 has therefore been designed to

build upon these institutional strengths while addressing emerging developmental requirements in a coordinated and future-oriented manner.

2.4 Research, Innovation and Collaboration Ecosystem

Research and innovation have emerged as important areas of institutional growth within the Central University of Tamil Nadu. Over the years, the University has progressively strengthened its research profile through externally funded projects, faculty publications, doctoral research, interdisciplinary engagement, and collaborative academic initiatives. The institution's increasing research visibility is reflected in the growth of its Scopus h-index from 47 to 89, indicating expanding scholarly contribution and academic impact.

CUTN has secured significant research funding support from national agencies including DST, ICSSR, ICMR and ANRF. Major research initiatives include DST-FIST support of ₹7.31 crore for seven departments, DST-PURSE funding of ₹7.13 crore, ANRF-PAIR collaboration with IIT Madras with support of ₹2.30 crore, ICMR-DHR funding of ₹1.2 crore, and an ICSSR-funded project worth ₹1.5 crore in the Department of Management. These initiatives reflect the University's growing participation in nationally relevant and interdisciplinary research ecosystems.

The University has also expanded its collaborative academic and research engagement through institutional partnerships and consortium-based initiatives. Participation in collaborative ecosystems such as SATHI with NIT Tiruchirappalli and ANRF-PAIR with IIT Madras has strengthened access to advanced research infrastructure, interdisciplinary collaboration, and institutional networking opportunities. Such collaborations are important for improving research quality, visibility, innovation capability, and long-term institutional competitiveness.

Innovation and intellectual property development have also received increasing institutional attention. CUTN has filed 24 patents, of which 6 have been granted, supported through institutional incentives for patent filing and commercialization-related activities. The University has additionally demonstrated growing interest in innovation ecosystems, entrepreneurship support, and socially relevant research engagement aligned with emerging national priorities and knowledge-economy expectations.

The research ecosystem has further been supported through doctoral education, faculty research participation, seminars, conferences, publications, and interdisciplinary academic engagement. The University recognizes that future institutional competitiveness increasingly

depends upon strengthening research infrastructure, collaborative networks, international engagement, consultancy ecosystems, innovation support systems, and technology-enabled research environments.

At the same time, the institution also acknowledges the need for further strengthening in areas such as high-impact publications, international collaboration, research commercialization, startup ecosystems, consultancy expansion, and industry-academia engagement. As higher education becomes increasingly research-driven and innovation-oriented, universities are expected not only to generate academic output but also to contribute toward technology development, policy support, entrepreneurship, and societal problem-solving.

The Institutional Development Plan therefore recognizes research and innovation as central pillars of CUTN's long-term institutional transformation. Future institutional growth requires continued strengthening of interdisciplinary research ecosystems, externally funded projects, innovation and incubation systems, patent facilitation, consultancy support, digital research infrastructure, and collaborative knowledge-generation mechanisms. Through this approach, CUTN seeks to strengthen its position as a multidisciplinary and research-oriented Central University contributing meaningfully to national research priorities, innovation ecosystems, and socially relevant knowledge creation.

2.5 Infrastructure, Digital Governance and Financial Ecosystem

The infrastructure and governance ecosystem of the Central University of Tamil Nadu has expanded significantly since the establishment of the institution. Over the years, the University has developed academic buildings, laboratories, libraries, residential facilities, administrative infrastructure, student amenities, and campus utilities necessary to support multidisciplinary teaching, research, and institutional functioning. The transfer of 516.76 acres of land to the University during 2023–24 further strengthened the long-term campus development framework and institutional expansion capacity.

Infrastructure expansion has been supported through phased institutional investment and HEFA-assisted development initiatives. Buildings constructed under HEFA Phase I, amounting to ₹95.20 crore, were dedicated in February 2024. The University has also received approval for HEFA Phase II projects amounting to ₹385.27 crore for the development of academic blocks, hostels, residential quarters, administrative facilities, laboratories, and high-end equipment. These developments reflect the institution's transition toward advanced

academic, residential, research, and digital infrastructure ecosystems necessary for long-term institutional growth and competitiveness.

The University has simultaneously strengthened digital governance and institutional administration through progressive implementation of technology-enabled systems. The operationalization of 39 out of 43 SAMARTH modules represents a significant step toward integrated digital governance covering academic administration, finance, examinations, student support, personnel management, and institutional coordination. The adoption of ERP-enabled systems is expected to improve operational efficiency, transparency, process integration, and data-driven institutional management.

CUTN has also increasingly focused on sustainability-oriented campus initiatives and responsible infrastructure planning. Sustainability concerns such as resource optimization, environmentally responsible campus development, renewable energy integration, and efficient infrastructure utilization are becoming important institutional priorities within the University's long-term planning framework. These initiatives align with broader national and global emphasis on sustainable campus ecosystems and climate-responsive institutional development.

The University's financial ecosystem continues to be supported primarily through public funding and capital investment support that have enabled infrastructure creation, academic expansion, and operational growth over time. At the same time, increasing institutional scale and operational complexity have highlighted the importance of efficient financial planning, infrastructure optimization, diversified resource mobilization, and long-term operational sustainability.

The institution has also demonstrated emerging potential for internal resource generation through executive education, consultancy activities, skill development initiatives, research projects, and collaborative programmes. However, the University recognizes the need for further strengthening of financial sustainability mechanisms through diversified revenue streams, efficient budgeting systems, infrastructure utilization optimization, digital financial systems, industry collaboration, and long-term resource planning.

As higher education institutions increasingly operate within resource-intensive and technology-driven environments, infrastructure readiness and financial resilience become central to institutional sustainability and long-term competitiveness. The Institutional Development Plan therefore recognizes infrastructure modernization, digital governance

integration, sustainability-oriented campus development, and financial optimization as essential components of CUTN's future institutional transformation pathway.

2.6 Institutional Strengths, Opportunities and Developmental Challenges

The contextual analysis and institutional self-evaluation undertaken as part of the Institutional Development Plan indicate that the Central University of Tamil Nadu possesses several foundational strengths capable of supporting long-term institutional growth and strategic transformation. At the same time, the analysis also highlights emerging opportunities and developmental challenges that require coordinated planning, institutional adaptability, and sustained strategic intervention.

One of the major strengths of the University lies in its multidisciplinary academic structure and expanding educational ecosystem. The presence of 13 Schools, 28 Departments, and 64 programmes provides a strong institutional base for interdisciplinary learning, collaborative research, academic flexibility, and holistic educational development. The University's growing student ecosystem, national-level admissions through CUET, and expanding skill development initiatives further strengthen its academic reach and inclusivity framework.

Research and innovation represent another important institutional strength. The increase in the University's Scopus h-index from 47 to 89, the securing of major externally funded projects, participation in collaborative research ecosystems, and patent-related activities collectively indicate the emergence of a progressively strengthening research environment. Funding support from DST, ANRF, ICSSR, and ICMR has created opportunities for further enhancement of interdisciplinary research, innovation capability, consultancy, doctoral research, and socially relevant knowledge creation.

The University also possesses significant strengths in infrastructure development and digital governance readiness. HEFA-supported infrastructure expansion, growing campus facilities, digital governance integration through SAMARTH, and sustainability-oriented campus initiatives provide a substantial foundation for future institutional modernization and operational integration. The transfer of 516.76 acres additionally strengthens long-term campus planning and institutional expansion possibilities.

CUTN's position as a Central University creates important opportunities for academic collaboration, student diversity, research partnerships, and national-level institutional visibility. Simultaneously, its location within Tamil Nadu provides opportunities for

engagement in sustainability studies, rural and community development, climate resilience research, local innovation ecosystems, and regionally relevant academic initiatives while maintaining broader national relevance.

The evolving higher education ecosystem also presents opportunities relating to digital learning, executive education, industry collaboration, entrepreneurship, lifelong learning, innovation ecosystems, and skill-oriented academic services. Increasing emphasis on employability, interdisciplinary competencies, technology-enabled education, and startup ecosystems provides scope for the University to strengthen institutional outreach, academic diversification, and future resource generation mechanisms.

At the same time, the University faces several developmental challenges associated with long-term institutional transformation. One of the major challenges relates to balancing institutional expansion with financial sustainability and operational efficiency. While public funding support has enabled substantial growth, future institutional requirements necessitate stronger resource optimization, diversified revenue generation, efficient budgeting mechanisms, and long-term financial resilience.

The University also faces the challenge of continuously modernizing academic systems, governance mechanisms, digital infrastructure, research ecosystems, and administrative processes in response to rapidly evolving educational and technological expectations. Increasing institutional scale and operational complexity require stronger digital integration, process automation, interdisciplinary coordination, data-driven governance, and adaptive institutional management systems.

Another important challenge relates to maintaining institutional competitiveness within an increasingly performance-oriented higher education environment. Universities today are expected to demonstrate simultaneous excellence in academics, research, innovation, employability, sustainability, governance, and societal engagement. Meeting these expectations requires continuous quality enhancement, strategic prioritization, institutional coordination, and effective utilization of academic and financial resources.

The analysis therefore indicates that CUTN's future institutional progress depends upon its ability to strategically leverage its existing strengths while proactively addressing developmental gaps and emerging higher education challenges. The Institutional Development Plan 2026–2040 has accordingly been designed to support coordinated institutional

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advancement across academics, research, governance, infrastructure, digital systems, financial sustainability, and societal engagement through an integrated and future-oriented planning framework.

2.7 Strategic Positioning and Need for Institutional Transformation

The Central University of Tamil Nadu is presently positioned at an important stage in its institutional evolution where foundational academic and infrastructural development must progressively transition toward strategic consolidation, integrated growth, and future-oriented institutional transformation. Over the years, the University has established a significant institutional base through multidisciplinary academic expansion, research development, infrastructure creation, digital integration, and governance strengthening. The next phase of development therefore requires a more coordinated institutional framework capable of supporting long-term academic excellence, research competitiveness, operational efficiency, and societal contribution.

The University's strategic positioning is influenced by several institutional characteristics that collectively shape its developmental trajectory. As a Central University, CUTN functions within a broader national higher education framework emphasizing accessibility, inclusivity, multidisciplinary learning, research advancement, digital transformation, and public institutional responsibility. This national character enables the institution to attract diverse student communities, participate in collaborative academic ecosystems, and contribute to broader educational and societal priorities.

The University's multidisciplinary structure additionally provides a strategic advantage in responding to emerging higher education transformations. Contemporary educational systems increasingly require interdisciplinary learning, collaborative research, flexible academic pathways, and integrated knowledge ecosystems capable of addressing complex technological, environmental, social, and economic challenges. CUTN's evolving academic ecosystem therefore positions it favorably for promoting interdisciplinary engagement, innovation-oriented learning, and future-ready educational models aligned with NEP 2020 and global higher education trends.

Research and innovation also form an important component of the University's strategic positioning. Externally funded projects, growing publication output, collaborative research initiatives, patent activity, and doctoral education collectively indicate the emergence of a

strengthening research ecosystem. Future institutional competitiveness, however, will depend upon deeper research integration, improved international collaboration, innovation ecosystems, consultancy development, startup support, and stronger industry-academia engagement mechanisms.

The strategic positioning of the University is also shaped by its infrastructure expansion and digital governance trajectory. HEFA-supported infrastructure projects, campus development initiatives, laboratory expansion, residential facilities, and SAMARTH-enabled governance integration collectively indicate movement toward a more technology-enabled and operationally integrated institutional environment. These developments create a strong foundation for future academic and research expansion while simultaneously increasing the need for sustainable infrastructure management, financial optimization, and long-term operational planning.

At the same time, the evolving higher education environment necessitates continuous institutional adaptation. Rapid technological advancement, changing learner expectations, increasing emphasis on employability and innovation, sustainability concerns, and global academic competition require universities to continuously modernize academic systems, governance frameworks, research ecosystems, and student support mechanisms. The growing complexity of higher education administration also reinforces the importance of integrated digital systems, data-driven decision-making, operational efficiency, and coordinated institutional planning.

The University additionally recognizes the importance of strengthening financial sustainability and infrastructure readiness in supporting long-term institutional growth. Expansion of academic programmes, research facilities, digital systems, and student services requires responsible resource utilization, diversified revenue generation, infrastructure optimization, and phased institutional investment. Consequently, long-term institutional sustainability depends not only on expansion of funding support but also on efficient governance, financial planning, operational adaptability, and strategic prioritization.

The Institutional Development Plan 2026–2040 has therefore been conceived as a long-term institutional transformation framework intended to guide CUTN's transition toward a multidisciplinary, research-oriented, digitally enabled, financially resilient, and socially responsive Central University. The IDP seeks to strengthen institutional integration across

academics, research, governance, infrastructure, digital ecosystems, human resources, sustainability initiatives, and societal engagement while preserving the University's public institutional character and inclusive educational mandate.

Through this strategic transformation pathway, CUTN aspires to strengthen its role as a nationally relevant and future-ready Central University capable of contributing meaningfully to higher education advancement, knowledge creation, innovation ecosystems, human capital development, and broader national developmental aspirations.

2.8 Institutional Development Imperatives

The contextual analysis presented in this chapter indicates that the Central University of Tamil Nadu has progressed from a phase of foundational establishment toward a stage of strategic institutional consolidation. The University has demonstrated measurable growth in academic expansion, research capability, infrastructure development, digital governance, institutional quality, and national visibility. Improvements in NAAC accreditation, NIRF ranking, externally funded research projects, HEFA-supported infrastructure expansion, patent activity, and digital governance integration collectively reflect the institution's evolving academic and organizational maturity.

At the same time, the analysis also highlights that the evolving higher education environment requires universities to function as integrated and adaptive institutional ecosystems capable of simultaneously addressing academic excellence, research competitiveness, digital transformation, financial sustainability, governance modernization, employability, sustainability, and societal engagement. CUTN therefore requires a coordinated institutional framework capable of strengthening these interconnected dimensions in a balanced and future-oriented manner.

The institutional assessment indicates several strategic imperatives for the University's next phase of development. These include strengthening multidisciplinary and learner-centric academic ecosystems, enhancing research and innovation capability, modernizing governance and digital systems, improving infrastructure readiness and sustainability, strengthening financial resilience, expanding industry and institutional collaboration, and enhancing student support and employability ecosystems. The University must also continue strengthening faculty development, interdisciplinary engagement, inclusivity mechanisms, and nationally

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relevant academic and research ecosystems aligned with NEP 2020 and emerging higher education expectations.

The analysis further demonstrates that future institutional growth cannot depend solely upon expansion in size or infrastructure. Rather, long-term institutional resilience requires integrated planning, efficient governance, evidence-informed decision-making, operational sustainability, digital enablement, and coordinated resource utilization. Consequently, CUTN's future development must focus on consolidation and quality enhancement alongside academic and infrastructural expansion.

The Institutional Development Plan 2026–2040 has accordingly been formulated as a strategic framework to guide this long-term institutional transformation process. The IDP seeks to integrate academic advancement, research growth, governance modernization, infrastructure development, digital integration, human resource development, financial sustainability, and societal engagement within a unified institutional planning architecture. The strategic pillars, programmes, and projects presented in the subsequent chapters collectively operationalize this institutional transformation pathway envisioned for the University over the period 2026–2040.

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Chapter 3: Institutional Strategic Framework

3.1 Introduction

The Institutional Development Plan 2026–2040 is organized as an implementation-oriented framework that translates CUTN's institutional context into strategic pillars, programmes, projects, measurable goals and responsible units. The preceding chapters established the University's institutional journey, external policy context, internal capabilities, and developmental imperatives. Chapter 3 now presents the strategic architecture through which these priorities will be operationalized.

CUTN's present institutional position provides a strong foundation for this framework. The University has grown into a multidisciplinary institution with 13 Schools, 28 Departments, 64 academic programmes and an on-roll strength of 5,014 students. It has improved its NAAC accreditation from B++ to A+ with a CGPA of 3.44, improved its NIRF ranking from 99 to 83, increased its Scopus h-index from 47 to 89, operationalized 39 out of 43 SAMARTH modules, filed 24 patents with 6 granted, and secured major support through HEFA, DST-FIST, DST-PURSE, ANRF-PAIR, ICMR-DHR and ICSSR projects. These achievements indicate that the University is ready to move from expansion to structured institutional consolidation.

The strategic framework is therefore designed to ensure that CUTN's future growth is not fragmented across individual activities, but coordinated through clear institutional pillars. Each pillar is supported by programmes and projects with objectives, actions, measurable goals, indicators and responsible units. This structure reflects the UGC-IDP approach of linking institutional vision with implementable and monitorable development pathways.

3.2 Strategic Pillar Architecture

The IDP is structured around six interrelated strategic pillars. These pillars represent the major domains through which CUTN will strengthen its academic quality, research capability, governance systems, human resources, infrastructure, financial resilience, knowledge resources and societal contribution over the period 2026–2040.

Pillar 1: Academic Excellence and Multidisciplinary Education

This pillar focuses on strengthening curriculum quality, academic flexibility, multidisciplinary learning, outcome-based education, experiential learning, employability orientation, and NEP-aligned academic reforms.

Pillar 2: Research, Innovation and Knowledge Ecosystems

This pillar aims to expand externally funded research, interdisciplinary research clusters, doctoral education, innovation, patents, consultancy, industry-academic partnerships, and socially relevant knowledge creation.

Pillar 3: Governance, Digital Transformation and Institutional Effectiveness

This pillar focuses on strengthening governance efficiency, SAMARTH-enabled digital administration, institutional dashboards, process automation, transparency, accountability and data-driven decision-making.

Pillar 4: Human Resource Development and Institutional Culture

This pillar addresses faculty and staff development, leadership capacity, professional training, institutional wellbeing, participatory governance, inclusivity and collaborative work culture.

Pillar 5: Financial Sustainability and Infrastructure Development

This pillar focuses on diversified resource mobilization, financial planning, infrastructure modernization, HEFA-supported development, PPP possibilities, sustainable campus systems, digital budgeting and climate-resilient infrastructure.

Pillar 6: Knowledge Resources, Library Systems and Learning Support Ecosystems

This pillar strengthens library resources, digital knowledge access, repositories, learning support systems, academic resource platforms, information services and student-centered knowledge ecosystems.

Together, these pillars provide a coordinated institutional development architecture. While each pillar addresses a specific domain, their implementation is interdependent. Academic reform requires faculty development, digital systems, library resources and infrastructure readiness. Research growth requires funding, laboratories, collaborations, digital access and governance support. Financial sustainability supports infrastructure, student facilities, research systems and digital transformation. This interdependence is central to the IDP framework.

3.3 Integrated Institutional Development Approach

The IDP adopts an integrated development approach in which institutional priorities are translated into programmes and projects rather than remaining as broad aspirations. Each pillar identifies strategic directions, followed by programmes, projects, objectives, actions, goals, indicators and responsible units. This structure ensures that every major institutional priority is connected to an implementable pathway.

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The development approach is also phased across short-term, medium-term and long-term horizons. The short-term phase focuses on consolidation, system strengthening and foundational improvements. The medium-term phase focuses on expansion, integration and quality enhancement. The long-term phase focuses on institutional transformation, advanced research ecosystems, digital maturity, sustainable infrastructure, international visibility and financial resilience.

3.4 Summary

The framework recognizes cross-cutting priorities that influence all pillars, including sustainability, digital integration, inclusivity, student success, employability, research relevance, stakeholder engagement and evidence-based governance. These priorities ensure that the IDP does not function as a set of isolated projects, but as a unified institutional transformation plan. Accordingly, the following chapter present the detailed programmes, projects, measurable indicators and responsible units under each pillar that will guide CUTN's development during 2026–2040.

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Chapter 4: Academic Pillar

4.1 Background

Academic excellence is a crucial pillar which supports sustainable national growth. Central University of Tamil Nadu is therefore committed to providing quality education that is responsive to the changing needs of society and global trends, as well as to an inclusive academic environment. We are also committed to contributing to the national mission of Vikashit Bharat by developing skilled human resources and instilling in learners a deep-rooted pride in being Indian, not only in thought but also in spirit, intellect, and deeds, thereby fostering a resilient society.

Rapid technological advancements in recent years, the internationalisation of education, competitiveness, and a changing geopolitical landscape compel us to revise our current teaching and learning processes. It is the need of the hour to modernise our academic programs, foster academia-industry collaboration, inculcate critical and innovative thinking while keeping our roots intact, and contribute to civil society through quality education. Central University of Tamil Nadu, therefore, strives to become a hub of multidisciplinary education and research and a preferred destination for high-quality education with values.

As one of the country's rapidly growing higher education institutions, CUTN offers numerous opportunities for academic excellence. These opportunities include:

- offering academic programs/courses that are vocal for local,
- contributing to the indigenous experiments in basic and applied sciences,
- Better Academia - Industry collaboration,
- effective integration of emerging technology in teaching,
- creating opportunities for lifelong learning (one of the goals of SDG4 adopted by India),
- Taking a lead in bringing specially-abled students into the mainstream of education with the help of technology.

CUTN is ready to grab these opportunities and contribute to national missions through education.

4.2 Strategic directions

CUTN is committed to fulfilling the local and national needs through education. It tries to make a preferred destination for national and international students, offering quality, affordable, and inclusive education with a strong set of values. CUTN aims to increasing the academia-industry collaboration and creating a lifelong learning ecosystem with the effective integration of modern technology and the relevant Indian knowledge system in teaching.

4.3 Programmes

4.3.1 Introduction of courses that go vocal for local

Given the historical and cultural background of our country, and Tamil Nadu in particular, CUTN plans to offer a variety of courses that will preserve, propagate, and promote local culture and traditions. India has undertaken ambitious indigenous national science missions while also participating in international projects. CUTN aims to build a trained, ready-to-go human resource for such scientific projects. In this respect, CUTN plans to implement the following projects in the coming years.

4.3.2 Projects of the Programme

Project 1: Offer courses for locals

CUTN aims to meet the demand for highly skilled, professional, and empathetic students who can represent the rich heritage and cultural diversity of Tamil Nadu and India. In recent years, climate change, marine resource management, biodiversity conservation, sustainable tourism and disaster preparedness have attracted the attention of policymakers and academics alike Therefore, there is a strong demand for trained professionals in marine and atmospheric sciences. Geographically, CUTN is situated in the delta region; hence, it is more appropriate to establish a research and teaching centre for the mentioned areas at CUTN. Further, despite the strategic importance of these fields, there is a limited availability of structured undergraduate programs integrating marine biology, oceanography, and meteorology in the country. The proposed initiative aims to address this gap by establishing interdisciplinary undergraduate programs that combine local resources, theoretical knowledge, practical training, and field-based learning.

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Objectives of the Project

- To develop a multidisciplinary curriculum integrating basics and applied sciences for the needs of local region.
- To create state-of-the-art laboratories and field-based learning facilities.
- To contribute to the growth and sustainability of the local sectors.

Actions of the Project

- Curriculum design under NEP framework and infrastructure development.
- Develop human resources in the local areas.
- Collaboration and partnership with local institutes and industries.

Goals of the Project

- Launch academic programs and establish functional labs.
- Promote student placement or higher education progression.
- Generate operational costs through projects/consultancy.

Indicators of the Project

Name of the Indicator	Short Term (2026-2030)	Mid Term (2026-2035)	Long Term (2026-2040)
No.of Programmes for Local Communities	1 - 2	3 - 5	7 - 10
No. of Local Enrollment per Academic Year	30+	50+	100+

Responsible Units of the Project: Dean (Academics), Center for Skill Development

Project 2: Creating lifelong opportunities for learners

Lifelong learning is essential for empowering individuals with the knowledge and skills they need. It is required to adapt to changing social, economic, and technological environments. It is important to highlight that the rural location of the CUTN provides the university with an opportunity to bridge the rural-urban knowledge and skills gap. CUTN is committed to establishing and strengthening systems that promote lifelong learning skills among rural populations.

Objectives of the Project

- To develop digital literacy, financial literacy, and vocational skills among local individuals.
- To enhance access to quality learning opportunities for adults (particularly female dropouts) in and around Thiruvarur.
- To bridge the rural-urban knowledge and skill gap.

Actions of the Project

- Establish 'Adult Learning Centres' with the help of local authorities
- Design flexible, modular, and need-based learning programs that include digital literacy, health and hygiene, family welfare, and financial literacy
- Engage skill development workshops with MSME sectors for skill training and employment linkages

Goals of the Project

- Improved overall literacy and skill levels in local rural populations.
- Empower local communities.

Indicators of the Project

Name of the Indicator	Short Term (2026-2030)	Mid Term (2026-2035)	Long Term (2026-2040)
No.of Life-long Learning Programmes	1 - 2	3 - 5	7 - 10
No. of Enrollment per Academic Year	10+	30+	50+

Responsible Units of the Project: Dean (Academics), Center for Skill Development

4.3.2 Alignment of curriculum with the scientific and industrial needs

In India, the trend so far has been for academic institutions to focus on theoretical knowledge, research publications, and foundational learning. At the same time, industries demand job-ready graduates equipped with practical skills, adaptability, and exposure to real-world challenges. Moreover, industries are undergoing rapid transformation due to digitalisation, automation, and emerging fields such as AI. As a consequence, there is a skill mismatch between graduates and industry requirements, limited industry exposure for students and faculty, and insufficient collaborative research and innovation ecosystems. To address this gap, NEP 2020 has introduced many structural changes. Also, there is a strong need for a systematic, institutional-level alignment framework that fosters continuous engagement between academia and industry. At this juncture, the university shall be positioned as a globally recognized hub for interdisciplinary research, innovation, and inclusive education. The University shall also explore the establishment of a **School of Artificial Intelligence and Data Science** to strengthen interdisciplinary education, advanced research, innovation, and industry collaboration in emerging digital technologies. The proposed School will support academic programmes and research in artificial intelligence, data science, machine learning, intelligent systems, and allied domains, aligned with national priorities and future workforce requirements, subject to statutory approvals.

The University shall further explore the establishment of a **School of Yoga and Naturopathy** to promote education, research, wellness, preventive healthcare and community outreach through interdisciplinary approaches integrating traditional Indian knowledge systems with contemporary health sciences, subject to statutory approvals.

The University shall also explore the introduction of new professional and interdisciplinary academic programmes in emerging areas based on national priorities, regional requirements, industry demand, infrastructure readiness and statutory approvals. Potential areas include Electronics and Communication Engineering, Coastal and Marine Engineering, Architecture and other future-oriented disciplines.

Project 3: Curriculum re-design, inclusivity and industrial integration

There is a need to systematically integrate industry inputs into curriculum design, delivery, and evaluation to bridge the skill gap and enhance employability. On the other hand, India is also involved in experiments related to fundamental sciences. Therefore, we must integrate the demands of both sectors, giving students an advantage in choosing their trajectory based on their interests. In addition, to enhance research relevance and innovation that impact people's lives, it is essential to establish inclusive curriculum and industry-sponsored laboratories that address real-world challenges. Industry-assisted labs will enable collaborative research, funding opportunities, and commercialisation of technologies.

Objectives of the Project

- To align academic curriculum with current scientific and industry needs.
- To enhance practical problem-solving skills
- To improve graduate employability
- To promote innovation and startups

Actions of the Project

- Partnership with industries/companies/research institutes for certificate courses.
- Conduct annual skill-gap analysis surveys.
- Form research teams (preferably inter-disciplinary) and secure funding from private entities/ industries

Goals of the Project

- Launch programs with high placement percentage
- Creation of incubation centers /start-ups

Indicators of the Project

Name of the Indicator	Short Term (2026-2030)	Mid Term (2026-2035)	Long Term (2026-2040)
Number of certification programs	1-2	5-10	> 15
Placement rate	> 40%	> 60 %	> 80%
Number of incubation / R&D centers	1	2 – 4	5 - 7

Responsible Units of the Project: Dean (Academics), Dean (Research), Center for Skill Development

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Project 4: Preferred destination for inclusive, quality, and affordable education

Science, Technology, Engineering, and Mathematics (STEM) education presents unique challenges for differently abled students. STEM disciplines often rely on laboratory work, technical equipment, visual representations, mathematical abstraction, and fast-paced problem-solving environments. So far, STEM education has been out of reach for the differently abled students. However, with the advancement in technology, it is possible to include those who are deprived of the opportunity in STEM due to unforeseen reasons. Inclusive education in STEM requires specialised attention to infrastructure, campus systems, and curriculum design.

Objectives of the Project

- Develop CUTN as a model institute by including differently abled students to mainstream of STEM.

Actions of the Project

- Develop accessible labs, adaptive equipment and assistive technologies
- Establish disability support and assistive technology centre
- Train faculty in inclusive pedagogy and universal design for learning

Goals of the Project

- Increase enrolment of differently abled students in STEM and ensure retention
- Establish CUTN as a national model for inclusive STEM education

Indicators of the Project

Name of the Indicator	Short Term (2026-2030)	Mid Term (2026-2035)	Long Term (2026-2040)
Increase of enrolment of differently abled students	+10%	+15%	+25%
Accessible STEM labs	25%	50 %	100%

Responsible Units of the Project: Dean (Academics), Enabling Unit, Equal Opportunity Cell

Project 5: International Visibility of the University

Global recognition is essential for academic excellence, research collaboration, and attracting international students. CUTN must enhance its global footprint through strategic partnerships, rankings, and outreach. It helps to think in terms of strategic positioning, partnerships, and communication.

Objectives of the Project

- Increase international student enrollment by 20% in 5 years.
- Achieve representation in top 500 global university rankings.

Actions of the Project

- Improve digital presence and branding for global visibility
- Establish active global research collaborations and exchange programmes
- Host annual international conferences with global themes.
- Develop dual-degree programs with partner universities.

Goals of the Project

- Position the university as a globally recognized hub for interdisciplinary research, innovation, and inclusive education.
- Establish international bilateral agreements for exchange and collaborative programmes.

Indicators of the Project

Name of the Indicator	Short Term (2026-2030)	Mid Term (2026-2035)	Long Term (2026-2040)
No. of International MoUs	5	10	25+
Increasing International Students	+10%	+15 %	+30%
Global Ranking	Entry in Asia regional ranking	Entry in top 500 global university rankings	Secure global rank below 400

Responsible Units of the Project: Dean (Academics), Dean (Research)

4.3.3 Indian Knowledge Systems (IKS) and Community Knowledge Development

The Indian Knowledge Systems (IKS) environment is a rich heritage of knowledge developed over centuries in the Indian subcontinent. IKS covers areas such as science, mathematics, medicine, agriculture, architecture, governance, philosophy, music and performing arts. These systems emphasise holistic, sustainable, and context-sensitive approaches and meaningful practices. In recent times, there has been a growing recognition of the need to (a) pass the rich contributions without politicising or retrofitting IKS to modern technology. (b) Revitalise the IKS in different fields from the original texts or sources and make it available for everyone, (c) Integrate traditional knowledge with the modern education system and scientific methods, and (d) Promote interdisciplinary innovation rooted in indigenous wisdom. With rapid advancements in digital technologies, there is a unique opportunity to (a) digitise and preserve traditional knowledge, (b) validate and reinterpret IKS using scientific methods, and (c) develop innovative solutions combining IKS and modern technology for community knowledge development. Therefore, CUTN aims to create a sustainable ecosystem for integrating IKS with technology for education, research, innovation, and community impact.

Project 6: IKS-Integrated Curriculum Development and Knowledge Repository

CUTN has the locational advantage for studying and documenting the agricultural practices of the Cauvery delta region; the histories of temples and archaeological sites that are centuries old; the compositions of Carnatic music; the variety of dance forms and several unique musical instruments etcetera. Starting an interdisciplinary team of academics across Science, Language and Humanities to develop IKS-Integrated courses is pertinent to this region. Organize faculty development programmes to equip the teachers with the right IKS perspective and tools is essential for the University and surrounding institutions. It is also need to develop an online repository/database at CUTN to serve as a nodal archiving centre for the delta region. The outcomes of the integration can be patented and also policy recommendations to the Government with indigenous practices that are relevant even now.

India possesses vast community-based knowledge systems embedded within rural, tribal, and indigenous societies. These include traditional practices related to agriculture, medicine, ecology, craftsmanship, and folklore. Much of this knowledge is transmitted orally across generations and remains undocumented. As a consequence, such an ocean of knowledge is vulnerable to erosion due to factors such as urbanisation, globalisation, and changing socio-economic conditions.

Documenting community knowledge not only preserves cultural heritage but also creates opportunities for research, innovation, and policy integration. CUTN can play a crucial role in systematically documenting, validating, and disseminating this knowledge by combining field-based research with modern digital technologies.

Objectives of the Project

- Develop elective and core courses on IKS in the relevant disciplines
- Establish a national centre for IKS-based academic and research programmes, and community knowledge documentation
- Prepare scalable infrastructure for digitizing following global standards
- Empower local communities by recognising and validating their knowledge systems

Actions of the Project

- Collection of the Sangam literature and use of technology to create audio, video, and written documentation methods.
- Engage concerned departments to lay out the protocol, conduct structured field visits to rural and tribal areas, record oral histories, practices, and experiential knowledge.
- Establish a functional IKS research centre to preserve endangered oral traditions, practices, and cultural expressions.
- Develop publicly deployable AI model for anyone to learn about the heritage of Thiruvarur or Sangam literature.

Goals of the Project

- Position CUTN as a nodal archiving centre of this region
- Offer unique courses based on IKS integration
- Link traditional practices with modern scientific frameworks

Indicators of the Project

Name of the Indicator	Short Term (2026-2030)	Mid Term (2026-2035)	Long Term (2026-2040)
No. of IKS-based courses	2	5	10+
No. of literature archived/used in the curriculum	5	10	25+

Responsible Units of the Project: Dean (Academics), Dean (Research), Concerned Departments

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Chapter 5: Research and Networking Pillar

5.1 Background

CUTN has recognized the fundamental value of research and networking. Research drives innovation and knowledge creation, while networking amplifies its impact by fostering collaboration, and resource sharing. Together, they form the backbone of academic growth and institutional reputation. Therefore, the Development Plan 2026-2040 conceives research as an institutional pillar, and assumes the university is a hub of discovery, producing new insights across disciplines that advance science, technology, and society. Further, deep engaging in research trains students in critical thinking, methodology, and innovation, preparing them for careers in academia, industry, or policy.

5.2 Strategic directions for the pillar

From this perspective, the University is focused on promoting research based on three strategies: first, giving continuity to the institutional research policies for new knowledge generation; second, establishing research priorities and strengthening the groups, researchers and the research activity; third, promoting internationalization perspective, in order to conduct cutting-edge research. These strategies would enhance the university's global ranking, attract funding, and build credibility with governments and industries.

5.3 Programmes

5.3.1 Implementation of the research policy and strengthen research atmosphere

The University recognizes research as a fundamental aspect in the processes of education, generation of new knowledge, and connection with society through its transferable knowledge and outcomes. The University aims to responds to the needs and opportunities of our local, regional and national needs. Accordingly, the research policy of the University is made that involves a coherent, responsible, sustained and planned growth through efficient and innovative practices in line with the Mission and Vision. The program defines strategies to create and strengthen the research groups in the university emphasizing multi- and trans-disciplinary research at the University, especially in sustainable development areas where research generate a greater impact in less time. It also seeks to consolidate quality research through the strengthening of its execution and management and attain excellence in research.

Project 7: Strengthen the Priorities of Research and Research Groups

The University is deeply committed to strength the actions towards sustainable development and focuses issues relating to the "sustainable environment". In a view to strengthening its multi- and trans-disciplinary research, it is important to consolidate research groups and encourage the union of several areas and aspects of research, through an effort in the identification of common areas of research connecting humanities and science streams to work on.

Objectives of the Project

- To focus on the production of higher levels of research in the field of sustainable development.
- To deepen the trans-disciplinary dominant areas of knowledge, oriented toward the sustainable environment focus.

Actions of the Project

- Preparing research priorities and research groups for multi- and trans-disciplinary research, and identifying potential synergies between the groups.
- Optimizing the research infrastructure and funds to support research groups that focuses issues relating to the sustainable environment.

Goals of the Project

- The elaboration of the document of Institutional Research Policy that defines priorities in research.
- Creation of thematic multi- and trans-disciplinary research clusters that works towards sustainable development at local, regional and national levels.

Indicators of the Project

Name of the Indicator	Short Term (2026-2030)	Mid Term (2026-2035)	Long Term (2026-2040)
Research Policy	Expand the Institutional Research Policy	Update the Institutional Research Policy	Update the Institutional Research Policy
Research Clusters with sustainability research teams	2	10	Attain institute of excellence in research
Research Consultancy	Promote consultancy projects for sustainable development and offer	At least two consultancy projects on	Generate and mobilize consultancy grants up to 2 crores

	necessary infrastructure to do the same	sustainable development	

Responsible Units of the Project: Dean (Research) and Director (RDCC)

Project 8: Internationalization of Research

The University strengthens research and transference through a strategy of internationalization, management and production favouring the creation of work networks. Internationalization of research, will be consistent with the general policy of the University and essentially considers the development of international networks. The actions of this project will correspond to the attainment of institute of excellence in research.

Objectives of the Project

- To develop a strategy for generating and strengthening relationships with other institutions in the world
- To support the collaborative work of the research groups of the University with international networks.

Actions of the Project

- Managing and strengthening international networks of researchers and research groups.
- Promoting international mobility of researchers.
- Defining the protocol for the management of the formalities (agreements, memoranda of understanding) in line with the needs of the actions in research.

Goal of the Project

- Increase in the number of research projects and teams with international cooperation.

Indicators of the Project

Name of the Indicator	Short Term (2026-2030)	Mid Term (2026-2035)	Long Term (2026-2040)
Research Projects with international cooperation	5	10	20+
International mobility of researchers through research fellowships	5	10	25+

International agreements	2	5	10+

Responsible units of the Project: Dean (Research) and Director (RDCC)

5.3.2 Strengthening of Innovation and Transference of Knowledge Products

The University understands the importance of innovation and the transference of knowledge, and products of research toward the different sectors, and to offer alternatives to the construction of a better society. The University understands the value of having a shared spirit for all, expressed and applied on the basis of a policy that reflects the sense of the research and the transfer of its results, in the pursuit to build a mutual University-Society benefit.

Project 9: Strengthening of Innovation based on Arts, Science and Technology

The University, in accordance with the need expressed by the governmental institutions, understands the importance of promoting the advance of innovation based on arts, science and technology, as an enunciating axis of the development of new research products of a trans-disciplinary nature. The university will promote and support research initiatives related to innovation based on integration of arts, science and technology. The University also understands the value of having a shared spirit for all, expressed and applied on the basis of a policy that reflects the sense of the research and the transfer of its results, in the quest to build a mutual University-Society benefit.

Objectives of the Project

- To strengthen the innovative spirit around research projects.
- To promote researchers to conduct multi- and trans-disciplinary research in order to build a mutual University-Society benefit.

Actions of the Project

- Structuring the plan for strengthening and developing innovation based on arts, science and technology, with the intervention of different knowledge areas of research in the University.

Goal of the Project

- Increase the projects oriented to innovation, both independent or among groups from different areas.

Indicators of the Project

Name of the Indicator	Short Term (2026-2030)	Mid Term (2026-2035)	Long Term (2026-2040)

Number of registries, patents and artistic works presented	5	15	25+

Responsible units of the Project: Dean (Research) and Director (RDCC)

Project 10: Promotion and Dissemination of Knowledge

Understanding the importance of disseminating the knowledge produced by the academic community, through research publications, the university will promote, strengthen and support the researchers to bring new knowledge in their respective disciplinary fields. The University will promote the research works of high-quality standards and helps high-impact publications in the national and international context for dissemination of knowledge through different types of publications (scientific, social or creative).

Objectives of the Project

- To increase high-impact publications at national and international levels.

Actions of the Project

- Encourage faculty and students to target high-impact, globally recognized journals.
- Promote and supporting publication in indexed databases.
- Provide infrastructure in aspects related with the scientific databases.

Goals of the Project

- Increase the number of publications in the indexed publications.
- Augment the research indices of the University.

Indicators of the Project

Name of the Indicator	Short Term (2026-2030)	Mid Term (2026-2035)	Long Term (2026-2040)
Increase number of articles published in indexed journals per annum	+10%	+25%	+50%
H-index	100+	150+	300+

Responsible units of the Project: Dean (Research) and Director (IQAC)

Chapter 6: University Social Responsibility Pillar

6.1 Background:

Central University of Tamil Nadu located in a rural setting of a highly urbanised state offers a unique opportunity for community engagement and greater scope to fulfil its social responsibility. Being in the midst of primarily agricultural population and adjacent to coastal community on one side and industrialised cities on the other creates a possibility of tailor-made community developmental roles for the university. Hence, the vision of the pillar will be "augmenting the development of economically independent, socially responsible knowledge society" mainly to empower the individuals and communities to make a knowledge driven society through education, research, innovation and ethical practices fostering sustainable economic growth, environmental safety and social responsibility.

The key strategic directions for the pillar are to develop baseline data base both spatially and temporally, engage environment conservation and sustained utilization, enhance social wellbeing, communal harmony, nutrition and health of the local communities.

6.3 Programmes:

6.3.1. Community database for research and education

For the effective implementation of all the institutional social responsibility a dedicated extension wing with basic data of the community (geographically expandable) is an essential part. The data will give a scientific basis for the aspect and direction the university' community engagement. The data will focus spatial and temporal differences making gauging of impact of institution's community related programmes.

Project 11: Creation of an extension wing and community database

All the stake holders of the university will be a part of the extension wing with an administrative structure. The extension wing will oversee the data collection and maintenance and programme implementation (expanded with space and time). The data will serve as basis for any project engagement. As our country especially the delta region possesses high amount of traditional knowledge, recording oral and image history will keep the tradition and knowledge documented and available for refinement. However, many of the holders of the knowledge may be in old age and illiterate recording their knowledge as an oral & image tradition will be an advantage with modern translation and AI tools

Objectives of the Project:

- To create an extension wing to collect and create a baseline database by survey and Participatory Rural Appraisal (PRA).
- To record the traditional and factual knowledge as Audio/Visual (AV) imprints.

Actions of the Project:

- Establish a working structure under a Dean / Director (Extension) with the faculty drawn from different disciplines for community engagement.
- Data collection on demography, economy, social awareness, health and sanitation, biodiversity infrastructure and resource availability in and around Thiruvarur.
- Scheduling and recording the AV and creating the database of oral and image history.

Goals of the Project:

- Collect, curate and retrieve space-time datasets with the following broad Parameters and Indicators for the Database for Community-Based Sustainable Economy and Societal Transformation.

[I]. Demographic & Social Parameters

1. **Population data**: age, gender, household size, literacy levels.
2. **Community participation**: membership in cooperatives, self-help groups, local associations.
3. **Social equity indicators**: inclusion of marginalized groups, gender participation rates.

[II]. 2. Economic Parameters

1. **Income sources**: agriculture, small enterprises, services, remittances.
2. **Employment data**: formal vs. informal jobs, seasonal employment, skill levels.
3. **Entrepreneurship & innovation**: number of startups, microenterprises, local innovations adopted.
4. **Financial inclusion**: access to banking, microfinance, digital payments.
5. **Agriculture impacts**: crop yield changes, irrigation demand, pest/disease prevalence.
6. **Livelihood vulnerability**: dependence on climate-sensitive sectors (farming, fishing).
7. **Migration & displacement**: climate refugees, urban influx.
8. **Health impacts**: heat stress, vector-borne diseases, respiratory illnesses.
9. **Economic costs**: disaster recovery expenses, insurance claims, productivity loss.

[III]. Environmental & Resource Parameters

1. **Land use**: agricultural land size, forest cover, common property resources.
2. **Natural resource management**: water availability, irrigation systems, renewable energy adoption.
3. **Sustainability indicators**: waste management practices, organic farming, biodiversity conservation.
4. **Temperature trends**: average, maximum, minimum, anomalies.
5. **Precipitation patterns**: rainfall intensity, drought frequency, seasonal shifts.
6. **Extreme events**: floods, cyclones, heatwaves, wildfires.
7. **Carbon emissions**: CO_2, methane, nitrous oxide levels.
8. **Air quality indicators**: particulate matter (PM2.5, PM10), ozone levels.
9. **Sea-level rise & coastal erosion**: shoreline changes, salinity intrusion.

[IV]. Infrastructure & Institutional Parameters

1. **Basic infrastructure**: roads, electricity, internet connectivity, transport facilities.
2. **Education & health facilities**: schools, vocational centers, hospitals, clinics.
3. **Governance structures**: local councils, cooperatives, NGOs, university-community partnerships.

[V]. Cultural & Behavioral Parameters

1. **Traditional practices**: indigenous knowledge, cultural festivals, local crafts.
2. **Community values**: trust, reciprocity, collective decision-making.
3. **Behavioral change indicators**: adoption of sustainable practices, participation in awareness programs.

[VI]. Adaptation & Mitigation Parameters

1. **Renewable energy adoption**: solar, wind, biomass usage.
2. **Energy efficiency**: household and industrial consumption patterns.
3. **Sustainable agriculture practices**: organic farming, crop diversification.
4. **Water management**: rainwater harvesting, irrigation efficiency.
5. **Waste management**: recycling rates, composting, plastic reduction.
6. **Carbon sequestration**: afforestation, reforestation, soil carbon storage.

[VII]. Outcome & Impact Parameters

1. **Economic resilience**: poverty reduction, income stability, employment growth.
2. **Social transformation**: empowerment of women, youth engagement, reduced inequalities.

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3. **Environmental sustainability**: improved soil health, reduced carbon footprint, water conservation.
4. **Policy frameworks**: climate action plans, disaster management policies.
5. **Community participation**: awareness programs, local climate councils.
6. **Funding & investment**: climate finance, green bonds, CSR initiatives.
7. **University/Research engagement**: climate studies, technology transfer.
8. **Resilience indicators**: reduced vulnerability index, adaptive capacity scores.
9. **Community well-being**: improved health, reduced poverty, enhanced food security.

Indicators of the Project:

Name of the Indicator	Short Term (2026-2030)	Mid Term (2026-2035)	Long Term (2026-2040)
Data Volume	Data collected and curated for Thiruvarur district	Data collected and curated for surrounding districts	Data collected and curated for Cauvery delta districts and beyond

Responsible units of the Project: Dean (Academics) and concerned departments

Project 12: Participatory Research, Innovation and Education

The data base from both the above projects forms a bedrock for the research direction. Engaging the community stakeholders in research, innovation and education will be an added advantage. Hence, a participatory research and education approach is envisaged.

Objectives of the Project:

1. To engage community stakeholders in research and innovation
2. To co-engage community knowledge holders and students in a non-formal/formal education

Actions of the Project:

- Identify the research area and stakeholders and conduct participatory research on the identified area
- Identify the knowledge area for education and engaging in formal/non-formal education

Goals of the Project:

- Increase research areas identified and participatory research conducted
- Increase number of educational engagements

Indicators of the Project:

Name of the Indicator	Short Term (2026-2030)	Mid Term (2026-2035)	Long Term (2026-2040)
No. of participatory research carried out	5	10	25+
No. of participatory educational engagements	5	10	25+

Responsible units of the Project: Dean (Academics), Concerned Departments

6.3.2 Community Sensitisation Workshops

The main focus of the programme is to conscientize the local population on nutrition, physical and mental health, relevant transfer of technologies (ToTs), disaster management strategies, biodiversity, environmental pollution, civic sense, equity, community exhibitions and incubation support. The programme will consist of social and legal awareness campaigns in villages and education programmes in schools and colleges, including the development of materials/short videos in local language. The University shall explore the development of educational broadcasting platforms, including digital educational media services and community radio initiatives, subject to statutory approvals, to strengthen academic outreach, lifelong learning, public awareness and community engagement.

Project 13: Sensitisation Workshops in nearby villages, schools and colleges

The project aims to conduct legal awareness campaigns in relation to gender-based violence in the villages in the Thiruvarur district. The campaigns aim to enhance community awareness on gender-based violence in domestic and public spaces and develop legal literacy on the subject matter. Gender sensitisation at a very early age is crucial in developing a gender equal society. The project aims to conduct sensitisation workshops covering concepts on gender equity, gender-based violence, gender rights and socio-legal support systems, and targeting students, teachers and administrators. Workshops in schools and colleges will be designed separately for addressing the needs of students of different age-groups. The workshops will be a mix of conceptual and practical sessions, aimed at engaging the students and maximise learning outcome within the event duration. The local campaigns will cover the populace across the gender spectrum and will make use of community-based organisations (SHGs, youth clubs, local community associations) as the platforms for conducting the events.

Objectives of the Project

1. To conscientise the local community on gender rights and develop legal literacy
2. To sensitise children and youth on gender rights and equity
3. To enhance awareness of children/youth of GBV and social support systems

Actions of the Project

1. Conduct awareness programmes, legal literacy camps and street theatre/documentary-films on gender rights
2. Enhance awareness of children/youth of GBV and social support systems

Goals of the Project

1. To conduct annual community engagement events in and around Thiruvarur with active local participants for community awareness of GBV and develop legal literacy
2. To conduct street theatre/documentary-film show on gender rights
3. To develop and distribute IEC materials in Tamil on gender rights

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Indicators of the Project

Name of the Indicator	Short Term (2026-**2030**)	Mid Term (2026-**2035**)	Long Term (2026-**2040**)
Number of gender rights programmes	5	10	25+
Number of legal literacy camps	10	20	50+
Number of workshops in Schools	5	10	25+
Number of workshops in Colleges	5	10	25+

Responsible Units of the Project: NSS, RRC, Department of Social Work, Department of Law, ICC, Gender Sensitisation Cell

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Chapter 7: Governance and Digital Transformation Pillar

7.1 Background:

The Institutional Development Plan (2026–2040) for the Central University of Tamil Nadu positions Governance and Digital Transformation as the primary engine for institutional evolution. This pillar is inextricably linked to Foundation B: Planning, Quality, and Innovation, serving as the operational framework that translates high-level philosophical principles into measurable institutional excellence. The significance of this pillar lies in its dual approach:

Systemic Integrity: By aligning with Foundation B (Planning, Quality, and Innovation), CUTN ensures that planning is a continuous cycle of quality enhancement. Robust governance structures provide the accountability and transparency necessary to maintain public trust and academic prestige.

Digital Empowerment: Digital transformation is the catalyst for this excellence. It moves beyond mere automation, creating a seamless ecosystem where academic delivery, research management, and student services are integrated through smart infrastructure.

Over the next fifteen years, this pillar will redefine CUTN's identity as a "Future-Ready" institution. By fostering an environment where Innovation is embedded in the administrative code and Planning is guided by real-time analytics, the university ensures that its operational systems are as sophisticated and impactful as its academic pursuits. Ultimately, this pillar creates the stable yet agile foundation required to navigate the complexities of the 21st-century educational landscape.

Over the next fifteen years, CUTN will transition from traditional administrative models to a **Smart University ecosystem**. This transformation is driven by three flagship programmes:

1. **Integrated Digital Governance:** Eliminating bureaucratic friction through a 100% paperless, ERP-driven environment and a "One-Window" mobile ecosystem for all stakeholders.
2. **Institutional Analytics and Monitoring:** Leveraging Big Data and AI to move from intuitive to evidence-based management, ensuring every strategic decision is backed by real-time performance metrics.
3. **Governance Excellence and Accountability:** Strengthening the university's ethical

and legal framework through standardized SOPs and automated grievance redressal, fostering an environment of absolute transparency and trust.

By 2040, these initiatives will have "re-coded" the university's operations, making them as agile and innovative as the research and teaching they support. This pillar ensures that CUTN remains a leader in the global higher education landscape—accountable to its students, responsive to its staff, and resilient in the face of future technological shifts.

7.2 Strategic Directions:

- **Agile and Transparent Governance Reform:** CUTN will modernize its administrative architecture to ensure faster, and transparent decision-making. By institutionalizing Standard Operating Procedures (SOPs) and regular governance audits, this direction aims to create a culture of efficiency and strict compliance with global quality benchmarks.
- **Comprehensive Digital Integration (e-Governance):** This priority focuses on the total digitization of both academic and administrative lifecycles. Through the implementation of a robust Enterprise Resource Planning (ERP) system and integrated digital workflows for student and faculty services.
- **Data-Informed Institutional Intelligence:** This direction emphasizes the use of advanced analytics and Management Information Systems (MIS). By utilizing real-time Key Performance Indicator (KPI) dashboards, the university will monitor its progress dynamically, ensuring that institutional planning is always backed by accurate data.
- **Fortifying Institutional Accountability and Trust:** To strengthen the ethical fabric of the institution through enhanced reporting and grievance redressal mechanisms. By improving transparency and responsiveness, the university seeks to build deeper trust among its stakeholders, ensuring that all systems are accountable to the community they serve.
- **Library Modernization Covering Digital Transformation:** To adopt a phased, financially realistic approach that combines library infrastructure enhancements, digital service expansion, and the selective adoption of emerging technologies. The guiding principle is “progressive modernisation with frugal innovation,” ensuring that the library evolves in alignment with global academic standards while remaining feasible within the financial and administrative framework of the University.

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Programmes

7.3.1 Integrated Digital Governance Programme

Digital governance is the cornerstone of the university's shift toward a paperless, agile environment. By moving beyond isolated software tools to a unified ecosystem, it ensures that every administrative and academic action is captured digitally. It focuses on expanding the SAMARTH ERP and e-Office projects. It aims 100% digitized workflows, significantly reducing bureaucratic delays and creating a seamless "one-window" experience for students and faculty.

Project 14: Comprehensive e-office Integration

This project focuses on the full-scale deployment and customization of the SAMARTH suite to manage the entire "Student-to-Alumni" and "Recruitment-to-Retirement" lifecycles. It also aims to develop unified e-Office and Digital Archiving System to replace all physical file movements with a secure, cloud-based digital file tracking system. It ensures absolute transparency in the decision-making chain and reduces the "turnaround time" for administrative approvals from weeks to hours.

Objectives of Project:

- To establish a "Single Source of Truth" by integrating academic, administrative, and financial data into one interoperable platform.
- To provide faculty, staff, and students with self-service portals for real-time access to personal records, certificates, and approvals.
- To eliminate the physical movement of files, thereby reducing "file-transit" time across departments.
- To digitize and categorize historical institutional records, making them easily searchable and retrievable for future planning.

Key Actions of Project:

- Prioritize and activate all the core packages of SAMARTH.
- Setup of high-speed local networks and secure cloud servers capable of handling heavy document traffic.
- Provisioning Digital Signature Certificates (DSC) or e-Sign capabilities for all staffs.
- Scanning and indexing "active" physical files and permanent records into a centralized Digital Archive.

Goals of Project:

- Achieve full automation of all internal administrative and academic processes, reaching a 100% "Digital First" operational status.
- Align 100% of institutional reporting with the Ministry of Education (MoE) and other external requirements through automated data exports.
- Achieve a "Zero-Paper" administrative office status where physical signatures are only used for legal/statutory requirements.

Indicators of the Project

Name of the Indicator	Short Term (2026-2030)	Mid Term (2026-2035)	Long Term (2026-2040)
Digital Adoption Rate	75%	100%	100%
Paper Reduction	50%	75%	90%
Turnaround Time (TAT)	50%	75%	90%
Transparency	100% visibility for the initiator to track the real-time status and current location of any file	do	do

Responsible Units of the Project: Registrar, Finance Officer, Controller of Examinations

Project 15: Digital Mobile Ecosystem

To ensure a seamless user experience, this project will develop a centralized mobile platform for all university stakeholders. A mobile-first interface that integrates with the ERP to provide real-time notifications for grades, attendance, fee payments, and administrative notices. It leverages existing API structures from the ERP and e-Office projects to feed data into a user-friendly app. It will decentralize access to information, allowing students and faculty to engage with governance processes anytime, anywhere.

Objectives of Project

- To provide a single, secure mobile gateway for all academic, administrative, and campus life services, eliminating the need for multiple logins.
- To foster a "connected campus" culture through real-time notifications, event updates, and instant feedback loops between students, faculty, and administration.
- To make critical university functions (like fee payment, attendance tracking, and grievance filing) accessible "on-the-go" via smartphones.

Key Actions of Project

- Developing a robust middleware layer that pulls real-time data from the SAMARTH ERP and e-Office into the mobile interface.
- Designing customized app interfaces for different user roles:
- Implementing a smart notification system for emergency alerts, class changes, and administrative deadlines.
- Incorporating a virtual "University Smart Card" for library access, cafeteria payments, and entry/exit at campus gates.

Strategic Goals of Project

- Launch the "Minimum Viable Product" (MVP) focused on core student services (attendance, fee payments, and results).
- Achieve 100% adoption rate among all active students and faculty, making the app the primary channel for institutional communication.
- Integrate advanced "Smart Campus" features such as indoor GPS for campus navigation and IoT-enabled library seat booking.

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Indicators of the Project

Name of the Indicator	Short Term (2026-2030)	Mid Term (2026-2035)	Long Term (2026-2040)
User Mobile Platform Adoption Rate	75%	100%	100%
Communication Impact for critical institutional push notifications	>50%	>85%	100%
User Satisfaction	4.0/5.0	4.2/5.0	4.5/5.0

Responsible Units of the Project: Registrar, System Analyst, Director (IQAC)

Project 16: Progressive Modernization of Library

The Chozha Central Library of the Central University of Tamil Nadu has already established a strong technological and service-oriented foundation through the implementation of Koha-based library management, RFID-enabled circulation, remote access systems, assistive technologies, and access to extensive digital resources. Building on this robust base, the present proposal envisions transforming the library into a Smart, Sustainable, and Research-Oriented Knowledge Hub over 15 years.

Objectives of Project

- Improving academic visibility, strengthening research support services, and enabling collaboration within and beyond the University.
- Strengthening the interface between users and library services by enhancing accessibility, visibility, and academic support systems without major structural interventions.

Key Actions of Project

- Creating a comprehensive revamp of the library website to transform it into a unified digital gateway integrating OPAC, institutional repository, subscribed databases,

digital library resources, and all user services.

- Creating a web-based chat support system and an AI-enabled chatbot to provide real-time assistance to users.
- Strengthening the library's physical infrastructure while introducing selected innovation-driven facilities that support learning, creativity, and sustainability.
- Gradual transitioning of the library into a fully integrated, intelligent knowledge ecosystem by selectively adopting advanced technologies aligned with institutional readiness and user demand

Strategic Goals of Project

- Evolve into a fully integrated knowledge hub that supports teaching, learning, and research through advanced digital infrastructure and user-centric services.
- Promote the effective use of institutional research outputs through repository services and to facilitate seamless access to academic resources for all users.

Indicators of the Project

Name of the Indicator	Short Term (2026-2030)	Mid Term (2026-2035)	Long Term (2026-2040)
Transition to a fully integrated ecosystem	80%	90%	100%
Utilization Rate (% of on roll students)	>90%	>95%	100%
User Statistician Rate	>95%	>98%	>99%

Responsible Units of the Project: Librarian

Project 17: Performance Analytics Dashboard

This project is designed to provide university leadership with a real-time "command center" for decision-making. By aggregating data from all departments, CUTN will be able to monitor performance, predict trends, and ensure continuous quality improvement. It transforms raw data into actionable insights for the university leadership—ranging from budget allocation to academic expansion—by real-time performance metrics and predictive analytics.

Objectives of Project

- To create a unified dashboard that visualizes Key Performance Indicators (KPIs) across academic, financial, and administrative domains.
- To track institutional progress against national and international standards (like NIRF, NAAC, and QS Rankings) in real-time.
- To suggest specific academic interventions (remedial classes, counseling) based on individual performance trends.
- To predict enrollment trends and course demand to better allocate faculty and classroom resources.

Key Actions of Project

- Creating a secure central repository that pulls daily data from SAMARTH ERP, e-Office, and library systems.
- Defining specific metrics for research output, student pass percentages, faculty-to-student ratios, and budget utilization.
- Designing interactive, drill-down visualizations using Business Intelligence (BI) tools (e.g., Power BI or Tableau).
- Linking the portal to the Internal Quality Assurance Cell (IQAC) to automate the preparation of Annual Quality Assurance Reports (AQAR).
- Implementing automated triggers that notify academic advisors when a student falls below specific performance thresholds.

  Tracking alumni career paths to correlate academic inputs with long-term employment success.

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Strategic Goals of Project

- Launch the "Executive Dashboard" for the statuary officers.
- Provide all Department Heads with personalized "Departmental Scorecards" to manage localized growth.
- Achieve a 15% increase in overall student retention and graduation rates through data-led support.

Indicators of the Project

Name of the Indicator	Short Term (2026-**2030**)	Mid Term (2026-**2035**)	Long Term (2026-**2040**)
Utilization Rate	75%	100%	100%
Student Retention Rate	>95%	>98%	>99%

Responsible Units of the Project: Registrar, System Analyst, Dean (Academics)

Governance Excellence and Accountability Programme

This programme serves as the "Regulatory Guardrail" for the 2026–2040 plan. It aims to formalize administrative procedures and create a culture of responsiveness, ensuring that the university maintains the highest standards of institutional integrity. Formalizing processes and ensuring ethical transparency. It bridges the gap between policy and practice through continuous evaluation. The main focus of the programme is the Governance Manual Project and Grievance Redressal Automation. It envisage a transparent administrative culture with standardized SOPs and faster resolution of stakeholder concerns, ensuring high levels of compliance and institutional trust.

Project 18: The Institutional Governance Manual

This project strengthening the university's ethical and legal framework through standardized SOPs, fostering an environment of absolute transparency and trust. It will preserve institutional knowledge so that administrative quality remains high even during leadership transitions.

Objectives of Project

- To create a comprehensive "University Bible" that clearly outlines the roles, responsibilities, and decision-making powers of every statutory body and administrative office.
- To ensure every administrative task—from faculty recruitment to equipment procurement—follows a consistent, legally-vetted Standard Operating Procedure (SOP).

Key Actions of Project

- Mapping existing informal practices and identifying gaps in current statutes or ordinances.
- Writing step-by-step manuals for 50+ key university processes (e.g., Financial Sanctions, Research Ethics Approval, Ph.D. Thesis Submission).
- Hosting the Governance Manual on a searchable internal portal for real-time reference by all staff.
- Establishing a "Statutes Committee" to update the manual annually in line with new UGC/Ministry guidelines.

Strategic Goal of Project

- Achieve **100% compliance** in internal audits, with zero "procedural lapses" reported.

Indicators (KPIs) of the Project

Name of the Indicator	Short Term (2026-2030)	Mid Term (2026-2035)	Long Term (2026-2040)
Compliance Rate	95%	100%	100%
Error Reduction in audit objections / procedural inconsistencies	20%	30%	>50%

Responsible Units of the Project: Registrar, Finance Officer, Controller of Examinations

Project 19: Automated Integrated Grievance Redressal System

CUTN ensures that planning is a continuous cycle of quality enhancement. By fostering an 'Automated Integrated Grievance Redressal System', the university ensures that its operational systems are robust and impactful to maintain public trust and academic prestige. It will strengthen the ethical fabric of the institution through enhanced reporting and grievance redressal mechanisms. By improving transparency and responsiveness, the university seeks to build deeper trust among its stakeholders, ensuring that all systems are accountable to the community they serve.

Objectives of Project

- To provide a reliable, transparent "Single-Window" for students, staff, and parents to voice concerns without fear of retaliation.
- To enforce strict deadlines for resolving complaints through an automated escalation matrix.
- To use grievance data to identify recurring systemic issues and fix them at the policy level.

Key Actions of Project

- Building a secure online portal for lodging grievances under categories like Academic, Administrative, or Ragging.
- Programming the system to automatically escalate a complaint to the next higher authority, if not addressed within stipulated hours.
- Linking the portal to the University Ombudsperson for independent oversight of sensitive or unresolved cases.
- Implementing a "Satisfaction Survey" that must be completed by the complainant before a grievance can be officially "Closed."

Strategic Goals of Project

- Achieve a faster resolution time (<5 working days) for all non-statutory grievances.
- Establish CUTN as a national benchmark for "Student-First" governance responsiveness.

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Indicators (KPIs) of the Project

Name of the Indicator	Short Term (2026-2030)	Mid Term (2026-2035)	Long Term (2026-2040)
Resolution Efficiency in grievances resolved within the stipulated timeframe	50%	75%	>95%
Increase Stakeholder Confidence	30%	60%	>80%

Responsible Units of the Project: Registrar, Finance Officer, Controller of Examinations

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Chapter 8: Financial Sustainability and Infrastructure Development

8.1 Background

The Central University of Tamil Nadu has established a strong institutional foundation supported by significant capital investments in infrastructure and sustained inflow of government grants. The University's financial structure reflects a robust asset base, with infrastructure development largely supported through capital funding mechanisms and external financing such as HEFA. Additionally, the University has demonstrated strong performance in sponsored research, generating substantial funding from national agencies such as UGC, DST, ICSSR, and DBT, along with emerging contributions from consultancy and executive education programmes.

However, the financial profile indicates a continued dependence on government grants for operational sustainability. Internal revenue streams such as tuition fees, examination fees, consultancy income, and facility-based earnings contribute a relatively limited share of total income. The expenditure structure is dominated by salary and administrative costs, resulting in constrained financial flexibility. Furthermore, infrastructure expansion has primarily been grant-driven, with limited utilisation of alternative financing mechanisms such as public-private partnerships.

At the same time, the University possesses significant opportunities for financial optimisation through improved utilisation of existing assets, expansion of academic and skill-based revenue streams, enhanced industry engagement, and adoption of sustainable infrastructure solutions such as renewable energy systems. The campus also demonstrates strong readiness for green and climate-resilient development, given its 516-acre extent and existing sustainability initiatives.

In this context, this pillar aims to transition the University from a grant-dependent model to a financially optimised and partially self-sustaining ecosystem. It integrates financial innovation with infrastructure expansion to support academic excellence, research growth, student welfare, and societal engagement, aligned with UGC financial and physical enablers, and NEP 2020..

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8.2 Strategic Directions for the Pillar

- Financial Diversification and Resource Optimisation
- Infrastructure Expansion and Academic Capacity Enhancement
- Sustainable and Climate-Resilient Campus Development
- Revenue Generation through Academic, Industry, and Skill Ecosystems
- Financial Governance, Transparency, and Digital Integration

8.3 Programmes

8.3.1 Financial Sustainability and Resource Mobilisation

The University's financial system is predominantly dependent on government grants, while internal revenue generation remains limited relative to total expenditure. Existing income streams such as tuition fees, examination fees, consultancy, and research funding provide a base for expansion but require structured enhancement. There is a compelling need to strengthen financial sustainability through diversification of revenue sources, improved financial efficiency, and effective utilisation of institutional assets. This programme focuses on building a balanced financial ecosystem by enhancing internal revenue, strengthening external funding sources including research, consultancy, and CSR, scaling skill-based academic offerings through DACE, and improving overall cost efficiency. It aligns directly with UGC financial enablers emphasising resource mobilisation, financial sustainability, and accountability.

Project 20: Diversified Institutional Revenue Framework

The University generates revenue primarily through tuition, admission, and examination-related fees, along with limited income from institutional services such as hostels, auditoriums, and guest house facilities. The proportion of internally generated revenue remains low compared to total financial inflows, and collection systems require modernisation. Strengthening these revenue streams requires not only improved collection efficiency but also diversification through value-added academic services and optimised utilisation of institutional offerings. The introduction of certification programmes, professional modules, digital fee management, and systematic monetisation of campus facilities presents significant scope for revenue enhancement without reliance on additional grant support. This project focuses on improving revenue generation and realisation through structured financial planning and service expansion.

Objectives

- To enhance internal revenue through academic and institutional services
- To improve efficiency in fee collection and financial realisation
- To increase the internal revenue share in total institutional income

Actions

- Introduce value-added academic services including certification programmes, revaluation services, and specialised professional modules
- Expand facility-based revenue through structured utilisation of hostels, auditoriums, and guest house for external bookings
- Implement integrated digital systems for fee tracking, billing, and collection efficiency monitoring

Goals

- Increase internal revenue contribution to 22% of total institutional income by 2040
- Achieve ₹8 Cr annually from facility and service-based revenue streams by 2040
- Attain 98% fee collection efficiency across all programmes by 2040

Indicators

Name of the Indicator	Short Term (2025–2030)	Mid Term (2025–2035)	Long Term (2025–2040)
Internal Revenue Share (%)	10%	15%	22%
Fee Collection Efficiency (%)	90%	95%	98%
Facility-Based Revenue (₹ Cr)	1.5	4	8

Responsible Units

Executing Unit	Monitoring Unit
Finance Office; Registrar; Estate / Facilities Section	Finance Committee; Executive Council

Project 21: Research, Consultancy and Sponsored Funding Expansion

The University has demonstrated strong research performance, securing funding from agencies such as UGC, DST, ICSSR, and DBT, with approximately ₹10 Cr annual inflow. However, significant scope exists to enhance research funding through improved proposal development support, broader faculty participation across departments, and stronger industry linkages for collaborative and contract research. Consultancy revenue remains underutilised despite the availability of specialised faculty expertise across diverse disciplines. Similarly, CSR funding from corporates represents an underexplored source of support for infrastructure, equipment, and community-linked academic activities. This project focuses on systematically strengthening the research funding pipeline, establishing a structured consultancy facilitation system, and building productive CSR partnerships to diversify the University's external revenue base.

Objectives

- To increase research funding from national and international agencies through structured proposal support
- To expand consultancy revenue by leveraging faculty expertise across disciplines
- To develop structured CSR partnerships with industry for targeted institutional support

Actions

- Establish a Research Funding Facilitation Cell to provide proposal writing, compliance, and grant management support
- Develop a consultancy facilitation system including rate card, MoU templates, and revenue-sharing framework
- Identify and engage corporates for CSR-funded projects aligned with institutional priorities such as labs, hostels, and community programmes

Goals

- Grow annual research funding to ₹30 Cr by 2040
- Achieve consultancy revenue of ₹5 Cr annually by 2040
- Secure ₹5 Cr annually through CSR partnerships by 2040

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Indicators

Name of the Indicator	Short Term (2025–2030)	Mid Term (2025–2035)	Long Term (2025–2040)
Research Funding (₹ Cr per year)	12	18	30
Consultancy Revenue (₹ Cr per year)	0.8	2	5
CSR Income (₹ Cr per year)	0.5	2	5

Responsible Units

Executing Unit	Monitoring Unit
Research Office (ORI); Finance Office; Industry-Institute Interface Cell	Finance Committee; IQAC; Executive Council

Project 22: Skill Development, DACE and Academic Service Revenue

The University currently operates limited skill development programmes through the Directorate of Academic and Continuing Education (DACE), generating modest revenue. Significant potential exists to scale this into a sustainable revenue stream through demand-responsive certification programmes, industry-aligned training modules, internship-based learning initiatives, and paid access to specialised laboratory and instrumentation facilities. The University's Central Instrumentation Facility, advanced research laboratories, and computing infrastructure represent revenue-generating assets that remain underutilised for external training and services. This project focuses on expanding DACE's programme portfolio, building structured industry linkages, and systematically monetising institutional infrastructure to create a high-quality academic services revenue ecosystem.

Objectives

- To expand skill-based revenue streams through DACE by offering demand-driven certified programmes

- To enhance revenue through systematic monetisation of laboratory and instrumentation infrastructure
- To strengthen industry-linked academic service offerings including training, testing, and professional modules

Actions

- Expand DACE programme portfolio based on industry demand surveys and skill gap analysis
- Introduce short-term certification and internship-based training modules in collaboration with industry partners
- Enable structured paid access to CIF, advanced labs, and computing facilities for external researchers, industry, and institutions

Goals

- Grow DACE revenue to ₹6 Cr annually by 2040
- Offer 20 industry-relevant certification programmes through DACE by 2040
- Generate ₹4 Cr annually from infrastructure-based services and facility access by 2040

Indicators

Name of the Indicator	Short Term (2025–2030)	Mid Term (2025–2035)	Long Term (2025–2040)
DACE Revenue (₹ Cr per year)	1	3	6
Number of DACE Programmes	5	10	20
Infrastructure-Based Revenue (₹ Cr per year)	0.5	2	4

Responsible Units

Executing Unit	Monitoring Unit
DACE Directorate; Finance Office; Academic Departments; CIF	Finance Committee; Academic Council; IQAC

8.3.2. Infrastructure Development and Campus Modernisation

The Central University of Tamil Nadu has developed a strong infrastructure base through significant capital investments, including academic buildings, laboratories, residential facilities, and support infrastructure. However, further expansion and modernisation are required to support increasing student intake, evolving research requirements, and the delivery of NEP-aligned multidisciplinary programmes. Infrastructure development has been largely grant-driven, with limited use of alternative financing models such as PPP. A structured approach to infrastructure planning is now required — one that integrates cost efficiency, phased development, diversified funding mechanisms, and sustainability principles. This programme focuses on expanding and optimising physical infrastructure aligned with UGC essential, desirable, and aspirational infrastructure requirements, ensuring that development is financially viable, environmentally sustainable, and academically supportive across the 2025–2040 horizon.

Project 23: Academic and Research Infrastructure Expansion

The University currently possesses core academic infrastructure including classrooms, laboratories, and research facilities. However, with increasing demand for advanced teaching methodologies, interdisciplinary research, and technology-enabled learning, there is a clear need to upgrade and expand these facilities. Modern academic infrastructure must encompass smart classrooms equipped with digital teaching and learning tools, advanced specialised laboratories for emerging research domains, and dedicated interdisciplinary research centres. The University's ambition to grow into a nationally significant research institution requires world-class laboratory infrastructure aligned with its emerging research clusters in areas such as climate studies, rural innovation, materials science, and digital health. This project focuses on systematically enhancing the quality and capacity of academic and research infrastructure to improve learning outcomes and research productivity, in alignment with UGC essential infrastructure requirements.

Objectives

- To upgrade academic infrastructure to support modern, technology-enabled teaching and learning
- To expand specialised research infrastructure to support interdisciplinary and advanced research
- To achieve full smart classroom coverage across all academic blocks

Actions

- Develop and equip smart classrooms with interactive digital teaching, projection, and connectivity systems across all academic blocks
- Establish advanced specialised laboratories for priority research domains aligned with the University's research clusters
- Upgrade existing classrooms and laboratory infrastructure to meet evolving academic and research standards

Goals

- Achieve 100% smart classroom coverage across campus by 2040
- Establish 20 new advanced research laboratories across priority disciplines by 2040
- Complete infrastructure upgrade of all existing academic blocks by 2035

Indicators

Name of the Indicator	Short Term (2025–2030)	Mid Term (2025–2035)	Long Term (2025–2040)
Smart Classroom Coverage (%)	40%	75%	100%
Number of New Advanced Labs	5	12	20
Academic Block Upgrade Completion (%)	30%	70%	100%

Responsible Units

Executing Unit	Monitoring Unit
Engineering / Estate Section; Academic Departments; Dean (Research)	Campus Development Committee; Academic Council; Building Committee

Project 24: PPP-Based Infrastructure Development

Infrastructure expansion in the University has primarily been supported through government funding via grants and HEFA-backed loans. However, relying solely on these mechanisms may limit the pace, scale, and diversity of infrastructure development. Public-Private Partnership

(PPP) models present a proven and effective opportunity to develop infrastructure such as student hostels, sports facilities, student amenity centres, and innovation hubs without placing the full financial burden on the institution. PPP arrangements can attract private investment, domain expertise, and management efficiencies while enabling the University to maintain ownership and oversight of assets. This project focuses on developing the policy framework, identifying suitable infrastructure components, and engaging private partners to accelerate infrastructure development while ensuring quality, financial sustainability, and regulatory compliance.

Objectives

- To reduce financial burden on the University for infrastructure expansion through structured PPP arrangements
- To accelerate development of student amenity, residential, and recreational infrastructure through private participation
- To introduce systematic industry participation in campus infrastructure development

Actions

- Identify infrastructure components most suitable for PPP including hostels, sports facilities, food courts, and student centres
- Develop a comprehensive PPP policy and implementation framework in compliance with government regulations
- Engage qualified private partners through a transparent procurement process and establish performance monitoring mechanisms

Goals

- Complete 5 PPP-based infrastructure projects by 2040
- Mobilise ₹120 Cr in private infrastructure investment through PPP models by 2040
- Reduce grant dependency for student amenity infrastructure to below 50% by 2035

Indicators

Name of the Indicator	Short Term (2025–2030)	Mid Term (2025–2035)	Long Term (2025–2040)
Number of PPP Projects Completed	1	3	5

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Name of the Indicator	Short Term (2025–2030)	Mid Term (2025–2035)	Long Term (2025–2040)
PPP-Based Investment Mobilised (₹ Cr)	20	60	120
Grant Dependency for Amenity Infra (%)	90%	65%	50%

Responsible Units

Executing Unit	Monitoring Unit
Administration; Finance Office; Registrar; Legal Cell	Finance Committee; Building Committee; Executive Council

Project 25: Residential and Student Infrastructure Development

With increasing student enrolment and academic expansion, there is a growing requirement for adequate residential facilities including hostels, staff quarters, student amenity areas, dining facilities, and health services. Adequate residential infrastructure directly enhances the student experience, supports academic performance, and strengthens the University's appeal to students from across India and international locations. At present, hostel capacity covers a limited proportion of the enrolled student population, necessitating a phased and structured expansion programme. This project focuses on expanding residential capacity and improving the quality of student facilities in alignment with UGC essential and desirable infrastructure requirements, ensuring that students have access to a safe, comfortable, and academically conducive living environment.

Objectives

- To increase residential capacity for students and staff through phased construction
- To improve the quality of student amenities, dining, recreation, and health facilities
- To support the campus-based academic ecosystem by providing adequate residential support infrastructure

Actions

- Construct new hostel blocks for men and women in a phased manner, prioritising first-generation and out-of-state students
- Develop upgraded student amenities including modern dining facilities, recreation spaces, and a campus health centre
- Improve campus connectivity infrastructure including internal pathways, lighting, and transport systems

Goals

- Increase hostel capacity by 70% over the baseline by 2040, adding over 1,500 beds
- Achieve 95% student satisfaction rating for residential and support infrastructure by 2040
- Ensure 100% of eligible students have access to on-campus or facilitated accommodation by 2035

Indicators

Name of the Indicator	Short Term (2025–2030)	Mid Term (2025–2035)	Long Term (2025–2040)
Increase in Hostel Capacity (%)	20%	40%	70%
Additional Beds Created (Number)	400	900	1500
Student Facility Satisfaction (%)	70%	85%	95%

Responsible Units

Executing Unit	Monitoring Unit
Engineering / Estate Section; Hostel Administration; Chief Warden	Student Affairs; Building Committee; Finance Committee

Project 26: Sports and Wellness Infrastructure Development

The physical, mental, and social well-being of students is integral to holistic education and is explicitly recognised in NEP 2020 and UGC guidelines as a core dimension of campus development. Currently, the University possesses basic sports grounds and recreational areas; however, the absence of a modern indoor sports facility, multipurpose arena, and a structured wellness centre limits the institution's capacity to provide comprehensive student wellness support. Investment in sports and wellness infrastructure not only improves student life quality but also supports CUTN's aspiration for national-level sports recognition, mental health support systems, and a health-conscious campus culture. This project focuses on systematically developing world-class sports and wellness infrastructure aligned with UGC aspirational and desirable physical infrastructure requirements.

Objectives

- To develop modern indoor sports and multipurpose recreational infrastructure for students and staff
- To establish a structured University Wellness Centre providing mental health, counselling, and medical services
- To promote a culture of holistic well-being, fitness, and recreational engagement across the campus community

Actions

- Plan and construct a multipurpose indoor stadium capable of accommodating national-level sports competitions and events
- Establish a University Wellness Centre integrating medical services, mental health counselling, fitness facilities, and student support
- Upgrade and expand outdoor sports infrastructure including athletics tracks, courts, and playing fields

Goals

- Complete construction of a fully equipped multipurpose indoor stadium by 2035
- Establish a functional University Wellness Centre offering integrated mental and physical health services by 2030
- Achieve 80% student participation in sports or wellness activities annually by 2040

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Indicators

Name of the Indicator	Short Term (2025–2030)	Mid Term (2025–2035)	Long Term (2025–2040)
Indoor Stadium — Completion (%)	Design & Approval	50% Construction	Fully Operational
Wellness Centre — Status	Blueprint Approved	Operational	Fully Integrated
Student Sports / Wellness Participation (%)	40%	60%	80%

Responsible Units

Executing Unit	Monitoring Unit
Engineering / Estate Section; Physical Education Department; Student Affairs	Building Committee; Campus Development Committee; Finance Committee

Project 27: Green and Sustainable Campus Development

The University has initiated sustainability practices including water management and energy efficiency improvements; however, large-scale adoption of renewable energy systems and comprehensive green campus practices remains limited. With rising operational costs, particularly electricity expenditure, solar energy and energy-efficient systems present a viable and financially advantageous pathway to cost reduction and environmental sustainability. Beyond energy, the University must also address waste management, water conservation, biodiversity preservation, and green mobility to fulfil its obligations under the SDG framework and to serve as a model for sustainable development in the Cauvery delta region. This project focuses on achieving a phased transition to a green, energy-efficient, and climate-resilient campus through comprehensive sustainability initiatives aligned with UGC green campus enablers and national sustainability mandates. Future campus development shall integrate sustainability principles through renewable energy systems, solar power installations, biodiversity parks, herbal and medicinal plant gardens, indigenous tree plantations, fruit-bearing green landscapes, water conservation measures and environmentally responsible

campus planning. Residential and recreational infrastructure shall also be strengthened to promote a healthy, inclusive and sustainable campus environment.

Objectives

- To significantly reduce energy costs and carbon footprint through large-scale renewable energy adoption
- To implement comprehensive water conservation, waste management, and green mobility systems
- To achieve recognised green campus certification and contribute to CUTN's SDG commitments

Actions

- Install grid-connected solar power systems across academic, residential, and administrative buildings in a phased manner
- Implement energy-efficient lighting (LED), smart energy management, water recycling, and waste segregation systems campus-wide
- Develop green mobility infrastructure including EV charging, cycle paths, and pedestrian walkways; conduct periodic environmental audits

Goals

- Achieve 70% renewable energy share in total campus energy consumption by 2040
- Reduce annual energy costs by 40% from the 2025 baseline through solar and efficiency measures by 2040
- Attain recognised green campus certification (e.g., GRIHA or equivalent) by 2035

Indicators

Name of the Indicator	Short Term (2025–2030)	Mid Term (2025–2035)	Long Term (2025–2040)
Renewable Energy Share (%)	20%	40%	70%
Annual Energy Cost Reduction (%)	10%	25%	40%
Green Campus Certification	Audit Initiated	Certification Applied	Certified

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Name of the Indicator	Short Term (2025–2030)	Mid Term (2025–2035)	Long Term (2025–2040)
Water Recycling Coverage (%)	40%	65%	90%

Responsible Units

Executing Unit	Monitoring Unit
Engineering / Estate Section; Green Campus Committee; Environmental Sciences Dept	Campus Development Committee; Finance Committee; IQAC

8.3.3 Financial Governance and Digital Systems

Effective financial governance is essential for ensuring transparency, accountability, and optimal utilisation of institutional resources. While the University follows established financial procedures, there is a need to strengthen systems related to budgeting, monitoring, and financial decision-making in a structured and data-driven manner. The increasing scale of operations, infrastructure expansion, and diversification of revenue streams necessitate robust digital and governance mechanisms. This programme focuses on integrating financial processes through ERP systems, implementing outcome-based budgeting, strengthening audit and compliance frameworks, and establishing KPI-driven financial planning. The programme aligns with UGC financial enablers emphasising transparency, accountability, resource optimisation, and systematic financial management.

Project 28: ERP-Based Financial Management System

The University currently operates multiple financial and administrative processes that require integration for improved efficiency and transparency. The absence of a fully integrated financial management system limits real-time visibility of financial data, creates delays in reporting, and reduces the quality of financial decision-making available to institutional leadership. Implementing a comprehensive ERP-based financial management system will enable seamless integration of budgeting, accounting, revenue tracking, expenditure monitoring, and statutory reporting. The SAMARTH ERP platform, already adopted by the University, provides the technical backbone for this integration. This project focuses on

completing the digital transformation of financial systems to ensure accuracy, efficiency, and full transparency in financial operations.

Objectives

- To integrate all financial processes through a centralised ERP-based system covering budgeting, accounting, and reporting
- To enable real-time financial monitoring, dashboards, and reporting for leadership decision-making
- To enhance overall efficiency, accuracy, and transparency in financial operations through digital systems

Actions

- Implement and fully activate ERP modules covering budgeting, accounting, revenue management, and expenditure tracking
- Develop integrated financial dashboards providing real-time data to Finance Officer, Finance Committee, and leadership
- Train all finance and accounts staff on ERP utilisation, data entry standards, and reporting protocols

Goals

- Achieve 100% ERP integration of all financial processes by 2040
- Provide real-time financial dashboards to all relevant decision-making bodies by 2030
- Reduce financial report preparation time by 60% through ERP automation by 2035

Indicators

Name of the Indicator	Short Term (2025–2030)	Mid Term (2025–2035)	Long Term (2025–2040)
ERP Integration Coverage (%)	60%	85%	100%
Real-Time Financial Reporting Availability (%)	50%	80%	100%
Report Preparation Time Reduction (%)	20%	40%	60%

Responsible Units

Executing Unit	Monitoring Unit
IT Section; Finance Office; SAMARTH Implementation Team	Finance Committee; Executive Council

Project 29: Outcome-Based Budgeting and Financial Planning System

The University currently prepares budgets based on traditional incremental allocation mechanisms; however, there is a clear need to move towards a more structured, outcome-oriented budgeting framework aligned with IDP priorities. Effective outcome-based budgeting directly links financial resource allocation to institutional goals, programme priorities, and key performance indicators. This ensures that funds are directed toward activities that generate measurable institutional impact, rather than perpetuating historical spending patterns. The introduction of department-wise planning, performance-linked budget monitoring, and regular variance analysis will improve financial discipline, resource optimisation, and strategic alignment across the institution.

Objectives

- To implement structured, outcome-based budgeting frameworks linked to IDP priorities and performance indicators
- To improve department-wise allocation and ensure equitable and efficient distribution of financial resources
- To strengthen budget monitoring through regular review cycles and budget-versus-actual analysis

Actions

- Introduce annual outcome-based budgeting with department-wise allocations and performance-linked targets
- Implement quarterly budget monitoring and review cycles with budget-versus-actual variance analysis for all units
- Develop a capital and revenue budget planning manual and standard operating procedure for all departments

Goals

- Achieve 100% coverage of all departments under the outcome-based budgeting framework by 2040
- Attain 95% budget utilisation efficiency (planned vs actual alignment) by 2040
- Complete quarterly budget review cycles for all units by 2030

Indicators

Name of the Indicator	Short Term (2025–2030)	Mid Term (2025–2035)	Long Term (2025–2040)
Departments under Structured Budgeting (%)	60%	85%	100%
Budget Utilisation Efficiency (%)	75%	85%	95%
Quarterly Reviews Conducted (per year)	2	3	4

Responsible Units

Executing Unit	Monitoring Unit
Finance Office; Planning and Development Cell	Finance Committee; Executive Council; Board of Management

Project 30: Audit, Transparency and Financial Compliance Strengthening

The University follows statutory audit procedures in accordance with regulatory requirements; however, increasing financial complexity arising from diversified revenue streams, infrastructure expansion, and PPP arrangements requires a commensurate strengthening of internal audit systems, transparency mechanisms, and compliance frameworks. Effective internal audit not only ensures regulatory compliance but also serves as a proactive management tool for identifying financial risks, improving process efficiency, and maintaining stakeholder confidence. Publishing audited financial statements, improving the frequency and scope of internal reviews, and strengthening compliance monitoring systems will collectively build the University's reputation for financial integrity and governance excellence.

Objectives

- To strengthen internal and external audit systems to ensure comprehensive financial oversight

- To improve the frequency, quality, and accessibility of financial reporting for all stakeholders
- To ensure robust compliance with all applicable financial regulations and statutory requirements

Actions

- Conduct structured internal audits on a biannual basis covering all revenue, expenditure, and asset management processes
- Publish audited annual financial statements on the University website ensuring full transparency for all stakeholders
- Develop and operationalise a financial compliance monitoring framework with regular risk assessment and mitigation protocols

Goals

- Achieve 100% audit compliance rate across all financial processes by 2040
- Publish audited financial reports at least four times per year on public platforms by 2040
- Establish a functioning risk-based internal audit system covering all major financial processes by 2030

Indicators

Name of the Indicator	Short Term (2025–2030)	Mid Term (2025–2035)	Long Term (2025–2040)
Audit Compliance Rate (%)	85%	95%	100%
Financial Reports Published per Year	2	3	4
Internal Audit Cycles per Year	1	2	2+

Responsible Units

Executing Unit	Monitoring Unit
Audit Section; Finance Office; Compliance Cell	Finance Committee; Executive Council; Governing Bodies

Chapter 9: Human Resource Development Pillar

9.1 Background

The human resources are identified as an imperative asset of a higher educational institution as the effectiveness of administration, teaching, research and student services are directly influenced by the competence, motivation, support and well-being of its active stakeholders. Hence, it is vital to ensure the development and progressive betterment of the human capital of the higher education institution to sustain, remain competitive and prosper.

The Central university of Tamil Nadu creates a conducive environment for its human resources to strengthen their professional competencies, leadership capabilities and enhance their digital capabilities adhering to the digital transformation to aid in efficient governance, and ensuring quality assurance.

Pillar 6 focuses in the initiatives taken by the Central University of Tamil Nadu exclusively to empower its human resources and a build a future ready workforce. This includes the transparency in its recruitment process to add potential human resources to its credibility, create a supportive work environment promoting progress, inclusivity, equity and well-being. The initiatives include holding hands with the national mission of training the workforce in the country through its Karma yogi programme. In addition, CUTN assures to build its powerful human resources through structured capacity-building initiatives, performance-based evaluation systems aligning with the nations mission and International standards.

CUTN envisions a holistic ecosystem that nurtures its faculty, staff, students and their family warranting a poised focus on professional excellence, personal well-being and institutional development.

9.2 Strategic directions for the pillar

1. To develop high performing and future ready work force.
2. Mandate transparent and performance-based human resource management systems.
3. Strengthening leadership quality among employees and succession planning,
4. Enhancing employee well-being, inclusivity, equity and work-life balance.
5. Assuring the mental health and well-being of students.

9.3 Programmes

9.3.1 Human Capital Excellence Programme

The Human Capital Excellence Programme at CUTN is designed to set standards for its employees focusing on strengthening their capabilities, establishing clear role-based competencies, incessant professional development and performance linked growth system to ensure a high level of efficiency, feedback and accountability. This applies to the teaching and non-teaching employees of the university. This programme ensures sustained human capital performance by linking performance outcomes with continuous skill development and transparent evaluation process aligned with international best practices.

Project 31: Competency Mapping and Role Clarity

All the teaching and non-teaching staff of Central university of Tamil Nadu will be introduced to the structured framework regarding their role-based competencies and measurable performance expectations. This sets a bench mark for their performance and enable in the performance monitoring. A role competency matrix developed by the expert team and section heads outlines the core, functional and conduct competencies required for their designated role, which will be assessed by measurable performance indicators. The project assures biennial competency audit to identify skill gaps and plan for targeted capacity enhancement. The project through its integration with performance evaluation systems, guarantees clarity in responsibilities, reduces duplication of work, optimal use of efficiency aligning with individual outputs and institutional expectations.

Objectives of the Project

- Create a role based competency framework for all employee categories
- Develop measurable performance indicator for each role
- Identify and report the competency gap through standardised procedures or assessments.

Actions of the Project

- Develop and approve competency matrix for all roles including teaching faculty, administrative staff, technical staff and support staff.
- Create standardized role description with defined responsibilities.
- Identify key Performance Indicator for each role
- Conduct competency audits
- Prepare and implement individual progressive plan

Goals of the Project

- 100% Employee assigned role descriptions.
- 100% roles mapped with approved competency framework.
- Employees evaluated through the Key Performance Indicator.
- All employees to undergo competency assessment every year and skills gaps identified.
- Identified skill gaps will be enhanced through individual development plans.

Indicators of the Project

Name of the Indicator	Short Term (2026-2030)	Mid Term (2026-2035)	Long Term (2026-2040)
Percentage of roles with defined competency framework	100%	Sustained at 100%	Sustained at 100%

Responsible units of the Project: Registrar, Establishment Section, IQAC

Project 32: Integrated Employee Engagement, Capacity Building and Retention

In the highly competitive and technologically transformed landscape of higher education, employee engagement, skill enhancement of the employees and retention of qualified and well-equipped workforce plays a crucial role in the sustainability of the institution. This project speaks about the dynamic nature of the workforce, which is distinct from competency mapping and role clarity as it is a continuous ongoing cyclic system which includes on-boarding, engagement, upskilling, career progression and retention. This involves a holistic and integrated approach that actively fosters employee engagement, capacity building and long-term retention to establish a structured sustainable mechanism. This in turn enhances the motivation of the employees, strengthens the institutional capabilities and promotes a positive work culture and committed workforce.

Central University of Tamil Nadu adopts the national mission initiatives to promote the growth of the institution, similarly, we are integrating Government of India's Mission Karmayogi to train our employees. Though the initiative is mandate for all government employees, CUTN

will ensure the application of these trainings into the day to day activities and its long term outcomes. Aligning with this, the project will assure the participation of employees in the institutional processes, effective utilization of training opportunities, establishing real-time feedback loops and a strong linkage between performance, recognition and career progression.

Objectives of the Project:

1. To promote employee engagement mechanisms that guarantee continuous participation, feedback and communication between employees and institutional leadership.
2. To institute a continuous, role-based capacity building system aligned with Mission Karmayogi, integrating digital learning platforms and ensuring application of acquired skills in the workplace.
3. To develop a transparent career advancement and internal mobility pathways that support employee growth and align individual aspirations with institutional priorities.
4. To cultivate a proactive retention system that identifies and addresses employee concerns, promotes job-satisfaction and strengthens long-term institutional commitment.

Actions of the Project:

1. Establishing regular employee engagement platforms including structured feedback systems, interaction forums, and participation tracking.
2. Integrating iGOT Karmayogi or equivalent digital learning systems for role-based and continuous capacity building in addition to the UGC MMTTC Trainings.
3. Promoting practice-oriented learning mechanisms, including mentoring where senior professor acts as mentors for the early and mid – career employees, peer learning groups, and post-training application reviews.
4. Embolden and support the employees to have a career progression, internal mobility systems. Employees are recognised and motivated to pursue their higher studies and funding support for necessary academic upgradation.
5. Construct a retention monitoring mechanism, including stay interviews and early identification of disengagement trends through structured on-boarding and continuous employee support systems.

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Goals of the Project:

1. To build a highly engaged and participative institutional work culture.
2. To create a continuous learning ecosystem aligned with national capacity building initiatives
3. To ensure effective utilization of employee skills in achieving institutional outcomes
4. To strengthen employee commitment, satisfaction, and long-term retention

Indicators of the Project:

Name of the Indicator	Short Term (2026-2030)	Mid Term (2026-2035)	Long Term (2026-2040)
Employee Engagement Levels	Baseline established and regular measurement initiated	Consistent improvement across departments	Sustained high engagement culture
Increase of Participation in Capacity Building Programmes of Employee	+10%	+25%	+50%
Employee Retention Rate	80%	90%	>95%

Responsible units of the Project: Registrar, IQAC, Unit Heads

9.3.2 Integrated Well-being, Welfare and Inclusivity Programme

The Integrated Well-being, Welfare and Inclusivity Programme is conceived as a holistic institutional initiative under the Institution Development plan to foster a supportive, equitable and inclusive academic environment. Recognizing that institutional excellence is fundamentally linked to the well-being of its human resources, the programme adopts a comprehensive and stratified approach targeting students, faculty, and administrative staff. The Programme envisage in integrating the health services, psychological support services, financial assistance, and inclusive practices for all stakeholders with a distinctive importance to the marginalized and the differently abled learners. This programme embraces students well-being and inclusive initiatives, faculty enrichment and wellness and Staff welfare and well-being. For students, the programme prioritizes mental health support, equitable access to resources, and inclusive learning environments that promote participation and belonging. For

faculty, it emphasizes professional enrichment through a supportive and balanced work environment that nurtures motivation, creativity, and academic engagement. For administrative and support staff, the programme focuses on welfare measures, workplace dignity, and access to institutional support systems that enhance job satisfaction and organizational cohesion. By integrating these dimensions within a unified framework, the programme seeks to institutionalize a culture of care, inclusivity, and shared responsibility, thereby contributing to sustainable academic excellence and an enabling campus environment for all stakeholders. Ultimately, the initiative aligns with broader educational goals of equity and excellence, ensuring that all stakeholders can thrive in a safe, respectful, and enabling learning ecosystem.

Project 33: Student Well-being and Inclusion Initiative

Aligned with the institution's distinctiveness of fostering an inclusive, learner-centric environment, this project addresses the increasing need for structured student support systems. Contemporary higher education contexts highlight challenges related to mental health, financial constraints, social inequities, and accessibility barriers, which directly impact student retention and academic success. This project seeks to institutionalize a comprehensive framework that integrates well-being, welfare, and inclusivity into the student experience.

Objectives of the Project:

- To promote holistic student well-being encompassing physical, mental, and social dimensions.
- To ensure equitable access to academic and welfare support services.
- To foster an inclusive campus environment sensitive to diversity and marginalization.
- To strengthen institutional mechanisms for student support and grievance redressal.

Actions of the Project:

- ✓ Strengthening of professional counselling and mental health support services.
- ✓ Implementation of peer mentoring and student support networks.
- ✓ Provision of financial guidance through scholarships and welfare schemes.
- ✓ Enhancing accessibility infrastructure for differently-abled students.
- ✓ Sensitization programmes or awareness programmes on inclusivity, gender sensitivity, and well-being.

Goals of the Project:

- ✓ Improved student retention and progression rates.
- ✓ Enhanced student satisfaction and sense of belonging.
- ✓ Reduction in stress-related academic disruptions.
- ✓ Creation of an inclusive and supportive learning environment.

Indicators of the Project:

Name of the Indicator	Short Term (2026-2030)	Mid Term (2026-2035)	Long Term (2026-2040)
Student completion rate	95%	97%	99%
Increase of Number of students accessing counseling and support services	+10%	+25%	+50%
Participation levels in well-being and inclusivity programmes	80%	90%	>95%
Satisfaction Rate	4.0/5.0	4.5/5.0	4.7/5.0

Responsible units of the Project: Dean (Students' Affairs), Institutional Counselling Cell, Equal Opportunity Cell, Enabling Unit, IQAC

Project 34: Faculty Well-being and Support Initiative

Faculty well-being is increasingly recognized in higher education research as a critical determinant of teaching effectiveness, research productivity, and institutional sustainability as insisted by the Job Demands–Resources (JD-R) model, which underscores the need for balancing professional demands with adequate institutional support systems, including psychological resources, organizational recognition, and conducive work environments. Faculty members play a pivotal role in sustaining academic quality and institutional growth. However, increasing professional demands, administrative responsibilities, and evolving pedagogical expectations can impact their well-being. This project is grounded in the institution's commitment to creating a supportive and inclusive work environment that recognizes faculty as central to its distinctiveness. By situating faculty welfare within a

structured institutional framework, the project contributes to enhancing both individual performance and overall organizational effectiveness.

Objectives of the Project:

- To promote physical, mental, and occupational well-being among the faculty members.
- To foster a supportive and collegial work environment.
- To address stress and work-life balance concerns.
- To enhance institutional support mechanisms for faculty welfare.

Actions of the Project:

- ✓ Facilitation of access to health and wellness services, including counselling support.
- ✓ Organize stress management and well-being awareness programmes.
- ✓ Development of institutional policies supporting work-life balance.
- ✓ Recognition and appreciation initiatives for faculty contributions.
- ✓ Strengthening grievance redressal and support systems.

Goals of the Project:

- Improved faculty well-being and job satisfaction.
- Enhanced quality of teaching, research and academic contribution.
- Strengthened institutional commitment and engagement.

Indicators of the Project:

Name of the Indicator	Short Term (2026-2030)	Mid Term (2026-2035)	Long Term (2026-2040)
Faculty participation in well-being initiatives	+10%	+25%	+50%
Utilization of support and counseling services	80%	90%	>95%
Job Satisfaction Rate	4.0/5.0	4.5/5.0	4.7/5.0

Responsible units of the Project: Registrar, Establishment section, Grievance Redressal Committee, IQAC

Project 35: Staff Welfare and Inclusivity Initiative

Administrative and support staff constitute the operational backbone of the institution, ensuring continuity, efficiency, and quality in academic and administrative processes. Grounded in the institution's commitment to inclusivity, this project seeks to adopt a structured and rights-based approach to staff welfare. It aims to address both tangible and intangible dimensions of well-being, including physical health and safety, psychological security, social recognition, and workplace dignity.

Drawing on principles of organizational equity and participatory governance, the initiative emphasizes inclusive policies, transparent grievance redressal mechanisms, and equitable distribution of welfare resources. Furthermore, the project aligns with broader frameworks of institutional sustainability by recognizing that a motivated and supported workforce enhances organizational resilience and efficiency. By institutionalizing welfare measures and fostering an inclusive work culture, the initiative contributes to strengthening staff engagement, reducing workplace inequalities, and building a cohesive and ethically grounded institutional ecosystem.

Objectives of the Project:

- To enhance the overall well-being and job satisfaction of staff.
- To ensure equitable access to welfare measures and institutional support.
- To promote an inclusive and respectful workplace culture.
- To strengthen mechanisms for addressing staff concerns.

Actions of the Project:

- ✓ Organization of periodic health and well-being camps, including preventive healthcare, mental well-being support, and workplace safety inspections, with special focus on high-risk service areas.
- ✓ Provision of need-based welfare support, including emergency assistance and medical aid, to strengthen financial and social security.
- ✓ Ensuring inclusive representation of non-teaching staff in institutional committees and decision-making processes to promote participation and belonging.
- ✓ Institutionalization of annual welfare reviews and staff recognition practices to reinforce a culture of care, inclusivity, and organizational cohesion.
- ✓ Periodic welfare initiatives and staff welfare benefits for workforce, such as awareness programmes on workplace dignity, equity, and respectful engagement.

Goals of the Project:

- Improved staff morale and workplace satisfaction.
- Enhanced efficiency and institutional cohesion.
- Increased awareness and utilization of welfare measures.
- Development of an inclusive and respectful work environment.

Indicators of the Project:

Name of the Indicator	Short Term (2026-2030)	Mid Term (2026-2035)	Long Term (2026-2040)
Staff participation in well-being initiatives	+10%	+25%	+50%
Utilization of support and counseling services	80%	90%	>95%
Job Satisfaction Rate	4.0/5.0	4.5/5.0	4.7/5.0

Responsible units of the Project: Registrar, Establishment section, Grievance Redressal Committee, IQAC

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Chapter 10: The Road Ahead — CUTN 2040

10.1 Introduction

The Institutional Development Plan 2026–2040 represents more than a planning document. It is a declaration of institutional intent — a commitment by the Central University of Tamil Nadu to transform from a growing multidisciplinary university into a nationally significant, research-oriented, digitally enabled, and financially resilient Central University by 2040.

The journey ahead is ambitious but grounded in reality. CUTN does not begin this phase from a standing start. It begins from a position of demonstrated progress: NAAC A+ accreditation, a NIRF rank of 83 sustained within the top 100 for four consecutive years, a Scopus h-index grown from 47 to 89, 24 patents filed, major research funding secured from DST, ANRF, ICMR and ICSSR, HEFA-backed infrastructure worth over ₹480 crore approved, and 39 of 43 SAMARTH modules operational. This is the foundation on which the next fifteen years will be built.

10.2 Institutional Implementation Framework

Implementation of the IDP shall be undertaken through a multi-level governance structure involving statutory bodies, academic leadership, administrative units and institutional quality mechanisms.

Level	Primary Responsibility
Executive Council	Strategic oversight and policy approval
Academic Council	Academic programme monitoring and review
Finance Committee	Financial monitoring and resource allocation
Vice-Chancellor	Overall institutional leadership and implementation
Registrar	Administrative coordination and Pillar-level implementation
Deans / Directors / Heads	Project execution and reporting
IQAC	Monitoring, assessment and quality assurance
IDP Committee	Progress tracking and institutional reporting

The implementation mechanism shall ensure alignment between institutional objectives, annual action plans, budget allocation and measurable performance indicators.

The University shall establish a structured monitoring framework to evaluate progress under each strategic pillar.

Annual Review	Mid-Term Review (2030 & 2035)	Final Review (2040)
• Achievement of project milestones • Progress against key indicators • Budget utilisation • Infrastructure development status • Academic and research outcomes • Corrective actions and improvement plans	• Programme effectiveness • Resource utilisation • Emerging institutional priorities • Alignment with national policy developments • Requirement for modification of targets and actions	• Overall impact of the IDP • Establish the foundation for the subsequent institutional development cycle

10.3 From Expansion to Excellence

The defining transition for CUTN in this plan period is the shift from foundational expansion to strategic consolidation and excellence. The University has spent its first fifteen years establishing its academic structure, building its campus, and creating the basic conditions for institutional functioning. The next fifteen years must be spent deepening that structure — making it more rigorous, more interconnected, more research-productive, and more responsive to the world beyond the campus.

Across all six pillars, the IDP charts a phased course. The short-term phase (2026–2030) focuses on consolidation: completing digital systems, standardising governance, establishing research clusters, expanding skill-based programmes, and laying the infrastructure groundwork. The medium-term phase (2031–2035) focuses on integration and quality enhancement: interdisciplinary collaboration deepening, PPP infrastructure taking shape, DACE and consultancy revenue scaling up, and CUTN entering global rankings. The long-term phase (2036–2040) is the transformation horizon: a fully digital campus, ₹30 crore annual research funding, a certified green campus, a Scopus h-index exceeding 300, and recognition as an institute of research excellence.

10.4 Six Pillars, One Institution

The IDP is structured through six strategic pillars, but the University is one institution. The real test of this plan will be the degree to which these pillars function in coordination rather than in isolation. Academic excellence cannot be achieved without research capability. Research cannot flourish without financial sustainability. Financial sustainability depends on infrastructure, digital systems, and human resource quality. Community engagement and social responsibility reinforce the University's identity and attract partnerships. Each pillar supports and is supported by the others.

This interdependence is not a weakness — it is the plan's central logic. CUTN's competitive advantage by 2040 will come not from any single achievement but from the coherence of its institutional ecosystem: strong academics, active research, well-governed systems, motivated faculty and staff, modern infrastructure, and deep community relationships working together.

10.5 People at the Centre

No plan transforms an institution — people do. The Human Resource Development pillar recognises that CUTN's faculty, staff, and students are not merely recipients of institutional investment; they are its primary drivers. The competency frameworks, Karmayogi-aligned training, well-being programmes, and inclusive workplace initiatives in this pillar are not administrative exercises. They are the mechanism through which the University builds the human capacity necessary to deliver everything else in this plan. The same applies to students. The well-being, inclusion, and support initiatives outlined across pillars — from accessible STEM labs to mental health counselling to financial aid — reflect an institutional belief that student success is inseparable from institutional success. A university that genuinely supports its students will see better retention, stronger research, higher placements, and a more engaged alumni community.

10.6 CUTN’s Distinctive Contribution

CUTN occupies a distinctive position in Indian higher education. Located in the Cauvery delta, one of India's most historically and ecologically significant regions, the University has an opportunity that few Central Universities possess: to be deeply and authentically rooted in a specific place while simultaneously contributing to national and global knowledge ecosystems.

The IKS documentation initiative, the community database, the marine and atmospheric sciences programmes, the gender sensitisation campaigns, and the participatory research

projects are not peripheral activities. They are expressions of institutional identity. CUTN's path to national and global relevance runs through Thiruvarur, not around it. The University's ability to generate knowledge about and with its surrounding community — while also producing globally competitive research — is what will make it distinctive rather than merely comparable. CUTN's distinctive contribution also lies in preserving and promoting India's rich cultural and linguistic heritage through its Departments of Music and Languages. These disciplines strengthen cultural preservation, linguistic diversity, traditional knowledge systems, artistic excellence and community engagement, thereby reinforcing the University's commitment to inclusive education and national cultural development.

10.7 Accountability and Adaptability

A fifteen-year plan must be both ambitious and adaptive. The world CUTN will navigate between 2026 and 2040 will change in ways that cannot be fully anticipated today. Technological disruption, policy shifts, demographic change, and climate pressures will all require institutional responses that no document can pre-specify. The IDP addresses this through its KPI framework. Measurable indicators across all pillars — reviewed annually, adjusted where evidence demands, and reported transparently — will keep the University accountable to its stated goals while retaining the institutional agility to respond to change. The plan should be treated not as a fixed script but as a living framework: revisited at each phase transition, informed by institutional data, and renewed with each review cycle.

10.8 The Horizon

By 2040, the Central University of Tamil Nadu aspires to be a place where a student from any background can access world-class education in an inclusive environment; where faculty pursue cutting-edge research with national and international partners; where the surrounding community sees the University as a genuine resource and partner; where governance is transparent, data-driven, and efficient; where the campus is green, connected, and modern; and where the institution is financially resilient enough to sustain all of this without dependence on any single source of support. This is not a distant dream. It is a structured, sequenced, measurable institutional commitment — built on what CUTN has already achieved, and pointed toward what it knows it can become.

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Chapter 11: Consolidated KPI Dashboard — IDP 2026–2040

The dashboard consolidates all measurable performance indicators across the six strategic pillars of the IDP. It serves as the primary monitoring reference for institutional leadership, IQAC, statutory bodies, and external reviewers. All indicators are to be tracked annually and formally reviewed at each phase transition: 2030, 2035, and 2040.

Key Performance Indicator	Project #	Short Term 2026–2030	Mid Term 2031–2035	Long Term 2036–2040
PILLAR 1 — Academic Excellence and Multidisciplinary Education				
No. of Programmes for Local Communities	P1	1–2	3–5	7–10
No. of Local Enrolments per Academic Year	P1	30+	50+	100+
No. of Lifelong Learning Programmes	P2	1–2	3–5	7–10
Lifelong Learning Enrolments per Year	P2	10+	30+	50+
No. of Certification Programmes	P3	1–2	5–10	>15
Placement Rate (%)	P3	>40%	>60%	>80%
No. of Incubation / R&D Centres	P3	1	2–4	5–7
Increase of enrolment of differently abled students	P4	+10%	+15%	+25%
Accessible STEM Labs (%)	P4	25%	50%	100%
No. of International MoUs	P5	5	10	25+
Increasing International Students	P5	+10%	+15%	+30%
Global Ranking	P5	Asia Regional Entry	Top 500 Global	Below Rank 400
No. of IKS-Based Courses	P6	2	5	10+
No. of literature archived/used in the curriculum	P6	5	10	25+

PILLAR 2 — Research, Innovation and Knowledge Ecosystems				
Research Policy	P7	Expand the Policy	Update the Policy	Update the Policy
Research Clusters (sustainability focus)	P7	2	10	Institute of Excellence
Consultancy Projects on Sustainable Dev.	P7	Promote & build infra	2+ projects	₹2 Cr mobilised
Research Projects with Intl. Cooperation	P8	5	10	20+
Intl. Researcher Mobility (fellowships)	P8	5	10	25+
International Research Agreements	P8	2	5	10+
No. of Patents / Registries / Artistic Works	P9	5	15	25+
Increase in Indexed Journal Publications	P10	+10%	+25%	+50%
Increase number of articles published in indexed journals per annum	P10	+10%	+25%	+50%
Scopus H-Index	P10	100+	150+	300+
PILLAR 3 — University Social Responsibility				
Community Data Volume	P11	Thiruvarur district	Surrounding districts	Full Cauvery delta
No. of Participatory Research Projects	P12	5	10	25+
No. of Participatory Educational Engagements	P12	5	10	25+
No. of Gender Rights Programmes	P13	5	10	25+
No. of Legal Literacy Camps	P13	10	20	50+
No. of Workshops in Schools	P13	5	10	25+
No. of Workshops in Colleges	P13	5	10	25+

PILLAR 4 — Governance, Digital Transformation and Institutional Effectiveness				
Digital Adoption Rate (%)	P14	75%	100%	100%
Paper Reduction (%)	P14	50%	75%	90%
Turnaround Time Reduction (%)	P14	50%	75%	90%
Mobile Platform Adoption Rate (%)	P15	75%	100%	100%
Push Notification Communication Impact	P15	>50%	>85%	100%
User Satisfaction (mobile)	P15	4.0/5.0	4.2/5.0	4.5/5.0
Library Ecosystem Integration (%)	P16	80%	90%	100%
Library Utilisation Rate (%)	P16	>90%	>95%	100%
User Statistician Rate	P16	>95%	>98%	>99%
Analytics Dashboard Utilisation Rate (%)	P17	75%	100%	100%
Student Retention Rate (%)	P17	>95%	>98%	>99%
Compliance Rate – Governance Manual (%)	P18	95%	100%	100%
Audit Error Reduction (%)	P18	20%	30%	>50%
Grievance Resolution within Stipulated Time	P19	50%	75%	>95%
Stakeholder Confidence Increase (%)	P19	30%	60%	>80%
PILLAR 5 — Financial Sustainability and Infrastructure Development				
Internal Revenue Share (%)	P20	10%	15%	22%
Fee Collection Efficiency (%)	P20	90%	95%	98%
Facility-Based Revenue (₹ Cr)	P20	1.5	4	8
Research Funding (₹ Cr/year)	P21	12	18	30

Consultancy Revenue (₹ Cr/year)	P21	0.8	2	5
CSR Income (₹ Cr/year)	P21	0.5	2	5
DACE Revenue (₹ Cr/year)	P22	1	3	6
No. of DACE Programmes	P22	5	10	20
Infrastructure-Based Revenue (₹ Cr/year)	P22	0.5	2	4
Smart Classroom Coverage (%)	P23	40%	75%	100%
No. of New Advanced Labs	P23	5	12	20
Academic Block Upgrade Completion (%)	P23	30%	70%	100%
No. of PPP Projects Completed	P24	1	3	5
PPP Investment Mobilised (₹ Cr)	P24	20	60	120
Grant Dependency for Amenity Infra (%)	P24	90%	65%	50%
Hostel Capacity Increase (%)	P25	20%	40%	70%
Additional Beds Created	P25	400	900	1,500
Student Facility Satisfaction (%)	P25	70%	85%	95%
Indoor Stadium Completion	P26	Design & Approval	50% Construction	Fully Operational
Wellness Centre Status	P26	Blueprint Approved	Operational	Fully Integrated
Student Sports/Wellness Participation (%)	P26	40%	60%	80%
Renewable Energy Share (%)	P27	20%	40%	70%
Annual Energy Cost Reduction (%)	P27	10%	25%	40%
Green Campus Certification	P27	Audit Initiated	Applied	Certified

Water Recycling Coverage (%)	P27	40%	65%	90%
ERP Financial Integration Coverage (%)	P28	60%	85%	100%
Real-Time Financial Reporting (%)	P28	50%	80%	100%
Departments under Structured Budgeting (%)	P29	60%	85%	100%
Budget Utilisation Efficiency (%)	P29	75%	85%	95%
Quarterly Reviews Conducted (per year)	P29	2	3	4
Audit Compliance Rate (%)	P30	85%	95%	100%
Financial Reports Published per Year	P30	2	3	4
Internal Audit Cycles per Year	P30	1	2	2+
PILLAR 6 — Human Resource Development				
Roles with defined competency framework (%)	P31	100%	Sustained at 100%	Sustained at 100%
Employee Engagement Levels	P32	Baseline & Tracking	Departmental Improvement	High Engagement Culture
Increase of Participation in Capacity Building Programmes of Employee (%)	P32	+10%	+25%	+50%
Employee Retention Rate (%)	P32	80%	90%	>95%
Student completion rate (%)	P33	95%	97%	99%
Increase of Number of students accessing counseling and support services (%)	P33	+10%	+25%	+50%

Participation levels in well-being and inclusivity programmes (%)	P33	80%	90%	>95%
Satisfaction Rate	P33	4.0/5.0	4.5/5.0	4.7/5.0
Faculty participation in well-being initiatives (%)	P34	+10%	+25%	+50%
Utilization of support and counseling services (%)	P34	80%	90%	>95%
Job Satisfaction Rate	P34	4.0/5.0	4.5/5.0	4.7/5.0
Staff participation in well-being initiatives (%)	P35	+10%	+25%	+50%
Utilization of support and counseling services (%)	P35	80%	90%	>95%
Job Satisfaction Rate	P35	4.0/5.0	4.5/5.0	4.7/5.0

Note: Project references (P1–P35) correspond to the numbered projects defined in Chapters 4–9. Indicators presented as qualitative milestones are to be assessed against documented evidence at each review point. All financial figures are indicative targets subject to revision based on institutional performance and external funding environment.

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INSTITUTIONAL DEVELOPMENT PLAN

2026–2040

BUILDING A FUTURE OF EXCELLENCE

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