



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

UNIVERSITY OF MADRAS

KAMARAJAR SALAI CHEPAUK CHENNAI

600005

www.unom.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

January 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Established in 1857, University of Madras is one of the first three universities in India and it has completed 165 years as a prime university and precursor of Indian higher education. The serene ambiance of the University of Madras which is sanctified with the wind and waves of the largest seashore in India along with the marvelous and tranquil red sandstone buildings appear majestic as a testament of higher education and as a guiding light of knowledge for the generations of the nation for several decades. Being applauded as the Oxford and Cambridge in India, the University of Madras has held dedicated to its leadership in higher education by striving ad infinitum to achieve excellence. The main campus being located at Chepauk, the university holds five campuses each at Chepauk, Marina, Guindy, Taramani and Chetpet. It is the Mother of almost all universities of South India. The university as a State Affiliating university has distinguished itself by preserving its ancient heritage and simultaneously forging ahead with the changing times to make its presence felt in the globally competitive higher education. The University of Madras has been accredited by the NAAC with the celebrated “five star” status in 2000 and re-accredited with “A” Grade in 2007 and “A+” in 2014. It has the distinction of being one of the first five universities with the status of *University with Potential for Excellence* by the UGC. The University has been ranked seventh among all Indian Universities and eighth among State Universities on “H-index”, based on the research publications in science disciplines by the DST. During the last four years, the university is set in the top 50 ranking of the NIRF with 39th rank in 2022. As a sesquicentennial institute of higher learning, the university is attempting to blend tradition and history with modernity and use of advances in technology. Its first entry with 547th QS World University Ranking, UK, World University Ranking -1600 (URAP-2022) and 48th Global Ranking for the citations per faculty is both recognition of its achievements and also a challenge for future pursuit of excellence in higher education.

Vision

As a sesquicentennial institution and a stepladder in the field of higher education and research, the university has a multi-pronged vision of advancing knowledge through research, imparting higher education, inculcating socially relevant values with excellence in all pursuits as detailed below.

- ? To inculcating values of Equality, Unity and Justice
- ? To make education relevant and excellent.
- ? To promote educational programmes in various disciplines of knowledge with synergistic interaction with society and industry.
- ? To contribute to the advancement of knowledge through research, publication and disseminations.
- ? To provide leadership in higher education by imparting quality and socially relevant knowledge.
- ? To develop aptitudes and skills of students to equip them to face the challenges and needs of fast changing society.

- ? To give greater opportunity to women in order to prepare them to be effective leaders.
- ? To make students to be conscious of their duty to the country and to fellow human beings.

Mission

To impart quality higher education in consonance with our motto "*learning promotes natural talent*", we strive to develop citizens with knowledge, skill and character leading to societal transformation and national development. We aim at making our students, men and women, to offer their selfless service for the progress of the country and people. The mission statement is duly propagated through display boards as well as information brochures, for awareness of the various stakeholders and to be cherished by the employees of the university.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. University of Madras has been undergoing the detection of SWOC sporadically in order to hone the structural components of the system after reviewing the same. After the analysis, the following strengths have been recognized:
2. The rich heritage of the university as a sesquicentennial institution and the Alma mater itself is the prime most strength.
3. University relentlessly fosters a profound dedication for learning and knowledge generation with the motto of promoting natural talents of its students.
4. Extensive range of the elite, exceptional academic programmes with a blend of tradition and modernity
5. Offering of both market-oriented, skill-promoting, along with Knowledge and culture-based programmes
6. An all-embracing library with biggest depository of books, manuscripts etc with physical and digital access.
7. High-tech departmental laboratories covering sophisticated equipments for scientific studies.
8. Strong and deep research (Inter /Multi/Trans-disciplinary), extension and consultancy with national and international linkages.
9. Complete Academic autonomy to all the departments in programmes' creation and innovation, curriculum designing, content delivery, evaluation etc
10. Revamping of the Curriculum of the entire programmes (regular and distance mode) with LOCF in track with Outcome Based Education (OBE)
11. A vigorous maneuver for the cyclical Academic and Financial Audit and Feedback mechanism from stakeholders for the advance flow and growth
12. Transparent and strong assessment mechanisms incorporating technological devices with focus on learner centric pedagogy and grievance redressal.
13. Equality and inclusiveness of all the categories of learners to the academic stream by extending financial freedom and flexibility along with varied form of student support and services for industry-readiness and employability.
14. Vast quantity of quality Research grants/projects, publications, patents, fellowships, endowments, Career Guidance, placements etc
15. Nationally/internationally commended compilation of Faculty along with foreign faculty through

collaboration and exchange.

16. Five university campuses with nature-blessed and eco-friendly ambience for the hassle-free learning.
17. Implementation of a sound Startup culture and entrepreneurial direction through Entrepreneurship and Career Hub (ECH) of the university.
18. A well-established Alumni network across the globe.
19. An all-round the *Divyangjans* – friendly campus facilities
20. A strong culture of inclusiveness empowering both the Genders and Transgender.
21. A strong Distance Education Wing with an array of academic programmes offering through ODL/OL/Blended mode of learning.

Institutional Weakness

1. In view of the fact that the weaknesses are the steps for the advance strengthening of the institutional system, the university detects the weaknesses and are listed below:
2. Being a state public university there is indubitable financial constraints/deficiency of fund from the Government.
3. Lack of sufficient and prescribed manpower both academic and administrative in order to deliver the planned services to the learner community.
4. Insufficient techno-digitalization of the teaching-learning process to cope up with the global and industry requirements.
5. Rigorous faculty shortage in comparison with the faculty structure as envisioned by UGC and the disenchantment to fill the sanctioned vacancies.

Institutional Opportunity

1. National and across the globe accessibility of all the 5 campuses by the learner community on account of the ideal geographic location of the university
2. A highly amiable research, innovation and entrepreneurship eco-system.
3. University of Madras as a pioneer and pillar in the higher education scenario can be an influential mechanism and a model for the implementation of the National Education Policy (NEP-2020) by as many of the NEP components had already been put into operation by the university.
4. Highly consistent collaborations in the form of MoUs, faculty and student exchange, international learner and teacher community reflects the prospect of inviting and including more foreign institutions to be participated in the academic stream of the university.
5. Having both the conventional and distance mode of delivery mechanisms along with the flourishing online mode of learning mechanism, the university has a great opportunity to be a center for flexible learning with interdisciplinary/multidisciplinary approach with the Holistic Approach model of NEP 2020.
6. Being a state public university, it has the greatest opportunity to disseminate Knowledge to the inaccessible, deserving, and diffident sections of the learner community.
7. There is tremendous opportunity to tap and utilize the contribution of its well-known alumni.

Institutional Challenge

The challenges that are being faced by the university are planned to be used for its all-round growth and development. Challenges acknowledged are as follows:

- Being a state public University, the challenge appears in the form of the exercising power to compete with the globally standardized higher educational institutions.
1. Making the university a Centre of academic distinction with a huge number of students by providing them with all the required educational, financial, personal and physical needs by overcoming the existing limitations.
 2. Turning from “a Brick institution” into a “Click Institution” by harnessing the technological developments in the educational sector as a rejoinder to the increasing need for online learning/blended mode of learning.
 3. Nurturing more and more Industrial/corporate collaborations by which Intellectual Property can be shared in the advancement of academic excellence.
 4. Promoting consultancy services in multifarious disciplines.
 5. Regardless of the minimum Government support for the development of infrastructure and manpower facilities, the University is putting relentless effort to tackle this challenge.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

University of Madras (UNOM) aims to provide quality education to all sections of society thus developing the human capital of the country. The curriculum of all the PG Programmes offered by the University is in accordance with the Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) and Course Outcomes (Cos) of the Programmes. A systematic process of curriculum development with the recommendations of the Board of Studies and the approval of the Academic Council is practiced after the deliberation of the feedback from various stakeholders, including alumni, academia and industrial experts. Changes in the curriculum are done regularly to reflect the relevance to the local, national, regional and global developmental needs. In tune with the logical need for interdisciplinary learning, UNOM was one among the first institutions to adopt the Choice Based Credit System (CBCS) in the country. The University believes in integrating crosscutting issues relevant to professional ethics, gender, human values, environment and sustainability into the curriculum. The university endeavors to bestow a firm assurance for the learners to attain the most excellent higher education facilities and with a copious blend of core subjects, soft skills and societal values to equip the students for a comprehensive and competitive professional environment. The University’s NSS Unit and Clubs complement the efforts of the courses through its various extension activities to promote human values, discipline, green environment and sustainability. The courses offered by the Departments address the environment and sustainability issues through their curriculum.

Teaching-learning and Evaluation

The University admits students through a robust, transparent, and socially equitable admission policy. In alignment with its motto ‘learning promotes natural talent’, University of Madras embarks the enrolled students on a journey that leads to ‘learning’ and ‘promoting talent’, based on their learning capacity and

pace. Accordingly, each School and Department function and act in consonance by assessing the learning levels of the students and thereby imparting the curriculum content through appropriate pedagogical methods. The Departments focus on student centric pedagogy providing ample opportunity and autonomy for students to pursue their interests. To make learning student-centric a blend of the traditional chalk-and-talk method of teaching is combined with ICT enabled teaching-learning, Hands-on experiences such as practical activities/ laboratory sessions, field trips and field surveys, workshops, and internship programmes and activity-based learning. The effort is to make learning more participative, interactive, and engaging to organize events thereby enhancing their leadership skills, ability to make decisions and problem-solving skills. Transparency through e-governance has been brought into the examination processes thereby bringing in considerable improvement in the examination management system for the University as well as its Affiliated Colleges. The University has incorporated IT integration for the entire examination process for the Affiliated Colleges and Departments and is ably monitored by Office of the Controller of Examinations. All Schools/ Departments have defined the generic outcomes and programme specific outcomes after extensive consultation with the course coordinators and faculty members of the respective department. They are framed in conformance to the objectives of Outcome Based Education by HEIs. In conformation with the UGC standards the University has adopted and initiated restructuring of programmes based on LOCF during 2020. All Departments of the University confirmed with the formulation of the LOCF based syllabus and the same was approved during the Academic Council in 2021. The institution measure the evaluation of the programme outcomes in two folds based on the performance of the students in the internal and end semester examinations as well as the output of project work / internships.

Research, Innovations and Extension

Research activities form the core of the University System that promotes and exudes higher education. The University of Madras boasts of a comprehensive research regulatory system to maintain high standards of quality in research activities and the research guidelines are framed and updated at regular intervals. The current research regulations are in accordance with the University Grants Commission (UGC) Minimum Standards and Procedure for Award of M.Phil. / Ph.D. Degrees 2016 with effect from July 2021 and the same is duly updated on the official website of the University of Madras. The research policy offers clear guidelines and procedures involved in the M.Phil, Doctoral and Post-Doctoral research right from admission to evaluation. The University has been a pioneer in establishing a very strong ecosystem to support innovation, entrepreneurship, and industry collaborations. The UICIC was established in the year 1997 with the objective to coordinate research and development projects between University Departments and Industries in product/process development, technology transfer and encourage industry-academia partnership through MOUs, and consultancy services. Technology Business Incubator (TBI)-University of Madras is situated at Guindy campus and has seven work stations as workspaces for start-ups. The most recent addition to the innovation and entrepreneurship initiatives at the university is the establishment of the RUSA- ECH. With a strong sense of purpose and the intent to influence the Start-Up climate in our campuses as well as create a spark of entrepreneurial values among young minds, the ECH designed and conducted THULIR-2021, a start-up competition for students at the University. The university being at the helm of higher education organizes and supports activities that reassure the role of students in giving back to the society. Extension activities apart from their regular curriculum help to ensure a social view and environmental awareness amongst the students and are done through the NSS Unit, Ek Bharat Shreshtha Bharat (EBSB) Club, and Environmental Information System Centre (ENVIS).

Infrastructure and Learning Resources

Being one of the first and pioneer institutions of higher education, the University of Madras is facilitated with adequate number of classrooms; technology enabled learning spaces, seminar halls, laboratories, specialized facilities, equipments for teaching, learning and research etc. The institution has state of the art facilities for cultural and physical education activities. The Auditorium at Chepauk Campus is about 60 years old with a build-up area of 4722 Sq.m. University has been geographically divided into Two Men and Two Women Zones (936 teams). Each Zone organizes tournaments within and selects teams for Inter-Zonal participation. There is a Multipurpose Outdoor 400 Mts Athletic Track with 8 Lanes in 6.5 acres. One of the unique features of our University is its five campuses beautifully landscaped with trees, lawns and park which make the campus environment manifestly green. Large academic and administrative edifices with open corridors and large playground in the campus invite academics and scholars to indulge in creative and innovative learning activities. Campus Facilities Includes various types of centres and facilities to promote and facilitate curricular, co-curricular and extra-curricular activities of the learners. Madras University Library is called as Mother Library of all the Academic Libraries of south India, was established in 1907. The library provide access to 3.5 lakhs of its documents consists of rare books, manuscripts, back volumes, theses and pamphlets and fine arts collection through its OPAC (Online Public Access Catalogue) along with its Web OPAC. Initially, the library used UGC-Inflibnet software SOUL-1.0 and it switched over into Soul 2.0 in the year 2011. And recently the library adopted SOUL 3.0 of the UGC-Inflibnet centre. WIFI facility was installed with latest Cisco wireless controller and wireless access points in Guindy and Taramani Campus, and Aruba wireless controller and wireless access points in Chepauk and Marina Campus. The Wi-Fi facility is extended throughout the campus enables researchers, academics, students and administration to use information and communication technologies effectively. The University ensures optimal allocation and utilization of the available financial resources for maintenance and upkeep of different facilities by holding regular meetings of various committees.

Student Support and Progression

The University has a robust mechanism to take care of students' welfare and address immediately their grievances. It offers numerous student support services including library, hostel accommodation, scholarships and endowments, University Students Advisory Bureau (USAB), SC / ST cell, NSS, Department of Sports, Internet Centre, International Center of Madras University (ICOM), language laboratories etc. Student developmental activities and Grievance Redressal of the university are monitored under the aegis of Dean, student affairs. The IQAC through student feedback assures that their inputs are conveyed to the concerned departments and suitable actions are taken on them. The university has zero tolerance for any kind of ragging. Hence it has constituted a high-level committee to consider any issue pertaining to ragging. The ICOM provides a conducive ambiance to all international students. The RUSA office of the university frequently organizes Capacity Building Programmes, Career Counselling, Entrepreneurship Awareness Programmes, and events under Ek Bharat Shreshtha Bharat. The alumni association is one of the strengths of our institution as it contributes significantly towards various developmental activities. The University of Madras being one of the oldest universities in India proudly claims eminent personalities among its alumni such as Nobel Laureates C.V Raman and Chandrasekar, mathematician Srinivasa Ramanujan, Dr.Sarvepalli Radhakrishnan, Dr. APJ Abdul Kalam, Dr.Muthulakshmi Reddy, renowned library scientist S.R Rangarajan to name a few. The members of the alumni association have contributed not only financially but also to the overall growth of the university over a period of 165 years of its glorious existence.

Governance, Leadership and Management

The governance of the university with His Excellency the Governor of Tamil Nadu as Chancellor and the

Hon'ble Minister for Higher Education, Government of Tamil Nadu, as the Pro-Chancellor. The Vice Chancellor as the principal Executive Officer is vested with authority and responsibilities well delineated in the statutes. The Statutes and Ordinances also provide for the powers and duties of various administrative officers. The University of Madras has in the organizational hierarchy statutory bodies like the Senate, Syndicate, Academic Council, Finance Committee, Board of Studies and various committees/Cells to monitor academic output etc. The university undertakes both long term and short term planning to ensure that it progresses on its well laid out multi-pronged vision of quality in teaching and research, community and industry engagement, internationalization and human resource development. The current plan is framed as Research, Development and Innovation output. Research and Development Activities includes National/ International Agency Funded Research, Theme Based Research under RUSA 2.0 programme, Entrepreneurship and Career Hub (ECH) - MHRD's RUSA 2.0, MoU's with International/National Institutes, UICIC etc. The UGC Regulations and the State Government reservation policy is being implemented for recruitment. Moreover The University provides a host of welfare schemes for both the teaching and non-teaching staff. Taking cognizance of increasing financial needs, the university has actively worked to improve the inflow of funds. The University has an efficient mechanism to monitor the effective and efficient use of financial resources. The institution has a well established mechanism for audit to ensure financial compliance. To ensure accountability of financial transactions, budget is submitted to scrutiny by internal audit and external local fund audit besides Accountant General Audit. Through IQAC, the internal quality checks adopted include stratified performance based information on students' feedback, Academic audit, self-appraisal by teachers, Academic Performance Indicator for faculty, grievance redressal for all stakeholders, strict adherence to UGC norms in all academic functions, administrative transparency etc. Nearly 22 quality sustenance and enhancement measures were undertaken by the university in response to the recommendations of the NAAC committee during the second and third accreditation cycles.

Institutional Values and Best Practices

Gender inclusivity in the form of gender equity and gender sensitization is accorded highest priority. The measures taken in this direction is in line with the principle of gender equality enshrined in the Indian constitution, which advocates for positive bias in favor of gender equality and women empowerment. Gender Equity & Sensitization in Curricular Activities are being conducted in the form of well-defined learner counseling system, Gender Audit and Sensitization, Women Sexual Harassment Redressal Cell, The Gender Lab for Inclusiveness and Diversity Education (GLIDE), and various safety & security measures. The institution has appropriate mechanism for disposal of solid, liquid, biomedical, e-waste and hazardous wastes that are degradable and non-degradable. The university has conducted the Green, Environment and Energy Audits and secured Certificate for the Waste Management System. The university has extensive range diverse stakeholders from diverse socio-economic backgrounds, states, regions, localities, linguistic and cultural backgrounds. The university has numerous practices to ensure inclusion of diverse groups to create a sense of representation and belongingness in them. The robust institutional health of the University of Madras is based on a three branched strategy of *Expansion, Inclusion and Excellence*. The University has registered an overall increase in student strength and a corresponding increase in rural affiliated colleges in addition to the growing numbers in the Distance Education Stream. *The policies of Inclusion* has brought underprivileged and marginalized sections into the educational mainstream. Reservations in doctoral admissions, fee exemption for physically challenged, fee concession for women/transgender/differently-abled have resulted in women outnumbering men in university admission. University of Madras complies with the Code of Ethics to foster a work environment that stimulates and encourages the development of abilities and pursuit of personal and professional growth. A rally of activities conducted for promotion of Universal Values and Ethics through NSS/Red cross/Youth Red Cross, ENVIS, Ek Bharath Shresht Bharath clubs etc. The University makes

conscious efforts to celebrate important national, religious and regional festivals year in order to maintain harmony and healthy work atmosphere and to make the learners aware of the national pride and rich cultural heritage at the national, International and regional levels.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	UNIVERSITY OF MADRAS
Address	KAMARAJAR SALAI CHEPAUK CHENNAI
City	CHENNAI
State	Tamil Nadu
Pin	600005
Website	www.unom.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Gowri S	044-25399401	9976475155	044-	vcunom@gmail.com
IQAC / CIQA coordinator	Jaganathan R	044-25399821	9444917006	044-	unom.iqac@gmail.com

Nature of University	
Nature of University	State University

Type of University	
Type of University	Affiliating

Establishment Details	
Establishment Date of the University	05-09-1857
Status Prior to Establishment, If applicable	

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	05-09-1857	View Document
12B of UGC	05-09-1857	View Document

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	Yes

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	KAMARAJAR SALAI CHEPA UK CH ENNAI	Urban	126.31	121413.6	PG, M.PHIL., Ph.D. D.Litt, D.Sc., LLD		

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total
Sanskrit Sounding Degree	0	1	1
General	40	90	130

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	2
Affiliated Colleges	131
Colleges Under 2(f)	15
Colleges Under 2(f) and 12B	35
NAAC Accredited Colleges	43
Colleges with Potential for Excellence(UGC)	7
Autonomous Colleges	23
Colleges with Postgraduate Departments	101
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes						
<table border="1"> <thead> <tr> <th>SRA program</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>NCTE</td> <td>104033_7222_4_1657193583.pdf</td> </tr> <tr> <td>DEB-UGC</td> <td>104033_7222_21_1659690031.pdf</td> </tr> </tbody> </table>	SRA program	Document	NCTE	104033_7222_4_1657193583.pdf	DEB-UGC	104033_7222_21_1659690031.pdf	
SRA program	Document						
NCTE	104033_7222_4_1657193583.pdf						
DEB-UGC	104033_7222_21_1659690031.pdf						

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	94				127				294			
Recruited	64	13	0	77	18	9	0	27	71	42	0	113
Yet to Recruit	17				100				181			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				1201
Recruited	279	171	0	450
Yet to Recruit				751
On Contract	166	191	0	357

Technical Staff				
	Male	Female	Others	Total
Sanctioned				216
Recruited	44	23	0	67
Yet to Recruit				149
On Contract	32	7	0	39

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	3	2	0	0	0	0	0	0	0	5
Ph.D.	87	18	0	16	10	0	74	40	0	245
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	2	2	0	4
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	34	22	0	56
M.Phil.	0	0	0	0	0	0	19	16	0	35
PG	0	0	0	0	0	0	39	28	0	67
UG	0	0	0	0	0	0	0	0	0	0

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

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	6	3	0	9
Adjunct Professor	1	1	0	2
Visiting Professor	4	1	0	5

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	CONTEMPORARY STUDIES	RAJIV GANDHI CHAIR	GOVT. OF INDIA
2	TAMIL CHRISTIAN LITERATURE	CHAIR ON TAMIL CHRISTIAN LITERATURE	FORMER CHIEF MINISTER OF TN DR. MG RAMACHANDRAN AND CSI DIOCES OF MADRAS
3	Dept. of Anna Centre for Public Affairs	Periyar EVR Chair on Rationalism and Gender Justice	Govt. of Tamilnadu
4	Dept. of Anna Centre for Public Affairs	Arignar Anna Chair on Development of Tamil language and Sociopolitical Thoughts	Govt. of Tamilnadu
5	Dept. of Anna Centre for Public Affairs	Chair on Socio Economic and Equal Justice	Govt. of Tamilnadu
6	Dept. of Anna Centre for public Affairs	Chair on Federalism at the Centre and Autonomy for the States	Govt. of Tamilnadu
7	Dept. of Legal Studies	IPR Chair	MHRD Govt. of India
8	Dept of Psychology	Chair for Reserach on Prisons and Rehabilitation of Prisoners	Director General of Police Director General of Prisons and Corrections Tamilnadu
9	University of Madras	Bharath Ratna Puratchi Thalivar MGR Professorship Chair	Saidai Duraisamy
10	Dept. of Library and Information Science	Sarada Ranganathan Chair in Library Science	Dr. S. R. Ranganathan

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
PG	Male	1254	153	0	2	1409
	Female	1770	327	0	6	2103
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	17	0	0	0	17
	Female	24	0	0	0	24
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	263	22	0	2	287
	Female	355	44	0	0	399
	Others	0	0	0	0	0
Diploma	Male	16	0	0	0	16
	Female	11	4	0	0	15
	Others	0	0	0	0	0
Post Doctoral (D.Sc , D.Litt , LLD)	Male	17	8	0	0	25
	Female	7	5	0	0	12
	Others	0	0	0	0	0
Certificate / Awareness	Male	13	3	0	0	16
	Female	40	6	0	0	46
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	24	8	0	1	33
	Female	58	11	0	0	69
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	No
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Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	Nil
Number of UGC Orientation Programmes	20
Number of UGC Refresher Course	56
Number of University's own Programmes	26
Total Number of Programmes Conducted (last five years)	102

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	Five Star	76.6	UCycle110013.pdf
Cycle 2	Accreditation	A	86	UCycle210013.pdf
Cycle 3	Accreditation	A	3.32	UCycle310013.pdf

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Adult And Continuing Education	View Document
Agro Economic Research Centre	View Document
Analytical Chemistry	View Document
Anatomy	View Document
Ancient History And Archaeology	View Document
Anna Centre For Public Affairs	View Document
Anthropology	View Document
Applied Geology	View Document
Arabic Persian And Urdu	View Document
Biochemistry	View Document
Biotechnology	View Document
C A S In Botany	View Document
C A S In Crystallography And Biophysics	View Document
Central Instrumentation And Service Lab	View Document
Centre For Cyber Forensics And Information Security	View Document
Centre For Natural Hazards And Disaster Studies	View Document
Centre For South And Southeast Asian Studies	View Document
Centre For Water Resource Management	View Document
Christian Studies	View Document
Commerce	View Document
Computer Science	View Document
Counselling Psychology	View Document
Criminology	View Document
Defence And Strategic Studies	View Document
Dr Ambedkar Centre For Economic Studieds	View Document
Econometrics	View Document
Economics	View Document

Education	View Document
Endocrinology	View Document
Energy	View Document
English	View Document
French And Other Foreign Languages	View Document
Genetics	View Document
Geography	View Document
Geology	View Document
Hindi	View Document
Indian History	View Document
Indian Music	View Document
Inorganic Chemistry	View Document
Institute Of Distance Education	View Document
Jainology	View Document
Jbas Centre For Islamic Studies	View Document
Journalism And Communication	View Document
Kannada	View Document
Legal Studies	View Document
Library And Information Science	View Document
Malayalam	View Document
Management Studies	View Document
Materials Science	View Document
Medical Biochemistry	View Document
Microbiology	View Document
National Centre For Nanoscience And Nanotechnology	View Document
National Centre For Ultrafast Processes	View Document
Network Systems And Information Technology	View Document
Nuclear Physics	View Document

Organic Chemistry	View Document
Pathology	View Document
Pharmacology And Environmental Toxicology	View Document
Philosophy	View Document
Physical Chemistry	View Document
Physical Education	View Document
Physiology	View Document
Politics And Public Administration	View Document
Polymer Science	View Document
Psychology	View Document
R I A S In Mathematics	View Document
Saiva Siddhanta	View Document
Sanskrit	View Document
Social Work	View Document
Sociology	View Document
Statistics	View Document
Tamil Language	View Document
Tamil Literature	View Document
Telugu	View Document
Theoretical Physics	View Document
Vaishnavism	View Document
Women Studies	View Document
Zoology	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The Vision of the Policy, to supply high quality education to develop human resources in our nation as global citizens, is well addressed by the university. The topic was deliberated by the faculty members and discussed on the key principles such as diversity for all curriculum and pedagogy with technological
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	<p>advancements in teaching and learning, coherent decision making and innovation, critical thinking and creativity. The university has initiated new interdisciplinary departments and also interdisciplinary research centres integrating different departments. Many of the academic programmes are revamped to incorporate Multidisciplinary /Interdisciplinary courses as electives or optional.</p>
2. Academic bank of credits (ABC):	<p>University of Madras is a prospective member of the National Academic Depository which is a government enterprise to offer an online repository for all academic awards under the Digital India Programme. The university is making its final official preparations to implement the ABC system so that its students' mark sheets and degree certificates can be uploaded through the platform called nad.digitallocker.gov.in. University of Madras tags along a Choice Based Credit System- CBCS for all of its academic programmes including the distance mode. The official formalities are in the process and the university will officially register in the ABC portal once the decision gets its node from its statutory bodies.</p>
3. Skill development:	<p>University of Madras is aiming at providing quality vocational education through its collaboration with industry through its established centre namely University Industry Community Interaction Centre- UICIC which provides training in skill related topics with experience sharing of Industry practitioners and internships in various industrial fields. The university is adopting the Tamil Nadu Naan Mudhalvan Scheme which is a part of the PM Modi Yojana. Through this scheme, the government is going to equip 10 lakh youth across the state annually with skills. Through this scheme, academic guidance will be provided to talented students in government-run and State educational institutions. Through this scheme, spoken English lessons will be provided to the students so that they can face the interview panel successfully.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>University of Madras is the true pioneer in proposing a wide variety of elite academic programmes which integrate the treasure of the Indian Knowledge system by promoting the teaching in Indian Language, culture and a vast variety of value education courses. The curriculum of such programmes afford are inspired by the knowledge</p>

	areas like Ancient Indian history, Sanskrit, Shaiva Siddhantha, Vaishnavism, Indian Music etc.
5. Focus on Outcome based education (OBE):	University of Madras offers 73 programmes through its 87 departments. All these programmes are offered as outcomes-based educations (OBE) which are planned focusing on the local and universal necessities. University of Madras has implemented outcome-based education with clearly stated Programme Outcomes, Programme Specific Outcomes and course outcomes. Learning Outcome based Curriculum Framework had been implemented for all its programmes both in regular and distant programmes.
6. Distance education/online education:	The pride legacy of the University of Madras is definitely its distant education wing called IDE (Institute of Distance Education) which now develops a Centre for Distance and Online Education (CDOE) as per the UGC norms and in tune with the digital transformation in the higher education system. When the COVID -19 pandemic and the subsequent lockdown trembles the educational institutions in the country, IDE commenced the trend of online classes following the guidelines of the central and state governments. With the mechanism of Learning Management System–LMS, the university is about to launch 9 UGC recognized Online Programmes and 10 certificate/diploma programmes (a collaborative venture-UGC-CES&UNOM) through online mode

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The institution has taken several measures to promote literacy related to electoral knowledge such as the duties and responsibilities of a citizen, electoral rights, the importance of voting, the procedure of voting, etc. The concept of the Electoral Literacy Club which is a platform to engage students through interesting activities and hands-on experience to sensitize them on their electoral rights and familiarize them with the electoral process of registration and voting has been implemented in all the departments of the university. There is a representative in each campus who conducts activities related to electoral literacy in the respective classes.
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<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes. The campus representative is the Coordinator at the campus level. NSS program officers and coordinator act as the faculty Advisors who are Coordinating Electoral literacy-related activities. The functions of the ELCs are reflected in the specific Electoral literacy activities. There is adequate student representation in each campus for the ELC activities. The NSS wing oversees these activities through the NSS program officers and coordinator.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Various programs are being conducted to enhance the electoral awareness of the students. • Celebration of Constitutional Day in association with NSS. • An Invited Lecture Programme on National Voter's Day is organized in the College on 25-01-2022. • During the Orientation program for newly admitted students, special counseling is being given focusing on this concept. • National Voter's Day is conducted and various activities like quizzes, Voter Awareness Campaign, Mock parliament, etc to promote electoral awareness among the students. • As part of the Women's Day celebration, guidance is given to the female students on the significance of voter-registration in the electoral roll and voting. • Department of Sociology and Political science conduct special programs on Voting Rights, the significance of registering votes, etc. • Anti-Corruption Day is being organized and Oath-taking as the responsible citizen by properly using the right to vote is performed. • One university faculty was deputed as the Coordinator- "National Youth Parliament" who had been attended the orientation course on youth parliament conducted by the Ministry of Parliament Affairs, Government of India and accordingly a programme called "Tamil Arangam" was considered.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Departments of Political Science, Public Administration, Sociology, Legal Studies and Women Studies organize periodical Awareness programmes and Endowment lectures on the topic of Electoral literacy and related issues..</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>January 25th of every year is celebrated as National Voters Day and the Campus Directors of all the five campuses of the university organizes Electoral programmes for the PG students to encourage them to register their name in the electoral roll. All the</p>

newly admitted students of the institution are given orientation to become an empowered (Prospective) Voter.

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2021-22	2020-21	2019-20	2018-19	2017-18
86	85	83	81	78
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of departments offering academic programmes

Response: 73

2 Students

2.1

Number of students year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
3355	3129	3022	2866	2526
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
1404	1497	1316	1260	1000
File Description		Document		
Institutional data in prescribed format		View Document		

2.3**Number of students appeared in the University examination year-wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
2957	2918	2820	2659	2326
File Description		Document		
Institutional data in prescribed format		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	1	1	0	4

3 Teachers**3.1****Number of courses in all programs year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
2314	2237	2211	2135	1817
File Description		Document		
Institutional data in prescribed format		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
217	222	235	244	255
File Description		Document		
Institutional data in prescribed format		View Document		

3.3

Number of sanctioned posts year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
515	515	515	515	515
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution**4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
24974	14251	17636	16074	13158
File Description		Document		
Institutional data in prescribed format		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
1453	1288	1249	1163	1081
File Description		Document		
Institutional data in prescribed format		View Document		

4.3**Total number of classrooms and seminar halls****Response: 186****4.4****Total number of computers in the campus for academic purpose****Response: 505**

4.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
883.76	718.95	1003.85	923.66	2018.75

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

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

Response:

University of Madras (UNOM) aims to provide quality education to all sections of society thus developing the human capital of the country. The curriculum of all the PG Programmes offered by the University is in accordance with the Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) and Course Outcomes (Cos) of the Programmes. A systematic process of curriculum development is practiced considering the feedback from various stakeholders, including alumni, academia and industrial experts. The recommendations of the school committee/Board of Studies are approved by the Academic Council. 100% programme curricula revision has been carried out in the last five years as per UGC LOCF to reflect the relevance to the local, national, regional and global developmental needs. Sensing the need for interdisciplinary learning, UNOM was one among the first institutions to adopt the Choice Based Credit System (CBCS) in the country.

Local and Regional Developmental Needs

The local and regional development needs are often the premise of research work in several departments like Political Science, Sociology, Public Affairs, where research is conducted to understand the Governance, Administration and Development at the grassroot level. Courses of these Departments mandate the students to interact with the marginalized sections of the society, local government bodies, NGOs etc., which allows the students to understand the challenges faced by them and offer innovative solutions to alleviate their problems. Department of Criminology offers a Course on Observational Visits of Criminal Justice Institutions. The thrust is not on mere classroom learning but making learning more relevant to the society. The courses are designed in such a way that they provide opportunity for the students to experience the real-life scenario through internships and project works. Explorations and excavations are regular enrichment activities in the courses offered in Archaeology Department. The Department of Geography offers courses like geospatial technology encouraging Field Survey and Mapping.

National and Global Developmental Needs

The courses are designed to inculcate the perception of inter, trans and multidisciplinary approaches.

- National heritage, culture and ethos is preserved through courses in Religious studies (Saiva Siddhanta, Vaishnavism, Christian Studies, Islamic Studies, Buddhism and Jainology), Languages and Art Forms(Folk Music, Indian Music, Bharatanatiam, Yoga).
- Courses are offered in advanced science technology corroborating with Global Development

needs(Eg. Nanotechnology, Genetics, Nuclear Physics, Photonics, Biophysics, Toxicology, Pharmacology).

- New programmes are introduced to meet the national and international standards viz., cyber forensic and counseling and social work.
- Soft skill and value added courses are introduced in all programmes to improve the employability of the students.
- New courses are designed to cater to the needs of Industry 4.0 and Make-in-India initiatives (eg. Big Data Analytics, Cryptography, AI and Expert Systems, Industrial Nanotechnology, CA Drug Design).
- Courses like Cyber Crime, International Terrorism, National Security Policy of India, GST, White Collar Crime, Police Administration help in critically analyzing the National needs in the dynamic Global Scenario.
- The students are allowed to select online courses offered through SWAYAM or NPTEL platforms to satisfy the credits for elective and soft skill courses.

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

Response: 97.7

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

Response: 85

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

Response: 87

File Description	Document
Institutional data in prescribed format	View Document
Details of Programme syllabus revision in last 5 years	View Document
Any additional information	View Document
Link for additional information	View Document

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 97.19

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

2021-22	2020-21	2019-20	2018-19	2017-18
2335	2237	2153	2038	1675

File Description	Document
Programme/ Curriculum/ Syllabus of the courses	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.

Response: 25.43

1.2.1.1 How many new courses were introduced within the last five years.

Response: 641

1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.

Response: 2521

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).

Response: 100

1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.

Response: 86

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document

1.3 Curriculum Enrichment

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

Response:

The University believes in integrating social, environmental and ethical values into its curriculum as indicated in the mission statement. The UNOM leaves no stone unturned to ensure that the students receive the best higher education facilities and are fully equipped with the right mix of Core subject strength, employability skills and societal values to face the professional environment. The University's NSS Unit and Clubs complements the efforts of the courses through its various extension activities to promote human values, discipline, green environment and sustainability.

Human Values and Professional Ethics

The curriculum of all programmes is designed in such a way that they encourage high professionalism, fellowship, and ethics from the students. Inculcating desirable value system among the students is therefore a priority area for all disciplines of study. Courses like Communication Ethics and Policies, Business Ethics and Corporate Social Responsibility, Professional Skills for Psychologists are designed to promote professional ethics. Several courses like Human Rights and Indian Constitution, Human Rights and Criminal Justice System, Victimology and Victim Assistance focus on preserving human rights. The Department of Legal Studies also offers several courses like International Humanitarian Law and Human Rights. The Department of Women Studies, Counselling Psychology, Education offers courses like Personality Enrichment, Positive Psychology, Education for Human Values, Yoga and Health Education, Guidance and Counselling. Through its courses, the School of Philosophy and Religious Thoughts stresses on morality as a vital factor regulating individual conduct.

Gender

The University upholds principles of gender equality and sensitises the students during the Orientation Programme for the students. Department of Women Studies offers several courses like Gender Sensitisation and Resolving Gender Conflict; Gender Based Violence and laws; Women and Wellness; Gender, Language and Etiquette; Life Narratives of Women in Science and Status of Women in India through the ages. These courses address gender related issues. Courses like Crime and Delinquency,

Victimology and Victim Assistance help understand gender-based violence and how to legally deal with it. The Journalism students through the initiative 'Muttram', do street theatre performances on many socially pressing issues including Women Empowerment.

Environment and Sustainability

The courses offered by the Department of Geology, Applied Geology, Center for Water resource, Center for environmental studies and center for natural Hazards and disaster studies and Geography recognize the need for sustainable use of Earth and environmental resources, value environment while emphasizing on Sustainable Development Goals (SDG). Courses offered by other Departments also address environment and sustainability issues through their curriculum. For instance, the Department of Economics offers Environmental Economics, Agricultural Economics, while the Department of Journalism offers course on Environmental Journalism, the Department of Defence and Strategic Studies offers Environmental Security, Department of Sociology offers Environmental Sociology and the Department of Legal Studies offers course on Environmental Law. The University comprehensively deals with the crosscutting issues of gender, values, ethics, environment and sustainability through a thoughtfully designed curriculum.

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

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

Response: 381

1.3.2.1 How many new value-added courses are added within the last five years.

Response: 381

File Description	Document
Institutional data in prescribed format	View Document
Brochure or any other document relating to value added courses	View Document
Any additional information	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 100.51

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

2021-22	2020-21	2019-20	2018-19	2017-18
3355	3129	3022	2866	2591

1.3.4 Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).

Response: 100

1.3.4.1 Number of students undertaking field projects or research projects or internships.

Response: 3355

File Description	Document
List of Programmes and number of students undertaking field projects research projects/ / internships (Data Template)	View Document
Link for additional information	View Document

1.4 Feedback System

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

Response: A. All 4 of the above

File Description	Document
URL for stakeholder feedback report	View Document
Institutional data in prescribed format	View Document

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

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

File Description	Document
URL for feedback report	View Document
Institutional data in prescribed format	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Demand Ratio (Average of last five years)

Response: 9.47

2.1.1.1 Number of seats available year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2096	1859	1804	1679	1564

File Description

Document

Demand Ratio (Average of Last five years) based on Data Template upload the document

[View Document](#)

• Any additional information

[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years (Excluding Supernumerary Seats)

Response: 93.28

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

2021-22	2020-21	2019-20	2018-19	2017-18
1375	1211	1140	1095	998

File Description

Document

Average percentage of seats filled against seats reserved (Data Template)

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

Admissions to the University are through a robust, transparent, and socially equitable admission policy. In alignment with its motto 'learning promotes natural talent', UNOM embarks the enrolled students on a journey that leads to 'learning' and 'promoting talent', based on their learning capacity and pace. Accordingly, each School and Department function and act in consonance assessing the learning levels of the students. Special care is taken by faculty members to order books for the Central Library suiting the needs of all types of learners. All the students are assigned student advisors / mentors, to guide and help them during their period of study.

Assessing learning Levels of Students

The newly enrolled students are given a common Orientation Programme to help them understand the system. In several departments a bridge course is organized to help students transition smoothly to the requirements of the PG Programmes. To identify the slow and advanced learners at the initial stage, the University depends on continual preliminary level tests, like class interactions, warranting oral answers to the questions posed and/or quick, very short tests on basic and important concepts, conducted soon after the commencement of the course. The School Committee at the end of the semester examination identifies students with arrears and each case is discussed to find remedies. The students requiring extra help are provided with adequate help and training.

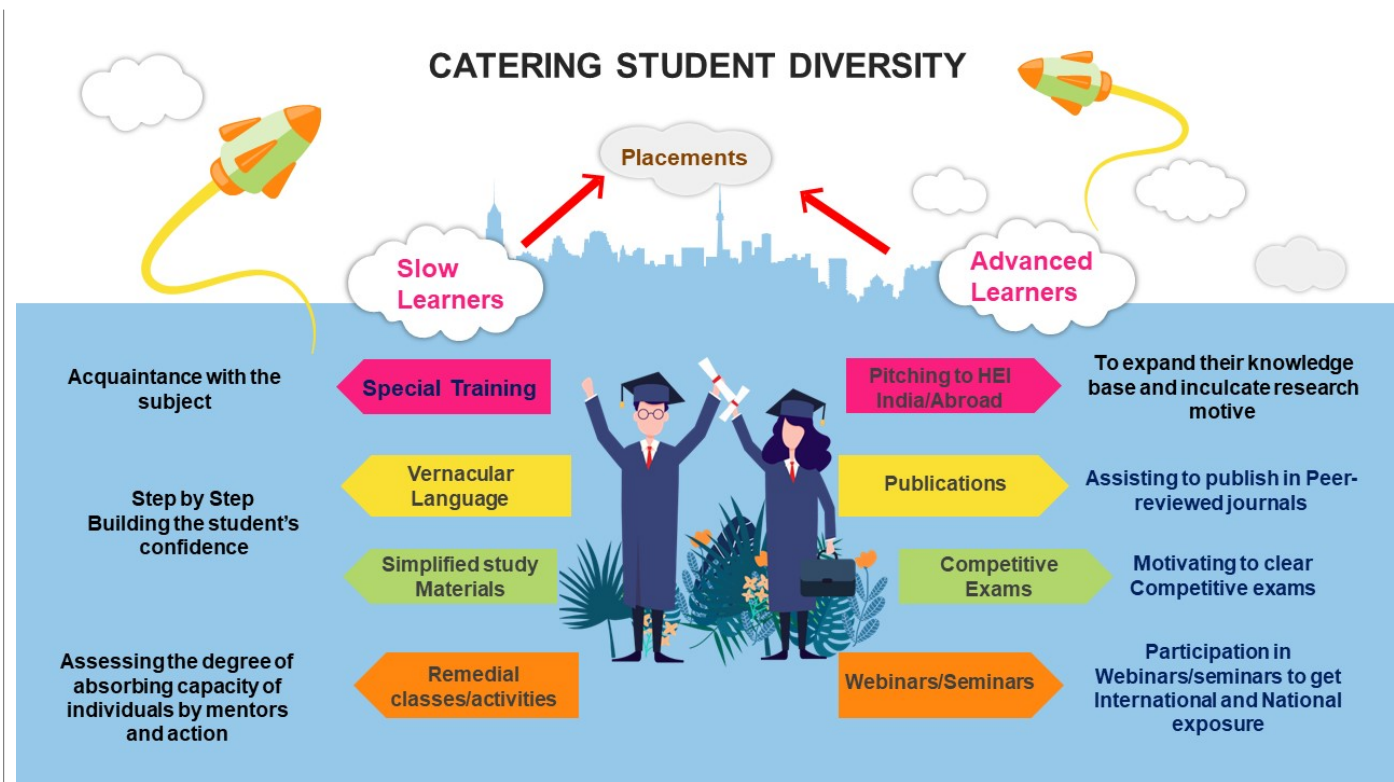
Special Programmes for Slow Learners

Mentors, or otherwise the Student Advisors play a vital and significant role, especially while handling slow learners. Beginning at a granular level they help in building the student's confidence level in a step-by-step approach. To some who may require a friendly approach, a peer or a senior research scholar is entrusted with the task of teaching the concepts in vernacular language. Some departments have study circles formed among students to help in peer and cooperative learning. Mentors also offer help to the students to clear any arrear exams. Simplified study materials, tutorials etc. supplements the remedial activities. Counsellors are available in campuses to help students handle exam related or learning induced anxiety. The process continues till the students pass out of the course successfully. CBCS System provides learners flexibility in their academic pursuit. As students admitted come from varied backgrounds and mediums of instructions, they are helped to identify appropriate softskill courses like that on communication skills, interpersonal relations, leadership, computer proficiency.

Special Programmes for Advanced Learners

CBCS system provides opportunity for advanced learners to earn extra credits

while studying diverse subjects of their choice. Further they are encouraged to complement and enhance their learning experience by opting for courses offered through SWAYAM and NPTEL. Advanced learners are encouraged to participate and present in webinars, seminars, conferences, competitions, meets as well as enroll for internship programs. Access to adequate library resources help these students to expand their knowledge base, inculcate research motive and clear competitive examinations. They are also encouraged to work on research problems and get articles published in peer-reviewed journals.



File Description	Document
Paste link for additional information	View Document

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

Response: 15.46

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

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

Response:

The Departments in the University focus on student centric pedagogy providing ample opportunity and autonomy for students to pursue their interests. To make learning student-centric, a blend of the traditional chalk-and-talk method of teaching is combined with ICT enabled teaching-learning and activity-based learning. The effort is to make learning more participative, interactive and engaging for the students. The faculty design the courses in such a way that their role is more of a learning facilitator and guide. Theory classes are supported by practical examples, illustrations and interactions.

Experiential Learning

Hands-on experiences such as practical activities/ laboratory sessions, field trips and field surveys, field work, workshops, and internship programmes give students the taste of experiential learning. All programmes are designed to provide opportunity to work on a project and Internship, thus enabling them to learn by doing. There are also well-equipped laboratory facilities where laboratory sessions and demonstrations are carried out. The project-based learning provides the students get hands-on experience in their chosen field of study. Industrial visits are arranged for students to get real-life exposure. In programmes like MBA and Commerce, case studies, role plays, group discussions, quizzes and simulations are extensively used. Field visits and surveys are part of programmes like Geology and Geography where students engage themselves in preparing Pollution Maps, Resource Mapping as well as restoration, cleaning, and conservation of water resources. Programmes offered by Criminology department offers opportunity for observational visits to Criminal Justice Institutions like prisons and juvenile homes. Students pursuing Ancient History and Archaeology engage in excavation activities and Site visits. Field trips to Army Units is conducted by the Department of Defence and Strategic Studies.

Participative Learning

The classroom environment is one that encourages interaction from the students and aids them to actively participate in the process. Activities like seminars, group discussions, field trips, quizzes, debates, workshops, mini projects help the students to work together in groups. Peer learning and collaborative learning is encouraged, which helps in team building, improved communication, and cooperation. Regular competitions such as quiz, poster presentations are held between inter and intra Department as well as at the University level to encourage student participation and interaction.

Problem Solving Methodologies

Departments allow students to actively engage and organize events thereby enhancing their leadership skills, ability to make decisions and problem-solving skills. Project works are often taken up for problems that need innovative solutions. The results of projects and research works from Social Sciences departments have resulted as inputs for State Government Policies and Documents. Solving community related problems using the acquired knowledge is the foundation of project works of School of Social Sciences. Drug discovery, composite materials, genetics, nanotechnology and similar subject areas provide ample opportunity for the students to work on innovative and novel ideas. The University has set up an Intellectual Property Rights Cell, which conducts workshops to promote students to take up challenging problems and come up with innovative solutions that are patentable.

File Description	Document
Link for Additional Information	View Document

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

ICTs have become indispensable in educational sector. The University has well equipped infrastructure and trained faculty and staff to make use of the appropriate technology. During the pandemic period, several FDPs were organized by the University to equip the teaching community throughout the Nation using Online Teaching-Learning Tools. The following ICT enabled tools are used by various departments as deemed appropriate:

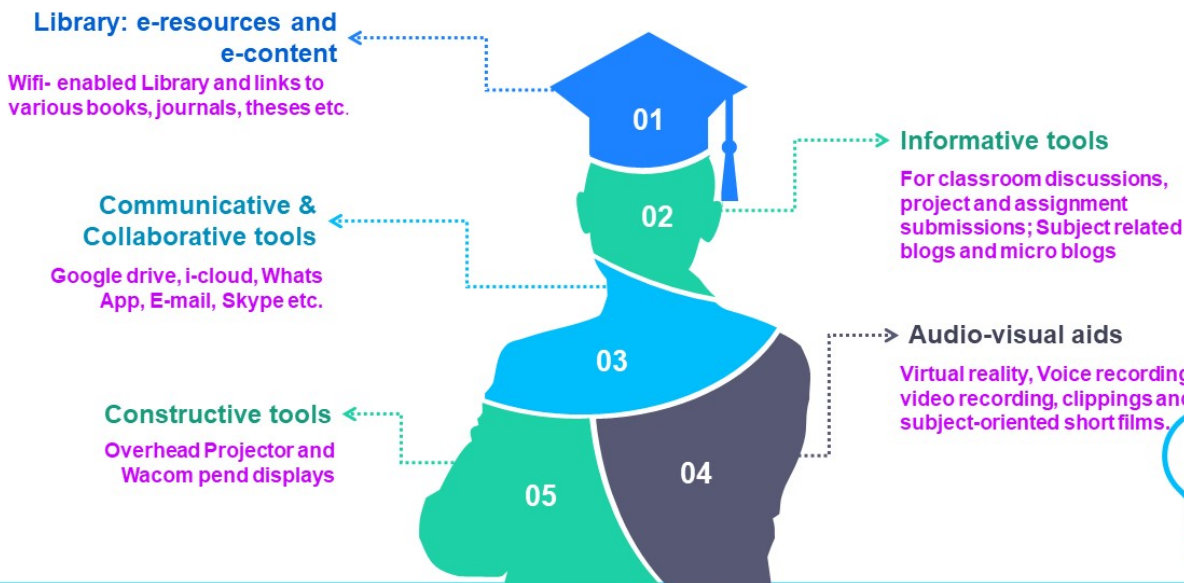
(i) Web based Information Sources: Students are encouraged to browse the internet responsibly to collect, assimilate and analyze content, data and/or information for classroom discussions, project and assignment submissions. The University through the library subscribes to multidisciplinary databases like Scopus, Web of Science, and other academically acclaimed journals; alongwith a boastful collection of print books/journals in four campus libraries, these serve as guide and useful resource in pursuance of academic and research related information for the students and scholars. There is a separate E-Journal section in each library which provides access to online learning resources to the students. Various Departments have relevant simulation labs to encourage students to get a practical knowledge in their field of study.

(ii) Audio-visual Aids: Voice recording, video recording and clippings, whiteboards, screening of subject-oriented short films are used. Platforms like Zoom, Google Meet, Web Ex, Microsoft (MS) Teams have been used especially during the pandemic times to reach out and connect with the students to conduct classes, interactions and discussions. During this time the faculty have also been adept at using and assigning work using the Google Classroom as an online educational medium. Google classroom is used to manage and post course, related information- learning material, quizzes, lab submissions and evaluations, assignments, etc.

(iii) Constructive tools: PowerPoint presentations with overhead projector (OHP), Wacom pend displays are used by some departments for making classroom sessions lively, creative, and interactive. It enables the student to visualize concepts in a better manner thereby clarity in thoughts is perceived. The students are also encouraged to prepare and present student seminars using the ICT tools. Courses such as E-Publishing, Web Designing, Content Management Systems and many such more are taught using the recent ICT tools and software.

(iv) Communicative & Collaborative tools: Google drive, WhatsApp, E-mail, Skype, Teams are used widely for dissemination of academic information and study materials. Innovative use of asynchronous mode of communication like WhatsApp by faculty (Eg. Students post the Learning outcomes of each lecture of a course on Operations Management). The faculty also upload their lectures on the information streaming media like YouTube, Slide Share, individual blogs which act as storage as well as anytime accessible medium of instruction for the students. Many of the Departments have their own YouTube Channels, some of which are also maintained by the Alumni of the Department, which serve as an excellent repository of useful information related to the subject. Podcasts is another innovative tool used by a faculty in the Department of Journalism.

Teaching-Learning Process ICT enabled tools



2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 15.46

2.3.3.1 Number of mentors ?????????????? ???????

Response: 217

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 45.55

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

2.4.2 Average percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit. year-wise during the last five years

Response: 97.86

2.4.2.1 Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
212	217	230	239	250

File Description	Document
List of number of full time teachers with Ph D/D M/M Ch/D N B Superspeciality/DSc/D Lit and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 17.58

2.4.3.1 Total experience of full-time teachers

Response: 3814

File Description	Document
List of Teachers including their PAN, designation, dept and experience details	View Document

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

Response: 45.61**2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
30	20	23	19	15

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

2.5 Evaluation Process and Reforms**2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years****Response:** 12**2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
13	15	7	10	15

File Description	Document
List of Programmes and date of last semester and date of declaration of results	View Document
Any additional information	View Document

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years**Response:** 0.05**2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	1	1	0	4

File Description	Document
Number of complaints and total number of students appeared year wise	View Document

2.5.3 IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution

Response:

Transparency through e-governance has been brought into the examination processes thereby bringing in considerable improvement in the examination management system for the University as well as its Affiliated Colleges. The University has incorporated IT integration for the entire examination process for the Affiliated Colleges and Departments and is ably guided as well as supervised by the Office of the Controller of Examinations.

E-Governance System for Examinations

An in-house system developed by the e-governance section of the University of Madras takes care of the Examination Management System right from registration to uploading of results and declaration of results. The UNOM Website provides access to the Examination Wing of the university. A self-service portal tab is available for all the colleges to upload the details right from online registration for examinations to Results declaration. UNOM – ERS is the portal for each college with a unique login id and password through which entry of student's registration along with uploading of students' photo and examination registration is done. UNOM-IMES is assigned for entry of Internal/External (Theory/Soft Skill/Non Major Elective and Practical) marks for all the students. The portal also allows for marking of absentees during the examination.

The Examination Management System of University has features which include –Student Registration for the first time and enrolment, list of students enrolled for II and III years is automatically generated, selection of course codes as specified online for subject selection for each program, entering Internal marks and External marks after valuation, the ERS also generates Hall tickets, Nominal Roll, Attendance and Seating arrangement for all the colleges.

For the University Departments too, the marks can be entered using the UNOM-MES webpage on the web portal. The UNOM portal is a very dynamic information system which allows for result processing of the PG courses offered in the Departments. This is an efficient as well as transparent method of ensuring a fair process.

Any clarification and discrepancies are easily and immediately sorted out by the CRP section and Controller office who oversee maintaining the examination procedures. The students who wish to apply for

re-evaluation / re-totaling can do so using the links available on the UNOM website. Not limiting to all the above, a QR Verification code is also made available for easy issuance and download of Provisional Certificates.

The University makes all attempts to ensure a transparent examination result and redressal system for the students.

File Description	Document
Year wise number of applications, students and revaluation cases	View Document
Any additional information	View Document
Link for additional information	View Document

2.5.4 Status of automation of Examination division along with approved Examination Manual

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

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

2.6 Student Performance and Learning Outcomes

2.6.1 The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents

Response:

The generic outcomes and programme specific outcomes are framed in conformance to the objectives of Outcome Based Education by HEIs. In conformation with the UGC standards, the University has adopted and initiated restructuring of programmes based on Learning Outcome based Curriculum Framework (LOCF) during 2021. All the University Departments confirm with the formulation of the LOCF based syllabus and the same was approved during the Academic Council in 2021. The Course Objectives and Outcomes are framed to meet the Programme Specific Outcomes and ratified by the respective statutory body and this information is disseminated to all stakeholders in various ways such as uploading the Syllabus and LOCF in every department. The specification of the programme outcomes and course

outcomes guide the students to choose and design their programme by way of opting for appropriate core and elective courses.

Publicizing POs, PSOs, LOs and COs

- Prior to 2017, the details about the programmes offered, the course details, course objective and syllabus are shared through the CBCS Handbook in the print form, which has now been included in the UNOM Website. This enables anywhere and anytime access to all the stakeholders of the University. The Programme Outcomes (POs), Programme Specific Outcomes (PSOs), Learning Objectives (LOs) and Course Outcomes (COs) are specified in detail by every department on the UNOM website through the CBCS Handbook.
- The same is also displayed on the notice boards of the respective Departments and circulated to all faculty.
- The emphasis on the course outcomes are explained to students and accompanying parents during academic counselling for admission to the programme as well as during Induction/ Orientation programme to the students.
- There are exclusive mentor-mentee sessions which also explain the benefits of POs and COs to the students.
- The POs, PSOs and COs are integrated with the teaching and assessment system.

The Time-Table of the Semester as well as the latest Syllabus followed at the Department is updated in the Website as well, which helps the student to be pre-prepared to attend classes. To achieve the learning outcomes, the Departments also organize one on one sessions with the students to help them improve academically.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document

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

Response:

The institution evaluates the attainment of programme outcomes (Pos), programme specific outcomes (PSOs) and course outcomes (COs) using the following methods:

The evaluation of the programme outcomes is measured in two folds based on the performance of the students in the internal and end semester examinations as well as the output of project work / internships. The students are continuously assessed based on performance through class assessments, assignments, student seminars as well as scores obtained in the end-semester examination. The assessments are set in tune with the outcomes spelt out for the course. Final marks obtained by the students is a combination of both internal and end-semester examinations, which is calculated based on 40 marks for internals and 60

marks for End Semester Examinations. The School Committee discusses on the attainment of the outcomes in the meeting held after each semester examinations and before declaring the results.

The placement of students is another direct method of assessing the programme outcomes and programme specific outcomes. Apart from the above, in the strive towards excellence, every individual department provides various other learning experiences to the students such as conducting seminars, webinars, special lectures from academia and industry experts to provide experiential knowledge to the students. Departments like the Department of Geography, for instance, utilize this network in providing employment to the current out-going batch on a real time basis that is tangential to the needs of the industry. Similarly, the Department of Library & Information Science has a strong alumni network which recommends and recruits outgoing students at appropriate LIS environments.

Apart from this, the number of students who enroll for research programmes/ projects at the institution after completion of their course/ degree is another way of throwing light on assessing the programme outcomes and programme specific outcomes. There are many students who aspire and get admissions into national and international institutions. The university has a dedicated cell, the University Students Advisory Bureau (USAB) to cater to the placement, training, transcript attestations, career counselling for the students of the University. Students of University of Madras and affiliated colleges, graduates and post graduates, who are registered with USAB office, are at times given temporary placements in Government / Private and Public sector organizations soon after their respective course completion. It also imparts soft skills training and career guidance to students to enhance placement opportunities. Training programmes are also organized by USAB to students interested in appearing for the National Eligibility Test (NET) and State Eligibility Test (SET). This provides a solid career development plan and platform for the students to perform and inch towards their aspirations.

File Description	Document
Upload any additional information	View Document

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 93.52

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

Response: 1313

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

Response: 1404

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination	View Document
Upload any additional information	View Document
Paste link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response: 3.42	
File Description	Document
Upload database of all currently enrolled students	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

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

Response:

Research activities form the core of the University System that promotes and exudes higher education. Seed funding for research is offered by the University to newly recruited faculty. Also, each faculty is provided with a laptop and desktop computer to facilitate their teaching and research activities.

Research Regulatory System

The University of Madras boasts of a comprehensive research regulatory system in accordance with the Madras University Act 1923, Chapter II and Section 2 and its various sub-sections, and in accordance with the Ordinances in the University Calendar II, Chapter 15. In line with the UGC mandate and to maintain high standards of quality in research activities, the research guidelines are framed and updated at regular intervals. The current research regulations in accordance with the University Grants Commission (UGC) Minimum Standards and Procedure for Award of M.Phil. / Ph.D. Degrees 2016 are in effect from July 2021 and the same is duly updated on the official website of the University of Madras. The research policy offers clear guidelines and procedures involved in the M.Phil, Doctoral and Post-Doctoral research right from admission to evaluation. Details relating to the course work and framing the Research Advisory Committee (RAC) are also specified clearly in the guidelines.

Laboratory Facilities

The University offers an excellent support system to encourage appropriate research activities in the four campuses of the University of Madras such as Media Laboratory, Computer laboratory, Anthropology and Archaeology museums, SPSS training centre at the Chepauk Campus; GNR Central Instrumental Centre for Chemical Science, Physical Sciences and Biological Sciences, RUSA sponsored Labs, in addition to the individual department laboratories at Guindy Campus, Medical Research Unit (MRU) funded by ICMR and the individual department laboratories at Taramani Campus.

Information Resources

The University provides access to authentic and authorised information resources through the Campus libraries. The Madras University Library subscribes to world renowned, and reliable databases such as EBSCO, Web of Science, MathSciNet and many more to support the research activities. Remote access to

the library resources is provided to the students, scholars, and faculty of the University through INFLIBNET INFED.

Plagiarism Check and Publishing

The research guidelines also mention about the need to publish and present the research findings in appropriate Journals and National and International conferences respectively. The theses are checked using the plagiarism software provided through the UGC INFLIBNET consortium. The thesis will be allowed to be submitted only upon issuance of the plagiarism certificate.

Support System

The University has a dedicated Dean-Research Office, Research Project Scheme Office and Ph.D Section who take care of all the activities and provide a stable support system to build and enhance research. Apart from these seminars and workshops are organised on Research Methodology and related topics. This ensures an active and interactive environment for research scholars to gain valuable insights and to excel in their research endeavours.

Evidence of Success

It is because of these meticulous processes that the **University of Madras stands first in the number of theses uploaded on the Shodhganga platform** as on date.

File Description	Document
URL of Policy document on promotion of research uploaded on website	View Document

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

Response: 22.71

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	113.55

File Description	Document
Minutes of the relevant bodies of the University	View Document
Institutional data in prescribed format	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document

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

Response: 7.08

3.1.3.1 The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
26	06	16	20	15

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the award letters of the teachers	View Document

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

Response: 507

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

2021-22	2020-21	2019-20	2018-19	2017-18
207	40	91	78	91

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.1.5 Institution has the following facilities to support research

1. Central Instrumentation Centre
2. Animal House/Green House
3. Museum
4. Media laboratory/Studios
5. Business Lab
6. Research/Statistical Databases
7. Mootcourt
8. Theatre
9. Art Gallery
10. Any other facility to support research

Response: A. 4 or more of the above

File Description	Document
Upload the list of facilities provided by the university and their year of establishment	View Document
Upload any additional information	View Document
Paste link of videos and geotagged photographs	View Document

3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies (Data for the latest completed academic year)

Response: 45.21

3.1.6.1 The Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognitions by national and international agencies.

Response: 33

File Description	Document
Institutional data in prescribed format	View Document
e-version of departmental recognition award letters	View Document

3.2 Resource Mobilization for Research**3.2.1 Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the last five years (INR in Lakhs).**

Response: 403.74

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

2021-22	2020-21	2019-20	2018-19	2017-18
64.69	188.73	37.20	51.27	61.85

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document

3.2.2 Grants for research projects sponsored by the government agencies during the last five years (INR in Lakhs).

Response: 7162.15

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

2021-22	2020-21	2019-20	2018-19	2017-18
2485.11	475.43	862.93	845.68	2493

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the grant award letters for research projects sponsored by government	View Document

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

Response: 7.22

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

Response: 368

3.2.3.2 Number of full time teachers worked in the institution year-wise during the last five years..

Response: 255	
File Description	Document
Supporting document from Funding Agency	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Paste Link for the funding agency website	View Document

3.3 Innovation Ecosystem

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

Response:

The University is home to many of the student turned innovators and businessmen; to mention a few: Mr. Girish Mathrubootham, CEO & Founder, Fresh works, Dr. V Naveen Kumar, Founder Director, Immunogenix Biosciences Pvt. Ltd., Dr. Yugendran, Founder CEO, Elango Genetics Pvt. Lid, B.Manokaran, CEO, Creative Aromatics, Bangalore, Dr. M. Sivakumar, Founder Director, Valgenesis, California, Dr. Thirugnana sambandam, Rumi Herbals and many more such established entrepreneurs.

University Industry Community Interaction Centre (UICIC)

The University has been a pioneer in establishing a very strong ecosystem to support innovation, entrepreneurship, and industry collaborations. The UICIC was established in the year 1997 with the objective to coordinate research and development projects between University Departments and Industries in product/process development, technology transfer and encourage industry-academia partnership through MOUs, and consultancy services. Taking this forward, TePP Outreach cum Cluster Innovation Centre (TOCIC) was established in the University of Madras in the year 2016 with an annual grant of Rs.12 Lakhs to promote innovation and entrepreneurship. TOCIC will also get 10% of the innovators fund towards monitoring charges. The objective of this initiative is to convert an innovator into a *Technopreneur* and generate employment. It is impressive to note that out of 11 TOCIC's situated across the country, TOCIC-UoM is the only one in Tamil Nadu. Other Centres are in three of the IIT's, five of the Central Labs and three in other Universities. From the period of 2017-18 to 2021-22, 30 proposals have been recommended by TOCIC-UoM among which 18 of them have been approved by DSIR (Department of Scientific and Industrial Research). The overall sanctioned amount to these proposals is Rs. 1.7 crores.

Technology Business Incubator

Technology Business Incubator (TBI)-University of Madras is situated at Guindy campus and has seven work stations as workspaces for start-ups. Among the seven cubicles available, four of them are occupied as of now, among which one cubicle is used as the Office space of TBI. Other cubicles are occupied by

various companies such as, Palm Connect LLC., SmartX Connected products Pvt Ltd., Ivey Medix Pvt Ltd., Abinnov Consultants Pvt Ltd.

Entrepreneurship and Career Hub

The most recent addition to the innovation and entrepreneurship initiatives at the university is the establishment of the RUSA ECH (Rashtriya Uchchar Shiksha Abhiyan – Entrepreneurship and Career Hub). With a strong sense of purpose and the intent to influence the Start-Up climate in our campuses as well as create a spark of entrepreneurial values among young minds, the ECH designed and conducted THULIR-2021, a start-up competition for students at the University.

To undertake this journey, the ECH teams groomed the students with nearly **100 Entrepreneurship Awareness programmes** over a year along with Business Development Workshops and Boot camps to initiate the Start-Up culture.

In a first of its kind, 45 teams entered the competition with unique business ideas. Eight teams were finally selected and recommended with Seed Funding support for their business ideas. The winning teams were awarded a total of **25 Lakh rupees as seed funding**. The incubates are provided with infrastructure, marketing, IPR and Laboratory support.

File Description	Document
Paste link for additional information	View Document

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

Response: 336

3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
86	99	70	47	34

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

3.3.3 Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.

Response: 145

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

2021-22	2020-21	2019-20	2018-19	2017-18
17	37	45	41	5

File Description	Document
Institutional data in prescribed format	View Document
e- copies of award letters	View Document

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: A. All of the above

File Description	Document
Code of ethics for Research document, Research Advisory committee and ethics committee constitution and list of members on these committees, software used for Plagiarism check, link to Website	View Document
Any additional information	View Document

3.4.2 The institution provides incentives to teachers who receive state, national and international recognitions/awards 1. Commendation and monetary incentive at a University function 2. Commendation and medal at a University function 3. Certificate of honor 4. Announcement in the Newsletter / website

Response: A.. All of the above

File Description	Document
Institutional data in prescribed format	View Document
e- copies of the letters of awards	View Document

3.4.3 Number of Patents published / awarded during the last five years.**Response:** 29**3.4.3.1 Total number of Patents published / awarded year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
11	7	5	4	2

File Description**Document**

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)**3.4.4 Number of Ph.D's awarded per teacher during the last five years.****Response:** 5.81**3.4.4.1 How many Ph.D's are awarded within last five years.**

Response: 976

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

Response: 168

File Description**Document**

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

URL to the research page on HEI web site

[View Document](#)**3.4.5 Number of research papers per teachers in the Journals notified on UGC website during the last five years****Response:** 10.03**3.4.5.1 Number of research papers in the Journals notified on UGC website during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
599	445	476	504	328

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

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

Response: 2.83

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

2021-22	2020-21	2019-20	2018-19	2017-18
186	118	121	135	105

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4.7 E-content is developed by teachers :

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

Response: A. Any 5 of the above

File Description	Document
Institutional data in prescribed format	View Document
Give links or upload document of e-content developed	View Document

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

Response: 6.74

File Description	Document
Bibliometrics of the publications during the last five years	View Document

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

Response: 46.5

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy.

Response:

In addition to the Entrepreneurship and Innovation based Centers at the University of Madras, there are avenues which encourage and offer consultancy based services to government, public and private institutions and organisations.

University Industry Community Interaction Centre (UICIC)

- The University has established the University Industry Community Interaction Centre (UICIC) to provide consultancy services and training to the industry and other organisations.
- The UICIC is instrumental in promoting R&D Departments and Industries in product/process development and technology transfer.
- It also assists in signings MOUs and in filing IPR and Patents by the scientists and researchers. Its provides the use of sophisticated medical laboratories for diagnostic and reporting facilities.
- It also acts as a centre for offering specialised skill based knowledge transfer programmes such as Certificate and Diploma courses to the University Students based on the needs of the Industry.
- The University has prepared the UICIC Green book in March 2002, that details the functions and rules of the consultancy. There are rules specified regarding the sharing of revenues generated through the consultancy services offered by the University.
- The revenue generated from the consultancy and developmental activities will be split as 45% of the net amount to be distributed amongst staff involved in the consultancy and 55% shall be retained with UICIC.
- The consultant's share will be split as mentioned in the UICIC rule book with the Consultant / Principal Investigator getting 20%, Coinvestigators - 12%, Technicians/ Project Fellows - 10% and Administrative Staff 3% of the revenue generated.

- The revenue generated through direct consultancy will be spilt as 40% of the money received through licensing fee of the intellectual property/ patents and periodic royalty payments to be distributed to the inventor and the department (25% shall go to the investor and 15% to the Department for infrastructure strengthening. The remaining 60% shall stay with the UICIC.
- The revenue generated through the UICIC activities amounts to nearly 1900 lakh rupees for the years 2017-2021.

Industry- academia partnership is enhanced through these consultancy activities and the university constantly encourages and builds strong ties with industry experts to provide professional exposure to the students.

File Description	Document
Upload soft copy of the Consultancy Policy	View Document
Paste URL of the consultancy policy document	View Document

3.5.2 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response: 192.92

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

2021-22	2020-21	2019-20	2018-19	2017-18
67.88	45.27	31.02	13.52	35.23

File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts indicating the revenue generated through consultancy	View Document
Any additional information	View Document

3.6 Extension Activities

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

Response:

The university being at the helm of higher education organises and supports activities that reassure the role of students in giving back to the society. Extension activities apart from their regular curriculum help to ensure a social view and environmental awareness amongst the students. All these extension activities are undertaken by the students in an enthusiastic and energetic manner.

Extension Activities Organised at Department Level

The Departments of the University encourage the students to interact and understand the needs of the local environment by organising several extension (Prison Visits, Reading Camps, Gender sensitisation, Electoral rights, Green campus, organisational skills for soldiers, blood donation camp, first-aid camp, disaster management, Swachhata action plan, Poshanpakwaan, each one teach one, World food, Rashtriyaektha din, Pandemic service, Awareness programmes on Career/ Cancer/ mental health/ COVID/ drug abuse/ plastic usage/ RTE, plantation, menstrual hygiene, beach cleaning, Geriatric service, NEP, Yoga). The Counselling Psychology and Psychology Departments very actively organise mental health awareness programmes for the school as well as college students. The Department of Library and Information Science organises school visits as well as visits to the public libraries to enhance and promote reading habits among youngsters and library visitors respectively. The students and faculty of the Department of Christian Studies have organised many such community based extension programmes involving trans-genders, the *irular* community and the mentally retarded children. The Psychology department have also worked with *theirular* women of the community and have succeeded in innovating a skill of these women into a start-up business supported by the Entrepreneurship and Career Hub at the University of Madras. The students of Department of Management Studies have started an initiative called 'Student's Social Responsibility Club', through which they organize and participate in several extension activities.

Ek Bharat Shreshtha Bharat (EBSB) Club

The Ek Bharat Shreshtha Bharat (EBSB) Club was inaugurated in the year 2020 and has conducted numerous programmes which have also been uploaded on the EBSB website; and as part of the student interchange programme, a group of Kashmiri students visited the University in the 2021.

Extension Activities Organised by NSS Unit

Apart from the University Departments, the NSS, which is very active at the University also organises numerous programmes facilitating the interchange between community and the students. NSS organizes several Regular Programmes throughout the year as well as Special Camping Programme, organized at the adopted village for ten days. Some of the activities of NSS include Anti-Drug Awareness, Blood Donation Camp, Immunization Programme, COVID Vaccination Drive, Tree Plantation etc., During the pandemic the NSS played a vital role in spreading awareness about COVID and in organizing the vaccination drive for the teaching and non-teaching staff.

Environmental Information System Centre (ENVIS)

Through ENVIS under the aegis of the Department of Zoology, the students and faculty offer educational and technological services to the community. They have organized programmes on world ozone day, world health day world animal day, wildlife week, World environment day, conservation of mangroves, wetland, road safety and so.

3.6.2 Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the last five years

Response: 31

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

2021-22	2020-21	2019-20	2018-19	2017-18
24	0	2	3	2

File Description	Document
Institutional data in prescribed format	View Document
e-copy of the award letters	View Document

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 20

3.6.3.1 Number of extension and outreach programs conducted by the institution those through NSS/NCC, Government and Government recognised bodies during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
10	3	4	1	2

File Description	Document
Reports of the event organized	View Document
Institutional data in prescribed format	View Document

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during

the last five years

Response: 96.56

3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
3350	3129	3022	2866	2095

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.7 Collaboration

3.7.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 14.2

3.7.1.1 Total number of Collaborative activities with other institutions / research establishment / industry for research and academic development of faculty and students year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
15	21	10	10	15

File Description	Document
Institutional data in prescribed format	View Document
Copies of collaboration	View Document

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

Response: 31

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	3	4	4	10

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the MoUs with institution/ industry	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Being one of the first and pioneer institution of higher education, the University of Madras is facilitated with adequate number of classrooms, technology enabled learning spaces, seminar halls, laboratories, specialized facilities, equipment for teaching, learning and research etc.

Classrooms

Sufficient numbers of well-ventilated, well-furnished classrooms are available for conducting theory classes. Many of the classrooms are ICT enabled and are called as modern classrooms and smart classrooms with smart boards.

Laboratory

Every Department is equipped with a suitable department Laboratory and a library for easy access to the students. The Laboratories are well equipped with the latest equipment and are well maintained. In addition to these department laboratories, there are centralized labs too such as the Central Instrumentation Centre and the Prof. GNR Instrumentation Centre at Guindy, the Animal House at Taramani and Guindy Campus, the Media Lab at Chepauk Campus and the Computer Lab facility at the Marina Campus. A Cyber Forensics Lab and Gender lab is also available at Chepauk campus at the Departments of Criminology and Women Studies respectively. The Student computer allotment ratio in these labs are 1:1. Similarly there are individual labs for each science faculty. The Anatomy Department has a Cadaver laboratory for the students to practice and gain experience.

Wi-Fi Facility

High speed Wi-Fi networks are also provided in all the campuses which offer IP enabled access to the students. Student – computer ratio is 1:5 the allotment ratio in the lab is 1:1. The students are also provided round the clock internet access through smart phones and laptops.

Library Resources

Well-equipped campus libraries at four campuses are available with adequate print and electronic resources

which can be accessed via OPAC. The Library has the subscription for online resources such as e-Journals, eBooks, Databases, etc. Remote access is provided to faculty, staff, students and research scholars can access to e-resources anywhere at anytime. Apart from this, Department Library also exists in every department for immediate reference by their Faculty, Students and research scholars.

Other Facilities

In addition to this, Seminar halls are equipped with speakers, microphones along with LCD projectors, LCD screens, white boards and public addressing systems. Other academic facilities include: UGC – HRDC for Faculty Training and Induction programmes, GNR Central Instrumentation Centre, Population Studies and CENSUS Studies (Ministry of Home Affairs, India), Entrepreneurship Development cell, UICIC – Consultancy, TBI, RUSA – ECH Innovation and Incubation centre, Career Counselling centre, Students Grievances centre, Network Operating centre, e- governance centre, Tamil Academy, Tamil Nadu Text Book Development Centre, Tamil Nadu Academy of Science, Training and Placement cell, Animal House, Herbal Garden, Eco Park, Solid Waste Management (MoEF& CC, India), NSS, Cyber Forensic Lab, Museums

- RUSA – ECH –E- content development studios
- Art Gallery
- Dr.Ambedkar Centre for Economic Studies
- ICOM – International Students

On-going projects:

- UGC - RUSA 2.0
- UGC – UPE
- ICSSR
- DRDO
- DST SERB(EMEQ)
- CSIR –EMR II
- UGC BSR
- DST GITA
- TANSCH
- TNSCST
- UGC –IGCAR
- MHRD – STARS
- DST –RFBR
- DST PURSE
- EMR AUSH
- ICMR
- CCRH
- DST WOSB
- DMRI – CARS
- DST – MIDR
- DST BIRAC – PACE

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response:

Co-curricular activities, like cultural and sports activities are built into the system of higher education at the University to promote skills like teamwork, leadership, patience, discipline, learning to deal with failure, disappointments and to inculcate sportsmanship. All days of National importance are celebrated with fervor and enthusiasm by the students and faculty. Students enthusiastically part take in inter and intra institutions level competitions. The institution has state of the art facilities as given below:

Auditorium: The Auditorium at Chepauk Campus is about 60 years old with a build-up area of 4722 Sq.m. It was constructed in the year 1965 and continues to be in use till date. The Auditorium is having a fixed seating capacity of 3200 push back seats including gallery viewing. The auditorium is fully air conditioned with the capacity of 300TR. The University Convocation and many other programmes are held at this colossal auditorium.

There are auditoriums at other campuses such as the Platinum Jubilee Auditorium at Marina Campus, Chemical Sciences Auditorium at Guindy Campus and Venugopal Auditorium at Taramani Campus. Apart from these are other halls such as F-50, G-33, Social Sciences hall and so on at various campuses.

Physical Education: University has been geographically divided into Two Men and Two Women Zones (936 teams). Each Zone organizes tournaments within and selects teams for Inter-Zonal participation. University of Madras teams are selected during the Inter-zonal tournaments. Selected teams undergo vigorous training programme under N.I.S Coaches. More than 17,000 (Seventeen Thousands) students got competitive experience from the zonal and Inter – zonal competition organized by the University of Madras so far.

Sports Infrastructure:

- A Multipurpose Outdoor 400 Mts Athletic Track with 8 Lanes in 6.5 acres.
- Outdoor Hockey Field, Football Field, Cricket Ground, Handball Court, Kabaddi Court, Kho-Kho Court, Ball-Badminton Court, Volleyball Court, Basketball Court, Tennis Court are available
- A Multi-Purpose Gym with 16 Stations
- Fitness Centre with Sports Science backup, 25 x 32 mts.
- Yoga Hall

Senate House:

The Senate house is a magnificent structure built on Indo-sarcenic architecture and is rightly awarded the heritage status. The building hosts many programmes such as photo biennials and is perpetual gallery for display of photos of the University of Madras.

Student Amenity Centre:

There is a student amenity centre at the main campus, which has a gym for the students as well as a yoga hall. Students organize many extra-curricular activities at these centers, which enhance the student friendly environment at the university.

File Description	Document
Upload any additional information	View Document
Geotagged pictures	View Document
Paste link for additional information	View Document

4.1.3 Availability of general campus facilities and overall ambience**Response:**

One of the unique features of our University are the five campuses that are beautifully landscaped with trees, lawns and park which make the campus environment green. Large academic and administrative edifices with open corridors and large playground in the Taramani and Chetpet campus invite academics and scholars to indulge in creative and innovative learning activities. Vehicle parking facilities have been provided in all the campuses. The University Guest House is well furnished for the visitors and academicians. The university also have 2 Banks and 3 ATMs, a central canteen, Generator Power Back Facilities. PG Boys' Hostel and Girls' Hostel facilities available in each campus. The main campus has well equipped auditorium (3200 seating capacity). The University has well-furnished and fully functional libraries at all four campuses. The main library is open to the public on all 365 days of the year. Toilets are available in all buildings, there are special toilets that cater to the differently abled persons. Sanitary pad dispensers as well as incinerators are available at the Womens' toilet. The beautiful heritage buildings at the Chepauk and Marina campus are a visual as well as architectural marvel, which are iconic structures of Chennai city.

Campus Facilities Includes:

- Guide Strips for the Visually Challenged
- Students Amenities Centres
- Ramps for Disabled
- Lifts for all the building
- Animal House Facilities
- Auditoriums
- University Stadium
- Multipurpose Indoor stadium
- Instrumentation Centre
- Examination Sections
- Financial Sections

- Government Audit Section
- RUSA Hub for Research
- Networking Internet Centre
- Computer centres
- Solar Plants
- Solar Campus lights
- R.O Plants
- Ladies Hostels
- Gents Hostels
- Staff Quarters
- Guest House
- SBI and Indian Bank
- ATM's
- Post Office
- Health Centre
- Women's Room
- Power Generators
- NSS
- Campus Wi-Fi and LAN
- Campus Bus Facilities
- Canteens
- USAB
- Public Relations Office
- Two wheeler Parking
- Four Wheeler Parking
- Tamil Academy Press
- Madras University Teacher Association
- Staff Co- Operative Thrift and Credit Society
- TAG Digital Listening Archive
- Curriculum Development cell
- Planning and Development cell
- IQAC
- Gardens
- central offices for Campus Facilities
- CCTV Surveillance
- Yoga centre
- Fitness centre
- Gym -16 Station
- Multipurpose Outdoor Athletic Track
- Hockey and Foot Ball Field

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)**Response:** 54.5**4.1.4.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
394.39	323.21	785.06	313.47	1429.14

File Description	Document
Upload audited utilization statements	View Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

4.2 Library as a Learning Resource**4.2.1 Library is automated using Integrated Library Management System (ILMS) and has digitisation facility****Response:**

The Madras University Library is a pioneer library set up by the Father of Library Science himself, Padma Shri S.R. Ranganathan. The library was established in 1907 and is a treasure trove of valuable documents. The documents at the library include more than 3.5 lakh books, manuscripts, back volumes, theses, pamphlets and fine arts collection. There are campus libraries in all the campuses of the University. All the campus libraries are automated using the ILMS software SOUL 3.0, provided by the UGC INFLIBNET consortia. The Online Public Access Catalogue is also powered using the SOUL software. The Soul software integrates all of the housekeeping activities of the library such as circulation, technical, member details, serial acquisition and collection building. The library staff are well equipped in creating the MARC records using the appropriate tags to be uploaded on the SOUL interface. Being one of the pioneers in the UGC-Inflibnet consortium, it provides access to more than 120 University Libraries catalogue of the country. Being in the UGC consortia, the University has enabled remote access to faculty, students and staff through INFED system. This provides access to all of the electronic resources subscribed by the UNOM. A high speed book scanner is also available to convert the print thesis into the electronic form to be uploaded to the Shodhganga repository. The Madras University library ranks first in the number of thesis uploaded to the Shodhganga repository amounting to nearly 13,000. Under the aegis of UGC INFLIBNET the University of Madras has access to the plagiarism checking software URKUND. Steps have been initiated to provide all university faculty with access to the plagiarism software for better research output. Through this consortium the University also subscribes to renowned and authoritative indexing and citation databases such as Scopus, Web of Science, MathSciNet, Proquest, and aggregator

like EBSCO. The university also provides remote access through INFED to the faculty, scholars and students of the University of Madras. The University provides access other electronic sources through Shodhsindhu and NDLI databases. The Library has a dynamic website which provides information regarding the resources – commercial as well as the open sources. Value added services such as Current Awareness Service and Selective Dissemination of Information is provided by the library professionals for the enhancement of faculty as well as registered users.

This is very effective as it provides all time and anywhere access to the information resources. Apart from this the library also provides access to numerous electronic journals and open education resources. The Library is very active in promoting and supporting higher education and research and strives to achieve benchmarks in terms of information dissemination to the users.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 115.69

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

2021-22	2020-21	2019-20	2018-19	2017-18
88.37	65.21	92.18	118.90	213.78

File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 36.56

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 1306

File Description	Document
Details of library usage by teachers and students (Library accession register, online accession details to be provided as supporting documents)	View Document

4.3 IT Infrastructure

4.3.1 Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic year)

Response: 67.2

4.3.1.1 Number of classrooms and seminar halls with ICT facilities

Response: 125

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Paste link for additional information	View Document

4.3.2 Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility

Response:

University Network & Internet Operations (2004) to facilitate and provide networking and Wi-Fi facility for researchers and students. This facility enables Researchers, Academics, Students and Administration to

use information and communication technologies and expertise to achieve and maintain knowledge superiority essential for the academic education and in research space. All the four campuses have centralized Network Operating Centre operational on 24 x 7 basis and a centralized control centre where Administrator and IT supporting staff constantly monitor the campus network, manage, identify and solve the network and Wi-Fi related issues. The sophisticated equipment's (Router, Firewall, farm of Servers, Layer3 switches, L2 switches and Wi-Fi controllers etc.) connected to uninterrupted power supply (UPS) for uninterrupted service. University desktops computers and Information Technology labs are provided with Internet security Anti-virus software and connected to local area network. WIFI facility was installed with latest Cisco wireless controller and wireless access points in Guindy and Taramani Campus, and Aruba wireless controller and wireless access points in Chepauk and Marina Campus. The Wi-Fi facility is extended to all buildings, laboratory, hostels, Seminar halls, conference rooms and other common areas in the campus. Wifi facilities are made available to students, non-teaching staff as well as faculty members. The Office of the Director for Network Operations closely monitors and updates the IT facilities including Wi-Fi Facility in the University. The ERP active at the University has been developed in-house by the staff of the University. There is a separate section dedicated to develop the IT policy and facilitate the use of ICT at the University. The E-governance section is very efficient in preparing a resourceful and remarkable enterprise resource management system.

File Description	Document
Upload any additional information	View Document

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

Response: 6.64

File Description	Document
Student – computer ratio	View Document

4.3.4 Available bandwidth of internet connection in the Institution (Leased line)

Response: A. ?1 GBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document

4.3.5 Institution has the following Facilities for e-content development

1. Media centre
2. Audio visual centre
3. Lecture Capturing System(LCS)
4. Mixing equipments and softwares for editing

Response: B. 3 of the above

File Description	Document
Institutional data in prescribed format	View Document
Links of photographs	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 83.13

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

2021-22	2020-21	2019-20	2018-19	2017-18
837.34	659.20	964.50	826.04	881.82

File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts	View Document

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

Response:

The University ensures optimal allocation and utilization of the available financial resources for maintenance and upkeep of different facilities by holding regular meetings of various committees. There are lab technicians in every department and persons for Regular maintenance of Computer Laboratory equipment, Regular cleaning, maintenance of the green and learners' friendly campus. Campus Directors of central offices of each University campus monitor and maintain campuses with the help of concerned Assistant registrar, sergeant, electrician and Hostel monitoring committee.

Laboratory: Record of maintenance is followed by lab technicians, Lab in-charge and supervised by HODs of the concerned departments. The calibration, repairing and maintenance of sophisticated lab equipment's are done by the technicians of related owner enterprises.

Library: The maintenance of the reading room and stock ratification of library books is done regularly by library staff. List of books, journals, and other library requirements is taken from the concerned

departments and then processed through library.

Sports: Union of University of Madras to promote activities in the field of Sports and Games with excellent infrastructure facilities and also to provide a systematic and scientific training for the students of University and affiliated colleges. More than 17,000 (Seventeen Thousands) students get competitive experience from the zonal and Inter-zonal competition organized by the University of Madras every year. The Department of Physical Education is taking care of maintenance of sports and Games facilities including sports equipment/Gym equipment.

Computers: Each Department is provided with appropriate number of computers and peripheral devices of their requirements with Internet and WIFI, which are maintained and updated periodically. All faculty members have been provided with an individual laptop with WiFi connections.

Classrooms: The University has various committees for maintenance and upkeep of infrastructure of classrooms. The classrooms are equipped with LCD projectors and Smart TVs for an ICT enabled learning environment.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).

Response: 43.85

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2021-22	2020-21	2019-20	2018-19	2017-18
371	1282	1431	1607	1611

File Description	Document
Upload self attested letter with the list of students sanctioned scholarship	View Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

5.1.2 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

Response: 65.75

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

2021-22	2020-21	2019-20	2018-19	2017-18
3377	5711	262	833	198

File Description	Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology

Response: B. 3 of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document
Link to Institutional website	View Document

5.1.4 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances 4. Timely redressal of the grievances through appropriate committees

Response: B. 3 of the above

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

5.2 Student Progression

5.2.1 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 74.13

5.2.1.1 Number of students qualifying in state/ national/ international level examinations (eg:

IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.)) year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
60	37	44	54	29

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

2021-22	2020-21	2019-20	2018-19	2017-18
72	49	63	71	44

File Description	Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

5.2.2 Average percentage of placement of outgoing students during the last five years**Response:** 30.33**5.2.2.1 Number of outgoing students placed year - wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
339	302	425	508	347

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

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

Response: 19.3

5.2.3.1 Number of outgoing student progressing to higher education.

Response: 271

File Description	Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

5.3 Student Participation and Activities

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

Response: 342

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

2021-22	2020-21	2019-20	2018-19	2017-18
150	1	76	60	55

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters and certificates	View Document
Any additional information	View Document
Link for additional information	View Document

5.3.2 Presence of Student Council and its activities for institutional development and student welfare.

Response:

The University has a robust mechanism to take care of students' welfare and address immediately their grievances. It offers numerous student support services including library, hostel accommodation, scholarships and endowments, University Students Advisory Bureau, SC / ST cell, NSS, NCC, Department of Sports, Internet Centre, International Center of Madras University, language laboratories etc.

- Student developmental activities and grievance redressal of the university are monitored under the

aegeis of Dean, student affairs. The office of the Dean acts as a bridge between the students and their academic and administrative offices of the university. It conducts every year an induction programme for the freshly admitted students to PG programs and apprise them of their rights and various facilities (Scholarships, Freeships, Students Safety Insurance, Endowments etc.) available in the university.

- The IQAC through student feedback assures that their inputs are conveyed to the concerned departments and suitable actions are taken on them.
- The university has zero tolerance for any kind of ragging. Hence it has constituted a high-level committee with the Vice chancellor as the chairperson to consider any issue pertaining to ragging in the university departments.
- To create a safe campus for students to study without anxiety, fear or threat the university has constituted women's sexual harassment redressal cell with representation from student community to oversee and solve for complaints arising from any kind of harassment of women students in the university.
- A special cell for the welfare of students belonging to the SC / ST communities has been set up in the university and the Vice chancellor presides over the standing committee to take care of their wellbeing.
- The university operates internet centers in all the campuses that are open to the students at the university departments. The students also enjoy free Wi-Fi in the campuses.
- The International Center of Madras University (ICOM) provides a conducive ambiance to all international students and makes their learning experience a pleasant one.
- At the department level each student is assigned a mentor / student advisor to discuss problems arising from their academic life. Student – Mentor discussions are held daily to resolve immediately any problem the student might face in their learning capacity.
- Each Board of Studies has student representatives to consider their needs and their requirements from the course they have enrolled in.
- The NSS unit of the university, physical education department and the University Student Advisory Bureau (USAB) organize outreach programs, cultural and sports events, UGC NET coaching, career counselling, etc. for the holistic development of the students at the university.
- The RUSA office of the university frequently organizes Capacity Building Programmes, Career Counselling, Entrepreneurship Awareness Programmes, and events under Ek Bharat Shreshtha Bharat (EBSB).
- The institution also houses a Student Amenities Center where regular meetings of students with their peers take place to promote a healthy and convivial atmosphere.

Apart from these common measures to manage student academic and overall wellbeing, some of the departments have in place different student centric clubs namely Cultural club, Language Club etc.

File Description	Document
Upload any additional information	View Document
Link for additional information	View Document

5.3.3 Average number of sports and cultural events / competitions organised by the institution per

year

Response: 6

5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
9	6	4	8	3

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Response:

The alumni association is one of the biggest strengths of our institution as it contributes significantly towards various developmental activities.

- The University of Madras being one of the oldest universities in India proudly claims eminent personalities among its alumni such as Nobel Laureates C.V Raman and Chandrasekar, mathematician Srinivasa Ramanujan, Dr.Sarvepalli Radhakrishnan, Dr. APJ Abdul Kalam, Dr.Muthulakshmi Reddy, renowned library scientist S.R Rangarajan, Dr.P.Natarajan, Bhatnagar Awardee to name a few.
- The members of the alumni association have contributed not only financially but also to the overall growth of the university over a period of 165 years of its glorious existence. Their role is quite significant especially in infrastructural development and student welfare.
- More than 70 endowment scholarships have been instituted under the aegis of the Madras University Alumni Association to fund various programs in the university such as payment of tuition fees, research scholarships, etc.
- Many of the alumni are in contact with their Alma Mater and help organize lectures, placement drives, internships, etc.
- Further, many departments have their own active alumni associations that organize annually alumni meetings wherein members take part actively and share their ideas for the progress of the students as well the growth of the departments. Alumni members consider their parent departments as their family and help the students of their departments to get placed and help monetarily the needy students to pursue their studies.

- As a part of the institution, the Department of Commerce is running a powerful Alumni Association under the name “MUCAA” (Madras University Commerce Alumni Association). Every year, the alumni meeting is organised in which the alumni members take part actively and share their ideas and plans for the progress of the students as well as for the growth of the Department.
- Alumni meets and reunions are also organized by the Department of Management Studies, who also willingly contribute their time and efforts in placement for the students.
- Prize Distribution ceremony for & “Best Outgoing Student” has been arranged in meeting where a sizable portion of alumni contribution is utilised for granting scholarships to Meritorious Student. Another category of financial support is extended to help the needy student from lower economical groups. For this purpose, every year the Department categorizes such needy students and provide scholarships to them during Alumni gatherings.
- In addition to that, funds are provided for students those who are preparing for the NET and SLET exams.

In future, the departments have planned to conduct coaching classes for NET/SLET aspirants. The alumni functions will be extended further for the welfare of the students as well as the Department.

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

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

Response: A. ? 100 Lakhs

File Description	Document
Any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance.

Response:

The governance of the university with His Excellency the Governor of Tamil Nadu as Chancellor and the Hon'ble Minister for Higher Education, Government of Tamil Nadu, as the Pro-Chancellor. The Vice Chancellor as the principal Executive Officer is vested with authority and responsibilities well delineated in the statutes. The Statutes and Ordinances also provide for the powers and duties of various administrative officers. The University of Madras has in the organizational hierarchy statutory bodies like the Senate, Syndicate, Academic Council, Finance Committee, Faculties, Board of Studies and various committees/Cells to monitor academic output etc.

Vision : As a sesquicentennial institution and a stepladder in the field of higher education and research, the university has a multi-pronged vision of advancing knowledge through research, imparting higher education, inculcating socially relevant values with excellence in all pursuits as detailed below:

- ? To inculcating values of Equality, Unity and Justice
- ? To make education relevant and excellent.
- ? To promote educational programmes in various disciplines of knowledge with synergistic interaction with society and industry.
- ? To contribute to the advancement of knowledge through research, publication and disseminations.
- ? To provide leadership in higher education by imparting quality and socially relevant knowledge.
- ? To develop aptitudes and skills of students to equip them to face the challenges and needs of fast changing society.
- ? To give greater opportunity to women in order to prepare them to be effective leaders.
- ? To make students to be conscious of their duty to the country and to fellow human beings.

Mission:

To impart quality higher education in consonance with our motto "*learning promotes natural talent*", we strive to develop citizens with knowledge, skill and character leading to societal transformation and national development. We aim at making our students, men and women, to offer their selfless service for the progress of the country and people. The mission statement is duly propagated through display boards as well as information brochures, for awareness of the various stakeholders and to be cherished by the employees of the university.

The main thrust of the vision, mission and objectives is **instilling the values of Equality** by providing educational facilities at an affordable cost to varied student community of divergent socio-economic, religious and linguistic zones. The vision of **Unity** is revealed in the **academic activities** of the university through a range of 87 Departments which imparts quality higher education through exclusive programmes in order to accomplish the **mission** of the university. To fulfill the vision of **developing aptitudes and skills of students to equip them to face the challenges and needs of fast changing society**, the university is offering a wide range of skill- oriented, innovative academic programmes with various knowledge dimensions such as skill-oriented, value education, moral, ethical, cultural and linguistic as well as scientific and technical which are unique and elite under the nomenclatures. The introduction of the proposed Online programmes and innovative Open and Distance Learning Programmes are in tune with the university's academic objectives.

File Description	Document
Link for additional information	View Document

6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management.

Response:

The University of Madras, a 164 years old institute of higher learning is attempting to blend tradition and history with modernity. It is recognized by the UGC as a “University with Potential for Excellence”, Five Star status and its first entry with 547th Qs World University Ranking, UK and 48th Global ranking for per faculty citations. The leadership in the university emanates from its Vice-chancellor, statutory authorities and officers. The organizational structure is broadly divided into academic and administrative components.

The effective and transparent governance and administration begins with promotion of participative decision- making process with the aim to achieve the Universities goals. The **vision of Justice** is seen in the transfer of the university's administrative power to the members from different social strata, political beliefs, creed, communities and gender. The leadership and the decision-making bodies are contributed by the faculty members from across the departments. The statutory bodies of the university meet up at regular intervals to examine its various activities. The Senate, Syndicate, Academic Council headed by the Chancellor/Vice-Chancellor are the authorities of the university delegated with the mission of developing, executing and refining the participative and decentralized administrative systems to impart liberal higher education to all.

Decentralization and Participative Management :

The University of Madras has pioneered the process of decentralization of higher education. The organizational hierarchy is significantly de-centralized by providing both academic and financial autonomy in decision making. The universities' participative decision making and decentralization of the power is rooted in the culture of the University.

Academic Autonomy :

The university is a pioneer in granting autonomous status to its academic departments over two decades under the CBCS. The institutional development is carried out by the Planning and Development Board while the Office of Dean Research and Director of RSP facilitates the research and development. The IQAC, Board of studies, Curriculum Development Committee and the CBCS are constituted to hasten the overall progress. The College Development Council at the university is assigned with the responsibility to deal with the requirements of the affiliated institutions. As part of delegating leadership to 128 affiliated colleges, the university provides its representatives to the academic bodies.

In all **87 departments** which are under **18 Schools** are headed by the Chairpersons, **17 Centers/ Chairs** headed by the HODs and **85 Board of Studies**, an assortment of **53 Research Centers** the university's participative management and decentralization is reflected. The following academic autonomy is practiced in all university departments.

- Admission is followed based on strict adherence to UGC and TN state Government guidelines
- Courses and curriculum is designed by the respective faculty under various schools, which is finally approved by statutory bodies
- Evaluation process (continuous and end semester) is carried out by individual faculty and monitored by IQAC
- PhD admission/progress is followed by advices from supervisor, departmental committees, research advisory committee and dean research
- Students are permitted to choose electives from various schools across the campus
- Freedom to Faculty for pursuing research in their area of interest

File Description	Document
Link for Additional Information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed.

Response:

The institutional Strategic plan is effectively deployed.

The vision and mission in consonance with its preserved tradition and also interweaving modernity is visible in all the institutional strategic planning by linking the administrative and academic connection between the various schools and centers. The mainstream administration of the university is evident in its planning and deployment. The university undertakes both long term and short term planning to ensure that it progresses on its well laid out multi-pronged vision of quality in teaching and research, community and industry engagement, internationalization and human resource development.

Perspective Plan:

Based on an international pattern, a Planning and Development Board was established in 2006 which serves as a think-tank to co-ordinate the overall planning. This higher level board has the Vice-Chancellor

as its chairman and industry experts as well as from teaching and research fraternity as members. The accessible strengths and opportunities are pulled towards various short term and long term strategic plans in the precedent years. The current plan is framed as Research, Development and Innovation output. The various functional components of the current strategic plan are described below:

Research and Development Activities:

- **National/ International Agency Funded Research**

The faculties are encouraged to involve R&D projects with the support from various national and international funding agencies. During the assessment period, funding has been received to the tune of ---- crores by the faculties of various departments and centers across science, medicinal science and social science and linguistic disciplines.

- **Theme Based Research**

Under RUSA 2.0 programme, the University has encouraged Inter-disciplinary projects. This has not only enabled faculty level interactions and collaborations but has also provided an avenue for younger faculty to practice project management. The faculties have been nominated as principal investigators and coordinators of group projects.

- **Entrepreneurship and Career Hub (ECH)**

The ECH has been established with the support of MHRD's RUSA 2.0 scheme targeting to promulgate the Start-Up climate in the university and to ignite entrepreneurial values among students. Various programmes are being conducted by Thulir 2021, Early Start up (Innovation and Incubation) for students, including entrepreneurial skills and training. Seed money was made available to the selected students along with incubation space and mentoring support.

More details: <https://www.unom.ac.in/index.php?route=miscellaneous/rusa>

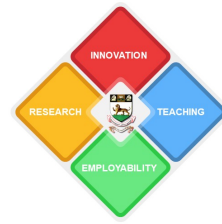
- **MoU's with International/National Institutes**

21 MoUs has been in operation by the university with institutions/industries in India and abroad for internship, on-the-job training, project work, student/faculty exchange and collaborative research during the last five years.

- **Industry- Institute Interaction - University Industry Community Interaction Centre-UICIC**

Under UICIC, the faculty members are undertaking consultancy and technical services to Industry and other organizations. The UICIC has so far operated 295 projects/courses/training programmes worth Rs.6.74 crore. The following activities are conducted under UICIC banner;

- Faculty Development Programmes
- Entrepreneurship Awareness Programmes
- Online Training programs/Short Term/ Skill Enhancement
- Partnership with Industries for sponsored Consultancy



The success of the current strategic planning has resulted in obtaining 200 sponsored and consultancy projects to the tune of Rs. 40 crores and 925 publications during the assessment period.

Accreditations, Affiliations and Rankings



भारतीय विश्वविद्यालय संघ
ASSOCIATION OF INDIAN UNIVERSITIES



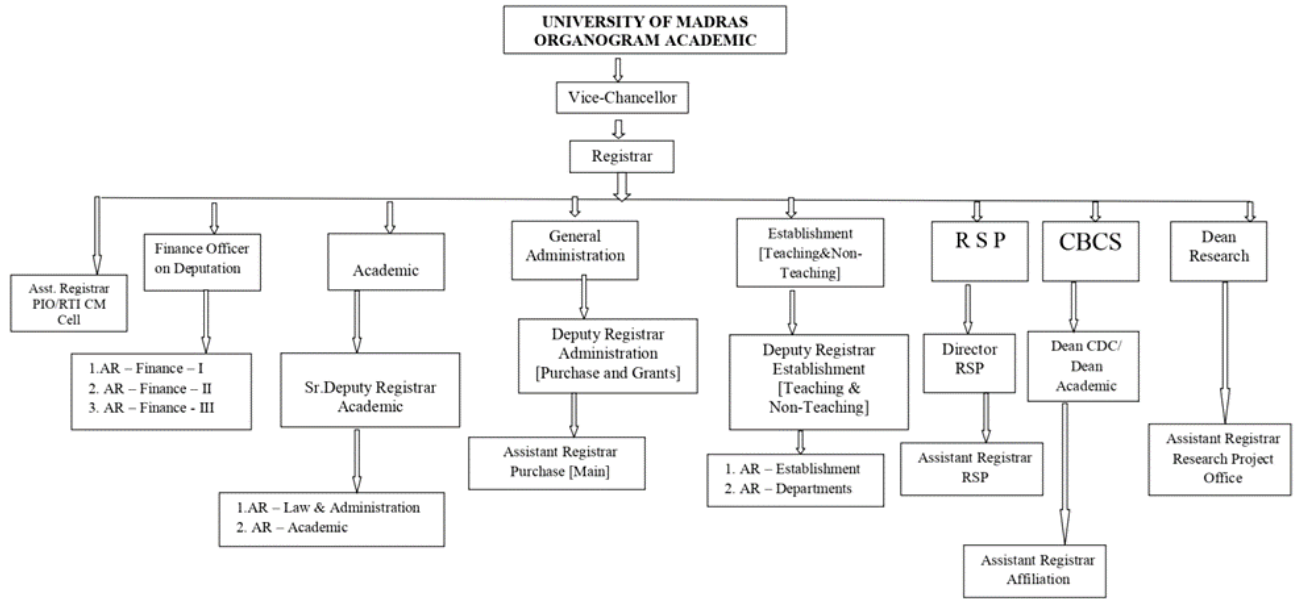
File Description	Document
Strategic Plan and deployment documents on the website	View Document
Link for Additional Information	View Document

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

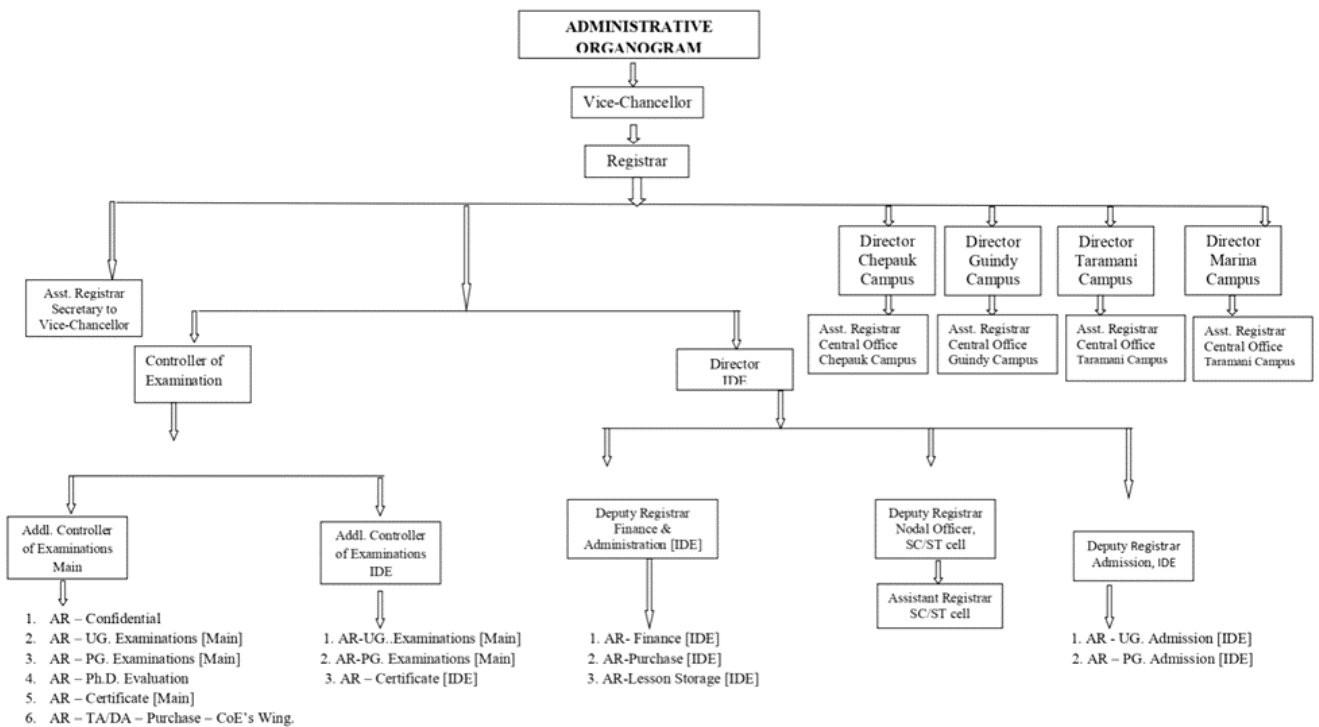
Response:

University of Madras which is the alma mater of almost all the state universities in south India was established in 5th September, 1857. The core values of the University which are rooted in its policy guidelines, Acts and statutes are reflecting in the establishment of the administrative bodies. The Organizational structure of the institution covers The Senate, The Syndicate, The Academic Council, The Faculties, The Finance Committee and The Boards of Studies. His Excellency the Governor of Tamil Nadu is the Chancellor of the University. The Vice-Chancellor who is appointed for a term is the Principal Executive Officer. The Registrar of the University, who is the Secretary of the Syndicate, is the custodian of all the records and Chief Administrator of the university. Yet another function, the examinations of the University, is managed by Office of the Controller of Examinations. Besides divergent measures and service rules are followed during selection and appointment of manpower.

UNIVERSITY OF MADRAS- ACADEMIC ORGANOGRAM



UNIVERSITY OF MADRAS- ADMINISTRATIVE ORGANOGRAM



A succinct report of the roles and responsibilities of each of the institutional administrative bodies/Statutory authorities is outlined below:

The Syndicate is the apex executive and governing body, **the Senate** is the supreme decision making body, and **the Academic Council** is the authority to decide on courses and curriculum and other academic matters of the University. The three bodies have adequate representation from the divergent set of stakeholders. This diversity in the higher bodies enables the leadership to interact with the stakeholders and in identifying the organizational needs. It also promotes a culture of participative management.

All positions in various statutory bodies are filled including conducting elections for the posts that fall vacant under earmarked categories in the academic bodies. The functioning of these bodies has always adhered to the established democratic norms. The statutory bodies meet as per the statutes regularly to take decisions in line with the overarching goal of the University.

- **Appointment and Service Rules**

There is an open recruitment policy in the university. The UGC Regulations On Minimum Qualifications For Appointment Of Teachers And Other Academic Staff In Universities And Colleges And Measures For The Maintenance Of Standards In Higher Education and its Amendments from time to time is strictly following in the recruitment process of the university. Due consideration is given to socio-economically backward citizens in the form of Communal Roaster. Only Performance Appraisal Reports are called for while considering incumbents for promotion. The State Government reservation policy is being implemented for recruitment.

File Description	Document
Any additional information	View Document
Link to Organogram of the University webpage	View Document

6.2.3 Institution Implements e-governance covering following areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	View Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff .

Response:

Performance Appraisal System:

The University of Madras has a well thought-out scheme to assess the performance of teaching and staff members. Consequently, the university has an ingenious performance appraisal system following *the UGC Regulations*. The administrative system of the university have established a set of well-defined System for the Self appraisal, promotional criteria and welfare measures for both the teaching and non-teaching staff members to assure employee welfare.

Self-appraisal Form:

Faculty members are subjected to an appraisal of teaching abilities by way of student feedback administered by the Internal Quality Assurance Cell (IQAC). Their all-around performance is periodically appraised by external experts for their progression under the Career Advancement Scheme.

Parameters for the Self-Appraisal:

The parameters for the self-appraisal form include, course wise pass percentage, student feedback rating, Publication in journals, Presentations in conferences, Publications, Seminars, workshops and faculty development programmes attended and conducted, Research initiatives and outcome, MoUs and Consultancy activities, Projects, Evaluation works, Capacity-building etc.

Performance Appraisal for Non-Teaching Staff Members which consist of technical and administrative staff is done periodically. The evaluation parameters used for appraisal include - *Quality of Service, Job related skills and Competencies, Inter-personal skills, Ability to deal with problems and critical situations, Punctuality and Discipline, Adherence to policy guidelines and procedures, Documentation, Responsiveness to requests, Professional etiquette and orientation, Overall Rating.*

Promotional Avenues:

The University awarding promotion to the teachers under Career Advancement Scheme of various stages from Assistant Professor (Stage 1) to Professor (Stage 5), followed by the UGC guidelines. For awarding promotion under CAS, the university has followed the norms prescribed by the UGC Regulations. Based on the teacher's self assessment API score, the Screening Committee and the Selection Committee awarded consisting of subject experts promotions are done.

Effective Welfare Measures for Teaching and Non-Teaching Staff:

The University provides a host of welfare schemes for both the teaching and non- teaching staff as detailed

below:

- House building, vehicle and soft loan and Interest free loan facilities
- Group Insurance Scheme.
- “Research Starter Grant” for newer faculty.
- Reimbursement of research project proposal preparation expenses of faculty.
- Travel fare support for faculty.
- Performance Linked Incentive Scheme
- Provision of high configuration laptop, desktop with Internet facility
- 50% travel fare support for attending conferences/ seminars.
- Consultant’s share as per the consultancy rules.
- Seats are allocated for the wards staff.
- Casual leave
- Special leave
- Vacation leave
- Maternity Leave and enhanced maternity leave
- Vacation pay
- Earned Leave
- Half-pay Leave
- Sabbatical leave
- Gratuity
- Employee provident fund
- Recreational facilities
- Transport and Canteen
- Medical facility
- Scholarships to children of non-teaching staff
- Leave Travel Concession
- Reduction of Tuition and Special fees of Schools /Colleges at UG level paid by the wards of Class –IV Staff
- Women’s Sexual Harassment Redress Cell
- Thrift society for Teaching and Non teaching staff
- Development Programmes For Support Staff

File Description	Document
Link for Additional Information	View Document

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

Response: 27.98

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

2021-22	2020-21	2019-20	2018-19	2017-18
29	90	116	76	14

File Description	Document
Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template)	View Document

Other Upload Files

1	View Document
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6.3.3 Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.

Response: 20.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
22	22	23	18	17

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	View Document
Reports of Academic Staff College or similar centers	View Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View Document
Link for Additional Information	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 18.5

6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
29	63	41	42	41

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View Document
Details of teachers attending professional development Programmes during the last five years (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

6.4 Financial Management and Resource Mobilization

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

Response:

Resource Mobilization Policy

- Diverge and develop the fund/resources in sustaining the accomplishment of the strategic plans, goals and overall growth of the university.
- Discover and investigate the fund/resources available for programme priorities, policies, research, infrastructure improvement and maintenance besides well-organized budget distribution.
- Comprehend and examine the existing funding backdrop, resource accessibility and hold up assurance from the stakeholders and agencies.
- Take full advantage of in the utilization of internally generated revenue so as to develop meaningful relations with stakeholders.

Taking cognizance of increasing financial needs, the University has actively worked to improve the inflow of funds. During the last five years raised its resources by adopting modern approaches. Apart from block grants, the University has significantly intensified its efforts to mobilize resources from the Technology Business Incubator and research grants, UICIC resource, self-supporting courses, endowments, CSR, Alumni, Institute of Distance Education etc. A prospective analysis of the University's budget for the last five years reveals significant trends in how the University has moved ahead with resource mobilization and prudent use of the same to maximize the benefits to the University.

The resource mobilizations during this assessment period are categorized as follows:

Grants from Research Projects

The research grants have been received to the tune of INR 153.31 Crores from Schemes relating to the Departments/University and Individual Research projects to faculty members.

Grants from Special Schemes:

- **Under RUSA 2.0** programme university received INR 50 Crores for creating ECH, theme based research and infrastructure development.
- **DST-PURSE** programme received INR 19 Crores for creating sophisticated instrumentation facility, minor research grants for faculty and fellowship for students.

Institute of Distance Education (IDE):

A substantial contribution over Rs.300 crore is mobilized by the institute of Distance Education during the assessment period.

Consultancy and Corporate Training:

The UICIC contributed INR 1.92 crores through consultancy and training services to industries and corporate sector.

Endowment:

Nearly 442 endowments are created to the tune of INR 2.93 crores for the benefit of the learner community.

Alumni Contribution

- CSR
- Fee Collection from Students and Affiliated Institutions
- Interest from corpus fund

Optimal Utilization of Resources:

The University has an efficient mechanism to monitor the effective and efficient use of financial resources. Resources at the disposal of the University are scrupulously budgeted, the budgeting cycle depicts methodology of developing the annual budget by initially compiling the requirements of the academic and administrative units, formulating the draft budget through the Planning and Development Board, getting the recommendation of the Finance Committee of the University, placing the draft budget before the Syndicate for approval, and finally getting it adopted by the Senate of the University. Thereafter, the administration of the budget is taken care statutory powers.

The university has a precise system to scrutinize the deployment of available financial resources. The resources are being used for objective-specific activities. Effective and efficient utilization of financial resources is prevalent while ensuring transparency through e-governance.

File Description	Document
Link for Additional Information	View Document

6.4.2 Funds / Grants received from government bodies during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs).

Response: 9520.08

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

2021-22	2020-21	2019-20	2018-19	2017-18
2650.18	380.028	893.58	1166.79	4429.51

File Description	Document
Details of Funds / Grants received from government bodies during the last five years (Data Template)	View Document
Any additional information	View Document

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

Response: 278.86

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	39.75	120.49	81.12	32.5

File Description	Document
Institutional data in prescribed format	View Document
Annual statements of accounts	View Document

6.4.4 Institution conducts internal and external financial audits regularly

Response:

The institution has a well established mechanism for audit to ensure financial compliance. To ensure accountability of financial transactions, budget is submitted to scrutiny by internal audit and External local fund audit besides Accountant General (AG) audit.

Audit mechanism in the institution is carried out at three levels to ascertain integrity, accuracy, consistency, transparency and compliance of the financial transactions. The details of the types of audits are enumerated below:

1. **Internal Audit** – Day to day affairs and routine financial matters
2. External **Local Fund Audit** – Post financial matters
3. **External AG Audit** – Every 5 years relating to grants and government financial matters.

1. Internal Audit:

All bills/receipts and vouchers are audited yearly by an internal financial audit committee comprising of syndicate members (syndicate subcommittee)

The system for Internal Audit is as follows:

? Internal audit committee will validate the sources of revenue and expenditure details, they will also scrutinize the bills receivable and payable and determine deductions under statutory compliance.

? Settlement of Internal Audit Objections:

If any indiscretions or discrepancies are observed in documents submitted by the concerned stakeholders, internal audit committee raises objection and calls for clarification and alteration of the same. Upon rectification and resubmission of the documents in accordance with the statutory requirements, it will be re-examined for accuracy and rejected or accepted as relevant.

II. External Audit and Mechanism of clearing Audit Objections:

As per the Government directive annual external audits are conducted regularly right from the inception of the university.

i. **Local Fund Audit:**

The audit of the accounts is being carried out by the Local Fund Audit department of the Government of Tamil Nadu as an External Agency independent of the University administration to take a fair view and give an independent opinion on the performance as well as financial transaction of the University in the form of an Audit Report along with the Audited Annual Accounts for each financial year.

The comments, views, and deficiencies pointed out in the Audit Report are deliberated elaborately in the Accounts and Audit Committee meeting and suitable replies are prepared and placed before the Syndicate and Senate for their approval. The Audit Report along with the replies to queries, after approval of the Senate, is forwarded to the Audit Department for consideration, acceptance and settlement of paragraphs raised in the Audit Reports. The Audit Reports contain paragraphs involving certain defects, deficiencies which call for immediate attention are being attended to and modified fresh replies to unsettled paragraphs are being furnished along with connected records to audit during Joint Sitting meeting being conducted with Officials of the Audit Department periodically

ii. **AG Audit:** Besides this, a Test Audit is done by the Accountant General of India. A.G. Audit is being conducted once in every five years. It is being carried out for each department of the institution separately. All these are pointers to the effective administration and prudent financial management of the University.

The main scope of this internal audit is to pinpoint and rectify the defects in the earlier stage itself to avoid further recurrence and future guidance to follow so that there shall be better administrative excellence in its accomplishment of the goal and target.

File Description	Document
Link for Additional Information	View Document

6.5 Internal Quality Assurance System

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

Response:

The University has committed to Total Quality Management (TQM) as both a philosophy and a set of guiding principles that foster continuous improvement of the organization in a systematic, integrated, consistent and organization-wide perspective involving every unit and everyone in the University community, aiming toward total satisfaction of every participant of the system. The University has institutionalized the process of benchmarking and internal quality checks. One of the significant processes

of institutionalization of quality improvement in research and teaching is the establishment of Internal Quality Assurance Cell (IQAC).

Several reforms have been brought in periodically to integrate flexibility, quality, innovation, critical thinking, research orientation and agility with the prevailing teaching learning process. As a testimony, the University of Madras is NIRF ranked 20th in the year 2019, 21st in the year 2020, 28th in the year 2021 and 39th in 2022 and its first entry with 547th Qs World University Ranking, UK and 48th Global ranking for the citations per faculty.

The internal quality checks that are adopted include stratified Performa based information on students' feedback on the teaching-learning process, self-appraisal by teachers, grievance Redressal for all stakeholders of the University system, strict adherence to UGC norms in all academic functions of the University, administrative transparency etc.

PRACTICE 1: ACADEMIC AND ADMINISTRATIVE AUDIT

One of the innovative systems introduced by the IQAC is the **Academic and Administrative Audit (AAA)**. It is envisaged as an educational exercise of accountability linked to autonomy to assess and improve the performance of teachers, students, and administrative staff. Student's performance in the examinations conducted during the last few academic years is evaluated. This requires validation of all aspects of the Choice Based Credit System (CBCS) followed in the University Departments. As per the existing practice, the Heads of the Departments need to forward the following to the IQAC:

1. Syllabus
2. Semester examination question papers
3. Three answer scripts (high, low and middle level marks), in respect of each course (paper) handled by the course teachers for the Master's programme of December and April semester examinations.

The Academic Audit is conducted by inviting external subject expert in each discipline other than Madras University. The external expert gives his/her opinion about the syllabus and question paper standard in comparison with top universities in India and also his/her views about the valuation of the teachers. The IQAC Director/Co-coordinator consolidates such reports and forwards to the department with the approval of the University authorities.

PRACTICE 2: STUDENTS' FEEDBACK

One of the important activities aimed to maintain and improve the quality of the programmes offered by the university is to develop instruments to obtain feedback from the students/Research scholars/alumni in terms of course content, Course coverage and effectiveness of teaching – learning methods and course outcomes. The completed feedbacks from the students are analyzed by the IQAC and subject –teacher wise scores are generated. With the approval of the university authorities the scores are intimated to the Heads of the Departments for corrective actions.

File Description	Document
Link for Additional Information	View Document

6.5.2 Institution has adopted the following for Quality assurance 1. Academic Administrative Audit (AAA) and follow up action taken 2.Confernces, Seminars, Workshops on quality conducted 3. Collaborative quality initiatives with other institution(s) 4.Orientation programme on quality issues for teachers and students 5. Participation in NIRF 6.Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA).

Response: B. 4 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution (Data Template)	View Document
Any additional information	View Document
Paste web link of Annual reports of University	View Document

6.5.3 Incremental improvements made for the preceding five years with regard to quality (in case of first cycle), Post accreditation quality initiatives (second and subsequent cycles).

Response:

The University had already established 6 new Departments and 14 centers during the past assessment period and the curriculum have been updated according to the new and emerging areas of importance in order to be in the forefront of teaching and research and also create opportunity for the students to undertake studies and research. Outlined below is the quality sustenance and enhancement measures undertaken by the University in response to the previous NAAC recommendations as well as to the suggestions made by our stakeholders from time to time. The administrative and academic system of the university has been persistently striving to augment the quality related measures through various enterprises.

ACADEMIC INITIATIVES:

? Curricular Aspects:

The unique and distinguishing feature of the University of Madras is that there is a separate department for each specialization in subjects such as Chemical, physical, biological and earth sciences. The University offers postgraduate programmes in new and emerging areas along with its wide range of traditional programs in arts, science, sports, linguistic and social sciences. Elective papers titled 'Social Justice' and

'Thirukural for Professional Ethics' are introduced in the curriculum of all UG programmes to impart human and ethical values in students. Also, a blended UG programme B.Sc., (Blended) Physics, Chemistry, and Mathematics) which is a first UG programme with multi major subjects in collaboration with Melbourne university is introduced. New Certificate courses in Online Teaching, Design Thinking for Teaching, Cyber Security and Surveillance for Teachers (ODL mode) were introduced. Revision of curriculum based on UGC (OBE) guidelines was implemented in 2018 for all the programs offered through affiliated institutions with the inputs from external experts from industries, academia etc.

Teaching –Learning and Evaluation

The University undertakes comprehensive academic audit through the IQAC to assess the quality of teaching-learning process and also the assessment methods. The Academic Achievement Awards were instituted. During the pandemic period, online classes were conducted for the uninterrupted learning process. 09 Online and 46 ODL programmes got UGC-DEB approval and 10 CEC-UNOM collaborative job-oriented Certificate & Diploma programmes are framed.

ADMINISTRATIVE INITIATIVES:

? **Recruitment of Teaching Faculty:**

The university made copious measures for the filling up of the existing vacancies. Recruitment of 117 professors, assistant professors and also, 130 faculty members have been promoted under CAS as per UGC regulations. 41 Teaching research fellows, guest faculties and Emeritus professors have been appointed in various departments. 24 Full time Temporary basis faculties were recruited for the distance education departments of the institution.

Other initiatives are,

? Under Free Education Scheme 1261 students were selected to study in affiliated colleges since 2018-19.

? Free education scheme is also extended to 109 students of university departments since 2018-19.

? Fee concession to economically weaker sections and to the transgender.

? Sophisticated facility for visually impaired.

? ARUMBU and THULIR initiatives to develop new entrepreneurship ventures.

? Provision of the seed money to the newly recruited faculty.

? Dr.ALM Centre for Basic Medical Sciences Development, Swami Vivekananda Centre for Higher Research and Education.

? The Madras University Alumni Association (MUAA) was re-registered.

File Description	Document
Any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

Gender inclusivity in the forms of gender equity and gender sensitization is accorded highest priority in the cultural philosophy of the University of Madras. The measures taken by the institution in this direction is in line with the principle of gender equality enshrined in the Indian constitution which advocates for positive bias in favor of gender equality and women empowerment.

Gender Equity & Sensitization in Curricular Activities:

In a sesquicentennial institution with an illustrious tradition, the Department of Women's Studies for the promotion of gender equity organizes programmes like gender sensitization talks, self-defense programs, counseling sessions, health and wellness programmes. The Department has developed and implemented a curriculum which is multidisciplinary in focus and offering the Postgraduate, M.Phil and Ph.D. programmes on Women's Studies. As part of the gender equity and sensitization movement, the department is undertaking interdisciplinary research on Women's Studies, collaborating with academic institutions in India and abroad in order to promote cross-cultural research on Women's Studies and associating with different organisations and conducting skill development programmes for women.

Counseling:

The university has a well-defined learner counseling system for all the programs starting from the first semester. Each learner is allotted with a particular faculty member who will be his/her counselor till the end of his/her course. Learners meet their mentors for any grievances and Counseling helps to boost the learner's morale and improve their learning abilities. If any serious gender related issue is found, it is recommended to the concerned committee for further action.

Gender Audit and Sensitization

The gender composition in the University is well-balanced among teaching and non-teaching staff as well as research scholars and PG students. The women's representation in the teaching and non-teaching category is a healthy 20% to 25%. Among the students and research scholars, it is seen that women outnumber men.

Women Sexual Harassment Redressal Cell:

The University with its age-old values of respect and due consideration for women has not had a single women harassment complaint in the last four years. Nevertheless, the University has constituted a Redressal Cell to oversee complaints regarding any kind of harassment of women.

The Gender Lab for Inclusiveness and Diversity Education (GLIDE), the first of its kind in the country, conducts online workshops and the Online Soft Skill Course on gender sensitization for young men and women in order to prevent gender-based discrimination and violence and for gender Sensitization and Work Place Readiness.

Safety and Security:

The university has taken the following safety & security measures:

1. Women amenities centre in all the campuses.
2. Security guards are stationed at all key locations within the campus.
3. CCTV cameras have been fixed in the prominent places
4. Statutory committees like Anti-sexual harassment committee as per the UGC guidelines.
5. A Women Welfare Committee (WWC).
6. Anti-ragging committee comprising of both male and female faculty.
7. Suggestion/Complaint boxes.
8. Common rooms for girls.

File Description	Document
Specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document

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

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Response: B. 3 of the above

File Description	Document
Geotagged Photographs	View Document

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

- Solid waste management

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

Response:

The institution has appropriate mechanism for disposal of solid, liquid, biomedical, e-waste and hazardous wastes that are degradable and non-degradable. It also has an effective waste recycling system. The details of the waste management system are outlines in details as below:

1. Solid Waste Management: The University has conducted the Green, Environment and Energy Audits and secured Certificate for the Waste Management System. The solid waste generated on campus is segregated into wet, dry, garden, sanitary and E-waste. Dry waste mainly comprising of plastic, paper and metal waste is disposed of through proper mechanism which in turn will procedurally segregate and recycle them. Sanitary waste is disposed of through an external agency. Wet Waste consists of Biodegradable kitchen waste is sent to piggeries as fodder for pigs. Leaves, flowers and twigs arc compost and used as manure for garden. Excess garden waste is disposed-off to vendors. Facility for Bio-gas production from wet waste is available.

The bio-composting pit was opened on 04.12.2019 by DZUM ENVIS-RP for the management of vegetable wastes from girls and boys hostels. Materials are collected from this campus and allowed to fill into this pit. After four months of incubation period, the green manure will be collected from this bio-composting pit and will be used for Eco Park and other garden of our Guindy campus. In future, the same procedure will be developed in all other campuses. Moreover an Eco Park was developed on 07.02.2022 by DZUM ENVIS-RP.

2. Liquid Waste Management: Sewage, laboratory, laundry, hostel and canteen effluent waste is treated using Sewage Treatment Plant (STP) having a capacity of 120 KLD. 85 KLD of Reverse Osmosis (RO) processed water will be used for beautifying the landscape and garden.

3. Waste Recycling System: The Dry waste generated like papers and hard bound sheets are used by School of Architecture as raw material for their studio works, Portfolios and for preparing basic furniture for structures from waste. Staff members across campus reuse one side printed papers for rough work. Used Calendar, newspapers, paper rim, covers are used for binding registers and books.

4. E-waste Management: All departments ensure to optimally utilize electronic resources available. Technical department will ensure to reuse electronic resource where ever possible. Equipment which cannot be reused even after repair are dismantled and sent to recycle units through and external agency involved in e- waste collection.

5. Radiation Safety Management: There is mechanism in place to treat ignitable and corrosive chemical wastes. Procedure used for the same include minimization of waste generation, usage of plastic containers as they are safe to store such waste materials and properly labeling them and keeping them closed. Later they are transported for appropriate treatment and disposals. There is a radiation safety officer for the direction and operation of the Hazardous chemicals and radioactive waste management in the institution. The facilities include X -Ray equipment, isotopes room, Radiological waste storage, Gamma ray

spectrometer, radiation batches. The Institution has a radiation safety officer for monitoring the system.

File Description	Document
Geotagged photographs of the facilities	View Document

7.1.4 Water conservation facilities available in the Institution:

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

Response: B. 3 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

Response: A. Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions / awards
5. Beyond the campus environmental promotion activities

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document

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

Response:

University of Madras has extensive range diverse stakeholders from diverse, socio-economic backgrounds, states, regions, localities, linguistic and cultural backgrounds. The institution has numerous practices to ensure inclusion of diverse groups to create a sense of representation and belongingness in them. The robust institutional health of the University of Madras is based on a three branched strategy of *Expansion, Inclusion and Excellence*. The University has registered an overall increase in student strength and a corresponding increase in rural affiliated colleges in addition to the growing numbers in the Distance Education Stream. *The policies of Inclusion* have brought underprivileged and marginalized sections into the educational mainstream. Reservations in doctoral admissions, fee exemption for physically challenged, fee concession for women/transgender/differently-abled have resulted in women outnumbering men in University admission.

Cultural Programmes:

Annual Inter Department Programmes and Sports are organized in various departments across all campuses. The cultural programmes are conducted annually for the International students studying in the university departments/colleges in collaboration with Government of India.

Social Sensitization towards Inclusivity:

In order to sensitize the students to be socially responsive to the needs of the underprivileged sections of the society, NSS club engages them in social immersion, programmes and activities.

Scholarship Assistance is extended to religious and linguistic minorities through designate scholarship schemes to support the underprivileged and minority sections of population on the campus. Endowments, scholarships, Earn while You Learn scheme etc are citations.

Inclusion Programmes for the Students:

- Exclusive grievance Redressal system.
- Anti Ragging Committee
- Transport services across University campuses.
- Campus recruitment through USAB and specific departments like Management Studies, Computer Science, Commerce etc.
- MoUs with international universities and research institutions.
- SC/ST/BC/ Merit scholarships for students.
- Provision for Student membership in Boards of Studies.
- Award of URF and TRF for students fulfilling the UGC criteria.
- Tuition fee structure for Sri Lankan Tamil students now on par with that of Indian students.
- Madras University Free Education scheme for the department/affiliated college students.
- Separate hostel services.

Inclusion of International Students in the Academic Stream:

Overseas programmes offered on campus include exchange, twinning and networking programmes based on MoUs and research programmes for foreign students as joint programmes. The International Centre of the Madras University (ICOM) to promote the free flow of students from other nations to India, as well as allow Indian students to get educated in other nations. The University has signed MoU with over 100 foreign universities and institutions. The joint online PG degree programme by the Department of Geography and Staffordshire University had been conducted for more than five years.

Strategies adopted for the Inclusion of Various Special Categories of Students:

The University, by scrupulously implementing the reservation policy of the Government of Tamil Nadu, attempts to enhance the access for students belonging to SC/ST, BC/MBC, persons with various disabilities, economically weaker sections, transgender, Tamil students of Andaman and Nicobar Islands, Transgender, first generation graduates, outstanding achievers in sports and other extracurricular activities to the academic stream.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

University of Madras complies with the Code of Ethics to foster a work environment that stimulates and encourages the development of abilities and pursuit of personal and professional growth while maintaining the highest ethical standards and goals of the university. The Governing Bodies of the University facilitate the members of the University Community to develop moral and ethical commitment. The Code of Conduct is displayed on the website. There is a committee to monitor adherence to the Code of Conduct.

The highest ethical standards set for the holders of the public office of the University are

1. Selflessness

Holders of public office should take decisions solely in terms of the public interest.

2. Integrity

Holders of public office should not place themselves under any financial or other obligation to outside individuals or organizations.

3. Objectivity

In carrying out University activities including making public appointments, awarding contracts, recommending individuals for awards, holders of public office should make choices on merit.

4. Accountability

Holders of public office are accountable for their decisions and actions to the public.

5. Openness

Holders of public office should be as transparent and open as possible about all the decisions and actions that they take.

6. Honesty

Holders of public office have a duty to declare any private interest relating to their public duties and to take steps to resolve any conflict arising in a way that threatens the public interest.

7. Leadership

Holders of public office should promote and support principles by leadership and setting themselves as examples.

The peace, harmony and discipline on the campus are appreciated, and are conducive to academic work and career aspirations. There is a code of conduct and discipline committee to deal with student discipline, an anti-ragging committee. It is noteworthy that there was no report of eve-teasing or ragging in the university.

Activities conducted for promotion of Universal Values and Ethics:

- Social Harmony
- Blood Donation Camps
- Food Safety Awareness
- Yoga workshop
- Sanitation and Hygiene in Rural India
- Environment Awareness and Oath taking on conserving the mother earth for future generation, AIDS Awareness programmes
- Massive Tree Plantation Programme
- Multi-varied activities of the National Service Scheme (NSS)
- Swachh Bharath Abhiyan on Earth and Environment Day , Health & Hygiene Rally ,World Population Day Rally.
- Extension and outreach programmes in collaboration with industry, community and Non-Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc
- Programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc
- Disaster Management Practices among the Coastal villages
- Smokeless Bongi – Awareness
- National Voters Awareness
- Road Safety Awareness
- Cashless Transaction Awareness
- Breast Cancer Self Examination
- Human Rights Workshops to the Slum dwellers
- Health and Hygienic awareness among the Slum dwellers
- Food Safety Awareness
- SWACHHTA PAKHWARA Pledge taken along with Rural and Slum dwellers
- Awareness on organ Donation

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

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators**

and other staff

4. Annual awareness programmes on Code of Conduct are organized

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View Document
Code of ethics policy document	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

The University is a happening place full of activities in all domains throughout the year in order to maintain harmony and healthy work atmosphere and to make the learners aware of the national pride and rich cultural heritage. To this effect, the University makes conscious efforts to celebrate important national, religious and regional festivals. The Independence Day and the Republic day hold a special place in national pride. These days are celebrated with full enthusiasm and spirit at the head quarters, regional centres and learner support centres. National-International-Regional level celebrations/festival/even/commemorative days are being celebrated.

National

- Independence Day
- Republic Day
- Commemoration of Kargil Day
- Kargil War Martyr's Day
- Rashtriya Ekta Diwas
- Constitution Day
- Sadbhavana Diwas
- Dandi MarchDay
- Gandhi Jayanthi celebrations
- Swachh Bharat Abhiyan
- Teachers' Day
- Celebration of 70th Anniversry of Indian Constitution
- The International Women's' Day Celebration
- 75th Year of India's Independence Celebration – Mother Language Day
- International Day of Women and Girls in Science-

International

- International Yoga Day
- World Tourism Day
- World Environment Day
- World Ocean Day
- World Wetland Day
- World Heritage Day
- World Museum Day
- International Women's Day

Regional

- Deepawali
- Pongal
- Chithira Thiru Vizha
- Holi
- Onam
- Ugadi
- Eid
- Ramadan
- Dusshera
- Christmas
- 164th Foundation Day of University of Madras

Efforts of the Institution in organizing national festivals and birth / death anniversaries of the great Indian personalities:

- Dr. Ambedkar Memorial Day
- Dr. S. Radhakrishnan –Teachers Day/ Foundation Day -05-08-2021
- Day of Social Justice - Periyar E.V.Ramasamy – 17-09-2021
- 150th Birth Anniversary of Mahathma Gandhi – 04-10-2019
- Sultan Qaboos Bin Said Al Said-Sultanate of Oman- Mourning Day-13-01-2020
- National Librarian Day
- Gandhi Jayanthi
- Children's Day
- Dr. APJ Abdul Kalam Death anniversary-27-07-2020

Pledges:

- Integrity Pledge – 16-10-2019
- Vigilance Awareness Week -26-10-2021
- Fundamental Duties – 26-10-2021
- Anti-Corruption Pledge

Student Cultural/Sports Programmes:

Annual Inter Department Cultural Programmes and sports are organized for the students in the various departments across all campuses. The Students Advisory bureau organizes cultural get together annually for the International students studying in the university departments/colleges in collaboration with Government of India.

File Description	Document
Geotagged photographs of some of the events	View Document
Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices**7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.****Response:*****Introduction***

At every juncture in its long history, the University of Madras has rejuvenated itself by dovetailing its innovations and best practices into healthy practices for all its stakeholders and Higher Education at large. University healthy practices are defined as the "institutionalization of innovative self, regulated responsibilities which aim to promote academic growth of international quality in the University system. Higher educational institutions are expected to build optimally seven healthy practices if they are to answer professionally the requirements of societal transformation universities. They are:

- Respecting diverse talents and ways of learning
- Communicating high expectations
- Encouraging increased interaction between students and faculty
- Developing reciprocity and cooperation among students
- Encouraging active learning with advanced teaching tools
- Giving prompt feedback to staff and students and
- Emphasizing tasks on time with total quality management.

1. Title of the Practice

“MADRAS UNIVERSITY FREE EDUCATION SCHEME (MUFES)”

2. Objectives of the Practice

- To promote the skills, knowledge, capacity building, critical thinking and innovative approach of the students by providing them all-round support
- To foster multi-disciplinary research perspective in the students by giving them the needed research support
- To assist the students in their academic pursuit by extending the scheme of “Madras University Free Education Scheme (MUFES)”

3. The Context

From its inception, University of Madras has been implementing a rally of healthy and best practices, in response to the social needs and to the dynamics of higher education in India and abroad which had become a model for many of the other state universities . The university attempts to instill in its students not only skills and knowledge but also capacity building, critical thinking and innovative approach. With the aim of hold up the students to accomplish all the above objectives, the university has been framing and executing all its academic and administrative proceedings as learner-oriented. As the institution encompasses a vast diversity of the students from various social, linguistic, and economic strata, there arises a necessity to support its students not only from an academic perspective, but to bestow them with the required financial support is also deemed as the requisite for the overall promotion of the students.

This particular best practice which has been observed by the university is in tune with its mission, i.e. to impart quality education to the students within their means. This adopted best practice is proven to be a triumphant endeavor form the part of the university with specific focus on the upliftment and expansion of the students who are the backbone any academic system.

4. The Practice

The practice which has been implemented successfully is titled as **Madras University Free Education Scheme (MUFES)**.

The core values of the University which is reflected in its motto “*Doctrina Vim Promovet Insitam*” (Latin) - “*Learning Promotes Natural Talent*” is seen extensively in all the deeds of the university. In order to promote and extend, this gracious dictum, the University is disposing a bouquet of activities and most of them are *learner-centric* i.e. to expand the learning to the greatest segment of the learner-community.

To emphasize the noble thought that ‘education liberates human soul’; the university instigated the scheme of **Free Education** for the learners of the university departments and its affiliated colleges. The promotion of Universal values, ethics and humanistic thoughts are practiced and reflected through this enterprise. Even though the unit cost of education in the University is high, the course fee structure is low and within the reach of ordinary students. The University has been making full use of grants from the UGC and the State governments without allowing any grant to lapse on account of non-execution of a project or non-implementation of a programme.

University of Madras has introduced “**Madras University Free Education Scheme**” from the academic year 2010-2011 onwards to help the poor students to pursue a degree course in the Madras

University affiliated colleges in the districts of Chennai, Thiruvallur and Kancheepuram. Under this scheme financial assistance is provided for pursuing a degree course in the aided and self-financing colleges affiliated to University of Madras and located in the Chennai, Thiruvallur, and Kancheepuram districts. The students residing in the above districts are eligible to apply. Preference are given to economically backward students, orphans, children of agricultural labourers, daily wage earners, widows and destitute women and also to the First graduation of the family whose annual income of the family is less than rupees two lakhs. The Free Education Scheme is to assist the students who are unable to pursue their higher education in undergraduate courses in the Aided/Self-Finance Colleges only affiliated to University of Madras, owing to financial constrain (Tuition fee and Hostel fee only). The selection is made on the basis of Economic status cum merit.

Beneficiaries of the Scheme:

The following economically and socially disadvantaged sections of the student community are benefitted by this noble scheme of the university.

- The Family income should not exceed Rs. 2, 00,000/- P.A.
- The Family should not own a house or land.
- The Orphans, Widow's Children, Transgender, disabled.
- The Candidates should be the First Graduate in the family.
- The Candidates, whose mothers have been deserted
- Other candidates are also considered on the basis of Economic and Family Circumstances.

The Eligible Candidates will be selected on the basis of the following conditions:-

- This scheme is applicable for the students seeking admission in Under Graduate Programme in Aided and Self-Financing Colleges affiliated to University of Madras and appeared +2 examinations or its equivalent degree during the current academic year i.e. 2021-2022.
 - The students should have passed all subjects in first attempt and should submit both PLUS ONE and PLUS TWO mark statement otherwise the application will be rejected.
 - The Family income should not exceed Rs. 3, 00,000/- Per Annum as per the Income Certificate issued by Tahsildar, Revenue Department.
 - Each college will be allotted with minimum 3 FREE SEATS (i.e. 1 Free seat under each category) which will be sanctioned as an extra seats above the sanctioned strength by the University. The seats are allotted to different categories as given under :
1. **Category (i):** 1/3rd of the seats for widow's children / widower's children / orphan / destitute children based on the marks obtained in major subjects.
 2. **Category (ii):** 1/3rd of the seats for first graduate / disabled / transgender students based on the marks obtained in major subjects.
 3. **Category (iii):** 1/3rd of the seats for Merit students who had obtained 80% of marks in the Major subjects.

The students may be called for counselling in the ratio of 1:2 in every category.

5. Evidence of Success

As a testimony to the success of this practice adopted by the institution, quite a lot of success outcomes have been observed from the student succession and student progress.

Students Applied and Selected in the last five years:

Affiliated Colleges:

ACADEMIC YEAR	NO. OF CANDIDATES ADMITTED	NO. OF COLLEGES ALLOTTED
2017-2018		
2018-2019	272	84
2019-2020	238	84
2020-2021	238	86
2021-2022	313	83
2022-2023	200	70

University Departments:

Year	Number of Students	Amount
2016-2017	16	-----
2017-2018	21	Rs.1,36,530/-
2018-2019	28	Rs.1,83,680/-
2019-2020	30	Rs.2,11,915/-
2020-2021	30	Rs.2,21,265/-
2021-2022	16	-----

6. Problems Encountered and Resources Required

University of Madras is a State public university. Most of the financial affairs of the institution are dependent on the State government as well as the Central government. The major sources of fund/income for the institution are from the external sources. With this reality as an obvious factor, the institution is taking challenge by giving its students utmost freedom and flexibility with regard to their financial requirement. This bold approach as a practice is being implemented by the institution with a single vision of supporting its student community in order to assist them in their academic progress to achieve knowledge, skills, capacity building and an inclusive intellectual growth and ultimately to the accomplishment of excellence in higher education which is the supreme vision and mission of the university.

Since this practice implemented by the institution is related with the aspect of finance, the main resource required itself is evidently the funding. Hence the implementation of this practice required financial support for extending various sorts of financial relaxations to the students. This was sourced through the government support, both state and central, Industry funding, project funding, funding from agencies and also from the alumni support.

7. Notes (Optional)

Madras University Free Education Scheme was introduced in 2009-10 which provides a complete fee waiver for the poorest student among students based on merit and economic status in each of the PG programmes in the University departments.

Going ahead with this best practice by the institution may invite students from across the various sections of the society which are especially lagging behind on account of the poor earnings. The same practice can be adopted by other state universities which are function with the vision of imparting education to all. The institution as an alma mater for other institutions of higher education is planning further to extend this noble strategy to reach more needy students with the aim of imparting quality higher education to all learners.

File Description	Document
Best practices in the Institutional web site	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

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

Response:

The University of Madras is known for its dedicated efforts toward achieving excellence in teaching and research including sponsored and consultancy projects. The social science departments have been working to take the research to the villages and the urban poor while the science departments are working towards process and product development. Notable and significant achievements have been made in research, consultancy and extension programmes during the period assessment period. The relentless quest of the university in both the **academic** and **research arena** is its all-time priority thrust.

1. CBCS System

As envisioned by the University Grants Commission to promote vertical mobility, academic flexibility and freedom to the learners, the university had implemented CBCS-Choice Based Credit System way back in 1996-97. The institution had put into practice the CBCS pattern under the label CBSS-Choice Based Semester System long before the practice of CBCS. The widely acclaimed CBCS with semester pattern is followed for all the P.G courses in the University departments and its affiliated colleges and number of credits is as per Tamilnadu State Higher Education Council along with Industry Internship.

As a flexible system of learning, Choice-Based Credit System has some unique features as following:

- Self-paced learning and freedom choice of electives from a wide range of courses offered.
- A uniform credit structure for all UG and PG programmes as per the TANSICHE to facilitate student mobility across universities and colleges.
- Flexibility to introduce new programmes and to improve and modify the existing course content.
- An inter-disciplinary and intra-disciplinary approach in learning.
- **The School of Nano Science and Photonics** conducts inter-disciplinary M.Sc. Programme on Bio physics, Photonics and Bio-Photonics, Nano-Science and Nano-Technology

2. Pursuit for Research Excellence

Promoting research and innovation has boosted the university's thrust for excellence. The University's balanced mount in performance by pursuing excellence is reflected by the following:

1. 48th Global ranking for the citations per faculty.
2. The NIRF ranking of the university is in the top 100 during the last five years

Some of the exemplifiers of the research and innovation which is the vision, priority and thrust of the university are elaborated as follows:

- **ECH**

The Entrepreneurship and Career Hub (ECH) under the Rashtriya Uchchar Shiksha Abhiyan (RUSA) of the MHRD, Government of India was established with the aim to nurture innovative ideas from students and help them to set up their Start-Ups. The ECH infrastructure support is open to students of the five campuses of the university. ECH further strives to create an entrepreneurial ecosystem in all the campuses of our university, which catalyses the entrepreneurial spirit among students.

- **Academic And Administrative Reforms to Stimulate Research**

Some of the new initiatives to promote quality research among faculty and students are as follows:

1. Establishment of a scheme for granting up to Rs.30, 000/- towards journal submission fee/book publication
2. Leave with salary protection for up to three months granted for collaborative research with leading foreign universities
3. Sanctioning of funds to take up research projects in cutting-edge using grant of Rs.35 crores received by the University under "Research, Innovation and Quality Improvement" of RUSA- 2.0 programme by MHRD.

Incentivizing research has proved to be beneficial and has resulted in the following achievements:

- Four faculty members have received the Scientist Award from Tamil Nadu State Council for

Science and Technology

- 200 sponsored and consultancy projects to the tune of Rs.40 crores were received.
- 158 seminars and conferences in seminal areas of research were organized.

• Promotion of Research in the University Departments

The University has a rich and long legacy of nurturing high-quality research. Every member of the faculty is encouraged to engage in research activities. The University's focus on research achievements is made clear to the faculty right from the beginning.

• Research Committees

The Research Projects Office (Dean - Research) (ii) the University- Industry-Community Interaction Centre (UICIC) and (iii) two Board of Research Studies (BoRS), Technology Business Incubator (TBI) Centre to monitor the research.

• Research Support For Students

Students are given travel grant to participate and present papers in international conferences and there is a budget provision of Rs. 10 lakhs per year for this scheme.

• Research, Consultancy and Extension

The University has a strong research culture with as many as --- Research projects with grant above --- lakhs. Almost 85% percent of the faculties are actively engaged in research. Faculty members are involved in research projects, in fields ranging from Sanskrit, Malayalam, Oriental studies to Nanotechnology and Cyber crimes. During the period of ----- there were as many as ---- projects with a total funding of about Rs. ----crore from sources like UGC, DST, CSIR, DRDO, ISRO, DBT, EEC etc.

• Earn While You Learn Scheme

Financial assistance is provided to needy research scholars as well as to PG students. There is a separate budget allocation for research and development activity which includes the "Earn While You Learn" scheme. Under this scheme 954 PG students and non-stipendiary research scholars have been provided part time employment in their own departments from the year 2018 to 2022 with a total of Rs. 13,45,550 spent for this scheme making each student earn Rs.1, 000 to Rs.1, 500 per month, for 6-7 months in a year.

• University Research Fellowship (URF)

The University provides fellowships to research scholars (URF) from its own funds. These fellowships allow candidates who do not get other funds to pursue PhD programmes.

• Major Projects

UGC-UPE Phase – II, UGC-UPE, Phase II Project Centre for Rural Development and Strategic Studies, UGC- UPE, Ministry of Agriculture, Government of India, UGC-MRP, National Commission for Women,

Indian Council of Social Science Research (ICSSR), New Delhi., Prisons Department of TN Govt. & University of Madras, DST-SERB, UGC-SAP-DRS, UGC DAE-CSR, CPRI, DST-PURSE, UGC-DAE-CRS, Govt. of India Department of Atomic Energy, Board of Research on Nuclear Sciences, BARC, Disaster management, Govt. of TN, Anna Institute of Management, DRDO, SERB, Ministry of Environment, Forest and Climate Change, UGC UPE NMR, UGC-DAE-CSR and MSG, IGCAR, Indian Council of Medical Research (ICMR), AYUSH- Central Council for Research in Homoeopathy (CCRH), Board of Research in Nuclear Sciences (BRNS), CCRH, DST-INSPIRE, UGC MRP, TNF – ABC Project.

The unrelenting pursuit of the university towards more and more excellence in academic with specific focus on research and innovation is an enduring route to the all-round development of the learner and teacher community.

File Description	Document
Any other relevant information	View Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The University of Madras is today a liberal arts and science university and has 87 teaching and research departments covering 73 programmes in languages, humanities, social sciences, sciences and basic medical sciences and 17 centres. The unique and distinguishing feature of the University is that there is a separate department for each specialization in subjects. The university offers postgraduate programmes not only in new and emerging areas such as Nano Science & Nano-Technology, Photonics and Bio- photonics, Bio-informatics, Actuarial Science, Geo Spatial Information Technology, Cyber Forensics & Information Security, Financial Economics, International Business& Finance, International Relations but also continues its traditional programmes such as Anthropology, Archaeology, Philosophy, Jainology, Christian Studies, Vaishnavism and Sanskrit etc.

Besides a blended Under Graduate programme B.Sc (Blended) Physics, Chemistry, Mathematics which is the first UG programme with multi major subjects in collaboration with an overseas university - Melbourne University is introduced. The university is in the final groundwork to implement Online Mode of learning with 9 UGC-DEB recognised Programmes. University of Madras in collaboration with Consortium for Educational Communication (CEC-UGC) is prepared to offer 10 Diploma/Certificate courses in market-oriented and inventive areas. A number of Soft Skill/Elective/Value Added/Employability/Technology based Courses and Certificate courses (ODL mode) in innovative fields are introduced in 2021-2022. Teacher Education Programmes like B.Ed (ODL Mode) and ITEP (Integrated Teacher Education Programme) is under progression for implementation.

The CBCS was further refined and improved by introducing soft skill courses, flexibility in elective courses, and mandatory internship, besides credit transfer from SWAYAM, NTPL etc. In 2018 CBCS system was introduced in the distance wing of the university to endorse a common Curriculum as per CBCS on par with regular mode programmes for all distance education programmes in order to ensure Quality, Academic Flexibility and Vertical mobility. The university provides several student support programmes such as *Earn While You Learn*, University Research Fellowship, Travel support, Free Education Scheme, campus interviews and job fairs, coaching for UGC-NET and other competitive examination.

Concluding Remarks :

University of Madras has rejuvenated itself by dovetailing its innovations and best practices into healthy practices for all its stakeholders and Higher Education at large. The established best practices are constantly focusing on the overall augmentation of a well-trained learner community who in turn becomes catalysts for the social and global changes and ultimately contributing to the progress and profit of the humanity at large. The University of Madras is lucratively marching forward into the competitive globalised epoch to renovate learned youth as employable youth and to supply leaders in academic and research arena. With the chief objective of converting talents in higher education into resources, the University of Madras, based on its accrued power, is emerging as one of the sturdy pillars of the structure of Indian Higher Education.

The re-emergence of the University of Madras as a model Indian University has been due to institutionalizing healthy practices by the University at faculty, students and administrative staff levels. Some of the new practices include eco-friendly campus (energy conservation, renewable energy, rain water harvesting, carbon

neutrality, and plantation and e-waste management), Grievance Redressal systems (Women Sexual Harassment Redressal Cell, Anti-ragging Committee, Green Box and VC email), student safety insurance, group insurance for the staff, Free Education Scheme, Single window admission in the IDE, launching of online mode programmes from IDE, provision for soft skill courses and Skill development, industry internship, travel grants, facilities for the *Divyangjan*, reservation in Ph. D admission, fee concession for transgender, an increase in intake in all PG programmes to benefit women and minorities besides, Placement Cell, student representation in BOS and IQAC. It is to be noted that no incident of ragging has been reported in the University campuses.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Percentage of Programmes where syllabus revision was carried out during the last five years.</p> <p>1.1.2.1. How many Programmes were revised out of total number of Programmes offered during the last five years Answer before DVV Verification : 87 Answer after DVV Verification: 85</p> <p>1.1.2.2. Number of all Programmes offered by the institution during the last five years. Answer before DVV Verification : 87</p>																				
1.2.2	<p>Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</p> <p>1.2.2.1. Number of Programmes in which CBCS / Elective course system implemented. Answer before DVV Verification : 86 Answer after DVV Verification: 86</p>																				
1.3.3	<p>Average Percentage of students enrolled in the courses under 1.3.2 above.</p> <p>1.3.3.1. Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>4907</td> <td>5728</td> <td>5280</td> <td>3256</td> <td>5015</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>3355</td> <td>3129</td> <td>3022</td> <td>2866</td> <td>2591</td> </tr> </tbody> </table> <p>Remark : DVV input as per supporting documents attached by in HEI.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	4907	5728	5280	3256	5015	2021-22	2020-21	2019-20	2018-19	2017-18	3355	3129	3022	2866	2591
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2021-22	2020-21	2019-20	2018-19	2017-18																	
3355	3129	3022	2866	2591																	
2.1.2	<p>Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years</p> <p>(Excluding Supernumerary Seats)</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1389</td> <td>1262</td> <td>1140</td> <td>1095</td> <td>1008</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	1389	1262	1140	1095	1008										
2021-22	2020-21	2019-20	2018-19	2017-18																	
1389	1262	1140	1095	1008																	

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1375	1211	1140	1095	998

Remark : Revised values considering that filled seats are not to exceed the earmarked ones. Any excess admission made in the categories is to be considered as General Merit.

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

2.3.3.1. Number of mentors ?????????????? ???????

Answer before DVV Verification : 217

Answer after DVV Verification: 217

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
40	26	42	37	42

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
30	20	23	19	15

Remark : DVV input as per 1. Awards from own institution not to be considered 2. One teacher receiving multiple awards will be counted as one

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

3.1.3.1. The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years.

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
31	06	16	24	20

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18

26	06	16	20	15
----	----	----	----	----

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
207	40	91	77	129

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
207	40	91	78	91

3.1.6 **Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies (Data for the latest completed academic year)**

3.1.6.1. **The Number of departments with UGC-SAP, CAS, DST-FIST , DBT, ICSSR and other similar recognitions by national and international agencies.**

Answer before DVV Verification : 34

Answer after DVV Verification: 33

Remark : Revised values as per as per supporting documents attached.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
71.84	188.73	37.20	51.27	61.85

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
64.69	188.73	37.20	51.27	61.85

3.3.3 **Number of awards / recognitions received for research/innovations by the institution / teachers**

/ research scholars / students during the last five years.

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
17	37	62	72	25

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
17	37	45	41	5

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
159	143	168	878	115

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
186	118	121	135	105

3.6.2 Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the last five years

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
46	27	2	3	3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
24	0	2	3	2

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC,

Government and Government recognised bodies during the last five years**3.6.3.1. Number of extension and outreach programs conducted by the institution those through NSS/NCC, Government and Government recognised bodies during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
53	59	45	51	43

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10	3	4	1	2

Remark : DVV input considering extension and outreach programs conducted by the institution those through NSS/NCC, Government and Government

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years**3.6.4.1. Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5105	4471	3074	3775	2095

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3350	3129	3022	2866	2095

Remark : Revised values considering multiple participation to be as one only and the value should not exceed the total number of students in the HEI reflected in EP metric 2.1.

3.7.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year**3.7.1.1. Total number of Collaborative activities with other institutions / research establishment / industry for research and academic development of faculty and students year-wise during the last five years.**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
39	46	19	20	32

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
15	21	10	10	15

Remark : DVV input as HEI has not provided requested data. Provided link not active

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
10	3	4	4	10

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10	3	4	4	10

4.1.4 **Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)**

4.1.4.1. **Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
394.39	323.20	785.05	313.46	1439.14

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
394.39	323.21	785.06	313.47	1429.14

Remark : Revised input as per attached data be HEI

4.3.1 **Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic year)**

4.3.1.1. **Number of classrooms and seminar halls with ICT facilities**

	<p>Answer before DVV Verification : 186 Answer after DVV Verification: 125</p> <p>Remark : Geotagged photos of all classroom and seminar hall with ICT have not been provide by HEI and requested data also not been provided.</p>
4.3.5	<p>Institution has the following Facilities for e-content development</p> <ol style="list-style-type: none"> 1. Media centre 2. Audio visual centre 3. Lecture Capturing System(LCS) 4. Mixing equipments and softwares for editing <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : Revised input as per the supporting document</p>
5.1.3	<p>Following Capacity development and skills enhancement activities are organised for improving students capability</p> <ol style="list-style-type: none"> 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : HEI has not attached requested data. Provided link not working.</p>
5.1.4	<p>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</p> <ol style="list-style-type: none"> 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances 4. Timely redressal of the grievances through appropriate committees <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : HEI has not attached requested data. Provided link not working.</p>
5.2.1	<p>Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/</p>

TOEFL/ Civil Services/State government examinations, etc.)**5.2.1.1. Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.)) year-wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
48	37	43	54	29

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
60	37	44	54	29

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
192	03	107	71	73

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
150	1	76	60	55

Remark : DVV input excluding appreciation/participation and local awards. HEI provided link not working

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year**5.3.3.1. Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
28	31	12	17	14

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
9	6	4	8	3

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
29	90	116	76	19

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
29	90	116	76	14

6.3.4 **Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP) during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).**

6.3.4.1. **Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
53	146	63	55	53

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
29	63	41	42	41

Remark : Revised values excluding less than 5 days FDPs. Multiple participation of the same faculty in the same academic year to be considered as one only.

6.4.2 **Funds / Grants received from government bodies during the last five years for development**

and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs).

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2650.18	380.02	893.58	1166.79	4429.51

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2650.18	380.028	893.58	1166.79	4429.51

Remark : HEI has attached requested documents along with data template

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5	39.75	120.49	81.12	32.5

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
5	39.75	120.49	81.12	32.5

6.5.2 Institution has adopted the following for Quality assurance

1. Academic Administrative Audit (AAA) and follow up action taken

2.Confernces, Seminars, Workshops on quality conducted

3. Collaborative quality initiatives with other institution(s)

4.Orientation programme on quality issues for teachers and students

5. Participation in NIRF

6.Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA).

Answer before DVV Verification : A. Any 5 or more of the above
 Answer After DVV Verification: B. 4 of the above
 Remark : HEI has not attached requested data. .

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

1. **Solar energy**
2. **Biogas plant**
3. **Wheeling to the Grid**
4. **Sensor-based energy conservation**
5. **Use of LED bulbs/ power efficient equipment**

Answer before DVV Verification : A. 4 or All of the above
 Answer After DVV Verification: B. 3 of the above
 Remark : HEI has not attached requested data. Provided link not working.

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

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

Answer before DVV Verification : A. Any 4 or all of the above
 Answer After DVV Verification: B. 3 of the above
 Remark : HEI has not attached requested data. Provided link not working.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>3355</td> <td>3129</td> <td>3022</td> <td>2866</td> <td>2591</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>3355</td> <td>3129</td> <td>3022</td> <td>2866</td> <td>2526</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	3355	3129	3022	2866	2591	2021-22	2020-21	2019-20	2018-19	2017-18	3355	3129	3022	2866	2526
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2021-22	2020-21	2019-20	2018-19	2017-18																	
3355	3129	3022	2866	2526																	
1.2	<p>Number of outgoing / final year students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18															
2021-22	2020-21	2019-20	2018-19	2017-18																	

1258	1377	1127	1109	914
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Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1404	1497	1316	1260	1000

2.3

Total number of classrooms and seminar halls

Answer before DVV Verification : 206

Answer after DVV Verification : 186