



# **SELF STUDY REPORT**

**FOR**

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

**ALAGAPPA UNIVERSITY**

**ALAGAPPA UNIVERSITY, ALAGAPPAPURAM, KARAIKUDI  
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**Submitted To**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

**Padma Bhushan Dr. RM. Alagappa Chettiar** (6th April 1909 to 5th April 1957), a visionary educationist revered by national leaders for his exceptional philanthropy and foresight, dreamt of establishing a University in Karaikudi once lacking in educational infrastructure. Between 1942 and 1956, he founded a galaxy of educational institutions in the Chettinad region, including engineering, polytechnic, education, physical education and arts colleges, as well as a Central Electrochemical Research Institute. Driven by the Upanishad verse "Thamasoma Jyothirgamaya" Dr. Alagappa Chettiar viewed education as a light to dispel ignorance and poverty, investing his business earnings into these institutions.

The cherished dream of our illustrious Founder to establish a University in Karaikudi became a reality when the Government of Tamil Nadu formally established **Alagappa University in 1985 as a State University** under the Tamil Nadu State Legislature Act, by integrating four postgraduate departments of the erstwhile Alagappa Chettiar Arts College, the Alagappa College of Education, and the Alagappa College of Physical Education. It transitioned from a unitary type University to an affiliating type in 2002.

Named in honor of Dr. RM. Alagappa Chettiar, the University has flourished into a fortress of learning, now serving **1,17,142 students across 45 departments including 2 constituent colleges, 45 affiliated colleges** (including an autonomous college) and its Centre for Distance and Online Education.

### Commitment to Quality Education

The University's dedication to quality education is reflected in its impressive rankings. In 2023, Alagappa University secured the **30th position** in the **National Institutional Ranking Framework (NIRF)**, showcasing its position among the leading universities in India.

Alagappa University's motto, **"Excellence in Action,"** serves as a powerful call to action and its Quality Policy emphasizes attaining "benchmark quality" in all aspects of the **PEARL** framework (Pedagogy, Extension, Administration, Research, and Learning). This framework serves as a cornerstone for Alagappa University's academic endeavours, fostering a vibrant ecosystem that cultivates excellence in education.

### Core Objectives

Alagappa University's core objectives are three fold:

1. **Providing Comprehensive Education:** The University offers a comprehensive range of programs across various disciplines, equipping students with the knowledge and skills necessary for success in their chosen fields.
2. **Facilitating Research:** Recognizing the importance of knowledge creation and dissemination, Alagappa University actively promotes research endeavours. The University provides robust research infrastructure, encouraging faculty and students to collaborate on projects addressing real-world challenges.
3. **Societal engagement through extension activities:** Through extension activities the University is aiming to uplift underprivileged communities and promote sustainable development. By conducting

needs assessments and forming strategic partnerships, the University addresses education, health, environment and skill development issues. It actively involves students and faculty in community projects, fostering a symbiotic relationship with society.

## Vision

### Alagappa University: Striving for Excellence Through PEARL

Alagappa University aspires to be a leader in educational excellence. Its vision, "**Achieving Excellence in all spheres of Education, with particular emphasis on PEARL**", embodies the University's commitment to nurturing well-rounded individuals who contribute meaningfully to society.

**PEARL** signifies the five pillars that guide Alagappa University's pursuit of excellence:

- **Pedagogy (P):** The University champions innovative and engaging teaching methods that cultivate critical thinking, problem-solving skills, and a lifelong love of learning. It invests in faculty development, encouraging the use of technology and diverse instructional approaches that cater to individual learning styles.
- **Extension (E):** Alagappa University believes in extending the boundaries of knowledge beyond the classroom. It actively engages in community outreach programs, service learning initiatives, and knowledge dissemination activities. This fosters social responsibility and empowers communities, particularly in the regions the University serves.
- **Administration (A):** The University strives for a transparent, efficient, and student-centric administration. It continuously improves its infrastructure and resources, ensuring a supportive learning environment. Clear communication channels and responsive governance are prioritized to empower students and faculty.
- **Research (R):** Alagappa University cultivates a vibrant research culture that generates new knowledge and addresses real-world challenges relevant to its region and beyond. The University encourages faculty and students to collaborate on interdisciplinary research projects, contributing to advancements in various fields.
- **Learning (L):** At the core of the University's vision lies a commitment to cultivating a love for learning in its students. Alagappa University creates a stimulating learning environment that encourages exploration, collaboration, and intellectual curiosity. It believes in empowering students to become independent learners and responsible citizens who can contribute meaningfully to the local and global community.

**The PEARL model** forms a dynamic framework for Alagappa University's academic endeavours. Excellence in pedagogy fuels research and learning. A robust administration facilitates the pursuit of knowledge. Extension activities put research findings to practical use, enriching the learning experience. By focusing on all five pillars, the University creates a vibrant ecosystem that encourages excellence in all aspects of education.

Alagappa University's commitment to PEARL is not just a vision; it is a living roadmap that guides its continuous improvement. The University believes that by nurturing excellence in these core areas, it can empower future generations to become responsible leaders who drive positive change in India and the world.

## Mission

Alagappa University is dedicated to providing a high-quality higher education that transforms individuals into valuable assets for national progress. Its mission statement, "Affording a High Quality Higher Education to the learners so that they are transformed into intellectually competent human resources that will help in the uplift of the nation to Educational, Social, Technological, Environmental and Economic Magnificence (**ESTEEM**)", reflects the University's commitment to empowering future generations to be the architects of a brighter future.

ESTEEM serves as a guiding framework for Alagappa University's mission:

- **Educational Excellence:** Alagappa University strives to provide a robust educational foundation, ensuring students gain both theoretical knowledge and practical skills. The curriculum is continually updated to reflect contemporary advancements and global trends, preparing graduates to face modern challenges effectively. The University promotes a culture of critical thinking, creativity, and a passion for lifelong learning, equipping students to become future leaders and innovators.
- **Social Responsibility:** At Alagappa University, education extends beyond academics. The University nurtures a strong sense of social responsibility and ethical values in its students. Through active community engagement, service-learning projects, and partnerships with various organizations, students apply their learning to address societal issues and improve community well-being. Alagappa University graduates are not only skilled professionals but also empathetic citizens dedicated to promoting social justice and equity.
- **Technological Advancement:** Embracing the digital age, the University integrates the latest technology into its educational approach. Cutting-edge laboratories, research centers, and technology-enhanced learning environments prepare students for technology-driven careers. The University encourages innovation and entrepreneurial thinking, enabling students to develop technological solutions that address real-world problems and drive societal progress.
- **Environmental Stewardship:** Understanding the importance of sustainability, the University instills environmental awareness in its students. Sustainability principles are woven into the curriculum and campus operations, encouraging research and initiatives that tackle environmental challenges. Graduates are environmentally literate and committed to sustainable practices, poised to lead conservation and environmental management efforts.
- **Economic Magnificence:** Alagappa University is dedicated to nurturing economic growth through its graduates. Strong industry connections, comprehensive internship programs, and effective career services ensure students are ready to contribute to the workforce immediately. The University also supports entrepreneurial initiatives, preparing students to become innovators and economic drivers.

By delivering high-quality higher education, Alagappa University aims to transform students into intellectually competent individuals who will uplift the nation to new heights of Educational, Social, Technological, Environmental, and Economic Magnificence. Through this mission, the University envisions a brighter and prosperous future for all.

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

### Institutional Strength

- **Highly Acclaimed:** Alagappa University (ALU) boasts an A+ grade from NAAC (2017) with a CGPA of 3.64, solidifying its position among India's top institutions. This achievement is further bolstered by a **Category-I Status** from the MHRD-UGC (2018).

- **Internationally and Nationally Ranked:** Alagappa University consistently ranks high in ranking frameworks. In 2023, it secured the 30th position in NIRF and stands within the 251-260 band in QS Asia Rankings. Additionally, it finds itself in the 401-500 band of THE World University Rankings.
- **Strong Curriculum:** The University offers a RICH (Relevant, Innovative, Contemporary, and Holistic) curriculum aligned with international standards. This curriculum emphasizes experiential learning, industry linkages, entrepreneurial activities, technology integration, skill development, and career-centric initiatives. It strengthens both academic proficiency and responsible global citizenship, addressing professional ethics, gender equality, human values, and environmental sustainability.
- **High-Impact Research Output:** Alagappa University provides advanced laboratories equipped with cutting-edge technology for diverse research fields. The University Science Instrumentation Centre (USIC) serves as a central hub for enhancing research quality. The University owns over 11,000 research publications in high-quality journals, with an h-index of 118. Additionally, it has filed over 59 patents since 2018, with 37 published/granted.
- **Exceptional Infrastructure:** The University sprawls across a verdant 435.98 acres campus, promoting a secure, eco-conscious, and student-friendly environment. It offers facilities like 92 smart classrooms with Wi-Fi and high-speed internet, a multi-skill development center, specialized labs for various disciplines, auditoriums, and adequate facilities for sports and games.
- **Societal Engagement:** Alagappa University has established itself as a lodestar of institutional social responsibility and community engagement, enhancing its brand through a series of impactful initiatives. By actively participating in skill development workshops, health camps, environmental sustainability projects, and village extension programmes (ALU has adopted 89 villages), it improves the quality of life of the people in its environs and strengthens its reputation as a socially committed institution. The Department of Oceanography and Coastal Area Studies situated at the Thondi Campus exemplifies the ALU's commitment to nurturing strong ties with local fisherfolk through training programs in marine sciences and coastal management. These efforts amplify the University's positive impact on the community and boosts its brand as a leading institution dedicated to comprehensive development and societal progress.

## Institutional Weakness

1. **Limited Communication Skills of Students:** A significant portion of the students struggles with English communication skills. This critical skill is a barrier to success in higher education and the professional world. The language barrier hinders their learning experience, participation in class discussions, and overall academic performance.
2. **Urban-Rural Divide:** Equipping students from rural backgrounds with the necessary skills and confidence to compete with their urban counterparts presents a significant challenge. Students from urban areas may have had greater exposure to resources, opportunities, and experiences that prepare them for the corporate world.
3. **Manpower Constraints:** Lack of sufficient and prescribed manpower both academic and administrative to deliver the planned services to the learners.
4. **Insufficient Accommodation Facilities:** The growing number of outstation students has led to insufficient

hostel facilities, impacting student satisfaction and comfort. Adequate and comfortable accommodation is crucial especially for overseas students' well-being and academic performance. The University needs to invest in expanding and upgrading its hostel facilities to accommodate the increasing student population.

### **Institutional Opportunity**

Alagappa University, known for its supportive administration, thrives on the legacy of its visionary founder, Dr. RM. Alagappa Chettiar. This legacy, combined with a nurturing environment, presents myriad of opportunities for the University's growth and reputation enhancement.

### **Legacy of the Founder**

Our Founder's vision of using education as a tool for societal transformation is central to the University's mission. His commitment to inclusivity, community service, and academic excellence continues to inspire the institution's initiatives. Dr. Chettiar's legacy has significantly contributed to the University's reputation, attracting students, faculty, and partnerships from around the world. His vision for holistic education and societal development has illuminated Alagappa University, making it a spotlight of learning and innovation."

### **New Programmes in the Context of NEP**

The National Education Policy (NEP) 2020 provides a strategic framework for introducing region-specific programs tailored to local needs and resources. Alagappa University is uniquely positioned to leverage this opportunity by launching innovative programs in fine arts, Vedic mathematics, life skills, Indian classical literature, Indian health sciences, and Itihasas. These programs will align with NEP's emphasis on multidisciplinary and flexible education, addressing regional economic and social needs and fostering sustainable development.

### **Commercialisation of Patents**

With a strong focus on research and innovation, Alagappa University has the potential to commercialize its patents, translating academic research into real-world applications. This commercialization will contribute to the University's revenue stream and reinforce its role as a catalyst for regional and national development. By forging partnerships with industry and investing in technology transfer, the University can significantly impact economic growth and innovation.

### **Supportive Administration and Family Atmosphere**

The administration at Alagappa University is committed to the well-being and success of its community. Emphasizing personal rapport, minimum red tape, and empathetic decision-making, the administration cultivates a family-like atmosphere. This approach ensures that students, faculty, and staff feel valued and supported, creating a cohesive and nurturing academic environment. Open communication channels and a focus on individual needs help build strong relationships and a sense of belonging among the members .

### **Strong Alumni Network**

Alagappa University boasts a robust and engaged alumni network, serving as a vital resource for mentorship, networking, and career opportunities for current students. Alumni act as brand ambassadors, enhancing the University's reputation globally. Their achievements and contributions in various fields reflect the quality of education and values imparted by the University.

### **Institutional Challenge**

While Alagappa University is poised for growth and success, it faces few challenges that need to be addressed to fully realize its potential. These challenges include locational disadvantages, gender-based reluctance towards placement and higher studies, a lack of diversity and multicultural ambience, and difficulty in attracting students from other states and foreign countries.

### **Locational Disadvantage**

Alagappa University is situated in a semi-rural area, which presents both logistical and perceptual challenges. The remote location can deter potential students and faculty from urban areas, who may prefer institutions located in more accessible and cosmopolitan cities. This geographic isolation can also affect the University's ability to attract partnerships with industries and organizations that are typically centered in urban hubs. Consequently, students might miss out on exposure to a broader range of professional opportunities and networks.

### **Gender-Based Reluctance for Placement and Higher Studies**

As a state University with a significant number of girl students, Alagappa University faces the challenge of addressing gender-based reluctance towards placement and higher studies. Cultural and societal norms often pressure female students to prioritize domestic responsibilities over professional and academic advancement. This reluctance can hinder their career growth and the University's overall placement statistics. Efforts to encourage and support female students in pursuing placements and higher studies are essential to overcoming this challenge.

### **Lack of Diversity and Multicultural Ambience**

Alagappa University faces a challenge in fostering a diverse and multicultural environment. The student and faculty population may lack the diversity seen in more cosmopolitan institutions, potentially limiting exposure to varied perspectives and cultural experiences. This lack of diversity can affect the campus atmosphere and the overall educational experience, making it less attractive to students and faculty seeking a more inclusive environment. Promoting diversity and encouraging cultural exchange programs can help mitigate this challenge.

### **Funding Constraints**

Operating as a State University, Alagappa University struggles for securing sufficient financial resources for infrastructure development and faculty recruitment. These indubitable financial constraints from the

Government hinder investments in state-of-the-art facilities and impede the ability to attract and retain top-tier academic talent. Consequently, this impacts research output and the University's overall academic standing.

### 1.3 CRITERIA WISE SUMMARY

#### Curricular Aspects

**FOCUS (Flexible Offerings with Curricula Underpinning Societal needs)** is the watch word of curricula of Alagappa University (ALU). Its curricula are always designed with global – national – regional – local context, contours and contents. In 2022-23, 45 departments have offered 56 programmes (PG & UG programmes) including 16 new programmes introduced during the assessment period. These programmes spanning across the realms of physical, chemical, biological, computational, and social sciences, arts & humanities have been meticulously designed to align with the contemporary demands. The University is gradually transforming its curriculum based on LOCF with proper integration of POs, PSOs and COs in tune with the broader social context. ALU offered **1664** new courses during 2018-2023 in tune with the advancements in various disciplines. **74.05** % of its existing curriculum is global centric, **75.77**% focus on national perspectives, **39.75**% addresses regional considerations and **33.94**% have local orientation.

Alagappa University's **RICH (Relevant, Innovative, Contemporary and Holistic)** curricula on par with International Standards, is fine-tuned periodically by renowned experts based on the feedback from various stakeholders. All the departments offer a wide range of courses with a judicious mix of theory and practicum, architected with the twin objectives of promoting employability and entrepreneurship. The University emphasizes practical experience through mandatory internships and fosters entrepreneurship via the Entrepreneurship Innovation and Career Hub. **92%** of the programmes have components of **field projects / research projects / internships** during last five years. Vocational training is provided by the Alagappa Institute of Skill Development (**AISD**) and the Alagappa University-Learnnet Institute of Skills (**ALU-LIS**). **74%** of the courses are embedded with domain specific skills and technology embedded courses ensure students are proficient in modern digital tools.

The curriculum also aligns with UGC's Mulya Pravah guidelines, promoting human values and professional ethics, and includes courses on gender sensitivity, environmental sustainability, and corporate social responsibility. Emphasizing skill development and a multidisciplinary approach, Alagappa University also offers courses addressing United Nations Sustainable Development Goals (**SDGs**).

ALU has launched **269 value-added courses** for inculcating life skills in learners in line with **UGC's Jeevan Kaushal 2.0 framework**. **568** students have completed various courses offered by the **SWAYAM** platform.

Structured feedback for curriculum is obtained regularly from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and such feedbacks are analysed, actions taken and communicated to relevant body and hosted on the institutional website too.

Over the last five years, Alagappa University's Directorate of Distance Education (**DDE**) has offered a total of **1001** courses, with **794** of them (**79.32%**) incorporating **electronic/digital media** and other digital components into their curriculum.



## Teaching-learning and Evaluation

Over the past five years, Alagappa University has maintained a strong focus on student enrollment and support, with **91.40%** of the 10,007 sanctioned seats filled. It has also achieved a high enrollment rate of **91.41%** for reserved category seats, admitting 6,312 students out of 6,905 reserved seats.

In terms of faculty, Alagappa University has a pool of highly qualified teaching staff, with **97.65%** of full-time teachers holding advanced degrees such as Ph.D./D.Sc., or D.Litt. The average teaching experience of full-time teachers is 15 years, ensuring a high level of expertise in the classroom.

ALU employs a range of methods to assess and support student learning, including entrance tests and continuous assessments to gauge comprehension and critical thinking. To aid slow learners, the University offers orientation programs, bridge courses, remedial classes, mentorship, peer learning, multisensory teaching techniques, and regular progress monitoring. For advanced learners, the University provides faculty mentorship, seminars, conferences, access to extensive resources, competitive examination training, tailored career counseling, and recognition for outstanding achievements.

The University emphasizes participative, experiential, and problem-solving methodologies to prepare students for the curriculum. Participative learning includes student-led activities, case analysis, and simulations, while experiential learning involves lesson planning, lab activities, industry visits, and internships. Problem-solving is fostered through clubs, puzzles, and project-based learning. Embracing ICT, the University provides robust internet, smart boards, and during the COVID-19 pandemic, utilized ALUOP for online learning via Google Classroom, and gamified learning platforms like Kahoot enhance engagement. Students access courses on SWAYAM and other MOOCs platforms and benefit from a digital library. Advanced labs and social media platforms further support a dynamic educational ecosystem.

Alagappa University's Distance Education programs prioritize quality and accessibility, evident in their Self Learning Materials (**SLMs**) developed to meet learners' diverse needs. These materials, designed with input from internal and external faculty, comply with UGC - DEB regulations and are distributed efficiently in both hard and soft copy formats.

Academic support and information for DDE learners are readily available on the University's website, including details on admission procedures, tuition fees, and academic calendars. Learners benefit from online enrollment twice a year, various tuition fee concessions, and access to academic counseling. The learner to academic counsellor ratio is **7.34 : 1**, indicating a commitment to personalized support.

The University has also achieved full automation of its Examination division, implementing the Examination Management System (**EMS**) to streamline processes and ensure timely result declaration, with an average of **15.8 days** from the date of the last examination to result declaration over the last five years.

## Research, Innovations and Extension

Alagappa University (ALU) with the motto of Excellence in Action strives to promote world class research aimed at addressing issues of national priority and societal concern. The University is committed to advancing knowledge, fostering innovation, and contributing to societal development through cutting-edge

research. ALU has the credit of a robust array of research facilities that serves as the cornerstone of its academic and scientific pursuits. The University has a well-defined policy on promotion of research with guidelines for quality research and the facilities are frequently updated to support all stakeholders. The ALU follows a Code of Ethics for research and implements it through the **Institutional Ethics Committee** and the **Research Advisory Committee**. The **University Science Instrumentation Centre (USIC)** which serves as a central hub dedicated towards enhancing the quality of research in both fundamental and applied sciences, has added new equipments worth **Rs.14,68,13,034**. ALU encourages the research activities of faculty by providing seed money to the budding researchers. The Faculty Members of ALU have received financial support to the tune of **Rs. 7867.72** lakh from various funding agencies/schemes such as **UGC, DST, DBT, ICMR, ICSSR, TANSCH, TNSCST, DST-FIST, UGC-SAP, DST-PURSE, MHRD-RUSA, etc.** Over **11,000 research publications** in high quality journals have been made with an **h-index** of **118**, since the establishment of the University. Particularly, during this assessment period, the faculty members have published **4312 research articles** in **Web of Science/Scopus/UGC-CARE** indexed journals. Over **59 patents** have been filed since 2018, out of which **37** have been **published/granted**. **707 scholars** from various University Departments were awarded Ph.D. Faculty Members have developed e-content through various government platforms and Alagappa University Online Platform (**ALUOP**). The inception of the Intellectual Property Rights Cell, Innovation and Incubation Centre, Industry & Consultancy Cell and related endeavours has significantly nurtured a culture of innovation and entrepreneurship throughout the University, resulting in a sizeable grant through consultancy. For the benefit of society, **158 extension and outreach activities** on need based themes including **Covid-19 awareness/interventions** were conducted with the active involvement of students, faculty members and staff. Among the various extension and outreach activities of ALU, the **Alagappan Alumni Garden, Alagappa University Community Radio, Village Extension Programme** and **Swachh Bharat Abhiyan** deserve special emphasis. There are **59 active Memorandums of Understanding/linkages** with national/international institutes for collaborative research and student/teacher exchange.

### Infrastructure and Learning Resources

Spanning a vast expanse of **435.98 acres** of lush land, Alagappa University offers a secure, eco-conscious, and student-friendly environment. Its campus features 92 smart classrooms equipped with Wi-Fi, high-speed internet, interactive smart boards, **112 LCD projectors**, **49** digital interactive panels, and digital podiums, ensuring a modern and engaging learning experience.

The Science Departments are equipped with 76 advanced laboratories compliant with **UGC, DST, DBT, and NCERT** standards and the University Science Instrumentation Centre (**USIC**) has equipments worth around **Rs. 20 crore**. The Department of Special Education maintains a specialized Braille Resource Centre, while the Alagappa Institute of Skill Development and the Department of Tourism and Hotel Management have top-notch specialised laboratories.

With **1,013** computers, the Directorate of MIS ensures campus-wide networking and uninterrupted internet connectivity. The Alagappa University Online Platform (**ALUOP**), launched during the COVID-19 pandemic, supports personalized access to learning resources, facilitating continuous education through interactive classes, assessments, and examinations.

With an extensive underground fibre optic network and a 1 GB pipe connection through BSNL under the NMEICT scheme, the University ensures high-speed internet access. To accommodate increasing users, the University has periodically upgraded its leased line connectivity, from **2 Mbps** in **2008** to **100 Mbps** in **July 2021**.

The College of Physical Education, spread over **100-plus acres**, provides extensive sports facilities, including courts and fields for various games, an indoor multi-gym, and a yoga center with a meditation hall. Most departments are equipped with seminar halls, and the University houses two modern auditoriums with **600** seats each.

Alagappa University's Central Library is a cornerstone of academic resources. It boasts **1,23,533** printed books, 1,408 electronic books, and subscriptions to 101 national and international print journals. The library provides access to over **10,000** e-journals, **1,99,500** e-books, and **6,00,000** NDL e-books via the e-ShodhSindhu Consortia. To ensure academic integrity, the library uses Drillbit and iThenticate plagiarism detection software. The library is fully automated with Koha software and **RFID** technology, offering self-checkout kiosks, **Information Kiosks**, Help Desks, **OPAC** terminals, and an Electronic Surveillance System

The Estate Development and Maintenance (**EDM**) wing oversees upkeep of infrastructure including civil and electrical works. Regular maintenance, such as color-washing structures periodically, is a priority, and outsourced labor helps maintain aesthetics. The University's decentralized approach ensures efficient facility management by department heads and campus directors.

On an average, the University has spent 47.04% of its non-salary expenditure on infrastructure development and augmentation demonstrating its dedication for providing a conducive environment for learning and research.

### Student Support and Progression

As per the vision, Alagappa University offers a high quality student support and progression to the learners through a well-established system so that they are transformed into intellectually competent human resources. The various constituted bodies are responsible for the support and progression in all spheres of students' life.

The scholarship and fellowship sections keep vigil of fetching scholarships from diversified sources and ensure that the benefit of most of the students result at variety of scholarships reach **86.84%** during the assessment period.

Apart from the departmental level endeavours, an exclusive centre Alagappa University Study Circle enhances the employability of both the University and outside students through **231 sessions** with the support of distinguished guests and dedicated instructors who have significantly contributed towards enhancing the placements. The departments are keen in capacity building and upskilling of students aligned with different skill-sets.

A total of **430** activities have been undertaken including the programmes offered by **Alagappa University Community Radio**. The Student Grievance Redressal Committee of Alagappa University attends to both the online and offline grievances and redresses timely. In addition to **SGRC**, **ICC** and **Dean-Student Affairs** play a pivotal role in redressing the grievances including **e-Samadhan portal**. Eight types of user friendly pre-admission counselling services are being offered to ensure the comfort during the course of their study.

Despite locational barriers, the strenuous effort of placement cell along with the departmental level placement coordinators through periodical awareness programmes, job fairs and placement drives significantly enhanced placement to **62.51%**. Since predominant gender is female in the enrolment of students every year, it is informed that maximum number of students get married once programme of their study is completed and hence

**21.74%** of students' progression alone has become possible during the assessment period.

Since there is an exclusive coaching centre for the uniformed service aspirants, the NCC- C certificate and uniformed service preliminary exams were also considered which enabled the University to reach commendable numbers in qualifying exams. **Directorate of Physical Education, Para Sport Centre and ASSURE Practice** assist in exploring the potentials of students to **won many significant prizes at Paralympics and international games**. Leadership, citizenship, partnership, workmanship and suretyship of both departmental and general student council are nurtured by assigning adequate responsibilities in most of the events.

The departments in coordination with the **15 Centres, 30 Cells and 8 Clubs** have organised **724 activities** covering important skills to be acquired by the students. With a wide and systematic range of network, a sum of **Rs.167 lakhs** has been generated from the alumni during assessment period in addition to the academic contributions. Thus, Alagappa University consistently ensures that all the quality measures are taken to stimulate students in a progressive path.

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

Alagappa University's perspective plan is a strategic roadmap for excellence in teaching, research, and innovation. Led by the Planning Board, it guides the University in planning, execution, and refinement. The plan aligns curricula with emerging trends and industrial needs, emphasizing interdisciplinary courses. The University follows transparent recruitment and promotion policies. Through **strategic planning**, Alagappa University aims to excel in **education, administration, and community engagement**, maintaining its status as a **leading institution** in higher education.

The institution has implemented **e-governance** in all its operations covering the areas such as **administration including complaint management, finance and accounts, student admission and support and examinations**.

The IQAC conducts annual assessments of faculty and department performance, evaluating academic, research, and administrative contributions. Faculty promotion under the Career Advancement Scheme follows UGC and Tamil Nadu Government guidelines, ensuring fairness and transparency. *Promotions to Non-teaching staff* are given as per the *guidelines* given in the *University Act* and Statute. The Alagappa University Research Fund (**AURF**) with a Corpus of **Rs.13 crore** supports faculty with start-up grants, research funding, and travel grants. Comprehensive financial support includes retirement benefits, medical allowances, and insurance coverage. Leave policies promote work-life balance, and the University provides staff accommodation, conveyance facilities, and medical services. Professional development is prioritized, with faculty attending leadership programs for skill enhancement.

**60.24%** of teachers had undergone online/ face-to-face Faculty Development Programmes (**FDP**)/ Management Development Programs (**MDP**) during the last five years

Grants received from government /non government agencies and philanthropists during the last five years for development and maintenance of infrastructure amounts to **Rs.6909.75 Lakhs**

Alagappa University mobilizes its financial resources through State Government grants, UGC plan grants, research grants, RUSA 2.0 allocations, distance education, affiliation fees, and consultancy revenues. These

funds are utilized for teaching, research, and infrastructure development. Mechanisms such as the Special Officer (Planning and Development), Project Wing, RUSA Secretariat, and Directorate for Distance Education ensure optimal fund utilization. The **Finance Committee, Purchase Committee, and concurrent audit mechanisms** oversee **financial management**, ensuring transparency and compliance with regulations. ALU financial management policy includes rigorous processes governed by statutory provisions. It ensures transparency and compliance with regulations through the **Finance Committee's** monitoring and **regular audits** by the **Local Fund Audit Department of Tamil Nadu** and the **Accountant General of India**. Actions are taken to address audit objections promptly ensuring financial stability and accountability.

Alagappa University's **IQAC** has implemented various quality initiatives including **curriculum revisions**, introduction of **Value Added Courses**, and intensification of **sustainable campus initiatives, digital education enhancements, examination automation, and capacity building**. These actions reflect the University's commitment to quality in academics, research, and student development, **aligning with UGC's 10 point quality mandate**.

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

Alagappa University has prioritized gender equity and inclusivity through various initiatives. With specialized courses, a dedicated Department of Women's Studies and **55% female** student representation, the University has an inclusive academic environment. Female scholars contribute significantly to patents and benefit from initiatives like "**Earn While You Learn**", AURF, and RUSA 2.0. **Gender Champions** promote awareness, while support mechanisms like **legal aid, health services, and a creche enhance female** well-being.

ALU has implemented various facilities for alternate sources of energy and energy conservation measures, including solar energy, biogas plants, sensor-based energy conservation, use of LED bulbs and power-efficient equipments.

The University undertakes sustainable waste management, including waste collection and segregation, composting, and waste reduction initiatives. **E-waste** is managed through collection, sorting, recycling and secured disposal. **Glass waste** is reduced through innovative "**sorting and reuse**" in paver block manufacturing.

The institution implements various water conservation measures, including rainwater harvesting, borewell/open well recharge, construction of tanks and bunds, wastewater recycling, and maintenance of waterbodies and distribution systems on campus.

The University emphasises environmental sustainability through **energy-efficient appliances, solar panels, and battery-operated** vehicles. Initiatives like tree planting and awareness programs highlight its commitment to a greener campus.

The institution's environmental and energy initiatives are confirmed through a combination of **green audits, energy audits**, clean and green campus initiatives and beyond the campus environmental promotion and sustainability activities.

ALU promotes inclusivity and accessibility by providing **ramps, lifts, tactile paths and battery-operated vehicles for individuals with disabilities**. It offers '**divyangjan-friendly**' washrooms, scribes for examinations, and a **Resource Centre for Differently Abled**, demonstrating its commitment to supporting

students with disabilities through specialized services and assistive technologies.

The University fosters cultural inclusivity and harmony through events like the Youth Festival and celebrations of various cultural festivals. It offers language courses in French and German, fostering intercultural dialogue. The University adopts villages for socio-economic development, emphasizing education, women empowerment and environmental conservation.

The University promotes constitutional obligations and citizenship values through academic programs and various centers. It engages students and faculty in social welfare activities, legal literacy, and national defence awareness. It commemorates significant days to sensitize its community on constitutional principles, civic duties and social justice paving the way for a responsible and inclusive society.

### **Best Practices of Alagappa University:**

1. Kaushal Bharat Kushal Bharat – Alagappa University’s Pursuit of Skill Excellence
2. Coastal Prosperity Initiatives of Alagappa University
3. Alagappa University Study Circle: Facilitating Employment for Community Empowerment
4. ASSURE – Alagappa Sports Supportive Utilities Reach Everyone

### **Distinctiveness - Distinct services to the Divyangjan**

Alagappa University, founded on the **philanthropic** vision of **Dr. RM. Alagappa Chettiar**, epitomizes educational equity and societal advancement through its distinctive **Special Education programs, para sports centre, innovative rehabilitation initiatives and comprehensive support services for individuals with disabilities**. These efforts, including specialized training, cutting-edge assistive technologies and successful academic outcomes, distinctly establish the University as a transformative force in inclusive education and empowerment.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the University	
Name	ALAGAPPA UNIVERSITY
Address	ALAGAPPA UNIVERSITY, ALAGAPPAPURAM, KARAIKUDI
City	KARAIKUDI
State	Tamil Nadu
Pin	630003
Website	<a href="http://www.alagappauniversity.ac.in">www.alagappauniversity.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	G. RAVI	04565-223108	9489071025	04565-225202	iqac@alagappauniversity.ac.in
IQAC / CIQA coordinator	K. ALAMELU	04565-223109	9787328309	04565-225525	alameluk@alagappauniversity.ac.in

Nature of University	
Nature of University	State University

Type of University	
Type of University	Affiliating

Establishment Details	
Establishment Date of the University	09-05-1985
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	06-03-1987	<a href="#">View Document</a>
12B of UGC	06-03-1987	<a href="#">View Document</a>

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

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	ALAGAPPA UNIVERSITY, ALAGAPPAPURAM, KARAIKUDI	Rural	428.15	96673	Post Graduate, Under Graduate, Integrated Programme, Ph.D., M.Phil. D.Sc. D.Litt, PG Diploma		

## 2.2 ACADEMIC INFORMATION

### Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total
General	45	0	45

### Furnish the Details of Colleges of University



Type Of Colleges	Numbers
Constituent Colleges	2
Affiliated Colleges	45
Colleges Under 2(f)	8
Colleges Under 2(f) and 12B	21
NAAC Accredited Colleges	18
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	1
Colleges with Postgraduate Departments	24
Colleges with Research Departments	12
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)		: Yes
SRA program	Document	
AICTE	<a href="#">103888_14385_1_1709121073.pdf</a>	
NCTE	<a href="#">103888_14385_4_1710576142.pdf</a>	
RCI	<a href="#">103888_14385_19_1709123297.pdf</a>	
DEB-UGC	<a href="#">103888_14385_21_1709288504.pdf</a>	

### Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	24				48				162			
Recruited	13	0	0	13	24	4	0	28	93	48	0	141
Yet to Recruit	11				20				21			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				231
Recruited	72	78	0	150
Yet to Recruit				81
On Contract	0	0	0	0

Technical Staff				
	Male	Female	Others	Total
Sanctioned				32
Recruited	15	6	0	21
Yet to Recruit				11
On Contract	0	0	0	0

### Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	5	1	0	0	0	0	0	0	0	6
Ph.D.	49	13	0	30	5	0	43	31	0	171
M.Phil.	0	0	0	0	0	0	3	0	0	3
PG	0	0	0	1	0	0	0	1	0	2
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	35	46	0	81
M.Phil.	0	0	0	0	0	0	3	6	0	9
PG	0	0	0	0	0	0	9	19	0	28
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	0	3	0	3
UG	0	0	0	0	0	0	0	0	0	0

**Distinguished Academicians Appointed As**

	Male	Female	Others	Total
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	38	5	0	43

**Chairs Instituted by the University**

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Department of Tamil	Peraringnar Anna Chair	Higher Education Department Government of Tamil Nadu
2	Alagappa Institute of Skill Development	Pandit Deen Dayal Upadhyay Chair	UGC

**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	689	20	0	0	709
	Female	701	24	0	0	725
	Others	0	0	0	0	0
PG	Male	847	21	0	0	868
	Female	1925	42	0	0	1967
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	42	7	0	0	49
	Female	64	8	1	1	74
	Others	0	0	0	0	0
Post Doctoral (D.Sc , D.Litt , LLD)	Male	1	0	0	0	1
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	3	0	0	0	3
	Female	8	0	0	0	8
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	2

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	76	2	0	0	78
Female	61	2	0	0	63
Others	0	0	0	0	0

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

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

**Accreditation Details**

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	A	85.25	<a href="#">Cycle-1.pdf</a>
Cycle 2	Accreditation	A	3.21	<a href="#">Cycle-2.pdf</a>
Cycle 3	Accreditation	A+	3.64	<a href="#">Cycle-3.pdf</a>

**Provide the Following Students Details**

<b>Total Number of Students in Distance Learning</b>	<b>63261</b>
<b>Total Number of General Students in Institution</b>	<b>4410</b>

**Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	<p>Alagappa University envisions becoming a leading institution in nurturing student innovators and leaders equipped with managerial and entrepreneurial skills. It is dedicated to promoting value-based, transformative education that benefits both industry and society. This vision is rooted in the mission to transform students into thought leaders and solution providers through a multidisciplinary approach that offers a wide range of programs designed to develop essential competencies and perspectives.. These programs offered through choice based credit system include: 1. Master of Arts (M.A.) in Tamil, English, Economics, Rural Development, Social Work, and Disaster Management. 2. Master of Science (M.Sc.)</p>
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in Mathematics, Physics, Chemistry, Biotechnology, Bioelectronics and Biosensors, Bioinformatics, Microbiology, Biomedical Sciences, Animal Health and Management, Nutrition and Dietetics, Energy Science, Computer Science, Computer Applications, and Library and Information Science. 3. Master of Business Administration (MBA) with specializations in Human Resources Management, Production, Marketing, Finance, Systems, Banking and Insurance, Logistics and Supply Chain Management, Corporate Secretaryship, International Business, and Tourism and Hotel Management. 4. Master of Commerce (M.Com.), Bachelor of Education (B.Ed.), Master of Education (M.Ed.), and Bachelor of Physical Education (B.P.Ed.). Alagappa University's multidisciplinary programs, such as M.Sc. Biotechnology and M.Sc. Energy Science, align with NEP 2020 by integrating diverse disciplines to offer a holistic education. These programs blend biology, chemistry, physics, and environmental science, preparing students for interdisciplinary research and innovation. Similarly, the M.A. Economics program combines mathematics, statistics, and social sciences, enabling students to analyze complex economic issues through a multidisciplinary lens. Additionally, the M.B.A. Tourism Management program merges business administration with tourism studies, aligning with NEP's focus on promoting practical skills and experiential learning. The M.Sc. Oceanography and Coastal Area Studies program further exemplifies this approach, addressing complex environmental challenges through multidisciplinary education. Beyond formal academic programs, Alagappa University emphasizes holistic education through courses on Universal Human Values and a Certificate Course in Yoga and Gandhian thought. The institution furthers community engagement through the Village Extension Programme (VEP), where students volunteer in select villages and present project reports based on their experiences. Students also have opportunities for internships with companies and banks, as well as the option to take foreign language courses. The curriculum is designed to develop the intellectual, aesthetic, social, physical, emotional, and moral capacities of students, enabling them to realize the concept of a good life. To complement the academic curriculum, Alagappa University encourages participation in extracurricular

	<p>activities and sports. The institution provides state-of-the-art sports facilities and organizes inter-collegiate competitions to promote healthy competition and teamwork.,contributing to their overall holistic development. ALU provides an environment conducive to exploring entrepreneurial spirit and developing innovative solutions to real-world problems. Through initiatives such as entrepreneurship development programs, hackathons, and innovation challenges, ALU empowers students to think critically, think outside the box, and pursue their entrepreneurial ambitions. Alagappa University's innovative practice of mandating students to take two non-major electives from other departments promotes multidisciplinary learning and aligns with the National Education Policy's vision. This approach enhances students' academic experience, bolsters interdisciplinary connections, and prepares them for diverse career opportunities</p>
2. Academic bank of credits (ABC):	<p>To build awareness and publicize the benefits of the ABC ID, the University has created the Academic Bank of Credits (ABC) to facilitate transfer of credits among HEIs and study at their own pace. This significant initiative has been seamlessly integrated into the curricula following a flexible Choice Based Credit System (CBCS) and Learning Outcome based Curriculum Framework (LOCF) enabling credit exchange including SWAYAM. A dedicated NAD Cell was established in 2018 comprising a Nodal Officer and a Technical Team immediately after a Service Level Agreement (SLA) was signed with NDML of NSDL for the National Academic Depository (NAD). To aid NAD implementation, 34 Departmental Level Coordinators and 36 Affiliated College Level Coordinators have been nominated to the NAD Cell. Alagappa University is a registered institution (NAD ID-NAD003611) in NAD portal and continues to support the digital initiatives of MeitY and MoE. A total of 3,12,102 awarded degree records were submitted for NAD upload. Students from the 2022-2024 and 2023-2025 batches are registered on the NAD website. As of now, 11,800 regular students and 58,310 distance education students have registered in the portal and received NAD IDs. As the institutions are currently instructed by DigiLocker to create Academic Bank of Credits (ABC) IDs for degree mobility, so far, 47, 679 ABC</p>



	<p>IDs have been created to ease the tracking and management of students' academic progress. Even 1,10,000 degree certificates conferred at the 33rd Convocation held on 15.12.21 are validated and verified so as to be uploaded in the portal. The NAD cell has the future plan to anvil the ABC activities in collaboration with the foreign Universities offering globally recognized courses and credits. The procedure for depositing credits earned its shelf life; the redemption of credits would be as per the UGC (Establishment &amp; Operationalization of ABC Scheme in HE) regulations 2021.</p>
3. Skill development:	<p>The University is responsive to the soft and hard skills needed to support the students' employability and soft skills training and training in skills that focus on environmental, economic and social responsibilities are integrated within the academic programmes. The Alagappa Institute of Skill Development (AISD) was established as a permanent department of Alagappa University in May 2015, evolving from its previous form, the Skill Development Centre (SDC), which was set up in April 2013. The primary aim of the SDC was to provide skill development programs to rural youth and women, preparing them to be "industry ready." AISD comprises seven units: 1. Vocational Degree Programmes (B.Voc &amp; M.Voc) 2. Entrepreneurship Innovation and Career Hub (EIC Hub) 3. Alagappa University – LEARNET Institute of Skills (AU-IIS) 4. Entrepreneurship Development and Innovation Institute (EDII-TN) 5. Institution Innovation Council – Alagappa University (IIC-ALU) 6. Garment Training Unit (GTU) 7. Small Industry Service Unit (SISU). EIC Hub was established under RUSA Phase 2.0 and was digitally launched by the Prime Minister of India on February 3, 2019. The EIC Hub serves as an official training partner of the Tamil Nadu Skill Development Corporation (TNSDC) and acts as the nodal hub for implementing the Innovation in Entrepreneurship Development Program (IEDP) and the Tamil Nadu Startup and Innovation Mission (TANSIM) of the EDII-TN. In October 2013, in collaboration with the IL&amp;FS Institute of Skills, New Delhi, Alagappa University established the Alagappa University-IL&amp;FS Institute of Skills (AU-IIS) under AISD. This was India's first skills institute to offer university-recognized, National Occupational</p>

Standards (NOS) compliant, placement-linked short-term high-end employable technical training programs across various sectors, as well as support for starting income-generating activities in various trades. The courses at AISD/AU-IIS are aligned with the NOS developed by industry and the National Skill Development Corporation (NSDC)-led Sector Skill Councils (SSC). Within just three years (2013-2016), AISD/AU-IIS achieved an impressive 81% placement record, with trained candidates securing positions in reputable organizations across the state. Alagappa Institute of Skill Development (AISD) offers a range of diploma and certificate programs aimed at enhancing employability across various sectors. The diploma courses include Automotive Welding Machine Operator & Assistant, CNC Operator Turning, and Solar PV Technician. The Alagappa University-Learnnet Institute of Skills (AU-LIS) offers 19 certificate courses, including CNC Setter cum Operator Turning, Advanced Welding, Solidworks, AutoCAD, Accounts Executive, Mutual Fund Distributor, Insurance Agent, Financial Literacy Program, (DTP), Aari Embroidery, Bridal Makeup Artist, 2/3 Wheeler Technician, English for Employability, CNC Setter cum Operator Turning, Advanced Welding and AutoCAD. One best practice of Alagappa University in tune with the National Education Policy (NEP) is its emphasis on providing industry-relevant, practical training through comprehensive facilities and equipment. This approach aligns with NEP's focus on skill development, vocational education, and enhancing employability. By establishing specialized laboratories and equipping them with the latest CAD software and industrial machinery, Alagappa University ensures that students gain hands-on experience and practical skills that are directly applicable to industry needs. This integration of practical exposure with academic programs helps in creating industry-ready graduates, thereby fulfilling a key objective of the NEP.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):

Alagappa University significantly contributes to India's Indigenous Knowledge Systems (IKS) through its focus on traditional art forms and cultural practices in various programs: 1. Theatre Studies: • Preservation of Traditional Performing Arts: This program includes the study of traditional Indian

theatre forms such as Sanskrit drama, folk theatre, and classical dance-drama forms like Kathakali and Koodiyattam, preserving these ancient art forms. • Documentation of Oral Traditions: By studying and performing traditional plays, students help document and preserve oral storytelling traditions, a crucial part of IKS. • Promotion of Cultural Exchange: Theatre transcends language and cultural barriers, allowing students to promote cultural exchange and understanding through performances and collaborations.

2. BFA and MFA in Painting: • Preservation of Traditional Painting Techniques: These programs study traditional Indian painting styles like Madhubani, Warli, and Tanjore, helping preserve and pass on these art forms. • Depiction of Cultural Narratives: Traditional paintings depict myths, legends, and cultural narratives. Students contribute to continuing these narratives through their art. • Revival of Traditional Art Forms: Students' work can revive interest in traditional painting styles, ensuring these art forms remain relevant and practiced.

3. Course on Temple Arts: • Preservation of Architectural and Artistic Heritage: This course covers traditional artistic practices, including sculpture, painting, and dance, contributing to the preservation of temple heritage. • Understanding Ritual and Symbolism: Studying temple arts helps students understand the cultural and religious significance of these practices. • Promotion of Sustainable Practices: Many temple arts use sustainable practices, such as natural dyes and materials, promoting eco-friendly practices aligned with IKS.

Although English is the primary medium of instruction, faculty members are proficient in vernacular languages, enhancing student engagement and comprehension. This bilingual approach supports students' understanding and connection to their native language and culture. All undergraduate and integrated programs at Alagappa University include Tamil as the first language in Part I. The Department of Tamil offers M.A., M.Phil., and Ph.D. programs with specializations in temple architecture, ensuring the preservation and promotion of regional languages and cultural heritage. Efforts of Alagappa University to preserve and promote culture and traditions include visits by students, research scholars, and faculty from the Department of Tamil to ancient temples in Tamil Nadu to study temple arts such as

	<p>sculpture, inscriptions, and paintings. The Centre for Tamil Culture preserves rare articles and antiques from the Chettinad region. The Department of History displays models of antiques from the archaeological excavation site at Keeladi in Sivaganga district. Alagappa University integrates appropriate Indian Knowledge Systems by encouraging engagement in academic programs related to constitutional obligations, including values, rights, duties, and responsibilities of citizens. The university promotes cultural excellence through scholarships, fellowships, Gold Medals, and public felicitation functions. Departments like History and Geology hold programs to preserve heritage culture and educate students, fostering an appreciation for India's rich cultural traditions.</p>
5. Focus on Outcome based education (OBE):	<p>Alagappa University has implemented Outcome Based Education (OBE) practices through a comprehensive and structured approach.</p> <ol style="list-style-type: none"> <li>1. Transformational Model of OBE: Alagappa University adopts the Transformational Model of OBE, which emphasizes long-term, cross-curricular outcomes that directly relate to students' future life roles. This model ensures sustained success in various professional spheres by focusing on skills and competencies that students will need in their careers.</li> <li>2. Outcome Based Curriculum (OBC): The university's Outcome Based Curriculum (OBC) is designed to achieve higher-order thinking and learning outcomes beyond merely accumulating course credits. This curriculum is restructured to align with the principles of OBE, emphasizing both cognitive processes and types of knowledge.</li> <li>3. Backward Design: Alagappa University employs the Backward Design approach to create both curriculum and individual courses. This method begins with identifying the desired learning outcomes, determining the acceptable evidence of learning, and then planning learning activities accordingly. By focusing on the end goals first, this approach ensures that the curriculum remains centered on achieving specific learning objectives, leading to more effective and targeted educational experiences for students.</li> <li>4. Constructive Alignment: Constructive Alignment is a key process in OBE at Alagappa University, involving the alignment of learning activities and assessment methods with the intended learning</li> </ol>

outcomes. Teachers plan and execute learning activities that help students construct knowledge and skills aligned with the program outcomes (POs) and course outcomes (COs). 5. Continuous Review and Feedback: The university incorporates continuous review and feedback mechanisms involving various stakeholders, including alumni, employers, faculty, and parents. These stakeholders participate in defining and reviewing the vision, mission, and graduate attributes (GAs) of each department. Feedback from these groups is used to refine and confirm the program's objectives and outcomes, ensuring that the curriculum remains relevant and up-to-date with current industry and societal needs. 6. Global Competitiveness and Mobility: One of the goals of OBE practices at Alagappa University is to maintain national standards and international comparability of learning outcomes. This ensures that graduates are competitive globally and can easily transition into various professional and academic environments around the world. 7. Assessment and Attainment: Alagappa University uses both direct and indirect methods of assessment to measure student attainment of learning outcomes. This includes continuous internal assessments, external exams, and various assessment methods tailored to match the learning goals set in the curriculum. 8. Graduate Attributes and Program Outcomes: The University defines specific graduate attributes, program outcomes (POs), and course outcomes (COs) that articulate the essential learning associated with each program. These outcomes serve as benchmarks for curriculum design, delivery, and evaluation. One of the best practices adopted by Alagappa University in implementing Outcome Based Education (OBE) is the use of the Backward Design approach in curriculum development. This method begins with clearly defining the desired learning outcomes, then determining the acceptable evidence for assessing these outcomes, and finally planning instructional activities that align with them. This practice exemplifies the university's commitment to providing a high-quality, outcome-focused education that prepares students effectively for their future careers and life roles.

6. Distance education/online education:

The CDOE (Centre for Distance and Online Learning) of Alagappa University is increasingly

becoming popular among the stakeholders due to its timely dispatch of study materials, conduct of PCP classes, redressal of learners grievances and examinations and results. The flexibility and learner friendly approach of CDOE particularly to those who could not afford regular programmes in Sivagangai and Ramanathapuram Districts won the confidence and attracted more number of students. Alagappa University has created a strong platform to offer vocational education through Alagappa Institute of Skill Development (AISD) comprising six initiatives such as i) Entrepreneurship, Innovation and Career Hub (EIC Hub), ii) Alagappa University- LEARNET Institute of Skills (AU-LIS), iii) Entrepreneurship Development and Innovation Institute, Tamil Nadu (EDII-TN), iv) Institution Innovation Council (IIC), v) Garment Training Unit and vi) Alagappa University- HebeSec R&D Centre (AU-HRC) for Cyber Security to impart skill education to the youth to make them Industry-ready. In addition to the AISD, the University with its strong human and infrastructural resources is planning to offer various vocational courses like Fibre to Fabric, Handloom Weaving, Dyeing and Printing, Entrepreneurship for Handloom Weavers, Indian Embroidery, Yoga Practitioner, Food and Beverage activities, Bakery and Confectionery, Catering Management, House Keeping, Vermicomposting, Photography, Theatre Studies, Dance and all Performing Arts. Also the strong Faculty of Management sets the scope offering diversified vocational courses. Alagappa University offers both ODL and OL programmes which make us to offer programmes under Blended Learning (BL) mode. Besides the departments of Computer Applications, Computer Science, Computational Logistics and Management Information System (MIS), the faculty coordinators and faculty members are experienced in the implementation of an LMS, Digital Educational Games, Digital Badges, Formative e-Assessment Tools, Webinars, Blogs and Vlogs, Simulations, M-Learning, Social Media Pages, Case studies, Digital Story Mapping, Audience Response System (ARS), FAQ Cards, and Interactive posters. Moreover, the facilities like Lecture Capturing System and Content Editing Labs also add advantage of offering programmes through BL mode. Alagappa Model Higher Secondary School is one of the units of Alagappa University which

offers free school education to the needy. Being one of the institutions established by the founder Dr.RM. Alagappa Chettiar, the school caters to the needs of education from fifth standard to plus two in line with the NEP domain; Universal Access at All Levels of schooling from pre-primary school to Grade 12. The MA Child Care and Education programme is offered since 2006 which is well ahead of NEP 2020. Since the central government organisations such as CECRI, BHEL, CRPF Battalion and many other national entities are situated in Sivagangai District, the University has the opportunity to promote multilingualism and Indian languages. Alu protects the rights of the Persons with Disabilities (PwD) through waiving of tuition fee since two decades. Since the galaxy of institutions ranges from pre-primary to Colleges located around the University, it ensures the school complexes and clusters principle of NEP 2020. Thus, ALU continues to practice the important components of NEP 2020 even before its implementation.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	YES, Alagappa University has successfully set up an Electoral Literacy Club (ELC) to promote electoral awareness and engage students in the democratic process. The club serves as platforms for students to understand the significance of elections, voter registration, and the role of responsible citizens in the electoral process.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, Alagappa university has appointed dedicated students' coordinators and coordinating faculty members to ensure the smooth functioning of the ELC. These coordinators play a pivotal role in organizing events, campaigns, and initiatives related to electoral literacy on the campus. The coordinating faculty members provide guidance and support to the students, enabling them to execute their activities effectively. As a result, the ELC is fully functional and actively engaged in various electoral awareness programs. Representative Character of ELC: The ELC at Alagappa University is commendably representative in character, reflecting the institution's commitment to inclusivity and diversity. The club

	encompasses students from various backgrounds, including gender, ethnicity, and socio-economic status. The ELC strives to create an inclusive space where all students can participate and contribute to electoral literacy initiatives.
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.	ELC has undertaken several innovative initiatives to promote electoral awareness and civic engagement among students which include: a. Voter Registration Drives: The ELC has organized voter registration drives both on-campus and in the communities where students hail from. It aims to increase the number of registered voters among students and contribute to highest voter turnout in elections. b. Voter Awareness Campaigns: The ELC conducts awareness campaigns to educate students and communities about the importance of voting, the electoral process, and the significance of making informed choices. c. Ethical Voting Promotion: To promote ethical voting, the ELC organizes workshops, seminars, and discussions to address issues like vote-buying, bribery, and corruption during elections. d. Inclusivity Initiatives: The ELC actively works to enhance the participation of underprivileged sections of society such as transgenders, sex workers, disabled persons, and senior citizens in the electoral process. It strives to make the electoral process accessible and inclusive for everyone.
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.	Alagappa University has undertaken the following socially relevant projects and initiatives related to electoral issues : a. Awareness Drives and Content Creation: The University conducts awareness drives through social media, workshops, and seminars. Additionally, it creates informative contents such as posters, pamphlets, and videos to disseminate information about electoral literacy. b. Distinguished Lecture on Elections in India On 6th February 2019, the ELC of Alagappa University, organized a Distinguished Lecture Series where the Former Chief Election Commissioner of India, Shri Navin B Chawla I.A.S., spoke on "Elections in India." The Vice-Chancellor, Prof. N. Rajendran, highlighted that elections are the foundation of democracy, and India's vibrant democracy is evident through the eighteen general elections held since independence. He also pointed out the historical instances of local self-government in India, emphasizing the long-standing importance of democracy in the country.



	<p>Shri Navin B Chawla spoke about India's growth as a mature democracy in the past 70 years, with election losers accepting the results, showcasing the upholding and sustainability of democracy in India. He praised the Election Commission, an autonomous body, for facilitating nearly 900 million voters to cast their votes during general elections with the assistance of over 2000 senior civil servants. He emphasized the reliability of Electronic Voting Machines (EVMs) and insisted first-time voters to exercise their democratic rights thoughtfully for the nation's growth and development. During the interactive session, students asked thought-provoking questions about elections, and Shri Navin B Chawla answered convincingly. Shri J. Jeyakanthan, I.A.S., District Collector, emphasized the importance of learning Indian polity for students aspiring for Civil Service Examinations. Registrar, Deans, Faculty Members, and 750 students participated in the event. Dr. AR. Saravanakumar, Nodal Officer proposed vote of thanks.</p> <p>c. Electoral Awareness Programs: Alagappa University Community Radio commemorates National Voters' Day every year through a series of programmes which include :</p> <ul style="list-style-type: none"> <li>i). The importance of National Voters' Day and the significance of exercising the right to vote.</li> <li>ii). The electoral process and how to register as a voter.</li> <li>iii). Voter education on how to cast a vote, the use of Electronic Voting Machines (EVMs) and postal voting.</li> <li>iv). The role of youth in shaping the future through responsible voting.</li> <li>v). The impact of voting on governance and policymaking.</li> <li>vi). Encouraging voter participation and dispelling common misconceptions or barriers to voting.</li> <li>vii). Promoting the importance of voting responsibly and being well-informed about candidates and issues.</li> </ul> <p>Link: <a href="https://open.spotify.com/episode/7vDihxUuJq3Wb55zxS4Lmr?si=WeIV1qKlSMacdunm1SYyPQ&amp;nd=1">https://open.spotify.com/episode/7vDihxUuJq3Wb55zxS4Lmr?si=WeIV1qKlSMacdunm1SYyPQ&amp;nd=1</a></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>The ELC, in coordination with the University administration, proactively work towards enrolling eligible students as voters in the electoral roll. It conducts regular campaigns and registration drives on campus and in the communities to ensure that students above 18 years of age are registered as voters.</p>

## Extended Profile

### 1 Students

#### 1.1

*Number of students on rolls year-wise during the last five years (all students in campus needs to be considered here)*

2022-23	2021-22	2020-21	2019-20	2018-19
4260	4164	3824	3608	3345
File Description		Document		
Provide the relevant information in institutional		<a href="#">View Document</a>		
Institutional data in the prescribed format		<a href="#">View Document</a>		
Provide Links for any other relevant document to		<a href="#">View Document</a>		

#### 1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
1874	1670	1554	1497	1409
File Description		Document		
Provide the relevant information in institutional		<a href="#">View Document</a>		
Institutional data in the prescribed format		<a href="#">View Document</a>		
Provide Links for any other relevant document		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

*Number of Full-time teachers in the institution year-wise during last five year*

2022-23	2021-22	2020-21	2019-20	2018-19
189	196	205	210	211

File Description	Document
Provide the relevant information in institutional	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Certified list of full time teachers along with	<a href="#">View Document</a>

## 2.2

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

**Response: 213**

File Description	Document
Provide the relevant information in institutional	<a href="#">View Document</a>
Provide Links for any other relevant document	<a href="#">View Document</a>
Institutional data in the prescribed format (data)	<a href="#">View Document</a>

## 3 Institution

### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
2254.17	1564.02	1354.42	3712.78	2626.46
File Description	Document			
The institutions are encouraged to provide the r	<a href="#">View Document</a>			
Provide Links for any other relevant document	<a href="#">View Document</a>			

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Design and Development

##### 1.1.1

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

##### Response:

**FOCUS (Flexible Offerings with Curricula Underpinning Societal needs)** is the watch word of curricula of Alagappa University (ALU). Its curricula are always designed with global – national – regional – local context, contours and contents. **In 2022-23, 45 departments have offered 56 academic programmes (PG & UG programmes) including 16 new programmes introduced during the assessment period.** These programmes spanning across the realms of physical, chemical, biological, computational, and social sciences, arts & humanities and have been meticulously designed to align with the contemporary demands. The University is gradually transforming its curriculum based on LOCF with proper integration of POs, PSOs and COs in tune with the broader social context.

The University offered **1664 new courses** during 2018-2023 in tune with the advancements in various disciplines. **74.05 percent** of its existing curriculum is **global centric**, **75.77 percent** focus on **national perspectives**, 39.75 percent addresses **regional considerations** and **33.94 percent** have **local orientation**.

- Curricula of **Tamil, History, Fine Arts, Catering Science and Tourism Management** sheds light on Chettinad cuisine and the **socio-cultural heritage** of the region and helps to preserve the regional identity and comprehend the roots and civilization of the locality.
- The **Marine Biology, Oceanography and Coastal Area Studies** programmes offered in seaside field centers supported by **Fisheries and Geology** programmes promote conservation of marine biodiversity and seaweed farming **benefiting local fishermen**.
- The M.Sc. Programmes in **Mathematics, Physics, Chemistry and Computer Science** lay the foundation for scientific exploration and technological innovation and empower the students to contribute towards **global advancements**.
- The integration of **Nanoscience, Bioinformatics and Energy Science** depicts the University's passion for cutting edge research addressing **global challenges** such as **climate change and health care**.
- ALU adopts the theme of **Global Science for Global well-being** as reflected in the Curriculum of **Biotechnology, Zoology, Microbiology and Biomedical Sciences**.
- Tailored case studies, leverage for industry collaboration and a broader market exposure in the Curriculum of **diverse MBA programmes** help the students to face the complexities of dynamic business environment in the **globalized era**.
- ALU's comprehensive education programmes including **B.Ed., M.Ed., specialized B.Ed., in Visual Impairment and Intellectual Disabilities and M.Ed., in Visual Impairment** equip graduates with pedagogical expertise and **inclusive teaching strategies**.
- Curriculum of **B.P.Ed., M.P.Ed., and B.Sc. Physical Education** is in tandem with the growing

awareness of the importance of physical wellbeing. These programmes along with the programmes like *M.Sc. Psychology* and *B.Sc. Yoga* have a lot of significance for the *local populace* as its *impactful outreach programmes* on holistic wellbeing are the core ingredients of the curriculum.

- *Alagappa Institute of Skill Development* has crafted skill-driven programmes targeting the *local youth* intended to promote innovation and entrepreneurship having *global appeal*.

ALU's commitment to academic excellence is reflected through periodical curricular upgradation. *Broad Based Board of Studies* comprising reputed *foreign and domestic* academicians, accomplished alumni and seasoned industry experts review the curriculum in coherence with *local, regional, national and global priorities*.

All the programmes are offered under *CBCS on semester pattern*. The evaluation is bifurcated into two segments viz., *Continuous Internal Assessment* consisting of assignments, seminars, case studies, mini projects, tests, quizzes etc., addressing *local / global concerns* and *End Semester Examinations* to test the knowledge of the learners based on *PSOs and COs*.

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

### 1.1.2

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

#### Response:

Alagappa University offers *RICH (Relevant, Innovative, Contemporary and Holistic)* curricula on par with International Standards. All the departments offer a wide range of courses with a *judicious mix of theory and practicum*, architected with the twin objectives of promoting employability and entrepreneurship. The curriculum is fine-tuned periodically by renowned experts based on the feedback from various stakeholders. Out of **1804 courses** offered in 2022-2023, **66% focus on employability, 46% have entrepreneurial ingredients and 75% are skill oriented**.

#### *Emphasis on Employability*

ALU holds a deep-seated belief in preparing students for the professional world, viewing it as a fundamental mission. In addition to core subjects, the curriculum includes a diverse range of courses designed to enhance students' employability. Examples include Aquaculture, Business Skills in Zoology, Green Logistics, MATLAB, Artificial Intelligence and Machine Learning, Business analytics, Digital banking etc.,

Most *programmes of ALU* incorporate *internships / field studies / mini projects / field visits /*

*tours*, providing students with invaluable ***hands-on experience*** and ***real-world exposure***. Internship is a ***mandatory component*** of the curriculum in ***all programmes***.

### ***Fostering Entrepreneurship***

***Curriculum of all the programmes*** of ALU has an ***entrepreneurial flavor***. The institution nourishes the entrepreneurial aspirations of the learners by offering courses such as Bio entrepreneurship, Bioethics, Biosafety & IPR, Advanced Network Security, Entrepreneurship Development, Entrepreneurial innovations in tourism, CAD Textile Design, Mariculture, Horticulture, Customs House Clearing Agent, Freight Forwarders, Mutual Funds and Share Brokerages etc. and encourages their entrepreneurial thinking and creativity. ***Entrepreneurship, Innovation and Career Hub (EIC Hub)*** established under ***RUSA Phase-2.0, Institution Innovation Council*** and the ***EIC Hub of Alagappa Institute of Skill Development*** facilitate workshops, seminars, projects and events ***focusing on ideation, business planning and venture creation***.

### ***Skill Development Drives***

Curriculum ***offers ample*** scope for ***skill enhancement*** through hands on laboratory sessions on advanced instrumentation, data analytics, programming languages, software architecture, energy modelling, machine learning algorithms, artificial intelligence, debugging techniques, sensor designing and prototype development.

Communication and counselling skills, pedagogical tactics, nuances of script writing, directing, event management, coaching methodologies, fitness programme designing, yoga instruction techniques and therapeutic applications, apparel designing, and culinary skills are indoctrinated in the curriculum of Humanities and Social Sciences programmes.

In order to provide a comprehensive and complete academic structure to skill and vocational activities, a permanent Department called ***Alagappa Institute of Skill Development (AISD)*** ***was established in May 2015***. ***Alagappa University is the first State University to establish a regular department for Vocational Education*** under the aegis of ***National Skill Qualifications Framework of Government of India***.

***Alagappa University- Learnet Institute of Skills (ALU-LIS)*** ***is India's first skills institute*** offering university recognized and NOS compliant placement linked short term, high-end, employable technical training programmes.

### ***Jeevan Kaushal 2.0***

Alagappa University offers a diverse range of ***269 value-added courses***, each designed to enhance practical skills and knowledge across various disciplines. Such courses ***resonate deeply with the ethos of Jeevan Kaushal 2.0***, an innovative framework of UGC dedicated to nurturing individuals with vital ***life skills*** essential for holistic ***personal and professional development***.

### ***Technology Integration***

The University has ***technology embedded courses in all its programmes***, ensuring students are adept in contemporary ***digital tools & platforms, learning aids*** and other techniques of ***virtual learning***. Students strengthen their stock of knowledge and competencies by ***enrolling in need based courses offered by***

*SWAYAM plus platforms.*

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

### 1.1.3

*Electronic media and other digital components in the curriculum - Percentage of the Courses on offer by DDE that have incorporated electronic/digital media and other digital components in their curriculum delivery over the last five years.*

**Response:** 58.54

*1.1.3.1 Number of the Courses on offer have incorporated electronic/ digital media and other digital components in their curriculum year wise during the last five years.*

**Response:** 586

*1.1.3.2 Total Number of Courses on offer across all programs by DDE over the last five years.*

**Response:** 1001

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Program suture clearly mentioning lesson plan and mode of instruction duly certified by BOS	<a href="#">View Document</a>
Program structure mentioning the courses and mode of academic content delivery hosted in institutional website (courses relevant to the metric intent need to highlighted clearly)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

*Percentage of new courses introduced out of the total number of courses across all programmes*

*offered during the last five years*

**Response:** 44.04

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

Response: 1664

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

Response: 3778

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	<a href="#">View Document</a>
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim	<a href="#">View Document</a>

### 1.3 Curriculum Enrichment

#### 1.3.1

*Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment & Sustainability and other value framework enshrined in Sustainable Development goals and National Education Policy – 2020 into the Curriculum*

**Response:**

Alagappa University envisions its students not only as academically proficient individuals but also as *responsible global citizens* who understand the intricate interplay between their *personal growth and the well-being of society at large*. Building on this philosophy and aligning with the *Mulya Pravah* guidelines of the UGC, which *highlights the infusion of human values and professional ethics* in higher educational institutions, the University provides diverse courses that address the following cross-cutting issues:

#### **Professional Ethics**

Professional ethics form the bedrock of responsible and ethical conduct in various professions. Courses like *"Ethics, Governance and Sustainability," "Professional Ethics," "Business Ethics," and "Research and Publication Ethics"* equip students with ethical decision-making skills and awareness of corporate social responsibility. Further, the focus on *"Media Laws and Ethics," "E-Governance," and*



**"Citizen-centric Governance"** emphasizes ethical administration and social service values equipping the students with the ethical principles essential for navigating the complexities of the professional world.

## Gender

Courses like **"Gender, School and Society," "Women, Health and Nutrition," and "Gender and Politics"** promote gender sensitivity and cater to diverse needs within educational settings. M.A. Gender Studies offers a comprehensive understanding of gender issues through courses like **"Women Entrepreneurship and Technology," "Gender and Environment," and "Gender and Governance"**. By doing so, these courses contribute significantly to **Sustainable Development Goal (SDG) 5 : Gender Equality, promoting a more equitable and inclusive society.**

## Human Values

The incorporation of human values is a common thread woven throughout the curriculum of diverse courses in various programmes. M.S.W., B.Sc., Catering Science & Hotel Management and B.P.Ed., incorporate courses on **"Social Work with Families and Senior Citizens," "Value Education" and "Value and Peace Education,"** emphasizing the importance of values in personal development and societal harmony. Further, these courses align with **SDG 4: Quality Education by emphasizing the holistic development of individuals, transcending traditional academic boundaries.**

## Environment & Sustainability

M.Sc., Energy Science, M.Sc., Oceanography, M.B.A. Disaster Management and M.Sc. Microbiology programmes nurture a sense of responsibility towards the environment. The curriculum explores **areas of energy storage systems, marine pollution, microbial diversity and microbial ecology, aligning with SDG 13: Climate Action.** By integrating topics like environmental studies, environmental economics, and eco textiles and sustainability, various courses prepare students to address real-world challenges and contribute to sustainable development.

Further, in line with **NEP 2020's emphasis on skill development**, numerous programmes feature courses dedicated to honing practical skills. Notably, the M.A. Life Skill Education programme imparts vital life skills with courses like **"Life Skills across Life Span," "Life Skill Training," and "Guidance and Counselling."** Programmes on Visual Impairment and Intellectual Disabilities are offered by the Department of Special Education and Rehabilitation Science to serve the students with disabilities. Additionally, courses like **"Digital Banking," "ICT Education," and "Digital Library and Web Technology"** contribute to the promotion of Digital India Campaign. Other key NEP 2020 objectives are focused through courses such as **"Yoga and Women," "Yoga and Health Education," "Bio Entrepreneurship," and "Social Entrepreneurship."** The University also adopts a **multi-disciplinary curricular approach** through various outreach and extension programmes as well as **Non-Major Elective** courses.

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

**1.3.2**

*Number of certificate / value-added courses /Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM / e\_Pathshala/ NPTEL and other recognized platforms where the students of the institution have enrolled and successfully completed during the last five years*

**Response:** 277

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

Response: 277

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

**1.3.3**

*Percentage of Programmes that have components of field projects / research projects / internships during last five years*

**Response:** 87.93

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

Response: 51

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

Response: 58

File Description	Document
Sample Internship completion letter provided by host institutions	<a href="#">View Document</a>
Sample Evaluated project report/field work report submitted by the students	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Program and course contents having element offfield projects / research projects / internships as approved by BOS	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1

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

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

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### *Enrollment Percentage*

**Response:** 91.4

##### 2.1.1.1 *Number of Sanctioned seats year-wise during the last five years*

2022-23	2021-22	2020-21	2019-20	2018-19
2085	2160	2018	1912	1832

##### 2.1.1.2 *Number of seats filled year-wise during the last five years, (only first-year admissions to be considered)*

2022-23	2021-22	2020-21	2019-20	2018-19
1903	2000	1841	1721	1681

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Document relating to sanction of intake as approved by competent authority	<a href="#">View Document</a>
Admission extract signed by the competent authority (only fresh admissions to be considered)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 2.1.2

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

**Response:** 91.41

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

2022-23	2021-22	2020-21	2019-20	2018-19
1313	1380	1270	1188	1161

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

2022-23	2021-22	2020-21	2019-20	2018-19
1439	1491	1392	1319	1264

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

**2.1.3****Average variation in enrolment of learners in the DDE during the last five year****Response:** 365**2.1.3.1 Number of learners admitted afresh in the programmes offered by the DDE year-wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
30783	37698	31007	23145	17212

  

File Description	Document
• Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
• List of programme-wise fresh enrolled learners year-wise authenticated by the Registrar of the institution	<a href="#">View Document</a>
• Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
• Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

### 2.2.1

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

#### Response:

The University assesses the learning levels of the students through the following methods:

1. **Entrance Test:** *Entrance tests* ensure that students are taught in accordance with their *academic abilities*, facilitated by *tailored methods of teaching*.
2. **Continuous Assessment:** *Continuous assessment* involves regular *formative assessments, quizzes, and evaluations*, providing insights into *students' comprehension, critical thinking skills, and application of knowledge*.

The University creates a *supportive* and *inclusive learning environment* for *slow learners* through the following practices:

1. **Orientation programme:** In tune with UGC's initiative of '*Deeksharambh*' the University organises *Orientation (Students' Induction) Programme* to help the students *acclimatize with new surroundings*, develop bond with fellow students and teachers. This ensures their *smooth transition* to the University atmosphere.

2. **Bridge courses:** Acknowledging diverse academic backgrounds, *bridge courses* are conducted to provide *foundational knowledge* and *skills* essential for *slow learners*.
3. **Remedial Classes:** Remedial classes *specifically designed* for slow learners enable them to focus on *foundational* concepts before moving on to more advanced materials.
4. **Mentorship Programs:** Providing *personalized guidance* to boost the confidence of slow learners and evolving *individualized teaching methods* to create a nurturing environment that *match* their *learning pace* and boost their academic growth.
5. **Peer Learning:** Encouraging peer learning allows *slow learners* to work *collaboratively* with classmates and also promotes *team spirit* within the classroom.
6. **Multisensory Teaching Techniques:** Incorporating *multisensory teaching methods*, like *visual aids* and *hands-on activities*, enhances better *grasp* of concepts.
7. **Encouraging Questioning and Discussion:** Engaging classes that encourage *posing questions* and *group discussion* that promote *communication skills* and facilitate *inclusive environment* for slow learners.
8. **Regular Progress Monitoring:** Tracking academic development through *feedback mechanism* and *parent-teacher meetings* to monitor the progress in the academic pursuits of the slow learners accompanied by appropriate actions.

By incorporating the following *advanced learner-focused initiatives*, the University creates an environment that nurtures the intellectual curiosity of our most academically accomplished students.

- **Mentorship Programs:** *Faculty mentorship programs* provide advanced learners with personalized guidance in terms of *academic exploration*, encompassing *career advice*, *research collaboration*, and *opportunities for networking* within their chosen field.
- **Seminars and Conferences:** Organizing regular research *seminars*, *conferences*, *guest lectures* and *invited talks* at Department levels to allow advanced learners to showcase their *research findings*, engage in *discussions* with peers and experts and equip advanced learners with *cutting-edge ideas and perspectives*.
- **"ACT Next" (Alagappa Celebrates Themed Nobel Excellence Talks) – Nobel Laureate Celebration:** The University demonstrates a commitment to celebrating academic excellence and fostering an intellectually stimulating environment through a program known as "ACT Next." This initiative is taken to provide students with an insight about the works of *Nobel Laureates*, contributing to the overall *enrichment* of the *educational experience*.
- **Access to Resources:** Ensuring that advanced learners have *access to libraries*, *advanced laboratories*, and *research facilities* that allows them to pursue their academic interests with the necessary resources.
- **Training for competitive exams:** Offering exclusive training for competitive exams allows



students to skip *out of Beginners' Courses* and progress *directly to advanced levels*.

- **Career Counselling:** Tailored *career counselling guides advanced learners* for informed post-graduation choices of *pursuing further studies*, entering the workforce, or engaging in *entrepreneurial ventures*.
- **Recognition and Awards:** Instituting incentives for the *toppers* of every department for outstanding *academic achievements* motivates and *celebrates the accomplishments* of *advanced learners*.

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

### 2.2.2

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

**Response:** 22.54

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	<a href="#">View Document</a>
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 2.2.3

**Learners from Special Target Group: Average number of learners enrolled from social target groups namely: Persons with Disability, Transgender, Defence and Security Forces, Prison inmates, etc. enrolled as learners in DDE over the last five years**

**Response:** 1636

**2.2.3.1 Number of learners enrolled from social target groups namely: Persons with Disability, Transgender, Defence and Security Forces, Prison inmates, etc. enrolled as learners in DDE year wise over the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1599	1465	1987	1784	1345

File Description	Document
Relevant certificate of authenticity of the target groups to be provided	<a href="#">View Document</a>
Data as per data template	<a href="#">View Document</a>
Certified list of social target groups of learners admitted in the institution by the head of the institution	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

### 2.3.1

*Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experience and teachers use ICT-enabled tools including online resources for effective teaching learning process*

#### Response:

The University stands committed to students' interest and *preparing the students* for the *curriculum* is given *priority* in the initial days before they plunge into the curriculum. Once they get a footing, teachers adopt a *variety of PEP* (Participative, Experiential and Problem solving methodologies).

#### 1. Participative learning strategies include

- *Students' quizzes* with students as quiz masters, participants, score writers and time tickers.
- *On the spot exercises* to students by students after a topic is delivered to test their level of surpassing ability.
- Quick learners are free to *experiment novel ideas to teach, preach and reach* their peer group.
- *Micro teaching* in B.Ed., *action research* for M.Ed., *Model Athlete Meet* for B.P.Ed., and M.P.Ed., *case analysis* in Management, *simulated drug testing* in Biology oriented programmes.

## 2. Experiential Learning techniques

- Enabling the learners to develop the *lesson plans*, exercises and *PPT slides*.
- Experimental learning through *laboratory activities*.
- *Visit to industry/ far- field/ villages/ townships/ industry expos/ science exhibits*.
- *Internship/ practical training/ project reports*.
- Facilitating interaction with *subject experts*.

## 3. Problem solving methodologies

- *Multi- dimensional clubs and cells* used as platforms for stimulating *imagination*, instilling *creativity*, enabling *out of the box* thinking, generating prime knowledge and enhancing *trouble shooting* skills.
- *Teaching- learning of the Numeric, Associate- Language and Articulation (NALA)* Aspects boosts the confidence and accustoms the learners to the real world problems. Knowledge is delivered sequentially from fundamental to advanced, past to future, utilizing timeline tags, culminating in pragmatic problem-solving methodologies.
- Solving math *puzzles, tricky math drawings, project based learning, lab experiments* groom the problem solving skills of the learners.

### ICT Tools:

Alagappa University embraces a transformative approach to education, integrating *new-fangled ICT practices* that revolutionize traditional classrooms. At the outset, *robust internet connectivity is prioritized*, ensuring *seamless access* to manifold educational resources. The use of *smart boards* in classrooms enhances the learning experience with dynamic presentations resulting in *engaging, interactive learning experiences*.

In response to the challenges created by the COVID-19 pandemic, the University has strategically developed *ALUOP- Alagappa University Online Platform*, a sophisticated *Learning Management System (LMS)*. This platform efficiently streamlines online classes, content delivery, webinars, assessments, and other essential academic activities.

The conduct of *supplementary classes* via *Google Meet* provides additional support to students beyond regular hours, and Google Classroom enhances collaboration and resource sharing. Student-centric platforms like *Kahoot and Testmoz* introduce gamification, making learning enjoyable and interactive. Students are motivated to use platforms like *SWAYAM* and *Coursera*, which offer online courses to ensure flexibility and access to diverse subjects. The University's commitment to a rich knowledge base is evident through its *digital library* and access to *e-books and journals*.

Specialized labs, equipped with advanced technological tools like *Discovery Studio, Tableau, SPSS, Power BI Desktop, Big Data* (Hadoop & NoSQL), *Python, R programming, SQL, MATLAB, MAPLE software, BioInfo Nexus etc.*, promote practical learning among students. *Social media platforms*, such as Whatsapp, LinkedIn, and YouTube, serve as additional channels for communication, collaboration, and knowledge dissemination within the university community. Collectively, these *ICT-enabled tools* create a dynamic and *comprehensive educational ecosystem*, propelling Alagappa University to the *forefront of digital-age teaching and learning practices*.

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

### 2.3.2

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

#### Response:

*Mentor-Mentee Schemes* have become the mainspring of ALU's student support system, offering a comprehensive framework to address both *academic and psychological issues*. These schemes, overseen by the *Department Counseling Committee*, have been instrumental in guiding students through their academic journey, providing crucial support and encouragement at every step. The Mentor-Mentee ratio is 1:15.

#### *Building Strong Foundation*

The mentorship program begins with the *assignment of mentors* to students, a process carefully designed to match mentors and mentees based on *compatibility and shared interests*. This initial pairing lays the foundation for a *strong and lasting relationship* that extends well beyond the academic domain. Mentors play a pivotal role in helping students acclimate to University life, offering guidance on *navigating the campus*, understanding *course requirements*, and instilling a sense of *belongingness* within the academic ecosystem.

#### *Guiding through Academic Maze: Mentorship beyond the Books and Basics*

As students progress through their academic journey, mentors continue to provide invaluable support. They assist students in *selecting courses, choosing electives*, and exploring *interdisciplinary studies*, ensuring that each student's academic path is tailored to their individual goals and interests. Mentors also offer guidance on *summer placements* and projects, helping students *gain practical experience* and build *valuable skills* for their future careers.

#### *Nurturing Holistic Development*

Beyond academic support, mentors also serve as a *source of emotional and psychological guidance*. They provide a *safe space* for students to discuss personal issues, offering advice and support to help *them cope with challenges and overcome obstacles*. This holistic approach to mentorship ensures that students receive the support they need to thrive academically and personally.

### **Mentor's role in Pandemic adaptation**

During the challenging transition *to offline classes* in the post-pandemic period, mentors played a crucial role in *supporting students*. They provided technical assistance to help students navigate the *return to in-person learning*, ensuring they were comfortable *with classroom technology* and accessing learning materials. Mentors also offered emotional support to students who may have felt anxious helping them *adjust to the new learning environment* with *confidence and resilience*.

In addition to academic and psychological support, mentors also emphasized the *importance* of following health *and safety guidelines* to *prevent the spread of COVID-19*. They reminded students to *wear masks, practice social distancing*, and maintain *good hygiene practices*, ensuring a safe learning environment for all.

### **Continuous improvement: Feedback loop for enhanced mentorship**

All departments maintain *Mentor-Mentee diaries* to record the scholastic achievements, *attendance particulars* and *remarks about student behaviour*. *Feedback collected* from students during the transition period was used to evaluate the effectiveness of the mentorship program and make improvements for future transitions. This commitment to continuous improvement ensures that the *Mentor-Mentee Schemes* remain *responsive to the* evolving *needs of students*, providing them with the support they need to succeed academically and personally.

In short, Mentor Mentee Scheme of Alagappa University is four dimensional. Mentors render *scholastic advice* in academic fronts, *Personal Counselling* on Sensitive Psychological problems, *Career guidance* in professional frontiers and *curative suggestions for* physical illness.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
List of Active mentors	<a href="#">View Document</a>
Provide Link for Additional Information	<a href="#">View Document</a>

### **2.3.3**

#### ***Development of Self-Learning Material (SLM) at DDE***

#### ***Process followed for development of Self-Learning Material by DDE.***

#### **Response:**

Self Learning Materials (SLMs) are very important source of learning for Distance Education learners. While developing the SLM, *the background of the learner and learning needs*, learning experiences, learning objectives, assessment of prior knowledge, learning activities, feedback of learning activities, *examples and illustrations, self-assessment questions, summary, key-points*, study guide components are taken care. Further, *Learner Profile* (literacy level, age group, ICT skills, aim of study, personal background, prior knowledge etc), *Background* (learner studies at own pace unlike face-to-face mode, accessibility of course resources and references at the place of learning), *Learning Objectives and outcomes* (terminal, intermediate, or enabling nature; these at course, unit or module level) and *Group Learning Material* (e-books, practical book, question bank, assignment book, Audio-Video material, project manual) are also considered.

Self Learning Material is being prepared in the Self Instructional Material (SIM) pattern. For *course content development, both in-house and external course writers are identified*, list prepared and *approved by the University. In-house Qualified Teaching Faculty* are involved in the course content development *for more than 70 percentage of SLM materials; remaining 30 percentage* are arranged with *External Qualified Teaching Faculty* (qualified regular and retired faculty members from other Universities and Colleges).

*SLMs* are being prepared as per conditions mentioned in the *University Grants Commission - Open and Distance Learning programmes and Online programmes Regulations 2020*. The contents developed by the faculty are *reviewed by the Faculty members* and *Plagiarism checks* are done. After finalizing, Author/Reviewer names and copyright matters are registered in the SLM. In the SIM pattern SLM, Unit content, Credit System, Question paper pattern, suggested Text Books, Reference Books, Electronic components/E-resources are provided.

Based on the students admitted data and projected admission in the future session admissions, SLM print requirements are prepared at Centre for Distance and Online Education (CDOE) office and forwarded to the University. Administrative wing of the University processes the file and float Tenders accordingly. As per Tender norms and University norms, print job(s) is assigned to the select Tenderer(s) / printer(s). Occasionally, printing of SLMs are entrusted with already approved printers also. SLMs received from printers are counted, verified and then payment is made to the printers. CDOE has three exclusive SLM stock rooms. Printed SLMs are stored in those rooms, details recorded and dispatched to the students based on enrollment and programme-wise indent.

*Hard copies of SLMs are dispatched to learners admitted from the CDOE office by India Post / Courier directly to the candidates* who have remitted the required tuition (for those admitted at Head quarters). Also, *SLMs are sent to the respective authorized LSCs for distribution to students accordingly* (for those admitted through LSCs). Further, *soft copies of SLMs* are also *uploaded* and available on the University *website*.

One set of all SLMs are housed in the Library exclusively established at CDOE premises for viewing / referring the programme and course content by the admitted / prospective learners and public. *The programme-wise SLMs* dispatched to the *admitted students details* are being provided to *the UGC-DEB* from time to time.

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

**2.3.4**

***Availability of digitized SLMs for the learners - Percentage of programs offered by DDE having access to online SLMs***

**Response:** 79.49

***2.3.4.1 Number of learning material of the Institution digitized and the SLMs uploaded on the website / Online Repository/ e-content app / LMS for their availability to the learners during the last five years.***

Response: 62

***2.3.4.2 Total number of SLMs developed by the institution across all the Programs offered by the DDE.***

Response: 78

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
List of Digitized SLM program wise	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Links to digitized SLM hosted in the institutional website	<a href="#">View Document</a>

**2.3.5**

***DDE's Mechanism to provide academic counseling support and Academic counselling sessions conducted***

***An Institutional mechanism is in place to provide academic counselling support to learners enrolled in different programs including strategies for learner participation and engagement as well as development of required competencies and skills; Regular conduct of academic counselling sessions (for theory and practical courses) at Learner Support Centres under each Regional Centre.***

**Response:**

Academic Counselling Support information is available in the University website and also notified through display boards at Head Quarters and at authorized Learner Support Centres (LSC). Queries are replied through the dedicative email dde@alagappauniversity.ac.in. Further, contact phone numbers are provided in the University webpage. Dedicative phone numbers are (i) General Enquiry 04565-223410, (ii) Admission 04565-223420, (iii) Self Learning Materials (Books) 04565-223409, (iv) Tuition Fee (II / III Year) 04565-223425, (v) Director office cum grievance 04565-223401. Academic Calendar and Frequently Asked Questions (FAQ) are also available in the Centre for Distance and Online Education (CDOE) webpage for information to the learners. During counselling, the following major details are provided;

**Admission:** A Learner residing in any part of the Country (India) may enroll in any ODL programmes being offered by Alagappa University. Admission is done by ONLINE process through University Web portal ONLY. Admission is done twice in a year; (i) July-August session and (ii) January-February session. Learners can apply for admission with two choices; (i) admission at Head Quarters, OR (ii) admission through authorized Learner Support Centres situated within Territorial Jurisdiction (Sivagangai and Ramanathapuram districts). Latest update notification is being made available to the public / prospective learners through CDOE webpage on the University website.

**Tuition Fee concession is available for select learners:** 100% to Differently-abled persons; 50% to Prisoner and Trans-gender persons; 25% to Police, Military, para-Military persons; 25% to learners who have pursued Distance Education programme earlier and now willing to enroll for another programme; 50% to employees of Alagappa University and their wards.

**Study and Completion Period:** Minimum study period is 3 years for UG programme and 2 years for PG programme. Maximum study period allowed for completion is DOUBLE the minimum study period (that is 6 years for UG and 4 years for PG). Second and Third year learners are informed to remit the tuition fee (without fine) on or before 31st August (those admitted in July session) and on or before 28th February (those admitted in January session). For the convenience of defaulters, Special permission is also provided to the exceptional cases.

**SLM:** Based on the students admitted data and projected admission in the subsequent admissions, SLM print details are prepared at CDOE office and forwarded to the University. Administrative wing processes the file and float Tenders. Print job(s) is assigned to the select Tenderer(s) / printers. Printers send the SLM copies to the CDOE office. Hard copies of Self Learning Materials (SLMs) are dispatched to the learners from CDOE office to such learners who have remitted the required tuition fee. Further, soft copies of SLMs are also uploaded and available on the University website.

**PCP:** Personal Contact Programme (PCP) for Science-Lab based programme is conducted at Head Quarters (Karaikudi) only. PCP for other programmes are conducted during October / November (for those admitted in July session) at the Head Quarter and/or authorized LSCs situated within the Territorial Jurisdiction (Sivagangai and Ramanathapuram districts). PCP for other programmes are conducted during March / April (for those admitted in January session) at the Head Quarter and/or authorized LSCs.



File Description	Document
Schedules of different counseling activities	<a href="#">View Document</a>
Reports on counselling sessions from RCs / LSCs / Finance division.	<a href="#">View Document</a>
Report of academic Counseling sessions	<a href="#">View Document</a>
Payment vouchers to be produced Learner Support Centres under each Regional Centre year wise	<a href="#">View Document</a>
Monitoring reports of LSCs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 87

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

2022-23	2021-22	2020-21	2019-20	2018-19
234	234	234	234	234

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 2.4.2

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

**Response:** 97.65

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

**Response:** 208

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

### **2.4.3**

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

**Response:** 15.01

***2.4.3.1 Total teaching experience of full-time teachers (for the latest completed academic year***

**Response:** 2836

<b>File Description</b>	<b>Document</b>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.4.4**

***Full-time teachers and other academics in positions – Percentage of the sanctioned posts occupied by full-time teachers and other academics in DDE respectively year wise over the last five years***

**Response:** 97

***2.4.4.1 Number of Fulltime teachers and other academics appointed in DDE against the sanctioned post during last five years***

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

***2.4.4.2 Number of sanctioned post of full time teacher and other academics available in DDE***

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

File Description	Document
The DVV may seek for selected appointment order of full time teacher and other academics during DVV process	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Proof of posts in sanction	<a href="#">View Document</a>
List of full time teachers and other academics authenticated by the head of the institution	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
• Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.4.5**

***Learner : Academic Counsellor ratio***

**Response:** 7.34

**2.4.5.1 Number of empanelled Academic Counsellors for the latest completed academic year**

Response: 4195

**2.4.5.2 Number of learners during the last completed academic year**

Response: 30783

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
List of Academic counsellor	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Further details of payment or proof of engagement of Academic Counsellor of specific LSC will be sought by DVV during clarification	<a href="#">View Document</a>

**2.5 Evaluation Process and Reforms****2.5.1**

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

Response: 14.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	15	16	13	15

File Description	Document
Result Sheet with date of publication	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Policy document on Declaration of results (if any)	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Exam timetable released by the Controller of Examination	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.5.2**

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

**Response:** 0.55

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	20	10	4	3

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

2022-23	2021-22	2020-21	2019-20	2018-19
1874	1670	1554	1497	1409

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

### 2.5.3

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

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

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

### 2.5.4

#### *Formative Assessment procedures at DDE*

*Standard Operating Procedures employed for continuous (internal) assessment followed by the DDE*

**Response:****Assessment Methodology at the Directorate of Distance Education (DDE)****Continuous Assessment****Assignments:**

- Each four-credit course requires two assignments, with deadlines on 30th November and 31st March annually.
- Program coordinators or faculty members evaluate the assignments, and internal marks are entered into the University portal.
- The Controller of Examinations (CoE) processes these marks.

**Personal Contact Programmes (PCPs):**

- PCPs provide essential face-to-face interaction between learners and faculty.
- They are conducted at the headquarters for local learners and at authorized Learner Support Centres (LSCs) for remote learners.
- Science-based programs require PCPs at the headquarters, including practical sessions and model practicals before exams.
- A minimum of 75% attendance in PCPs is mandatory to qualify for end-semester exams.

**Summative Assessment****End-Semester Examinations:**

- Held twice a year, starting in the last week of December and the first week of May.
- Learners register online, select examination centres, and pay the examination fees.
- Hall tickets are generated online and can be downloaded for exam entry.

**Examination Centres and Conduct:**

- Exams are conducted at approved centres within the university's jurisdiction.
- University-appointed observers, usually faculty members, ensure exams are conducted per university norms.
- Observers handle advance payments and oversee the exam process.

**Question Paper Preparation and Distribution:**

- Qualified faculty members prepare question papers.
- The CoE manages confidential printing and secure distribution to exam centres.

**Practical and Theory Assessments****Practical Assessments:**

- Totalling 75 marks, practical assessments include minor practicals (10 marks), spotters (25

marks), viva voce (10 marks), and a practical record note (10 marks).

- There is no minimum passing mark for the record notebook, though its submission is compulsory.

#### **Theory Assessments:**

- Theory assessments consist of assignments worth 25 marks.

#### **Passing Criteria and Grading**

##### **Undergraduate (UG) Students:**

- Must secure at least 40% in both Continuous Internal Assessment (CIA) and End Semester Examinations (ESE), with an aggregate of 40%.

##### **Postgraduate (PG) Students:**

- Need 40% in CIA, 40% in ESE, and 50% in aggregate.

#### **Grades:**

- Marks are converted to grades on a 10-point scale, with classifications from "Outstanding" to "Re-appear."
- The Grade Point Average (GPA) for a semester is calculated by the weighted average of grade points by course credits.
- For the entire program, classifications include "First Class – Exemplary," "First Class – Distinction," "First Class," "Second Class," and "Third Class."

#### **Valuation and Result Publication:**

- Answer booklets are collected and sent to the CoE office daily from exam centres.
- Subject experts at the CoE office evaluate the answer booklets and assign marks.
- Results are published on the university website within 15 to 45 days after the last exam date.

#### **Automation:**

- The entire examination process, from registration to result publication, is fully automated.
- This includes online registration, fee payment, hall ticket download, and result viewing.

This comprehensive assessment methodology ensures a balanced, fair, and transparent evaluation process, aligning with the academic standards and objectives of Alagappa University.

<b>File Description</b>	<b>Document</b>
Policy documents on Evaluation Methodology of DDE	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>



## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

#### Response:

Alagappa University firmly believes that the **Learning Outcomes-based Curriculum Framework (LOCF)** is not just intended to promote designing of syllabus towards quality improvement of contents or approaches to teaching-learning process but to make an assessment of student learning levels.

The competent bodies of Alagappa University such as SCAA (**Standing Committee on Academic Affairs**) and RAC (**Research Advisory Committee**) undertake the process of identification, implementation and review of vision and mission statements of the university and ensure that the LOCF is in tandem with the vision and mission statements of the departments. These bodies further confirmed all the measures taken for the initiation of OBC. The DC (**Departmental Committee**) of each department reviews the departmental vision and mission statements specifically considering the latest trends and industry demands etc.

In addition, the proposed **vision** and **mission**, the **Graduate Attributes** (GAs) are also circulated to the Alumni, Employers, Faculty and Parents and their feedback are taken. After taking into consideration of the feedback received, the CDC (**Curriculum Development Committee**) confirmed the vision, mission and Graduate Attributes. The vision and mission of each department and the **PEOs** of the program offered are defined by taking the views of various stakeholders associated with Alagappa University's latest developments, future scope and needs of the society.

Out of two major models of OBE i.e. (1) **Traditional Model** which emphasises the students' mastery of traditional subject related to academic outcomes and some cross discipline outcomes, (2) the **Transformational Model** which gives prominence to the long term cross curricular outcomes that are directly related to students' future life roles Alagappa University adopts the transformational model which means that subject specific outcome and cross curricular outcome of Alagappa University Graduates would ensure their sustained success in all spheres of their profession.

OBC (**Outcome Based Curriculum**) of Alagappa University is the restructured curriculum, and assessment reporting the practices in education to reflect the achievement of **Higher Order Thinking** (HOT) and learning rather just the accumulation of course credits.

**Constructive Alignment** is the process that has been followed to build-up OBC of Alagappa University. The term constructive refers to what the students are able to construct through the specific learning activities and alignment represents the effort taken by the teachers to plan and execute the learning activities. Both the Constructive and Alignment processes are impregnated with the Programme Outcomes and Course Outcomes.

Although the mapping process of **OBE** does not involve directly the **types of knowledge (knowing what)** and mainly concentrate on **cognitive process (knowing how)**, the OBC of Alagappa University includes both the cognitive process and the types of knowledge as well.

The expected learning outcomes are used as reference points for formulating GAs, Programme Outcomes (POs), Course Outcomes (COs) and Qualification Descriptors (identified through direct and indirect attainment and classified with four criteria i.e. Deep Knowledge (3) to Not Satisfactory (0)), which in turn help in curriculum design, delivery and review of academic programmes articulating with the essential learning associated with programmes of study and courses with in a programme.

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

## 2.6.2

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

**Response:** 94.98

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

**Response:** 1780

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

**2.6.3*****Submission of assignments - Percentage of learners submitting assignments*****Response:** 74.52

**2.6.3.1 *Number of learners enrolled in the preceding academic year (only newly enrolled in programmes offered by DDE) have submitted assignments as per the academic calendar (Data for the latest completed academic year)***

Response: 22941

**2.6.3.2 *Total Number of learners enrolled in the preceding academic year (only in programmes offered by DDE who are newly enrolled)***

Response: 30783

File Description	Document
Report of the DDE on assignment submission status of learners duly endorsed by the Head of the institution for the latest completed academic year	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Web-link to academic calendar of the Institution	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.6.4*****Percentage of learners passed out term end examination*****Response:** 56.76***2.6.4.1 Number of learners passed out the term end examination (only newly enrolled in programmes offered by DDE in the latest completed academic year)***

Response: 17473

***2.6.4.2 Total Number of learners enrolled in the preceding academic year (only in programmes offered by DDE who are newly enrolled)***

Response: 30783

<b>File Description</b>	<b>Document</b>
Result sheet of learners duly endorsed by the Head of the institution for the latest completed academic year	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Annual Report of the DDE highlighting pass percentage of the learners who appeared in the exam	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.7 Student Satisfaction Survey****2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.91

<b>File Description</b>	<b>Document</b>
Upload database of all currently enrolled students (Data Template)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>

**2.7.2**

***Online Learner Satisfaction Survey regarding teaching-learning process .(For Distance learners)*****Response:** 3.4

<b>File Description</b>	<b>Document</b>
Database of all currently enrolled Distance Learners	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

#### 3.1.1

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

#### Response:

#### University Science Instrumentation Centre (USIC)

Alagappa University has the credit of a robust array of research facilities that serves as the cornerstone of its academic and scientific pursuits. The University houses advanced laboratories equipped with cutting-edge instrumentation and technology to facilitate research in diverse fields including physical, biological, chemical and other inter-disciplinary sciences. The **University Science Instrumentation Centre (USIC)** which serves as a central hub dedicated towards enhancing the quality of research in both fundamental and applied sciences, has added new equipments worth **Rs.14,68,13,034**. Its key instruments include the Atomic Force Microscope (AFM), Nuclear Magnetic Resonance (NMR) Spectrometer, Scanning Electron Microscope (SEM), Transmission Electron Microscope (TEM), Real Time-Polymerised Chain Reaction (RT-PCR), High Performance Liquid Chromatography (HPLC), Confocal Microscope, Powder X-Ray Diffractometer, X-Ray Photoelectron Spectroscopy (XPS) etc.

#### Research Projects

The departments of Alagappa University have been receiving financial support to the tune of **Rs. 7867.72 lakhs** through **449 research projects** from various National funding agencies / schemes such as **MHRD-RUSA 2.0**, **UGC-SAP (5 departments)**, **DST-FIST (6 departments)**, **DST-PURSE**, **NABARD**, **ICMR**, **BRNS**, **DST-SERB** etc. These schemes are instrumental in contributing to the growth of academic and scientific research in Alagappa University. Also **50 Post-Doctoral Fellowships** have been awarded for promotion of research.

#### Library

Apart from providing infrastructure facilities for research, the University also hosts specialized knowledge hubs for students and research scholars. The University's central library is a hub of scholarly resources, housing an extensive collection of academic literature and electronic databases. The library is well equipped with state-of-the-art amenities such as **RFID**, self-check in and check-out gateways, Web-based Online Public Access Catalogue (**OPAC**), digitalized payment walls for overdue bills etc. Additionally, four faculty libraries and department libraries in their respective blocks are available for students and research scholars.

#### MoUs

Alagappa University provides a collaborative environment for interdisciplinary research, fostering innovation and knowledge exchange among the global scientific community. Collaborating closely with industries and Universities in and outside India, the University is forging strategic partnerships and has

officially signed **59 MoUs/Linkages/Collaborations** to enhance its research activities and promote its patent inventions across the globe. A notable memorandum with an international institution is the research collaboration initiative between Alagappa University and the National Synchrotron Radiation Research Centre (NSRRC) in Taiwan.

### Research Output

Alagappa University's research policy aims to promote a culture of research excellence in all disciplines. It explicates the guidelines for undertaking pragmatic research with due focus on ethical obligations of the researchers. The research and consultancy projects awarded to Alagappa University are an indication of the research quality of the institution. Over **11,000 research publications** in high quality journals have been made with an **h-index of 118** and total **citations of 1,22,018**, since the establishment of the University. Research endeavours do not end with just research publications, but also contribute to the generation of Intellectual Property for the University. Over **59 patents** have been filed since 2018, out of which **37 have been published/granted**. The Entrepreneurship in Residence (EIR) Scheme was launched to nurture potential self-employment ventures and **67 projects** from various departments were sanctioned with the funding of **Rs. 3 crore**.

With state-of-the-art infrastructure, collaborative research centres, and entrepreneurial support initiatives, the University fosters a dynamic research ecosystem that contributes to societal advancement, economic growth and envisioning a self-sustainable economy for India enabling a bright future.

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

### 3.1.2

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

**Response:** 45

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

2022-23	2021-22	2020-21	2019-20	2018-19
52	50	42	25	56

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

**3.1.3**

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

**Response:** 30.99

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

Response: 66

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
List of teachers who have received the awards along with the nature of award, the awarding agency etc.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copies of the award letters of the teachers.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.1.4**



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

**Response:** 83.18

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

**Response:** 361

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

**Response:** 434

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

## **3.2 Resource Mobilization for Research**

### **3.2.1**

***Research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, Endowment Research Chairs during the last five years***

**Response:** 7867.72

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

**Response:** 7867.72

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

**3.2.2**

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

**Response:** 2.11

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

Response: 449

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 3.2.1)	<a href="#">View Document</a>
E-copies of the grant award letters for research projects sponsored by government agencies.	<a href="#">View Document</a>

**3.3 Innovation Ecosystem****3.3.1**

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

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

Considering the ever-evolving nature of work environments and their specific demands, Alagappa University has evolved an ideal and dynamic ecosystem that fosters innovation and facilitates knowledge transfer using cutting-edge technologies. An ideal incubator for the transformation of ideas into reality, this initiative is focused on growing our creative and problem-solving skills. In this journey, the establishment of the **Innovation and Incubation Council (IIC)** has placed as its primary objective, the fostering of innovation and product invention to bridge the realms of Research & Development and Commercialization.

**Centre for Tamil Culture**

The Centre for Tamil Culture has accumulated and displayed products on the foundation of our ethnic knowledge. Tamil Culture and Indian history are studied intensively and the curriculum is also built upon Indigenous roots. The University's **community radio station** has been set up in an effort to propagate the message of harmony and the environment to attain peace and sustainability.

**Alagappa University Innovation and Incubation Centre (AUIIC)**

Alagappa University Innovation and Incubation Centre is working steadfast towards transforming ideas into tangible products, safeguarding them through **Intellectual Property Rights (IPR)** cell. Under the Biological Sciences discipline, several patentable inventions have been developed pertaining to anti-aging formulations, nutritional supplements, anti-acne synergistic compositions, phytochemical based compositions for anti-bacterial, anti-cancer properties, oral compositions, formulations for Early Mortality Syndrome, Cement supported conductive salts composited protein exchange membrane for amicrobial fuel cell. The Chemical Science departments have been engaged in generating copper doped-zinc oxide/ reduced graphene oxide nanocomposite. A system for growing unidirectional organic single crystal compounds, a method for preparing MXene-nano sheets, an improved electrode with superior capacitive performances, a hydrogen free method for growing carbon nanorods are the novel inventions offered by the Physical Science departments. In addition, the Bioelectronics and Biosensors department has been engaged in developing gas sensing devices such as Calcium Copper Oxide based electrodes and electrochemical sensors for Biomolecules and Biomarkers detection. Furthermore, the Computer Sciences departments have developed smart dustbins, Real Time Smart Health Care System through Data Mining and IoTs, integrated devices and systems for health analysis that are currently translated into tangible products through the collaborative efforts of the Institutional Innovation Council and the Intellectual Property Rights cell, ensuring the statutory rights of the inventors.

**Intellectual Property Rights (IPR) Cell**

The transformation of conceptual ideas into intelligible technology is diligently safeguarded through the IPR cell, as highlighted earlier, ensuring their protection as they progress towards becoming commercially viable products. Under the **MHRD RUSA 2.0 scheme**, **students receive** a substantial funding to nurture their **start-up** ideas and an ideal platform to host a variety of events such as workshops and lectures. As a result of these efforts, a sustained growth is achieved for both individuals and the University.

In summary, Alagappa University's commitment to fostering innovation and promoting the start-ups serves as a pillar of strength for the institution. The inception of the IPR cell, Innovation Centre, and related endeavours has significantly nurtured a culture of innovation and entrepreneurship throughout the University, resulting in notable achievements such as thriving start-ups, secured patents, and recognized trademarks.

File Description	Document
Upload database of all currently enrolled students (Data Template)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>

### 3.3.2

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

**Response:** 116

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

Response: 116

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
e- Copies of award letters issued by the awarding agency	<a href="#">View Document</a>

## 3.4 Research Publications and Awards

### 3.4.1

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

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

**Response:** C. Any 2 of the above

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

### 3.4.2

*Number of Patents awarded during the last five years..*

**Response:** 37

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

**Response:** 37

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Patents granted / published in the name of the faculty with the institutional affiliation to the university working during the assessment period only to be given.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
e-copies of letter of patent grant.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.4.3**

*Number of Ph.Ds awarded per recognized guideduring the last five years*

**Response:** 5.05

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

Response: 707

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

Response: 140

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

**3.4.4**

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

**Response:** 12.83

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

**Response:** 2732

<b>File Description</b>	<b>Document</b>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
List and links of the papers published in journals listed in UGC CARE list and	<a href="#">View Document</a>
Link to the institutional website where the first page/full paper (with author and affiliation details) is published	<a href="#">View Document</a>
Link re-directing to journal source-cite website in case of digital journals	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### **3.4.5**

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

**Response:** 10.91

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

**Response:** 2324

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
List of chapter/book with the links redirecting to the source website.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>

### 3.4.6

*E-content is developed by teachers :*

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

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

File Description	Document
Supporting documents from the sponsoring agency for the e- content developed by the teachers need to be provided	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Give links to upload document of e-content developed showing the authorship/contribution	<a href="#">View Document</a>
For institution LMS a summary of the e-content developed and the links to the e-content should be provided	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>



**3.4.7**

***Bibliometrics of the publications during the last five years based on average Citation Index in Scopus/ Web of Science***

***Data to be provided for the last five years:***

- ***Title of the paper***
- ***Name of the author***
- ***Title of the journal***
- ***Year of publication***
- ***Citation Index***

**Response:** 13.07

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

**3.4.8**

***Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-Index of the University***

***h-index of the institution based on publications made in Scopus Web of Science during the last five years***

***Data for the last five years will be considered***

- ***Title of the paper***
- ***Name of the author***
- ***Title of the journal***
- ***Year of publication***
- ***H index***

**Response:** 72

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

**3.5 Consultancy**

**3.5.1**

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

**Response:** 268.68

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

2022-23	2021-22	2020-21	2019-20	2018-19
22.58890	7.91506	56.59417	20.44601	161.13418

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

**3.6 Extension Activities****3.6.1**

***Outcomes of extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years***

***(Showcase at least four case studies to the peer team)***

**Response:**

Extension activities of Alagappa University span around heterogeneous domains such as health and

hygiene programs, environmental initiatives, legal awareness camps, youth empowerment drives, community engagement endeavours etc. Among the various community outreach activities, **the Alagappan Alumni Garden (AAG), Alagappa University Community Radio (AUCR), Village Extension Programme (VEP) and Swachh Bharat Abhiyan** deserve special emphasis.

Sponsored by the distinguished alumni of ALU, **Alagappan Alumni Garden** stands as a vibrant testament to the University's commitment to serve the local community. The Garden which was set up in 2016 has **6 acres** of land and is open to the public on all days. A lush green walkers' pathway, well equipped children's play area, an aquarium, a Food Court and a LED Screen are the amenities in the Garden which have made it an attractive destination of leisure and relaxation in the locality. An astonishing number of **5 lakh** plus visitors have enjoyed its tranquillity. **Alagappan Alumni Eco Park (AAEP)** has been declared open recently as a unique centre for ALU's community services.

**Alagappa University Community Radio (AUCR)** was commissioned on 26th January 2021. AUCR stands out for its commitment to addressing local needs through quality programs, including education guidance, healthcare, and agriculture information. Its diverse prime-time lineup covers science communication, motivational speeches, student-led cultural programs, and childcare advice, showcasing its versatility and relevance. AUCR leverages on podcasting platforms like Spotify and Google Podcasts for global outreach. **Collaborations** with the **Election Commission** and **Vigyan Prasar** highlight its focus on community welfare. AUCR has received many accolades, including a certificate of appreciation from CIET-NCERT. Its programmes through On-Air broadcasting are heard by about **30% population** of about **20 KM radius** of reach and it has produced more than **2000 programmes** so far. Its podcasts have accounted for around **13,701+ plays**.

**ALU's Village Extension Programme**, a ground breaking initiative among the State Universities of Tamil Nadu is a sustainable extension activity under the **Unnat Bharat Abhiyan** with the vision of bringing **transformational changes in rural India**. It has spanned across **31 locations** in Sivagangai district, with an average of **1375** second-year post graduate students and **41** faculty members as participants. These programs immerse students in rural life providing hands on exposure on village dynamics. Through door step interactions and collaborative endeavours, they empower villagers with knowledge and practical solutions on crucial topics like health, hygiene and environmental sustainability. These efforts carried out systematically over the years have ensured that the benefits of the programmes are sustained across all participating villages. The health and veterinary camps provide regular and critical services and the socio economic surveys track progress and emerging trends.

**Alagappa University's Centre for Swachh Bharat and Swasth Bharat** has been recognized by the **Hon'ble Governor of Tamil Nadu** for its pivotal role played in organizing a variety of activities, such as cleaning campaigns, waste segregation drives, awareness workshops on sanitation practices, and tree plantation initiatives conducted under **Swachhta Hi Seva** and **Swachhta Pakhwada**. **Rashtriya Poshan Maah** saw the organization of nutrition awareness programs and distribution of nutritional supplements. **Jal Shakti Abhiyan** activities included water conservation drives and awareness campaigns on water management. By conducting **67 activities** under **24 categories**, Alagappa University has indeed contributed significantly to the **Swachh Bharat mission** and has set a commendable example for others to emulate.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

**3.6.2**

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

**Response:** 144

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

2022-23	2021-22	2020-21	2019-20	2018-19
48	24	6	49	17

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

**3.7 Collaboration****3.7.1**

***Number of functional MoUs/linkage 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: 52**

***3.7.1.1 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 during the last five year***

**Response: 52**

<b>File Description</b>	<b>Document</b>
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaboration activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

*The institution has adequate infrastructure facilities for*

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

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

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

**Response:**

#### **Teaching-Learning Resources:**

Alagappa University's campus *sprawls across 435.98 Acres* of lush land, ( Main Campus – 428.15 acres and 7.83 acres - Thondi Campus) creating a highly secure, eco conscious and student friendly learning ambience. Multi skill Development Centre, USIC building, Social Sciences Block, Premises for Alagappa Institute of Educational Sciences, Silver Jubilee Building for DDE and Computer Science Block have been declared open during 2018-2023. Alagappa University has *92 smart class rooms*, outfitted with *Wi-Fi connectivity* and high-speed internet access for *multimedia learning*. *90 Interactive smart boards, 112 LCD projectors, 49 Digital Interactive Panels and 135 digital podiums enable the learners to be more tech-savvy.*

The *research laboratories* of the Science Departments *76* in number are *very sound* and one of *the bests in the State* with the contemporary features. *The Laboratory facilities* comply with the *standards* set by *UGC, DST, DBT, and NCERT*. An *ultra modern University Science Instrumentation Centre (USIC)* armed with machines and equipments worth around *Rs. 20 crore* acts as the *conduit for impactful research*. The Department of Special Education maintains a specialised Braille Resource Centre.

Alagappa Institute of Skill Development has *4 specialized labs such as Software Development & E-Learning Laboratory, Fashion Designing Laboratory, Garment construction Laboratory and Textile Testing Laboratory.*

The Department of Tourism and Hotel Management has a classic lab infrastructure. Its *Basic Training Kitchen, Advanced Training Kitchen, Model Restaurant and Bar, House Keeping Practice Suit, Simulated Front Office, Bakery and Confectionary Lab* act as the ideal set up for hospitality education.

#### **ICT Enabled Facilities:**

The University has *1013 computers* and the Directorate of *MIS* provides *campus-wide networking, software services* and uninterrupted internet connectivity.

The *Alagappa University Online Platform (ALUOP)*, the *LMS of the University* was launched in

response to the COVID-19 pandemic. Its features include individual logins for students, faculty, and departments, facilitate personalized access to learning resources. ALUOP played a pivotal role in addressing academic challenges during the pandemic ensuring continuity of education through interactive classes, continuous assessment, access to educational materials and conducting exams.

#### Facilities for Cultural and Sports Activities:

*The Alagappa University College of Physical Education* functioning in a sprawling campus with an expanse of 100 plus acres has facilities for many games/sports. **Thirteen outdoor facilities with 26 units in all, One Indoor Multi Gym and Yoga Centre exist.** Such facilities include Volleyball Court, Throwball Court, Tennikoit Court, Kho-Kho Court, Kabaddi Court, Ball –badminton Court, Handball Field, Hockey Field, Football Field, Cricket Field, Tennis Court, Badminton Court, Basketball Court. The University's well-equipped gym allows students to utilize weight-lifting, power –lifting, and body-building equipments during morning and evening sessions.

*The Meditation Hall at the Yoga Centre is a serene sanctuary designed to foster inner peace and mindfulness.* With its *tranquil ambiance, soft lighting, and comfortable seating*, the meditation hall of the yoga centre exudes a peaceful aura that attracts not only staff and students but also the public, seeking a serene space for contemplation and relaxation.

Most of the departments are endowed with *seminar halls*, and the *University houses two modern auditoriums* with a seating *capacity of 600 each*. The Departments of Theatre and Film Studies, Fine Arts, and Cultural Club serve as excellent training grounds and provide a platform for students to showcase their talents in cultural events.

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

#### 4.1.2

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

**Response:** 31.58

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

2022-23	2021-22	2020-21	2019-20	2018-19
145.87	202.56	688.16	1389.00	1209.76

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

### 4.1.3

#### *Expenditure incurred for infrastructure augmentation and maintenance of DDE*

**Response:** 12.66

#### *4.1.3.1 Expenditure incurred for infrastructure augmentation of DDE against total expenditure excluding salary year wise during the last five years (INR in lakhs)*

2022-23	2021-22	2020-21	2019-20	2018-19
365.89	191.33	275.08	88.23	537.08

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

## 4.2 Library as a Learning Resource

### 4.2.1

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



*faculty and students***Response:**

The **Central Library** of Alagappa University, founded in 1987, stands as the bedrock of academic resources, offering a comprehensive range of facilities and services. Housing a vast collection of **1,23,533 printed books** and **1,408 electronic books**, the Library also subscribes to **101 print journals**, both national and international. Furthermore, it provides access to over **10,000 e-journals**, **1,99,500 e-books**, and **6,00,000 NDL e-books** through the **e-ShodhSindhu Consortia**.

**The Library has received a grant of Rs. 16.65 lakhs from the UGC**, for the digitization of theses and the establishment of an **Electronic Theses and Dissertations (ETD) Lab**. Currently, **2,345 full-text theses** have been uploaded, and **1,000 printed theses** (amounting to 3,50,000 pages) **have been digitized**. The remaining funds have been allocated towards the establishment of the ETD Lab, which includes servers, computers, printers, digital cameras, laptops, and other necessary equipment.

To ensure the quality of research, the Library employed the **Urkund and the Drillbit – Plagiarism Detection Software** provided by UGC-INFLIBNET for checking the similarity level of theses. Additionally, the library has subscribed to **iThenticate, a high-quality plagiarism detection software** to check the similarity level of research articles and theses.

The Library's operations are fully automated through the use of **Koha Open-Source Software**, an **Integrated Library Management System**. **RFID tags have been pasted in books and theses**, allowing users to borrow materials through self-checkout kiosks seamlessly.

The Library provides various user assistance services, including **Information Kiosks, Help Desks, and Online Public Access Catalog (OPAC) terminals**. A Drop Box Kiosk is available for convenient book returns, and an Electronic Surveillance **System ensures proper book checkout procedures**. The Library has a **spacious reading hall, three-tier stack rooms, a conference hall, a discussion room, an internet center, and other facilities for users' convenience**.

In addition to the **Central Library**, Alagappa University has **four Faculty Libraries** (Science, Arts, Education, and Management) and a **Public Library funded by Corporation Bank**, all of which offer similar facilities and services. The ambience of all libraries is conducive for readers, with spacious, air-conditioned reading halls and a blend of traditional and modern furnishings. The libraries' collections are kept up-to-date and futuristic to meet the needs of users.

**Online Journal Access area** provides users with access to the **internet facility** provided by **National Knowledge Network (NKN)** infrastructure, with 1 Gbps connectivity and 8 Mbps connectivity within the University. The Library has **forty personal computers** for accessing **INFLIBNET - e-Shodh Sindu resources**.

Alagappa University is a **member** of the **e-Shodh Sindu Digital Library Consortium** under the UGC INFLIBNET Centre, providing access to various e-resources from **different publishers** and **the University regularly subscribes to Emerald e-journal collections**.

The Central Library is a member of **INFED** (INFLIBNET Access Management Federation), allowing seamless access to **e-resources for staff and students from anywhere**, at any time. The Library is also an

*institutional member of DELNET*, facilitating access to books and articles for research and reference purposes.

To further support learning, the Central Library has various open educational resources, such as *DOAJ, e-PGPathshala, MIT OpenCourseWare, NPTEL, OER Commons, Open Textbook Library, OpenDOAR, Shodhganga, and Vidya-mitra*, to all users as add-on facilities.

The introduction of the *MyLOFT* mobile App has enabled students, research scholars, and faculty members to *access subscribed e-resources* and *open access resources* conveniently. It serves as a personal library, allowing users to include and categorize contents according to their preferences.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Provide the Paste link for additional information	<a href="#">View Document</a>

#### 4.2.2

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

**Response:** 1.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
3.44	5.49	17.60	90.36	17.29

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority(relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 4.3 IT Infrastructure

#### 4.3.1

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

#### **Response:**

The University's commitment to enhancing its educational and research capabilities is evident from its ***state-of-the-art Information and Communication Technology (ICT) facilities***. Across its gleaming ***435.98 Acres*** campuses, the University has invested in forward-looking technology to support its academic community. Lecture halls, auditoriums, seminar halls, and research laboratories are all equipped with ***interactive smart boards, LCD projectors, remote-controlled white screens, and digital podiums***. These tools are designed to facilitate dynamic content delivery, furthering engaging discussions and effective knowledge dissemination. Moreover, the University has established ***multi-purpose computer laboratories***, funded through external sources, which are optimally used by students and scholars.

In terms of connectivity, the University has implemented an extensive ***underground fiber optic cabling network*** that connects all its campuses. This network is linked to a ***broadband wireless internet leased line*** provided by BSNL under the ***National Knowledge Network (NKN)***, ensures high-speed internet access, for seamless collaboration and information sharing among the members of the University.

Over the years, the University has continuously upgraded its internet connectivity to meet the growing demands of academic and administrative activities. Starting from a dial-up connection in the Central Library, the University upgraded to a ***128 Kbps BSNL Leased Line*** under the ***UGC X plan special assistance***. Subsequently, a ***256 Kbps VSAT connection*** by ***ERNET India*** was established under the ***UGC-Infonet Scheme***, through INFLIBNET.

In 2013, the University entered into a ***Service Level Agreement (SLA)*** with ***Bharat Sanchar Nigam Limited (BSNL)***, New Delhi, to become a subscriber of the ***National Mission in Education through ICT (NMEICT)*** under the ***National Knowledge Network*** initiated by the Ministry of Human Resource

Development (**MHRD**). This agreement allowed the University to upgrade its internet connectivity to a **1 GB pipe**, with a **75:25 cost sharing arrangement** between the Central Government and the University. The University paid Rs. 45 lakhs in ten instalments for this upgrade, resulting in internet connectivity with **download speeds of 100 Mbps and upload speeds of 55 Mbps** from BSNL under the **NMEICT**.

To further enhance its network coverage and accommodate the increasing number of users, the University has periodically upgraded its leased line internet connectivity. These upgrades include an **increase from 2 Mbps in 2008 to 100 Mbps in July 2021**. These upgrades have significantly improved internet speeds and accessibility across the University's campuses.

ALU has also implemented a robust IT infrastructure, including adequate servers with **firewall protection** and **24/7 accessibility**. This infrastructure ensures that faculty, students, and employees have secure and reliable access to IT resources for their academic and administrative needs.

Furthermore, the University has implemented a **Wi-Fi connectivity scheme** under the **Centrally sponsored** Plan of the **National Mission on Education through ICT**. This scheme has been instrumental in providing Wi-Fi connectivity (88 access points) across the campus, further enhancing accessibility and connectivity to the staff, students and research scholars.

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

#### 4.3.2

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

**Response:** 4.21

**4.3.2.1 Number of computers available for student use**

**Response:** 1013

File Description	Document
Stock register/extracts highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>
Purchased Bills/Copies highlighting the	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 4.3.3

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

- 1.Audio visual center, mixing equipment, editing facilities and Media Studio***
- 2.Lecture Capturing System(LCS)***
- 3. Central Instrumentation Centre***
- 4. Animal House***
- 5. Museum***
- 6. Business Lab***
- 7. Research/statistical database***
- 8. Moot court***
- 9. Theatre***
- 10. Art Gallery***
- 11. Any other facility to support research***

**Response:** A. Any 7 or more of the above

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

#### **4.3.4**

***The rooms of the DDE are IT enabled: Percentage of the rooms and seminar halls of the DDE with ICT enabled facilities***

**Response:** 100

***4.3.4.1 Number of rooms and seminar halls of the DDE (cumulative) with ICT enabled facilities (data as on date)***

**Response:** 28

4.3.4.2 *Total number of rooms and seminar halls of the DDE (cumulative) (data as on date)*

Response: 28

File Description	Document
Videos and geo-tagged photographs of each of the facilities available in the DDE.	<a href="#">View Document</a>
Geotagged photos of the rooms and seminar halls of DDE with ICT facility	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 4.4 Maintenance of Campus Infrastructure

## 4.4.1

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

Response: 8.39

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

2022-23	2021-22	2020-21	2019-20	2018-19
199.34	213.08	145.17	107.81	300.78

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

## 4.4.2

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

**Response:**

Alagappa University is committed to build up a *vibrant physical and academic infrastructure* and *prioritize* its regular updating, *maintenance* and *efficient use*. It follows meticulous procedures, protocols and guidelines to ensure that the *resources are shared responsibly* with all stakeholders and opportunities are provided for optimum utilization.

Estate Development and Maintenance (EDM) wing of ALU is vested with the responsibility of upkeep of the available physical facilities and amenities at various campuses. It has *civil and electrical divisions*, with qualified technicians for maintaining electrical and civil works.

*Regular maintenance* is a priority, including a *colour-wash* of structures periodically, general campus maintenance, and periodic improvements such as road repairs and new sapling plantations. The campus is *fully fenced* with *concrete walls*, and civil works such as *pathways and gardens*, are undertaken *as needed*. *Outsourced labor* is utilized for cleaning, gardening, and landscaping *to maintain the aesthetic appeal of the campuses*.

Furniture, fittings, and ICT equipment are repaired either by *hired talents or in-house* experts. Roads and lawns are maintained by the Estate engineering division, and *warranties and guarantees* are diligently utilized. There are *22 Gensets* to meet power breakdowns with periodical maintenance to ensure its working conditions.

*Computers* and their Accessories are protected by the team of *technical experts*, viz. senior system engineers and adequate number of technical assistants. The processes include:

- *Preventive maintenance with firewalls and antivirus software*
- *Timely, need based replacements*
- *Repurchase options, extended vendor warranty*
- *AMCs in select e-equipment such as servers*
- *Networking facilities through BSNL and NKN*

Infrastructure facilities, services, and equipment are taken care of through *periodic preventive and breakdown maintenance*. Costly equipment and apparatus are covered by *Annual Maintenance Contracts (AMCs)*. *Repairs* and replacements are *promptly* carried out and *an inventory of electrical supplies* is maintained for quick replacements.

The University has spent a sum of *Rs.13.17 crore* for the *maintenance* of existing physical and academic support facilities over a period of last five years, while around *Rs.54 crore* has been incurred for the *expansion and creation* of new such facilities in the campus.

*Technical staff* members provide *proper training* to the users on *handling facilities with care*. *Worn out facilities* are *decommissioned* with due procedure to ensure that resources are not wasted on maintaining facilities that have outlived their utility, allowing *for optimum utilization of resources*. *Additional maintenance work* is undertaken during special events or *visits by VIPs*.

**Facilities** provided in the **Research laboratories** are upgraded frequently with the **special grants** received from DST-PURSE, UGC-SAP, DST-FIST, DBT-BIC and National Network Project. Computer and other science laboratories maintenance is overseen by Lab in-charges, Master Technicians and System Programmers. All campuses have **Campus Directors** who shoulder the responsibility of caring and conserving the **physical and academic facilities in the campus**. Heads of the Departments/Centres/Colleges are made responsible for the upkeep of facilities and their use. This **decentralized** approach ensures that facilities **are well maintained and cared by those directly utilizing them**.

ALU places a stronger **emphasis on safety and security** in all its premises. Sufficient number of Security personnel **on contract** basis is deployed **across the campus 24x7** to facilitate a **safe environment for staff, students and visitors**. Fire safety **measures** are rigorously **implemented** which include installation of **fire extinguishers** and **periodical awareness programmes on fire safety management**.

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



## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 86.84

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

2022-23	2021-22	2020-21	2019-20	2018-19
3913	2816	2500	3357	4089

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	<a href="#">View Document</a>
Upload Sanction letter of scholarship and free ships (in English)	<a href="#">View Document</a>
Upload policy document of the HEI for award of scholarship and freeships.	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 5.1.2

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

**Response:**

**Career Counselling Activities (2018 - 2023)**

Alagappa University gives due emphasis on career counselling since it plays a crucial role in guiding the students towards successful career paths. An exclusive centre named **Alagappa University Study Circle (AUSC)** is functioning in the University to offer career guidance through several activities aimed at enhancing the employability skills of students in general and job seekers in particular. AUSC is committed to serve its purpose of coaching the student community for various competitive examinations at free of cost.

AUSC conducted coaching classes for a wide array of competitive examinations, including but not limited to **UPSC, TNPSC, TNTET, TRB, RRB, SSC, Banking, NET** and other **Central and State Government sector examinations**. The sessions are arranged on both weekends and week days. The career aspirants are given simulated interview experience, enabling them to refine their communication skills, express themselves effectively, and radiate confidence under pressure by participating in **mock interview sessions** facilitated by the presence of esteemed officials, **IAS, IPS, IFS officers** and **distinguished Govt. authorities**. By providing constructive feedback and personalized guidance, AUSC empowered aspirants to approach interviews with clarity, composure, and conviction, thereby enhancing their prospects of success.

By the collective expertise of **resource persons, alumni mentors, and dedicated faculty members**, AUSC has become synonymous with excellence in competitive examination preparation. A significant number of aspirants cleared various competitive examination and secured Government jobs. As aspirants continued to strive for their goals, AUSC served as a beacon of hope and opportunity, empowering them to overcome obstacles and realize their dreams of securing government jobs.

Besides AUSC, the departments of Alagappa University carried out career counselling activities aimed at developing the students' employability and entrepreneurial skills more specific to their domains. A **multitude of impactful events** were organized by the University departments to unearth the innate potentials of the aspiring students and boost them to achieve success in their career paths.

The coaching endeavours of AUSC were further enriched by the active involvement of distinguished alumni who had achieved notable success in their respective fields. Alumni serving as mentors shared their invaluable insights, experiences, and strategies for success, inspiring and guiding current aspirants on their journey towards achieving their goals. Alumni and current students have a synergistic relationship that promotes knowledge transfer and a sense of solidarity within the AUSC.

AUSC at times of uncertainty (COVID 19 Pandemic situation) leveraging the expertise of previously engaged resource persons, ensured seamless adaptation to virtual instruction through Google meet. The proactive approach and unwavering dedication inspired confidence and resilience among participants, fostering a supportive learning environment conducive to success.

In addition to the career counselling activities carried out by the AUSC, University Departments, Alumni Association, the **Institution's Innovation Council** and **EIC Hub** of Alagappa University also have organised a sizable number of activities to accelerate the career path of our students.

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

**5.1.3**

*Following Capacity development and skills enhancement initiatives are undertaken by the institution for:*

- 1. Soft skills*
- 2. Language and communication skills*
- 3. Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)*
- 4. Awareness of trends in technology*

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

File Description	Document
Report with photographs on soft skills enhancement programs	<a href="#">View Document</a>
• Report with photographs on Life skills (Yoga, physical fitness, health and hygiene) enhancement programs	<a href="#">View Document</a>
• Report with photographs on Language & communication skills enhancement programs	<a href="#">View Document</a>
• Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
• Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**5.1.4**

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

- 1. Implementation of guidelines of statutory/regulatory bodies*
- 2. Organisation-wide awareness and undertakings on policies with zero tolerance*

- 3. Mechanisms for submission of online/offline students' grievances**  
**4. Timely redressal of the grievances through appropriate committees**

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

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

### 5.1.5

#### ***Pre-admission Counselling Services, Online Admission and Related Activities at DDE***

**Response:**

#### **Pre-admission Counselling Services, Online Admission and Related Activities at DDE**

Alagappa University (ALU) is committed to providing a comprehensive support to students throughout their admission process. ALU offers a range of services and resources to ensure that prospective students are well informed and supported in their decision-making process.

**1. Prospectus:** ALU prepares a detailed prospectus every year that provides comprehensive information about the courses offered, eligibility criteria, fee structures, and other important details. The prospectus serves as a valuable resource for students seeking admission to the University, helping them understand different programs available and their requirements.

**2. Informative Website with Learners Corner:** ALU's website is a valuable resource for prospective

students, providing detailed information on the University and its programs. The website features a dedicated section for prospective students, where they can find information about the admission process, courses offered, and other relevant details. The Learners' Corner within the website offers a menu with information on precautions for learners, prospectus details, eligibility and admission fee information, syllabi, admission procedures, program coordinators at the Learner Support Centre (LSC), and counsellors at the headquarters. The website also includes an FAQ section that addresses common queries and concerns, empowering prospective students with the knowledge needed to make informed decisions.

**3. Dedicated Helpline:** ALU has established a dedicated helpline to address queries and provide assistance to prospective students. The helpline is staffed by knowledgeable personnel who can provide information about the admission process, course details, and other relevant information. This helpline serves as a direct point of contact for students seeking guidance during the admission process.

**4. Academic Counsellors:** ALU takes pride in its team of academic counsellors, comprising experts dedicated to providing quality education. There are 4150 academic counsellors in the LSC and 45 On-Campus Counsellors who offer counselling services in their respective domains. This team provides invaluable insights into the academic aspects of the programs offered, helping students make informed decisions about their educational pursuits.

**5. Learner Support Centre:** ALU stands as a bastion of academic support, offering guidance to students to help them succeed in their studies. As part of the pre-admission counselling services, the LSC provides information about the academic support available to students. This ensures that prospective students are aware of the resources available to them once they enroll in a program, further enhancing their confidence in their educational journey.

**6. Admission Grievance Redressal Mechanism:** ALU has established a robust admission grievance redressal mechanism to address any concerns or issues faced by prospective students during the admission process. This mechanism ensures transparency and fairness in the admission process and provides a platform for students to voice their grievances. Key features of the grievance redressal mechanism include a dedicated grievance cell, online grievance submission, timely resolution, transparent process, and a feedback mechanism.

ALU's commitment to providing comprehensive pre admission counselling and grievance redressal services is evident through its range of services and resources. Through its prospectus, helpline, website, faculty, LSC, and grievance redressal mechanism, ALU ensures that prospective students have access to the information and support they need to make informed decisions about their education.

File Description	Document
Preadmission counselling services provided by the institution both on-line and off line	<a href="#">View Document</a>
Any other relevant document	<a href="#">View Document</a>

**5.1.6*****Dispatch of Study Material to Learners by DDE******Strategy followed by DDE for dispatch of study material to learners*****Response:****Dispatch of Study Material to Learners by DDE****Hard Copies**

- Hard copies of Self Learning Materials (SLMs) are dispatched to learners who have paid the required tuition fees for their respective years (first, second, or third).
- These materials are sent via India Post or reliable courier services to ensure safe and timely delivery to the learners' registered addresses.
- SLMs are also dispatched to authorize Learning Support Centres (LSCs) for learners admitted through these centres, facilitating regional access.

**Soft Copies**

- Soft copies of SLMs are uploaded to the University website, ensuring easy access for all learners.
- Programme/course-related soft copies are provided to learners through various digital platforms, including email, WhatsApp, and the Alagappa University Online Portal (ALUOP).
- Learners who visit the Headquarters for admission receive SLMs directly, ensuring immediate availability.

**Monitoring and Feedback**

- The CDOE monitors the dispatch process to ensure that all materials are delivered promptly and addresses any issues that may arise.
- Feedback from learners is collected to continuously improve the dispatch process and address any concerns regarding the receipt of materials.

**Additional Support**

- Learners have access to a dedicated support team to assist with any issues related to SLMs, including tracking deliveries and accessing digital copies.
- Regular updates and notifications are sent to learners regarding the status of their SLM dispatch, enhancing transparency and communication.

This strategy ensures that all learners receive their study materials in a timely and efficient manner, whether through physical copies or digital formats, and provides comprehensive support throughout the process.

File Description	Document
Material dispatch related activities at DDE	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**5.1.7*****Attending to learners' queries in DDE***

***Modes/approaches employed by the DDE to attend to learners' queries include:***

- 1. Automated interactive voice response system***
- 2. Call centre***
- 3. Online Help Desk/ teleconferencing/ Web-Conferencing***
- 4. Social media***
- 5. App based support***
- 6. Chat Box***
- 7. E-mail Support***
- 8. Learner Services Centre/ Inquiry Counter***
- 9. Postal communication***
- 10. Details of Student Grievance Redressal Cell (SGRC)***

**Response:** A. Any 8 or more of the above

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Geotagged photos of Learner Services Centre/ Inquiry Counter in DDE and LSC	<a href="#">View Document</a>
Details of letter box of postal communication details provided in the institutional website	<a href="#">View Document</a>
Details of DDE's support system in social media	<a href="#">View Document</a>
Details of Call centre of DDE hosted in the institutional website	<a href="#">View Document</a>
Details of app for support, if any	<a href="#">View Document</a>
Detail of Student Grievance Redressal Cell hosted in institutional website	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Links to teleconferencing/web conferencing facility including automated voice response system	<a href="#">View Document</a>
Links of contact emails for support hosted in institutional website	<a href="#">View Document</a>
Links of (active) chat box hosted in the institutional website	<a href="#">View Document</a>

**5.1.8**

***Addressing learners' grievances – The Institution has a transparent mechanism for timely redressal of learner grievances.***

***Percentage of grievances received at HQ and redressed during the last five years..***

**Response: 100**

**5.1.8.1 *Number of grievances received at HQ that are redressed year wise during the last five years***

2022-23	2021-22	2020-21	2019-20	2018-19
13614	18410	15818	8720	8118



**5.1.8.2 Number of grievances received at HQ year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
13614	18410	15818	8720	8118

File Description	Document
Report of internal grievance redressal system submitted to concerned committee	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**5.2 Student Progression****5.2.1**

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

**Response:** 60.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
966	845	725	881	981

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

**5.2.2**

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

**Response:** 20.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
167	178	145	114	118

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

### 5.2.3

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

**Response:** 1.14

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

**Response:** 91

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.3 Student Participation and Activities

#### 5.3.1

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

**Response:** 126

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

2022-23	2021-22	2020-21	2019-20	2018-19
75	26	06	08	11

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.3.2

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

##### **Response:**

At Alagappa University, stakeholders' involvement in all governance models of the University takes priority.

##### **Student Council**

The Student Council is formed by a representation of all the Class Representatives of various schools and is overseen by the **Office of the Dean (Student Affairs)**.

##### **Class Representatives**

The Class Representative is an **elected leader of the respective class** and serves his/her tenure (as per the guidelines of the school) by representing the class in all fora. These representatives are elected by the students of the respective departments to act as the mouthpiece of the larger set of students and play a key role in the University. The Heads meet the Class representatives and deliberate on pressing matters if any and ensure that the feedback on all student surveys is taken. The class representative is responsible;

- To provide updates on students as per the directive of the concerned teacher,
- To ensure all curricular, co-curricular and extra-curricular activities of the class are conducted smoothly,
- To engage students and support teachers in the management of class activities,
- To enable the students to ensure participation in all feedback surveys,
- To clarify queries arising out of the student handbooks, or rules and regulations. to apprise students of declaration of results,
- To represent the students for any grievance that goes unnoticed to the concerned authority, and
- For maintaining overall discipline of the class.

Albeit, there are no direct election to the **General Student Council** in campus (so as to avoid unwanted interference from external elements and to maintain harmonious relations in and out of campus), student councils are formed by the elected representatives of each department and they play a key role in various aspects of the University. Accordingly, the Dean (Student Affairs) office of Alagappa University oversees the following committees:

##### **Student Advisory Committees**

- NSS Advisory Committee
- Cultural Club
- Library Advisory Committee
- Hostel Advisory Committee
- Sports Committee
- Arts and Media Committee

The Directors/Coordinators of respective Schools oversee the following committees.

### Student Clubs and Committees

All student Clubs have representatives under an assigned Club Coordinator of the department to coordinate and organize department related club activities and coordinate and support University cultural, sports, literary activities. These clubs and committee members in turn identify talent and ensure there is maximum participation in intra and inter University activities.

The University, under the leadership of the members of the syndicate, also has the following bodies with student representatives:

- Grievance Redressal Committee
- Anti-Ragging Committee

### Entry and Exit Level Meetings

The unique feature of Alagappa University is that the Vice-Chancellor and various officers of the University on the day of inauguration of the Orientation Program for freshers in the presence of parents and students make a detailed presentation about the University facilities, services, do's and don'ts by the students and assure imparting of quality education by the University with cooperation of parents.

When the students graduate from the University, the Vice-Chancellor and the Heads of Departments address all students in batches and during their interaction understand their challenges and make note of inputs from them for the betterment and development of the University.

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

### 5.3.3

*The institution conducts /organizes following activities*

*1. Sports competitions/events*

*2. Cultural competitions/events*

*3. Technical fest/academic fests*

*4. Any other events through active clubs and forums*

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

File Description	Document
Report of the Technical fest/academic fests along with photographs appropriately dated and captioned year- wise.	<a href="#">View Document</a>
Report of the Sports competitions/events along with photographs appropriately dated and captioned year- wise.	<a href="#">View Document</a>
Report of the Cultural competitions/events along with photographs appropriately dated and captioned year- wise.	<a href="#">View Document</a>
Report of the Any other events through active clubs and forums along with photographs appropriately dated and captioned year- wise.	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
List of students participated in different events year wise signed by the head of the Institution.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of circular/brochure indicating such kind of activities.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:** 167.39

*5.4.1.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association..*

**Response:** 167.39

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	<a href="#">View Document</a>
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 5.4.2

#### **Alumni contributes and engages significantly to the development of University through academic and other support system**

#### **Response:**

#### **ALUMNI CONTRIBUTIONS AND ENGAGEMENTS**

Alagappa University has a registered alumni association named '**Alagu Alumni Association**' for building a strong bond between alumni and present students. The alumni give support to the University through academic interaction, financial funding, guidance and placement. The mission of the Alumni Association is to foster a mutually beneficial relationship between the University and its alumni. **Alumni meet** is arranged in the **month of March in every academic year**.

The Alumni Association has contributed significantly to the development of the University through financial and other support services during the last five years. The Alumni Garden established by the Alumni Association has generated a substantial revenue of **Rs.112, 84,825.00/-** (One Hundred and Twelve Lakhs Eighty Four Thousand Eight Hundred and Twenty Five only) through the entrance fee and canteen collections which is utilised for various developmental purposes. Besides the above, the direct contribution of **Rs. 8, 81, 223/-** (Eight Lakhs Eighty One Thousand Two Hundred and Twenty Three only) of the departmental level alumni has rendered an unparalleled support for the growth of the University.

The Alumni Association has granted **free-ships, scholarships, prizes, financial assistance, books and stationery** to the deserving students of concerned departments recognising and encouraging their achievements. On behalf of Alumni Association **107 academic events** such as **workshops, conferences, seminars, alumni invited talks** and **reunion** have been organised.

Distinguished alumni support the University in accelerating the number of placements through their **career guidance, job fairs and connections and contacts**.

Various social welfare and awareness activities such as **Swatchata Abhiyan, Tree plantation, Blood Donation Camp, Free Medical and Physiotherapy Camp, Covid Vaccination Drive** have been undertaken to create self-reliance among the present students and especially the poor and the needy.

The University has the practice of empanelling distinguished alumni in the **Board of Studies (BoS)** to meet the students' and employers' demands through the curriculum.

The **Alumni Eco Park with a unique herbal garden, endangered species and all amenities worth Rs.1.2 crore** caters to the needs of our students and the general public was declared open by our notable alumnus **Prof. Jagadeesan, Former Vice-Chancellor, Bharadhidasan University** who contributed **Rs. 4 Lakhs** to set up the Alumni Eco Park. Two alumni of the **Department of Banking Management** generously donated **Rs. 1 Lakh each** towards this cause.

Some of the contributions of alumni towards renovating **seminar hall**, providing inverter, pedestal fan, podium, napkin vending machine, refrigerator, teapoy table, photos of exponents related to the programmes of studies have a direct impact on augmenting the infrastructure of the University.

Thus, the alumni engagement more than a mere annual gathering, provides a chance to rekindle old friendships, visit the familiar places, the shared nostalgia and network with fellow alumni to enhance their professional network which make their alma mater special.

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



## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

*The Institutional governance and leadership are in accordance with Vision and mission of the institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, de-centralization, participation in the institutional governance and in their Short term and Long term institutional perspective plan.*

#### Response:

Alagappa University's commitment to **excellence** is deeply embedded in its **ethos**, as reflected in its motto, "**Excellence in Action**". The University's vision of achieving excellence in **Pedagogy, Extension, Administration, Research, and Learning (PEARL)** underscores its holistic approach to education. This vision goes beyond traditional academic boundaries, emphasizing the importance of continuous **learning, innovation and adaptability** in a rapidly evolving world.

Aligned with its **mission** of providing **high-quality higher education**, ALU continuously strives to enhance its **academic offerings and research programmes**. It aims to educate students and also empower them to **contribute meaningfully** to the educational, social, technological, environmental, and economic development of the nation, thus upholding its mission of **Educational, Social, Technological, Environmental, and Economic Magnificence (ESTEEM)**.

The University is blessed to be guided by the **visionary leadership** of its **illustrious founder Padma Bhushan Dr. RM. Alagappa Chettiar** and the **present institutional leadership** continues with his **legacy of futuristic leadership acumen**. The **statutory status** of the University is enshrined in the **Alagappa University Act, 1985** which provides for the creation of **administrative structures and sub structures** in the University.

The administrative structure of the University is designed to promote **better governance** with clear **delineation of duties and responsibilities** of University officers specified in the Statute. The Vice **Chancellor as the Chairman of the Syndicate**, the highest decision making and executive body of the University plays a **pivotal role** in **leading** the University towards the fulfillment of its Vision and Mission. The **Syndicate sub-committees** meet frequently to discuss the issues relating to academic and administrative activities and **make recommendations** for further **deliberations in the Syndicate**. The **composition** of the Syndicate is the embodiment of **inclusivity** with due representation for **marginalized sections** of the society and reputed **academicians** and **educational administrators**. The duly constituted **Senate** comprising **representations** from various strata of **academia and the public** examines the **University's policies** and initiatives and make **recommendations for reforms and advancements**. The twin bodies of **Standing Committee on Academic Affairs** and **Planning Board** are vested with the responsibility of ensuring **smart academic and physical infrastructure**.

ALU's **Governance and Leadership style** also reflects its commitment towards **decentralization** as reflected by the **hierarchical structure** with decision making **authority flowing from top to bottom**. **An array of committees, sub committees, cells, clubs and centres** with representation of **different stakeholders** speaks for the extent of **participative management** in the University.

ALU has the *flexibility* of introducing *multidisciplinary and interdisciplinary courses* through regular, distance and online modes and also float *multidisciplinary programmes* in the frontier areas of Sciences. Provisions for *multiple entries and exits to the learners*, transfer of academic credit, multi-skill training and *value-based education* embedded in the curriculum go in *tandem* with the *main focus of the NEP*.

The *sustained growth* of the University in its *four decades of academic journey* in terms of enrolment, research and publications has got nation-wide *recognition and applause from various national and international agencies*. The *steady rise* in the performance of Alagappa University as evident from increase in the *NAAC score from 3.01 (cycle 1) , 3.21 (cycle 2) to 3.64 (cycle 3)* and continuous *improvement in rank positions* at *NIRF* (30th Rank) and *QS- ASIA* (Range between 251 - 260) and *Times Higher Education (THE)* World Ranking (Range between 401 - 500) assessment reflects the *University's passion for excellence in all its endeavours*.

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

## 6.2 Strategy Development and Deployment

### 6.2.1

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

#### Response:

Alagappa University's *perspective plan* is not *merely a document* but a *comprehensive strategy* that embodies the University's commitment to excellence in teaching, research, innovation, and outreach. It serves as a *dynamic roadmap*, carefully crafted to guide the University through a *cyclical process of planning, execution, and refinement*, with a keen focus on continuous improvement. Led by the *Planning Board* and supported by *administrative authorities*, the *plan* reflects a *holistic approach* to education, aiming to enhance the overall quality of academic programs.

In line with the University's mission, the strategic plan has been meticulously developed to *align curricular aspects with emerging trends and industrial needs*. The Curriculum Design and Development Cell has been instrumental in introducing *interdisciplinary and multidisciplinary* courses/programmes. Under the *MHRD-RUSA 2.0* scheme, Alagappa University has *upgraded the curricula of all programmes* to global standards through *Broad Based Boards of Studies (BBBoS)* comprising industry experts and *Professors* from *global and domestic institutions* of eminence. *Expertise of 93 professors from global institutions, 82 experts from industries and 169 eminent Indian professors were utilized through BBBoS.*

The University places a strong emphasis on *imparting* both *generic* and *domain-specific skill* training to

students through **137 add-on programmes** and **269 Value added Courses**. **241 ICT-enabled teaching** is prioritized to disseminate contemporary issues and provide practical exposure.

In the context of strategic planning, many actions of the University demonstrate its **proactive** approach in promoting a **research-intensive environment**. By providing **orientation programmes** and seed funding, Alagappa University strategically invests in its faculty members, aiming to enhance their research capabilities and productivity. The involvement of the **Dean of Industry** and **Consultancy in curriculum development integrates academic programmes with industry needs**, enhancing the relevance and impact of research outputs.

Furthermore, the University's support for **entrepreneurial endeavors** through the IIC and EIC Hub reflects a strategic focus on innovation and commercialization of research outcomes. By **facilitating start-up** ventures and **providing financial support**, the University contributes to the growth of the local economy while **leveraging its research strengths**.

The University has an **open recruitment policy** with respect to Teaching and Non-teaching staff for entry level positions. The **UGC Regulations on Minimum Qualifications for Appointment of Teachers and other Academic Staff** in Universities and **Measures for the Maintenance of Standards in Higher Education** and its amendments from time to time are **strictly followed** in the recruitment process. Due consideration is given to **socio-economically backward citizens** in the form of **Communal Roster**. **Promotions** are based on the **performance appraisal reports** of the Employees.

Alagappa University's administrative set up including the **organisational structure** and roles of various administrative positions is meticulously designed to support the successful execution **of the strategic plan**.

The University's strategic plan includes a **focus on service** rules and **procedures to ensure transparency and fairness in its operations**. This commitment to **upholding service rules aligns with the UGC's emphasis on good governance practices**. By adhering to these rules, the University aims to create a conducive environment for its stakeholders enabling them to thrive and contribute effectively to the institution's mission and goals.

Overall, the institutional perspective plan **reflects the University's unwavering commitment to excellence in all aspects of education, administration, and community engagement**. Through strategic planning and continuous improvement, the University **aims to maintain its position as a leading institution in the field of higher education**.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Strategic Plan and deployment documents on the website	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 6.2.2

#### *Institution Implements e-governance in its operations*

*e-governance is implemented covering the following areas of operations:*

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

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

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

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

**Response:**

- **Assessment of Faculty and Department Performance: Internal Quality Assurance Cell**  
The Internal Quality Assurance Cell of Alagappa University conducts an assessment of *Faculty performance (360°)* and *Department performance (1000 Points)* every year through *taiilor made appraisal proforma*. It's assessment process is comprehensive, evaluating *performance across multiple domains*. This includes *academic performance*, such as teaching effectiveness, curriculum development, and student engagement. *Research performance* considers publications, grants secured, and research impact. *Additional administrative positions* assess contributions to University governance and management. *Extension activities* cover community engagement,

outreach programs, and industry collaborations. The involvement of *external experts* ensures *impartiality and quality* in the assessment process.

- **Career Advancement Scheme (CAS):** Faculty members of Alagappa University are given *promotion under CAS (for 238 Teaching staff during this assessment period)* based on the *guidelines* prescribed by the *UGC* and the *Government of Tamil Nadu*. The CAS for faculty promotion follows a *rigorous process* to ensure *fairness and transparency*. Faculty members compile their achievements which are scrutinized by subject experts. The duly constituted *Selection Committee* reviews these documents and *evaluates* the performance of aspirants. Final decision of the Selection Committee is placed before the *Finance Committee and Syndicate* for getting *financial clearance* and approval for implementation. *Promotions to Non-teaching staff (34 Nos.)* are given as per the *guidelines* given in the *University Act and Statute*.
- **AURF Corpus:** Under the AURF Corpus of **Rs. 13 crore**, *start-up grants* to new faculty members, *funding support* for research projects, *travel support* to enable faculty members to present their findings at national and international forums, *support for filing of patent applications* are provided. *AURF Awards* for outstanding researchers recognize and incentivize research excellence.
- **Financial Support and Benefits:** The University provides comprehensive financial support and benefits to ensure the well-being of its employees. *Retirement benefits*, including *DCRG, Commutation, and Pension*, are processed efficiently. Other benefits, such as *medical allowances, festival advances, loans from thrift society, group insurance coverage and health insurance coverage*, enhance the overall quality of life of employees and their families. Compassionate appointment is made at the earliest to support the aggrieved family of any deceased employee.
- **Leave Policies:** Alagappa University's *leave policies* are designed to support *work-life balance* and personal well-being. Various types of leave, including *Casual Leave, Earned Leave, Medical Leave and Half pay leave*, cater to different employee needs. *Maternity leave* provisions support women employees during pregnancy and childbirth. *Sabbatical leave* offers opportunities for career advancement and personal growth through higher studies or research. *On-Duty and Special Casual Leave* is sanctioned to the staff members who are assigned to carry out academic and administrative duties on behalf of the University. As per norms, the *Leave Travel Concession* to employees is provided in every block of four years.
- **Other Facilities:** The University provides comfortable and affordable accommodation to staff through *semi-furnished staff quarters* (48 Nos.). *Conveyance facilities* and *medical services* with *ambulance facilities* ensure timely access to healthcare. *Loan facilities* for vehicle purchases ease transportation challenges for employees.
- **Professional Development:** The University lays thrust on imbibing *leadership skills* among its employees. Seven senior faculty members were nominated to attend *MHRD-LEAP (Leadership for Academicians Programme)* and four senior administrative staff were nominated to attend the *UGC sponsored UKIERI (UK India Education and Research Initiative)* Leadership programme through offline and on-line modes.

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

**6.3.2**

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

**Response:** 20.57

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	8	8	100	70

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

**6.3.3**

**Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years**

**Response:** 53.02

**6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
71	72	245	106	42

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any) Note: FDP less than 5 days will not be considered	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

**Response:**

The financial resources of Alagappa University are mobilized through various avenues which include:

- **State Government Grants:** Being a State University, ALU receives Block grants and Salary reimbursement grants from the State Government on the timely submission of Utilization Certificate and the proposals for getting reimbursement grant. **Rs. 10246.76 lakhs** received during this assessment period.
- **Plan Grants from UGC:** The University receives **Rs. 681.84 lakhs** towards plan grants from the UGC, which are based on proposals drafted by the University depending upon need parameters.
- **Research Grants:** The University secures **Rs. 898.58 lakhs** towards research grants from various

funding agencies such as UGC, DST, DBT, ICSSR, ICMR, etc., for research projects undertaken by University Departments under Departmental Schemes and Faculty Members for research projects.

- **Grants Under RUSA 2.0:** The Ministry of Education, Government of India, selected Alagappa University as one of the top ten universities in India for the Rashtriya Uchchatar Shiksha Abhiyan (RUSA) phase 2.0 scheme. As part of this selection, ALU was sanctioned **Rs. 100 crore** for the purpose of enhancing the quality of teaching, learning, and research in order to meet both capital and recurring expenditures. These allocations are based on the revised Detailed Project Report (DPR) submitted by the University.
- **Affiliation Fee and Revenues:** ALU generates revenue through affiliation fees from affiliated colleges and revenues from distance education and collaborative programs.
- **Consultancy Revenues:** The University earned revenue of **Rs. 268 lakhs** through consultancy services, including software development, USIC, and Industry-Institution interactions.
- **Surplus Utilization:** Surplus funds from the Directorate of Distance Education (DDE) and collaborative programs are utilized for the sustained growth of the University.

The University has established various mechanisms to ensure the optimal utilization of these funds. They are:

- **Office of the Special Officer (Planning and Development):** Responsible for preparing and submitting the plan proposals to the UGC / Government of Tamil Nadu and other Government Agencies with the approval of the authorities. It monitors the project implementation, and ensuring timely completion of activities.
- **Project Wing:** Established to process, monitor, and provide utilization certificates for grants received from funding agencies.
- **RUSA Secretariat:** Created to monitor and regulate the utilization of grants received under the RUSA scheme.
- **Directorate of Distance Education and Office of the Collaborative Programs:** Channelize the funds related to distance education and collaborative programs.
- **Financial Management:** The Vice-Chancellor, Registrar, and Finance Officer oversee the entire operations related to financial management and control. All University expenditures require the approval of the Vice-Chancellor.
- **Finance Committee:** Reviews and recommends expenditure through financial estimates, meets quarterly to approve expenditure, review receipts and expenditure status, and monitor the financial position.
- **Finance Section:** Headed by the Finance Officer, it monitors the effective and efficient utilization of funds.
- **Purchase Committee:** The Purchase Committee, consisting of two to three members of the Syndicate, plays a crucial role in recommending purchases taking place in Alagappa University. This committee ensures transparency and adherence to guidelines in the procurement process. Most purchases are made through the Government e-Marketplace (GeM), in line with the guidelines prescribed by the State Government and the Tamil Nadu Tender Transparency Rules. The Purchase Committee's recommendations are vital in ensuring that purchases meet the University's needs while maintaining fiscal responsibility and compliance with regulations.
- **Audit Mechanisms:** The University has a pre-audit mechanism done by an in-house Concurrent Audit wing (Local Fund Audit Department, Govt. of TN). ALU also undergoes auditing by the Accountant General of Govt. of India to ensure grants are utilized appropriately.



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

**6.4.2**

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

**Response:** 6909.75

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

2022-23	2021-22	2020-21	2019-20	2018-19
1149.41	216.70	267.60	214.75	5061.29

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

**6.4.3**

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

**Response:**

The *financial management*, control, and audit *processes* of Alagappa University are well-conceived and designed according to its *statutory provisions* and the *organizational setup* of the **Finance section**. The overall *financial flow* of the University is presented to the *Finance Committee* in the form of *financial estimates* and *special proposals* for approval, as stipulated in the *University Act* and Statute. All *expenditures* are approved by the *Vice-Chancellor* and are regularly *monitored* and compared with the *approved financial estimates*.

The *financial stability* of the University is periodically *reviewed*, and appropriate steps are taken to mobilize *revenue* from *authorized sources*. A dedicated team is responsible for the preparation and maintenance of the University accounts, alongside a separate team for financial management and transactions. There is a *collaborative effort* among *authorities, officials, heads of departments, and administrative staff* to achieve *financial prudence*, which is reflected in the University's financial stability.

The *Internal Audit Wing*, led by the *Vice-Chancellor*, includes *two Syndicate Members and the Finance Officer*. This team meets periodically to *monitor financial transactions* and review responses to audit objections. The *Local Fund Audit Department*, Government of Tamil Nadu, conducts *external audits* of the University's financial transactions and submits an *audit report*. This audit is guided by the *Tamil Nadu Local Fund Audit Rules 2016* to ensure financial discipline and *safeguard the University's interests*. The Annual Audit Report prepared by the Local Fund Audit is *reviewed by the Syndicate*, which also considers the *action taken* on the audit report and the *responses to audit objections*. The report, along with the audited annual accounts, is then *submitted to the University Senate for approval*. Meetings with the *Regional Joint Director of Local Fund Audit* are convened as needed to *address audit observations*.

An *annual audit* is conducted by a team from the *Accountant General of India* to audit grants received from the Government of India and other funding agencies for research and development purposes. *Queries and objections* regarding compliance with grant guidelines, utilization for specific purposes, and project completion within the timeframe are *addressed concurrently* to optimize the resolution of objections.

*Special audits* are occasionally undertaken for *specific grants*. For instance, a special audit was conducted by the *Accountant General of India* for *MHRD-RUSA grants*, covering phases 1 and 2. This audit assessed academic performance, research progress, infrastructure development, and related expenditures. The special audit committee's report is forwarded to the government.

Ultimately, the internal audit system of the University *assists the administration* in refining its financial operations and *preparing proper responses to audit objections* raised by the Local Fund Audit and AG audit, thus helping to *resolve audit issues* efficiently.

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

## 6.5 Internal Quality Assurance System

### 6.5.1

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

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

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

*Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)*

#### Response:

The IQAC of Alagappa University has played a significant role in *institutionalizing* the quality assurance strategies and processes. *Quality initiatives of IQAC*, right from its inception are always *sustainable and futuristic*. Few such measures viz., Scientific system of performance appraisal for the faculty members and the Departments, multi-dimensional feedback mechanism for the students and other stakeholders and the novel **ACT NExT** Programmes meant for celebrating Nobel Laureates have received many accolades and have been emulated by few other institutions too.

During the assessment period, though a series of quality oriented strategies on all fronts were launched, introduction of *Value Added Courses* and intensification of *sustainable campus initiatives* deserve a special mention.

The IQAC, by taking a cue from the *Jeevan Kaushal Curriculum of the UGC* conceived the idea of launching Value Added Courses. These optional courses which complement the regular academic program are carefully designed to impart students with transferable life skills and align with **Sustainable Development Goals (SDGs)** which are much needed for the holistic development of the learners. By integrating these courses into academic framework, the IQAC aims to provide students with an academic background that enhances their employability while promoting social responsibility and global citizenship.

During the assessment period, Alagappa University has offered **269 Value Added Courses** on disparate areas ranging from Full Stack Development to Organic Farming, Visual Programming to Every Day Economics and Latex to Hydroponics. **5190 Students** have added 'real value' to their academic profile by successfully completing the Value Added Courses.

The Internal Quality Assurance Cell (IQAC) of Alagappa University is committed to spearheading sustainability through ingenious initiatives and programs. One of the key steps is the completion of *Green Audit, Environmental Audit and Energy Audit* in 2019 and 2021, for assessing the University's sustainability efforts in areas such as energy conservation, renewable energy, utilization, water management, waste management and environmental education. This audit, overseen by the IQAC,

evaluates energy usage, water conservation measures, waste management practices, and the implementation of environmental education programs. The IQAC also gathers **annual stakeholders Feedback** from all its stakeholders viz., students, faculty members research scholars and administrative staff to evaluate the effectiveness of environmental practices.

To further promote sustainability, the IQAC has introduced **Green Travel Day** (in the month of September) and **Digital Fasting Day** (in the month of October). Green Travel Day encourages eco-friendly transportation modes like walking, cycling, or carpooling to reduce carbon emissions. Digital Fasting Day promotes reducing digital footprint by limiting use of electronic devices. The IQAC has also geared up the roll out of **two battery- powered vehicles and Green bicycles** on campus for internal transportation, reducing reliance on fossil fuels.

In collaboration with the Faculty of Science, the IQAC had organized a **Seminar on G20 New Delhi Leadership Declaration and Emerging World Order - India's Cutting-Edge Energy Technologies on Clean Energy**. The Seminar highlighted advancements and innovations in clean energy, providing a platform for experts to discuss sustainable energy solutions. The event presided over by the **Hon'ble Governor of Tamil Nadu Thiru R.N. Ravi** underscored the University's commitment to environmental conservation.

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

### 6.5.2

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

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

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

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

### 6.5.3

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

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

#### Response:

The IQAC of Alagappa University has a **well defined Quality Policy and Quality Quote**. It stitches quality into every sphere of action through design, drive, deployment and diligence. During 2018-2023 IQAC had pitched for a multitude of quality measures which culminated as impressive actions in the academic, research and extension fronts. Following quality initiatives have been undertaken by the University, based on the recommendations of the IQAC Committee in its various meetings:

1. Curriculum revised twice through **Broad Based Board of Studies** (2019 - 20 and 2022 - 23) comprising eminent experts of global and Indian Institutions and the Alumni. **Outcome based curriculum framework** introduced. (Quality Mandate (QM) of UGC – 2)
2. Enrichment of curriculum by introducing **1664 New Courses, 269 Value Added Courses and 137 Non Major Elective Courses**. (QM – 4)
3. Launching of **16 new academic programmes during 2018-2023**.

4. Creation of Digital Education Cell for exposing the learners to various MOOC platforms. **1647 learners completed 121 courses** under the **SWAYAM** platform.
5. **Internship/Research Project /Field Project** made mandatory in all programmes.
6. **Students' Induction Programme** nomenclatured as **Deeksharambh** by the UGC at the University level and at Department levels organized. (QM – 1)
7. **Bridge Courses and Remedial Courses** offered in order to enable the students for **threshold learning readiness**.
8. Learning Management System of the University viz., **ALUOP** launched to engage the students during pandemic which still serves as the **repository** of invaluable teaching-learning resources. Students familiarized with **blended learning methodologies** with faculty members adopting **customized ICT tools** depending upon the domain. (QM – 3)
9. Complete **automation of the examination** division, reflecting user friendly protocols of taking up the exams and leading to faster publication of results. (QM – 6)
10. Sophistication of **USIC** further enhanced with addition of **contemporary equipments** worth **Rs. 14.68 crore**.
11. Research Capacity Building and Human Resource Development Programme organized under the Scheme for Trans-disciplinary Research for India's Developing Economy (STRIDE) Scheme of UGC. (QM – 9)
12. **Publication** of research papers in **Scopus indexed journal** (1 for humanities and 2 for science) made as a **pre-requisite** for **submission of Ph.D., theses**.
13. Recognising and rewarding research output such as patent, project and publications through **AURF Research Awards**.
14. Transformational outreach programmes through initiatives viz., **Alagappan Alumni Park, Alagappa University Community Radio, Swachh Bharat and Village Extension Programmes**. (QM – 5)
15. University level **Student Council** level formed with due representation of the students from all departments.
16. Alumni Network strengthened with alumni acting as bridges between the University and industry for placement, and internship. Alumni also render fruitful career counselling services. (QM – 7)
17. 60% of the teachers have undergone FDP during 2018-2023, 7 senior faculty members have been selected under the MHRD-LEAP. (QM – 8)
18. **FDP and orientation programs** organised on **NEP, OBE and NAAC's accreditation Frameworks**.

19. **Mentored the affiliated Colleges on promoting quality education under UGC's PARAMARSH Scheme. (QM – 10)**

20. **Green Campus initiatives** such as Battery Powered Vehicles, Green Travel Day, Digital Fasting Day and Green Audit mooted.

These quality initiatives stand as a **testimony** to the fact that **Alagappa University** adheres to the **UGC's 10 point quality mandate** and help the University to improve its **2023 rank positions** at **NIRF** (30th Rank) and **QS- ASIA** (Range between 251 - 260) and **Times Higher Education (THE)** World Ranking (Range between 401 - 500) assessment.

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

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

*Institution has initiated Gender audit and measure for the promotion of gender equity*

#### Response:

In a steadfast commitment to fostering gender equity and inclusivity, Alagappa University has implemented a multifaceted approach to encourage the active participation of women in both academic and extracurricular spheres. Approximately **36 specialized courses** are dedicated to addressing gender-related issues such as **‘Gender Mainstreaming’** and **‘Gender and Environment’** across various academic programmes and the University is at the forefront of promoting gender studies since 1988 through its dedicated Department of Women’s Studies.

It is reassuring to observe that **female students comprise 55%** of the University's total student body, while **female Ph.D scholars represent 56%** of the total scholars. Moreover, the University has 15 female Post Doctoral Fellows. Notably, many of these female students and scholars hail from rural backgrounds.

In addition, **an impressive 70% of the total patents** originating from the University include contributions from female scholars, highlighting their significant involvement in innovation and intellectual property. Initiatives like the Earn While You Learn Scheme, **Alagappa University Research Fund (AURF)** and **RUSA 2.0** have **female beneficiaries at 59%, 53%, and 41%, respectively.**

Gender-focused research is also a priority at the University, with Ph.D research topics delving into issues such as the glass ceiling for women and women’s financial inclusion. The publication of the biannual journal, the Indian Journal of Women’s Studies GEM (Gender, Equity & Mainstreaming), further highlights the University's commitment to advancing discourse on gender-related matters.

In terms of employment, **female permanent teaching staff constitute 28%** of the total, while temporary teaching staff and **non-teaching staff** have **50% female** participation. Additionally, female faculties hold key positions as Deans of Faculties and Directors, participating in the decision-making processes of the University. Moreover, 23 female staff members hold key positions as Coordinators and Deputy Coordinators across various University schemes, cells, and clubs.

The **Gender Audit** conducted by the University reaffirms its stance as **‘Gender Neutral’**. Aligning with the guidelines of the UGC, the University actively identifies Gender Champions through its Gender Champions Club, to create an environment that values women and their rights. The Gender Champions conduct gender sensitization programmes in various forms, such as seminars, guest lectures, competitions, and other activities in schools, colleges, and various departments of the University. Moreover, departments take the opportunity to celebrate International Women’s Day to empower young students to organize and participate in activities that create awareness of gender discrimination.

The University’s Free Legal Aid Centre provides vital support in addressing familial and social issues faced by women and girls. In addition, the University has an **Internal Complaints Committee, Women**



**Harassment Prevention Cell, Student Grievance & Redressal Committee, and Women Empowerment Cell** to ensure the well-being and upliftment of female students.

A dedicated Health Centre, open to all students and staff, offers essential healthcare services. The University also has a creche facility to provide childcare services for faculty, staff, and students who have young children. Sanitary napkin vending and disposal machines are installed in female washrooms to facilitate menstrual hygiene. Moreover, female hostellers receive counselling twice a month in regard to their health, academic, emotional, social, and cognitive development needs. Through these initiatives, the University aims to contribute to UNO's **SDG 5: Gender Equality** and nurture a more inclusive and equitable environment.

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

### 7.1.2

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

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

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

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

### 7.1.3

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

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

**Response:**

1. Alagappa University is committed to sustainable practices and responsible waste management. It has established specific infrastructure and programs for effective solid waste management, including:

1. **Waste Collection and Segregation Centres:** These centres are strategically located throughout the campuses to encourage proper waste disposal. They include separate bins for recyclables, organic waste, and general waste, with clear signage and color-coding for easy identification.
2. **Recycling Stations:** Equipped with bins for paper, cardboard, plastic, glass, and metal, these stations facilitate the separation of recyclable materials from general waste, reducing environmental impact.
3. **Composting Facilities:** On-site facilities manage organic waste, producing nutrient-rich compost for landscaping and gardening across campus.
4. **Waste Reduction Initiatives:** Practices like double-sided printing, digital communication, reusable food containers, and eliminating single-use plastics in dining facilities help minimize waste at the source.
5. **Environmental Sustainability Cells/Clubs:** Comprising students, faculty, and staff, these committees develop and implement sustainable waste management practices and policies throughout the institution.

2. For liquid waste management, Alagappa University employs various facilities and processes:

1. **Wastewater Collection:** Collects liquid waste from restrooms, laboratories, kitchen facilities, and storm water runoff.
2. **Treatment Processes:** Includes pre-treatment, primary treatment (removing suspended solids), secondary treatment (biological processes to break down organic matter), and tertiary treatment (further treatment to meet stricter standards).
3. **Disinfection:** Removes harmful microorganisms from treated water using methods like chlorination or UV disinfection.
4. **Water Reuse:** Repurposes treated wastewater for non-potable purposes like landscape irrigation and toilet flushing, conserving freshwater resources.
5. **Education and Awareness:** Engages the campus community in programs about responsible water use and conservation.

3. For e-waste management, Alagappa University follows these practices:

1. **Collection:** Collects e-waste from various departments, encouraging individuals to bring old electronic devices to designated collection centres.
2. **Inventory and Sorting:** Inventories and sorts e-waste for refurbishment, recycling, or disposal.
3. **Recycling:** Dismantles e-waste to recover valuable materials for reuse.
4. **Hazardous Material Removal:** Safely removes hazardous materials from e-waste to prevent

environmental contamination.

**5. Secure Disposal:** Disposes of e-waste safely, complying with environmental regulations.

4. Alagappa University's waste recycling system includes the following processes:

1. **Collection:** Collects recyclable materials from designated bins across the campus.
2. **Source Separation:** Encourages users to separate recyclables at the source to maintain quality.
3. **Waste Audits:** Conducts periodic waste audits to evaluate waste management programs.
4. **Transportation:** Transports collected recyclables to on-campus or off-campus facilities for processing.
5. **Sorting and Separation:** Manual sorting separates recyclables into different categories.
6. **Processing:** Processes recyclable materials into new products.
7. **Composting:** Converts organic waste into nutrient-rich compost for landscaping and gardening.
8. **Public Awareness and Education:** Runs campaigns and workshops to raise awareness about waste reduction and recycling.
9. **Monitoring and Regulation:** Ensures compliance with environmental laws and regulations.
10. **Research and Innovation:** Continuously seeks to improve waste management techniques and technologies.

5. Alagappa University also focuses on reducing glass waste through innovative techniques, such as using a glass sorter to segregate glass waste by colour, size, and type. This initiative aims to promote zero waste management by integrating sorted glass into paver block manufacturing, offering a sustainable alternative to traditional construction materials.

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

#### 7.1.4

*Water conservation facilities available in the Institution:*

1. *Rainwater harvesting*
2. *Borewell /Open well recharge*
3. *Construction of tanks and bunds*
4. *Wastewater recycling*
5. *Maintenance of waterbodies and distribution system in the campus*

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

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

### 7.1.5

#### *Green campus initiatives include*

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

#### **Response:**

Alagappa University has embarked on a remarkable journey towards the attainment of one of the MDGs and SDGs viz., **environmental sustainability**. The University's sustainability agenda aims at reducing its carbon footprint, promoting sustainable practices, and creating a greener and healthier campus for its stakeholders.

One of the key focus areas of Alagappa University's environmental stewardship is energy conservation. The University promotes the use of **energy-efficient appliances** by encouraging the use of inverters over generators during power outages and using the stairs for short distances instead of the elevator.

ALU has installed 27kW **solar panels** in the guest house, administrative building, and Science Block, harnessing solar energy to meet a portion of its energy needs. Two battery-operated vehicles are used for internal transportation, reducing the reliance on fossil fuels which also made life easier for Divyangjan with mobility challenges.

Another Eco-Ride initiative of Alagappa University is encouraging the use of bicycles/non-fossil fuel vehicles by observing **Green Vehicle Day**. Students are inspired to pedal for the Planet by using bicycles as a measure of reducing carbon foot print.

Pedestrian-friendly pathways have been designed and well-maintained, connecting various blocks on the campuses, inspiring the students and staff to embrace the beauty of walking in serene surroundings and the outdoors while minimizing the use of motorized transportation.

Well-established rainwater harvesting models, including a **percolation pond** in ALU collect rainwater

from building roofs, open areas, and playgrounds, channelize it properly for recharge purposes.

Efforts for carbon neutrality are evident in the University's regular **tree plantation drives**, which help maintain a green cover and offset carbon emissions. E-waste is managed through proper disposal and recycling practices, and old computers and gadgets are replaced with more energy-efficient models.

ALU is also actively involved in environmental education and awareness programs through **Environmental Awareness Club** and **Centre for Swaach Bharat and Swasth Bharat**.

As a measure of promoting responsible plastic consumption, awareness programs are conducted on eliminating single use plastics with emphasis on reusable and eco friendly alternatives for plastics. The University has also introduced **Digital Fasting Day** for reducing their screen time. It is a refreshing break from the digital world and a reminder of the importance of living in harmony with nature. Beach cleaning programs and the mangrove nursery initiatives of the Department of Oceanography contribute to the conservation of coastal eco system.

ALU's campus is characterized by its abundant greenery, featuring a wide variety of trees, herbal plants, bushes, climbers, lianas, twiners, and lawns. The University maintains over 50 percent green cover after building construction, with **natural vegetation** accounting for **23 percent** and **planted vegetation** for **53 percent**, as per guidelines from the **World Green Building Council** and the **Indian Green Building Council**.

In terms of floral biodiversity, the campus hosts an impressive diversity of plant species, with **110 species** belonging to **85 genera** under **60 families**. All these species are flourishing and remain free from pests and diseases. The campus also features a significant number of oxygen-releasing and carbon dioxide-assimilating plants, contributing to a healthier environment.

In addition to its rich plant life, Alagappa University's campus supports diverse fauna. Various mammals, birds, grasshoppers, termites, amphibians, reptiles, and butterflies have been noticed in the campus, along with visiting birds. This biodiversity indicates a healthy ecosystem that supports a wide range of wildlife.

File Description	Document
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 7.1.6

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

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

*1.Green audit /Environment audit*

*2. Energy audit*

*3.Clean and green campus initiatives*

*4. Beyond the campus environmental promotion and sustainability activities*

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

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

#### 7.1.7

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

**Response:**

Alagappa University is committed to creating a differently - abled environment across its campus, ensuring inclusivity and accessibility for all individuals. It has implemented a range of initiatives and facilities to support individuals with disabilities.

ALU has installed **ramps at key locations**, allowing easy access to buildings for individuals using wheelchairs or with mobility challenges. These ramps are designed to be **wheelchair-friendly**, allowing individuals with mobility impairments to access buildings and facilities without barriers. The ramps adhere to accessibility standards, ensuring they are safe and easy to use for all users.

The University also provides **lifts in buildings**, and **tactile paths** have been incorporated into the campus layout, aiding individuals with visual impairments in navigating the University grounds safely and

independently. The University offers battery-operated vehicles for transportation within the campus reducing mobility barriers for students with physical disabilities.

There are divyangjan-friendly washrooms equipped with facilities to meet the specific needs of individuals with disabilities. Additionally, the University provides scribes, who assist students with visual impairments in examinations and other academic activities, ensuring they can effectively demonstrate their knowledge and skills.

The **Center for Multimodal Material Production for Differently Abled**, a wing of Department of Special Education and Rehabilitation Science established by the Government of Tamil Nadu at Alagappa University in 2013, is dedicated to creating **specialized educational aids and materials** for individuals with disabilities. This center plays a crucial role in developing tactile aids and teaching-learning materials tailored to the unique needs of these individuals.

**ALU Resource Centre for Differently Abled** was set up in the academic year 2015-16. This centre serves 85 students with intellectual disabilities, offering them specialized education services with a comprehensive support team, including four special educators, **three caretakers, one speech therapist, one occupational therapist, one Braille recorder, and one physiotherapist**. Furthermore, an exclusive centre derived from this initiative focuses on creating splints and orthotics for children with locomotor disabilities. This extension of services demonstrates the University's commitment to providing holistic support and services to individuals with disabilities, ensuring necessary resources to thrive academically and in their daily lives.

For individuals with visual impairments, the University offers a variety of assistive technologies. The **Basic D Braille Embosser transcribes text materials into Braille**, enabling individuals unfamiliar with the Braille language to access printed materials in Braille form. The **Tactile Material Marker** allows teachers to create tactile materials such as **drawings, charts, and maps**, facilitating tactile learning experiences for students with visual impairments.

The University also provides advanced technologies like the **Readit Scholar HD**, a **portable autoreader/CCTV** system that captures and reads both close-up and distant objects, offering enhanced reading capabilities. The **HP Pro Daisy Player** and **Angel Pro Daisy Player** are specialized devices for reading digital text in various formats, providing individuals with visual impairments the access to a wide range of literature.

Moreover, the University offers **speech-to-text software** like JAWS, which converts on-screen text into speech, enabling visually impaired individuals to use computers independently. The Typing Tutor software assists individuals in learning touch-typing skills, empowering them to use computers more effectively.

File Description	Document
Any other relevant document	<a href="#">View Document</a>
Signage including tactile path, lights, display boards and signposts	<a href="#">View Document</a>
Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading, font enlargement etc	<a href="#">View Document</a>
Divyangjan friendly washrooms	<a href="#">View Document</a>
Built environment with ramps/lifts for easy access to classrooms	<a href="#">View Document</a>
Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment	<a href="#">View Document</a>

### 7.1.8

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

#### Response:

#### Curriculum Inclusivity:

Through meticulous integration of key societal values into its curriculum, the University embraces core principles such as **Professional Ethics, Gender Equity, Human Values, and Environmental Sustainability**, aligning with the objectives outlined in the Sustainable Development Goals and the National Education Policy (NEP) 2020.

#### Environmental Inclusivity:

In its commitment to fostering an inclusive environment, the University conducts regular **gender audits** and implements strategies to promote gender equality. Furthermore, the university endeavours to cultivate an **inclusive environment for differently-abled** individuals by offering accessible infrastructure, technological assistance, and continuous involvement across all aspects of university life. Notably, the university has a dedicated **Department of Special Education and Rehabilitation Science**, highlighting its commitment to supporting students with disabilities. Moreover, the University actively commemorates the **International Day of Persons with Disabilities**, reinforcing its pledge to promote inclusion of the differently-abled.

#### Cultural and Religious Inclusivity:

The University strives to educate students and staff members about the diverse cultures, languages, and



socio-economic backgrounds not only within the local community but also across the entire nation. Through a myriad of **celebratory events** such as the Youth Festival, Constitution Day, Teachers' Day, and **cultural festivals** like Pongal, Onam, Christmas, and Ayudha Pooja, the University fosters an environment of tolerance and harmony, instilling in its students a profound sense of responsibility towards social cohesion and national integration.

### **Linguistic Inclusivity:**

Recognizing language as a powerful medium for fostering cross-cultural understanding, the University offers language courses in addition to Tamil, including **French and German**, thereby facilitating meaningful intercultural dialogue among students hailing from diverse backgrounds and nationalities.

### **Communal Harmony:**

The University has taken a proactive approach by **adopting villages** in and around the Sivaganga region. Through a diverse range of activities aimed at socio-economic development, such as lectures and cultural programs, the university strives to raise awareness about quality education, financial well-being, women empowerment, environmental conservation, and ethical practices within these communities.

### **Socioeconomic Inclusivity:**

Furthermore, the University aligns closely with the Government of India's social inclusion policy, ensuring **fair representation of marginalized communities** including SCs, STs, OBCs, EWC, and PWDs in both student admissions and staff recruitment processes. Top of Form

### **Other initiatives:**

- The university offers targeted coaching programs to support academic improvement for students from marginalized communities through the special scheme **Remedial Coaching for SC/ST/OBC & Minorities**.
- The **Equal Opportunity Cell**, dedicated to promoting inclusivity, provides guidance and support for students facing discrimination or barriers.
- Catering to students with disabilities, the **Para Sports Centre** provides specialized training and facilities for para-athletes, promoting inclusivity in sports and ensuring their participation regardless of disability.
- The **Centre for Tamil Antiquity, Culture, and History** serves as a focal point for research, education, and preservation of Tamil culture and heritage.
- Providing a platform for cultural expression, the **Cultural Club** of the University organizes events and activities to celebrate diversity, fostering cross-cultural exchange and appreciation among students from different backgrounds.
- Addressing the needs of SC/ST students, the **SC/ST Cell of the University** offers support services such as counseling and mentoring, advocating for the educational and social advancement of SC/ST students within the university.

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

### 7.1.9

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

#### Response:

Recognizing the importance of constitutional obligations, values, rights, duties, and responsibilities of citizens, the Alagappa University has established the **Department of Politics and Public Administration**. The department endeavors to instill these principles through its academic offerings, viz., M.A. and Ph.D. Public Administration Programmes.

Moreover, the University has various centers, cells, clubs, and implements schemes to encourage a comprehensive understanding of constitutional obligations and citizenship values among its students and faculty. The **Centre for Nehru Studies** and the **Centre for Gandhian Studies** explore constitutional principles advocated by leaders. The Centre on **Swachh Bharat & Swasth Bharat** and **Ek Bharat Shreshtha Bharat** promote constitutional ideals of cleanliness, health, and national integration. The University's **Pandit Deen Dayal Upadhyay Chair** and **Swami Vivekananda Centre for Higher Education** and Research inspire faculties and students to embody citizenship through societal upliftment and nation-building teachings.

The **National Service Scheme**, **Red Ribbon Club**, and **Youth Red Cross** engage the University students and faculty members in social welfare activities, reinforcing community service and humanitarian values. In addition, the **Legal Literacy Cell** empowers the University students and employees with legal knowledge, promoting active citizenship and legal awareness. The **National Cadet Corps** instils a sense of duty towards national defence among Alagappa University community, aligning with constitutional obligations. Moreover, the **Electrol Literacy Club** promotes democratic participation within the University community, aligning with constitutional obligations.

The University has erected a permanent **100-foot tall polygon flag mast** for hoisting the **national flag**, serving as a tangible symbol that cultivates a sense of patriotism and civic responsibility among the stakeholders.

The University commemorates a variety of significant days such as Independence Day, Constitution Day, and International Human Rights Day to sensitize students and employees to constitutional obligations and citizenship values. These events serve as platforms to reflect on rights, duties, and responsibilities enshrined in the constitution. Through commemorations such as National Youth Day and Republic Day, the University promotes a sense of civic duty and active participation in nation-building. Celebrations of

International Literacy Day underscore the transformative power of education in empowering individuals and promoting social inclusion, while **Integral Humanism Day** reflects on the philosophy advocating the holistic development of society, emphasizing the importance of compassion, empathy, and ethical governance in nurturing a just and equitable community. On the occasion of **Sardar Vallabhbhai Patel's birthday**, Alagappa University remembers the contributions of the Iron Man of India in unifying the nation, emphasizing the values of unity, integrity, and national integration.

Moreover, **National Education Day** honours the visionaries who championed the cause of education, emphasizing its pivotal role in shaping informed and responsible citizens and driving socio-economic progress. **World Consumer Rights Day** raises awareness about consumer rights and responsibilities, advocating fair practices and ethical conduct in economic transactions, thereby promoting transparency and accountability within society. Such initiatives aim to nurture informed and responsible citizens within the University community. Additionally, celebrations of **Perarignar Anna Birthday** and **Gandhi Jayanthi** promote social justice, non-violence, and inclusive governance among the University community.

The University encourages students and employees to take pledges such as the Anti-terrorism day pledge, Equality Day pledge, National Voter's Day pledge, Pledge against untouchability, Rashtriya Ekta Diwas Pledge, and Sadbhavana Diwas Pledge. These pledges and observances promote values such as equality, unity, and civic responsibility, fostering a more inclusive and harmonious society.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Details of activities that inculcate values necessary to nurture students to become responsible citizens	<a href="#">View Document</a>

#### 7.1.10

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

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

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

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

## 7.2 Best Practices

### 7.2.1

*Describe two Best practices successfully implemented by the Institution as per the NAAC format provided in the Manual.*

**Response:**

### Best Practices

#### 1. Kaushal Bharat Kushal Bharat – Alagappa University’s Pursuit of Skill Excellence

**Description:** <https://ssr.alagappauniversity.ac.in/IQAC/SSR/CRI-VII/7.2.1/Skill%20Development/Skill%20Development%20Description.pdf>

Alagappa University’s Kaushal Bharat Kushal Bharat initiative addresses skill gaps in industries by designing vocational curricula aligned with National Occupational Standards. It focuses on inclusive skill development, integrating skill modules into academic curricula, and enhancing experiential skills through industry-relevant training. The Alagappa Institute of Skill Development (AISD) offers B.Voc. and

M.Voc. programs and collaborates with industries for training and certification. Evidence of success includes high employment rates among graduates, numerous capacity development initiatives, and innovative COVID-19 preventive measures. In spite of the challenges like resource constraints and not-much encouraging participation, the program stimulates creativity, entrepreneurship, and industry partnerships.

#### **Supporting**

**Information:** <https://ssr.alagappauniversity.ac.in/IQAC/SSR/CRI-VII/7.2.1/7.2.1%20-%20Support.pdf>

## **2. Coastal Prosperity Initiatives of Alagappa University**

**Description:** <https://ssr.alagappauniversity.ac.in/IQAC/SSR/CRI-VII/7.2.1/OCAS/7.2.1%20Oceanography%20Best%20Practice%201.pdf>

Alagappa University has implemented several measures to empower coastal communities, particularly through its Coastal Prosperity Initiatives. These initiatives aim to support fisherwomen and other coastal residents by providing skill development and sustainable livelihood opportunities. Key practices include training in seaweed culture, fish net making, and sea grass vermicomposting. The University also organizes beach cleaning programs and offers training on producing value-added fish products. These efforts have improved employment opportunities, income levels, and socio-economic status for many participants. Notwithstanding challenges like logistical difficulties and lack of awareness, the programs have achieved significant success, helping participants gain confidence, skills, and financial independence.

#### **Supporting**

**Information:** <https://ssr.alagappauniversity.ac.in/IQAC/SSR/CRI-VII/7.2.1/7.2.1%20Oceanography.pdf>

## **Additional Best Practices**

### **1. Alagappa University Study Circle: Facilitating Employment for Community Empowerment**

**Description:** <https://ssr.alagappauniversity.ac.in/IQAC/SSR/CRI-VII/7.2.1/Supporting%20Documents/Study%20Circle%20-%20Description.pdf>

Alagappa University Study Circle, established in 2016, empowers rural youth by providing personalized pre-placement counselling, collaborative learning, targeted training for competitive exams, and specialized career guidance. It addresses the challenges faced by first-generation graduates from backward districts, offering comprehensive coaching for various competitive exams and organizing pre-placement workshops, career guidance programs, and mock interviews. The Study Circle collaborates with organizations, conducts online mentoring, and invites successful personalities to inspire students. Despite the challenges in attracting students outside working hours, it has significantly benefited participants, enhancing their employability and supporting marginalized groups through tailored training programmes and placement drives.

#### **Supporting**

**Information:** <https://ssr.alagappauniversity.ac.in/IQAC/SSR/CRI-VII/7.2.1/7.2.1%20Study%20Circle.pdf>

## 2. ASSURE (Alagappa Sports Supportive Utilities Reach Everyone)

**Description:** <https://ssr.alagappauniversity.ac.in/IQAC/SSR/CRI-VII/7.2.1/7.2.1%20ASSURE.pdf>

ASSURE (Alagappa Sports Supportive Utilities Reach to Everyone) program at Alagappa University promotes health and fitness among diverse age groups through free, tailored fitness sessions held daily, except Sundays. Designed to address varying fitness levels, socioeconomic disparities, and logistical challenges, the program enhances participants' physical fitness, including endurance, strength, and flexibility. It aligns with national fitness initiatives like the Fit India Movement, emphasizing holistic student development. ASSURE participants have shown notable success, competing in regional, state, and national athletic events, as well as inter-university tournaments. This flagship initiative not only improves physical health but also instils confidence and excellence, reflecting the University's commitment to community fitness and well-being.

### Supporting

**Information:** <https://ssr.alagappauniversity.ac.in/IQAC/SSR/CRI-VII/7.2.1/7.2.1%20ASSURE%20Support.pdf>

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 7.3 Institutional Distinctiveness

### 7.3.1

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

#### Response:

Dr. RM. Alagappa Chettiar, the esteemed founder of Alagappa University, epitomized the essence of philanthropy through his visionary pursuit of universal education. His noble vision to disseminate knowledge resonated deeply in his ardent mission to reach rural communities. With steadfast dedication to inclusivity, he endeavoured to dismantle barriers to education, ensuring that every individual, regardless of background or circumstance, could partake in the transformative journey of learning.

In the enduring legacy of Dr. RM. Alagappa Chettiar, Alagappa University assumes its pivotal role as a catalyst for educational equity and societal advancement. In 2010, with the backing of the **UGC Innovative Programme Fund of Rs. 60 lakhs**, the University embarked on a noble journey by introducing Special Education programs, with the credit of emerging as the premier State University to do so. This endeavour aimed to empower the differently-abled through education, setting the stage for a

more inclusive society.

Subsequently, in 2013, the **Centre for Multimodal Material Production for Differently Abled and Para Sports Centre** were established under the **Government of Tamil Nadu Scheme**. These pioneering initiatives led to the creation of the **Alagappa University Resource School for Differently Abled** within the University Campus in 2014. Serving as Feeder Units to the Department, these entities catalyse transformative change by generating a diverse range of digitally accessible and multimedia materials tailored to cater to the various learning styles and abilities of students with disabilities.

Over the years, the University's commitment to promoting inclusive education has flourished. In 2016, through the exclusive **Department of Special Education & Rehabilitation Science**, the University illuminates the path towards a future where education transcends boundaries, granting every individual the opportunity to thrive and contribute to society. Furthermore, in 2022, the State Commissionerate for the Welfare of the Differently Abled, Chennai granted temporary recognition to two **Special Schools for Differently Abled (ID & Autism)** with salary grant of Rs.12,96,000/- per year funded by State Government of Tamil Nadu, amplifying its impact and outreach. Through these endeavours, the University laid the groundwork for **Inclusive and Special education, with an Innovative focus on Rehabilitation Education**—an endeavour to serve children with disabilities.

Through a comprehensive array of specialized programs such as **B.Ed. Special Education, M.Ed. Special Education**, and the ground breaking **B.Ed.-M.Ed. Integrated Special Education Programme**, alongside **M.Sc. Psychology**, the Department of Special Education & Rehabilitation Science imparts invaluable knowledge to its students. These programs enable students to effect profound change in the lives of individuals with disabilities. The Department also offers a diverse range of services tailored to address their unique needs, including vocational training, career guidance, and personalized psychological support, alongside advanced assistive technological resources.

Thirteen students with visual impairments have successfully completed their B.Ed. Special Education Degree, while eight others have excelled in the M.Ed. Special Education program offered by the Department, emerging as adept and proficient special educators. Among these accomplished individuals, two notable students with visual impairments have triumphantly cleared the **National Eligibility Test (NET)**, paving the way for them to pursue their Doctoral Programmes with the support of the **National Fellowship for Persons with Disabilities (NFPwD)**. At the zenith of its academic pursuits, the Department proudly offers the **Ph.D. programme in Special Education**—an esteemed platform where scholars embark on rigorous intellectual journeys, engaging in critical inquiries that shape the discourse and practice within the field.

Through dynamic research projects conducted both at national and international levels, coupled with the adept research guidance offered by its erudite faculty members, the Department fosters innovative interventions and strategies for students with disabilities. Strategic alliances with renowned national and international institutes, as well as non-governmental organizations, serve as vital channels for collaboration and innovation, thereby enriching the academic terrain and catalyzing the Department's progress. The Department's **MoU with the National Institute for Empowerment of Persons with Multiple Disabilities** has been particularly instrumental, offering vital opportunities to train in-service teachers and orchestrate programs aimed at fostering societal awareness and inclusivity.

Aligned with the motto of "*Serve to Smile, Reach to Teach, and Model to Mould*," the **Alagappa University Special School** offers exclusive services. Currently, the Special Schools cater to

more than eighty children with a variety of disabilities, each benefiting from individualized education plans. These students regularly showcase their talents in national-level sports and cultural competitions, consistently achieving success with numerous prizes. Notably, one student created a Chola Book of Record for practicing Silambam while walking. Furthermore, the successful clearance of Board Exams by five students from the Special School serves as a testament to the effectiveness of the specialized education they have received.

The **Para Sports Centre** of Alagappa University extends its services by providing specialized sports training to individuals with disabilities. Notably, students trained at this centre have achieved remarkable success at both national and international levels, securing accolades in prestigious competitions such as the ICWC, International Asia Cup, 8th World Dwarf Games, TWCPL 2020, Tamil Nadu Wheelchair Tournament, State Level Table Tennis Tournament, Sitting Volleyball Tournament, National Level Wheelchair Cricket, T-20 Series Wheelchair Cricket Tournament, IV Indian Open National Para Athletics, Para International Tournament, and IWAS World Games. Their accomplishments stand as a testament to the unwavering dedication of the University to uplift and serve disadvantaged communities.

The University further extends its dedicated services to students with disabilities through a range of specialized initiatives to promote inclusivity and empowerment:

- The **Artificial Limb Production Unit** utilizes cutting-edge equipment and expertise to design and fabricate customized prosthetic devices. These devices are tailored to the unique anatomical and functional requirements of every individual, providing physiotherapy to students with locomotor disabilities.
- The **Braille and Audio Book Production Unit** is dedicated to crafting top-tier Braille and DAISY audio learning materials, empowering individuals with visual impairments to actively participate in academic, literary, and recreational pursuits. Moreover, this unit offers them exposure to cutting-edge technology such as the Blaze, Refreshable Braille Display, Braille Embosser, Tactile Maker, and Magnification Devices.
- The **Vocational Store by Differently Abled** stands as a poignant testament to the artistic prowess, resilience, and entrepreneurial zeal of individuals with disabilities from the Special School.

In the annals of history, the University will be recognized as a transformative force, offering comprehensive educational opportunities for students with disabilities and the University fulfils the visionary dream of its founder, Dr. RM. Alagappa Chettiar, to bestow the light of knowledge upon all.

File Description	Document
Appropriate webpage in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>



## 5. CONCLUSION

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### Additional Information :

Alagappa University (ALU) is the **only University in Tamil Nadu and one among 10 Universities in India selected under Component 4: Enhancing Quality and Excellence** with a grant of **Rs. 100 crores** under **MHRD - RUSA 2.0**.

ALU contributes to the **National Green Hydrogen mission** through a pilot-scale green hydrogen production project funded by the Department of Science and Technology (DST) under the Integrated Clean Energy Material Acceleration Platform (IC-MAP) with a budget of **Rs. 1184.6248 lakh**. This project involves collaboration with institutions such as IIT Bombay, IIT Hyderabad, The Neotia University, IIT Kanpur, IISER Thiruvananthapuram, IIT Kharagpur, and CSIR-IICT Hyderabad. Additionally, in partnership with its in-house industry and departments, ALU has developed a **20,000-litre Sewage Treatment Plant at Karaikudi Corporation** that generates hydrogen from treated waste water.

ALU is renowned for its exceptional faculty, whose dedication to research and education has earned national and international acclaim. **Eight faculty members have received the “Tamil Nadu Scientists Award” (TANSA)** from the Tamil Nadu State Council for Science and Technology (TNSCST). During the assessment period, over **60 faculty members** received various **awards and honours**. Alagappa University's global research impact is significant, with **11 faculty members** listed among the **top 2%** of the most influential scientists worldwide according to **Stanford University's 2022 rankings**. So far **9 faculty members** of the University had adorned the position of **Vice-Chancellors** of various universities of Tamil Nadu.

ALU is the **only University** in India with its **own school**, the **Alagappa Model Higher Secondary School**, established by Dr. R.M.Alagappa Chettiar in 1951. Serving as a training ground for B.Ed students from the Alagappa University College of Education, the school offers both Tamil and English medium education up to class X and higher secondary education since 1978. The University is committed to improving the school's infrastructure, having recently constructed six classrooms and a library at a cost of **Rs. 1 crore** and renovating various facilities. This support ensures a high-quality educational environment and enhances overall educational outcomes.

ALU is dedicated to recognizing and researching the contributions of **unsung freedom fighters** from Tamil Nadu through **5 special research projects**. On May 2, 2023, the University organized an interaction with the Hon'ble Governor of Tamil Nadu to highlight the efforts of these freedom fighters. Researchers have documented the lives and sacrifices of notable figures such as **Shri N. Chinna Annamalai, Shri S.V. Muthuvadugunatha Thevar, Shri A.K. Chettiyar, Shri Gandhi I.B. Arrangesamy Raja, and Shri P.S. Vasanthan**, who played significant roles in the Civil Disobedience and Quit India movements. This initiative enriches the academic and historical understanding of India's struggle for independence. The University regularly **honours the unsung freedom fighters** on every **Independence day**.

### Concluding Remarks :

Alagappa University's enduring success and expansion into four campuses, catering to approximately **4,500** students annually for the past **40** years, highlight its exceptional functioning. This achievement stems from a deep devotion to our illustrious Founder and his ideals, unwavering dedication to higher education, a

strong commitment to societal and national welfare, and a holistic approach to physical and mental growth. These elements combine to create a powerful synergy that drives the university's success.

The institution's moderate fee structure, lush green self-sufficient campuses, and a student-friendly faculty and administrative staff contribute to a vibrant and welcoming educational environment. Rigorous academic activities, impactful Village Empowerment Programmes, enriching skills-development events, and exhilarating sports and cultural meets with full participation from both students and staff are the hallmarks of our academic endeavors.

Guided by the principle that "**Work is Worship**," all aspects of teaching, learning, evaluation, and administration are conducted with meticulousness, precision, accuracy, and transparency. Alagappa University has steadfastly adhered to its founding vision and mission of providing affordable, high-quality education to young minds, shaping them into professionally competent, socially responsible, and spiritually aware individuals.

Moreover, Alagappa University prides itself on its state-of-the-art infrastructure, which includes advanced laboratories, comprehensive libraries, and modern sports facilities. The University also fosters a strong research culture, encouraging innovation and intellectual curiosity among both faculty and students. Through numerous collaborations with international institutions, Alagappa University provides its students with global exposure and opportunities for academic and cultural exchange.

In addition, the University places a significant emphasis on community engagement and social responsibility. Initiatives such as environmental sustainability projects, health camps, and educational outreach programs in rural areas further demonstrate Alagappa University's commitment to making a positive impact on society.

In essence, Alagappa University embodying its motto "**Excellence in Action**" stands as a paragon of transformative education and societal progress, continuously sculpting the future leaders, professionals and visionaries.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.3	<p><b><i>Electronic media and other digital components in the curriculum - Percentage of the Courses on offer by DDE that have incorporated electronic/digital media and other digital components in their curriculum delivery over the last five years.</i></b></p> <p>1.1.3.1. <b><i>Number of the Courses on offer have incorporated electronic/ digital media and other digital components in their curriculum year wise during the last five years.</i></b>            Answer before DVV Verification : 794            Answer after DVV Verification: 586</p> <p>1.1.3.2. <b><i>Total Number of Courses on offer across all programs by DDE over the last five years.</i></b>            Answer before DVV Verification : 1001            Answer after DVV Verification: 1001</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>
1.3.2	<p><b><i>Number of certificate / value-added courses /Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM / e_Pathshala/ NPTEL and other recognized platforms where the students of the institution have enrolled and successfully completed during the last five years</i></b></p> <p>1.3.2.1. <b><i>Number of certificate/value added courses/Diploma Programme offered by the institutions and online courses of MOOCs, SWAYAM/e Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years</i></b>            Answer before DVV Verification : 390 years            Answer after DVV Verification: 277 years</p> <p>Remark : DVV has made changes as per the Number of certificate/value added courses/Diploma Programme offered .</p>
1.3.3	<p><b><i>Percentage of Programmes that have components of field projects / research projects / internships during last five years</i></b></p> <p>1.3.3.1. <b><i>Total Number of programmes that have components of field projects/research projects/internships (without repeat count) during last five years.</i></b>            Answer before DVV Verification : 58            Answer after DVV Verification: 51</p> <p>1.3.3.2. <b><i>Total Number of programmes offered (without repeat count) during the last five years.</i></b>            Answer before DVV Verification : 63            Answer after DVV Verification: 58</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>
2.2.3	<p><b><i>Learners from Special Target Group: Average number of learners enrolled from social target groups namely: Persons with Disability, Transgender, Defence and Security Forces, Prison inmates, etc. enrolled as learners in DDE over the last five years</i></b></p>

**2.2.3.1. Number of learners enrolled from social target groups namely: Persons with Disability, Transgender, Defence and Security Forces, Prison inmates, etc. enrolled as learners in DDE year wise over the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1649	2641	2258	1884	1578

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1599	1465	1987	1784	1345

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

**2.3.4 Availability of digitized SLMs for the learners - Percentage of programs offered by DDE having access to online SLMs**

**2.3.4.1. Number of learning material of the Institution digitized and the SLMs uploaded on the website / Online Repository/ e-content app / LMS for their availability to the learners during the last five years.**

Answer before DVV Verification : 68

Answer after DVV Verification: 62

**2.3.4.2. Total number of SLMs developed by the institution across all the Programs offered by the DDE.**

Answer before DVV Verification : 78

Answer after DVV Verification: 78

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	17	14	16

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	15	16	13	15

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

3.1.2	<p><b><i>The institution provides seed money to its teachers for research (average per year)</i></b></p> <p>3.1.2.1. <b><i>Amount of seed money provided by institution to its teachersfor research year- wise during the last five years(INR in lakhs)</i></b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>63</td><td>55</td><td>48</td><td>32</td><td>63</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>52</td><td>50</td><td>42</td><td>25</td><td>56</td></tr></table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	63	55	48	32	63	2022-23	2021-22	2020-21	2019-20	2018-19	52	50	42	25	56
2022-23	2021-22	2020-21	2019-20	2018-19																	
63	55	48	32	63																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
52	50	42	25	56																	
3.1.3	<p><b><i>Percentage of teachers receiving national/ international fellowship / financial support by various agencies for advanced studies/ research during the last five years.</i></b></p> <p>3.1.3.1. <b><i>Number of teachers who received national / international fellowship / financial support from various agencies, for advanced studies / research; year-wise during the last five years.</i></b></p> <p>Answer before DVV Verification : 72</p> <p>Answer after DVV Verification: 66</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>																				
3.1.4	<p><b><i>Percentage of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years</i></b></p> <p>3.1.4.1. <b><i>The Number of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years.</i></b></p> <p>Answer before DVV Verification : 371</p> <p>Answer after DVV Verification: 361</p> <p>3.1.4.2. <b><i>Number of PhD Scholars enrolled during last five years.</i></b></p> <p>Answer before DVV Verification : 434</p> <p>Answer after DVV Verification: 434</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>																				
3.4.1	<p><b><i>The institution ensures implementation of its stated Code of Ethics for research through:</i></b></p> <p>1. <b><i>Inclusion of research ethics in the research methodology course work</i></b></p> <p>2. <b><i>Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc.,)</i></b></p> <p>3. <b><i>Plagiarism check through software</i></b></p> <p>4. <b><i>Research Advisory Committee</i></b></p> <p>Answer before DVV Verification : A. All of the above</p>																				

	<p>Answer After DVV Verification: C. Any 2 of the above</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>																				
3.4.4	<p><b><i>Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years</i></b></p> <p>3.4.4.1. <b><i>Number of research papers published in the Journals as notified on UGC CARE list during the last five years</i></b></p> <p>Answer before DVV Verification : 4312</p> <p>Answer after DVV Verification: 2732</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>																				
3.6.2	<p><b><i>Number of extension and outreach programs conducted by the institution through organized forums like NSS/NCC with involvement of community year wise during the last five years</i></b></p> <p>3.6.2.1. <b><i>Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.</i></b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>52</td><td>27</td><td>7</td><td>54</td><td>18</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>48</td><td>24</td><td>6</td><td>49</td><td>17</td></tr></table> <p>Remark : DVV has made changes as per the NSS/NCC with involvement of community.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	52	27	7	54	18	2022-23	2021-22	2020-21	2019-20	2018-19	48	24	6	49	17
2022-23	2021-22	2020-21	2019-20	2018-19																	
52	27	7	54	18																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
48	24	6	49	17																	
3.7.1	<p><b><i>Number of functional MoUs/linkage 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</i></b></p> <p>3.7.1.1. <b><i>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 year</i></b></p> <p>Answer before DVV Verification : 59</p> <p>Answer after DVV Verification: 52</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>																				
4.1.2	<p><b><i>Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years</i></b></p> <p>4.1.2.1. <b><i>Expenditure for infrastructure development and augmentation excluding salary, year</i></b></p>																				

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
219.21	372.56	1028.57	1947.46	1847.11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
145.87	202.56	688.16	1389.00	1209.76

Remark : DVV has made changes as per the excluding salary.

**4.1.3 Expenditure incurred for infrastructure augmentation and maintenance of DDE****4.1.3.1. Expenditure incurred for infrastructure augmentation of DDE against total expenditure excluding salary year wise during the last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
417.33	238.14	306.60	122.12	667.33

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
365.89	191.33	275.08	88.23	537.08

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
255.83	306.86	203.58	172.20	378.86

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
199.34	213.08	145.17	107.81	300.78

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

5.1.3	<p><b><i>Following Capacity development and skills enhancement initiatives are undertaken by the institution for:</i></b></p> <p><b><i>1. Soft skills</i></b> <b><i>2. Language and communication skills</i></b> <b><i>3. Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)</i></b> <b><i>4. Awareness of trends in technology</i></b></p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made changes as per the report shared by HEI.</p>																				
5.2.1	<p><b><i>Percentage of placement of outgoing students during the last five years..</i></b></p> <p><b><i>5.2.1.1. Number of outgoing students placed year wise during the last five years..</i></b> Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>982</td><td>861</td><td>753</td><td>901</td><td>1034</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>966</td><td>845</td><td>725</td><td>881</td><td>981</td></tr></table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	982	861	753	901	1034	2022-23	2021-22	2020-21	2019-20	2018-19	966	845	725	881	981
2022-23	2021-22	2020-21	2019-20	2018-19																	
982	861	753	901	1034																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
966	845	725	881	981																	
5.2.2	<p><b><i>Percentage of graduated students who have progressed to higher education year-wise during last five years..</i></b></p> <p><b><i>5.2.2.1. Number of outgoing students progressing to higher education..</i></b> Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>172</td><td>190</td><td>150</td><td>120</td><td>123</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>167</td><td>178</td><td>145</td><td>114</td><td>118</td></tr></table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	172	190	150	120	123	2022-23	2021-22	2020-21	2019-20	2018-19	167	178	145	114	118
2022-23	2021-22	2020-21	2019-20	2018-19																	
172	190	150	120	123																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
167	178	145	114	118																	
5.2.3	<p><b><i>Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years..</i></b></p>																				



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

Answer before DVV Verification : 112

Answer after DVV Verification: 91

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
83	30	07	08	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
75	26	06	08	11

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

**6.3.3 Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years**

**6.3.3.1. Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
84	85	266	122	52

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
71	72	245	106	42

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

## 2.Extended Profile Deviations

### Extended Profile Deviations

No Deviations
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