

Detailed Project Report (DPR)
For Grant of Deemed to be University

Submitted to
University Grants Commission (UGC)
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Sri Krishna Arts and Science College

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**Sri Krishna (Deemed to be University),
Coimbatore, Tamilnadu**

1. INTRODUCTION ON STARTING SRI KRISHNA (DEEMED TO BE UNIVERSITY)

1.1 About Sri Krishna Arts and Science College (SKASC)

- SKASC Coimbatore was established in 1997 under self-financing category, affiliated to Bharathiar University in the State of Tamil Nadu
- The College has an area of 51.49 acres of land (shown in Annexure I), with a built up area of 1,10,952 sq. m, and located 8 km from the city centre on the NH 544 Palakkad road
- The College has completed 25 years, and the silver jubilee was celebrated in the year 2022-23.
- Started with a modest number of 17 students in the year 1997, it has developed with 623 students in 2004-05. After these initial years, the College saw an exponential growth and reached over 8000 students in 2021-22.
- The College was awarded autonomous status by the UGC in 2011, and now is functioning in the 3rd cycle of autonomy
- In the year 2011, the College was accredited by NAAC with A grade, and in the subsequent Two cycles it was awarded A grade by NAAC, shown in Table 2.1 (a and b)
- The College participated in NIRF from the first year of its inception and earned good ranking every year in the College category as in Table 1.1.

Table 1.1 NIRF Rank (College Category)

Year	NIRF Rank
2017	22
2018	64
2019	53
2020	29
2021	27
2022	33
2023	33

- In the latest National Swacchatha Ranking (2019), the College was awarded **First Rank** for its Green Campus initiative by the Ministry of Education, Govt. of India.
- The College is offering 32 undergraduate programs, 12 Post Graduate Programs, 1 five-year integrated program, and 8 research programs in various disciplines.
- The Department of Biotechnology of the College is recognized under the Star College Scheme by the Department of Biotechnology (DBT), Government of India
- Acted as a mentor College for five NAAC non-accredited Colleges, sponsored by UGC under Paramarsh Scheme
- The College offers two programs with industry partnership (TCS) and one program with the Skill Sector Council of NSDC at the Under Graduate level
- The College has entered MoU with 25 national institutions and 5 International Universities for internships, certifications, study abroad and exchange programs.

1.2 Motivation to Start a Deemed to be University

Sri Krishna Arts and Science College has completed 25 years of service in education, including 12 years under Autonomous Status. During this period, many new innovations in Curriculum Design, Teaching Learning, Evaluation Process, Student Support Services and Faculty Upskilling have been introduced. These cumulative efforts have resulted in overall increase in student strength over 8000. The graduate outcome has reached 90% and inching towards near 100%. Being predominantly an Arts and Science College, the institution has to transform into a multi-disciplinary institution by introducing courses from other disciplines. The introduction of NEP 2020 by the Government of India has opened the frontiers of Higher Education to cater to the needs of the students in the next decade. Sri Krishna Arts and Science College felt it is imperative need itself into a multi-disciplinary institution by converting to Sri Krishna (Deemed to be University) under the National Education policy (NEP) 2020.

1.3 Vision and Mission Statement of Sri Krishna (Deemed to be University)

1.3.1 Vision

Sri Krishna (Deemed to be University) will have transformative impact for better future of society through experiential learning, research, innovation, entrepreneurship adopting novel methods in education

1.3.2 Mission

- Provide quality education for multi-disciplinary studies
- Offer innovative programs in Arts, Science, Technology, Law and Management.
- Promote research in the areas of Arts, Science, Technology, Law and Management.
- Develop vocational programs in the upcoming fields and innovative subjects to meet global needs.

1.4 Branding Statement

The Vision and Mission of the University are summarized in a single phrase, which is called “**Be Infinite**”, The ‘**Be**’ consists of Confidence, Bold and Comfortable, ‘**Infinite**’ consists of Knowledge, Maximum potential, Successful Mindset and Wisdom

1.5 Core Values

Following are the core values

- Contributing to the Nation's development
- Fostering global competencies among students
- Imbibing value system among students
- Promoting sustainable energy and environment

1.6 Commitment

To meet the needs of the communities we serve with commitment,

- towards excellence
- towards total accountability, and

- diversity in the field of Education

1.7 Quality Statement

Sri Krishna (Deemed to be University) strives for excellence in all its endeavours, be it teaching-learning, research, faculty development, infrastructure, extension and outreach by

- imbibing and incorporating world class standards in curriculum design and development
- adopting latest technology based teaching-learning practices for providing worldly knowledge to the student community
- providing career opportunities in employment, higher education, and entrepreneurship
- encouraging the faculty to explore new frontiers in educational research
- upgrading institutional infrastructure to enable students to learn in conducive environment.

1.8 Objectives

The following are the major objectives of Sri Krishna (Deemed to be University)

- provide for higher education leading to excellence and innovations in such branches of knowledge as may be deemed fit, primarily at undergraduate, post-graduate, and research degree levels, fully conforming to the concept of a University;
- engage in inter-disciplinary or multi-disciplinary or trans-disciplinary teaching and research in addition to domain-specific specialisation;
- provide for high-quality teaching and research recognised nationally and globally;
- recognise, identify and foster the unique capabilities of each student, by sensitising teachers as well as parents to promote each student's holistic development;
- provide multi-disciplinary and a holistic education in the faculties of science, engineering, technology, social sciences, arts, humanities, sports, legal studies and other disciplines;
- transform into research and teaching intensive University over a period of time;

- focus on research and innovation by setting up start-up incubation centres; technology development centres; centres in frontier areas of research; greater industry-academic linkages; and inter-disciplinary research including humanities and social sciences research;
- provide flexible and innovative curriculum, which includes credit-based courses and projects in the areas of community engagement and service, environmental education, value-based education, etc.;
- contribute for social transformation through socially responsive teaching, learning, research, and fieldwork;
- adopt the provisions of NEP, 2020; and
- strengthen the research ecosystem by establishing Research and Development Cell (RDC).

1.9 Area of Focus (2024-29)

- Upgrading the current curriculum to international standards by implementing 100% Outcome Based Education (OBE)
- Converting three-year degree programs into three/four-year degree programs with an option to exit at the end of each year as per NEP 2020
- Introducing one-year postgraduate program for those who have completed four years under graduate program
- Introducing technology based programs, law programs and additional programs in basic sciences and applied sciences.
- Introducing professional programs in Engineering, and Management
- Upgrading the infrastructure facilities to accommodate new programs and University administration

1.10 15 years onwards (2024-39)

- Introducing distance learning and off campus schools
- Introducing additional programs based on needs and demand
- Bringing the total University administration into an ICT enabled institution in all its functions
- Establishing research centres, centres of excellence, skill development centres and centre for professional development and training
- Developing a model village as community outreach program

1.11 Quality Levels and Positioning of the Deemed to be University

The current quality levels of Sri Krishna Arts as Science College is reflected in NIRF, being 33rd rank among the colleges in India and NAAC accreditation with A grade continuously in three cycles. The quality levels also measured by various ranking given by media including India Today, Outlook, The Week periodicals. The quality levels of the sister institutions of the sponsoring body are

Table 1.2 NIRF Rankings of Sister Institutes

College	2021	2022	2023
Sri Krishna College of Engineering and Technology (SKCET)	78	73	77
Sri Krishna College of Technology (SKCT)	137	122	101-150
Sri Krishna Adithya College of Arts and Science(SKACAS)	-	-	101-150

The proposed Deemed to be University expected to fix the quality bench marks as follows:

1. Attaining NIRF rank within 50 among the Universities in the first five years of its commencement
2. Achieving a level of diamond in QS rating under India QS rating within the first five years
3. Applying for QS international ranking in the sixth year of its commencement
4. Increasing the graduate outcome from the present level within the next five years
5. Achieving breakthrough in research and development and registering more patents

1.12 The Society

The institution is promoted by VLB trust, registered under Tamilnadu Society registration act 1975, Reg. No: 582, dated 14/11/1980. The trust is a non-profitable charitable institution, running five educational institutions. The trust in its hold has two self-financing arts and science colleges, two self-financing engineering colleges and one aided polytechnic College. More than 22,000 students are currently studying in these Colleges run by the trust.

1.12.1 Governing body of the College

Following are the Governing body members of SKASC which is applying for Deemed to be University status

Table 1.4 Members of Governing Body

S.NO.	NAME	REPRESENTATION	DESIGNATION
1	Mrs. S. Malarvizhi, M.Sc., M.Phil.,	Chairperson	Chairperson & Managing Trustee, Sri Krishna & VLB Trust
2	Mr. K. Adithya B.E. MOB (Australia)	Secretary	Trustee, Sri Krishna & VLB Trust
3	Mr.E. K. Kumaresan B.A., BL.,	Management Nominee	Lawyer
4	Mr. Jayakumar Ramdass, MBA.,	Management Nominee	Managing Director, Mahendra Pumps Pvt Ltd
5	Mr. D. Nandakumar, B.E., M.E.,	Management Nominee	Managing Director, Selvam Agencies
6	Shri. Ramkumar Kutty, B.A. MS.,	Educationalist	Director The Arya Vaidya Pharmacy Limited
7	Dr.E. Chandra , M.Sc., M.Phil., Ph.D.	University Nominee	Professor & Head Department of Computer Science Bharathiar University
8	Dr.V. Kalaiselvi M.A.,M.A., M.Ed., Ph.D., MBA.,	State Government Nominee	Joint Director The Regional Joint Director of Collegiate Education
9	Dr. K. Sundararaman, M.Com, M. Phil., Ph.D.	Management Nominee	CEO Sri Krishna Institutions
10	Dr.K.S. JeenMarseline , M.C.A., M. Phil., Ph.D.,	Faculty Member	Dean- Computer Science, SKASC
11	Dr. A. Alagarsamy MSW, BGL, Ph.D., NET.,	Faculty Member	Associate Professor, SKASC
12	Prof. C.Julian GnanaDhas B.E., MBA., NET.,	Faculty Member	Assistant Professor, SKASC
13	Dr. R.Jagajeevan, MBA, M.Phil, Ph.D.,	Ex-officio (Principal)	Principal, SKASC

1.13 Strength, Weakness, Opportunities, and Challenges(SWOC)

The following are the Strengths, Weaknesses, Opportunities, and Challenges of Sri Krishna Arts and Science College:

1.13.1 Institution Strengths

- The highly successful journey in the last two decades.
- Created an excellent brand in education, which reflected an increased trend in job placement
- Started with 623 students in 2004-05, now reached a milestone of 8000+ students in 2022-23.
- A progressive growth in securing placement for students in top MNCs and other companies is its greatest strength
- Achieving educational excellence by inculcating international curriculum and functional MoUs
- Widened its operational area by developing a beautiful infrastructure with a greenery vision.
- The landscape of the institution and the building architecture are comparable with global universities
- Introduction of a flexible curriculum, implementation of Outcome-Based Education (OBE), and real-time educational practices added to its glory.
- Innovative practices have resulted in reaching the top spot in various rankings in the country.
- Learning Management System(LMS) adopts blended learning with a provision of 24/7 learning
- Twinning programs, transfer programs, semester abroad programs, and industrial exposure training are the highlights of SKASC educational practices.

1.13.2 Institution Weaknesses

- Being a self-financing institution, it has limited scope for government grants for research.
- Filing of IPR and patent rights are low
- Focus on teaching has side-lined research activities.
- Publication of papers in quality journals with high citation index is less

- Number of Faculty with Ph.D. qualification is moderate.
- The number of sports persons at national and international level are low.

1.13.3 Institution Opportunities

- The institution has taken many steps to internationally tie up with renowned universities offering summer programs, faculty and student exchange, twinning programs, and credit transfer facilities.
- Opportunity to introduce international curriculum.
- The institution has a strong online platform to venture into blended learning
- The institution has equipped to design and develop its own learning management system
- Being strong in National Ranking, it has an opportunity for international rating and ranking
- With its strength in placements in Indian companies, there is an opportunity to enter into global markets
- Based on the experience with Skill Sector Councils, more collaborations can be entered into to expand skill-based programs.

1.13.4 Institution Challenges

- The institution is well known for producing quality graduates but producing a skilled graduate is challenging and needs more training to equip the faculty.
- The evaluation of skill-based teaching needs various methods of assessing the students which will be more challenging
- Migration of students from one place to another place, one program to another program both inside and outside the country, throws many challenges.
- Another challenge of the institution is to drive entrepreneurial interest among the students
- Transforming students from job seekers into job providers is a challenge
- Enlisting many companies /industries for research collaboration becomes a challenge
- Attainment of cent percent of graduate attributes is a challenge.

1.13.5 Goals

- Become a leading institution for higher education, skill development, research, training, and lifelong learning in emerging areas of arts, liberal arts, science, technology, management and law,
- Ensure the full implementation of Outcome Based Education for global recognition of the graduates
- Develop centres of excellence for innovative research, contributing to the development of society
- Develop a world-class infrastructure, to attract students globally
- To create career opportunities for students to secure a prospecting future

1.14 Strategic Plan of the University



Fig. 1.1 Strategic Plan

1.15 Programs Offered by SKASC (2023-24)

1.15.1 Arts & Humanities

- B.A. English Literature
- MSW Social Work
- M.A. English Literature
- M.A. Public Administration
- Ph.D. Tamil
- Ph.D. English

1.15.2 Basic Sciences

- B.Sc. Mathematics
- M.Sc. Mathematics
- Ph.D. Mathematics

1.15.3 Applied Sciences

- B.Sc. Electronics & Communication Systems
- B.Sc. Biotechnology
- B.Sc. Microbiology
- B.Sc. Costume Design & Fashion
- B.Sc. Catering Science and Hotel Management
- B.Sc. Psychology
- M.Sc. Electronics & Communication Systems
- M.Sc. Biotechnology
- M.Sc. Bioinformatics
- Ph.D. Bioscience
- Ph.D. Electronics

1.15.4 Computing Sciences

- B.Sc. Computer Science
- B.Sc. Computer Science with Cognitive Systems in collaboration with TCS
- B.Sc. Computer Science & Applications
- B.Sc. Software Systems
- B.Sc. Information Technology
- B.Sc. Computer Technology
- B.Sc. Artificial Intelligence & Machine Learning
- B.Sc. Data Science
- B.Sc. Information Systems & Management
- BCA Computer Applications
- M.Sc. Software Systems 5 years integrated
- M.Sc. Computer Science
- M.Sc. Information Technology
- M.Sc. Computer Technology
- Ph.D. Computer Science

1.15.5 Commerce

- B.Com.. Commerce
- B.Com. Commerce with Computer Application
- B.Com. Commerce with Information Technology
- B.Com. Commerce with Business Analytics
- B.Com. Commerce with Business Process Systems in collaboration with TCS
- B.Com. Commerce with Banking and Insurance
- B.Com. Commerce with Professional Accounting integrated with ICAI
- B.Com. Commerce with Corporate Secretaryship
- B.Com. Commerce with Ecommerce
- B.Com. Commerce with Accounting & Finance (Integrated with ACCA)
- M.Com Commerce

- M.Com International Business
- Ph.D. Commerce

1.15.6 Management Sciences

- BBA Business Administration
- BBA CA Business Administration with Computer Application
- B.Sc. Information System Management
- BBA Logistics (Integrated with NSDC and LSC)
- Ph.D. Management

1.16 Institution Distinctiveness

The College under the autonomous scheme has come out with a unique plan of tying up with industries and professional bodies for curriculum design, development, delivery, training and evaluation. Many MNCs are willingly associated with the College in developing curriculum for many programmes. It has associated with many professional bodies in India and abroad for enrichment and implementation.

Number of foreign universities are ready to associate with the College in offering their curriculum, exchange programmes, transfer programmes and joint research projects. Memorandum of Understanding are entered as given below

1.16.1 Program related tie-ups:

i. Tata Consultancy Services(TCS):

Tata Consultancy Services and the College jointly offers two unique programmes a) B.Com. Business Process Systems (BPS) b) B.Sc. Computer Science with Cognitive Systems. TCS designed curriculum, organized train the trainer programme, continuous evaluation, and up-gradation of syllabi. The students benefited from 2013 to date are 590 in BPS and 67 in Cognitive Systems

- ii. Indian Institute of Banking & Finance (IIBF), Mumbai: This tie-up program enables the College to offer Diploma in Banking and Finance (DBF) as an add on course and 122 students have benefited.
- iii. Tally Academy: The Tally Solutions Company offers a tally programme (an Accounting Software) for all B.Com. students. During the last 6 years, 5593 students have joined the tally course and completed.

- iv. The College offers Oracle and Java Certification program by entering into an agreement with Oracle University. 3250 Students have benefitted by completing the program in the last 6 years.

1.16.2. Foreign tie-ups

The College has tied up with two foreign universities i) Clayton State University Atlanta, and ii) Avila University, Kansas City, Missouri State for student's exchange, faculty exchange, joint research publications and joint international conferences. During the last 6 years, 19 students were benefitted from the exchange programme, and 12 students on the transfer programme. The faculty exchange programme has been completed with 6 faculty members of both the institutions attending 2 international conferences.

1.16.3. Professional body tie-ups:

- i. The College has tied up with IIT Bombay for offering job oriented open-source software course through the Government of India scheme Spoken Tutorial from the year 2015.
- ii. Institute of Chartered Accountants of India (ICAI): The College has signed an MoU with ICAI recognizing the College as an official study centre for the ACA programme.
- iii. The College has also signed an MoU with the Association of Certified Chartered Accountants (ACCA) of England and Wales to offer the ACCA programme to B. Com students. It is monitored by Global FTI, Bangalore who gives on-campus training to students to become qualified international accounting professional
- iv. The College has signed an MoU with Infosys who has structured a course in communication skills, namely, campus to the corporate which is offered to all the students studying the second semester. Every year more than 2500 students are benefitted from this tie-up.

1.16.4. Skill development

The College has signed the following agreements with Sector Skill Councils of the National Skill Development Corporation (NSDC)

- i. Logistic Skill Sector (LSC): Through this agreement, a vocational degree, BBA Logistics is offered in the College since 2019. The curriculum is jointly developed by the College and the LSC. Through the network of its members, LSC will provide 6 months of training to the students every year. It is an agreement by LSC with MHRD, Skill, Commerce and Labour ministry. The students will be given a stipend of Rs. 8000 to Rs. 14000 per month for 6 months during their apprenticeship.
- ii. Electronic Sector Skill Council(ESSC): This MoU has enabled the College to offer a skill development programme through UTI Technologies, Bangalore for embedded system and VLSI design. 347 students have been benefitted and also embedded lab has been established.

1.16.5. Placement tie - up

The College has tied up with the following companies for industry connect in both academics and placements

- i. Aditya Birla company Ltd: This tie-up helps the College to get training from Aditya Birla for retail marketing of the students.
- ii. Red Hat India: The College has signed an MoU with Red Hat India for training in Networking. This has enabled students to qualify as network technicians
- iii. Apparel Training and Design Centre(ATDC): Govt. of India has signed an MoU with the Department of CDF, enabling the College to train 139 destitute women who are in and around the College campus in Garment production. 139 women were benefitted in the last 2 years.
- iv. The College has signed MoUs to get the benefit from niche organizations, to the students. They include the National Institute of Personnel Management, Residency Towers, Welcome Hotel etc.

2. STRATEGIC VISION PLAN (2040)

2.1. Introduction

The enrollment of students to higher education in India is the third largest in the world, next only to China and the United States. This sector has shown a tremendous growth after independence in terms of number of Universities, Colleges and students. The recent Right to Education Act made free education mandatory to all children in the age group of 5-14 years. This Act has brought a revolution in the education system of this country by bringing a manifold increase in enrollment in schools and colleges. The opening up of collegiate education to private sector during the 1980's resulted in a drastic increase of institutions in higher education. Today, over 60% of higher education institutions in India are promoted by the private sector.

The National Education Policies in the past have focused on quality improvement in higher education. Establishment of the National Assessment Accreditation Council (NAAC), National Board Accreditation (NBA) and National Institutional Ranking Framework (NIRF) resulted in quality improvement and sustenance of higher education institutions. The higher education reforms initiated by the Government has mandated the Universities to embrace reflection, redefinition, re-designate and articulate a concept for their future. Considering the directions of the education policy, the Vision 2040 Document of the Sri Krishna (Deemed to be University) has been developed.

2.2 Policies in Higher Education

The Government of India has redefined the policies and priorities for inclusive growth and development of our nation, namely,

“SabkaSaath, SabkaVikas, SabkaVishwas, SabkaPrayaas”

In line with the above concept, Niti Aayog strategized the new India @75 which lists the comprehensive development in terms of employment, skilled manpower, technology, innovation, industry, agriculture, value chain, infrastructure, travel, tourism, hospitality, minerals, energy, transport, railways, civil aviation, digital connectivity, smart cities, water resources, environment, education, health etc. The Science and Technology innovation policy announced in the year 2022 also provides renewed inputs to the eco system. The Government policy on rural employment

encourages equal opportunity for women in remote areas, marginalized communities and differently abled individuals including divyanjans.

Many research has been carried out in development of human resources including empowered manpower. With the adoption of the Vision 2040 in the higher education, there is an urgent need to reorient and redefine higher education based on the Government of India theme of inclusive growth. It is possible to adopt to the Vision 2040 of the Government of India through Outcome Based Education (OBE) pedagogies.

2.3 National Education Policy 2020 (NEP 2020)

In order to meet the challenges of 21st century, the Government of India approved National Education Policy 2020 which redefine the role of nations' Universities

'A University will mean a multidisciplinary institution of higher learning that offers undergraduate and graduate programs, with high quality teaching, research and community engagement. The definition of university will thus allow a spectrum of institutions that range from those that place equal emphasis on teaching and research (i.e., research-intensive Universities) to those that place greater emphasis on teaching but still conduct significant research (i.e. Teaching-intensive Universities).

The approval of NEP 2020 by the Government of India has changed the approaches in higher education from discipline specific to multi-disciplinary. This change has mandated the universities to redesign, refocus and reform their vision in tune with the NEP 2020. The process of re-engineering the vision, mission and quality policy of Universities in India will go a long way in achieving its objectives and goals set in NEP 2020. The University Grants Commission (UGC) in the past two years has brought many changes in academic administration of higher education institutions from domain specific learning to multi-disciplinary learning, from classroom teaching to blended learning. The introduction of OBE has necessitated skill orientation in the higher education. The UGC has benchmarked various skills from level 1 to level 10 based on the parameters set by National Skill Development Council (NSDC) to be imbibed in the curriculum. The Government of India policy on Swachh Bharat Mission has introduced a discipline in public life and public order. The adoption of Atma Nirbhar Bharat Abhiyaan (Make in India) has thrown many challenges in higher

education in adoption of latest technology in manufacturing and rendering services. The introduction of transparency in public life added many new dimensions to the higher education for adopting ethical values, community orientation, health and hygiene and public order. The National Program on Eradication of poverty will result in adoption of new technologies for economic growth and an increase in the per capita income of the citizens. In order to protect the natural environment, a green movement has to be adopted. Higher education institutions should imbibe green technology in their curricula for the development of eco-system of the nation.

In view of the above policies and changes, Sri Krishna (Deemed to be University) accepts its responsibilities to frame a futuristic Vision 2040 document in consistent with NEP 2020 and associated national mandates.

2.4 The Historical Context of SKASC

Sri Krishna Arts and Science College is a non-minority co-educational self-financing institution founded by VLB Trust, affiliated with Bharathiar University, Coimbatore.

The institution was formed with seventeen students during 1997-98 and has seen phenomenal growth in the last two decades. During the past 25 years of its existence, the college introduced many under graduate and post graduate programs, and increased the number of teachers, got approval for research programs in many departments from the affiliating university. Learning Management System (LMS) was introduced for self-learning, industry collaboration was promoted, academic collaborations with foreign universities were initiated and infrastructure facilities have been enhanced. The College is situated on the National Highway with the state of art buildings of about 1,10,952 sq. m at present. It offers 31 under graduate programs, 12 post graduate programs, 1 five-year integrated program, and 8 research programs.

The institution has a student strength of 8605, 440 qualified faculty members, and 95 non-teaching staff during the year 2023-24. All the buildings are designed by a leading architect of South India and all vacant spaces are landscaped with greenery. Full power backup is also provided for uninterrupted power supply. The whole campus is networked with fiber optic cables and high-speed Wi-Fi internet connection. The institution has three storied library building and an air-conditioned multipurpose hall with a capacity of 3500 seats. The institution has got outdoor sports ground for

football, basketball, volley ball, cricket and athletics at international standards, and a built in sports stadium with a capacity of 2000 spectators.

The institution established a quality management system way back in 2005 which is certified by TUV SUD (Germany), ISO 9001:2008 standard. Its quality management system includes admission procedure, structured teaching-learning, evaluation system, library operations, procedures for faculty recruitment, training, and placement of students. Documents are maintained systematically for each course, and audited at regular intervals by internal and external quality auditors. If any deviation is found in the implementation process, the non-conformities are identified for necessary corrective action. The College has automated the administration by introducing Google Apps. The automation includes a timetable, lesson plan, attendance and continuous internal assessment etc. The details of accreditation of College by NAAC are shown in Tables 2.1(a) and 2.1(b)

Table 2.1(a) Accreditation Details

Year	Grade	CGPA
2009	A	3.10
2015	A	3.26
2022	A	3.02

Table 2.1 (b) Criteria wise Grade Points

Criteria	CrWGP (2009)	CrWGP (2015)	CrWGP (2022)
Curricular Aspects	3.00	3.80	3.60
Teaching – Learning and Evaluation	2.77	3.33	3.04
Research, Innovations and Extension	2.10	2.47	1.75
Infrastructure and Learning Resources	4.00	3.80	3.64
Student Support and Progression	3.70	3.00	2.61
Governance Leadership and Management	3.70	3.10	3.24
Institutional Values and Best Practices	4.00	3.30	3.59

The historical context of SKASC and a bird's eye view of various processes implemented by the institution after autonomy and milestones of SKASC in its journey from 1997 is shown in Table 2.3.

Table 2.3 Milestones of SKASC

1997	College Recognition
2006	ISO initial Certification
2009	NAAC 1 st Cycle 'A' grade 3.10
2011	1 st Cycle Autonomous
2015	12B Status Permanent Affiliation ISO 9001:2008
2016	NAAC 2 nd Cycle 'A' grade 3.26
2017	2 nd Cycle Autonomous NIRF – 22 nd Rank
2018	NIRF – 64 th Rank
2019	NIRF – 53 rd Rank
2020	NIRF – 29 th Rank
2021	NIRF – 27 th Rank
2022	NIRF – 33 rd Rank NAAC 3 rd Cycle 'A' grade 3.02
2023	NIRF – 33 rd Rank 3 rd Cycle Autonomous

2.5. Choice-Based Credit System Semester Scheme

The Choice Based Credit System (CBCS) provides a 'cafeteria' type approach in which the students can take courses of their choice, learn at their own pace, undergo additional courses, acquire more than the required credits and adopt an interdisciplinary approach to learning.

Thus, the CBCS makes the College at par with the global practices in terms of academic standards and evaluation strategies, retaining the present structures of the undergraduate and post-graduate programs. CBCS was introduced in the first cycle of autonomy with limited choices. CBCS with large choices of courses in practice now.

In the emerging scenario of the Internationalization of Indian Higher Education, it is imperative that the universities and affiliated colleges in India should follow this system so that the mobility of their students both within and across the geographical jurisdiction becomes possible. Hence, Sri Krishna Arts and Science College thought it fit to introduce the full fledged Flexible Choice Based Credit System in all undergraduate programs in the Faculties of Arts, Science, Applied Science, Commerce and Management effective from the academic year 2016-17 by introducing optional subjects under the Discipline Specific Elective and Open Electives categories. Key aspects of CBCS are as follows:

- a) Relative importance of courses of study are quantified in terms of credits
- b) Courses of study include ability enhancement courses, discipline specific core courses, discipline specific electives, open electives and skill enhancement courses.
- c) All programs permit horizontal mobility in course selection
- d) Students shall take part in co-curricular and extension activities
- e) Declaration of result is based on the aggregate percentage of marks obtained in each subject converted to Grade Point (GP). The degree is based on Cumulative Grade Point Average (CGPA)
- f) Upgradation of teaching strategy with the help of smart classroom and interactive tools since 2016

Following are the details of increase in Student strength from 623 (AY 2004-05) to 8605 (AY 2023-24)

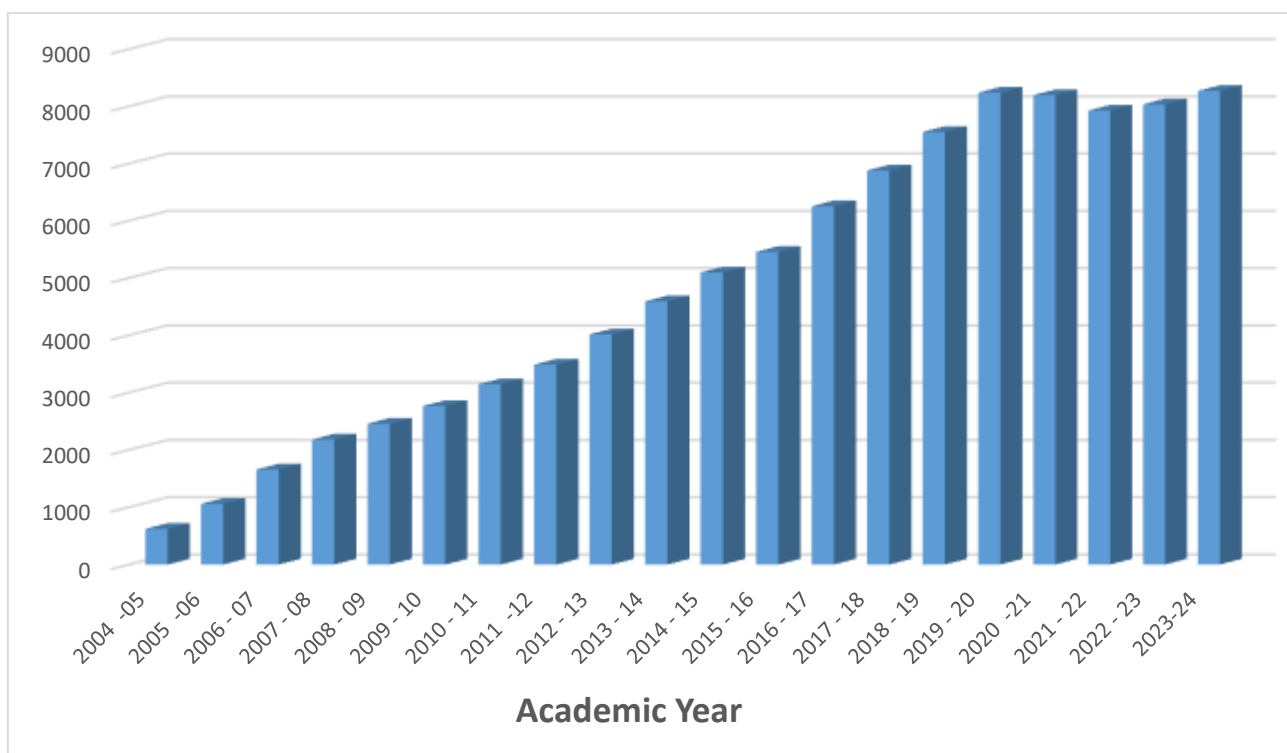


Fig. 2.2. Progress in Student Strength

2.6. Memorandum of Understanding (MoU) – National and International Level

The details of MoU at National and International level are furnished in Table 2.4 (a) & (b)

Table 2.4 (a) MoUs – National

S.No	MoUs	Year	Department
1.	The Institute of Chartered Accountants of India, New Delhi	2023	Commerce Streams
2.	Tata Consultancy Services, Mumbai	2022	B.Com BPS and B.Sc. Computer Science with Cognitive System
3.	Globalfti Pvt Ltd, Bangalore	2019	Commerce Accounting and Finance
4.	Strategic Educational Professionals Pvt. Ltd. ACCA, England and Wales	2022	Commerce Streams
5.	Indian Institute of Banking and Finance, Mumbai	2022	Commerce Banking and Insurance

6.	Miles Education Pvt Ltd CMA, United States	2023	Commerce Streams
7.	Venster School of Excellence, Coimbatore	2023	Commerce Accounting and Finance
8.	JK Shah, Mumbai	2023	Commerce Streams
9.	Sri Krishna I-Tech and Management Solutions Private Limited, Coimbatore	2019	Commerce and Computer Science
10.	Red hat India Private Limited	2018	Computer Stream
11.	Konnectify in Labs Private Limited	2023	M.Sc. SS & Artificial Intelligence and Machine Learning
12.	Green Valley Charitable Trust	2023	Costume Design and Fashion
13.	VITAE International Accounting Service Pvt Ltd	2021	Costume Design and Fashion
14.	Apparel, Made-ups & Home Furnishing Sector Skills, New Delhi	2023	Costume Design and Fashion
15.	The South India Textile Research Association, Coimbatore	2021	Bioscience
16.	Sherpa Biotech, Coimbatore	2021	Bioscience
17.	Natchiyar Mind Care, Coimbatore	2022	Psychology
18.	Global Institute of Behaviour Technology, Coimbatore	2022	Psychology
19.	Tamil Madurai Arakattalai, Madurai	2022	Language
20.	Kural Malai Sangam, Chennai	2022	Language
21.	Pricol Retreats Limited and Pricol Gourmets Pvt Ltd., Coimbatore	2022	Catering Science and Hotel Management
22.	Jiovio Healthcare Pvt. Ltd, Madurai	2023	Electronics and Communication System
23.	Gloshipping and Logistics Pvt. Ltd, Coimbatore	2022	Management Science
24.	Dhi Green Foundation & Dhi Greens, Coimbatore	2022	Management Science
25.	ABT Limited, Coimbatore	2022	Management Science

Table 2. 4(b) MoUs at International level with Universities/Organizations

S.No	MoUs	Year	Department
1.	Qatar Star Services LLC, Qatar	2021	Catering Science and Hotel Management
2.	Clayton State University, Atlanta, USA	2021	Institution
3.	Texas A&M University School of Law, Dallas, USA	2020	Institution
4.	Avila University, Kansas City, USA	2023	Institution
5.	ELTAI-CIETTA, UK	2023	English

2.7 Student Support Services – The Placement Cell

The Placement Cell in the College plays an important role in finding job opportunities for students, establishing linkage between reputed companies and training students for interviews. Many national-level and MNC companies organize campus placements for their recruitment. The College is one of the top manpower providers of graduates to many reputed companies in the country. The following are the achievements of the placement and training cell.

Table 2.5 Number of Companies Visited and Offers Made

Year	No. of Companies visited	No. of Offers	No. of Students placed
2011-12	29	1044	389
2012-13	27	1127	427
2013-14	30	1116	639
2014-15	29	1441	812
2015-16	44	1882	982
2016-17	46	1840	804
2017-18	50	1907	1010
2018-19	64	2066	1419
2019-20	81	2377	1545
2020-21	57	2205	1340
2021-22	95	2528	1479
2022-23	97	2549	1518

Table 2.6 Placement-Sector Wise Details

Domain	Percentage
IT	16
ITES	19
Finance/Banking	16
Edu tech Companies	23
Digital Marketing	15
Others	11

2.8 Community Outreach Activities

Under the National Service Scheme(NSS), 4 units are functioning with the approval of Bharathiar University. The College has adopted Komdamparai village for development under NSS. It has created infrastructure, and organized many awareness programs, and training programs to the village youth for self-development. It has collaborated with other NGOs – Residents Awareness Association of Coimbatore (RAAC), Siruthuli etc. for conducting programs on green initiatives. The College organized regular medical camps in the adopted village and blood donation camps for the Coimbatore medical college hospital every year. Apart from the above, the College has also organized many social initiatives in collaboration with many reputed NGOs and Government organizations.

2.9 Sports and Games

Sri Krishna Arts and Science College is very active in sports and games. In the past, students of SKASC have represented the National Team, South Zone Universities, and parent University. Many of its alumni are now representing India in Asia Cup tournaments.

2.10. Preparation of Vision 2040 Document

The process of preparing the Vision 2040 document is as follows:

1. Framework of the vision document was discussed and developed by the members of IQAC
2. Preparation of draft vision document is through discussion among the committee members.

3. Consultation with the faculty on the draft document and feedback responses received from them.
4. Circulation of the draft document among the external experts and suitably amended based on the inputs from them.
5. Circulation of the draft document to the members of the Governing Body/Executive Committee for approval and adoption.
6. Submission of the Vision 2040 document to UGC along with the application for Deemed to be University

2.11. Vision Document

Sri Krishna Arts & Science College (SKASC) has earned its reputation over the past 25 years due to the highest percentage of graduate outcome. In the last three years 2021, 2022 & 2023 the graduate's outcome of the college is ranked as second best by NIRF among the colleges in India. The graduate's outcome is measured in terms of number of students placed and number of students pursuing higher education. In SKASC, 70% of students are employed in multinational and national companies and 20% of students pursue higher education, totaling 90%. The main motto of the College is to setup a good career for students after their graduation. Over a period of time, many reputed MNCs have come to the campus and selected students for both in India and abroad operations. In fact, the students eagerly join this College for UG and PG programs with a confidence that their future career is secured. Taking the past strength and future opportunities, the proposed Sri Krishna (Deemed to be University) built its Vision 2040 on the following 6 values

Agility	Reliability	Quality
Innovation	Commitment	Principled

The Vision 2040 document is prepared based on the 6 pillars of values and to be heard as

“University wants the audience to understand, that we provide experiential learning not just theories. It is transforming education for the better”

To summarize the vision in a single phrase, it is called **“Be Infinite”**, The **‘Be’** consists of

Confidence	Bold	Comfortable
------------	------	-------------

'Infinite' consists of

Knowledge Maximum potential Successful Mindset Wisdom

The knowledge may be waves of knowledge, life, and endless learning. It creates a balance between emotional and intellectual feelings. It is close to nature and all its components are depicted in our University logo.

The SRI KRISHNA (DEEMED TO BE UNIVERSITY) has taken the cue from the Vision and its Pillars and framed ten sustainable development goals which it subscribes to mandate the policies of the governance.

1. National Prosperity and Economic Development
2. High-quality Education
3. Research and Incubation
4. Skill Development of Manpower
5. Community Adoption and Development
6. Health and Hygiene
7. Ethical Values
8. Reducing Inequalities
9. Gender Equality
10. Continual Improvement

These goals have been briefly explained in the following sections

2.11.1. National Prosperity and Economic Development

National prosperity refers to a country's economic growth, security, and competitiveness. Economic prosperity is important as it is a key element of quality of life and is also necessary for a country to be competitive in the global economy. In the economics study of the public sector, economic and social development is the process by which the economic well-being and quality of life of a nation, region, local community, or individual are improved according to targeted goals and objectives.

(Source: https://en.wikipedia.org/wiki/Economic_development)

2.11.2. High-quality Education

The society made over the centuries is because of education. Being the foundation stone of society, education brings reforms, helps in progress and paves the way for innovation. The importance of quality education cannot be undermined in a society, that is why great personalities have extensively written about its needs in a civilized society. It is because of education, that humans have been able to explore the vastness of the universe and the mystery of its existence in atoms. Concepts like gravity, cognitive dissonance, laser-guided surgical procedures and millions more would not exist if education were not there to unleash our potential. In the 21st century, some countries are lagging in the race for quality education. Education International (EI), a Belgium-based organization, defines quality education as one that focuses on the social, emotional, mental, physical, and cognitive development of each student regardless of gender, race, ethnicity, socioeconomic status, or geographic location.

(Source: <https://leverageedu.com/blog/quality-education>)

2.11.3. Research and Incubation

Research incubator is a type of organization that provides a range of services to help startups and entrepreneurs develop their ideas, launch their projects, and grow their businesses. It is a type of business accelerator that provides a comprehensive set of resources to help startups and entrepreneurs success. Research incubators provide office space, mentorship, networking opportunities, and access to potential investors. These organizations also offer workshops, seminars, and other educational resources to teach entrepreneurs the skills they need to be successful. Research incubators are often affiliated with universities, but some are independent organizations.

The services provided by research incubators vary depending on the type of organization. Some offer basic services such as providing office space, mentorship, and access to potential investors.

(Source: <https://fastercapital.com/content/What-Services-Do-Research-Incubators-Provide-For-Startups.html>)

2.11.4. Skill Development of Manpower

The specific requirement of manpower comes with various conditions and one of them is skilled manpower as industries don't want to lose business and are geared up to move faster to recover the losses incurred during the pandemic. The main concern shared by the manufacturers was to hire suitable skilled manpower to expand and fulfil the demand created by the pandemic. Such manpower demand reminds the importance of various skill development training models (government-funded or industry-funded skill schemes). The skill training projects executed in an industry premise or at a separate training center or educational institution - can play a vital role in fulfilling the manpower requirement.

(Source: <https://www.linkedin.com/pulse/role-skills-trainings-creating-manpower-excellence-amhsscindia>)

2.11.5. Community Adoption and Development

Community/Village adoption is to equip and familiarize the faculty, with the socio-economic dimensions of the rural communities, the status of sustainable use of natural resources, changing perceptions and aspirations, priorities and innovative efforts of the rural communities for sustainable development and; enable/inspire the community for self-help to roll out strategies, methodologies, processes to develop sustainably and create cohesive communities where every individual gets an equal opportunity to realize his/her potential. Through this process, the faculty learn, and document the ups and downs of the process, which can help them in revising strategies for better training and come up with new models of rural development for replication elsewhere by all stakeholders.

(Source: http://nirdpr.org.in/nird_docs)

2.11.6. Health and Hygiene

Health refers to a healthy state of mind and a body physically fit to have no disorder, illness or disease. In simple terms, health refers to a person's physical, emotional and psychological well-being. Hygiene refers to good practices that prevent disease and lead to good health, especially cleanliness, drinking water supply, and proper disposal of waste water. It refers to all the activities carried out to improve, preserve and maintain good health.

(Source: <https://www.vedantu.com/question-answer/health-and-hygiene>)

2.11.7 Ethical Values

Ethics plays a very important role in Education. Ethics are interpreted as the discipline of dealing with good and bad with commitment and moral duty. Ethics are well-established levels that make the measures right and wrong. It is classified as unique values such as integrity and discipline, honesty amid others and applies them in daily routines. Ethics impacts behavior and permits an individual to make the right options. To manage life and act responsibly is very hard without ethics. The significance of ethics cannot be disregarded at any level of life, it's important that they are practiced in the area of Education.

(Source: <https://www.ecoleglobale.com/blog/ethics-in-education>)

2.11.8. Reducing Inequalities

Reducing inequalities both within the country and between the countries requires equitable resource distribution, investing in education and skills development, implementing social protection measures, combating discrimination, supporting marginalized groups and fostering international cooperation for fair trade and financial systems.

(Source: <https://www.un.org/sustainabledevelopment/inequality>)

2.11.9. Gender Equality

Gender equality is when people of all genders have equal rights, responsibilities and opportunities. Everyone is affected by gender inequality - women, men, trans and gender-diverse people, children and families. It impacts people of all ages and backgrounds. We need gender equality urgently.

(Source: <https://www.vic.gov.au/gender-equality>)

2.11.10. Continual Improvement

Continuous improvement, sometimes called continual improvement, is the ongoing improvement of products, services or processes through incremental and breakthrough improvements. These efforts can seek "incremental" improvement over time or "breakthrough" improvement all at once.

(Source: <https://asq.org/quality-resources/continuous-improvement>)

2.12 Targets for Vision 2040

Proposed plan of action from 2024 – 40 with current data and the projected data for Vision 2040 are given in Table 2.8

Table 2.8. Plan of Action

Particulars	2024-25	2024-29	2029-34	2035-40
Departments	33	40	48	60
Faculty	4	6	8	10
No. of Programs				
UG	31	40	45	50
PG	12	18	22	25
Research	8	12	15	20
No. of Teachers	450	500	600	720
No. of Students	8605	9750	11,700	14,040
Teacher-to-Student Ratio	1:19	1:18	1:17	1:15
Centers of Excellence focused on Research	3	6	10	15

2.13 Proposed New Schools in tune with Vision 2040

I. Faculty of Computational Sciences

- a. School of Computer Science
- b. School of Computer Applications
- c. School of Data Science

II. Faculty of Computer Science and Engineering

- a. School of Computer Science and Engineering
- b. School of Artificial Intelligence and Machine Learning
- c. School of Information Technology

III. Faculty of Engineering

- a. School of Manufacturing Engineering
- b. School of Construction Engineering
- c. School of Electrical Science Engineering
- d. School of Electronics Engineering

IV. Faculty of Commerce

- a. School of Commerce

V. Faculty of Management

- a. School of Management Science

VI. Faculty of Humanities

- a. School of Arts
- b. School of English Literature and Linguistics
- c. School of Social Work
- d. School of Liberal Arts
- e. School of Indian and Foreign languages

VII. Faculty of Applied Sciences

- a. School of Fashion Design
- b. School of Hospitality and Hotel Management
- c. School of Bio Science
- d. School of Psychology
- e. School of Electronics

VIII. Faculty of Natural Sciences

- a. School of Mathematics

IX. Faculty of Vocational Education

- a. School of Vocational Education

X. Faculty of Special Education

- a. School of Special Education

XI. Faculty of Law

- a. School of Law

2.14 Proposed New Centers of Excellence and Schools as per the Vision 2040

The following are the Centers of Excellence and appropriate Schools to meet vision 2024

- Centre of Excellence for Bioscience
- Centre of Excellence for Electronics
- Centre of Excellence for Fashion Design
- Centre for Legal Aid
- Centre for Vocational Studies

- Centre of Excellence for VLSI Design and Embedded System
- Centre of Excellence for Cyber Security, Data Science, and Big Data
- Centre for Learning Human Values
- Centre for Learning Multi-languages
- Centre of Excellence for AI and Robotics
- Centre for Learning Culinary Practices
- Centre for Organizing Market Surveys
- Centre for Psychological Counselling
- Centre for Excellence in Bioinformatics and Life Sciences
- Centre for Excellence in Business Administration
- Centre for Professional Development and Training

2.15 Immediate Goals to be Achieved by 2025

1. Establishment of various schools for the current programmes
2. Technology integration in all Schools of the current programmes
3. Establishment of a human resource recruitment and development centre
4. Establishment of incubation centre
5. Redesigning and repositioning of the Research and Development Centre.
6. Establishing an international community centre for networking
7. Establishing a centre of excellence to study gender equity and inequalities, community development, health and hygiene
8. Expanding alumni network
9. Accessing human development index in the community
10. Establishing international visiting scholar's facility

The details of the establishment of Schools and Departments are shown in Table 2.9

Table 2.9 Establishment of Schools and Departments

School	Departments
--------	-------------

School of Commerce	Commerce Commerce – Industry Integrated Commerce – Computer Applications Commerce – Business Applications
School of Management	Business Administration Business Administration - Computer Application Business Administration - Logistics
School of Computational Sciences	Computer Science Information and Computer Technology Computer Applications Software Systems
School of Arts and Humanities	English Languages Social Work Public Administration
School of Applied Sciences	Biosciences Costume Design and Fashion Design Psychology

2.15. Establishment of Research Centres

- Centre for Low-cost medicinal plant incubation centre
- Centre for market research in collaboration with industries
- Centre for computational research
- Centre of Database for financial market

2.16. Extension Centres

- Establishing a centre for community development and orientation
- Health and hygiene centre for adopted community
- Life skills education in rural areas
- Creating a hub for community participation in Government/Non-Government projects

- Technology integration of NSS, Community Social Services and other Extension Services
- Initiating a centre for sports and games

2.17. Early Goals to be Achieved by 2030

- Establishment of new schools
- Creating a repository of resources for teaching
- International accreditation of programs
- Centre for inclusive education
- E-learning/m-learning and 24/7 learning facilities
- Total integration of information system with a motto of paperless office.
- Establishing an international alumnus network
- Establishing the centre for e-learning /online learning/distance education
- Establishing a IPR office

2.18. Mid-term goals to be achieved by 2035

- Establishing more Schools
 1. Review and upgrade of immediate and mid-term goals achieved
 2. Strengthening the relationship with foreign universities and enlisting more foreign universities from different countries
 3. Strengthening interdisciplinary research
 4. Developing a model village to showcase the implementation of all the goals
- South Asia and Asia ranking such as QS, TIMES

2.19. Long Term Goals to be Achieved by 2040

- World ranking
- International study programmes
- Programme-wise global accreditation
- MoU with international companies for collaboration and development
- International centre for research, development and incubation

2.20. Steps to Achieve Deliverables

1. Establishment of multi-disciplinary new schools in tune with NEP 2020

2. Introduction of new programmes in Engineering, Arts, Liberal Arts, Basic Science, Applied Sciences, Health Sciences, Law, Commerce, Management Science, Indian and Foreign Languages
3. Instituting joint programs with other Indian and Foreign Universities
4. Enlisting in the academic bank of credit to facilitate easy mobility
5. Converting a 3-year degree programmes into a 4-year degree programmes with research and a 2-year post-graduate programmes with 2 years/1 year as per NEP 2020
6. Build international relevant new programmes within the guidelines of the University Grants Commission (UGC)
7. Add international visiting faculty/scholars in each school
8. Introducing post-doctoral research opportunities
9. Establishing centres of excellence
10. Applying for projects to various government and private sector funding organizations
11. Encouraging faculty to publish papers in Scopus indexed journals to achieve the targeted impact factor
12. Encourage community development programmes in the adopted villages to bring awareness on health care and hygiene environment

2.21. Academia Industry Partnership

1. The University will establish a Science and Technology park and industry incubation centre to encourage start-ups on the campus.
2. Partnering with research organisations and foreign universities to develop new drugs, gadgets, medical devices, software etc., in a multi-dimensional research and innovation ecosystem.
3. Partnering with industries through their CSR initiatives, to strengthen the educational research
4. To establish a start-up cell with all infrastructure to encourage the start-up culture in students
5. Joining hands with the Institution Innovation Council (IIC), to establish a full-fledged innovation cell to promote innovative ideas.

2.22. Institutional Building Activities

1. Institutional brand building by entering into MoU's with a minimum of 25 global Universities ranked within the top 500 in the world and organize year-long activities.
2. Offer twinning programs and joint programs to promote mutually beneficial collaborative research.
3. It will organize alumni activities both in India and abroad every year
4. Encourage student and faculty exchange programs with the partnering Universities abroad
5. The University will encourage one/half a semester programme in a foreign University to earn additional credits.
6. Tie up with professional bodies such as ACS, ACCA, ICMA, IIBF, Tally, Oracle University, Course Era. to offer professional courses as a part of value-added courses for the students
7. Encourage joint projects and joint publication with partnering institutions in both India and abroad.
8. Recruit faculty with diverse expertise to meet the new growth plan

2.23. Activities to Achieve Vision 2040

Achieving Vision 2040 involves organizing many activities related to functioning. The following are the activities identified for its achievement,

1. Development of curriculum relevance to local, regional, national and global needs.
2. Developing courses with a focus on skills, employment, and entrepreneurship.
3. Developing a curriculum that encourages experiential learning, project-based and participatory learning.
4. Curriculum that inculcates professional ethics, gender equity, human values, green environment and sustainability.
5. Introduction of more skill-based learning
6. Introduction of research in the undergraduate programs (4th year of study)
7. Reforms in evaluation including relative grading, assessment based on skill matrix and continuous evaluation with less stress on end-semester examination

8. More emphasis on internship, training and hands-on experience
9. Introduction of outside practical training (OPT) during the course of the study or at the end of the study program for a period of one year.
10. Financial allocation of grants to the faculty for pursuing basic and applied research.
11. Establishing centres of excellence in the identified thrust areas and offering programs and participation in its activities by faculty and students
12. Tie-up the centres of excellence with other reputed organizations including Government organizations to carry out joint research projects.
13. Encourage research activities for publication in Scopus, Web of Science and UGC care journals by the faculty and students
14. Getting national and international accreditation for various laboratories in order to provide consultancy to the industries
15. Encouraging faculty to publish books/book chapters by reputed international publishers
16. Establish a separate department on human resources that will take care of appointments, service conditions, benefits, retirement etc.
17. Establishing a career counselling centre for counselling the students on job opportunities, pursuing higher studies and study abroad programs
18. Creating necessary infrastructure for further developments based on the needs
19. Organizing many community interaction/development programs with the active participation of faculty and students
20. Creating a network of alumni both within the country and abroad

2.24 Strategies to Achieve Vision 2040

1. Priority for recruiting highly qualified faculty with incentives
2. Educating all the stakeholders on the Vision and Mission statement so that every member of the University will contribute towards its achievement
3. Identifying thrust areas and road map for implementation
4. Preparing a timeline and milestones for achieving the Vision statement
5. Implementation of strategies for achieving the milestones within the stipulated time

6. Annual review system that helps to redefine, and re-engineer the policies and strategies based on future ecosystems which helps to adapt quickly to changing needs.

2.25 Total Quality Management (TQM)

The proposed University aims to implement Total Quality Management (TQM) in its journey. It is a framework based on which an organization can build long-term success focus on improving the quality for the satisfaction of all stake holders. The four pillars of TQM are

- student centric
- continuous improvement
- employee involvement
- process oriented approach

The proposed University is structured on the above 4 pillars. Along with the four pillars, the following four beams are also added i) systematic flow, ii) continual efforts, iii) fact-based decision-making, and iv) relationship management. The impact of the pillars and beams creates a structure that is seamlessly aligned with the Vision 2040 of the SRI KRISHNA (DEEMED TO BE UNIVERSITY). By the end of Vision 2040, the University should achieve the status of Six Sigma for quality improvement and to measure how many defects are in the current process, and seek to systematically eliminate them. The final outcome of this TQM by the end of Vision 2040, the University team expected to get an IASSC-certified Lean Six Sigma Yellow belt

2.26. New Programs

2.26.1. Proposed New Programs (2024-29)

1. B.E. Computer Engineering
2. B.E. Artificial Intelligence & Data Science
3. B.E. Computer Science & Cyber Security
4. B.E. Electronics and Communication Engineering
5. B. Tech. Information Technology
6. Bachelor of Law
7. Bachelor of Chemical and Physical Biology
8. Bachelor of Astro Physics
9. B.Voc. in Bakery and Cooking
10. B.Sc. in Special Education
11. Master of Business Administration
12. Master of Public Policy

13. Master of Data Science
14. Master of Psychology
15. Master of Costume Design and Fashion

2.26.2. Proposed Programs (2029-34)

1. B.E. (Mechanical Engineering)
2. B.E. (Smart Manufacturing)
3. B.E. (Power Systems)
4. B.E. (Electronics and Electrical Engineering)
5. B. Tech. (Construction Engineering and Management)
6. Bachelor of Forensic Sciences
7. B.Voc. in Beauty and Wellness
8. M.E. Computer Engineering
9. Master of Microbiology
10. Master of Astro Physics
11. M.Sc. Statistics
12. M.Sc. Genetics

2.26.3. Proposed Programs (2035-40)

1. B.E. (Civil Engineering)
2. Beach. (Renewable and Sustainable Energy Engineering)
3. B.E. (Computer Science & IoT)
4. B.A. Journalism
5. B.A. Political Science
6. B.Sc. Visual Communication
7. B.Voc. in Interior Designing
8. M.E. (Thermal Engineering)
9. M.E. (Structural Engineering)
10. M.Com (Commerce with Cost Accounting)
11. Master of Forensic Sciences
12. M.Sc. Applied Psychology

3. ACADEMIC PLAN

3.1. Schools and Faculty

Sri Krishna (Deemed to be University) will focus in line with the career pathways need have to be **AGILE**, **A**cademically meticulous, **G**lobal, **I**ndustry-relevant, **L**eadership fostering, and **E**ntrepreneurial. All the Departments that focus on a single or related discipline/subject will function as Schools. All the schools with multiple disciplines will constitute as Faculty.

3.2. Multi-disciplinary Education and Research University (MERU):

The University aims for holistic and multi-disciplinary education in line with Central Universities, called MERUs (Multi-disciplinary Education and Research University) focusing on achieving the highest global standards. Undergraduate programs with multiple entry and exit, offering Certificate, Diploma, Degree, and Research/Honors will be introduced. The first two years of study will encompass a variety of introductory subjects commonly known as foundation courses; literature, science, social science, history, mathematics, arts, liberal arts, etc., along with the core courses. This approach allows students to acquire knowledge in pre-requisite courses before specializing on a major area of study. Typically, there will be one or two years of Master's Degree program following a three or four years of undergraduate program. The following existing programs will be transformed into Faculty and Schools

3.2.1. Faculty of Computational Sciences

- a. School of Computer Science
- b. School of Computer Applications
- c. School of Artificial Intelligence and Data Science

3.2.2. Faculty of Commerce

- a. School of Commerce
- b. School of Commerce with Computer Applications

3.2.3. Faculty of Management Science

- a. School of Management

3.2.4 Faculty of Humanities

- a. School of Arts
- b. School of Linguistics and Contemporary English
- c. School of Social Work
- d. School of Indian and Foreign languages

3.2.5 Faculty of Applied Sciences

- a. School of Fashion Design
- b. School of Hospitality and Hotel Management
- c. School of Bioscience
- d. School of Psychology
- e. School of Electronics

3.2.6 Faculty of Natural Sciences

- a. School of Mathematics

3.3 Proposed Changes in Curriculum

Out of the total modules in the programs, there will be 14 pillars providing a broad-based foundation in essential and transferable skills related to Industry 4.0 and to prepare the students for tomorrow in line with Industry 5.0 requirements

Following are the 14 common elective/skill courses applicable across all disciplines

- Artificial Intelligence
- Design Thinking
- Systems Thinking
- Data Literacy
- Project Management
- Integrated Project Management
- Digital Literacy
- Communities and Engagement
- Maker Space
- Creating Narratives
- Critique and Expression
- Indian Studies
- Culture and Connections
- Sustainable Futures

3.4 Proposed New Programs (as per the nomenclature of UGC/AICTE)

The proposed new programs in the first 5 years are shown in the Table 3.1

Table 3.1 Proposed Programs 2024-29

S.No.	Faculty	Programs	Specialization
1.	Faculty of Computing Science	M.Sc. M.Sc.	Artificial Intelligence and Robotics Data Science
2.	Engineering	B.E. B.Tech. B.E. M.Tech. B.Tech. B Tech B.Tech.	Computer Science Engineering Information Technology Artificial intelligence and Data science Artificial Intelligence and Machine Learning Bio-Engineering Smart Manufacturing and Industrial IoT Renewable and Sustainable Energy Engineering
3.	Natural Science	B.Sc. B.Sc. B.Sc. B.Sc.	Astro Physics Chemistry Chemical and Physical Biology Statistics
4.	Applied Science	M.Sc. B.Sc. M.Sc. M.Sc.	Environmental Science Biochemistry Biochemistry Applied Psychology
5.	Commerce	B.Com. M.Com.	Cost Accounting Forensic Accounting
6.	Management Science	MBA	Business Administration
7.	Law	B.A.	Law
8.	Humanities	B.A. B.A.	Vocational Education Special Education

3.4.1. Detailed description on the selected new programs

i. **Masters in AI and Robotics**

This specialization in Computer Science relies on the principles of artificial intelligence and encompasses the prototype design using high spec equipment such as humanoid robotics, robotic arms, wheeled platforms and 3D printer.

ii. **Bachelor of Chemical and Physical Biology**

This program can complement the traditional arsenal of biological techniques with advancements in chemical and physical methods in diverse fields such as engineering, biomedicine and mathematics.

iii. **Bachelor of Astro Physics**

The program is aimed to explore the composition of the Universe. A degree in this area can lead to lucrative career opportunities in major Indian establishments like ISRO, Space Physics Laboratories, Space Application Centers etc.,

iv. **Vocational Studies**

In alignment with NEP 2020, the University plans to introduce **TVET** (Technical and Vocational Education and Training) programs. This is in line with the sustainable goals of United Nations. The scope of TVET will be based on the Occupational Standards such as the NOSS (National Occupational Skill Standards) with emphasis on practical components of psychomotor skills and exposure to training in industry.

The strategy of introducing TVET includes the following but not limited to

- a) Strategy A: Enhancing Industry led curriculum
- b) Strategy B: Creating Integrated and coordinated governance structure
- c) Strategy C: Streamlining
- d) Strategy D: Rebranding of TVET

v. **B. Tech in Smart Manufacturing and Industrial IoT**

Smart manufacturing(SM) is a technology driven approach that utilizes internet-connected machinery to monitor the production process. The goal of SM is to identify opportunities and use data analytics and IoT to improve manufacturing

performance. This program provides a good career option in Robotic System Design, Manufacturing Engineering, Industrial Automation.

vi. B Tech in Renewable and Sustainable Energy Engineering

The whole world is moving towards sustainable energy. With our natural resources depleting and causing damage to environment and ecosystem, industries are rapidly moving towards usage of energy saving methods. These resources include electric vehicles, renewable energy, solar, wind etc. This field holds a promising future given its importance for every individual who are striving to live in an eco-friendly environment. The career options include

- Power Engineering
- Energy Auditors
- Safety Engineers

3.4.2. Time Line

The proposed University will introduce a minimum of five programs every year, also will aim to upgrade all faculty qualified to offer PG and Ph.D. programs during the first 3 years of its operation.

3.5. Outcome-Based Education - Core of NEP

‘OBE is an educational process which is more directed and focused at achieving certain specified outcomes in terms of individual student learning. Outcomes are the key drivers which the student should reflect, learn and develop. Educational structures and curriculum are regarded as means and not ends. If the structures are not satisfactory then the CQI need to be in place. OBE is a journey of Quality Control to Quality Assurance leading to Quality enhancement; therefore, this would be a greater responsibility towards Higher Education Providers’.

Outcome Based Education (OBE) is a student-centred approach that measures student performance through outcomes. Outcome comprises knowledge, skills, attitude, and behaviour that is expected upon completion of a program of 4-5 years of graduation. OBE is an education based on producing particular educational outcome that focuses on student’s abilities after completing a program. It expects all learners to successfully achieve a particular level of knowledge and abilities to solve problems. *“It’s not about what we want to teach the students instead it’s about what the students are interested in learning”.*

As per NEP 2020 and Washington Accord, it is essential that every institution to adopt Outcome Based Education. The OBE model will help in training employable graduates, which is the need of the hour. Employers can recruit the graduates based on their ability to solve problems rather than based on overall CGPA. OBE is a transformation from “*teacher centric learning*” to “*student centric learning*”. Multiple instructional and assessment strategies will be available to meet the needs of each student. Adequate time and assistance will be provided so that each student can reach his maximum potential in acquiring knowledge and skills.

3.5.1. Relevance of OBE

Quality assurance audit by NAAC and NBA of the Ministry of Education emphasizes on learning outcomes. Accreditation requirement for all programs by accreditation bodies also emphasizes learning outcomes.

Benefits of OBE towards Institutions include more direct and coherent curriculum and teaching-learning process. Graduate outcomes will be more “relevant” to industry and other stake holders. There should be a Continuous Quality Improvement (CQI) for sustenance of education system.

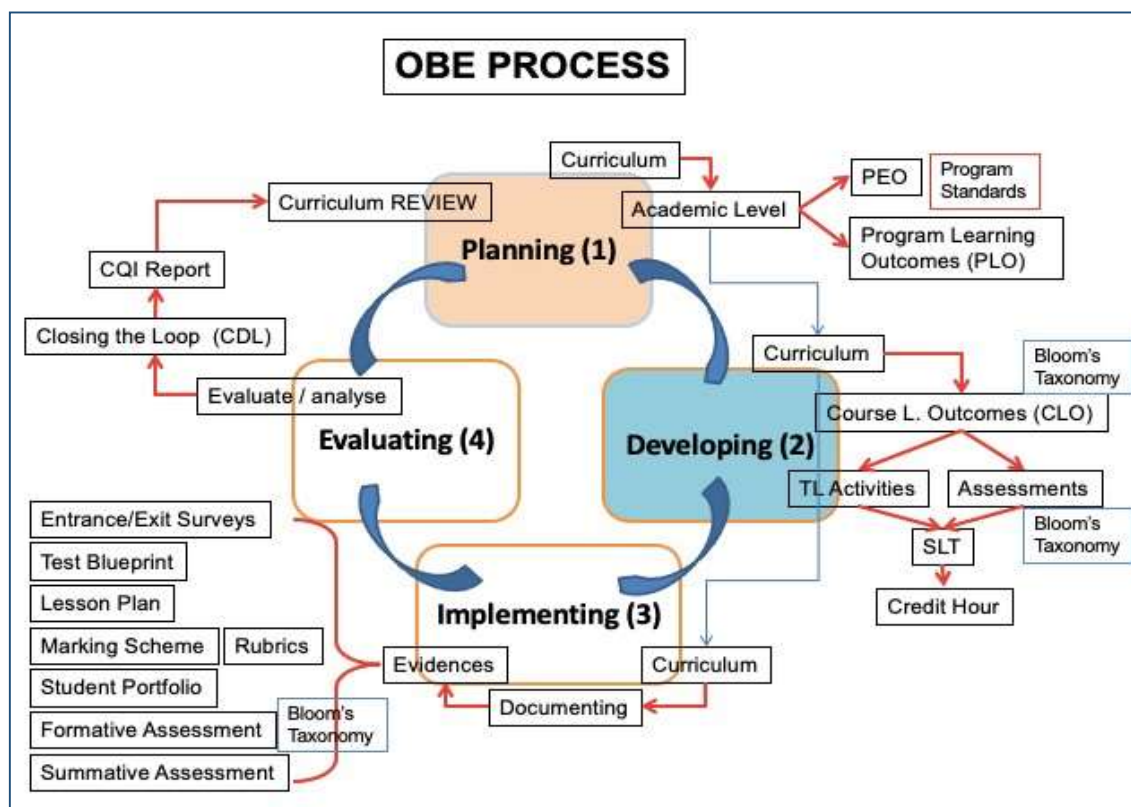


Fig. 3.1 OBE Process

3.5.2. Quality Assessment

The following are nine areas of Quality Assessment,

- i. Institutional and program Vision and Mission statements
- ii. Program Objectives, Learning Outcomes, Curriculum Design and Delivery
- iii. Assessment of students
- iv. Students support services
- v. Academic staff
- vi. Teaching learning resources
- vii. Program leadership and administration
- viii. Program monitoring and review
- ix. Continuous Quality Improvement.

These nine areas need to be assessed periodically to meet high-quality academic standards.

3.5.3. Learning Outcomes / Graduate Attributes

The Graduate attributes and the learning outcomes need to be aligned constructively with the assessment strategies.

3.5.4. Assessment Strategies

The assessment of the students will be based on the learning outcomes as shown in Table 3.2. The overall CGPA will be determined by evaluating the individual student achieving the learning outcomes. Each student will be assessed based on the score in the relevant PO (Program Outcomes) over the period of the studies. The progress of a student will be measured through a “Spider diagram” which reflects the learning outcomes of a student. This will provide a reflection on the student’s learning outcome and graduate attributes as well as the focus on the reflection towards Continual Quality Improvement (CQI) for the Schools.

Table 3.2 Learning and Assessment Methods

LEARNING OUTCOMES	TEACHING AND LEARNING METHODS (Suggested)	ASSESSMENT METHODS (Suggested)
PO 1 Knowledge	Lecture/Tutorial	Exam/Written Tests/Quiz
PO 2 Critical Thinking	Lecture/Tutorial/Case Study/Problem Solving	Exam/Written Tests
PO 3 Practical Skills	Practical/Demonstration	Practical Tests
PO 4 Interpersonal Skills	Case Study/Project/Tutorial/Group Work	Presentation/Project
PO 5 Communication Skills	Case Study/Project/ Tutorial	Presentation
PO 6 Digital Skills	Case Study/Project/ Tutorial/ Group Work	Case Study/Project/ Group Work
PO 7 Numeracy Skills	Lecture/Tutorial/ Case Study/ Problem Solving	Exam/ Written Tests
PO 8 Leadership Skills	Case Study/Project/Group Work/ Discussion	Project/Industrial Attachment
PO 9 Life Long Learning	Case Study/Project/Group Work/	Project/Portfolio
PO 10 Entrepreneurial Skills	Case Study/Project	Project/Industrial Attachment
PO 11 Ethics and Professionalism	Case Study/Project/Tutorial/ Discussion	Written Test/Presentation/Project

3.6. Implementation of Academic Plan

The College has implemented flexible curriculum as per the UGC and has initiated an action plan for the effective integration of NEP 2020, with a focus on skill development, creativity, innovation, and holistic development. The current curriculum offers a provision for major and minor specialization. The proposed curriculum will be designed to offer more specializations including research in order to earn a Honors degree by earning additional credits through the SWAYAM/NPTEL platform. An arrangement is already in place for opting departmental electives and open electives with a provision for earning additional credits through many drive-through courses, interdisciplinary courses and online SWAYAM NPTEL courses etc.

To ensure holistic development of students, novel engaging courses (with the arrangement of additional credits in all UG programs) in diversified areas such as Indian Constitution, Environmental Studies, Waste Management, designing using GMP, Basic Hospitality Skills, and Yoga have been included in the curriculum.

The current curriculum also recognizes attainments in Co-curricular activities through credits under its professional development components, thereby ensuring that students have required domain knowledge, skills, and attitudes. The following factors are considered in developing the curriculum

- i. Reports of reputed organizations like NASSCOM, United Nations on sustainable development, G20 conference on Environment, etc.
- ii. Model curriculum prescribed by UGC and AICTE
- iii. Reports on Outcome-Based Education -Mapping with POs
- iv. Suggestions given by industry experts, recruiters and alumni
- v. Feedback received from faculty, students, and other stakeholders
- vi. Syllabi of various competitive examinations like Civil Service, ACA, CMA, ACS, NASSCOM certified, Coursera, NPTEL, and other National and International professional bodies such as Tally Academy and Oracle University.
- vii. The National visions like Digital India, UNNATH BHARAT ABIYAN, Women Empowerment, and Skilling India will be incorporated into the curriculum design
- viii. A provision to opt for a four-week internship or a minor project is in place in the final year for UG programs. This provision will be extended for a full semester instead of four weeks.

The College has strictly followed that the attainment of PEOs and PSOs for the respective programs are related to the Vision and Mission of the institution and department. The expected outcomes have been integrated into the curriculum, and are available on the website to facilitate access to teachers, students, and other stakeholders.

- The Board of Studies meets twice in a year to update the curriculum. The syllabi are continuously updated in consultation with experts from industry, academia, alumni, and students under the autonomous scheme.
- The curriculum structure is prepared after detailed discussion in the Curriculum Development Cell (CDC). For each domain, pedagogical workshops are conducted with both internal and external experts.
- While designing the curriculum to identify the desired Graduate Attributes, the United Nations Sustainable Development goals and future technology

advancements are taken into consideration to propose a balanced structure based on National and International needs.

- There are course committees at every department to address each vertical, and a structured feedback system is in place. All senior faculty members, experts from academic institutions and industry, prominent alumni are members of the Board of Studies.
- The points relating to the curriculum policy are circulated by the Curriculum Development Cell (CDC).
- All courses are developed by identifying specific COs which are mapped with POs and PSOs. Any shortfall in the attainment of POs are back tracked to identify gaps in COs and the curriculum is accordingly revised or new courses are developed.
- A provision for additional credits is made by listing many SWAYAM courses and professional certification courses.
- Professional ethics, gender studies, human values, environment and sustainability, project management, disaster management, Constitution of India are some of the non-credit courses included.
- Interdisciplinary learning and flexibility are already included in the provision of open electives, drive-through courses, additional credit courses, etc.
- There is a provision for four weeks' internship at industries/research organizations for all UG programs and one-semester project/internship for PG programs.

3.7. Teaching Learning and Evaluation

Lifelong learning is the primary goal of every higher educational institution. The College consistently strives to improve the student experience. The curriculum design is as per the UGC recommendations with the implementation of a flexible Choice Based Credit System (CBCS) and Outcome Based Education (OBE) from the academic year 2016 - 2017.

The College adheres to the curriculum pattern recommended by UGC under the CBCS. It implements new programs, apart from the conventional programs of the

parent University. These courses are designed based on a multi-faceted, prolonged approach to cater to the needs of the students joining the College. The grant of autonomy provided opportunities to shape, develop, and adopt a need-based curriculum, knowledge expansion, industrial exposure training, and capstone evaluation model. Through these value-based educational systems, the College strives to achieve peer-to-peer standards.

In this transition phase, Sri Krishna Arts and Science College (SKASC) has shifted towards an Activity-based Learning System. The Learning Model Architecture of SKASC is “Vision to Wisdom Approach”. Each course is designed with lectures/tutorials/laboratory work or fieldwork/seminars/practical training/ assignments/ term paper or report writing etc. to meet effective teaching and learning needs.

- In order to unburden the students from end-semester examinations, a continuous assessment is in practice. Continuous evaluation for theory courses carries a weightage of 25% and for practical courses have weightage of 40%. The assessment is done based on the capstone model of evaluation.
- A Learning Management System, MOODLE (Modular Object-Oriented Dynamic Learning Environment) is effectively used by the faculty and students for teaching, learning and assessment. The College uses two e-portals viz., MyKlassroom.com and Google Classroom to facilitate student-centric ‘anytime and anywhere’ format of learning. Google Classroom is used for classroom teaching wherein the faculty prepares the course content in a multimedia mode of delivery and uses a smart board in the classroom. Every teaching hour is structured and the contents of delivery are posted in advance in the Google Classroom for the students to learn in advance and attend classes. The classes are discussion-type wherein the faculty delivers the lectures focusing on analysis, Higher-Order Thinking (HOT) skills needed by students for problem solving.
- The College also uses a campus management software, namely, MyKlassroom.com wherein LMS is a part. It is a portal where a repository of information and literature are available for each domain

area for the students to study. This information is collected from various sources from social media and links are created, consolidated, and posted for each course. A one-to-one interaction between faculty and students and a student with fellow students are also possible in this portal.

- Lecture plans are prepared by each faculty based on the Multiple Mode Teaching Learning Pattern(MMTLP). The lecture plans reflect a uniform mode and pedagogical methods of teaching with a scope for variation to be introduced by individual faculty.
- The examination control system is fully automated, resulting in extensive improvements in the efficiency and transparency of the entire process. The examination reforms based on OBE have been fully implemented. The attainment of various outcomes based on the revised Bloom's taxonomy and skill matrix, is calculated for every course and compared with the standards fixed. Any non-attainment will be probed and action taken plan will be implemented.

3.8. Academic Plan for the next 15 years (2024-2039)

The academic plan in the identified areas for the next 15 years along with the activities are given below

A. Curriculum reforms

B. Teaching Learning Methods

C. Examination Reform and Evaluation Process

The details of the above are shown in Tables 3.3 – 3.5

Table 3.3. Curriculum Reforms

S.No.	2024-2039	Present	To be implemented
1	Curriculum Design and Development	Once/ year	To be continued
2.	Introduction of New Courses on Employability/Entrepreneurship/Skill Development	Introduced as Discipline Specific Electives and General Electives	Technology based electives
3.	Revision of the syllabus as per societal and industrial needs	Based on feedback and conducting syllabus revision workshops once a year	Continuous improvement
4.	Industry, research organization, and alumni interaction in the program	Direct and indirect	Continuous
5.	A balanced curriculum structure for attaining POs and PSOs,	implemented from AY 2020-21	Continuous improvement
6.	Implementation of a flexible curriculum system	implemented from AY 2017-18	To be continued
7.	Implementation of feedback system on curriculum development	Both online and offline	To be continued
8.	Introduction of value-added courses to impart life skills	implemented from AY 2015-16	Need-based
9.	Internship for students	Four Week Internships during the 6 th semester for UG Programs	Four Week Internships for UG students with an option of a one-semester internship for deserving students. This may also include Outside Practical Training (OPT) for 6 months/one year in the fourth year of study
10.	Industry-linked projects to solve real-time problems	Few projects are real-time projects	To be increased
11.	Review and corrective measures on implementation of OBE	COs, POs, and PSOs are prepared on the guidelines	Continuous improvement

Table 3.4 Teaching Learning Methods

Table 3.3. continued

S.No.	2024-2039	Present	To be implemented
1.	Adherence to Academic Calendar	100% adherence to academic Calendar	To be continued
2.	Learning Management System: Effective teaching with the use of e-learning resources, ICT tools & institute MOODLE, MOOCS, SWAYAM	Up to 70%	100%
3.	Teaching Learning through ICT enabled classrooms & Smart Classrooms	100% of Classrooms are ICT enabled	To be continued
4.	Pedagogical initiatives (real-life examples, collaborative learning, ICT supported learning, interactive classrooms, e-resources & latest techniques)	Up to the level of 50%	100%
5.	Effective student mentoring system	For every 30 students one faculty mentor has been assigned which is very effective since AY 2011-12	Enhance effectiveness
6.	Implementation of an effective support system for weak students & to encourage bright students (identification, action taken, impact observed)	Up to 70%	100%
7.	Student feedback on the Teaching – Learning process and corrective measures	Online and Offline feedback systems& and remedial actions accordingly. Once in a semester	Enhance Effectiveness
8.	Flexible Curriculum Scheme a. Core Courses b. Discipline Specific Elective/General Elective courses. c. Ability Enhancement Courses	Implemented for all courses except for Core Courses with effect from AY 2011-12	To be fully implemented

	<ul style="list-style-type: none"> d. Interdisciplinary Courses e. Credit transfer from online courses including courses for international certification f. Industrial training g. Add-on courses h. Non-credit courses i. Provision for minor specialization and honors 		
9.	Assuring quality of assignment and its relevance to COs (to promote self-learning, the survey of contents from multiple sources, assignment evaluation and feedback to the students, mapping with the COs)	Implemented	To be continued
10.	Question paper analysis based on HOT & LOT and gap analysis & corrective measures	Implemented	To be continued
11.	Developing mechanisms for student's grievances about evaluation	Manual System in existence	To be converted into an Online System
12.	Digitization of the Evaluation process	Implemented during Covid 2020-22, as a pilot project	To be introduced for selective courses
13.	Digital Examination Process	Multiple Choice Questions (MCQ)	MCQ and Descriptive Type
14.	Innovative practices for identification of student's projects and allocation	Under Progress	100% implementation
15.	Establishment of Industry supported laboratories	Nil	Minimum 5 programs
16.	Classification and relevance of the projects and their contribution towards the attainment of POs and PSOs	Under Progress	100% to be implemented

Table 3.4. continued

17.	Industry involvement in partial delivery of any regular courses for students	Under preparation	To be implemented
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Table 3.5 Examination Reform and Evaluation Process

S.No.	2024-39	Present	To be implemented
1.	Implementing an effective process of internal semester question paper setting and evaluation (the effective process of question paper setting, model answers, evaluation, and its compliance)	Implemented	To be improved
2.	Implementing an effective system to ensure the questions from outcome/learning levels perspective	Implemented	To be further improved
3.	Implementing an effective system to ensure evidence of COs coverage in-class test/Continuous Internal Assessment (CIA)	Not Implemented	To be implemented

3.9. Academic Plan for next 5 years (2024-29)

The following provisions are included in the preparation of next 5-year academic plan

1. Four-year UG programs with fourth year exclusively for Research/OPT.
2. One-year PG programs for those who have completed the UG program in four years of study
3. Flexible entry and exit option with a Certificate at the end of the first year and diploma at the end of the second year, UG degree at the end of the third year, and UG degree with Honors at the end of the fourth year.
4. Introduction of cross major choices as per the interest of students in all programs.
5. Introduction of professional programs including Engineering, Law, Management Science, Applied Science, Liberal arts, Basic Science and Literature.
6. Transfer of credits through SWAYAM, NPTEL, MOOC – online education

7. Blended teaching and learning
8. Holistic education and informal knowledge
9. Introduction of more number of skill-based courses as per National Skill Mission policy
10. Establishment of in-house research centres, incubation centres for internship and skill development
11. Full semester internship with industry/research organization
12. One year OPT (Outside Practical Training) with stipend instead of research in the fourth year of UG study
13. All round involvement and professional development in extracurricular activities
14. Assigning more weightage for formative assessment
15. Integration of Arts and Humanities with STEM mandatory value-based courses
16. Innovative and multi-disciplinary research
17. Industrial-ready and industry-powered courses
18. Industry partnership programs – industry collaborated programs
19. Industry readiness-vocational courses
20. Establishment of Centre for Professional Development and Training (CPDT)
21. Cross-disciplinary and Inter-disciplinary projects
22. Establishment of Future Skill Training and Development Centre (FSTD centre)
23. Certificate courses in future skill areas and innovative domains
24. Full implementation of depositing in Academic Bank of Credit (ABC)
25. MoU with professional bodies of various domains
26. MoU with foreign Universities for student and faculty exchange programs, joint research projects, joint publications and jointly hosting international conferences
27. Initiating preparatory work for establishing Open Distance Learning (ODL) facilities

4. FACULTY AND NON-TEACHING STAFF RECRUITMENT PLAN

4.1. Selection Process

The following is the proposed plan for the selection of teaching and non-teaching staff

- Selection and promotion of faculty will be carried out as per UGC/AICTE rules and regulations (whichever is applicable)
- For the appointment of regular faculty, a selection committee consisting of external experts and internal members will be constituted by Executive Council as needed.
- For the appointment of non-teaching staff, a selection committee with internal members will be constituted by the Vice Chancellor
- The regulations for the career development of non-teaching staff will be framed with the approval of the executive council.
- All appointments are made with the approval of the executive council.
- Table 4.1 provides the total number of faculty members against the sanctioned positions over the past five years. Gender details are shown in Table 4.2.

Table 4.1 Faculty details for the past five years

Academic Year	2023-24	2022-23	2021-22	2020-21	2019-20
Number of Faculty	440	414	397	367	301
Sanctioned post	440	414	397	367	301

Table 4.2 Gender Details of Teaching and Non-Teaching Staff for the Year 2023-24

Staff	Male	Female	Total
Teaching	193	247	440
Non - Teaching	20	75	95

4.2 Faculty Recruitment Plan for next 15-years (2024-2039)

Recruitment will be done based on the assessment of the following

1. Number of programs offered
2. Sanctioned strength for each program
3. Projected /Admitted in each program
4. Workload for each program

While assessing faculty requirements each year, the following additional factors will be considered

- i. The minimum qualification for faculty recruitment as recommended by UGC/AICTE/other statutory bodies.
- ii. The cadre ratio prescribed by the statutory bodies
- iii. The Faculty-Student Ratio (FSR) as recommended by UGC/AICTE/other bodies.
- iv. The field of specialization of the faculty within the domain area

Table 4.3 Faculty Requirement as estimated for the next 15 years (2024-39)

S.No.	Year	Deans	HoD/Professor	Associate Professor	Assistant Professor	Total
1	2024-25	6	16	117	301	440
2	2025-30	10	20	150	320	500
3	2030-35	14	25	200	361	600
4	2035-40	16	30	250	426	720

The following are the 15-year plan for Faculty recruitment and career development

Table 4.4 15-year plan (2024-39)

S.No.	2024-2039	Present	To be implemented
1.	FSR	1:19.65	1:15
2.	Provision for Visiting/Adjunct/Emeritus/ Professor of Practice	Not Implemented	To be implemented
3.	Visiting faculty from industry and academia	Below 5%	To be increased to 10%

Table 4.4 continued

4.	Recognition and appreciation of faculty for receiving fellowship, and awards at the State/National and International level	Implemented	To be continued
5.	Faculty performance appraisal	Implemented	To be continued
6.	Providing API-based promotion under CAS Scheme	Implemented	To be continued
7.	Rewarding high achieving faculty members once in a year	Implemented	To be continued
8.	Encouraging faculty to participate in FDP/internship/training etc.	Partial financial support	100% support
9.	Support to faculty for obtaining higher qualification	In practice	To be increased

4.2.1. Five-year Plan (2024-29)

The HR section at SRI KRISHNA (DEEMED TO BE UNIVERSITY) will be headed by a Director; to handle HR-related functions. These functions will be centralized and under the direct control of the Vice Chancellor/Registrar.

The key responsibilities and functions of the HR department are, as follows:

1. Recruitment

HR is responsible for developing and implementing recruitment strategies in consultation with Deans, to attract qualified candidates for various positions in the University. They administer the hiring process, including job postings, screening applicants with the help of senior faculty, organizing interviews, and making job offers.

2. Employee on Boarding and Orientation

HR ensures that new employees receive a comprehensive orientation and on boarding process. They facilitate the necessary paperwork, introduce employees policies and procedures, and provide them with the necessary resources and tools to succeed in their roles.

3. Policy Development and Compliance

HR Department develops and update HR policies and procedures in alignment with approved requirements and industry best practices.

4. Employee Relations

The Director of HR will act as a point of contact for employees regarding grievances, conflicts, and disciplinary actions. The Director investigates and resolves employee concerns, provides guidance on conflict resolution, and promotes positive employee relations within the University.

5. Compensation and Benefits

HR administers and oversees the institution's compensation and benefits programs. They design salary benchmarking and ensure fair and equitable distribution of rewards.

6. Performance Management

HR plays a key role in implementing performance management systems and processes. They provide guidance on goal setting, performance evaluations, and professional development. They may also assist in identifying training and development needs and creating career development plans based on the inputs from departments.

7. Training and Development

HR collaborates with academic departments and administrative units to identify training needs and develop professional development programs. They coordinate workshops, seminars, and training sessions to enhance employees' skills and knowledge.

8. HR Information System

HR oversees the maintenance and utilization of HR information systems and databases. They ensure accurate record-keeping of employee data, generate reports, and analyse data to help decision-making and strategic planning. They also ensure a paperless office for the maintenance of records related to employees.

9. Organizational Development and Change Management

HR contributes to organizational development initiatives and change management processes within the University. They work closely with leadership to identify areas for improvement, implement change strategies, and foster a positive organizational culture.

Overall, HR plays a key role in attracting and retaining talented staff, promoting a positive work environment, ensuring compliance with employment laws, and supporting the institution's strategic objectives. The HR department will plan and execute faculty recruitment from industry, government, non-profit organizations, research, etc. including foreign faculty. It will also help in creating a network among the leading universities in India and abroad for organizing Faculty Exchange Programmes.

4.4. Welfare Measures for Faculty, Staff and Students

SRI KRISHNA (DEEMED TO BE UNIVERSITY) recognizes the contribution of the employees towards the development and progress of the organization. The University offers/provides lucrative welfare schemes to all the employees to ensure and increase their work efficiency. The following welfare schemes are proposed/prevalent in the existing structure.

1) Provident Fund:

SRI KRISHNA (DEEMED TO BE UNIVERSITY) will continue the Employee Provident Fund (EPF) to the members of both teaching and non-teaching staff that was initiated since its inception of the Sri Krishna Institutions as per the Employees Provident Fund Act

2) ESI Facility:

The self-financing social security and health insurance scheme and ESI facility is provided by Sri Krishna Institutions to its eligible employees and will be continued at Sri Krishna (Deemed to be University).

3) Gratuity:

The University offers gratuity (group gratuity) facilities as a part of its retirement benefits scheme to teaching and non-teaching staff as per the provision for Payment of Gratuity Act.

4) Group Saving Linked Insurance:

The group insurance scheme offered by Sri Krishna Institutions meets a variety of needs of the employees and will be introduced to the employees of Sri Krishna (Deemed to be University).

5) Medical Group Insurance:

The medical and group insurance is one of the welfare measures taken up by Sri Krishna Institutions for the benefit of faculty and staff members. It provides cashless medical treatment in case of emergency of illness in corporate hospitals. This scheme will also be continued at Sri Krishna (Deemed to be University)

6) Reimbursement of Medical Expenses:

Sri Krishna Institutions provide facility to claim reimbursement of medical expenses in case of accidents or diseases involving huge expenditure besides sanction of Medical leave to teaching and non-teaching members. This scheme will also be provided to the employees of Sri Krishna (Deemed to be University)

7) Paid Leave:

Under this scheme, the University sanctions paid leave in case of marriage, maternity, bereavement in the employee's family, or health-related issues etc. as per the University norms to be developed and displayed on the website.

8) Study Leave

SRI KRISHNA (DEEMED TO BE UNIVERSITY) faculty are eligible to take study leave to pursue research at the doctoral and post-doctoral fellow level, on the execution of a bond to serve an equal number of years in which they have gone on study leave

9) Fee Concession:

SRI KRISHNA (DEEMED TO BE UNIVERSITY) gives the utmost importance to education. The University will offer education fee concession for self-education as well as education for children of faculty and staff members in SRI KRISHNA (DEEMED TO BE UNIVERSITY) as per its norms.

10) Fee Reimbursement:

Additionally, will reimburse fees for self-education and the education of children of faculty and staff. The University will also reimburse the fee for education at other institutions as per its norms.

11) Transportation Fee Concession:

To facilitate comfortable travel for faculty and non-teaching staff, SRI KRISHNA (DEEMED TO BE UNIVERSITY) will offer transportation fee concessions.

12) Subsidized Accommodation:

SRI KRISHNA (DEEMED TO BE UNIVERSITY) will provide subsidized accommodation facilities for faculty and non-teaching staff in the University hostels, quarters, and guest houses.

13) Loan Facility:

Employees of the University will have access to loan facilities related to a) Purchase of a laptop b) Personal loan facility in case of emergency c) Housing loan, d) Vehicle loan

Besides the above-mentioned schemes, there are other welfare schemes such as festival advances, travel and accommodation allowances for knowledge enhancement, etc.

5. STUDENT ADMISSION PLAN

5.1. Present Admission Regulations

The College adopts and follows the admission regulation issued every year by the Directorate of Collegiate Education and Bharathiar University. The regulation includes minimum eligibility for admissions to various programs and adoption of rules for reservation

5.2. Admissions

As per the order of the Director of Collegiate Education, Government of Tamil Nadu, and the eligibility conditions issued by Bharathiar University (Parent University), the students are selected by the marks scored in the qualifying examinations by applying the rule of reservation as stated above. The total admissions against the sanctioned intake during the last five years is shown in Table 5.1.

Table 5.1 Total admissions during the last five years

Year	2019-20	2020-21	2021-22	2022-23	2023-2024
Sanctioned Intake	3520	3460	3280	3400	3290
Admitted Student	3076	2648	2563	3212	3196

5.3. Admission Plan of Proposed Sri Krishna (Deemed to be University)

The admission for certificate/Diploma/Degree, and research programs for National and Foreign students will be made purely on a merit basis. The merit position of the candidate for admission will be based on the norms prescribed by the Academic Council of the University. However, the eligibility for admission will be as per the regulation of UGC/AICTE/other regulatory bodies. Common University Entrance Test (CUET) for PG admissions and Sri Krishna Entrance Test (SKET) for UG admissions, or any other test conducted by the National Testing Agency will be considered for all admission as per the UGC guidelines.

5.4. Academic Bank of Credit (ABC)

ABC will be followed for multiple entry and multiple exit of the students to complete their program of study as per their time preference. It will facilitate both

horizontal and vertical movement across various disciplines of the course of study. The College has already registered with ABC and the proposed University will implement 100% in depositing the credits scored by the students in ABC. The institution can admit students for lateral entry as per NEP 2020. Proposed admission details are shown in Table 5.2

Table: 5.2 Proposed Admission Plan

Program	2023-24	2028-2029	2033-2034	2038-2039
UG	2488	5500	8200	11000
PG	708	1100	1600	2100
Ph.D.	60	80	100	120

A provision will be available for UG students to undertake research/major project/OPT in the fourth year of study.

6. RESEARCH PLAN

6.1. Funding Support

Sri Krishna Institution's policy on research grants, faculty development programs support, and conference and seminar funding by the management is outlined in the following sections

6.1.1. Internal Seed Money Grants

Internal seed money grants are intended to support research activities and foster competitive research among the faculty in enhancing the research culture within the University. This grant is expected to facilitate the submission of proposal to outside funding agencies that benefits the University for research growth and development.

6.2. Research Advisory Council (RAC)

A Research Advisory Council (RAC) will be formed by the University to work in line with '**National Policy Atma Nirbhar Bharat**' 2022. The composition of RAC is as follows:

- Vice Chancellor- Chairman
- Pro-Vice-Chancellor (Member)
- Deans of SRI KRISHNA (DEEMED TO BE UNIVERSITY) - Schools Representative
- Members- One Senior Faculty from each Research Department of the University
- Chief Executive Officer- Management Representative
- Convenor-Director/Dean of Research

There will be five different committees under RAC.

Committee I: Finance

Committee II: Research Programme Policy

Committee III: IPR and Legal Matters

Committee IV: Consultancy

Committee V: Outreach and Community programs

6.3. Roles and Responsibilities of the Committees

1. The Finance Committee will prepare the Internal Research Seed Grant budget every year and submit it to the Research Advisory Council.
2. The Research Program Policy committee will identify the thrust areas for funding. It identifies the sponsoring organizations and advises the faculty members to apply for sponsored projects with the results of the seed grant projects.
3. The outreach and Community program committee will identify the partners from the industry for taking up community projects for the general welfare of the public.
4. The Consultancy committee will coordinate the industrial relations and identify the industrial problems to be addressed by the faculty.
5. IPR and legal matters committee will assist the researchers in applying for patents and handle legal matters that may arise during the consultancy work.
6. The RAC will call for proposals pertaining to the Internal Research Seed Grant once in a year.
7. The proposals are then scrutinized by a committee headed by Dean of Research and send the recommended list to the Research Advisory Council for approval.
8. The selected list of projects for a seed grant approved by the RAC will be informed, funds will be released as per the time schedule submitted by the coordinators
9. The Dean of Research will monitor the progress of the research through periodical review of the work.

6.4. Dean of Research - Roles and Responsibilities

1. The Dean of Research will scrutinise the budget prepared by the Finance Department and submit it to RAC for approval.
2. The Dean of Research along with the Research Program Policy Committee of the University will scrutinise and submit the recommended list of researchers to the RAC.

3. The Dean of Research will monitor the expenditure on the amount spend by the beneficiary pertaining to the seed grants.
4. It is the responsibility of the Dean of Research to monitor the outcome of the research and its realisation towards the University and the Community.
5. A report on the outcome is to be submitted once in a year by the Dean of Research to the Research Advisory Council
6. The Deans of all Schools have to identify the Faculty Development Programmes (FDP) depending on the need analysis and prepare budget. After the approval of budget, Deans of respective school will arrange the FDP. Finance section will make payments on submission of bills. An amount can be drawn as temporary advance based on the need and settled after the completion of FDP.
7. The Research Programme policy committee has to prepare the budget for Conferences/Seminars and Professional Association requirements for every year and submit to the Dean of Research. The Dean will scrutinise the budget for Income and Expenditure and submit to RAC for approval.

6.5. Conferences/Seminars/Professional Associations

The faculty are encouraged to present papers in conferences/seminars once in a year with the approval of the Deans and vice chancellor. The event should be in a reputed institute and must have a direct relationship to the areas of interest to the University. Conferences that publish the proceedings in Scopus indexed journals will be given priority. However, other reputed peer-reviewed journals may also be considered on a case-by-case basis. The faculty may also be permitted to join minimum one professional association which has a direct relationship to the faculty specialization. Along with the application for support to join in a professional association, faculty has to outline the benefits to the University as a result of such membership.

6.6. Research Proposal Submission

Submission of research proposal for National and International funding agencies, the faculty have to submit a preliminary study to the Dean of Research. After scrutiny, the Dean will forward the request to the Research Program Policy

committee. The decision will be at the discretion of the Research Program Policy committee at the University level.

6.7. Industrial Training for Faculty

As a process of up skilling the faculty for consultancy, Industrial Training programs will be initiated once in a year during the month of May. This has to aid the TVET programme of NEP 2020. The Deans of school have to submit the budget requirements to the Vice Chancellor through Consultancy Committee for approval.

6.8. Outreach and Community Programmes

The Outreach and Community activities are important for the University. Every school has to initiate at least one program a year. The budget has to be prepared and forwarded to the Vice-Chancellor for approval

6.9. Research and Development

Detailed Research and Development plan for 5 years and 15 years is shown in Tables 6.1. and 6.2.

Table 6.1. Five - Year Research Plan

S.No	Particular	2024-25	2025-26	2026-27	2027-28	2028-29
1.	Seed money to Faculty for research	Rs 1 lakh	Rs 2 lakh	Rs 3 lakh	Rs 4 lakh	Rs 5 lakh
2.	Percentage of Faculty receiving national/ international fellowship/financial support by various agencies for advanced studies/ research	Less than 1%	1%	2%	2%	3%
3.	Research funding from Government and non-government sources	30 lakhs	30 lakhs	40 lakhs	40 lakhs	50 lakhs
4.	Percentage of Faculty having research projects	Less than 1%	1%	2%	2%	3%
5.	Percentage of Faculty recognised as research guides	12 %	15%	20%	25%	30%
6.	Number of candidates registered for Ph.D. per Research Guide	4	4	4	4	4
7.	Number of research papers published per Faculty in the Journals as notified on UGC CARE list	1	2	2	2	2

Table 6.1. continued

8.	Number of books and chapters in edited volumes published per Faculty	1	2	2	2	2
9.	Bibliometric of the publications during the last five years based on Scopus/ Web of Science –h index of the Institution	10	10	20	20	30
10.	Number of functional MoUs/linkages/collaborations with institutions/ industries in India and abroad for an internship, on-the-job training, project work, student/faculty exchange and collaborative research	Rs 10 lakhs	Rs 10 lakhs	Rs 15 lakhs	Rs 15 lakhs	Rs 20 lakhs
11.	Revenue generated from consultancy and corporate training	Rs 11 lakhs	Rs 16 lakhs	Rs 21 lakhs	Rs 26 lakhs	Rs30 lakhs
12.	Number of Exchange Programme for Students and Faculty for Research	2	4	6	8	10

Table 6.2 15-year Research Plan

S.No.	2024-2039	Present	To be implemented
1.	Providing seed money to faculty for initiating research activities	Implemented	To be Continued
2.	Support for innovative student project	Partial	Fully deserving
3.	Support for international projects taken by faculty and students	Not present	To be implemented
4.	Organizing workshops and seminars on IPR and Industry academia innovative practices	Twice a year	Four times a year
5.	Development of incubation center	In process	To be completed
6.	Promotion of start-ups, incubated on camps	Nil	To be implemented
7.	Increase in the number of Ph.D. admissions	Present - 112	To admit – 600
8.	Increase in research publication in SCI/Scopus indexed Journals in the last 5 years	206	25% increase per year
9.	Increase in publication of Books/Book Chapters	234	25% increase per year

Table 6.2. continued

10.	Increase in publication of papers in National and International conferences papers	1 per faculty per year	2 per faculty per year
11.	Increase in the publication in quality journals	392 (Past 5 years in Scopus, WoS& UGC)	20%
12.	Increase in publishing patents	Applied --- Awarded --- Published - 33 Granted ---	Increase 10% per annum
13.	Support for faculty participation in seminar /conference	100% support	To be Continued
14.	Increase in the generation of revenue through consultancy	20 lakhs per year	40 lakhs per year
15.	Linkage with industries for internship/on-the-job training/project work etc.	Limited	To be increased by 30%
16.	Signing MoU with institutions of National importance	37	100
17.	Motivating research and development leading to technologies with immediate societal value	Initiative taken	Effective implementation
18.	Centre of Excellence for Research	NA	2 centers
19.	Formation of Multidisciplinary research centers	NA	Minimum 1 center
20.	Proactive and flexible mechanism to attract high-quality faculty and researchers	Plan being formulated	Effective implementation
21.	Creating research to attract students to Ph.D. program	Implemented from 2022-23	To be increased
22.	Increase in annual research funding	4%	10%

6.10. Identified Research Areas

- | | |
|---------------------------------|------------------------------|
| 1. Digital Humanities | 11. Data Mining |
| 2. Study of American Literature | 12. Speech Recognition |
| 3. European Literature | 13. Artificial Intelligence |
| 4. British Literature | 14. Digital Image Processing |
| 5. Study of Anthropology | 15. Software Engineering |
| 6. Topology | 16. Big Data |
| 7. Fluid Dynamics | 17. Networks Security |
| 8. Neutrosophy | 18. Data Analytics |
| 9. Material Science-Thin Films | 19. Digital Marketing |
| 10. Fibre Optics | 20. Ancient History |

7. CAMPUS INFORMATION AND COMMUNICATION PLAN

7.1. Introduction

The institution has made all efforts to enhance its IT-related infrastructure. Faculty and students have teaching and learning opportunities in a digital environment.

- All academic activities and administrative processes are fully automated and are online.
- The entire campus is Wi-Fi enabled for academic and administrative purposes with a good network connectivity (speed of 2.54 Gbps).
- Smart digital classrooms equipped with smart boards and LCD projectors are available for teaching-learning purpose. There are 167 ICT-enabled classrooms for real-time digital learning.
- Provisions for live streaming of programs conducted in the campus are in place.
- The institute utilizes MyKlassroom.com and Google Classroom web portals for online learning.
- CCTV installed to ensure campus security. A biometric face scanner-based attendance capturing system is used for employees.
- The library is automated with barcode reader technology and RFID.
- The digital library has internet connectivity and has access to numerous e-journals and magazines.
- The institution follows standard IT policies such as computer hardware purchase and support, campus wireless/wired network, network security, password management, and asset management.
- The Institution has an approved e-waste management and disposal facility.
- A team of staff members are involved to take care of the IT-related needs of the campus, including hardware and networking, software support, computer laboratory maintenance, website designing and hosting, e-mail solutions and SMS solutions.
- Regular backups using RAID 1 technology have been used in case of any information risk. For network security, a standard firewall and antivirus are in place.

- The institution has adequate number of computers with high-speed internet connections and software is distributed in different locations like offices, exam cells, laboratories, libraries, and departments.
- The institution has 1133 computers and 5 servers, and all the departments are equipped with printers, scanners, and updated software packages as per the needs of the curriculum. The facility includes 4 Laptop laboratories with 264 laptops.
- Fibre optic cables are installed in different locations using Star topology in the institution to ensure entire campus - wide connectivity.
- Jio Wi-Fi connection is available for students and staff with 1GB per user per day. 35 Wi-Fi access points are available in the campus.

7.2. Five-year Plan

- In the first year, a strong foundation will be laid by developing network infrastructure installed with high-speed internet connectivity.
- A comprehensive computer-based learning management system is already in place. Steps will be taken to upgrade this system, to include collaborative tools for learning.
- In the existing learning management system, there is a provision for blending which is always available. The concepts of blended learning have to be further enhanced with the implementation of various utility tools.
- The present campus management system is partially cloud-based; a full cloud-based campus management system shall be implemented in the first 5 years. Cloud-based infrastructure with greater scalability and flexibility, to help the University to store, access, and manage the data over the internet will be adopted.
- Steps will be taken to introduce a fully functional and online assessment and grading system that allows the students to receive feedback and track their progress in real time.
- Will implement Digital Signage and Kiosks that provide real-time access to campus activities
- Plan to establish virtual labs and simulations to provide hands-on training to the students
- Will provide online course catalogues and course materials to the students

- Aims to increase the use of mobile applications in teaching-learning process
- Will explore the use of AI and Machine Learning to improve the learning platforms
- Will expand the use of Augmented and Virtual Reality Technologies (AVRT) in science and engineering education
- Introduce Mobile Device Management (MDM) programs
- Enforce security policies and track mobile devices
- Introduction of ChatBot or virtual assistance in 24/7 learning management system
- Introduction of Chat GPT in virtual learning platform
- Use of smart campus technology system to provide real-time data in campus maintenance
- Implementation of cyber security measures to protect university-sensitive data.
- Establishing IoT integration in campus maintenance
- Use of block chain technology to create and secure a decentralized system for managing student's records and academic credentials
- Implement a data analytic and visualization program to enable faculty and students to manage large datasets and make data-driven decisions
- Explore quantum computing in solving complex problems and develop a plan for integrating this technology into the University infrastructure.
- To create an environment for personalized learning by the use of AI & ML to individual student learning needs and preferences.

8. INFRASTRUCTURE DEVELOPMENT PLAN

8.1. Physical Facilities

The proposed University has a land area of 51.49 acres with a built-up area of 1,10,952 sq. m

The details of built-up area are shown in Table 8.1

Table 8.1. Area particulars

S.No.	Particulars	Area (sq. m)
1.	Instructional Area	37,693
2.	Administration	1879
3.	Library	3000
4.	Amenities	16,637
5.	Stadium and play area	13,053
6.	Boys Hostel	10038
7.	Girls Hostel	28652
Total build-up area		1,10,952

- 167 classrooms are provided with smart boards and ICT facilities.
- 6 seminar halls are equipped with LCD Projectors, personal computers, interactive boards, and audio systems to conduct meetings, seminars, workshops, and conferences.
- 40 laboratories fully equipped with state-of-the-art facilities:
 - 14 Computer laboratories with a total build-up area of 2070 sq. m
 - Bioscience department has 4 laboratories with a build-up area of 720 sq. m
 - Department of Electronics and Communication Systems has 5 laboratories with a built up area of 630 sq. m
 - Department of Catering Science & Hotel Management occupies a built up area of 1095 sq m equipped with 10 modern labs
 - The Department of Costume Design and Fashion has 6 well-equipped laboratories with a built up area of 655 sq. m.
- The Department of Psychology has a laboratory with a built up area of 140 sq. m.
- SKASC library occupies in an area of 3000 sq. m and digital library with a built up area of 200 sq. m

- Building Space for NCC, NSS, IQAC, Sickroom, Incubation Cell, Counselling Center, Center for International Affairs, Exam Cell and Placement Cell are available.
- Boys hostel (10,038 sq. m) and Girls hostel (28,652 sq. m) can accommodate up to 680 and 550 students respectively.
- The institution has a tie-up with a super specialty hospital with two ambulances for emergency service.
- The academic block has a circulation area of 6283 sq. m

8.2. General Facilities

- A multi-purpose AC hall with a capacity of 4000 and a Convention Hall with a capacity of 500
- An open-air theatre with a built up area of 1440 sq. m with a seating capacity of 600 for conducting different programs.
- 2-food courts and students' amenity centres which include a boutique shop, book shop, bakery, and Kiosk.
- 2 ATMs installed by SBI and AXIS bank.
- 3 reprography shops are on the campus.
- A high-tech AV conference room with latest facilities. All buildings are user-friendly for physically challenged persons.

8.3. Sports and Games (Indoor & Outdoor)

- The institution is committed to provide a variety of sports facilities with a playground area of 13,053 sq. m The spacious playground of the institution has two Basketball courts, two Cricket practice nets, a Football ground, two volleyball court, and a ball badminton court.
- 8X400 m athletic field (all synthetic and flood lights at international standards)
- Department of Physical Education promotes indoor and outdoor games to enable students to practice and participate in all the games and sports events.
- Sri Krishna Hall is a multipurpose indoor auditorium (10902 sq. m) used for cultural events and indoor sports. (Badminton, Kabaddi, Chess, Yoga, Weight Lifting, Aerobics, etc.)
- It is equipped with five table tennis courts and three shuttle courts.

- Two Physical Directors & a Directress train students in various sports events and motivate them to compete in intercollegiate and University level tournaments.
- Separate playground and gym facilities available for boys and girls in hostel premises.

8.4. Gymnasium and Yoga Centre

- A well-equipped (440 sq. m) Multi Staged GYM facilities and a separate hall available for conducting Yoga classes.

8.5. Library as a Learning Resource

- Sri Krishna Arts and Science College Library supports the mission of the institution by creating a wide variety of knowledge resources relevant to curriculum support and enrichment.
- The institution Library has housed 44,656 volumes (Books:37551+Book Bank Books 7105), 210 Periodicals, 4167 CD/DVDs, 8861 Project Reports, 3707 Project CDs, and 1638 Back Volumes.
- Library is located in a separate three-storeyed building with total area of 3000 sq. m and with a seating capacity of 350.
- Library functions between 8.30 am and 7.00 pm. Students are given special permission to refer to the books and journals in the library during the extended college hours.
- The layout of the Library includes, Individual reading carrels, lounge area for browsing and relaxed reading.
- IT zone for accessing e-resources, Research scholar guidance cell, Career Guidance Cell, Centre for Ethics & Culture, and a separate zone for disabled persons.
- The Library is computerized using Autolib software with all the necessary modules needed for running library services efficiently. (Cataloguing, circulation, acquisition, serial control, OPAC, gate entry and user management)
- A separate digital library with 80 computers and 2.54 Gbps internet connectivity gives uninterrupted access to e-resources of more than 6000 e-Journals and 90,000 e-books.

- The Digital Library facilitates value-added services by providing access to N-List, NDL (National Digital Library of India) Shodhganga of INFLIBNET, NPTEL, E-Learning free download courses of IITs and IISc Open Access Journals, etc.,
- The Library has developed a website for providing information regarding the library and through Online Public Access Catalogue (OPAC). Students and staff members can locate and access the availability of books, journals and e-journals in the library from anywhere in campus.

8.5.1. S-Touch

The library has a developed a repository that contains the question banks of all the subjects organized semester-wise and year-wise from the year 2011. The students who are appearing for the end-semester examination and faculty members can refer previous year's question papers anytime anywhere. This S-Touch facility is embedded in the institution's website, which is accessible to the students through mobile, laptop, tablets, computer

The details of the software are given below:

Name of the ILMS software: AutoLib - Integrated Library Automation Management Software
 Nature of automation (fully or partially): Fully
 Version: MSSQL Version.1, Year of automation: 2007

8.7. Five years Infrastructure Plan

The following are the 5-year infrastructure plan for the proposed university

Table 8.2 Additional Infrastructure Details (2024-29)

S.No.	Description	Area (sq. m)	Amount (in INR)	Remarks
1.	University Building (Administrative)	6,000	24,85,56,000	Chancellor, VC, Pro-VC, Board room, CoE, Registrar, Placement & Training, Directors, Deans, Estate Office, Accounts & Procurement, International Relations, Marketing, Admission, Student affairs, etc.
3.	Academic Buildings	30,000	101,68,20,000	Proposed students – 3500 nos
4.	Hostel Buildings			

4.1	Boys Hostel			Existing
4.2.	Girls Hostel			Existing
5.	Staff Quarters			Existing
6.	Other infrastructure			Existing
7.	Interior & Furniture			Existing
TOTAL			1,26,53,76,000	

With the following considerations

- Existing students – 8000
- Proposed additional students – 3500
- Proposed New Academic Programs - 20
- Staff quarters – 16 nos of 150 sq. m each flat
- Administrative/University Block
- Research Block
- Necessary amenities for the above.

8.8. 15 years Infrastructure Plan

15-year infrastructure plan for the proposed university is given in Table 8.3

Table 8.3 Infrastructure Details (2024-39)

S.No.	Description	Area (sq. m)	Amount (in INR)	Remarks
1.	University Building (Administrative)	6,000	24,85,56,000	Chancellor, VC, Pro-VC, Board room, CoE, Registrar, Placement & Training, Directors, Deans, Estate Office, Accounts & Procurement, International Relations, Marketing, Admission, Student affairs, etc.
2.	Research Building	5,000	20,71,30,000	Central Facility
3.	Academic Buildings	60,000	101,68,20,000	Proposed students – 7000 nos
4.	Hostel Buildings			
4.1.	Boys Hostel	9,000	28,12,50,000	1500 nos
4.2.	Girls Hostel	10,000	31, 25,00,000	2000 nos
5.	Staff Quarters	5,000	9, 07,87,500	32 minimum flats (3BHK)
6.	Other infrastructure		10,00,00,000	External development like roads & drain networks, etc
7.	Interior & Furniture		10, 00,00,000	Interior & Furniture for all buildings
TOTAL			235,70,43,500	

With the following are considerations in the additional infrastructure plan

- Existing Students – 8000
- Proposed additional Students – 7000
- Proposed New Academic Programs - 40
- Staff quarters – 32 nos of 150 sq. m each flat
- Suitable Administrative/University Block
- Suitable Research Block
- Hostel facilities
- Necessary amenities for the above

9. FINANCE PLAN

The finance plan is prepared for the next 15 years based on the proposed academic and administrative activities. A fifteen-year and five-year financial plan is shown in Tables 9.1 and 9.2, projected revenue is shown in Table 9.3

9.1. Financial Plan for next 15 years

Table 9.1. Finance Resources (2024-2039)

S.No.	Year	Present	intervention
1.	Increase in internal revenue through additional programs at both UG and PG levels	10% per annum	30% per annum
2.	Increase in internal revenue through increase in tuition fees and special fees	5% per annum	To be continued
3.	Increase in internal revenue through Ph.D. level courses	2% per annum	5% per annum
4.	Increase in internal revenue due to the introduction of professional programs	Nil	20% per annum
5.	Increase in research and development grant for the government	Less than 1%	3% per annum
6.	Increase in research project from industry	Limited	One per program
7.	Increase in internal revenue through consultancy, industry R&D	Less than 1%	3%
8.	Increase in financial support from alumni	Less than 1%	3%
9.	Creating industrial linkage to attract CSR funding	Nil	Development of an effective system

Table 9.2. Financial plan (2024-29)

Expenditure Head	Particulars	Funds required in the financial year (Rs In lakhs)					
		2024-25	2025-26	2026-27	2027-28	2028-29	Total
Infrastructure development	New University Administrative Building	800	1000	700	-	-	2500
	Academic Building	200	200	200	200	200	1000
	Smart Classroom	50	50	50	50	50	250
	Laboratory and Central Facility	80	100	100	120	120	520
Refurbishment and maintenance of existing infrastructure		180	190	200	300	300	1070
Upgradation and procurement of learning resources including IT service		300	300	300	500	500	1900
Academic activities		50	50	50	50	50	250
Expenditure on salary and other services		2000	2500	3000	4000	4500	16000
Scholarship		70	100	120	150	200	640
Seed Money		5	7	10	10	10	42
Administrative Expense		500	550	600	900	950	3500
Total		4235	5047	5330	6280	6880	27772

Table 9.3. Projected Revenue

Particulars	Projection of funds in the financial year (Rs In lakhs)					
	2024-25	2025-26	2026-27	2027-28	2028-29	Total
Tuition Fees	3500	4000	4500	5000	5500	22500
Other fees	80	100	120	140	150	590
Alumni Contribution	20	30	40	50	60	200
Consultancy	20	20	30	30	30	130
Grants – Projects	10	15	20	20	25	90
Corpus Fund	500	700	500	800	800	3300
Interest on endowment	175	200	200	200	250	1025
Total	4305	5065	5410	6240	6815	27835
Proposed expenditure	4235	5047	5330	6280	6880	27772
Surplus/ deficit	70	18	80	(40)	(65)	63

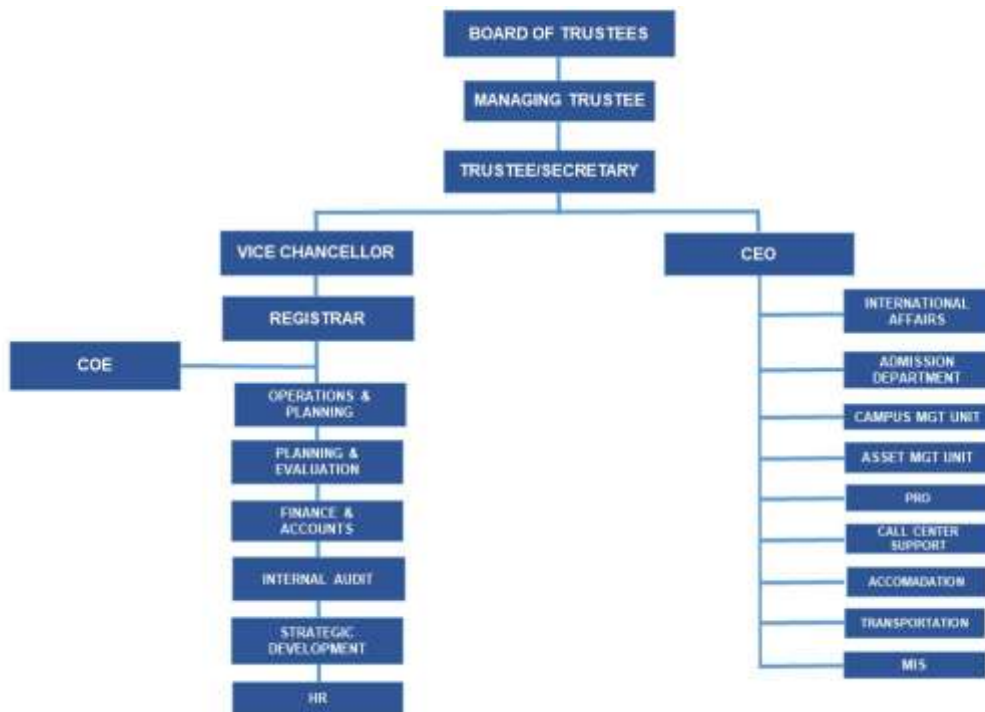
10. ADMINISTRATION AND OPERATIONS PLAN

The following is the administration and operation plan of the proposed University

10.1. Re-Structuring

The College has the potential to transform into a Deemed to be a University which concentrate on Teaching and Research (Level II). The process of restructuring involves many policy decisions and approval from statutory bodies. A proposed Administrative chart for Sri Krishna (Deemed to be University) is shown in Fig. 10.1.

Fig. 10.1. Administrative Plan



10.2. Governance of the University

10.2.1. Executive Council

The Executive Council shall be the principal executive body of the institution deemed to be University.

The Composition of the Executive Council is as follows

Table 10.1 Composition of Executive Council

S.NO	Members	Nos
1.	Vice Chancellor – Chairperson	1
2	Pro Vice Chancellor by rotation	1
3	Deans of School of Studies by rotation appointed by Vice Chancellor	2
4	Professor who is not a Dean by rotation appointed by Vice Chancellor	1
5	Associate Professor by rotation appointed by Vice Chancellor	1
6	Assistant Professor by rotation appointed by Vice Chancellor	1
7	Nominees of the sponsoring bodies	4
8	Registrar - an ex-officio secretary of the Executive Council	1
TOTAL		12

10. 2.1. The constitution, Tenure, powers of Executive Council, Academic Council, Board of Studies, Finance Committee and other statutory and Non-statutory bodies are as given in the Memorandum of Agreement attached in the application

10.2.2. Officers of institution deemed to be University

The powers, functioning and responsibility of Chancellor, Vice-Chancellor, Pro-vice chancellor, Registrar, Finance Officer, Controller of Examination, Deans and Head of the Departments are as given in the Memorandum of Agreement attached in the application

10.3. Proposed Academic Administration

As per the administrative organization plan shown in Fig. 10.1, the roles and responsibilities are presented

10.3.1. The Vice-Chancellor (VC)

The Vice Chancellor oversees the internal and external affairs associated with the University. The Vice-Chancellor is charged with the expansion, execution, and evaluation of academic programs and policies. The Vice-Chancellor closely works with the Pro Vice Chancellors, Deans and Directors to ensure the delivery of state-of-the-art academic programs and learning experiences for graduates. The Academic Affairs Department and Research Incubation (AAD and RI) will directly report to the Vice-Chancellor. The Vice-Chancellor will report directly to the Chancellor.

10.3.2. The Registrar

The Registrar is in charge of the administration of the University. He shall organize executive committee meetings, Convocation and other administrative activities, being the administrative head of the University. He will be assisted by number of Deputy registrars to carry out administrative functions. The administrative functions include recruitment, funding, and other financial services. The Registrar is also responsible for running the University as per the Memorandum of Association (MoA) under the directions of Vice Chancellor

10.3.3. Planning and Evaluation

The growth and progress of an organization depend on its planning and execution. The planning and evaluation committee comprises members from the senior management including the Vice-Chancellor of the University. The committee is led by the Vice Chancellor who poses broad knowledge in organization's goal and in line with National Education Policy. The committee provides the blue print for the University plan for every five years and the execution of such blue print will be monitored and reported to the executive committee periodically. The committee will be formed with the Vice Chancellor as head and its members are CEO, Pro VC, Registrar, Finance Officer, Estate managers and two nominee of the Governing body. The Vice Chancellor will be reporting directly to the Chancellor of the University and update on the progress of the blueprint. She/he will be responsible for a periodical report to the Chairperson of the Governing body on implementation of the planning.

10.3.4. Finance and Accounts

The finance and accounts department focuses on the cash flow and fund flow of the entire University. The team is responsible for budgeting and smooth release of funds in the University. Student fees, examination fees, and other forms of revenue collection will be monitored by this department. The department is also responsible for OpEx and CapEx (Operating Expenses and Capital Expenses) in the University. Preparation of annual reports and audited accounts by statutory auditors will be dealt with by this department. Budget allocation for each unit/department and compilation of budget for each school will be dealt with by the finance and accounts department. Scholarship from management will be dealt with by the finance committee headed by the Finance Officer. The finance and accounts department is responsible for the maintenance of all accounts in the University. They are also responsible for fund

management, preparation of final accounts, submitting accounting information to statutory authorities, etc.

10.3.5. Internal Audit

The quality of any operation is to be dealt with primarily on a robust internal audit system. The internal audit team under the Finance Officer is responsible for the verification of accounts of the University. Conducting internal audits at regular intervals is a prerequisite for financial control. The internal audit team is responsible and accountable for all financial auditing, liaising with finance and accounts department. It verifies all purchase processes such as calling quotations, negotiations, and approves the process before the purchase order is issued. Periodically, all receipts and payments, and statement of accounts is verified with the University finance and accounts department. The internal audit report is to be duly approved by the Finance Officer, and the same is to be presented to the Executive Council and to the Managing Trustee of the sponsoring body.

10.3.6 Strategic Development Unit

The strategic development unit will act as a supporting unit to the Vice Chancellor office in planning for the growth of the University. This unit will work on identifying opportunities for establishing University centres or branches in the country and widening its network overseas. The team will also develop strategies to keep the University abreast of the competitors and elevate the University to the next level. The unit will operate under the guidance of the Vice Chancellor and the senior management.

10.3.7. Human Resources Department

The Director of Human Resources will lead this department. His core activities will include recruitment of faculty and non-teaching staff as per the needs of academic departments and administrative units. It involves advertisement for positions, arranging interviews, issuing offer letters, collecting joining reports, maintaining service records, leave records, processing payroll, and conducting disciplinary proceedings. The Department will also be responsible for organizing training programs for non-academic staff.

11. GOVERNANCE PLAN

11.1. Objectives of Trust

The sponsoring body of the proposed University is VLB Trust. This trust was registered under Tamil Nadu Society Registration Act 1975, Reg.No.582 dated 14/11/1980. The Aims and Objectives of the trust are:

1. To promote education of all types and grades among the people with a view to take steps to disseminate scientific, technical and cultural knowledge and to raise the standard of life and health among all sections of the people, for the purposes of aforesaid, to establish and manage schools, colleges, seminaries and other institutions for boys and girls and for adults and also to take over the management and maintenance of schools, colleges, seminaries and other institutions maintained and managed by other trusts, managements, organizations and bodies with a view to furthering the aims and objects of the trust, and in particular to establish a Polytechnic at Kuniyamuthur, Coimbatore
2. To institute and award scholarships and or grant loans for study and research for all poor and needy persons deserving help and encouragement, to purchase books and distribute the same to poor students, to provide hostel facilities to needy students and give all such assistance as required by students for purposes of education in India and abroad.
3. To establish, take over, maintain, run subsidies help and make donations to hostels, boarding and lodging houses for students and staff connected with such institutions.
4. To fund, construct, take over, own subsidies help donations to hospitals, educational, vocational and medical institutions, recreational Centre for disabled, crippled, blind, deaf, dumb, aged, mentally retarded, or otherwise handicapped, children and adults and to develop their health, character and vocational pursuits.
5. To manage, qualified medical men, specialists, teachers, instructors and other staff to run medical camps, hospitals, schools, colleges, welfare houses, relief camps, recreation Centre and other institutions, camps and centres.
6. To establish, take over, maintain, run subsidies help and make donations to orphanages, homes for defectives and decrepit, rest houses, sanatoria sports and welfare institutions in the aid of handicapped and aged people.
7. To donate either in case or in kind, support help aid subjects and render financial assistance to all causes and institutions which have objects similar to the objects of

- the trust or which deserve support by reason of their locality or operation or otherwise.
8. To sponsor and/or support and/or contribute, in cash or kind and or conduct community betterment projects or medical reliefs camps as may be decided from time to time by the Trustees.
 9. To accept donations, grants, presents and gifts, either in cash or in kind for the purpose of the trust and to organize benefit performance for collecting funds for the trust.
 10. To administer other trusts, if so requested in writing.
 11. To do generally all such other acts things and matters as are conducive to the general objects of the trust, provided however that nothing shall be deemed to include any object which is not a charitable purpose.
 12. The objects here above mentioned are independent of each other and the Board of Trustees may, from time to time apply the funds of the trust in carrying out all or any of the aforesaid objects.

11.2. Proposed Governance Plan

The Governance plan for converting Sri Krishna Arts and Science College into a Deemed to be University is structured as follows,

Structure 1: Strategic Level – The strategic level will include the Board of Trustees, Chancellor, Vice Chancellor, Pro Vice Chancellors, and Executive Council.

Structure 2: Middle-Level Management – The Middle level management will be governed by Deans, Heads of the Department, and Administrative Heads.

Structure 3: Operational Level- The operational level of the University will include the Faculty, Students, Staff, and other stakeholders.

11.3. Board of Trustees

The trust is governed by the Board of Trustees in the strategic level of leadership

Smt. S. Malarvizhi, M.Sc., M.Phil., Chairperson and Managing Trustee
Shri. K. Adithya, B.E., M.O.B.(Australia), Trustee and Secretary
Shri. E.K. Kumaresan, B.A., BL., Trustee

The trust is assisted by a Governing Body as follows

11.4. Governing Body

11.4.1. Composition of the Governing Body is as follows; it is nominated by the sponsoring trust for the purpose of giving directions to the Deemed to be University

1. Trust Chairperson
2. Trust Secretary
3. Chancellor/Vice-Chancellor
4. Management Nominee 1
5. Management Nominee 2
6. A Social Worker
7. An Industrialist
8. Retried administrator
9. Senior Advocate
10. An Academician 1
11. An Academician 2
12. Registrar (non-member secretary)

The Governing body will have overall control of the University as a sponsoring body.

11.4.2. Powers of Governing Body

- To provide general supervision and directions and to control functioning of the University.
- To review the decisions of the other authorities of the University in case they are not in conformity with the provisions of statutory bodies
- To approve the budget and annual report of the University
- To lay down the extensive policies to be followed by the University
- To recommend to the Sponsoring body about the voluntary liquidation of the University and such other powers as may be prescribed by the Statutes.
- To vest to the Executive Council or any entity or official of the University such of its powers as it deems appropriate, along with the appropriate governance mechanism
- The Governing Body shall meet at least four times in a financial year with one meeting in each quarter
- A minimum of one-half of the members shall form a quorum for meeting of the Governing Body

11.5 Academic Administration

Its responsibilities and functions of Academic Administrative are depicted in the flow chart as shown in Fig. 11.1.

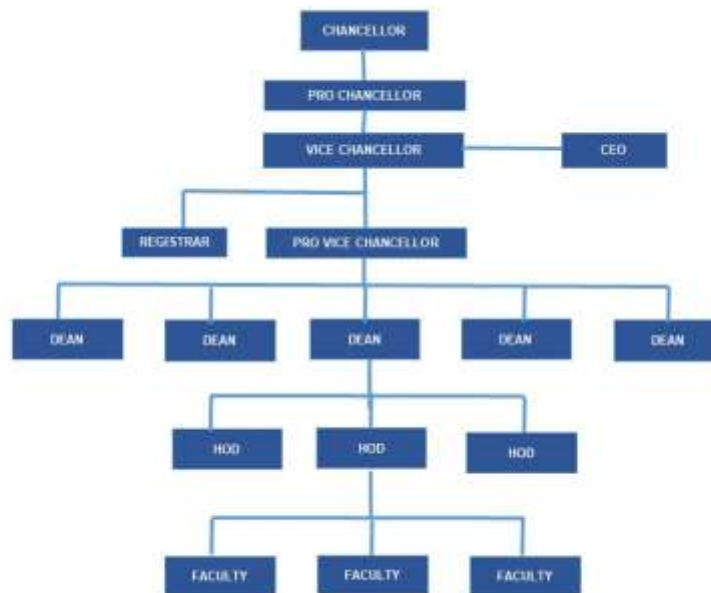


Fig. 11.1. Academic Administration

11.5.1. Chancellor

The Chairman/ Chairperson of the Trust will act as the First Chancellor of the University and will monitor the overall strategic plans and development. The Chancellor will lead the Pro-Chancellor, Vice Chancellor, CEO, Registrar etc. The Chancellor will be the approval authority of all academic and non-academic operations in the University. The Chancellor shall hold the office for a period of 5 years and shall be eligible for reappointment for one more term. The Chancellor shall by virtue of his/her office be the head of the institution Deemed to be University shall, if present, preside over the convocation of the institution Deemed to be University held for conferring degrees. The Chancellor shall be appointed by the sponsoring body.

11.5.2. The Pro-Chancellor (PC)

The Pro Chancellor will be appointed by the sponsoring body and will hold an office for a period of five years and shall be eligible for appointment for one more term. The Pro-Chancellor will act and perform all duties of the Chancellor in the absence of the Chancellor.

11.5.3 Vice-Chancellor (VC)

Vice-Chancellor will report directly to the Chancellor. The Vice-Chancellor monitors the quality of high-standard academic programs. The VC also serves as an integral part of the success of the University with quality research and initiates a primary role in Institutional operations in the absence of the Chancellor. The VC will act as the head of the Executive Council.

The Vice Chancellor oversees the internal affairs and external affairs associated with the University. The Vice-Chancellor is assigned with the expansion, execution, and evaluation of academic programs and policies. The Vice-Chancellor closely works with the Pro – Vice Chancellor and Deans to ensure the delivery of state of art academic programs and learning experiences of graduates. The Academic Affairs Department and Research Incubation (AAD and RI) will directly report to the Vice-Chancellor.

11.5.4. Pro Vice Chancellor(PVC)

The Pro Vice Chancellor of Academic Affairs is the head of Academic Division. The PVC will monitor the Deans . Pro Vice-Chancellor shall be appointed by the Board of Management on the recommendation of the Vice-Chancellor. The PVC will directly report to Vice Chancellor. The PVC will contribute to the University's strategic leadership as demanded by a dynamic, ambitious organization operating in an increasingly competitive market place.

11.5.5. Registrar

The Registrar shall be ex-officio Secretary of the Executive Council and the Academic Council, but shall not be deemed to be a member of any of these bodies. The Registrar shall be directly responsible to the Vice-Chancellor and work under his or her direction. The Registrar shall have the power to take disciplinary action against employees, excluding teachers and other academic staff, as may be specified in the order of the Executive Council. The appointment of the Registrar shall be made by the Chancellor in such manner as may be specified by the statutes.

11.5.6. Deans

Academic Deans occupy a unique place in the continuum of academic, administrators, as the facilitating link among the Department heads, faculty members,

staff, students and University leadership. All activities and roles of the Deans are undertaken in light of furthering the best interests of the students of Sri Krishna (Deemed to be University).

Key Roles

- a. Academic leaders of Schools
- b. Representative of their schools to the rest of the University, especially University administration
- c. Responsible of School resources
- d. Representatives of the school and University to external bodies
- e. Co-ordinate the implementation of the University Vision and Mission
Leading and coordinating the school strategic planning and curriculum development
- f. Supervising, evaluating and supporting schools in promoting excellence in education as well as engage in creative productivity.
- g. Leading and coordinating the governance, administration and overseeing the process of faculty and staff selection and retention
- h. Coordinating the professional development of faculty and staff of the school.
- i. Providing recommendations to the PVC on policies and procedures in the academic area.

11.5.7. Heads of the Schools

The Head of the Schools have to work together with the Dean, faculty members and students, have to ensure high standards of teaching and learning practices.

Key Roles

- a. Performing the duties of a faculty member and heads of the Schools for a particular program or a group of programs.
- b. Actively assisting the Deans of the School in ensuring the good professional, practice, standards, and quality of teaching and learning of subjects through proper coordination with the faculty members and promoting a healthy process of reciprocal informal observation of teaching practices.

- c. Contributing to the development of curriculum at the school under the guidance of respective Deans.
- d. Setting of examination papers, coordinating marking schemes, moderating examination and assessment processes at school level as well as in other schools involved in teaching the students.
- e. Ensuring timely procurement of adequate textbooks, materials, and equipments required for effective teaching.
- f. Ensuring the maintenance and upkeep of equipment in the School.
- g. Monitoring teachers of the School in teaching and research
- h. Holding department meetings regularly and recording the minutes of the meeting.

11.5.8. Faculty members

The faculty members are responsible for the quality and content of instruction. The instructor should at all times strive to promote the Vision and Mission of the University.

Key Roles

- a. Provide high-quality classroom instruction and blended learning towards the Vision and Mission of the University
- b. Combines teaching and research in the major areas of interest and incorporates the latest research knowledge in classroom instruction.
- c. Recognise the individual needs of students and provide challenging learning opportunities for all learners.
- d. Develop efficient and equitable procedures for the evaluation of student's academic performance and assign grades that reflect the knowledge and ability of students enrolled to the courses.
- e. Provide timely and appropriate feedback to the students for improvement.
- f. Adopting new approaches to revitalizing teaching effectiveness including placing and emphasizing effective pedagogy and paying increased attention to the learning needs of the students.

11.6. Non Academic Administration

11.6.1 Chief Executive Officer

The Chief Executive Officer is the administrative head for the non-academic departments/Units as shown in Fig. 11.2



Fig. 11.2. Administrative Structure

11.6.2. International Affairs Office

A liaison officer/lead officer will lead the department for all International projects of the University. This department is responsible for collaborating with International Universities. This department will engage in communication and admission of foreign students as well as their visa processes. The department will also engage student and faculty exchange programmes with franchise Universities and Sri Krishna (Deemed to be University). The department further explores the possibilities of establishing overseas study centres and campuses for the University. The department will further monitor the movement of foreign students of the University within and outside the campus and takes care of renewing the visa of students.

11.6.3. Admission Department

This unit will be headed by the Director of Admissions and will report directly to the CEO. This department is responsible for the student admissions and building the

University brand. It ensures the visibility of the University nationally and internationally. This department will be assisted by the Central Marketing Unit (CMU), and Public Relations Office (PRO). The CMU will liaise with the Academic Affairs Departments (AAD) in the admissions. Admission process including preparing student selection lists according to the academic departments policies, issuing admission offer letters, certificate verification and collection, and submitting copies of certificates to AAD. It will also handle communications and coordination with the international office pertaining to international student admission. Publicity and branding of the university will be taken care of by this unit. PRO will be focussing on public relations matters. The Admissions department is fully accountable for the admission of students and the admission process.

11.6.4 Asset Management Department

The department primarily focuses on asset management of the University campus. The department is responsible for tagging all assets on the campus. Frequent stock/physical verification is to be conducted by the department to ensure the physical presence of assets and to know their conditions. A stock verification schedule of all assets is to be prepared in consultation with different schools/units. Assigning the ownership of assets to different schools and a tag list of such assets is to be prepared for the schools. A master list of asset tagging is to be maintained at the department and periodical updates are to be done. Listing obsolete assets and the method of disposal of such assets has to be clearly specified and planned. Repair works of assets are to be carried out in coordination with departments and proper records are maintained on repairs.

11.6.5. Accommodation office

This office serves refurbishment of hostel accommodation for students. Separate hostel for boys and girls will be under the control of the accommodation office. Providing 24x7 call centre support is the responsibility of the accommodation office. This office monitors the student's movement in and out of the campus. Visitors' arrangements in the hostel lobby will be appropriately adopted. Monitoring the entire hostel area through CCTV, providing good quality food, running the hostel cafeteria, hostel maintenance, and student grievances related to hostel stay are the responsibility of the accommodation office. This office is also in charge of the guest

house of the University. Transport arrangements for the hostel students during public holidays and weekends will be monitored by the accommodation office. Separate wardens for boys and girl's hostels will be appointed.

11.6.6 Transport Unit

This unit is responsible for the entire transport requirements of the University including the chancellery office. This unit maintains log book for university transport fleets for buses, trucks (if any), cars, two-wheelers. This unit will be monitoring the fuel expenses and vehicle maintenance. Ensuring proper servicing, renewal of the permit, renewal of Registration Certificate (RC) of the vehicle, inspection of vehicles from time to time, route determination for the buses, transport arrangement for the guests and officials visiting the University are its responsibilities. It will prepare detailed budget for transport unit.

11.6.7. Management Information System (MIS)

The University's digital operations, from student admission to maintaining the alumni database, are to be centralized within the MIS department. MIS maintains the entire student database. This helps in integrating the operational matters via software systems which is called a total integrated university information system. The MIS department is further responsible for the internet and intranet infrastructure in the campus such as Wi-Fi zones, smart board connections, LCD projections, lecture theatre automation, automated classrooms, lecture studios, CCTV operations, call centre support service, intercoms, and other information systems in the University. This department will integrate all the relevant student-related activities into the information system and will control the access of departments based on the needs and demands. This department is also responsible for budget preparation, building firewalls, installing non-pirated software, and so on.

11.7. Student Administration

11.7.1. Students Affairs Department

This department will be led by the Dean of Students Affairs and report to the Vice-Chancellor. The department will lead the following units

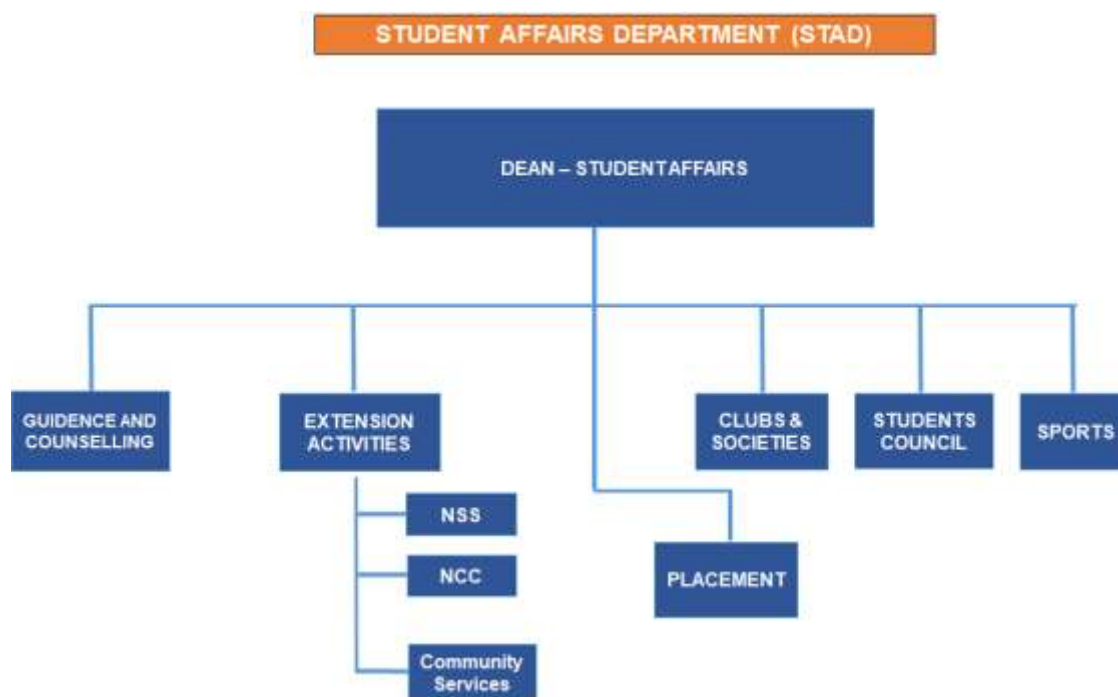


Fig. 10.3. Student Affairs Department

11.7.2. Guidance and Counselling

This unit will address the issues pertaining to academic and non-academic matters concerning students. It will communicate any concerns raised by students to the relevant department or unit for resolution. Academic-related concerns will be escalated to the mentor/tutor/HoDs/Deans to find solution. Financial difficulties of the students, such as delay in payment of college fees are considered and suitable recommendations are made to the finance department. A monthly report is submitted to the Dean Students on the issues addressed and current status of such issues.

11.7.3. Extension Activities Unit

This unit works towards service to society such as the National Service Scheme (NSS) activities, and other community services. It facilitates various activities like extension services to the University and its students by organizing events such as pollution awareness among its community and so on. This unit helps in taking care of the corporate social responsibility activities in and around the university and its community.

11.7.4. Clubs and Societies

Clubs and Societies are very important for extra- and co-curricular activities of students. Each club is led by a faculty member and student representatives. Any activities under the club will be duly approved and monitored by this unit. All activities of the club will be monitored by the faculty in charge of the club. This unit encourages all progressive activities by clubs and societies which enable the students to have a practical learning experience

11.7.5. Sports Club

The sports club will be under the supervision of the Director of Physical Education. This unit will be taking care of all indoor and outdoor sports activities. Inter-collegiate meets or external participation in sports events, representing the nation or state, and becoming a sports ambassador for particular sports are under the control of the unit. This unit is responsible for preparing the budget for the sports equipment, providing refreshments for the students who participate in sports events, and maintaining the University playgrounds and indoor facilities. This unit also works towards enhancing the visibility of the University by nurturing and showcasing the talents of students.

11.8. Committees and Cells

The following Development Cells and committees coordinate in various development activities for continuous progress of the University

1. Curriculum Development Cell
2. Students Development Cell
3. Admission Committee
4. Research Committee
5. Internal Audit Committee
6. Institution Innovation Cell
7. Library Advisory Committee
8. Women Welfare Cell
9. Grievance and Redressal Committee
10. Student Grievance Cell
11. Discipline Committee
12. Central Purchase Committee

13. Anti-ragging Committee
14. Internal Complaint Committee for Women for Sexual Harassment at Workplace
15. Hostel admission committee
16. Transport Committee
17. Examination Committee
18. Faculty Welfare Committee

11.9. Plan for Governance (2024-2039)

The overall plan for Governance for the next 15 years is prepared to ensure quality and efficient management in alignment with the objectives of the proposed Deemed to be University for the following categories

- a. Governance and Administration
- b. Technical and Internal Support System
- c. Student Support and Progression
- d. Engagement of Alumni, Industry and Society
- e. Internationalization

The details are shown in Tables 11.1 (a-e)

Table 11.1(a). Governance and Administration (2024 – 2039)

S.No.	Committees	Present	To be implemented
1.	Executive Committee	2 meetings per year	4 meetings of the Executive Committee
2.	Finance Committee	2 meetings a year	To be continued
3.	Academic Council/BoS	2 meetings a year	To be continued
4.	Fixation of Quality Standards based on Vision and Mission - IQAC	Annually	To be continued
5.	Planning and Evaluation Committee	6 monthly	To be continued
6.	Grievance redressal Committee	Manual Decentralization	IT support Mechanism
7.	Middle Level management	Implemented for selective modules	To be implemented for all modules to ensure paperless office
8.	Providing administrative and financial support for quality improvement strategies	Already implemented	100% support

Table 11.1 (a) continued

9.	Providing financial support for planning and development, admission, examination	Already implemented	100% support
10.	Providing financial support for faculty participation in Conference, Workshops and membership fee professional bodies	Partial support	100% Support
11.	Providing financial support for organizing Professional development, administrative training for teaching and non-teaching	Already in practice	100% support
12.	Providing financial support for orientation programs, refresher course, short term courses, FDP	Partial	100%
13.	Faculty and Staff recruitment hiring in the administrative system	Adequate	100% to be achieved
14.	Faculty and Non-teaching staff welfare schemes	Statutory - 100% Non-Statutory - Partial	The support for Non Statutory schemes to be increased
15.	Internal and External Financial audit	100%	100%
16.	Review and publication of Service rules, policies, procedures, etc.	Once in a year	To be Continued
17.	Delegation of administrative powers to administrative heads	100%	100%
18.	Delegation of finances to administrative heads	Partial	Up to 2 lakhs per annum
19.	Transparency of information in the public domain	100%	To be Continued
20.	Environment control and sustainability	100%	100%
21.	Development of urban green zone at minimum 30 % of land area	25% available	To be increased up to 30%

Table 11.1(b). Technical and Internal Support System (2024 – 2039)

S.No.	Detail	Present	To be implemented
1.	Digitalization of internal support system	Up to 70%	100% implementation
2.	IT support for procurement, administration and maintenance	50%	100% implementation
3.	Revision of HR norms to attract qualified staffs at various levels	Revised every year	Additional support for R&D and deserving candidates
4.	Annual Satisfaction survey of employees	Implemented	To be comprehensive with action taken
5.	Orientation and training of faculty, technical and administration staff	In practice	Frequency to be increased
6.	Online Complaint System	In practice	To be continued
7.	Online tracking system for complaint redressal	NA	To be introduced
8.	Appointment of technical staff for curriculum implementation	Available	To be increased
9.	Safety measures in Laboratories	70%	To be increased 100%
10.	Maintenance of Overall ambience	National level	International level

Table 11.1(c). Student Support and Progression (2024-2039)

S.No.	Detail	Present	To be implemented
1.	Financial support, Free ships to the students	Limited	Numbers to be increased
2.	Conducting value-added courses on soft skill development, remedial coaching, Yoga, Meditation, etc.	Implemented	Further scope is available for increasing the program like language lab, bridge courses etc.
3.	Guidance for competitive exams including civil service	Available	Increase in participation to be ensured
4.	Organizing an induction program for freshers	In place	To be continued
5.	Prevention of sexual harassment and ragging	Code of Conduct in place	Reducing complaints to zero percent
6.	Support for student progression in career counselling, placement, research, and higher studies	Up to 90% achieved	Aim for 100%
7.	Support for students in qualifying competitive exams like GATE, CAT, GRE, TOFEL etc.	20% approximate	To be 40%

Table 11.1 (c) continued

8.	Organizing cultural, and sports activities and competitions	Limited	To be increased
9.	Involvement of student representing in academic and administrative bodies	Ensure involvement as per UGC norms	Number of student involvement should be increased
10.	Providing counselling support through professional counsellors	Partially effective	To be 100% effective
11.	Conducting feedback survey from students	Done every year on limited parameters	Parameters to be increased
12.	Providing adequate facilities to pursue research	Adequate	Scope for improvement
13.	Supervised internship for students in industry for long duration	4 weeks internship implemented for UG and one semester research for PG	Scope for increasing the period and also number of industries
14.	Providing self-learning facilities through MOOC, Webinar, Podcast etc.	System in place and implemented for all students	Scope for increase in effectiveness
15.	Co-curricular and extracurricular activities like NCC, NSS, and other clubs	Available	To increase the effectiveness to produce national and international representation
16.	Opening professional societies/chapters	Limited	Scope for improvement

Table 11.1 (d). Engagement of Alumni, Industry and Society (2024-2039)

S.No.	Detail	Present	To be implemented
1.	Establishing alumni association to support activities and engagement	Established and registered	Scope for increase in effectiveness
2.	Development of an alumni support system for curriculum, learning and career improvement	Limited	Full development proposed
3.	Development of learning modules for alumni lifelong learning	Portal under construction	Full development
4.	Alumni interaction with other stakeholders	Partial	Effectiveness to be increased
5.	Engagement of alumni as visiting faculty/adjunct faculty	Nil	To be introduced
6.	Organizing workshops/networking events for alumni	Nil	To be introduced
7.	Developing online module in the institute website for alumni engagement	Under development	To be fully implemented

8.	Meetings/activities organized by alumni association	Annual, general meeting and alumni visits organized	Increase the frequency
9.	Development of extension and outreach centers to support various communities	Few available	Effective development to be implemented
10.	Establishment of business development center for industry linkage and incubation	Established	Increase in effectiveness
11.	Intellectual property cell for commercialization	Nil	To be initiated
12.	Entrepreneurship development cell and its effectiveness	Limited	To be effective
13.	Development of research cell to solve social problems	Under process	Research group to be formed to solve social problems
14.	Industry institution interaction to expose students and faculty to the needs of industry	Partially implemented	Effectiveness to be increased
15.	Organizing joint workshop with government, NGOs for students and local community	Limited	Numbers to be increased
16.	Organizing public lectures on global issues	Limited	Numbers to be increased

Table 11.1(e). Internationalization (2024-2039)

S.No.	Detail	Present	To be implemented
1.	Increase the number of activities to attract international student for admission	Initiative taken	To enhance effectiveness
2.	Enhances the intuition information availability to target international students	Limited	To be fully developed
3.	Linkage with international Universities	Four US Universities	To be increased to Ten
4.	Facilitated student exchange and faculty exchange programs	Limited with US Universities	To be increased the number of programs
5.	International conferences jointly hosted with foreign Universities	Once in two years	To be increased
6.	International faculty exchange program	Already in place with American Universities	Number to be increased
7.	Increase in the admission of international students	Average 10 students per year	To be increase 50 students per year
8.	MoU with International universities	4 available	To increase to 10

11.10. Five Years Governance & Administrative Plan

Parameters	2024-25	2025-26	2026-27	2027-28	2028-29
Conversion of institute to be a degree granting deemed to be university	To be acquired	Maintained	Maintained	Maintained	Maintained
NIRF ranking	Below 50	Below 40	Below 35	Below 30	Below 30
Total MoU	37	40	45	48	50
Collaboration with international Universities	4	5	7	9	10
Collaboration with Industry	12	15	18	20	25
Number of international students	10	15	20	20	25
Institutional visibility on peer perception	70%	70%	75%	85%	90%

12. CONCLUSIONS

- The institution has attained many distinctions in terms of ranking (NIRF 33), accreditation (NAAC A Grade in 3 Cycles) for its academic standards.
- The institution has a 25-year legacy with its alumni have attained distinction in placement in both international and national-level companies during the past 16 years
- The institution has sufficient own land, 51.49 acres and built area of 1,10,952 sq. m to start functioning.
- The institution has grown in terms of student strength at 23% per annum exponentially during the last 20 years
- The institution has prepared an exhaustive action plan for implementing NEP 2020 from 2024-25 for which preliminary work has already started
- The existence of a large number of student clubs, multi-disciplinary electives, internship programs, and implementation of a choice-based credit system are some of the unique practices
- The institution imparts education both within the curricular and beyond the curriculum by adding MOOC courses, value-added courses, add-on credits, and audit courses to name a few

Thus the institution has established a unique curricular and teaching-learning structure making full use of autonomy granted to it for the past 13 years and is now ready to take on the mantle of a Deemed to be University. This status of Deemed to be University once granted will help the institution to take the quality initiatives to the next level by fulfilling the NEP 2020 mandate which provides for the holistic development of students in Higher Education. The students from the institution will be able to serve future global needs and strengthen the Country to become the

'VISHWA GURU'

ANNEXURE - LAND DETAILS

S.NO.	Doc. No.	SF. NO	Extent in acres	Patta Number	Nature of Document
1	Award No. 2/91, C.No. 21117/81/A3, Dt. 17/09/1991	24/1A	2.35	43	Free Hold
2	do	24/2	3.28	43	Free Hold
3	do	24/3	4.82	43	Free Hold
4	do	25/1	1.25	43	Free Hold
5	do	25/2	1.05	43	Free Hold
6	do	25/4	1.22	43	Free Hold
7	do	35/1	1.25	43	Free Hold
8	do	37/1	0.80	43	Free Hold
9	do	37/2	0.95	43	Free Hold
10	do	37/3	2.05	43	Free Hold
11	do	51/3	2.00	43	Free Hold
12	do	51/4	2.20	43	Free Hold
13	do	679	3.28	43	Free Hold
14	do	680/2	6.30	43	Free Hold
15	do	680/1	7.98	43	Free Hold
16	876/1997	36/3A2	0.18	1658	Free Hold
17	901/1997	26/2	0.70	1512	Free Hold
18	862/1998	25/3	1.10	43	Free Hold
19	861/1998	36/4	1.29	1174	Free Hold
20	3240/1997	36/1A	1.93	1174	Free Hold
21	3241/1997	36/2A	0.68	1174	Free Hold
22	3627/2023	36/3A1A	1.04 1/2	3551	Lease Hold
23	3628/2023	36/3B	0.92 1/2	3547	Lease Hold
24	3629/2023	36/1B&2B	1.86	3550 3549	Lease Hold
25	3635/2023	26/1B	1.00	3548	Lease Hold
TOTAL		51.49			