

2025-2030



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1. Vision and Mission Statement

Vision: The University aims to become an Institution of Global Standard by continuously improving its quality of academic activities, taking up research and innovation in the frontier areas, and ensuring conducive state-of-the-art infrastructural facilities.

Mission: CUSAT will continuously strive to generate a human resource of global competence by imparting the most modern knowledge and training to its student community and to take up Research and Development activities in the frontier areas to contribute positively to the progress of the society and the Nation. The University shall have the following objectives as its mission:

1. to encourage and promote research and innovation in applied science, technology, industry, commerce, management, and social science for the advancement of knowledge and the betterment of society;
2. to provide facilities and offer opportunities for graduate and post-graduate education in applied science, technology, industry, commerce, management, and social science by instruction, training, research, development, innovation, and extension and by such other means as the University may deem fit;
3. to devise and implement programs of education in applied science, technology, industry, commerce, management, and social science that are relevant to the changing needs of society in terms of breadth of diversity and depth of specialization;
4. to serve as a center for fostering cooperation and exchange of ideas between the academic and research community on the one hand and industry on the other;
5. organize exchange programs with other institutions of repute in India and abroad to keep abreast of the latest innovations and developments in relevant areas of teaching and research.

2. University Motto and Values

CUSAT's motto is "*Tejasvinavadhithamastu*" which means "May learning to illumine us both, the teacher and the taught." Based on this philosophy, we cherish the following values:

- a. Competency, Authenticity, and Excellence
- b. Social Commitment
- c. Ethics and sustainability
- d. Collaborations, Outreach and Diversity
- e. Innovation and Technology in Teaching and Learning

3. CUSAT at a Glance

Cochin University of Science and Technology (CUSAT), established in 1971, has evolved into one of India's leading institutions for higher education and research. CUSAT is a state university that upholds its commitment to fostering an environment of academic excellence, innovative research, and international collaboration. With a mission to create globally competitive professionals and knowledge leaders, CUSAT is committed to advancing science and technology for the greater good of society.

CUSAT spans across three distinct campuses, each designed to foster a conducive environment for academic pursuits, research activities, and industry collaborations.

1. **Main Campus (Thrikkakara):** The administrative headquarters and home to most academic departments.
2. **Lakeside Campus (Ernakulam):** Primarily houses the School of Marine Sciences and research centres related to aquatic studies.
3. **Pulinkunnu Campus (Alappuzha):** Focuses on research in agriculture, rural development, and sustainable technologies.

The multi-campus structure of CUSAT provides diverse ecosystems where students and researchers can engage in interdisciplinary studies and advanced research. CUSAT continues to maintain its position among the top universities in India, with remarkable following national and global recognitions:

1. **NIRF 2024 Ranking:** 34th among all Indian universities.
2. **Ranked 10th** among public universities in India.
3. **QS World University Sustainability Ranking (2024):** Ranked 921-940, recognizing CUSAT's commitment to sustainability and environmental stewardship.
4. **NAAC Accreditation:** Accredited with an 'A+' grade, highlighting the university's excellence in quality education, infrastructure, research, and innovation.

Furthermore, CUSAT's commitment to sustainability and environmentally conscious development has been recognized globally. The university has been placed within the **921-940 rank band in the QS World University Sustainability Rankings (2024)**, highlighting its efforts in promoting sustainable practices, eco-friendly infrastructure, and research aimed at addressing environmental challenges.

The focus on sustainability is also reflected in the university's **industry collaborations** with centres dedicated to **bio-manufacturing and sustainability studies**, which aim to develop sustainable technologies and solutions that can be applied in both industrial and societal contexts.

Faculty and Programs: CUSAT's academic structure is designed to encourage diversity, interdisciplinary study, and specialization across multiple domains. The university hosts:

- **10 Faculties** covering a wide spectrum of subjects such as Science, Technology, Social Sciences, Engineering, Law, and Humanities.
- **30 Academic Departments** spread across these faculties, with a range of specialized programs for undergraduate, postgraduate, and doctoral students.
- **23 Research Centres** fostering cutting-edge research in areas ranging from ocean studies to engineering, law, and management.
- **17 Specialized Research Centres**, promoting advanced research in niche areas such as marine sciences, synthetic biology, bio-manufacturing, and sustainability studies.

CUSAT offers an array of academic programs that cater to the evolving needs of students and industries. The university offers:

- **116 Academic Programs**, including undergraduate, postgraduate, and doctoral programs across science, technology, law, humanities, and management disciplines.
- **8500+ Students** enrolled across different academic programs.
- **450+ Faculty Members**, many of whom are noted scholars, scientists, and experts in their fields.
- **60 International Students** from various countries, adding to the cultural diversity of the university's academic environment.

Additionally, CUSAT has a strong emphasis on international collaboration. The university has been proactive in signing MoUs with various global universities, offering **new dual degree programs** that provide students with opportunities for global exposure and knowledge exchange. These international partnerships ensure that CUSAT's students are well-prepared to navigate global challenges and contribute to cutting-edge research and innovation.

Excellence in Research: CUSAT has established itself as a prominent research institution, consistently producing impactful research that contributes to various scientific and societal advancements. The university's research contributions are reflected in its high **H-index of 118**, which showcases the influence and citation impact of CUSAT's research output. With research centers focused on emerging fields like

synthetic biology, bio-manufacturing, and sustainability studies, CUSAT is at the forefront of addressing critical global challenges such as environmental conservation, climate change, and biotechnology innovations.

Innovation and Entrepreneurship: CUSAT has embraced the entrepreneurial spirit by creating platforms for innovation and incubation. The university hosts **startup and incubation facilities** that support aspiring entrepreneurs and innovators among students, faculty, and the broader community.

- **Industry centers** within the campus, especially those focused on **synthetic biology, bio-manufacturing, and sustainability studies**, provide a bridge between academia and industry, facilitating technology transfer, product development, and real-world applications of research findings.

These incubation centers have helped nurture several successful startups, contributing to the university's mission of promoting economic development through knowledge-driven enterprises.

Looking Forward: CUSAT is set to play a key role in contributing to India's goals for **Vision 2047**—a blueprint for a knowledge-driven and sustainable economy. Through its strategic focus on innovation, entrepreneurship, global collaboration, and sustainability, CUSAT aims to emerge as a global leader in higher education and research.

CUSAT is positioned for continued growth, innovation, and global impact. With its strong foundation in science and technology, entrepreneurial ecosystem, and focus on sustainability, the university is shaping the future of education and research in India and beyond through”

- Launching new **dual degree programs** with international universities to provide students with global learning experiences and to foster international academic collaboration.
- Strengthening its research capabilities in emerging fields such as **AI, machine learning, synthetic biology, and marine and environmental science**.
- Continuing its commitment to **sustainability** by advancing eco-friendly practices across campuses and expanding research on climate action and sustainable development.

4: Mile Stones

 1938

School of Marine Sciences

School of Marine Sciences started in 1938 with the establishment of the Oceanographic Laboratory in the erstwhile Travancore University.

 1958

Department of Marine Biology, Microbiology, Biochemistry

Department of Marine Biology, Microbiology, and Biochemistry, an integral part of the School of Marine Sciences, started the M.Sc. program in Marine Biology as early as 1958. Over the years, the Department of Marine Biology has evolved into a pioneer department in the field of Marine Biology in the country and has made seminal contributions to this field

 1962

School of Legal Studies

School of Legal Studies (SLS) was established in 1962 as a part of Kerala University, offering postgraduate courses and research in law under the leadership and guidance of the late Prof.(Dr.)A.T.Markose, an internationally acclaimed jurist and academician

 1963

The Department of Hindi

The Department of Hindi, established in 1963 at the Government Maharajas College Campus, is one of the oldest University Hindi Departments in the State. It was part of the erstwhile Kerala University.

Department of Physics

Ernakulam Centre of the Department of Physics of the University of Kerala was established in 1963.

 1964

School of Management Studies (SMS)

School of Management Studies (SMS) carries the distinction of being one the oldest business schools in the country. It is among the first five premier management institutions to be established in the country, with Professor Emeritus Padmabushan (Dr.) M.V. Pylee as the Director. The School was established in 1964 as part of the University of Kerala.

 1965

Department of Marine Biology and Oceanography

To cater the needs of oceanographers for this country, a postgraduate program in Oceanography commenced in 1965 at the erstwhile Department of Marine Biology and Oceanography under University of Kerala in School of Marine Sciences.

 1967

Department of Hindi is shifted

The Department of Hindi is shifted from the Government Maharajas College Campus to the Thrikkakara Campus.

 1971

University of Cochin

‘Ernakulam Centre’ of the University of Kerala was converted into ‘University of Cochin’ in July 1971 , it was the symbol of commitment from the Government of Kerala towards the new scientific policy resolution adopted by the Central Government on 4th March 1958.

The Department of Polymer Science and Rubber Technology was instituted by the University in 1971 in collaboration with the Rubber Research Institute of India (RRII),

 1972

Polymer Science and Rubber Technology

The B.Tech (Polymer Science and Rubber Technology) was started in 1972 as a two-year post-B. Sc. Course.

 1975

Growth of University of Cochin

The University added **Department of Electronics** and **Department of Ship Technology** in 1975, which 9aser out to be a milestone in the growth of the University. The **Cochin University Library** was also established in the same year as a central agency for meeting the information requirements of the academic community of the University and for collection, organization and dissemination of information.

 1976

More Extensions

Department of Industrial Fisheries

Established for postgraduate teaching and research on all aspects of fisheries science and technology.

Department of Applied Chemistry was established to play an important role in the further development of the industrial belt in the Greater Cochin area by providing scientific support and trained personnel to the industries and by acting as a catalyst for the starting of new industries.

Department of Marine Geology and Geophysics-CUSAT was the first University in the Country to start a full-fledged post graduate program in Marine Geology , taking into account the global advancement in general and national needs in particular in the field of Marine Geosciences.

The combined department of Mathematics and Statistics came into existence with the major objective of developing it into a Centre of Excellence in this region in mathematical sciences and applications and to provide facilities for training, study, and research in these areas.

Department of Foreign Languages established is mainly involved in the teaching of English and Foreign languages like French, German, Italian, Japanese and Russian. In 2003, the Department was reoriented as the Department of Culture and Heritage so as to pursue other academic concerns like History, Museology and Archaeology. However, in order to give supreme importance to language teaching and all the cultural backdrop that encompasses each foreign language, the Department was rechristened as the Department of English and Foreign Languages in 2012.

 1978

School of Engineering

School of Engineering was established in 1978 to offer part-time M.Tech. Programs in the major disciplines of engineering

The **University Science Instrumentation Centre (USIC)** has its origin in 1978 as a service department with the support of the UGC.

 1979

Department of Applied Economics

The Department of Applied Economics was envisaged primarily as a research oriented Department with its focus on applied economic problems.

 1981

Research in Engineering

Research activities in Engineering were introduced in 1981 with Ph.D. Programmes in **SEO**

 1983

School of Environmental Studies

The Centre for higher learning dedicated to environmental protection and sustainable development was converted to The School of Environmental Studies in 1983 to serve the cause of well-being of the society by imparting knowledge and by providing trained manpower and appropriate environmental technology

 1984

Department of Computer Science

Department of Computer Science Started with M.tech program

 1986

CUSAT

The University of Cochin was later reorganized as Cochin University of Science and Technology (CUSAT) in February 1986.

 1990

Computer Centre

The Computer Centre of the University was inaugurated in 1990 by the Prime Minister of India. It was an outcome of the joint efforts of the University and the Defence Research and Development Organisation of the Government of India. From 1995 onwards the centre is being looked after completely by the University .

 1991

Department of Biotechnology

The Department of Biotechnology was established under the Faculty of Sciences for postgraduate teaching and research in the emerging area of Biotechnology.

C-SiS

The Centre for Science in Society (C-SiS) was started in view of popularization of Science and Technology among children.

 1995

B.Tech Started

B.Tech. Programmes in various Engineering Divisions are started in School of Engineering.

Department of Instrumentation

University re organized USIC into a full-fledged teaching department with USIC contained in it.

International School of Photonics

ISP came in to existence by restructuring and delinking the 12aserdisc_5470 laboratories along with the faculty members of the laser group from the Department of Physics at Cochin University of Science and Technology.

 1999

Cochin University College of Engineering Kuttanad

The 1st college of CUSAT outside cochin, Cochin University College of Engineering Kuttanad (CUCEK), Pulincunnu was established as a University own department outside its main campus

CSSEIP

The Centre for the Study of Social Exclusion and Inclusive Policy (CSSEIP) has engaged itself in building up the intellectual infrastructure required for furthering research in the broad agenda of social exclusion.

 2000

National Centre for Aquatic Animal Health

National Centre for Aquatic Animal Health (NCAAH) was established in January 18th 2000 to cater to the requirement of aqua farmers in protecting health of the rearing stock through the introduction of the recent advancements in marine biotechnology. Motto of the Centre is Relentless effort for the protection of health of aquatic animals and their environment

 2003

Centre for IPR Studies

The Centre for IPR Studies established in the School of Legal Studies of the Cochin University of Science & Technology in 2003

 2009

Inter University Centre for IPR Studies

The Centre for IPR Studies was converted into an Inter University Centre in 2009 to encourage multidisciplinary teaching and research in the area of intellectual property rights.

 2010

Women's Studies Centre

The Centre started its formal functioning in the year 2010 with the financial assistance from the University Grants Commission with a view to build up Women's capacity for their empowerment

 2011

Centre of Excellence in Advanced Materials

Centre of Excellence in Advanced Materials (CAM) is a unique Centre established in Cochin University of Science and Technology in the year 2011, with a single goal of promoting and coordinating research in the broad area of material science.

 2012

Department of English and Foreign Languages

Department of Foreign Languages is converted into Department of English and Foreign Languages

Centre for Budget Studies

It is in this context that Cochin University of Science and Technology instituted a Centre for Budget Studies (CBS), hereafter referred to as Centre, in 2012. Its main task at hand is to make comprehensive analyses of the budget documents of the India Union, the constituent states and the local self-governments; teach budgetary theories, processes of budget making and policies; train personnel engaged in budget making in the state of Kerala and local bodies; and impart budget awareness to the wider public.

 **2022**

University accredited with NAAC A+ rating.

 **2024**

University ranked at 10th best University in the State University Category, 34th in University Category and 51 in Overall category by NIRF.

School of Management Studies, CUSAT becomes the first School in a State University to start Two-year Executive education in Management. School of Management also in top 100 (rank 81) management institutes in India, by NIRF.

5: SWOC (Strength Weakness Opportunities and Challenges) Analysis for CUSAT

Institutional Strength

1. The only Science and Technology University in Kerala
2. 116 academic programmes across 30 Departments/Centres in niche areas of science, technology, social sciences and humanities
3. Outcome Based Education is implemented in all these 116 programmes. 75% of courses have components which enhance employability, entrepreneurship and skill development.
4. 90% of departments have recognitions/ funding through research projects, UGC SAP and DST FIST, TEQIP, DST PURSE etc
5. Part of an innovative drive to improve academic infrastructural facilities through KIIFB- an SPV model of financing designed by the State Government.
6. Faculty with high quality publication with a University H index of over 100

7. Admissions done through a Pan India Common Admission Test which is conducted at more than 75 centres in India and overseas.
8. Remarkably good Faculty Student Ratio leading better student mentoring
9. 100% automation in Examination system leading to quick release of results
10. Innovative practice of giving seed money to newly recruited teachers for their research work
11. 7000 sqft Technology Business Incubation facilities with 93 start -ups incubated during the last five years.
12. 103 MoUs and 869 collaborations with national and international research laboratories/ institutes
13. Fully ICT enabled classrooms and 100% wifi enabled campus with 1 GBPS Internet support
14. Decentralized and participative management with representation from government, academicians, experts from industries, local bodies, students etc
15. Wide network of well-placed alumni who support the development of the University
16. Location in Kochi - commercial capital of Kerala
17. Interdisciplinary Research and inter-disciplinary academic programmes
18. Consistently figures in the Times Higher Education World Ranking Figures and in the top 100 institutions as per the National Institutional Ranking Framework (NIRF) of the Government of India.
19. Winner of the prestigious Chancellor's Award for the best University in the State thrice, i.e., in 2017, 2019 and 2020.

Institutional Weakness

1. Being a state university with domicile regulations, success in attracting diverse talent from other states is limited
2. Dependence on Government funding for sustenance
3. Restrictions to infrastructure expansion due to land constraints.
4. Being predominantly a PG University, limited scope for Student Progression to Higher Education

5. Conservative approach being a government university compared to more aggressive styles of private counterparts
6. The university needs more teaching staff to meet international benchmarks of Teacher Student Ratio
7. Being a state university, need approvals and clearance from the government for policy changes and new initiatives
8. Stringent government rules resulting in reduced flexibility in administration.

Institutional Opportunity

1. From being the most reputed science and technology university in the state , potential to emerge as an Institution of eminence in India in line with Government of India's new initiative
2. To start new programmes and revamp existing curriculum in line with New Education Policy
3. To strengthen the Make in India and Atmanirbhar Initiatives by introducing new programmes and courses aimed at national requirements
4. Make the best of out the Startup India initiative by scaling up existing incubation centres and actively promoting entrepreneurship
5. Can benefit immensely from the Digital India flagship programme of the Government of India started with a vision to transform India into a digitally empowered society and knowledge economy.
6. The Rs. 20000 Crore initiative of the statement government to convert Kerala into a Knowledge economy
7. The State Government's policy of keeping Higher Education as a top priority for the next five years
8. Initiatives by the state government to promote industry academia collaboration and start-up ecosystem
9. Availing more prospective funding opportunities (such as CSR funding) for community projects
10. Potential to tap into the emerging skill development market opportunities by aligning with policies of Central and State Governments,
11. Scope for funded faculty-research projects at national and international levels
12. Scope for enhanced alumni engagement in academic and research projects

Institutional Challenge

1. Attracting the best students from outside Kerala regions
2. Direct competition from deemed universities and autonomous colleges
3. Attracting diverse national and international faculty and promoting diversity
4. Governmental regulation on academic and administrative freedom
5. Documentation of all the academic and non-academic activities on campus
6. Ensuring national level accreditation for all programmes on campus
7. Limited accommodation facilities available for outstation students
8. Improving accommodation for faculty in the campus
9. Providing a global learning ambience to students/ scholars/ faculty
10. Achieving 100% placement for the registering candidates

Strategic Goals-Measures-Targets & Actions and Linkage with Enablers -A Balanced Scorecard Framework					
	Goals	Measure	Targets	Action/ Initiatives	Linkage with Enablers
Financial	Create sound, stable and sustainable funding for Faculty development, research, teaching-learning resources, student facilities and outreach.	Resolve to increase internal and external revenue.	<p>Increase fee revenue by 5%, YoY.</p> <p>Set up alumni endowment funds in all schools.</p> <p>Consultancy revenue to be at least 10% of department budget.</p> <p>Training/executive program revenue to be at least 50% of department budget.</p> <p>Every school to have at least one CSR project.</p>	<p>Liaison with State and Union Governments to increase plan grants.</p> <p>Colloborate with Industry to have joint ventures in R&D.</p> <p>Initiative to create endowment fund with alumni</p> <p>Liaison with industry to secure Corporate Social Responsibility (CSR) funding</p> <p>Operational surplus from executive education programs.</p> <p>Increase internal revenue through consultancy, R&D projects and training programs.</p>	<p>Approvals and resolutions from syndicate -> Governance Enablers</p> <p>Alumni/Industry CSR -> networking/collaboration Enablers</p>
	Financially independent School and programs	Resolve to increase fee-based revenue from new programs.	Manage new courses to achieve net surplus.	Commence executive education programs in all possible schools.	State/RUSA/Alumni/Students for fund generation – Financial enablers

				Commence ODL/MOOC programs/courses Satellite campus for executive educations in technology/industrial parks/ Special Economic Zones	Approvals and resolutions from syndicate -> Governance Enablers
Customer	Student diversity	Resolve to constitute special task force international and national student diversity campaigns. To create special budget heads for international and national student diversity campaigns.	Each school to have All India Quota for admission to their programs.	Initiate strategic campaigns at national and international target groups. University CAT centres to be strategically selected, and to do ground works/ promotions before the application closure. Adopt PAN India based entrance exams (CUET/NET/GATE/CMAT/CAT/CLAT, etc).	Approvals and resolutions from syndicate -> Governance Strategic campaigns and presence over PAN India/international canvas -> Digital and supportive enablers
	Improve student and industry perception for CUSAT affiliations and programs.	Resolve to improve quality, access, and equity. Initiate Strategic presence in print and social media to project the credentials of the University.	Improve ranking in various national and international rankings and accreditations, YoY.	Adopt <i>point</i> driven activities and capture data to procure higher scores in various ranking frameworks.	State/RUSA/Alumni/Students for fund generation – > Financial enablers
	Further Improve Intake quality	Initiate Strategic presence in print and social media to project the credentials of the University.	Increase demand ratio by 15% YoY.	Approve adequate budget allocation for strategic presence and in print and social media to project the credentials of the University.	Teachers/Academic experts/Industry experts for enhancing the course delivery – > Academic enablers

	Improve placements and quality of placements	Resolve to monitor placement activities and progress at University Level. Resolve to appoint placement coordinator (on tenure basis) in all schools offering professional courses.	Improve the placement ratio by 20% YoY Improve the average CTC 20%, YoY	Conduct Pre placement training and counselling, at school levels. Establish Finishing and skill certifications centres. Strengthen placement cell and DDUKK. Strengthen Skill Orientation Cell (SOC)	Research Scholars for publications, PRs, - supportive enablers
	Improve the student life experience.	Conduct an audit/appraisal of student life experiences offered by top public funded institutes, and adopt feasible deliverables. To double the teaching class rooms, hostels and student amenities by 2030, in accordance with the projections for student intakes. Maintain a teacher student ratio at 1:15	Complete the audit by 31/March 2025, and to submit suggestions for approval. Prepare the estimate and proposal for infrastructure requirements, by 31 March 2025.	Allocate budget and strengthen teaching learning facilities, sports and recreation complex, swimming pools, Gym and health centre, Hostel facilities/student dining centres in a systematic manner. Recruitment of teaching staff to maintain the teacher student ratio of 1:15.	Administration/ Teaching Faculty – for overall all student experience - >HRM Enablers Campus Infrastructure/Class rooms/Hostels/Amenity centres -> Physical enablers
	Internal stake holder satisfaction	Resolve to conduct an audit of WLB/distribution of work/conflicts/ work place challenges at	Complete the audit by 31/March 2025, and to submit suggestions for internal	Strengthen Internal complaint cell (ICC)/antiaging cell/equal opportunity cell/women cell/ legal aid cell/social security measures.	Alumni/Industry for networking/collaboration Enablers

		team level- across teaching and non-teaching staff.	restructuring of work roles.		
	External Stake holder satisfaction	Resolve to conduct an audit and strengthen the connect with external stake holders.	Complete the audit by 31/March 2025, and to submit suggestions for connect external state holder.	Create a policy document and SOP for: <ul style="list-style-type: none"> • Alumni relations • Recruiters' relations • Relationship with General public and public institutions. • Industry relations. 	
Process	Strengthen teaching learning resources	BoS to review and suggest appropriate pedagogical tools and resources for each school. Resolve to install the resources before the next academic year. Establish Teaching Learning Centre (TLC) at CUSAT.	All BoS to complete the review and submit the recommendations by 31/12/2024. TLC to become functional by 2025.	Strengthen LMS, digital repositories. Subscription to more databases and journals and e resources.	Approvals and resolutions from syndicate -> Governance enablers.
	Efficient and integrated one window File flow system	Explore and test run of comprehensive and feasible ERP at University Level, integrating all Schools.	University to have a comprehensive ERP by 2025.	Expedite integration of University specific modules with SAMARTH ERP.	
	Adopt more Hybrid and MOOC based	Each School to develop MOOC/hybrid course (at UG/PG level)	Open LMS to students from out side CUSAT, by 2025.	Each School to offer new MOOC/hybrid course (at UG/PG), in addition to the existing offline courses, from 2025.	IT resources/ERPs/LMS/ Pedagogy tools as Digital enablers

	course delivery				
	Materialize diversity of students in the University, through national and international campaigns for Admissions.	Resolve to constitute special task force international and national student diversity campaigns. To create special budget heads for international and national student diversity campaigns.	To have targeted campaigns in at least 10 select cities outside the State. Participate <i>in Study in India/ICCR</i> exhibitions at feasible foreign locations.	Initiate strategic campaigns at national and international target groups. University CAT covering more locations, in India and abroad. Adopt PAN India based entrance exams (CUET/NET/GATE/CMAT/CAT/CLAT, etc).	
Learning & Growth	Enhancing administrative capabilities	Role specific Training/ ERP based training/Feedback based training and other interventions.	Complete one round of training for all employees by 31/March 2025.	CEESA to be strengthened with adequate resources	IT resources/ERPs/LMS/ Pedagogy tools as digital enablers
	Enhancing Faculty capability	To resolve to allocate budget funds for Faculty development/updating/ industry/research orientation.	Resolve to allocate 5% of the budget funds for Faculty Development and pedagogical tools.	Establishment of Teaching- Learning Centre. Strengthening R&D cell. Establish Common instrumentation cluster and (CIC) and Translational research facility (TRF) Faculty Exchange/collaborations initiatives with QS 500 Institutions.	IT resources/ERPs/LMS/ Pedagogy tools as digital enablers

				Strengthen STIC-CUSAT and SAIF-CUSAT.	
				Facilitate sharing of Research resources among schools and other collaborating institutions.	
	Continuous updating of course positioning and curriculum to ensure highest employability of the students.	BoS to include relevant & eminent Industry experts, and senior/appropriate representatives of regular recruiters of University's students. Initiate feasible international accreditation for programs. All Schools to conduct annual course curriculum workshop with the so constituted BoS to develop contemporary and employability focused curriculum.	By 31 Dec 2024 all BoS to include relevant Industry experts, and representatives of regular recruiters of University's students. All Schools to complete the curriculum development workshop before 31 March 2025.	Embed all programs curriculums with internship/apprenticeship and employability skills. Strengthen Entrepreneurship/Incubation centres.	
	Continuous adoption of contemporary and relevant	Installation of comprehensive Learning Management System at University	To test run feasible LMS before March 31, 2025.	Mapping all course curriculum with Industry 4.0, technologies and standards.	

technology for Teaching-learning.	Level, integrating all Schools. Adoption of experiential learning, in all possible schools. Simulations and cases studies in all core subjects in professional programs.	By 2025, University shall have best in class LMS, fitting our requirements. Seek Course plans from all schools incorporating the experiential learning pedagogy.	Strengthen Teaching Learning Centre programs to enable teachers to deliver courses as required by Industry 4.0 and other advancements.	
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Student Intakes and Projections

Academic Year	2023-24	Projection/requested Sanctioned Seat - 2030		
		Offline	Online	Total
BTech [3 year Program]				
UG [3 Years Program(s)]	30	500	1000	2500
UG [4 Years Program(s)]	162	400	1000	1400
UG [5 Years Program(s)]	60	300	1000	1800
PG [2 Year Program(s)]	901	1500	2500	4000
PG-Integrated	115	500	500	1000
PG – Executive Education	60	150	500	650
PhD Programs	897			1500

Placement & Higher Studies

Present Status for UG [3 Years Program(s)]: Placement & higher studies				Projections for 2030			
%of students graduating in minimum stipulated time	% of dents placed	Median salary of placed graduates(Amount in Rs.)	% of student s selected for Higher Studies	% of students graduating in minimum stipulated time	% of student s placed	Median salary of placed graduates (Amount in Rs.)	%. of students selected for Higher Studies
80%	11%	240000	16%	100%	100%	750000	Facilitate 100% placing for higher studies for students who desire higher/future studies
Present Status for UG [4 Years Program(s)]: Placement & higher studies				Projections for 2030			
%of students graduating in minimum stipulated time	No. of student s placed	Median salary of placed graduates(Amount in Rs.)	% of student s selected for Higher Studies	% of students graduating in minimum stipulated time	No. of student s placed	Median salary of placed graduates(Amount in Rs.)	% of students selected for Higher Studies

92%	90%	600000	5%	100%	100%	2500000	Facilitate 100% placing for higher studies for students who desire higher/future studies
Present Status for UG [5 Years Program(s)]: Placement & higher studies				Projections for 2030			
%of students graduating in minimum stipulated time	%. of students placed	Median salary of placed graduates(Amount in Rs.)	%. of students selected for Higher Studies	% of students graduating in minimum stipulated time	No. of students placed	Median salary of placed graduates(Amount in Rs.)	% of students selected for Higher Studies
90%	75%	450000	12%	100%	100%	2500000	Facilitate 100% placing for higher studies for students who desire higher/future studies
Present Status for PG [2 Years Program(s)]: Placement & higher studies				Projections for 2030			
%of students graduating in	%. of students placed	Median salary of placed graduates(Amount in Rs.)	No. of students selected	% of students graduating in	No. of students placed	Median salary of placed graduates(Amount in Rs.)	% of students selected for

minimum stipulated time			for Higher Studies	minimum stipulated time			Higher Studies
90%	50%	494000	25%	100%	100%	5000000	Facilitate 100% placing for higher studies for students who desire higher/future studies

Present Status for PG-Integrated [5 Years Program(s)]: Placement & higher studies				Projections for 2030			
%of students graduating in minimum stipulated time	%. of student s placed	Median salary of placed graduates(Amount in Rs.)	No. of student s selected for Higher Studies	%of students graduating in minimum stipulated time	No. of student s placed	Median salary of placed graduates(Amount in Rs.)	% of student s selected for Higher Studies
80%	11%	240000(Two lakh forty thousand only)	5%	100%	100%	3500000	Facilitate 100% placing for higher studies for students who desire higher/future studies
Present Status for PG-Executive [2 Years Program(s)]: Placement & higher studies				Projections for 2030			
%of students graduating in minimum stipulated time	No. of student s placed	Median salary of placed graduates(Amount in Rs.)	No. of student s selected for Higher Studies	%of students graduating in minimum stipulated time	No. of student s placed	Median salary of placed graduates(Amount in Rs.)	% of student s selected for Higher Studies
Starting in 2024 only				100%	100%	7500000	Facilitate 100%

							placing for higher studies for students who desire higher/future studies
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Institutional Preparedness in Different Dimensions

1. Multidisciplinary/interdisciplinary:	<p>The Vision of National Education Policy, to provide high quality education to develop human resources in our nation as global citizens, is well taken by the university. A discussion among the faculty members were initiated on the key principles of NEP such as diversity for all curriculum and pedagogy with technological innovations in teaching and learning, encouraging logical decision making and innovation, critical thinking and creativity. In view of the NEP, university has initiated new interdisciplinary centres integrating different departments in addition to the existing inter/multidisciplinary research and academics. Academic programmes are redesigned to include Multidisciplinary /Interdisciplinary courses as electives. All programmes are designed in such a way that students get maximum flexibility to choose elective courses offered by other Departments. It can be said that the University is proactively working towards implementation of the suggestions given in the NEP.</p>
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2. Academic bank of credits (ABC):	CUSAT is an official member of the National Academic Depository which is a government endeavour to offer an online repository for all academic awards under the Digital India Programme. From 2020 onwards, CUSAT is uploading students' mark sheets and degree certificates through the nad.digitallocker.gov.in platform. The National Academic Bank of Credits (ABC) portal has now been integrated into the nad.digitallocker.gov.in platform and is currently live for the academic year 2021. CUSAT follows a choice-based credit system for all of its programmes and is now in the process to pass a resolution related to the ABC in the Academic Council. CUSAT will formally register in the ABC portal as soon as the resolution is being approved by the higher academic bodies.
3. Skill development:	UGC has introduced DDU KAUSHAL KENDRAS (DDUKK) for promoting vocational education in continuation to its initiatives for introducing community colleges and B.Voc Programmes realizing the importance and the necessity for developing skills among students, and creating work ready manpower on large scale. CUSAT is one of the first state universities to implement this concept to start its own DDUKK. Vocational programmes are introduced based on National Skill Qualification Framework (NSQF). CUSAT aims at providing quality vocational education through DDUKK combining class room centered formal education and training with experience sharing of Industry practitioners and internships in business houses. The focus is towards integrated knowledge acquisition and upgrading human skill towards creating a new league of employable youth. Teaching and training methodology of courses offered under DDUKK are designed accordingly. Our MBA programme is designed in such a way to mould future managers thoroughly conversant with the application of tools and techniques of modern management practices in order to align with the Government of India's National Skills Qualification Framework (NSQF) and requirements of Industry 4.0. This newly adopted curriculum and the training imparted will help management programme aspirants to get fully trained in accordance with NSQF's National Occupational Standards (NOS) developed by Sector Skills Councils (SSC) and requirements of Industry 4.0 so as to enhance the employability for our graduates as per

	<p>the industry's current human resources requirements. All these steps are marching towards the implementation of NEP in the real sense. The programme structure and contents adhere to the UGC guide lines for vocational programmes in line with National Skill Qualification Framework (NSQF). The programme offers multiple entry and exit options to students where each exit point is linked to a specific job role as specified in NSQF. Students who successfully complete the first year of the programme will be eligible for PG diploma in Technology and Management Consulting. Successful completion of all four semesters leads to M Voc degree. The two- year programme also provides two skill- certifications following the skill assessment tests by the Sector Skill Council recognized by National Skill Development Corporation (NSDC). Management, Entrepreneurship and Professional Skill Council (MEPSC) is the Sector Skill Council approved by NSDC for M Voc (TMC) programme.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>CUSAT encourages learning of national language of Hindi by offering PG, MPhil, PhD, Post Doc degrees in Hindi. Programmes including webinars and seminars are offered to encourage Hindi learners and understand the cultural values permeated by the literary works in Hindi. Further, Indian Ethos and Business Ethics in curriculum of Business Administration, teaches cultural values in Indian tradition so a business students imbibe value orientation while in business.</p>
5. Focus on Outcome based education (OBE):	<p>CUSAT offers 116 programmes across Engineering, Environmental Studies, Humanities, Law, Marine Sciences, Medical Sciences and Technology, Science, Social Sciences and Technology. All these programmes are offered as outcomes-based education (OBE) which are designed keeping in mind the regional and global requirements. CUSAT has implemented outcome-based education with clearly stated Programme Outcomes, Programme Specific Outcomes and course outcomes. All courses are designed with outcomes centred on cognitive abilities namely Remembering, Understanding, Applying, Analysing, Evaluating and Creating. Apart from the domain-specific skills, learning outcomes at all levels ensure social responsiveness and ethics, as well as entrepreneurial skills so that student contribute proactively to economic, environmental and social well-</p>

	<p>being of the nation. The Course Objectives (COs) are also aligned to the PO-PSO philosophy.</p> <p>All course syllabus have been designed with due consideration to macro-economic and social needs at large so as to apply the spirit of NEP.</p>
6. Distance education/online education:	<p>Due to Covid -19 pandemic, educational institutions in the country has increasingly involved in using the digital platforms for engaging classes, conducting conferences and meetings. Keeping aside the negative impact of lack of face to face learning, online education has broken the geographical barriers creating interaction of experts and students from distant geographies. Opening up of the economy including that of educational institutions has paved the way of adopting hybrid mode of education called as 'PHYGITAL' combining online and offline resources. This can be considered as the new normal, which is envisaged in New Education Policy as well. Due to the experience gained during the closure period of Covid-19, access to online resources by educators and students will not be a constraint anymore. Faculties are encouraged to offer MOOC courses at CUSAT which promotes the blended learning system of learning.</p>

Revenue Projections for 2030 and 35

<u>INCOME</u>	<u>2024</u>	<u>Projection for 2030</u>	<u>Projection 2035</u>
Academic Receipts	773600667.1	2320802001	4641604003
Grants & Donations	2298978703	22989787031	45979574062
Income from Investments	21322630	213226300	426452600
Interest Earned	9410888.5	18821777	37643554
Other Income	41285154.36	206425771.8	412851543.6
TOTAL (A)	<u>3144598043</u>	<u>25749062881</u>	<u>51498125762</u>
<u>EXPENDITURE</u>			
Staff Payments & Benefits	2089064865	6267194595	12534389190
Academic Expenses	530637342.7	5306373427	10612746854
Administrative and General Expenses	264804933.3	529609866.7	1059219733
Transportation Expenses	5115584	25577920	51155840
Repair & Maintenance	152482279	762411395	1524822790
Finance Cost	22408.56	112042.8	224085.6
Other Expenses	34920008.71	244440061	488880121.9
Deprecation		762411395	1524822790
TOTAL (B)	<u>3077047421</u>	<u>13898130702</u>	<u>27796261405</u>
BALANCE (A-B) INCOME OVER EXPENDITURE	<u>67550621.76</u>	<u>11850932179</u>	<u>23701864357</u>