

Analytical Review — MKU Self Study Report (NAAC 4th Cycle, 2019)

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1. Nature of Document & Accreditation Status

The uploaded file is **not a subject-specific syllabus**; it is the institutional **Self Study Report (SSR)** submitted by Madurai Kamaraj University (MKU) for its 4th cycle NAAC accreditation. MKU is a State University (estd. 1965; renamed 1979), affiliating 106 colleges. **NAAC accreditation history:** Four-star (1999), Grade 'A' (2006), Grade 'A' (2014); UPE status (2005); DST-PURSE (2012); NIRF rank 45 (2019); QS Asia 351-400. Hence the institution is **NAAC accredited**, and this SSR drives the 4th-cycle re-accreditation.

2. Alignment with UGC, NEP 2020, NAAC, OBE & Bloom's Taxonomy

Reference Framework	What the SSR Demonstrates	Gap / Observation
UGC Regulations (CBCS, LOCF, Quality Mandate)	CBCS adopted from 2000-01; 44 PG, 39 M.Phil, PG Diploma, Diploma & Certificate courses; Choice based electives; IQAC functional.	LOCF (Learning Outcomes-based Curriculum Framework) referenced via OBE but explicit CO-PO-PSO matrices not exhibited in summary.
NEP 2020	SSR period (2014-19) predates NEP 2020; however multidisciplinary schools (20), outreach, skill/Diploma courses & ICT integration anticipate NEP themes.	Multiple-entry/exit, Academic Bank of Credits, 4-yr UG with research, Indian Knowledge Systems, NHEQF mapping not yet visible — required for next cycle.
NAAC Manual (7 Criteria, Qn / Qm metrics)	Document is organised criterion-wise: Curricular Aspects, T-L-E, Research/Innovation, Infrastructure, Student Support, Governance, Institutional Values.	SWOC openly lists weak 'aggregation of research for societal application' & low entrepreneurial output — must be closed before SSS/peer team visit.
Outcome-Based Education (OBE) — Washington/Seoul accord spirit	'University had adopted Outcome Based Education' explicitly stated; pass-% & progression data captured (2.6.3).	Direct & indirect attainment measurement, rubrics, and CO→PO closure loop not detailed; needs evidence of attainment levels (≥60%/70%).
Bloom's Taxonomy (Cognitive, Affective, Psychomotor)	Implicit through theory + practical + project + viva pattern across PG/M.Phil/Ph.D layers; revised Bloom verbs usable for COs.	Question papers should explicitly tag K1 Remember → K6 Create; current pattern appears to weigh K1-K3 more than K4-K6.
Bibliography / Reference Practice	SSR cites National agencies (UGC, DST-PURSE, DBT, ICMR, CSIR, MoEF), Springer/ACS download recognitions and NIRF/QS rankings.	A scholarly bibliography (APA/Chicago) is not the genre of an SSR; relevance lies in data sources & DVV evidence links — these must be live & verifiable.

3. Learning Stages × Bloom — Suggested Mapping for MKU Programmes

Stage	Bloom Level (Cognitive)	Pedagogy in SSR	Assessment Mode
UG / Foundation	K1 Remember, K2 Understand	Lectures, ICT-aided classes, tutorials	MCQ, short answers, class tests — internal 25 + ext 75
PG Core	K3 Apply, K4 Analyse	Seminars, lab work, case studies, group work	CIA (2 tests + assignment + seminar), End-Sem descriptive
M.Phil / PG Project	K4 Analyse, K5 Evaluate	Dissertation, journal review, methodology course	Proposal defence, dissertation, viva-voce
Ph.D / Research	K5 Evaluate, K6 Create	Course work, publications, PURSE/UGC-SAP labs	Coursework exam, pre-submission seminar, public viva
Diploma / Certificate / Skill	Psychomotor + K3 Apply	Industry-embedded short courses	Skill demonstration + portfolio + competency test

4. Tracking of Educational Outcomes — Common Areas to Strengthen

- **CO-PO-PSO attainment dashboard** per programme with direct (exam item analysis) + indirect (exit/employer survey) metrics.
- **Student progression tracker:** UG→PG→Research→Employment (SSR flags this as institutional challenge).
- **Placement / Entrepreneurship cell KPI:** package, sector, start-ups incubated (weakness noted: 'lower entrepreneurial development').
- **Alumni longitudinal study** at 1/3/5 yrs — already a stated strength ('Strong Support from Alumni').
- **Research-to-society conversion:** patents, MoUs, consultancy revenue, technology transfer (weakness: aggregation of findings).
- **Feedback closure loop:** students, teachers, employers, alumni → BoS → Academic Council → curriculum revision.

5. From Theory to Industry-Relevant Applied Study — Checking & Comparison

Dimension	Theory / Concept Side	Industry-Applied Check	Comparator / Benchmark
Curriculum Design	Discipline core, electives, OBE COs	Industry advisory board, internship credit, capstone	AICTE model curriculum, NSQF level descriptors
Pedagogy	Lecture, seminar, lab	Live projects, problem-based & flipped classes	IIT/IIM blended models; SWAYAM-NPTEL credits
Assessment	Theory papers, viva, dissertation	Rubric-based project eval, employer scorecard	NBA/ABET attainment thresholds
Research	Publications, conferences	Consultancy, patents, MSME tie-ups	NIRF Research score; Atal Ranking (ARIIA)
Outreach	NSS, YRC, extension lectures	Skill India, Unnat Bharat Abhiyan, MSME clinics	UGC Quality Mandate metrics

6. Progressive Question Patterns & Assessment in Each Subject

Recommended weightage by Bloom level per question paper (100 marks):

K1 Remember 10% • K2 Understand 15% • K3 Apply 25% • K4 Analyse 25% • K5 Evaluate 15% • K6 Create 10%.

Section pattern (progressive):

A — Objective/MCQ (recall) $10 \times 1 = 10$

B — Short answer (understand/apply) $5 \times 4 = 20$

C — Essay/Case (analyse/evaluate) $5 \times 8 = 40$ (internal choice)

D — Open-ended / Project / Design (create) $1 \times 30 = 30$

Continuous Internal Assessment (25 marks typical): 2 cycle tests (10) + assignment / term paper (5) + seminar / presentation (5) + attendance & participation (5). **End-Semester (75 marks):** as per progressive Bloom mix above.

Practical / Project subjects: rubric — problem identification, methodology, execution, results, viva, report (each 10–20%).

7. Diversified & Up-to-date Knowledge — Avenues for Students

- **MOOCs / SWAYAM-NPTEL** credit transfer (UGC Credit Framework 2021).
- **Academic Bank of Credits (ABC)** + multi-disciplinary minors under NEP 2020.
- **International linkages** — SSR cites foreign-university tie-ups; expand semester-exchange & joint-degree.
- **Endowment lectures (196)**, value-added & add-on certificate courses already in catalogue.
- **Incubation & start-up cell** (addresses noted weakness).
- **Open-access repositories** — Springer/ACS download leadership already a strength; convert to student reading lists.

8. Implementation Roadmap for Effective Higher-Education Policy Change

Lever	Action	Owner	Outcome KPI
Curriculum	Revise every 3 yrs aligning NEP, LOCF, NHEQF	BoS / Academic Council	% syllabi with OBE matrices
Credits & Mobility	On-board ABC; allow 40% online credits	Registrar / IQAC	Credits parked per student/yr
Assessment Reform	Bloom-weighted papers + rubric projects	COE / Departments	Attainment $\geq 60\%$ direct, $\geq 70\%$ indirect
Industry Interface	Mandatory internship, MoUs, capstone	Placement Cell + Schools	% students placed / incubated
Research Translation	IP & consultancy policy, start-up grants	IPR Cell / IIC	Patents filed, revenue (Rs.)
Quality Assurance	AQAR yearly + DVV-ready evidence vault	IQAC	NAAC CGPA trajectory

9. Verdict

MKU is a **NAAC 'A' grade, NIRF top-50** State University with strong research culture and CBCS+OBE adoption. The SSR shows clear UGC/NAAC alignment but must now upgrade to **NEP 2020, LOCF/NHEQF, ABC, Bloom-tagged assessments and industry-translation metrics**. With these reforms the curriculum becomes a **utility-oriented, applied, progressively-assessed** programme — enabling students to earn meaningful credits and graduate successfully in line with India's higher-education policy shift.