



SAAC

STATE ASSESSMENT AND ACCREDITATION CENTRE

Partnering the Quest for Excellence



The Kerala State Higher Education Council
Science and Technology Museum Campus,
Vikas Bhavan P.O., Thiruvananthapuram-695033,
Kerala State, India
www.kshec.kerala.gov.in

**INSTITUTIONAL
ACCREDITATION MANUAL
For Self-Study Report (SSR)**

**Affiliated/Constituent
Colleges**

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Kerala State Higher Education Council
INSTITUTIONAL ACCREDITATION MANUAL
For Self-Study Report (SSR)

Documentation Division
July 2023

Published by The Kerala State Higher Education Council
Science and Technology Museum Campus, Vikas Bhavan P.O.,
Thiruvananthapuram-695033, Kerala State, India
www.kshec.kerala.gov.in
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I. Introduction

The Kerala State Higher Education Council Act, 2007 envisages the establishment of the State Level Assessment Centre at the Council under sub section 2 - n (iv) of Section 4 of the Act. The Executive Body and the Governing Body meeting of the Council held on 25/09/2018 & 03/10/2018 respectively resolved to establish the State Assessment and Accreditation Centre (SAAC) under the Kerala State Higher Education Council. The primary objective of the SAAC is to assess and assign state level accreditation and grades to all higher education institutions in the state including universities, government and aided colleges, autonomous colleges and self financing institutions/colleges. Meanwhile the UGC has notified two Regulations related to Assessment and Accreditation of Higher Education Institutions in the country. University Grants Commission (Mandatory Assessment and Accreditation of higher Educational Institutions) Regulations 2012, envisages mandatory assessment and accreditation for all Higher Education Institutions in the country. University Grants Commission, (Recognition and Monitoring of Assessment and Accreditation Agencies) Regulations– 2018, (Notification, New Delhi, the 14th August, 2018) points out that the existing capacity for accreditation is inadequate to meet the requirements of HEIs, calling for augmentation of the capacity by allowing more accreditation agencies to come into this sphere of activity. The Council had incorporated the establishment of SAAC as a major initiative in our plan proposal for 2019-20 and accordingly, the Hon'ble Governor declared the decision of the Government to establish the Centre under KSHEC in his speech delivered at the State Legislative Assembly on 25-01-2019. Hence SAAC has been conceived as a Centre, integral to the Kerala State Higher Education Council in its structure, functions and operation. Thereafter, a series of state level academic deliberations were held, mainly in May, June and July, 2019 involving seasoned academics, experts and stake holders. The state specific criteria and indicators for assessment along with the modus operandi of SAAC have evolved through these meetings.

Striving to keep pace with the latest developments, the Assessment and Accreditation process of NAAC undergoes periodic revision, the latest being implemented with effect from 01/01/2023 onwards. This revised assessment process is an outcome of the feedback received by NAAC over a long period through various consultative meetings and expert group meetings,

which comprised of eminent academicians representing the University and College sectors. The revised framework of NAAC, not only includes the academic and administrative aspects of institutional functioning but also the emerging social issues.

Quality Indicator framework of SAAC has also been revised in response to the timely changes effected to emulate the academic as well as socio-economic progressions. Higher Education Institutions (HEIs) desirous of seeking accreditation will need to understand the changes made in the process and proceed in tune with the appropriate revisions effected for quality assurance.

II. SAAC- Vision Statement

To stimulate and promote the horizontal and sustainable development of all higher education institutions of Kerala by employing transparent and methodical measuring means having global, national, state level, regional and local bearing, with prime focus on quality, excellence, competency, adaptability, inclusiveness and social/development linkage.

III. Scope of SAAC

SAAC would:

- Assess, accredit and assign grades to universities, government and aided colleges, autonomous colleges and self-financing institutions/ colleges, objectively and transparently, using a set of global, national and state specific parameters.
- Rank the higher education institutions of the State, employing metrics of Kerala Institutional Ranking Framework.
- Enhance and ensure the readiness of the higher education institutions of the State to go for NAAC accreditation and grading.
- Impart training and guidance to undergo state and national level accreditation.
- Sensitize the universities and colleges to the changes taking place internationally and bring them in complete harmony with the shifting paradigms across the world.
- Apply state specific parameters evolved from concepts like equity, social inclusiveness, scientific temper, secularism etc. for measuring academic excellence.

IV. Core Values

The concept of state level accreditation mechanism has been proposed by National Assessment and Accreditation Council and University Grants Commission in pursuit of accomplishing the task of assessing and grading a vast number of affiliated institutions belonging to various sectors of higher education in the country. Considering the dynamics globally involved in the higher education scenario, a consistent and vibrant betterment of the institutions in terms of quality, equity and excellence will contribute to the knowledge economy of the state. The quantitative and qualitative metrics (Q_nM and Q_lM) to assess accomplishments of Core Values (CV) through the subsets of Key Indicators (KI) are framed in such a way that they enable the institutions to project their statements on rational grounds. The State Assessment and Accreditation Centre adopts every possible step to examine how the institutions fulfil the core values in its quality accomplishment process. In pursuit of this, the core values proposed by NAAC and three state specific core values of SAAC have been adopted through measurable criteria-framed metrics. The three core values proposed by SAAC pose challenges especially in designing the most effective quantitative measuring tools for its core values. They are: (1) **Ensuring Social Inclusiveness**, (2) **Striving for Equity & Excellence**, and (3) **Fostering Scientific Temper and Secular Outlook**. However, they have been made considerably measurable in quantitative or qualitative terms. Core Values reinstated from the NAAC Framework are (1) Contributing to National Development (2) Fostering Global Competencies among Students (3) Inculcating a Value System among Students (4) Promoting the Use of Technology, and (5) Quest for Excellence.

V. Focus of Assessment

It is essential that a state level assessment has to fix certain priorities in designing a framework for executing this mechanism in a regional context. In pursuit of accomplishing such a drive with all its objectives, specific subject areas where the state has made remarkable output when compared to the national context, may come to the forefront. Besides formulating a tool to evaluate the benefits of the education sector on account of its geographical and socio-cultural advantages, there shall also be a comprehensive tool to evaluate the disadvantages or adversity factors by which our institutions were constrained to achieve fulfilment in any academic area. In short, this assessment and accreditation method has integrated the key

components that have already been stipulated by NAAC and the state specific quality criteria developed for SAAC. It is inequitable to distinguish between both these categories of criteria on the basis of their relevance or quality aspects, but SAAC shall invest its focus more on transforming the institutions to excel in quality, equity and access without sacrificing the state specific priorities generated from the long run progress achieved in the socio-economic index of the state.

Adopting a method similar to the one followed by NAAC with the conviction that quality concerns are institutional, quality assessment through self evaluation is preferred by SAAC. The self-evaluation process and the subsequent preparation of the Self Study Report (SSR) is to be submitted to SAAC as the net result of appropriate participation from all sectors of stakeholders like management, faculty members, administrative staff, students, parents, employers, community and alumni.

VI. Eligibility for Assessment and Accreditation by SAAC

Mandatory Assessment and Accreditation

- ☐ It shall be mandatory for every Higher Educational Institution to get accredited by the Accreditation Agency, six years after establishment or after two degree batches pass out, whichever is earlier, in accordance with the norms and methodology prescribed by the State Assessment and Accreditation Centre (SAAC).
- ☐ Every Higher Education Institution, which has completed six years of existence or two degree batches having passed out, whichever is earlier, shall apply to the State Accreditation Agency, for accreditation.

VI. The Assessment Process

Stages of Assessment and Accreditation:

For the assessment of a unit that is eligible to be assessed, a five stage process is envisaged.

The five stages are:

- Stage I. Preparation and submission of a Self-Study Report (SSR) by the unit.
- Stage II. The on-site visit of the peer team for validation of the self-study report and for recommending the assessment outcome to the Academic Advisory Committee (AAC) at the Council.
- Stage III. The final decision will be made by the Council based on the recommendations of the Academic Advisory Committee (AAC).
- Stage IV. Based on the assessment outcome, colleges/Higher Education Institutions/units are to prepare Continuous Quality Improvement Plan.
- Stage V. A mechanism to review the accredited institutions.

Distribution of Key Indicators, QnM and QIM across Criteria

Criteria	Key Indicators	Weightage of QnM	Weightage of QIM	Total weightage
1	4	70	30	100
2	7	250	100	350
3	3	110	0	110
4	4	40	60	100
5	3	100	40	140
6	5	46	54	100
7	3	30	70	100
8	6	55	45	100
9	6	56	44	100
10	3	18	82	100
Total	44	775	525	1300

SAAC-Table of Criteria, Key Indicators and weightages

Criteria and Key Indicators	Weightages
Criterion 1 Curricular Aspects	100
1.1. Curricular Planning and Implementation	20
1.2 Academic Flexibility	30
1.3 Curriculum Enrichment	30
1.4 Feedback System	20
Criteria 2- Teaching- Learning and Evaluation	350
2.1 Student Enrolment and Profile	50
2.2 Student Teacher Ratio	40
2.3 Teaching- Learning Process	50
2.4 Teacher Profile	50
2.5 Evaluation Process and Reforms	50
2.6 Student Performance	50
2.7 Student Satisfaction Survey	60
Criteria 3- Research Activities	110
3.1 Resource Mobilization for Research	40
3.2 Workshops, Seminars and Conferences	40
3.3 Research Publication and Awards	30
Criterion 4 - Infrastructure and Learning Resources	100
Key Indicator – 4.1 Physical Facilities	30
Key Indicator – 4.2 Library as a learning Resource	20
Key Indicator- 4.3 IT Infrastructure	30
Key Indicator – 4.4 Maintenance of Campus Infrastructure	20
Criterion 5- Student Support and Student Participation	140
5.1 Student Support	50

5.2 Student Participation and Activities	50
5.3 Alumni Engagement	40
Criterion 6- Governance, Leadership and Management	100
6.1 Institutional Vision and Leadership	15
6.2 Strategy Development and Deployment	12
6.3 Faculty Empowerment Strategies	33
6.4 Financial Management and Resource Mobilization	10
6.5 Internal Quality Assurance System	30
Criterion7–Institutional Values and Best Practices	100
7.1 Institutional Values and Social Responsibilities	50
7.2 Best Practices	30
7.3 Institutional Distinctiveness	20

Criteria 8- Social Inclusiveness	100
8.1 – Social Diversity	20
8.2 – Minority and Non-Minority Representation	10
8.3 – Women and Transgender Distribution	10
8.4 – Representation of Differently abled	20
8.5 – First Generation Learners	20
8.6 – Gender Sensitization Programmes	20
Criteria 9- Equity & Excellence	100
9.1 – Qualifications and salary of teaching and non-teaching staff	20
9.2–Adversity Factors and Achievement Gap	10
9.3 – Cultural Heritage	10
9.4– Nature of admission	20
9.5 – Democratic Practices	20
9.6 – Outcome Based Education	20
Criterion 10- Scientific temper and Secular Outlook	100
10.1–Knowledge assimilation and dissemination process	40

10.2 – Social Participation	30
10.3 - Strengthening and Promoting Secular Outlook and Constitutional values	30
Total Score	1300

The self-evaluation process and the subsequent preparation of the Self Study Report (SSR) to be submitted to SAAC, involves the participation of all the stakeholders – management, faculty members, administrative staff, students, parents, employers, community and alumni. While the participation of internal stakeholders i.e. management, staff and students provides credibility and ownership to the activity and could lead to newer initiatives, interaction with the external stakeholders facilitate the development process of the institution and their educational services.

Description of State Specific Criteria

There core functions and activities of the higher educational institutions are reasonably met through the seven criteria enlisted for assessment by NAAC. The state assessment framework also considers these criteria as pivotal to assess institutions' quality and have therefore been incorporated in its fundamental structure. They are as follows:

1. **Curricular Aspects**
2. **Teaching-Learning and Evaluation**
3. **Research, Innovations and Extension**
4. **Infrastructure and Learning Resources**
5. **Student Support and Progression**
6. **Governance, Leadership and Management**
7. **Institutional Values and Best Practices**

In addition to the above, specific criteria proposed by SAAC are envisaged to address significant components of values, achievements, attributes which are to be assessed in terms of the state's unique characteristics in its social and developmental arenas. Institutional

achievements on meeting these specificities are examined through three criteria. They are holistically measured by a few key indicators (KI) which are further delineated as metrics to elicit responses from the institutions. There are certain aspects which are measurable by qualitative evaluations rather than quantitative values. The three state specific criteria proposed by SAAC include:

8. Social inclusion

It demands commitment to the process of improving the relations with which individuals and groups take part in society. It implies a commitment to improve the ability, opportunity, and dignity of those who are disadvantaged on the basis of their socio-economic identities; a commitment to ensure representation of the disadvantaged in education.

9. Equity and Excellence

It is assurance of fair and impartial education with equal opportunities for all students to find, figure out and develop their skills and competencies based on national democratic values and passions.

10. Scientific Temper and Secular Outlook

It is an open and neutral approach based on Constitutional Morality to matters of religion and beliefs but with a precedence of scientific reason over them.

The three criteria along with their Key Indicators are given below. In the following paragraphs, each criterion and its key indicators explicating the aspects they represent are given in detail.

CRITERION 8. SOCIAL INCLUSIVENESS

Considering the social development indicators, the state has achieved a better position among other regions in the country. It could transform the education system into a more inclusive and universally accessible one during the last few decades. Despite the geographical diversity and adversities of the state, over the years, higher education institutions have been established to cater to the higher education needs of all sectors of public sphere. The key indicators are framed in a manner so as to enable the institutions to project the best practices of these components in quantitative and qualitative terms. Details of financial assistance provided to students are

sought with reference to their social background along with the steps undertaken by the institution to empower the students belonging to weaker and backward sections. The key indicator to address the nature of student diversity has also been taken into consideration. While considering the development profile of the state, especially education sector, the minority institutions hold important status. It would be significant to learn in the context of the state whether institutions address the needs of the first generation students they have enrolled. The key indicators representing this category are delineated as following:

8.1. Social Diversity

Institutional dissemination in the higher education sector of the state has made tremendous impact on the nature of student access to education and equity in enrolment over successive periods. Access to higher education has been expanded to all regions in the state. A large number of institutions under government, aided and private sectors are being established. In order to measure the component of achievement in equity, a key indicator termed as Social Diversity, has been incorporated. It purports to address the quantitative measure of student support systems like scholarships, endowments, freeships as well as the successful reach of such benefits to the socially deprived sections among students. Awareness and empowerment drive are necessary steps through which the deserving students obtain a wider access to such educational benefits. The students' choice of institutions depend on various academic, infrastructural and access related factors. Improvement in these areas will encourage institutions to attract good students from any part of the state.

8.2. Minority and Non-Minority Representation

The educational transformation of the state was triggered by efforts of various educational agencies, who pioneered the promotion of mass education in Kerala in the early decades of the 19th century, which complemented governmental efforts. Such Institutions offer a wide range of programmes from general higher education to professional education sector in the state, for several decades. Considering the heterogeneity of the demography of the state, the data on non-minority student enrolment in a minority institution and vice versa are expected to capture the plurality and social mosaic of the society that these institutions exhibit/promote. The

minority-non minority representation of teaching and non teaching staff in institutions would also reflect their approach towards quality and diversity in recruitments.

8.3. Gender Distribution

Over a long period of time, the state has displayed a distinct pattern in gender ratio. It is 1.084 which is 1084 females per 1000 males where the national figure is 0.940 as per 2011 census. Several studies illustrate the complex relationship between education and socio-economic development of the country. The state has stood atop in many aspects especially in women's literacy rate as it has the highest female literacy ie., 91.98%. Such quality resemblance has made similar outcomes on various social development indices of the state, especially in education front. Student enrolment in the institutions as well as faculty and staff recruitment in the institutions is reflective of this trend. Institutions shall also be encouraged to address the educational and employment needs of transgender community in the society. Similar gender equity steps ensured for the presence of women and transgender community in the strategic academic positions of a university or an institution is also a principal component of assessment.

8.4. Representation of the Differently Abled

Inclusive learning facilities have expanded due to the technological innovations including ICT facilities in education sector. This has increased ease of access to educational instruments and education environment for students who are differently abled.. This necessitates financial support to the institutions for various infrastructure requirements. A serious examination of the enrolment of students with disability in various institutions coupled with an identification of their special needs is a primary step to improve their in house as well as campus learning environments. A large set of inclusive learning equipments and infrastructure facilities which are available in the country can be effectively deployed on campuses, besides significant improvement in instructional strategies.

8.5. First Generation Learners (FGL) (Children of non-graduate parents)

The geographic diversity of the state are not fully reflected in the establishment of higher education Institutions. It is significant to note that the number of Arts and Science colleges and professional colleges increased rapidly in the state. It shows a considerable progress in all sectors and geographic regions of the state in achieving and accessing higher education. But there are areas/ regions still unreachable for large sections of people to reap these benefits. Moreover, institutions still face difficulties in addressing the difficulties of and arranging facilities for the first generation learners. Students from different socio economic strata find it difficult to cope up with the curricular and institutional challenges in their every day learning environment. Special attention requires to be paid to first generation students. Institutions are required to adopt measures to encourage and sustain their presence as well as academic progression.

8.6. Gender Sensitization Programmes

Achievement in female literacy is a key component in women's progression in diverse sectors in the state. UN Human Development Report says gender inequality continues to be a major barrier to human development. The disadvantaged status of women and girls are a major source of inequality. All too often, women and girls are discriminated in spheres like health, education, political representation, labour market, etc. with negative consequences for development of their capabilities and freedom of choice. Education of women is the key factor in the empowerment of women. A consistent approach throughout the academic year addressing issues related to gender inequality, safety of women, amenities provided to women etc. is extremely important. Students, teachers, and non teaching staff need to formulate and practice programmes to educate and enlighten the students about the idea of gender equality.

Criterion 9. Striving for Equity and Excellence

Equity in education is reflective of achievement, fairness, and opportunity in higher education. The success of the education system is determined by providing an environment for education where the social backgrounds and financial status of a student shall not interfere with his/her potential in academic success. In similar terms, an education system shall strive to provide a comprehensive standard that is equally applicable to every student. Institutional performance in quality terms are determined or influenced by various factors. Its spans over staff

recruitment, salary component, institutional situatedness, physiographic and socio-economic adversities, achievement gaps due to multiple reasons, institutional heritage and conservation ethics, dynamics of alumni, fairness in admission procedures, internal democratic practices, student mobility and curricular flexibility, effective feedback management for self rectifications etc., all of which influence the move towards equity and excellence in higher education. The key indicators representing this category are delineated as the following:

9.1. Qualification and salary of teaching staff

There are issues linked to institutional level implementation of quality criteria in selection, recruitment and appraisal of academic performance of teaching staff especially in compliance with national norms for continuously improving quality by providing support system on skill development, pedagogic training, material infrastructure, motivation methods etc. The pay and allowances of the staff determine the quality and performance of teachers. This is important for attracting and retaining talented teachers in the institution. Institutions which function under the statutory norms need to put a considerable thought for ensuring that improvement in teaching does not happen at the cost of rational pay and allowances.

9.2. Adversity Factors, Deprivation Points and Achievement Gap

Institutions located in remote and rural areas always struggle hard to keep pace with other established ones. Considering the geographic diversity of the state, this aspect is evident in many districts. A rationale is set forth in bolstering such institutions to emerge from those specific adversities inherent in their situatedness. There are certain measures to be taken up by the institutions in bridging the gaps and attaining the expected goals in academic levels. In the light of this, parameters are brought in the metrics to capture these characteristics. As the state encounters natural calamities at annual scale primarily in monsoon, resilience of institutions situated in such calamity prone areas can be addressed through collective efforts of the society, government and internal strength of the institutions. Students community belonging to such regions shall not be deprived of their continuance in education due to these disruptions, and such institutions can adopt certain mechanisms in congruity with their own or surrounding resourcefulness. These adversities add to some sort of backwardness to the academic stakeholder of that institution, which should be balanced with special consideration of the assessment authority.

9.3. Institutional Legacy and Practices

An institution practices the transmission of knowledge, values, and shared experiences for the benefit of all its stakeholders. Documenting and preserving the historical narratives, infrastructure, buildings, environment, nature, vegetation, landscape etc. enrich the stature of an institution. State has endowed with its traditional institutions in higher education sector which preserve the institutional legacy on various spheres, an inspiring practice for emerging or comparatively younger institutions. Institutions may have practices of persistent nature in building a culture of caring for and preserving such values, structures and other resources, involving all sections of the institution.. It is noted in this context that a dynamic relationship with the alumni can be a strategic asset for this best practice in keeping its legacy consistently growing.

9.4. Nature of admission

Transparency and criteria based admission procedures and practices influence the quality outcomes of an institution. Institutional diversity expanded through a mushrooming of private institutions has, at certain levels, contributed to the dilution of admission process. The quality of student performance on designed course outcomes gets deteriorated when admission practices get contaminated. Although this is one aspect, the present system provides excellent opportunity for the student to avail the credit transfer facility and student mobility across universities or institutions under the benefits of CBCS and ICT. Unless institutions offer better academic practices compared to other in terms of programme components, course structures or instructional qualities, students will not be encouraged to avail this benefit of curricular flexibility. Admission profile and admission procedure are those aspects considered here to evaluate the academic flexibility envisaged.

9.5. Democratic Practices

Overall, the education system of a region is greatly influenced by its society, culture and politics and in return the education imparted by these institutions also influences the society. Democratic practices in all spheres of the structure of the educational institution will strengthen the academic foundation of the institution, and thereby the society at large. Democratic practices and arrangements within the student community in particular and the institution in general will enhance mutual respect and democratic values in the society. The formulation of student/staff unions within the institutional structure is meant for the purpose of representing students /staff both within the institution and externally, addressing the issues related to them.

A healthy atmosphere of collective activities for the welfare of the student /staff community on the campus is inevitable.. Statutory arrangements for representation of student community in academic and other bodies of the institution reflect the democratic space and spirit pervading the institution. Understanding the effect of teaching learning process and educational facilities on students is now a vital part of quality improvement measures in education. Proper feedback mechanism is required at all levels in the institution. Analysis of class performance, learning & creativity, participation in learning and activity sessions, evaluation of attainment of learning outcome, evaluation of courses and curriculum through online surveys etc are effective ways to enhance student's learning capabilities in and outside the classroom. It also indicates the vertical academic progression of students particularly to higher education and for employability outside the institution or to reputed national or international campuses. Outcome Based Education is envisaged by the assessment agencies as an important component is disciplined curriculum delivery. The three level of learning outcomes applicable to universities or autonomous institutions are Programme Outcomes, Programme Specific Outcomes and Course Outcomes. The instruction level/classroom strategies depend on the course outcomes. The assessment methods are also to be made in alignment with the course outcomes.

9.6. Cost of Education

Increasing cost of higher education has wider implications on access and equity of higher education among socially and economically backward sections of the population. Institutional cost of imparting education is an important parameter to be considered as it reflects on student enrolment and programme completion or drop out rates, teacher –staff recruitment etc. Cost of education is now discussed in the context of fixation of fees especially in the private sector.

Criterion 10. Fostering Scientific Temper and Secular Outlook

Spirit of enquiry, attitude of rationality, quest for experimentation, critical thinking etc. are the essence of scientific temper. Younger generation from school level to the higher education level shall have these attributes throughout their learning activities so as to inculcate a life-long inquisitiveness and problem solving ability as regards societal problems. Institutional efforts are necessary for cultivating these attributes in the student community for the transformation of the younger generation. It is an open and neutral approach, based on Constitutional Morality, to matters of religion and beliefs but with precedence of scientific reason over them. Educational institutions represent the ideal cross section of the secular society where knowledge assimilation and dissemination take place without any considerations of one's race,

caste, religion, and social or economic backgrounds. Institutions shall make efforts to develop programmes/ courses that shall inculcate secular outlook and scientific temper within the academic community. The key indicators representing this category are delineated as the following:

10.1. Knowledge assimilation and dissemination process

Educational institutions act as knowledge assimilation centres. The existing knowledge system is tapped and reformulated through teaching learning process. Knowledge dissemination can be effectively tested through continuous evaluation of learning outcomes and its measured attainments in the ever changing global and local context. Academic or research institutions display their contributions to general public in a convincing language where people can appreciate the achievements of these institutions. Institutional resources are to be better displayed in such a way for attracting and promoting research and scientific temper among students and the general public. Academic or research institutions can act as conduits for transferring knowledge from their end to society through various outreach programmes like exhibitions, seminars, demonstrations etc. where public can interact with scientific community for better guidance in and solutions for their hardships of everyday life. Prabudhatha is such a community education scheme adopted by the Kerala State Higher Education Council, where these institutions in collaboration with the local self government agencies disseminate this knowledge to the grass root. HEIs or research institutions in the neighborhood of any LSG can be a partner in this scheme by which local community will be exposed to the ongoing research and activities of the institutions and their relevance to the society or to the country as a whole. This programme has generated a dazzling effect as large number of departments and institutions have come forward to undertake activities beneficial to the society.

10.2. Social Participation

Academic institutions can tremendously transform the neighborhood society through its innovative interactions with them. In addition to the fundamental research and teaching learning exercise, institutions can transcend their knowledge base to find solutions to societal concerns. Societies in turn can approach the institutions seeking better solutions for their complex tasks pertaining to their respective domains. A myriad of domain related affairs related to society can be addressed by these institutions through innovative extension programmes in conjunction with government departments, industry etc. In the context of environmental management, disaster mitigation and resilience, the involvement of academic

institutions can be an apparent toolkit for troubleshooting the problems affecting the society. Environmental sustainability goals are ideal set of targets that institutions can foster among the students, teachers, and the non-teaching staff. The campus premises can be transformed into a built-in ecosystem for innovative learning process irrespective of whether it is inside or outside the class room. Independent departments perform or create cross-domain activities and ecosystem to attract students of different domains. Curriculum redesigning is an area where proper updation in subject content, and instruction and assessment methods which could be accomplished through well defined learning outcomes. At every such step, the content can attract scientific temper in teaching and learning process which in turn invigorates the students and faculty to engage with programmes and literary contributions capable of inculcating scientific temper among students and in society.

10.3. Strengthening and Promoting Secular Outlook and Constitutional values

Institutions shall encourage the faculty to critically evaluate knowledge and information. They strive to cultivate universal humanitarian outlook rather than focusing on narrow sectarian perspectives or cultural ethos with a sense of superiority over the other. A thorough understanding of constitutional values produces a rational generation. A graduate of our institution shall be one of “product defines the process” by which s/he is expected to have imbibed the values and attributes of mutual recognition and respect. An institution shall muster ample space and environment for progressive thoughts with scientific base. By producing such real graduates enriched with these graduate attributes, our institutions can contribute immensely to develop a sustainable, healthy, harmonious society and nation in future.

Site Visit/ Peer Review

SAAC will develop a pool of trained assessors who will take part in Peer review. The Academic Volunteer Bank (AVB) and Brain Gain Scheme of the Council would be utilised for preparing the list of assessors. All the Peers will be from outside the state/ outside the University area. The visits will be co-ordinated by SAAC academic staff or by a local consultant.

Continuous Quality Improvement Plan

After the assessment outcome is received, every accredited institute/ unit would be required to prepare Continuous Quality Improvement Plan (CQIP) within six months. SAAC would assist accredited HEIs in preparing this CQIP. SAAC pool of Consultants selected from the Academic Volunteer Bank which will work closely with accredited HEIs in developing CQIP.

IX. Procedural Details

1. HEIs are expected to read the manual thoroughly and submit the preliminary details online anytime during the year.

2. All the Institutions intending to apply for assessment and accreditation by SAAC need to mandatorily upload the information on All Kerala Higher Education Survey Portal of the KSHEC.

3. The SSR should be filled up and submitted within 60 days. After payment of the processing fee, the SSR has to be uploaded. Extension will be granted only for genuine cases.

4. The SSR comprises of criteria based on NAAC and State Specific Criteria of SAAC which include both Qualitative and Quantitative Metrics.

5. The Quantitative Metrics (QnM) add up to about 60% and the remaining 40% are Qualitative Metrics (QIM).

6. The data submitted on Quantitative metrics will be subjected to data validation and clarifications will be sought for any wrong information submitted by the HEI. The qualitative data would be reviewed and verified by the visiting peer team on site.

7. Pre – Qualifier

The Quantitative Metrics submitted would be subjected to Data Validation and Verification Process(DVV) and a DVV Deviation report would be generated. For proceeding further, the HEI will be subjected to the following conditions-

HEIs whose metrics are deviated will be penalised and the accreditation fees will be fortified.

8. The HEI that clears the DVV process has to secure at least 30% in Quantitative Metrics and will then proceed for peer team visit.

9. HEIs that do not clear the pre qualifier stage can apply afresh again after six months from the day of declaration of pre qualification status after remitting the necessary fees.

The HEI will be informed of their clearing the pre qualification stage and the Peer team would verify the 30% Qualitative Metrics on their site visit.

10. Student's Satisfaction Survey (SSS)

Student Satisfaction Survey will be conducted simultaneously with the DVV Process. The HEI are to provide a database of their students with their contact details-name/email/mobile numbers.

The SSS questionnaire which would consist of 20 objective and one subjective question would be mailed to all the students and the responses would be processed based on the following rule-

For affiliated/constituent colleges: responses should be received from at least 10% of the student population or 100, whichever is lesser

For Universities – 10% of the student population or 500, whichever is lesser.

If the response rate is lower than the limits mentioned it will not be taken up for evaluation

11. Guidelines for filling up Self Study Report

- Extended profile contains all the questions which are basically the figures of denominators of the formulas used for calculation of various Metrics values.
- The data filled should contextualize with the related metrics.
- There is an upload limit for the documents to be uploaded for the various Metrics. If the size of the document exceeds that limit, Institution may upload the same in their own website with password protection, if required. The link of the said uploaded document should be given in the portal.
- The data of the students for Student Satisfaction Survey (SSS) has to be submitted simultaneously during online submission of SSR.

12. Policy to withdraw Accreditation Applications by HEIs

- The HEI which has submitted its SSR but has not been able to complete the assessment and accreditation process will:
 - Host the information that the process has not been completed/or the HEI has withdrawn from the process on their website and the same information will be made available on SAAC's website.
- Be allowed to apply only after a period of six months
- The fees submitted for the process will be forfeited.

13. Non Compliance of DVV Process

HEIs are supposed to respond to DVV clarifications within stipulated time(15 days), failure of which will lead to the cancellation of the process, forfeit of the fee/ The HEI can then apply only after six months of cooling period and has to start afresh.

14. Assessment Outcome

The final score, a combination of evaluation of quantitative and Qualitative metrics will be a system generated score and the report-SAAC Accreditation Outcome Document would comprise of three parts-

Part I Peer Team Report would contain:

- General information of the HEI
- A qualitative and descriptive assessment report analyzing the strengths and weaknesses of the HEI under each criteria
- Overall analysis of the institution's strengths. Weaknesses, opportunities and challenges
- Recommendations for enhancing quality of the institution (not more than 10 major ones)

Part II Graphical Representation based on Quantitative Metrics (QnM)

A system generated quality profile based on statistical analysis of the quantitative indicators.

Part III Institutional Grade Sheet

The Institutional Grade Sheet based on qualitative and quantitative indicators and student satisfaction survey will be generated by a software.

15. Calculation of Institutional CGPA

The CGPA will be calculated based on the scores obtained from the three sources, viz.,

- o quantitative metrics which comprise about 60% of the total,
- o scores from the qualitative metrics through on site visit and
- o scores obtained on the Student Satisfaction Survey.

There will be collated based on 'benchmarks' and assessed on a five point scale, viz., (0, 1, 2, 3 & 4). With a maximum possible score of 4, the CGPA attained by an institution will be graded according to a seven point scale as indicated in the table below

Range of Institutional Cumulative Grade Point Average(CGPA)	Letter Grade	Status
3.51-4.00	A++	Accredited
3.26-3.50	A+	Accredited
3.01-3.25	A	Accredited
2.76-3.00	B++	Accredited
2.51-2.75	B+	Accredited

2.01-2.50	B	Accredited
1.51-2.00	C	Accredited
≤1.50	D	Not Accredited

Unqualified Institutions will be notified of their score as “Assessed and Found not qualified for Accreditation

16. Mechanism for Institutional Appeals

Institutional Appeal Mechanism is included in SAAC Framework.

17. Re-assessment

An option for re-assessment will be provided to institutions who wish to improve their score

18. SAAC-Fee Structure

As per the decision of the Executive Body meeting held on 31-05-2019, it was resolved to fix the following fee structure for SAAC accreditation.

- University- Rs. 1.5 Lakhs, (Rupees One Lakh Fifty Thousand only)
- Colleges and other institutions - Rs. 25,000/-, (Rupees twenty five thousand only)

19. Mandatory Disclosure on HEIs website

The HEIs should upload the SSR and other relevant document on their website. For this a separate link may be provided to the institutional website to access the documents-

- SSR submitted online (PDF format)
- Data templates which are uploaded along with SSR (in password protected mode, if needed).

SECTION-B

Data Requirements for Self - Study Report (SSR)

This section gives details of various data required for filling up the online format of the Self - Study Report, viz.,

- I. Executive Summary*
- II. Profile of the Institution*
 - a. Extended Profile of the Institution*
- III. Quality Indicator Framework (QIF)*
- IV. Data Templates / Documents (Quantitative Metrics)*

I. Executive Summary

Every HEI applying for the A&A process shall prepare an Executive Summary highlighting the main features of the Institution including

- **Introductory Note** on the Institution: location, vision mission, type of the institution etc.
- **Criterion-wise Summary** on the Institution's functioning in not more than 250 words for each criterion.
- Brief note on **Strength Weaknesses Opportunities and Challenges (SWOC)** in respect of the Institution.
- **Any additional information** about the Institution other than ones already stated.
- **Over all conclusive explication** about the institution's functioning.

The Executive summary shall not be more than 5000 words.

II. Profile of the Institution

Name and Address of the College:			
Name :			
Address :			
City :		Pin :	State :
Website :			

2. For Communication:

Designation	Name	Telephone with STD code	Mobile	Fax	Email
Principal		O: R:			
Vice Principal		O: R:			
IQAC Co-ordinator		O: R:			

3. Status of the Institution: Affiliated
College Constituent
College Any other (specify)

4. Type of Institution:

a. By Gender

- i. For Men
ii. For Women
iii. Co-education

b. By Shift

- i. Regular
ii. Day
iii. Evening

5. It is a recognized minority institution?

Yes

No

6. Sources of funding: Government Grant-in-aid Self- financing Any other

7. a. Date of establishment of the college (dd/mm/yyyy)

b. University to which the college is affiliated /or which governs the college (If it is a constituent college)

c. Details of UGC recognition:

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks(If any)
i. 2 (f)		
ii. 12 (B)		

(Enclose the Certificate of recognition u/s 2 (f) and 12 (B) of the UGC Act)

d. Details of recognition/approval by statutory/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC).

Statutory Regulatory Authority	Recognition/Approv al details Institution/Departme nt Programme	Day, Month and Year (dd-mm- yyyy)	Validity	Remarks
i.				
ii.				
iii.				
iv.				

(Enclose the recognition/approval letter)

8. Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?

Yes ☐ No ☐

If yes, has the College applied for availing the autonomous status?

Yes ☐

No ☐

9. Is the college recognized

a. by UGC as a College with Potential for Excellence (CPE)?

Yes ☐

No ☐

If yes, date of recognition: (dd/mm/yyyy)

b. For its performance by any other governmental agency?

Yes ☐ No ☐

If yes, Name of the agency.....and Date of recognition: (dd/mm/yyyy)

10. Location of the campus and area in sq.mts:

Location *	
Campus area in sq. mts.	
Built up area in sq. mts.	

(* Urban, Semi-urban, Rural, Tribal, Hilly Area, Any others specify)

11. Details of programmes offered by the college (Give data for current academic year)

SI. No.	Programme Level	Name of the Programme / Course	Duration	Entry Qualification	Medium of instruction	Sanctioned/ approved Student strength	No. of students admitted
	Under-Graduate						
	Post-Graduate						
	Integrated Programmes PG						
	Ph.D.						

	M.Phil.						
	Ph.D						
	Certificate courses						
	UG Diploma						
	PG Diploma						
	Any Other (specify and provide details)						

12. Please fill in the following details if applicable:

Number of programs	Self-financed programmes offered	New Programmes introduced during the last five years

13. List the departments: (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes like English, regional languages etc.)

Faculty	Departments (eg. Physics, Botany, History etc.)	UG	PG	Research
Science				
Arts				
Commerce				
Any other (Specify)				

14. Number of teaching and non-teaching positions in the Institution

Positions	Teaching faculty						Non-teaching staff	Technical staff
	Professor		Associate Professor		Assistant Professor			
	*M	*F	*M	*F	*M	*F		
Sanctioned by the UGC / University / State Government								
<i>Recruited</i>								
<i>Yet to recruit</i>								
Sanctioned by the Management/ society or other authorized bodies								
Recruited								
<i>Yet to recruit</i>								

***M-Male *F-Female**

15. Qualifications of the teaching staff:

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	*M	*F	*M	*F	*M	*F	
Permanent teachers							
D.Sc./D.Litt.							
Ph.D.							
M.Phil							
PG							
Temporary teachers							
D.Sc./D.Litt.							
Ph.D.							
M.Phil							
PG							
Part-time teachers							
D.Sc./D.Litt.							
Ph.D.							
M.Phil							
PG							

16. Number of Visiting Faculty /Guest Faculty engaged with the College: _____

17. Furnish the number of the students admitted to the college during the last four academic years.

Categories	Year 1		Year 2		Year 3		Year 4	
	Male	Female	Male	Female	Male	Female	Male	Female
SC								
ST								
OBC								
General								
Others								

18. Details on students enrollment in the college during the current academic year:

Type of students	UG	PG	M. Phil.	Ph.D.	Total
Students from the same state where the college is located					
Students from other states of India					
NRI students					
Foreign students					
Total					

19. Please fill in the following details if applicable:

Unit Cost of Education	Including Salary Component	Excluding Salary Component

** (Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)*

20. Date of NAAC accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)

Cycle 1: (dd/mm/yyyy) Accreditation Outcome/Result.....

Cycle 2: (dd/mm/yyyy) Accreditation Outcome/Result.....

Cycle 3: (dd/mm/yyyy) Accreditation Outcome/Result.....

Cycle 4: (dd/mm/yyyy) Accreditation Outcome/Result.....

21. Date of establishment of Internal Quality Assurance Cell (IQAC)

IQAC (dd/mm/yyyy)

22. Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC

AQAR (i) (dd/mm/yyyy)

AQAR (ii) (dd/mm/yyyy)

AQAR (iii) (dd/mm/yyyy)

AQAR (iv) (dd/mm/yyyy)

II.a Extended Profile of the College

1 Student:

1.1 Number of students year wise during the last five years

Year					
Number					

File Description (Upload)

- Institutional data in the prescribed format
- Upload supporting document

2 Teachers:

2.1. Number of full time teachers during the last five years(Without repeat count): ____

File Description (Upload)

- Institutional data in the prescribed format
- Upload supporting document

2.2 Number of full time teachers year wise during the last five years

Year					
Number					

3. Expenditure:

3.1 Expenditure excluding salary component year wise during the last five years(INR in lakhs)

Year					
INR in Lakhs					

File Description (Upload)

- Upload supporting document

III. Quality Indicator Framework (QIF)

Quality Indicator Framework is adopted for SAAC as a tool for achieving Quality of Excellence in Higher Education Institutes.

The QIF given below presents the Metrics under each Key Indicator (KI) for all the ten Criteria.

While going through the QIF, details are given below each Metric in the form of:

- data required
- documents needed to be uploaded, from which data could be compiled.

- For some Qualitative Metrics (QIM) which seek descriptive data it is specified as to what kind of information has to be given and how much. It is advisable to keep data accordingly compiled beforehand.
- For the Quantitative Metrics (QnM), the actual online formats seek only data in specified manner which will be processed digitally.
- Metric wise weightage is also mentioned.
- Format of Data templates provided in Section B, IV may be strictly followed. In case of absence of templates, or for providing additional information; Institutions may take the liberty to design data templates.

Note: The actual online format for data submission may change slightly from the QIF given in this Manual because of rendering the same in Software Capturable Definition.

State Assessment and Accreditation Centre
Criteria, Key Indicators, Metrics and Weightages (From June 2023 onwards)
Criterion 1 – Curricular Aspects (100)

Metric No.		Weightage
1.1.1 Q1M	<p><i>The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment</i></p> <p>Write description in a maximum of 500 words</p> <p>File Description:</p> <ul style="list-style-type: none"> • Upload Additional information • Provide Link for Additional information 	20

Key Indicator – 1.1 Curricular Planning and Implementation (20)

Key Indicator- 1.2 Academic Flexibility (30)

1.2.1 QnM	<i>Number of Add on /Certificate/Value added programs offered and online MOOC programs like SWAYAM, NPTEL etc. where the students of the institution have benefitted during the last five years)</i> 1.2.1.1: Number of Add on /Certificate /Value added programs offered and online MOOC programs like SWAYAM, NPTEL etc. during the last five years: _____ File Description (Upload) <ul style="list-style-type: none">• Institutional data in the prescribed format (template merged with 1.2.2)• Upload supporting document	15												
1.2.2 QnM	<i>Percentage of students enrolled in Certificate/ Add-on/Value added programs and also completed online MOOC programs like SWAYAM, NPTEL etc.as against the total number of students during the last five years</i> 1.2.2.1. Number of students enrolled in subject related Certificate/ Add-on/Value added programs and also completed online MOOC programs like SWAYAM, NPTEL etc. year wise during last five years _____	15												
<table border="1"><tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Number</td><td></td><td></td><td></td><td></td><td></td></tr></table>			Year						Number					
Year														
Number														
Percentage = Total number of students enrolled in such programs/														

	<p>during the last five years</p> $\frac{\text{Total number of students during the last five years}}{\text{Total number of students during the last five years}} \times 100$ <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Institutional data in the prescribed format (template merged with 1.2.1) <p>Upload supporting document</p>	
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Key Indicator- 1.3 Curriculum Enrichment (30)

Metric No.		Weightage
1.3.1. Q₁M	<p><i>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum</i></p> <p>Write description in a maximum of 500 words</p> <p><i>File Description:</i></p> <ul style="list-style-type: none"> • Upload Additional information • Provide Link for Additional information 	10
1.3.2. Q_nM	<p><i>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</i></p> <p>1.3.2.1. Number of students undertaking project work/field work / internships: _____</p> $\text{Percentage} = \frac{\text{Number of students undertaking project work/ field work / internships}}{\text{Total number of students during the latest completed academic year}} \times 100$ <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Institutional data in the prescribed format • Upload supporting document 	20

Key Indicator- 1.4 Feedback System (20)

Metric No.		Weightage
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1.4.1. Q_nM	<p><i>Institution obtains feedback on curriculum design & delivery and academic performance from Students and Teachers and action taken report on the feedback is made available on institutional website</i></p> <p><i>Feedback processes of the institution may be classified as follows:</i></p> <p>A. Feedback collected, analysed, action taken and feedback hosted on the institutional website</p> <p>B. Feedback collected, analysed and action has been taken</p> <p>C. Feedback collected and analysed</p> <p>D. Feedback collected (at least from any two stakeholders)</p> <p>E. Feedback not collected</p> <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Upload supporting document 	20
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Criteria 2- Teaching- Learning and Evaluation (350)

Key Indicator- 2.1. Student Enrolment & Profile (50)

Metric		Weightage												
No.														
2.1.1. Q _n M	Enrolment percentage	50												
	2.1.1.1. Number of students admitted year wise during last five years													
	<table><tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Number</td><td></td><td></td><td></td><td></td><td></td></tr></table>		Year						Number					
	Year													
	Number													
	2.1.1.2. Number of sanctioned seats year wise during last five years													
	<table><tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Number</td><td></td><td></td><td></td><td></td><td></td></tr></table>		Year						Number					
	Year													
	Number													
	<div>Percentage = Total number of students admitted during last five years Total number of sanctioned seats during last five years × 100</div>													
<div>File Description (Upload) • Institutional data in the prescribed format (Data Template) • Upload supporting document</div>														

Key Indicator- 2.2. Student Teacher Ratio (40)

Metric No.		Weightage
2.2.1. Q _n M	<i>Student – Full time Teacher Ratio</i> <i>(Data for the latest completed academic year)</i> Formula: Students: Full time teacher	40

Key Indicator- 2.3. Teaching- Learning Process (50)

Metric No.		Weightage
2.3.1. Q _i M	<i>Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences using ICT tools</i> Write description in a maximum of 500 words <i>File Description:</i> <ul style="list-style-type: none"> • Upload Additional information • Provide Link for Additional information 	50

Key Indicator- 2.4 Teacher Profile (50)

Metric No.		Weightage												
2.4.1. QnM	<p><i>Percentage of full-time teachers against sanctioned posts during the last five years</i></p> <p>2.4.1.1 Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:</p> <table><tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Number</td><td></td><td></td><td></td><td></td><td></td></tr></table> <p>$\text{Percentage} = \frac{\text{Total number of full time teachers year wise during the last five years}}{\text{Total number of Sanctioned posts/required positions for full time teachers}} \times 100$</p> <p>File Description (Upload)</p> <ul style="list-style-type: none">• Upload supporting document	Year						Number						50
Year														
Number														

Key Indicator- 2.5. Evaluation Process and Reforms (50)

Metric No.		Weightage
2.5.1. Q ₁ M	<p><i>Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient</i></p> <p>Write description in a maximum of 500 words</p> <p>File Description:</p> <ul style="list-style-type: none"> • Upload Additional information • Provide Link for Additional information 	50

Key Indicator- 2.6 Student Performance (50)

Metric No.		Weightage
2.6.1 		

Key Indicator- 2.7 Student Satisfaction Survey (60)

Metric No.		Weightage
2.7.1. Q _n M	<p><i>Online student satisfaction survey regarding to teaching learning process.</i></p> <p><i>(Online survey to be conducted)</i></p> <p>File Description:</p> <ul style="list-style-type: none"> • Upload database of all students on roll (Data Template) 	60

Criteria 3- Research Activities (110)

Key Indicator 3.1- Resource Mobilization for Research (40)

Metric No.		Weightage												
3.1.1. Q _n M	<i>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</i>	40												
	3.1.1.1: Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)													
	<table><tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Number</td><td></td><td></td><td></td><td></td><td></td></tr></table>		Year						Number					
	Year													
	Number													
File Description (Upload) <ul style="list-style-type: none">• Institutional data in the prescribed format• Upload supporting document														

Key Indicator 3.2- Workshops, seminars and Conferences (40)

Metric No.		Weightage												
3.2.1 Q _n M	<p><i>Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years</i></p> <p>3.2.1.1: Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years</p> <table><tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Number</td><td></td><td></td><td></td><td></td><td></td></tr></table> <p>File Description (Upload)</p> <ul style="list-style-type: none">• Institutional data in the prescribed format• Upload supporting document	Year						Number						40
Year														
Number														

Key Indicator 3.3- Research Publication and Awards (30)

Metric No.		Weightage												
3.3.1. Q _n M	<p><i>Number of research papers published per teacher in the Journals notified on UGC care list during the last five years</i></p> <p>3.3.1.1. Number of research papers in the Journals notified on UGC CARE year wise during the last five years</p> <table><tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Number</td><td></td><td></td><td></td><td></td><td></td></tr></table> <p>Total number of research papers in the Journals notified on UGC CARE Number of full time teachers during the last five years (without repeat count)</p> <p>File Description (Upload)</p> <ul style="list-style-type: none">• Institutional data in the prescribed format• Upload supporting document	Year						Number						15
Year														
Number														
3.3.2. Q _n M	<p><i>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</i></p> <p>3.3.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years</p> <table><tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Number</td><td></td><td></td><td></td><td></td><td></td></tr></table>	Year						Number						15
Year														
Number														
	<p><i>Total number of books and chapters in edited volumes/ books published and papers in national/ international conference proceedings</i></p> <hr/> <p><i>Number of full time teachers during the last five years (without repeat count)</i></p> <p>File Description (Upload)</p> <ul style="list-style-type: none">• Institutional data in the prescribed format• Upload supporting document													

Criterion 4 - Infrastructure and Learning Resources (100)

Key Indicator – 4.1 Physical Facilities (30)

Key Indicator – 4.1 Physical Facilities (50)						
Metric No.						Weightage
4.1.1. Q ₁ M	<p><i>Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT infrastructure, facilities for cultural and sports activities, gymnasium, yoga centre etc. in the institution</i></p> <p>Write description in a maximum of 500 words</p> <p>File Description:</p> <ul style="list-style-type: none">• Upload Additional information• Provide Link for Additional information					20
4.1.2 Q _n M	<p><i>Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)</i></p> <p>4.1.2.1 Expenditure for infrastructure augmentation, excluding salary year wise during last five years (INR in lakhs)</p> <p>Formula:</p> <p style="text-align: center;">Total Expenditure for infrastructure augmentation, excluding salary</p> <p>Percentage = X 100</p> <p style="text-align: center;">Total Expenditure excluding salary</p>					10
	Year					
	Number					

	<p>File Description (Upload)</p> <ul style="list-style-type: none"> • Institutional data in the prescribed format (template merged with 4.4.1) • Upload supporting document 	
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Key Indicator – 4.2 Library as a learning Resource (20)

Metric No.		Weightage
4.2.1. Q ₁ M	<p><i>Library automation using Integrated Library Management System (ILMS), subscription to e-resources including provision of links to OER repositories, amount spent on purchase of books, journals and usage of library</i></p> <p>Write description in a maximum of 500 words</p> <p>File Description:</p> <ul style="list-style-type: none"> • Upload Additional information • Provide Link for Additional information 	20

Key Indicator- 4.3 IT Infrastructure (30)

Metric No.		Weightage
4.3.1. Q ₁ M	<p><i>Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection</i></p> <p>Write description in a maximum of 500 words</p> <p>File Description:</p> <ul style="list-style-type: none"> • Upload Additional information • Provide Link for Additional information 	20
4.3.2. Q _n M	<p><i>Student – Computer ratio (Data for the latest completed academic year)</i></p> <p>4.3.2.1. Number of computers available for students' usage during the latest completed academic year: _____</p> <p>Formula: Students: Computers</p> <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Upload supporting document 	10

Key Indicator – 4.4 Maintenance of Campus Infrastructure (20)

Metric No.		Weightage
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4.4.1	Percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years (INR in Lakhs)	20																								
QnM	<div>4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)</div> <table><tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Number</td><td></td><td></td><td></td><td></td><td></td></tr></table> <div>Percentage= Total expenditure incurred on maintenance of infrastructure excluding salary during the last five years ÷ Total expenditure excluding salary during the last five years×100</div> <div>File Description (Upload)<ul style="list-style-type: none">• Institutional data in the prescribed format (template merged with 4.1.2)• Upload supporting document</div>	Year																		Number						
Year																										
Number																										

Criterion 5- Student Support and Student Participation (140)

Key Indicator- 5.1 Student Support (50)

Metric No.		Weight age					
5.1.1 QnM	<i>Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies and philanthropists during last five years</i>	20					
	5.1.1.1. Number of students benefited by scholarships and freeships provided by the Government and Non-Government agencies and philanthropists year wise during last five years						
	Year						
	Number						
	<div><i>Percentage</i> = Total number of students benefited by scholarships and freeships provided by Government and Non – Government agencies and philanthropists Total number of students during the last five years 100</div> <div>File Description (Upload)<ul style="list-style-type: none">• Institutional data in the prescribed format• Upload supporting document</div>						

5.1.2 QnM	<p>Capacity building and skills enhancement initiatives taken by the institution include the following</p> <ol style="list-style-type: none">1. <i>Soft skills</i>2. <i>Language and communication skills</i>3. <i>Life skills (Yoga, physical fitness, health and hygiene)</i>4. <i>ICT/computing skills</i> <p>Options:</p> <p>A. All of the above B. 3 of the above C. 2 of the above D. 1 of the above E. None of the above</p> <p>File Description (Upload)</p> <ul style="list-style-type: none">• Institutional data in the prescribed format• Upload supporting document	10												
5.1.3 QnM	<p>Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years</p> <p>5.1.3.1. Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years</p> <table><tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Number</td><td></td><td></td><td></td><td></td><td></td></tr></table> <div><div><div>Percentage =</div><div>Total number of students benefitted by guidance for competitive examinations and career counseling during the last five years</div><div>÷</div><div>Total number of students during the last five years</div></div><div>× 100</div></div> <p>File Description (Upload)</p> <ul style="list-style-type: none">• Institutional data in the prescribed format• Upload supporting document	Year						Number						10
Year														
Number														

5.1.4 QnM	<p><i>The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases</i></p> <p><i>1. Implementation of guidelines of statutory/regulatory bodies</i> <i>2. Organisation wide awareness and undertakings on policies with zero tolerance</i> <i>3. Mechanisms for submission of online/offline students' grievances</i> <i>4. Timely redressal of the grievances through appropriate committees</i></p> <p>Options: A. All of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above</p> <p>File Description (Upload) • Upload supporting document</p>	10
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Key Indicator- 5.2 Student Participation and Activities (50)

Metric No.		Weight age												
5.2.1 QnM	<p><i>Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years</i></p> <p>5.2.1.1: Number of awards/medals for outstanding performance in sports/cultural activities at University/state/ national / international level (award for a team event should be counted as one) year wise during the last five years</p> <table> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Institutional data in the prescribed format • Upload supporting document 	Year						Number						25
Year														
Number														
5.2.2 QnM	<p><i>Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)</i></p> <p>5.2.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years</p> <table> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Year						Number						25
Year														
Number														

	<p style="text-align: center;"><i>Average =</i> Total number of sports and cultural events/ competitions in which students of the Institution participated during the last five years <hr/> Number of years in the assessment period</p> <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Institutional data in the prescribed format • Upload supporting document 	
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Key Indicator- 5.3 Alumni Engagement (40)

Metric No.		Weight age
5.3.1 QIM	<p><i>There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services</i></p> <p>Write description in a maximum of 500 words</p> <p>File Description:</p> <ul style="list-style-type: none"> • Upload Additional information • Provide Link for Additional information 	40

Criterion 6- Governance, Leadership and Management (100)Key

Indicator- 6.1 Institutional Vision and Leadership (15)

Metric No.		Weightage
6.1.1 QIM	<p><i>The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance</i></p> <p>Write description in a maximum of 500 words</p> <p>File Description:</p> <ul style="list-style-type: none"> • Upload Additional information • Provide Link for Additional information 	15

Key Indicator- 6.2 Strategy Development and Deployment (12)

Metric No.		Weightage
6.2.1 Q _M	<p><i>The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc</i></p> <p>Write description in a maximum of 500 words</p> <p>File Description:</p>	8

	<ul style="list-style-type: none"> • Upload Additional information • Provide Link for Additional information 	
6.2.2 Q _{nM}	<p>Implementation of e-governance in areas of operation</p> <ol style="list-style-type: none"> 1. Administration 2. Finance and Accounts 3. Student Admission and Support 4. Examination <p>Options:</p> <p>A. All of the above</p> <p>B. Any 3 of the above</p> <p>C. Any 2 of the above</p> <p>D. Any 1 of the above</p> <p>F. None of the above</p> <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Upload supporting document 	4

Key Indicator- 6.3 Faculty Empowerment Strategies (33)

Metric No.		Weightage												
6.3.1 Q ₁ M	<p><i>The institution has effective welfare measures and Performance Appraisal System for teaching and non-teaching staff</i></p> <p>Write description in a maximum of 500 words</p> <p><i>File Description:</i></p> <ul style="list-style-type: none">• Upload Additional information• Provide Link for Additional information	6												
6.3.2 Q _n M	<p><i>Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years</i></p> <p>6.3.2.1. Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years</p> <p style="text-align: center;">$\text{Percentage} = \frac{\text{Total number of teachers provided with financial support during the last five years}}{\text{Total number of full time teachers year wise during the last five years}} \times 100$</p> <p>File Description (Upload)</p> <ul style="list-style-type: none">• Institutional data in the prescribed format• Upload supporting document <table border="1"><tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Number</td><td></td><td></td><td></td><td></td><td></td></tr></table>	Year						Number						12
Year														
Number														
6.3.3 Q _n M	<p><i>Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years</i></p> <p style="text-align: center;">_____</p> <p>6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years</p> <table border="1"><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>													15

6.3.3.2 Total number of non-teaching staff year wise during the last five years					

$$\frac{\text{Total number of teaching and non teaching staff participating in FDPs, professional development Programmes during the last five years}}{\text{Total number of full time teachers year wise during the last five years + total number of non teaching staff during the last five years}} \times 100$$

File Description (Upload)

- Institutional data in the prescribed format
- Upload supporting document

Key Indicator- 6.4 Financial Management and Resource Mobilization (10)

Metric No.		Weightage
<p>6.4.1</p> <p>Q1M</p>	<p><i>Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ non-government organizations) and it conducts financial audits regularly (internal and external)</i></p> <p>Write description in a maximum of 500 words</p> <p>File Description:</p> <ul style="list-style-type: none"> • Upload Additional information • Provide Link for Additional information 	<p>10</p>

Key Indicator- 6.5 Internal Quality Assurance System (30)

Metric No.		Weightage
6.5.1	<p>Q_iM</p> <p><i>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities</i></p> <p>Write description in a maximum of 500 words</p> <p><u>File Description:</u></p> <ul style="list-style-type: none"> • Upload Additional information • Provide Link for Additional information 	15

6.5.2	<p>Q_nM</p> <p><i>Quality assurance initiatives of the institution include:</i></p> <ol style="list-style-type: none"> 1. <i>Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements</i> 2. <i>Collaborative quality initiatives with other institution(s)/ membership of international networks</i> 3. <i>Participation in NIRF</i> 4. <i>any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc</i> <p>Options:</p> <p>A. All of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above</p> <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Institutional data in the prescribed format • Upload supporting document 	15
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Criterion 7 - Institutional Values and Best Practices (100)

Key Indicator - 7.1 Institutional Values and Social Responsibilities (50)

Metric No.		Weightage
	Celebration of days of National/International commemoration	
7.1.1 Q_M	<p><i>Measures initiated by the Institution to celebrate / organize national and international commemorative days, events and festivals during the last five years (Within 500 words)</i></p> <p>Write description in a maximum of 500 words</p> <p>File Description:</p> <ul style="list-style-type: none"> • Upload Additional information • Provide Link for Additional information 	10
	Environmental Consciousness and Sustainability	
7.1.2 Q_{nM}	<p><i>The Institution has facilities and initiatives for</i></p> <ol style="list-style-type: none"> <i>1. Alternate sources of energy and energy conservation measures</i> <i>2. Management of the various types of degradable and non-degradable waste</i> <i>3. Water conservation</i> <p><i>Green campus initiatives</i></p> <p>Options:</p> <p>A. 4 or All of the above B. 3 of the above C. 2 of the above D. 1 of the above E. None of the above</p> <p>File Description (Upload) Upload supporting document</p>	20

7.1.3 QnM	<p><i>Quality audits on environment and energy regularly undertaken by the Institution.</i></p> <p><i>The institutional environment and energy initiatives are confirmed through the following</i></p> <ol style="list-style-type: none"> <i>1. Green audit / Environment audit</i> <i>2. Energy audit</i> <i>3. Clean and green campus initiatives</i> <i>4. Beyond the campus environmental promotion and sustainability activities</i> <p>Options:</p> <p>A. All of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above</p> <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Upload supporting document 	10
	<i>Inclusion, Situatedness, Human values & professional ethics</i>	
7.1.4 Q_M	<p><i>Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic diversity (Within 500 words)</i></p> <p>Write description in a maximum of 500 words</p> <p>File Description:</p> <ul style="list-style-type: none"> • Upload Additional information • Provide Link for Additional information 	10

Key Indicator - 7.2 Best Practices (30)

Metric No.		Weightage
7.2.1 QIM	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual Provide web link to: <ul style="list-style-type: none">• Best practices as hosted on the Institutional website• Any other relevant information	30

Format for Presentation of Best Practices

1. Title of the Practice

This title should capture the keywords that describe the practice.

2. Objectives of the Practice

What are the objectives / intended outcomes of this “best practice” and what are the underlying principles or concepts of this practice (in about 100 words)?

3. The Context

What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice (in about 150 words)?

4. The Practice

Describe the practice and its uniqueness in the context of India higher education. What were the constraints / limitations, if any, faced (in about 400 words)?

5. Evidence of Success

Provide evidence of success such as performance against targets and benchmarks, review/results. What do these results indicate? Describe in about 200 words.

6. Problems Encountered and Resources Required

Please identify the problems encountered and resources required to implement the practice (in about 150 words).

7. Notes (Optional)

Please add any other information that may be relevant for adopting/ implementing the Best Practice in other Institutions (in about 150 words).

Any other information regarding Institutional Values and Best Practices which the university would like to include.

Key Indicator - 7.3 Institutional Distinctiveness (20)

Metric No.		Weightage
7.3.1 Q _n M	<p><i>Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words</i></p> <p>Provide web link to:</p> <ul style="list-style-type: none"> • Appropriate web in the Institutional website • Any other relevant information 	20

Criterion 8 - Social Inclusiveness (100)

Key Indicator – 8.1 Social Diversity (20)

Metric No:		Weightage
8.1.1 Q _n M	<p>Scholarships, endowments and freeships</p> <p>8.1.1.1 Total number of students getting scholarships, freeships etc. under government schemes during the last five years.</p> <p>8.1.1.2 Total number of students benefited by scholarships, freeships, etc (year wise) provided by the institution besides government schemes during the last five years</p> <p>8.1.1.3 Total number of students availing Kerala State Higher Education Scholarships during the last five years</p> <p>8.1.1.4 Total amount waived or shared as fee and other expenses of students by the institution during the last five years</p> <p>File Description:</p> <ul style="list-style-type: none"> • Upload supporting document 	5

	<ul style="list-style-type: none"> • Provide Link for Additional information 	
8.1.2 <i>Q_nM</i>	<p><i>Percentage of students in socially backward classes availing scholarships, endowments and freeships (year wise)</i></p> <p>8.1.2.1 Number of students in socially backward classes (SC, ST, OBC) enjoying scholarships, endowments and freeships during the last five years</p> <p>8.1.2.2 Number of students in economically backward classes enjoying scholarships, endowments and freeships during the last five years</p> <p><i>File Description:</i></p> <ul style="list-style-type: none"> • Upload supporting document • Provide Link for Additional information 	5
8.1.3 <i>Q_iM</i>	<p><i>Programmes organized by institution for the empowerment of socially and economically backward sections</i></p> <p>8.1.3.1 Initiatives / programmes conducted for empowerment of socially and economically backward students in the institution over the last five years.</p> <p>8.1.3.2 Steps taken to increase the proportion of socially and economically backward categories in academic and non academic staff in the institution</p> <p><i>File Description:</i></p> <ul style="list-style-type: none"> • Upload supporting document • Provide Link for Additional information 	5

8.1.4 <i>Q_nM</i>	Regional Diversity	5
	8.1.4.1 Number of students from outside the district during the last five years	
	8.1.4.2 Number of students from outside the state during the last five years	
	8.1.4.3 Number of students from other countries during the last five years	
	8.1.4.4 Number of students from Rural area during the last five years	
	8.1.4.5 Number of students from Urban area during the last five years	
	<i>File Description:</i> <ul style="list-style-type: none"> • Upload supporting document • Provide Link for Additional information 	

Key Indicator – 8.2 Minority and Non- Minority Representation (10)

Metric No:		Weightage
8.2.1 <i>Q_nM</i>	Percentage of Minority and Non Minority students admitted to the institution over last five years	5
	8.2.1.1 Number of Minority students admitted to the institution over the last five years	

	<p>8.2.1.2 Number of Non Minority students admitted to the institution over the last five years</p> <p>File Description</p> <p><i>File Description:</i></p> <ul style="list-style-type: none"> • Upload supporting document • Provide Link for Additional information 	
8.2.2 <i>Q_nM</i>	<p><i>Percentage of Minority and Non Minority staff admitted to the institution over last five years</i></p> <p>8.2.2.1 Number of Minority academic staff recruited to the institution over the last five years.</p> <p>8.2.2.2 Number of Non Minority academic staff recruited to the institution over the last five years.</p> <p>8.2.2.3 Number of Minority non-teaching staff recruited in the institution over the last five years</p> <p>8.2.2.4 Number of Non Minority non-teaching staff recruited in the institution over the last five years.</p> <p><i>File Description:</i></p> <ul style="list-style-type: none"> • Upload supporting document • Provide Link for Additional information 	5

Key Indicator – 8.3 Women and Transgender Distribution (10)

<i>Metric No:</i>		<i>Weightage</i>

8.3.1 <i>Q_nM</i>	<i>Percentage of Women and Transgenders</i>	<i>10</i>
	8.3.1.1 Number of women students admitted in the institution over the last five years.	
	8.3.1.2 Number of transgender students admitted in the institution over the last five years	
	8.3.1.3 Number of women faculty recruited in the institution over the last five years	
	8.3.1.4 Number of transgender faculty recruited in the institution over the last five years	
	8.3.1.5 Number of women members in senior administrative positions such as Head of Departments, Deans, Chairpersons of BoS or Heads of Institutions over the last five years	
	8.3.1.6 Number of transgender members in senior administrative positions such as Head of Departments, Deans, Chairpersons of BoS or Heads of Institutions over the last five years	
<i>File Description:</i> <ul style="list-style-type: none"> • Upload supporting document • Provide Link for Additional information 		

Key Indicator – 8.4 Representation of Differently abled (20)

<i>Metric No:</i>		<i>Weightage</i>
	<i>Facilities for the Differently abled</i>	<i>20</i>

8.4.1 <i>Q_nM</i>	8.4.1.1 Number of differently abled students on rolls in the current academic year	
	8.4.1.2 Facilities available for meeting the special needs of the differently abled . 1. Physical facilities 2. Lift 3. Ramp/Rails 4. Special learning Software 5. Rest rooms 6. Scribes for examination 7. Special skill development 8. Any other. <i>File Description:</i> <ul style="list-style-type: none"> • Institutional data in prescribed format. • Upload supporting document • Provide Link for Additional information 	

Key Indicator – 8.5 First Generation Learners (20)

<i>Metric No:</i>		<i>Weightage</i>
8.5.1 <i>Q₁M</i>	<i>Friendliness towards First Generation Learners</i>	20
	8.5.1.1 Number of First Generation Learners over the last five years	
	8.5.1.2 Measures taken by the institution for attracting First Generation learners	
	8.5.1.3 Support systems provided by the institution for First Generation Learners: 1.Remedial coaching 2.Timely disbursement of grants 3.Hostel facilities 4.Transportation facilities 5.Book banks 6. Library	
	<i>File Description:</i>	

	<ul style="list-style-type: none"> • Institutional data in prescribed format. • Upload supporting document • Provide Link for Additional information 	
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Key Indicator – 8.6 Gender Sensitization Programmes (20)

Metric No:		Weightage
8.6.1 Q_iM	<i>Gender empowerment programmes</i> 8.6.1.1 Number of gender sensitization (awareness) and empowerment (action oriented) programmes organized by the institution year wise during the last five years. File Description <ul style="list-style-type: none"> • Upload supporting document • Provide Link for Additional information 	5
8.6.2 Q_iM	Gender empowerment measures 8.6.2.1 Describe gender friendly facilities provided by the institution in areas like a) Safety and Security b) Counselling c) Common Room and other amenities 8.6.2.2 Mechanism for resolving gender related issues 8.6.2.3 Describe women empowerment (action oriented) measures carried out in your institution over last five years 8.6.2.4 Feedback from students and staff on the gender sensitization/empowerment programmes	15

	<p><i>File Description:</i></p> <ul style="list-style-type: none"> • Upload supporting document • Provide Link for Additional information 	
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Criterion 9 - Equity and Excellence (100)

Key Indicator – 9.1 Qualifications and salary of Teaching/ Non-Teaching staff (20)

<i>Metric No:</i>		<i>Weightage</i>
<i>9.1.1</i> <i>Q_nM</i>	<p><i>Qualifications of teaching and non teaching staff</i></p> <p><i>9.1.1.1</i> Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. /D.Litt. or AICTE prescribed qualifications during the last five years (consider only highest degree for count)</p> <p><i>9.1.1.2</i> Total number of non teaching staff with government specified qualifications</p> <p><i>File Description:</i></p> <ul style="list-style-type: none"> • Institutional data in prescribed format. • Upload supporting document • Provide Link for Additional information 	<i>10</i>
<i>9.1.2</i> <i>Q_nM</i>	<p><i>Salary of teaching and non teaching staff</i></p> <p><i>9.1.2.1</i> Total number of academic staff receiving UGC/AICTE pay and allowances</p>	<i>10</i>

	<p>9.1.2.2 Total number of non-teaching staff on state pay and allowances</p> <p>File Description:</p> <ul style="list-style-type: none"> • Institutional data in prescribed format. • Upload supporting document • Provide Link for Additional information 	
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Key Indicator – 9.2 Adversity Factors and Achievement Gap (10)

Metric No:		Weightage
9.2.1 <i>Q₁M</i>	Adversity Factors (Institutional)	5
	9.2.1.1 Location: Rural / Urban	
	9.2.1.2 Name of the local body in which institution is situated	
	9.2.1.3 Location: backward / aspirational district	
	9.2.1.4 Was the institution affected by any natural calamity over the last five years	
	9.2.1.5 Whether the institution is situated in natural calamity prone area (coastal /hilly/other)	
	9.2.1.6 Is the institution easily accessible by public transport system?	
	File Description:	

	<ul style="list-style-type: none"> • Upload supporting document • Provide Link for Additional information 	
9.2.2 QIM	Achievement Gap	5
	9.2.2.1 Grades (CGPA/CCPA) achieved by different categories of students(Gen/SC/ST/OBC) in the final semester/annual examination in UG/PG Programmes over the last five years	
	9.2.2.2 Programme selection of different categories of students in UG/PG programmes	
	9.2.2.3 Drop-out rates of different categories of students in UG/PG programmes	
	9.2.2.4 Successful completion of programmes across the different categories in UG/PG Programmes over the last five years	
	9.2.2.5 Measures taken by institutions to bridge the achievement gap of students	
	9.2.2.8 No. of students benefitted from Additional Skill Acquisition Programme(ASAP)?	
	9.2.2.9 Funds received from government/UGC and other agencies for bridging the achievement gap over last five years	
	9.2.2.10 Funds utilized by the institution for bridging achievement gap over last five years	
	<i>File Description:</i> <ul style="list-style-type: none"> • Upload supporting document • Provide Link for Additional information 	

Key Indicator – 9.3 Cultural Heritage (10)

Metric No:		Weightage
9.3.1	<i>Institutional Legacy and Practices</i>	7
<i>QIM</i>	9.3.1.1 Year of establishment of the institution	
	9.3.1.2 List the repositories of intellectual heritage resources including building, library, museum, herbarium, scientific instruments of yesteryears etc. by the institution [Only for institutions with 70 years or above]	
	9.3.1.3 Measures taken for the conservation and maintenance of repositories of intellectual heritage resources including ecology, building, library, museum, herbarium, scientific instruments of yesteryears etc. by the institution [Only for institutions with 70 years or above]	
	9.3.1.4 Describe steps taken and technologies used for the conservation of rare collections and specimens etc	
	9.3.1.5 Describe the heritage of the institution towards cultural, social and moral fabric of society	
	9.3.1.6 Describe the various cultural heritage schemes /other government schemes in the institutions	
	9.3.1.7 Describe the extension work related to sensitization of the community in general and students in particular of: the significance and historic / cultural implication of heritage structures in the region; survey of unidentified heritage sites in the	

	<p>region, bring out/ document/ disseminating the cultural heritage of the different social groups in the region.</p> <p><i>File Description:</i></p> <ul style="list-style-type: none"> • Upload supporting document • Provide Link for Additional information 	
9.3.2	<i>Distinguished alumni</i>	3
Q ₁ M	<p>9.3.2.1 Distinguished alumni of the institution (Names and areas of prominence)</p> <p><i>File Description:</i></p> <ul style="list-style-type: none"> • Upload supporting document • Provide Link for Additional information 	

Key Indicator – 9.4 Nature of admission (20)

Metric No:		Weightage
9.4.1	Admission procedure	10
Q ₁ M	9.4.1.1 Describe the admission process carried out for student enrolment	
	<p>9.4.1.2 Details of the website and mandatory disclosure</p> <p><i>File Description:</i></p> <ul style="list-style-type: none"> • Upload supporting document • Provide Link for Additional information 	

9.4.2	Admission Profile	10
<i>Q_nM</i>	<p>9.4.2.1 Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, etc. as per applicable reservation policy) during the last five years</p> <p>(Exclusive of supernumerary seats)</p> <p>9.4.2.1.1 Number of actual students admitted from the reserved categories year wise during last five years</p> <p>9.4.2.1.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years</p> <p>9.4.2.3 Intra and Inter Institutional mobility of students over the last five years</p> <p>9.4.2.4 Number of students benefited from Institutional credit transfer over the last five years</p> <p>9.4.2.5 Number of students benefited from Programme wise credit transfer over the last five years</p> <p>File Description:</p> <ul style="list-style-type: none"> • Provide institutional data in prescribed format • Upload supporting document • Provide Link for Additional information 	

Key Indicator – 9.5 Democratic Practices (20)

Metric No:		Weightage
9.5.1 Q₁M	Student Union formation/ Staff union	8
	9.5.1.1 Describe the student union formation process in the institution	
	9.5.1.2 Describe the staff union activities in the institution	
	9.5.1.3 Student representation in decision making bodies – Syndicate, Senate, Academic Council, College Council, Governing Body and Grievance Redressal Bodies	
	9.5.1.4 Elected representation of staff in decision making bodies – Syndicate, Senate, Academic Council, College council , Governing Body and Grievance Redressal Bodies	
	9.5.1.5 Describe the nature and composition of student and staff Grievance Redressal Bodies	
	9.5.1.6 Describe the Student Council activity and role of students in academic and administrative bodies	
	9.5.1.7 Recognition or awards received for the Institution Magazine File Description: <ul style="list-style-type: none"> • Upload supporting document • Provide Link for Additional information 	
	Student Feedback system	6

9.5.2 <i>Q₁M</i>	9.5.2.1 What are the steps taken to get annual feedback from students, Teachers, Employers, Alumni and parents on institutional ambience and performance	
	9.5.2.2 Classified feedback received from 1. Students 2. Teachers 3 . Employers 4. Alumini 5. Parents on institutional ambience and performance	
	9.5.2.3 Action taken reports on feedback. File Description <ul style="list-style-type: none"> • URL for stakeholder feedback report. • Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management. 	
9.5.3 <i>Q_nM</i>	Academic Mobility of Students	6
	9.5.3.1 Number of outgoing student progression to higher education	
	9.5.3.2 Number of students opting for Post Graduate Programme in the same institution after completion of UG	
	9.5.3.3 Number of students opting for Doctoral Programme(M.Phil/Ph.D/PDF) in the same institution after completion of PG File Description <ul style="list-style-type: none"> • Category wise Student Progression (In per prescribed format) • Any other information. 	

Key Indicator – 9.6 Outcome based Education and Student Achievements (20)

Metric No:	Outcome Based Education(OBE)	Weightage
9.6.1		
	<p>9.6.1.1 Describe Course Outcomes (COs) for all courses and mechanism of communication within a minimum of 500 characters and maximum of 500 words</p> <p>9.6.1.2 Describe the method of measuring attainment of POs in not more than 500 words and the level of attainment of POs</p> <p>9.6.1.3 Describe the method of measuring attainment of PSOs in not more than 500 words and the level of attainment of PSOs</p> <p>9.6.1.4 Describe the method of measuring attainment of COs in not more than 500 words and the level of attainment of COs</p> <p>9.6.1.5 Number of Faculty who were trained in OBE workshops conducted by KSHEC</p> <p>9.6.1.6 Number of OBE workshops organized by the institution</p> <p>File Description</p> <p>Any additional information</p>	10
9.6.2	Student Achievement	10
Q₁M	9.6.2.1 Number of students qualifying in state/national/ international level examinations (eg: NET/ SLET/GATE/	

	GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) during the last five years	
	9.6.2.2 Number of outgoing students progressing to higher education year wise during last five years	
	9.6.2.3 Number of outgoing students placed year wise during last five years	
	<p><i>File Description:</i></p> <ul style="list-style-type: none"> • Upload supporting document • Provide Link for Additional information 	

Criterion 10 - Scientific temper and Secular outlook (100)

Key Indicator – 10.1 Knowledge assimilation and dissemination process (40)

<i>Metric No:</i>		<i>Weightage</i>
<i>10.1.1</i>	<i>Knowledge assimilation process</i>	<i>10</i>
<i>QIM</i>	10.1.1.1 Steps taken by the institution for knowledge assimilation in your institution such as response to disaster management, Social Angle in Research and Knowledge Production(SARC),	

	<p>Knowledge Dissemination Response(KDR), Knowledge Action Decision Framework(KAD)</p> <p>File Description:</p> <ul style="list-style-type: none"> • Upload supporting document • Provide Link for Additional information 	
10.1.2 <i>Q_iM</i>	<p>Knowledge dissemination</p> <p>10.1.2.1 Describe mechanisms of knowledge transfers and approach for collaborative research with government, research funding agencies or any community</p> <p>10.1.2.2 Details of Prabudhata/ Prabudhata model society – institution linkage</p> <p>10.1.2.3 Details of special learner ecosystems created in the institution</p> <p>10.1.2.4 Lifelong learning initiative/ programmes in the institution</p> <p>10.1.2.5 Knowledge books prepared and translated into Malayalam</p> <p>10.1.2.6 Ecosystem developed by the institution for innovations including Incubation centre and other initiatives for creation and transfer of knowledge</p> <p>10.1.2.7 Describe the details of incubation centre and evidence of its usage (activity) within a maximum of 500 words</p> <p>10.1.2.8 Measures taken for promoting cross disciplinary literacy</p> <p>File Description:</p> <ul style="list-style-type: none"> • Upload supporting document • Provide Link for Additional information 	20

10.1.3 <i>Q_iM</i>	Promoting Scientific temper	10
	10.1.3.1 Programmes organised for the fostering of scientific temper by the institutions. Details of syllabi prepared with a view to promote scientific temper	
	10.1.3.2 Use of texts, books, Journals and articles reflective of scientific temper	
	10.1.3.3 What are the steps taken to use Malayalam as a medium for knowledge dissemination for inculcating scientific temper in the institution/community/society	
	10.1.3.4 Participation of students and faculty in programmes outside the institution for promoting scientific temper	
	10.1.3.5 Articles published by students and faculty for promoting scientific temper	
	<i>File Description:</i> <ul style="list-style-type: none"> • Upload supporting document • Provide Link for Additional information 	

Key Indicator – 10.2 Social Participation (30)

Metric No:		Weightage
	<i>Socialization of knowledge and linkage with society</i>	6

10.2.1 <i>QIM</i>	10.2.1.1 Measures taken for the socialization of knowledge and linkage with society and local self governments (LSG)	
	10.2.1.2 Details of Social entrepreneurship developed to resolve the problems of the state/local community <i>File Description:</i> <ul style="list-style-type: none"> • Upload supporting document • Provide Link for Additional information 	
10.2.2 <i>QIM</i>	<i>Fostering Social responsibility and community engagement</i>	8
	10.2.2.1 Describe the details of course provided in community engagement for appreciation of rural field realities (examples of community engagement), a new compulsory course	
	10.2.2.2 Modification of existing course and curriculum for fostering community engagement and social responsibility	
	10.2.2.3 Examples of new audit courses	
	10.2.2.4 Research in partnership with local community <i>File Description:</i> <ul style="list-style-type: none"> • Upload supporting document • Provide Link for Additional information 	
10.2.3 <i>QIM</i>	<i>Participation in National and State level Missions</i>	8
	10.2.3.1 Number of extension and outreach Programmes conducted in collaboration with industry, community and Non-Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years (year wise)	

	10.2.3.2 Total number of Students participating in extension activities with Government Organization, Non-Government Organizations and Programmes in the areas of Cleanliness , AIDs awareness, Gender issue, Environmental stability etc. during last five years(year wise)	
	10.2.3.3 Awards and recognitions received for extension activities from government / government recognised bodies . during last five years(year wise)	
	10.2.3.4 Contribution of students and staff to attain Sustainable Development Goals (SDG) over the last five years. Describe in maximum 500 words	
	<p>10.2.3.5 Participation of students/teachers in archaeological excavation sites or any other relevant and similar activities. Describe in maximum 500 words</p> <p><i>File Description:</i></p> <ul style="list-style-type: none"> • Upload supporting document • Provide Link for Additional information 	
10.2.4	<i>Participation in Environmental Management/Disaster Management/Other Related Activities</i>	8
Q₁M	10.2.4.1 - Institutional response to natural disaster / calamities over the last five years. Describe in maximum 500 words	
	10.2.4.2 Participation of students and staff in mitigating natural calamities over the last five years. Describe in maximum 500 words	

	<p>10.2.4.3 Participation of staff and students in preserving the environmental resources such as rivers/lakes/ponds rejuvenation, preserving bio-diversity (preservation of mangroves), water shed management etc. over the last five years. Describe in maximum 500 words</p> <p>File Description</p> <ul style="list-style-type: none"> Any additional information. 	
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Key Indicator – 10.3 Strengthening and Promoting Secular Outlook/Constitutional values(30)

Metric No:		Weightage
10.3.1	Promoting Secular Outlook Values	30
<i>Q₁M</i>	10.3.1.1 Programmes organised for the promotion of secular outlook by the institutions. Details of syllabi prepared with a view to promote secular outlook.	
	10.3.1.2 Use of texts, books, Journals and articles reflective of secular outlook.	
	10.3.1.3 Participation of students and faculty in programmes outside the institution for promoting constitutional values	
	10.3.1.4 Articles published by students and faculty for promoting constitutional values	
	10.3.1.5 Steps taken to sensitize and popularize students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens	
	<p>File Description</p> <ul style="list-style-type: none"> Any additional information. 	

IV. Data Templates

1.2.1 Number of Add on /Certificate/Value added programs offered and online MOOC programs like SWAYAM, NPTEL etc. where the students of the institution have benefitted during the last five years)

1.2.2 Percentage of students enrolled in Certificate/ Add-on/Value added programs and also completed online MOOC programs like SWAYAM, NPTEL etc.as against the total number of students during the last five years

Name of Add on /Certificate /Value added programs offered and online MOOC programs like SWAYAM, NPTEL etc. programs offered	Course Code (if any)	Year of offering	No. of times offered during the same year	Duration of course	Number of students enrolled in the year	Number of Students completing the course in the year

***Provide Separate data for Year 1 , 2, 3, 4 & 5**

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regard to teaching learning process (all currently enrolled students).

(Online survey to be conducted and details of the students in the format mentioned below should be uploaded)

Name of the student	Gender	Category	State of Domicile	Nationality if other than Indian	Email ID	Program name	Unique Enrolment ID / College ID/ University	Mobile Number	Year of joining

							enrolment number		

3.2.1 Number of workshops/seminars/conference including programs conducted on Research Methodology,

Intellectual Property Rights (IPR) and entrepreneurship during the last five years

Year	Name of the workshop/ seminar/ conference	Number of Participants	Date From – To	Link to the Activity report on the website

3.3.1 Number of research papers published per teacher in the Journals notified on UGC website during the last five years

Title of paper	Name of the author /s	Department of the teacher	Name of journal	Year of publication	ISSN number	Link to the recognition in UGC enlistment of the Journal /Digital Object Identifier (doi) number		
						Link to website of the Journal	Link to article / paper / abstract of the article	Is it listed in UGC Care list

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

Sl . N o.	Na me of the teac her	Title of the book/ch apters publish ed	Tit le of the pa per	Title of the procee dings of the confer ence	Name of the confe rence	Nation al / Intern ational	Year of public ation	ISBN numb er of the proce eding	Affilia ting Institu te at the time of public ation	Nam e of the publi sher

4.1.2 Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs) & 4.4.1 Percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years (INR in lakhs)

Yea r	Budget allocated for infrastructure augmentation (INR in Lakh)	Expenditure for infrastructure augmentation(I NR in Lakh)	Expenditure on maintenace of academic facilities (excluding salary for human resources) (INR in Lakh)	Expenditu re on maintenan ce of physical facilities (excluding salary for human resources) (INR in Lakh)	Total expenditure excluding Salary (INR in Lakh)

5.1.1 Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies and philanthropists during the last five years

Year	Name of the scheme	Number of students benefited by government scheme and amount	Number of students benefited by the non- government schemes and amount	Number of students benefited by the scholarships / freeships provided by philanthropists and amount	Link to relevant document

		Number of students	Amount	Number of students	Amount	Number of students	Amount	

5.1.2 Capacity building and skills enhancement initiatives taken by the institution include the following

1. Soft skills, 2. Language and communication skills, 3. Life skills (Yoga, physical fitness, health and hygiene), 4. ICT/computing skills

Name of the capacity development and skills enhancement program	Date of implementation (DD-MM-YYYY)	Number of students enrolled	Name of the agencies/consultants involved with contact details (if any)

5.1.3 Percentage of students benefitted by guidance for competitive examinations and career counselling offered by the institution during the last five years.

Year	Name of the Activity conducted by the HEI to offer guidance for competitive examinations offered by the institution during the last five years		Number of students placed through campus placement	Link to the relevant document
	Name of the Activity	Number of students attended / participated		

5.2.1 Number of awards/medals for outstanding performance in sports/cultural activities at University/state/national / international level (award for a team event should be counted as one) during the last five years

Year	Name of the award/ medal	Team / Individual	University / State / National / International	Sports / Cultural	Name of the student
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5.2.2 Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

Date of event/activity (DD-MM-YYYY)	Name of the event/activity	Name of the student participated

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

Year	Name of teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support received (in INR)

6.3.3 Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP),

professional development /administrative training programs during the last five years

Classify the data and provide year wise.

Year				
Teaching Staff				
SlNo.	Name of the participant	Title of the FDP / professional development / administrative training program	Dates (from- to) (DD-MM- YYYY)	Link to relevant document / brochure / report hosted on official institutional website
Non -Teaching Staff				

S. No.	Name of the participant	Title of the FDP / professional development / administrative training program	Dates (from-to) (DD-MM-YYYY)	Link to relevant document / brochure / report hosted on official institutional website

6.5.2 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements
2. Collaborative quality initiatives with other institution(s) / membership of international networks
3. Participation in NIRF
4. any other quality audit / accreditation recognized by state, national or international agencies such as NAAC, NBA etc

Year	Regular meetings of the IQAC held	Conferences, Seminars, Workshops on quality conducted	Collaborative quality initiatives with other institution(s) (Provide name of the institution and activity)	Participation in NIRF along with Status	Orientation programme on quality issues for teachers and students, Date (From-To) (DD-MM-YYYY)	Any other quality audit / accreditation recognized by the State, National or International agencies

9.6.2.1 Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/GATE/ CLAT/GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Sl.no.	Year	Registration number/ roll number for the exam	Names of students selected/ qualified	Names of students selected/ qualified									
				GA TE	GM AT	C A T	G R E	J A M	I E L T S	T O E F L	Civil Services	State gov t. examinations	Other examinations conducted by the State / Central Government Agencies (Specify)
1													
2													
3													

9.6.2.2 Percentage of placement of outgoing students and students progressing to higher education during the last five years

Year	Name of student placed / enrolling into higher education and contact details	Program graduated from	Name of the employer with contact details / Name of institution joined	Pay package at appointment (In INR per annum) (applicable for students who got placement) / Name of program admitted to (applicable for students who progressed to higher education)

*For Communication with **KSHEC***

The Member Secretary

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