



REPORT ON

REFORMS IN HIGHER EDUCATION AND ACCREDITATION OF UNIVERSITIES



JULY, 2024

THE KERALA STATE HIGHER EDUCATION
COUNCIL



The Kerala State Higher Education Council

**Report on
Reforms in Higher Education and
Accreditation of Universities**

July 2024

SETTING UP OF THE COUNCIL

The National Education Policy of 1986 envisioned state level agencies for coordinating educational activities. The Kerala State Higher Education Council is such an agency that came into existence, following the Kerala State Higher Education Council Act (No.22) passed by the State Legislature in 2007. The State Higher Education Council was earlier set up in 2000 through an executive order, but it had only a short life. Subsequently in 2003, a chapter on State Council of Higher Education was included in the Unified Universities Bill presented in the State Assembly, but that was never enacted. In 2005, the Government organized a one-day workshop involving Vice-Chancellors, academics and administrators. On the basis of the discussions held at the workshop, a draft Ordinance was prepared, and later turned into a draft Bill. However, this Bill was also not enacted. In 2006, a Higher Education Commission under the Chairmanship of Dr. K.N. Panikkar was appointed for making recommendations to the Government for constituting a Higher Education Council. On the basis of the recommendations submitted by the Commission, the Kerala State Higher Education Council was set up on 16th March 2007 through an Ordinance that was later legislated as the Kerala State Higher Education Council Act 2007 (Act 22 of 2007).

Kerala State Higher Education Council Act 2007 was amended through an ordinance by the Government of Kerala on July 2017 and subsequently legislated as the Kerala State Higher Education Council (Amendment) Act (Act 19 of 2018). The major provisions of the amendment are;

- (1) Amendment of the preamble: – In the principal Act, in the preamble, in the first paragraph after the word "experts", the symbol and the word ", students" is inserted
- (2) Substitution of certain expressions by certain other expressions: – In the principal Act, for the words "Advisory Council", "Executive Council" and "Governing Council", wherever they occur, the words "Advisory Body", "Executive Body" and "Governing Body" are respectively substituted
- (3) Collaborate with the Government in the implementation of RUSA and similar centrally sponsored schemes and other central sector schemes within the State;

- (4) Evolve common academic guidelines for Universities in the State for mutual recognition, approval or equalization of academic programmes/areas of studies and nomenclature thereof;
- (5) Evolve common academic guidelines for Universities in the State for recognition, approval or equalization of academic programmes/ areas of studies and nomenclature thereof of various programmes conducted by Universities or higher education institutions outside the State and outside the country;
- (6) The Patron may refer any matter relating to higher education and higher educational institutions as he deems fit, for the expert opinion of the Council."
- (7) The Visitor may refer any matter relating to higher education and higher educational institutions, as he
- (8) It shall nominate one of its members to 'the Academic Council of each University'
The Council plans and executes schemes and programmes that ensure social justice, access and quality in higher education.

CONSTITUTION OF THE COUNCIL

The first Kerala State Higher Education Council came into existence on 16th March 2007, with the renowned educationist and historian Dr. K.N. Panikkar as its Vice-Chairman and Prof. Thomas Joseph as Member Secretary. The tenure of this Council ended on 15th September 2011. Subsequently, the second Higher Education Council, with Shri. T.P. Sreenivasan, the retired Ambassador as the Vice-Chairman and Dr. P. Anvar as Member Secretary, was formed on 12th October 2011. Its term came to an end on 11th April 2016. The third council which was constituted on 7th November 2017 with Prof. Rajan Gurukkal P.M, former Vice Chancellor of Mahatma Gandhi University, Kottayam and renowned historian, as Vice Chairman and Dr. Rajan Varughese, Former Pro Vice Chancellor, Mahatma Gandhi University as Member Secretary completed its term on 12th September 2023. The fourth council was constituted on 13th September 2023 and Prof. Rajan Gurukkal P.M and Dr. Rajan Varughese are continuing in their respective posts.

Council	Term	Vice Chairman	Member Secretary
1 st Council	2007-2011	Prof. K.N.Panikkar	Prof. Thomas Joseph

2 nd Council	2011-2016	Shri. T.P. Sreenivasan	Dr. P. Anvar
3 rd Council	2017-2023	Prof. Rajan Gurukkal P.M	Dr. Rajan Varughese
4 th Council	2023-onwards	Prof. Rajan Gurukkal P.M	Dr. Rajan Varughese

The Kerala State Higher Education Council is constituted by the Government of Kerala by Notification as per the Kerala State Higher Education Council Act, 2007 and Ordinance 2017.

RESPONSIBILITIES AND FUNCTIONS

The Council shall have the following general responsibilities and functions, namely:-

- (a) to render advice to the Government, Universities and other institutions of higher education in the State;
- (b) to coordinate the roles of the Government, Universities and apex regulatory agencies in higher education within the State;
- (c) to evolve new concepts and programmes in higher education;
- (d) to provide common facilities in higher education without impinging upon the autonomy of other institutions of higher education.

Summary of Programmes/Initiatives

1. Institutional Strengthening and Quality Assurance

a. State Assessment and Accreditation Centre (SAAC)

The Kerala State Higher Education Council has formulated the concept of state level accreditation mechanism namely SAAC, in line with the suggestions of National Assessment and Accreditation Council and University Grants Commission. The main objective of 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. Kerala is the first state in the country to establish a state level accreditation centre similar to NAAC to assess and grade HE institutions. It incorporates certain important state specific criteria as part of its

assessment items, such as equity, social inclusiveness, scientific temper and secularism for measuring academic excellence.

Accreditation of Higher Education Institutions

SAAC has completed accreditation of three colleges in 2021-23 - Farook Training College secured A+ Grade (CGPA 3.39), Bishop Moore College secured A Grade (3.21) and Christ College, (Autonomous), Irinjalakkuda secured 'A+ Grade' (CGPA - 3.45).

Efforts are underway for revising the SAAC Manual in line with changes at the national level. Very soon, NAAC is bringing about transformative reforms in accreditation aspects, including switching over to binary accreditation, increasing the number of assessment attributes from seven to ten and revising the rubrics. Dr Rajan Gurukkal, Vice chairman of the Council and Dr Uthara Soman, Research officer of the Council have attended the meeting convened by the NAAC Director at NAAC headquarters, Bangalore and have contributed in the process of revision. The NAAC revised manual is awaited so that SAAC manual and accreditation process can be updated in line with the changes taking place at the national level.

Summary of activities and plans	
<ul style="list-style-type: none"> • Assessment process of 5 colleges including peer team visit and other activities • Implementing PATH Scheme for mentoring Aspirant HE Institutions & organise Residential Orientation Programme • Implementing Continuous Quality Improvement Programmes • Institutional Development Plan (IDP) for those Institutions with NAAC grade point 2.5 or less • Revised the criteria and metrics in the context of the Modified NAAC manual • Conducted orientation programmes for IQAC co-ordinators and principals in district levels. 	<ul style="list-style-type: none"> • Implementing PATH, Mentor-Mentee, IDP Programmes in Institutions. • Institutional Development Plans for HEIs. • Enhanced visibility of Institutional Quality and Performance. • Need for Govt. insistence on Accreditation for unaccredited HEIs.

SAAC initiatives towards accreditation of State HEIs

- SAAC Orientation Class was taken for Principals and IQAC Coordinators at **Mar Ivanios College** on 26th May 2023.

- SAAC Orientation Class was also taken at **CMS College, Kottayam** on 29th May 2023.
 - SAAC Orientation Class was taken for Principals and IQAC Coordinators of Colleges under NSS Management on 14th July 2023 at **NSS Headquarters, Changanassery**.
 - SAAC Orientation Class was taken for Principal, IQAC Coordinator and teachers of **LBS Institute of Technology for Women, Poojappura, Thiruvananthapuram** on 24th July 2023.
 - Served as Resource Person on SAAC at **Mar Athanasius College (Autonomous), Kothamangalam** in connection with NAAC sponsored National Seminar titled “Restructuring the Higher Education: Innovations and Strategies for NEP Implementation” on August 19, 2023
 - SAAC Orientation Class was taken for Principal, IQAC Coordinator and teachers of **Mar Gregorious College, Parumala Self financing College on 09/02/2024**
 - SAAC Orientation Class was taken for Principal and teachers of **Moulana College of Teacher Education, Kuttayi, Tirur, Malappuram on 28/06/2024**
 - SAAC Orientation Class was taken for Principal, IQAC Coordinator and teachers of **Bishop Jerome Institute, Kollam** on 12/07/2024
 - SAAC Orientation Class scheduled for Principal, IQAC Coordinator and teachers of **St. Joseph’s College of Pharmacy, Cherthala** on 30/07/2024.
- b. Kerala Institutional Ranking Framework (KIRF): A More Realistic Ranking Framework of HEIs & Geographical Mapping**

Modelled on the lines of National Institutional Ranking Framework (NIRF), Kerala Institutional Ranking Framework (KIRF) is a comprehensive ranking mechanism of the Higher Education Institutions in Kerala developed by the KSHEC. This enables a holistic and comprehensive ranking of the 1500+ Higher Education Institutions in the state. The parameters in KIRF are broadly grouped under 5 major indicators such as Teaching, Learning and Resources (TLR), Knowledge Dissemination and Research Excellence (KDRE), Graduation Outcome (GO), Outreach and Inclusivity (OI), Scientific Temper and Secular Outlook (STSO) and 20 sub indicators. KIRF includes state specific criteria and indicators such as Scientific Temper and Secular Outlook, Adoption of Green Technology and Accreditation and Ranking for assessment. Higher Education Institutions will be ranked under 12 categories - Overall, Universities, Colleges, Engineering, Management, Architecture, Medical, Dental, Pharmacy, Nursing, Law and Teacher Education.

The official launch of KIRF website (kirf.kshec.org) and release of logo were on 3rd May 2023. Orientation programmes were organised at different Districts to equip the higher education institutions to participate in the ranking process. Now the portal for institutional ranking is open and the ranking procedure is on. Currently online assistance and co-ordination of ranking is in progress. Based on the assessment of information received from Higher Education Institutions via the dedicated portal for KIRF, the ranking in various categories will be determined.

The request for sanctioning monetary rewards/awards to the top ranking HEIs in KIRF has been placed before the Department of Higher Education for approval.

KIRF - Summary of activities and plans	
<ul style="list-style-type: none"> • Developed the criteria of selection and assessment metrics • Guidelines for ranking/ data uploading • Constituted selection/peer committee • Dedicated KIRF website • Orientation programme for Principal and IQAC Co-ordinators of about 200+ colleges in various districts. • Orientation programme for Principal and IQAC Co-ordinators of 26 colleges under NSS management • 'Thematic Mapping of HEIs on category/type based-(GIS)-work started • Technical Collaboration with Centre for Environment and Development (CED) for preparing demand based mapping and Geo analytics. 	<ul style="list-style-type: none"> • Declaration of KIRF ranks awaited • Preparation of Report on Kerala Rankings 2022-23 • Geospatial Maps of HEIs integrated with necessary information based on survey, data available at a single click. • Submitted proposal to Government to grant monetary rewards to universities/colleges.

c. Erudite-Scholar in Residence Programme: Interaction with Nobel Laureates

Started in 2009, the *Erudite Scholar-in-Residence* programme has been aiming at attracting globally renowned scholars and practitioners from India and abroad to the universities and colleges in the State. The programme has been successful in meeting the objectives. The programme has attracted many Nobel laureates to the higher education institutions in the State.

Apart from facilitating academic interface, erudite programme has also been successful in creating many new platforms for facilitating international academic collaborations at the institutional level.

Impact in a Nutshell

- 373 programmes completed from 2009
- 268 scholars from 41 countries visited the institutions in the State.
- Majority of the scholars were hosted by university departments in the State
- A preliminary evaluation of the programme uncovers the dominance of certain disciplines and institutions in hosting the experts.
- Of the 373 visits, 235 scholars had STEM background; 138 were from humanities and social sciences.
- Scholars and practitioners from institutions in the United States are priority for the institutions, followed by the United Kingdom, Germany, Canada, and Australia. The following table gives a country-wise break-up of visits.

Country wise break up of visits of Erudite Scholar in Residence Programme			
United States: 92	United Kingdom:25	Germany: 22	Canada: 17
Australia:14	France: 13	Japan:8	Singapore:9
Spain:5	Sweden:4	South Africa:5	Norway:3
Denmark:4	Hungary:5	Ireland:4	Israel:3
Italy:2	Malaysia:3	Mexico:2	Nepal:2
The Netherlands:4	Russia:4	Thailand:1	Finland:1
Argentina:1	Austria:1	Belarus:1	Belgium:1
Oman:1	Brazil:2	Poland:2	China:2
Croatia:1	Czech Republic:1	Sudan:1	New Zealand:2
Saudi Arabia:2	Slovenia:1	South Korea:2	Switzerland:3
UAE:2			

Erudite Programme: Faculty-Centric Approach

A preliminary analysis of the impact of Erudite programme shows that not only the availability of funding but also the reputation of host institutions, personal commitment,

stature and previous international exposure of the host faculty, disciplinary motivations, etc. act as the major determining factors for the successful implementation of the programme. This points to the importance of adopting a faculty-centric approach to facilitate institutional level internationalisation in the State.

A detailed impact evaluation through an online survey is being planned for understanding the key lessons and they could offer recommendations to enhance the effectiveness of the programme during the next phase.

List of Nobel Laureates visited Kerala under Erudite Scholar-in-Residence Programme of KSHEC (2010-2023)

Sl. No	Details of the Scholar	Year of visit
1	Prof. Zhores I. Alferov, Nobel Laureate in Physics (2000)	2010
2	Prof. Roger Y. Tsien Nobel Laureate in Chemistry (2008), Howard Hughes Medical Institute, University of California, San Diego	2010
3	Prof. F. Murad Nobel Laureate in Medicine (1998)	2010
4	Prof. Robert Huber Nobel Laureate in Chemistry (2005)	2010
5	Prof. Johann Deisenhofer, Nobel Laureate in Chemistry (1988)	2010
6	Prof. Anthony James Leggett Nobel Laureate in Physics (2003)	2011
7	Prof. Anders Liljas Nobel Prize Award Committee Member	2011
8	Prof. Martin Chalfie Nobel Laureate in Chemistry (2008)	2011
9	Prof. Ei-ichi Negishi, (Nobel Laureate) Professor, Purdue University, USA	2016
10	Prof. S.R. Srinivasa Varadhan (The Abel Prize Laureate 2007), Frank J Gould Professor of Science and Professor Mathematics at the Courant Institute of	2019

	Mathematical Sciences at New York University, USA	
11	Sir. Richard J. Roberts Nobel Laureate (1993) Psychology/Medicine, Chief Scientific Officer New England Biolabs, USA	2019
12	Prof. Ada E. Yonath (Nobel Laureate in Chemistry in 2009), Israeli Crystallographer and the Director, Helen and Milton A. Kimmelman Centre for Biomolecular Structure and Assembly of the Weizmann Institute of Science	2019
13	Dr. Jokha Al Harthi (Man Booker Prize Winner, 2019), Associate Professor, College of Arts and Social Sciences, Sulthan Qaboos University, Muscat, Oman	2020
14	Dr. Michael Levitt , Nobel Laureate in Chemistry in 2013, Former Professor, Stanford University	2020
15	Prof. Morten P. Meldal , Nobel Laureate in Chemistry (2022), Professor, University of Copenhagen, Denmark	2024

d. Brain Gain Programme: Database on Keralite-Academic Diaspora around the Globe

Brain Gain Programme is aiming at developing a database of Scientists, Social Scientists and Humanities Experts, Medical Professionals, Technocrats & Management Experts working in the prestigious Universities and Research Institutions the world over and specializing in emerging areas of knowledge. The scheme envisages the utilisation of services of these academicians of Kerala origin.

Summary of activities and plans	
<ul style="list-style-type: none"> • Collaboratory academic programmes have been implemented in Virology institute Trivandrum, Kerala Veterinary and Animal Science University and Mahatma Gandhi University • Prof. T.V. Paul (Mc Gill University, 	<ul style="list-style-type: none"> • Service of scholars of Keralite origin to the universities/colleges • Establish linkage between faculty & research institutions abroad with academic institution in Kerala • Arranging visits to universities/

<p>Canada) with MG University Kottayam</p> <ul style="list-style-type: none"> • Dr. Maneesha S. Mohan (South Dakota State University, USA) with the Kerala Veterinary and Animal Science University • Prof. Venugopal Nair (The Pirbright Institute, UK) with the Institute of Advanced Virology, Thiruvananthapuram have come under this scheme. • Dr. Jacob Chacko Thundathil (University of Calgary, Canada) with Kerala Veterinary & Animal Sciences University • Prof. Suresh C.Pillai (Atlantic Technological University, Ireland) with Cochin University of Science and Technology, Kochi • Dr. Shubha Sathyendranath (Plymouth Marine Laboratory, UK) with Cochin University of Science And Technology, Kochi • Dr.Vinoy Thomas (University of Alabama at Birmingham, USA) with Mahatma Gandhi University, Kottayam 	<p>colleges</p> <ul style="list-style-type: none"> • Arranging online lectures/ courses by NRK scholars
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e. Cluster of Colleges Scheme: Sharing of Institutional Resources among Neighbouring Colleges

KSHEC conceives Cluster as a possible means to achieve high academic quality through the optimum utilization of the existing facilities for the expansion of higher education, and

improving access. Each Cluster is a voluntary association of colleges for participatory conception and execution of collective objectives. Access, equity and quality in higher education constitute the basic objective of the scheme. Colleges as a Cluster can perform higher academic functions compared to individual colleges and benefits them compared to their resources/investment. Accordingly, three Clusters were created initially at Thiruvananthapuram, Ernakulam and Kozhikkode. The proposal to commence 3 more clusters at Palakkad, Kannur and Kasaragode has been submitted to the government.

2. Digitisation Projects in HEIs

a. E-Journal Consortium: Access to E-Journals for Universities & Other HEIs

Launched in May 2022, the E-Journal Consortium provides State universities with extensive access to e-journals, namely ScienceDirect and the bibliographic database Scopus through the Knimbus platform. The Council implemented this initiative through a series of meetings and interactions with Vice Chancellors, University Librarians, and other stakeholders. Members of the consortium benefit from access to a larger collection of e-journals than they could afford individually, significantly enhancing the resources available to researchers, students, and faculty. Additionally, Scopus enables universities to track and analyze their research performance, identify top researchers, identify emerging trends, popular research topics, and shifts in the scientific landscape.

Usage statistics indicate that a large number of stakeholders are accessing the facility, with a progressive increase in users.

E -Journal - Overall Usage Statistics

Parameters	Q1 (Apr- Jun) 2022	Q2 (Jul- Sep) 2022	Q3 (Oct- Dec) 2022	Q4 (Jan- Mar) 2022	Q1 (Apr- Jun) 2023	Q2 (Jul- Sep) 2023	Q3 (Oct- Nov) 2023
Registered Users	138	2134	7713	16065	19269	23116	23556
Visits & Logins	2205	26054	34152	56063	53324	122364	131953
No. of Downloads	3817	29080	39478	58856	65044	136992	151353

(Source: Elsevier Data Centre, 2023)

Summary of activities and plans	
<ul style="list-style-type: none"> • Committees of Vice Chancellors/ Librarians • 12 institutions have been placed under this scheme • Increase in the user registration, visits, & downloads • Top publishers in the consortium • Science Direct (18.8%) • Scopus (15.3%) 	<ul style="list-style-type: none"> • Expansion of the Access to colleges and other institutions in the state • Increasing the number of e-journals & academic database • A comprehensive report in preparation about the usage and overall outcome of the project

b. Kerala Academic Library Network (KALNET)

KALNET (Kerala Academic Library Network) is a library network initiative of KSHEC designed to improve access to academic resources across universities in Kerala and has been operational since 2021.

KALNET provides for a single unified search interface of library resources / collections across different academic libraries in Kerala. Presently it covers library resources of 11 Universities 147 libraries and 15 lakh titles. In addition to books, library resources such as rare manuscripts, Journals, PhD Theses, audio books and various reports are indexed.

KALNET STATISTICS OF UNIVERSITIES

Sl. No	University	Collections in KALNET
1	University of Kerala	5,07,313
2	University of Calicut	3,21,526
3	Cochin University of Science and Technology	1,84,221
4	MG University	1,54,387
5	Kerala Agricultural University	1,24,619
6	Kannur University	82,863
7	Sree Sankaracharya University of Sanskrit	73,902
8	Thunchath Ezhuthachan Malayalam University	29,190

9	Kerala Veterinary and Animal Sciences University	23,767
10	Kerala University of Fisheries and Ocean Studies	15,751
11	National University of Advanced Legal Studies	11,977
Total Collection		15,29,516

Outcomes of the Project

- Complement and strengthen the State policy related to free internet access to people.
- Making it easier for users to search and access resources across multiple libraries.
- It is also planned to include the college libraries under KALNET
- Phase II of the Digitisation Project involves two major activities such as digitisation of existing library Resources & project for Planning the digitization of rare book and manuscript collections.

c. DIGICOL-Digital Enablement of HEIs in Kerala: Let Us Go Digital

The Kerala State Higher Education Council in association with Digital University of Kerala has initiated the institutional level Online Hands-on Training on Moodle LMS for colleges in the State. The Kerala University of Digital Sciences, Innovation and Technology has the project of setting up Server Infrastructure for the colleges, once these colleges have completed the KSHEC training on Moodle LMS.

Digicol-LMS to Colleges: The scheme was inaugurated by the Hon'ble Higher Education Minister on 4th April 2023 under the "Let Us Go Digital" Scheme. The KSHEC along with the Digital University has worked out the details of the scheme for implementing Moodle LMS in all colleges in the State. In this scheme the basic infrastructure will be provided by DUK and the server cost and recurring cost will be borne by KSHEC. This infrastructure will be sufficient to support at least 500 HEIs in the state. The KSHEC conducted training programmes for teachers in Moodle LMS and DUK has accommodated 35 colleges in their data centre by providing server space for hosting Moodle LMS of these colleges. DUK has promised to provide more facility with the expansion of their data centre.

Training: Under this scheme the training of the faculty of the HEIs in the state is being held. A minimum of 2 training programmes/month are being organised by the Council in

which nearly 10-20 institutions are participating, depending on the total number of faculty members. During the academic year, many institutions have transformed to the LMS platform for the conduct of at least a part of their courses as well as the assessment tools through MOODLE based LMS. As part of the Digicol scheme, we have so far provided customised LMS and server facility to 35 colleges. So far 110 institutions have been trained under Institutional Training Programme under 13 clusters. The training programme is carried out by a dedicated team of experts consisting of university/college teachers and IT professionals.

Increased Scope: Since a large number of teachers are trained in LMS under the KSHEC Faculty Development Programme, they get equipped with competent advanced tools of MOODLE for content creation and administration of courses of their interest. It covers the instruction, assessment, evaluation and computation of attainment as envisaged as per in the MOODLE guidelines.

Summary of activities and plans	
<ul style="list-style-type: none"> • Developed Digital Platform-DIGICOL for colleges • Trained 6000+ faculty members of university departments and colleges by the Faculty Development Centre, KSHEC • Trained entire faculty of 110 colleges in the State as part of Institutional Training Programme • Provided Server Space facility for 35 colleges at DUK • Expert trainers are handling MOODLE-LMS • Familiarity in Digital pedagogy & outcome-based framing of courses are being offered • Development of e-content is a part of the training programme • Post training technical support to all 	<ul style="list-style-type: none"> • 500 Colleges on MOODLE-LMS Digital platform • Utilisation of <i>Coursera, edX, Udacity, Future Learn, Canvas</i> etc. <i>Virtual Labs</i> of MHRD, <i>Merlot, Siemens</i> etc • Boost online education • 1500 faculty/30 colleges get trained • Facilitate Blended learning/Flipped classroom/online teaching learning evaluation • Bridging Digital Divide

faculty /institutions <ul style="list-style-type: none"> • Most institutions have started offering hybrid learning • Students are familiarised with Moodle-LMS 	
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DIGICOL - Institutional Training			
Clusters	Training Held	Colleges	Teachers trained
Cluster I	July & Sep 21	2	450
Cluster II	13-17 Sep-21	9	437
Cluster III	14-18 Sep-21	14	332
Cluster IV	22-27 Sep-21	14	689
Cluster V	11-17 May-22	9	380
Cluster VI	23-28 June-22	15	631
Cluster VII	1-7 Feb 2023	12	200
Cluster VII	15-21 Jul- 22	10	417
Cluster VIII	1-7 February 23	15	492
Cluster IX	6-10 March 23	9	327
Cluster X	13-17 March 23	7	227
Cluster XI	6-12 Dec-23	11	359
Cluster XII	18-23 August 2023	5	290
Cluster XIII	6-12 December 2023	11	351
Special batch- CET,TVM	22-27 July 2021	1	300
Special batch - Brennen College	5-10 Sep 2021	1	170
Total		98	6052

d. Online Digital Repository of course Materials: Resource of e-contents for UG/PG programmes

The Kerala State Higher Education Council provides in its website a dedicated portal for students to access online study materials on various courses in UG/PG programmes in different disciplines of the State universities. This repository has been developed in

association with faculty members of affiliated colleges and universities in the state during the lockdown period. A wide range of study materials for B.Sc./B.A./B.Com./B.B.A. and M.Sc./M.A./M.Com. programmes are available in the KSHEC portal. Students can easily choose it according to their interest and demand as the website provides user-friendly windows for search, view and download. Funding is required to enhance the quality of course contents by providing training and financial support to the faculty for content development and using advanced technologies of digital pedagogy. Efforts are being taken for fine tuning and expanding the facilities in the KSHEC website.

The Council has developed a portal facility to host e-contents of courses of UG/PG programmes similar to SWAYAM/NPTEL. It is hosted on the web page http://167.172.224.184/kshec_learning/.

The introduction of Four Year Undergraduate Programme (FYUGP) in the State has opened up the utility of existing portal of KSHEC on Moodle based LMS. This will enable the teachers of universities and colleges to develop and run courses using the facility, especially in the case of Foundation Courses and other courses. Efforts are being made to strengthen the State level repository of online learning materials for the benefit of teachers and students with the active participation of universities/colleges.

Summary of activities and plans	
<ul style="list-style-type: none"> • Portal facility developed, which hosts 3100+ e-contents on various subjects including 500+ direct materials and YouTube links to e-content links • Council also facilitate the gateway to online contents made available by various HE institutions • Platform/software development in progress • Training to teachers for development of e content 	<ul style="list-style-type: none"> • Making a dynamic portal with real time access to courses offered by faculty. • Provide access to 5000+ e-contents • Enhancing the quality of e- contents and expanding the resources using advanced technology of digital pedagogy • Single window access to e-contents/resources and access to courses of UG/PG levels for faculty and students in colleges/universities • Facilitate the access to a platform to teachers for hosting their LMS based course contents for students • Building State Level Knowledge Asset for research, leading to the development of knowledge economy

3. Awards

a. Chief Minister's Navakerala Post-Doctoral fellowships (CMNPDP): Innovative Research Ideas for Development Goals of the State

CMNPDP was announced in the Budget 2021 with the central theme of Rebuild Kerala and the fellowships range from Rs.50000 to Rs.100000 per month, with contingency grant of 50k – 2 Lakhs per year. The period of fellowship will be for two years, which may be extended for one more year, if required. The Fellows can register either in selected departments or schools of the Universities. Under the present developmental needs of Kerala, the following sectors will be given priority. In order to explore the possibilities of Ayurveda and eco-diversity, the fellowship may be in the sectors of Bio-Informatics, Computational Biology, Bio-Manufacturing, Bio-Processing, Genetic Engineering, Cell and Molecular Biology, Systems Biology and Biotechnology. Against the backdrop of commercial crops and rubber, polymer science and technology is another priority sector. The composites of bamboo, coir and wood will also be given priority in this sector.

In view of the major leap in cyber physical digital technologies, sectors such as Artificial Intelligence, Robotics, Block Chain, Internet of Things, Machine learning, Big data Analysis, Gaming, Augmented Reality, Virtual Reality, Digital Security Systems, Geo Spatial Systems, Quantum Technology and Application, Space Technologies, Advanced Materials, Edge Computing etc are given priority.

Based on the major leaps in the scientific branches of genetics and genomics, Genetic Medicine, Stem Cell biology, Medical imaging, Bio Medical Photonics, Medical devices and modelling, Brain Computer interface, Epidemiology, Asistu Technologies, Genomics in medicine, Social Medicine, Public Health, Health Science and Technologies etc are prioritised. We need to strengthen the search for alternative possibilities to reduce the use of fossil fuels. In this background, sectors like Energy storage, Fuel cells, E-mobility, Battery technologies, Photo Voltage, Solar, thermal, bio energy modelling, Bio-mass recycling etc are given emphasis.

For the all-round development of agricultural sector of Kerala – Food Science and technologies, Food Processing, Land and Water Management, Agricultural Sciences, Organic Farming, Agricultural value added products, Precision Agriculture, Agriculture drones etc are given priority. For facing the challenges of climate change and for scientifically tackling recurring natural calamities – Housing, transport and Infrastructure, Climate Change, Disaster Management, Carbon foot printing, Hydrological

Modelling,land slide prediction, Disaster forecasting, Waste recycling, Pollution control etc are prioritised .Considering the importance of Innovation Sector – Innovation eco systems, Innovation studies, frugal innovation, Innovation Methodologies etc are being researched.

In order to reinforce the indigenous culture of Kerala, problems such as social equality and cohesion of Kerala, Archaeology and Material culture studies, Migration Studies, Art, History, language, Social studies, Ecological laws, Intellectual property rights, Econometric Modelling of Kerala economy, Digital transformation of Kerala Co-operative sector, handling of new generation technologies including fintech and so on are brought under research.

An amount of Rs. 4 crores has been allotted to the KSHEC in this regard. A total of 176 fellowships has been awarded. The revised G.O contains a provision for CMNPfD to support Translational Research Centres in universities. So far 31 fellowships are awarded to researchers in the Translation Research Centre.

Domain wise Chief Minister’s NavaKerala Post Doctoral Fellowship : 2021-22

Sl. No.	Domain Name	Number of Candidates Recommended
1	Life Science	21
2	Chemical Science	10
3	Material Science	7
4	Political Science, Historical Studies, Humanities & Liberal Arts	5
5	Economic Studies	5
6	Agriculture & Ecological Science	7
7	Climate Change & Geological Studies	8
8	Medical Science	2
9	Commerce & Management Studies	6
10	Digital Technology & Engineering	6
	Total	77

Chief Minister's NavaKerala Post Doctoral Fellowship -2022-23

Sl. No.	Domain Name	Number of Candidates Recommended
1	Life Science	20
2	Chemical Science	4
3	Material Science	6
4	Political Science, Historical Studies, Humanities & Liberal Arts	10
5	Economic Studies	2
6	Agriculture & Ecological Science	12
7	Climate Change & Geological Studies	6
8	Medical Science	4
9	Commerce & Management Studies	1
10	Digital Technology & Engineering	3
	Total	68

CMNPDF -Translational Research Centres in Universities (CMNPF-2022-23-Mode-I)

University of Calicut

Sl. No.	Domain Name	Number of Candidates Recommended
1	Life Science	2
2	Material Science	4
	Total	6

Mahatma Gandhi University

Sl. No.	Domain Name	Number of Candidates Recommended
1	Life Science	1

2	Chemical Science	4
3	Material Science	3
4	Political Science, Historical Studies, Humanities & Liberal Arts	6
5	Agriculture & Ecological Science	5
6	Water Purification Technology	2
7	Medical Science	2
8	Computational Biology	1
9	Special Education	1
	Total	25

b. Kairali Research Awards: Awards to the Eminent Scholars (Kerala Origin) who excel in their Research Work

The Government of Kerala with the aim of encouraging the most eminent research scholars and research pedagogues in various academic disciplines, have instituted Kairali Research Awards. The awards are Kairali Gaveshaka Puraskaram, Kairali Gaveshana Puraskaram, Kairali Lifetime Achievement Prize for Researchers (Institutions within Kerala) and Kairali Global Lifetime Achievement Prize for Researchers (within India and Abroad in alternate years). The government has authorised the Kerala State Higher Education Council to administer the Awards. A selection committee was constituted under the chairmanship of Dr. P. Balaram, former Director, Indian Institute of Sciences, Bengaluru, for the purpose of selecting the awardees.

The category wise awards and descriptions

Title of Award	Total Amount (Rs)	Eligibility Criteria	Subject Areas
Gaveshaka Puraskaram	5,00000	Students of Doctoral Degree obtained from a recognized University in Kerala are given this award to continue innovative research	Chemical Science/Physical Science/Biological Science/Social Science/ Arts and Humanities
Gaveshana	25,00000	Faculty members of Universities	Chemical

Puraskaram		or Colleges of Kerala, excelled in research/pursuing research in cutting edge areas	Science/Physical Science/Biological Science/Social Science/ Arts and Humanities
Lifetime Achievement Prize for Researchers	2,50,000	Scholars of institution within Kerala	Science/Social Science/ Arts and Humanities
Global Lifetime Achievement Prize for Researchers	5,00,000	Scholars of Kerala origin within India or Abroad (alternate years)	Science/Social Science/ Arts and Humanities

Awardees in the Past

Kairali Global Lifetime Achievement Prize for Researchers (Scholars within India of abroad)					
No	Area	Amount	2018	2020	2022
1	Science	5 lakhs	Dr.M. Vijayan	Dr. M.S. Valiathan	Prof. Salim Yousuf
2	Social Science	5 lakhs	-	Dr. K.N. Panikkar	-
3	Arts and Humanities	5 lakhs	-	Dr.M.R.Raghava Varier	-

Kairali Lifetime Achievement Prize for Researchers (Scholars from institutions within the State)					
No	Area	Amount	2018	2020	2022
1	Science	2.5 lakhs	-	Dr. Sabu Thomas	Dr. A. Ajayaghosh
2	Social Science	2.5 lakhs	-	Dr. P. Sanal Mohan	Prof. M.A. Oommen
3	Arts and Humanities	2.5 lakhs	Puthussery Ramachandran	Dr. Scaria Zacharia	Dr. M. Leelavathy

Kairali GaveshanaPuraskaram (Teaching Faculty)					
No	Area	Amount	2018	2020	2022
1	Arts and Humanities	25 lakhs	-	Dr.Santhosh Manicheri	Dr. Shamshad Hussain.K.T
2	Biological Science	25 lakhs	-	Dr. SubojBabykutty	Dr. Radhakrishnan.E.K
3	Chemical Science	25 lakhs	-	Dr. Franklin J.	Dr. Reenamole G
4	Physical Science	25 lakhs	-	Dr. Madhu S Nair	Dr. Alex P James
5	Social Science	25 lakhs	-	Dr. Devi Soumyaja	Dr. AnverSadath

Kairali GaveshakaPuraskaram (Ph.D Holders)					
No	Area	Amount	2018	2020	2022
1	Arts and Humanities	5 lakhs	-	Dr. Sucheta Sankar V	Dr. Manju.K
2	Biological Science	5 lakhs	-	Dr. Sreelekshmi S	Dr. Mayuri P.V
3	Chemical Science	5 lakhs	-	Dr. Jabeen Fatima M.J	Dr. Sijla Rosely C.V
4	Physical Science	5 lakhs	-	Dr. Anshida Mayeen	Dr. Swapna M.S
5	Social Science	5 lakhs	-	-	-

Kairali Research Awards (2022-23):

Notification for the Kairali Research Awards 2022-23 has been issued on 26-10-2023 with the last date prescribed for receiving applications as 30-11-2023 and later extended to 11-12-2023. The total number of application received is 31 under the Gaveshana and Gaveshaka categories. The shortlisting & interview of 3 disciplines are completed and 2 are remaining. The final declaration of awards can be completed by the end of August 2024.

c. Chancellor's Award

The Chancellor's Award was instituted to nurture the spirit of healthy competition among the State Universities in Kerala, in becoming vibrant centres of learning. This prestigious award carries an amount of Rupees Five Crore/ One crore a citation and Gold-Plated Trophy to the best performing university among Multi Disciplinary Universities and Specialised Universities (emerging University category). The prize money, provided by the State Government in its Budget, is meant for capital expenditure for any major project in the University. Marks are awarded on the basis of criteria related to the performance in the areas such as (1) Knowledge Production (2) Knowledge Dissemination, (3) Student Profile, (4) Academic Governance, and (5) Social Impact. The Vice Chancellors also make a detailed presentation of the vision of their Universities before the Selection Committee.

Chancellor's Award recipient Universities

Year	Chancellor's Award (Multidisciplinary Universities)	Best Emerging University Award(Specialised Universities)
2015	University of Kerala	-
2016	Mahatma Gandhi University	-
2017	Cochin University of Science and Technology	Kerala Veterinary and Animal Sciences University
2018	Mahatma Gandhi University	Kerala Veterinary and Animal Sciences University
2019	Cochin University of Science and Technology	Kerala Veterinary and Animal Sciences University
2020	Mahatma Gandhi University & Cochin University of Science and Technology	Kerala Agricultural University

4. Faculty Development Programmes

a. Faculty Development /Induction Training Programmes

The KSHEC envisaged a Faculty Training Centre (FTC) for promoting uninterrupted capacity building for the faculty members of the State universities and its affiliated institutions. The

Council conducts a variety of workshops/training programmes/seminars at different locations in the state as well as its headquarters on achieving the objective. Programmes under FTC target faculty members as well as non-teaching staff of the institutions. All the capacity building workshops of varying duration are held under the FTC.

Revamping MGP (Moulding the Guru Programme) of KSHEC by organizing Induction Level Training Programme in collaboration with major Centres of Excellence in the country as well as eminent scholars who can impart innovative pedagogical skills and capacity building for new entrants in the field of teaching.

FDP - Summary of activities and plans	
<ul style="list-style-type: none"> MGP programmes are designed to address topics on pedagogy, emerging areas of knowledge and writing of learning outcomes and Outcome Based Education (OBE) Conduct of training for newly appointed faculty 	<ul style="list-style-type: none"> Completing induction programme for new teachers in universities and colleges Skill Development in use of ICT & digital pedagogy meeting UGC prescriptions on quality enhancement Enhance the professional skills in knowledge delivery, research methodology, technical writing etc

Nature of the Programme for Capacity Building

No	Duration	Duration	Organising Type	Nature
1	Faculty Development Programme (FDP)	5 days	Region-wise	Discipline Specific
2	Workshops/Seminars/Conference	1-2 days	Institution based	Subject Specific
3	Hands-on-workshop on OBE	2-3 days	Institution based	General-Faculty
4	Orientation Programmes	1 day	Region-wise	General-Administration
5	NGP (Nourishing Guru Programme)	5 days and above	Institution based	Subject Specific
6	Town Meetings	1-2 days	Institution	Subject Specific

			based	
7	Non-Funded Collaboration Programmes	Up to 1 week	Institution Based	Subject Specific/ Non-Specific

b. Nourishing the Guru Programme (NGP): Discipline Specific Training for Teachers

This is organised in collaboration with Centres of Excellence in the country as well as national research institutions. Financial & academic support is given to the HEIs provided for organizing such programmes. The lead college can conduct such training with the participation of the faculty of nearby colleges.

Summary of activities and plans	
<ul style="list-style-type: none"> • KSHEC has organised various subject specific training sessions of 3 weeks duration in association with government institutions and experts from national institutions of excellence • Discipline specific areas in collaboration with reputed institutions and scholars through Brain Gain project & Erudite scheme • Hands-on-workshops on advanced technologies and instrumentation. • Conduct of training for quality enhancement in discipline specific and interdisciplinary research 	<ul style="list-style-type: none"> • Discipline wise training for faculty of universities/colleges • Exposure to advanced developments in various disciplines. • R&D Innovation methods • Quality enhancement in subject areas and specialisations • Quality research output

Under the period of 2023-24, large number of programmes have been conducted which added up with the continuing Faculty Development activities of the Council. The total number of such programmes of various duration that have been held are 30 in number, which are listed in the following table, of which majority of the programmes are held in connection with the Implementation of Four Year Undergraduate Programmes (FYUGP) as part of the major higher education reforms taken place in the State.

No	Programme	Beneficiary Group	Period
1	<p>FDP: Teacher Professional Development (TPD) programme for Physics Teachers (UG) on "Mathematical Modelling-Using Technology Enabled and Student-Centered Learning Systems', conceived and developed at the Homi Bhabha Centre for Science Education, TIFR, Mumbai</p> <ul style="list-style-type: none"> • Dr. Mashood KK (HBCSE, TIFR, Mumbai) • Dr. Sasidevan (CUSAT) and others 	<p>Organised jointly by KSHEC & Dept. of Physics, University of Kerala</p> <p>Venue: Janaki Ammal Hall, CLIF, Kariavattom</p> <p>No. of Participants: 23</p>	<p>5-9 June 2023 (9.30-4.30)</p>
2	Connect to Collaborate-Enhancing Health Research-Workshop	Government Medical College (GMC) Kozhikode	1 st August 2023
3	International Conference cum Hands on Workshop in Biomedical Translation Research	Medical College Faculty and PG Research Students engaged or interested in Biomedical Research	2 & 3 August 2023
4	<p>National Seminar Restructuring Higher Education: Innovation and Strategies for NEP Implementation:</p> <p>Topic: Curriculum Design and OBE</p> <p>Organised by MA College Kothamangalam</p>	<p>All teaching Faculty of MA College Kothamangalam and sister Institutions</p> <p>Participants: 120</p>	19 th August 2023
5	<p>Workshop on Philosophy of Foundation Courses-</p> <p>Prof. K.P. Mohanan</p> <p>Dr. Sanjay Kumar</p> <p>Dr. Ananya Dasgupta</p>	<p>KSHEC-Invited Guests & teachers and Students from B.Ed. Colleges</p> <p>KSHEC-Tvpm</p>	13 th & 14 th September 2023

No	Programme	Beneficiary Group	Period
6	Outcome based Education & Scope of FYUGP in Kerala Sree Narayana Guru College of Advanced Studies, Nangiarkulangara	All Teaching Faculty of Sree Narayana Guru College of Advanced Studies, Nangiarkulangara Participants: 30	15 th September 2023
7	Master Trainers Programme of FYUGP at MG University, Kottayam Member Secretary & Research Officers	BoS Members & Core Committee Members of UG programmes Participants: 160	12 th & 13 th October 2023
8	Master Trainers Programme of FYUGP at University of Calicut, Tehnjipalam Member Secretary & Research Officers	BoS Members & Core Committee Members of UG programmes Participants: 160	19 th & 20 th October 2023
9	Master Trainers Programme of FYUGP at University of Kerala, Thiruvananthapuram Member Secretary & Research Officers At Senate Hall	BoS Members & Core Committee Members of UG programmes Participants: 130	3 rd & 4 th November 2023
10	Master Trainers Programme of FYUGP at Rajagiri College of Social Sciences, Kalamassery, Ernakulam For Colleges in Ernakulam District	Participants: Principal, IQAC Coordinator & Nodal Officer of FYUGP Region: Colleges in Ernakulam District Participants: 140	7 th November 2023
11	Master Trainers Programme of FYUGP at St. Thomas College (Autonomous) Thrissur For Colleges in Thrissur District	Participants: Principal, IQAC Coordinator & Nodal Officer of FYUGP Region: Colleges in Thrissur District	8 th November 2023

No	Programme	Beneficiary Group	Period
		Participants: 130	
12	Master Trainers Programme of FYUGP at Mercy College Palakkad For Colleges in Palakkad District	Participants: Principal, IQAC Coordinator & Nodal Officer of FYUGP Region: Colleges in Palakkad District Participants: 126	9 th November 2023
13	Master Trainers Programme of FYUGP at Marian College (Autonomous) Kuttikkanam For Colleges in Idukki District	Participants: Principal, IQAC Coordinator & Nodal Officer of FYUGP Region: Colleges in Idukki District Participants: 80	13 th November 2023
14	Master Trainers Programme of FYUGP at CMS (Autonomous) College, Kottayam For Colleges in Kottayam District	Participants: Principal, IQAC Coordinator & Nodal Officer of FYUGP Region: Colleges in Kottayam District Participants: 140	14 th November 2023
15	Master Trainers Programme of FYUGP at Seminar Hall, Electronics, CUSAT, Kalamassery for CUSAT and SSUS	Participants: BoS Members & Core Committee Members of UG programmes Participants: 60	17 th November 2023
16	Master Trainers Programme of FYUGP at Mar Ivanios (Autonomous) College, Nalanchira For Colleges in Thiruvananthapuram District	Participants: Principal, IQAC Coordinator & Nodal Officer of FYUGP Region: Colleges in Thiruvananthapuram District Participants: 120	28 th November 2023

No	Programme	Beneficiary Group	Period
17	District level Orientation Programme of FYUGP For Kollam District At Fatima Matha National (Autonomous) College, Kollam For Colleges in Kollam District	Participants: Principal, IQAC Coordinator & Nodal Officer of FYUGP Region: Colleges in Kollam District Participants: 130	29 th November 2023
18	District level Orientation Programme of FYUGP for Alappuzha District at MSM College, Kayamkulam For Colleges in Alappuzha District	Participants: Principal, IQAC Coordinator & Nodal Officer of FYUGP Region: Colleges in Alappuzha District Participants: 140	30 th November 2023
19	District level Orientation Programme of FYUGP For Pathanamthitta District at St. Thomas College, Kozhenchery For Colleges in Pathanamthitta District	Participants: Principal, IQAC Coordinator & Nodal Officer of FYUGP Region: Colleges in Pathanamthitta District Participants: 120	1 st December 2023
20	Master Trainers Programme of FYUGP For Kannur University at Cherussery Auditorium, University main Campus, Kannur	Participants: BoS Members & Core Committee Members of UG programmes of Kannur University Participants: 140	13 th & 14 th December 2023
21	District level Orientation Programme of FYUGP For Kannur District at Students Amenities centre Hall, University main Campus, Kannur	Participants: Principal, IQAC Coordinator & Nodal Officer of FYUGP Region: Colleges in Kannur District Participants: 100	14 th December 2023

No	Programme	Beneficiary Group	Period
22	District level Orientation Programme of FYUGP For Kasaragod District at Nehru Arts and Science College Padnakkad, Kanganhangad	Participants: Principal, IQAC Coordinator & Nodal Officer of FYUGP Region: Colleges in Kasaragod District Participants: 80	14 th December 2023
23	FYUGP Training for Board of Studies Members of PG Board of SSUS, Kalady (4 batches) Two batches/day	Participants: BoS Members of SSUS Region: SSUS, Kalady Participants: 80	19 th & 20 th December 2023
24	District level Orientation Programme of FYUGP For Malappuram District at MES College, Valanchery	Participants: Principal, IQAC Coordinator & Nodal Officer of FYUGP Region: Colleges in Malappuram District Participants: 130	17 th January 2024
25	District level Orientation Programme of FYUGP For Kozhikode District at SN College Koyilandi	Participants: Principal, IQAC Coordinator & Nodal Officer of FYUGP Region: Colleges in Kozhikode District Participants: 100	18 th January 2024
26	District level Orientation Programme of FYUGP For Wayanad District at St. Mary's College, Sulthan Bathery	Participants: Principal, IQAC Coordinator & Nodal Officer of FYUGP Region: Colleges in Wayanad District Participants: 60	19 th January 2024

No	Programme	Beneficiary Group	Period
27	CMNPF-Orientation programme for Mode II Batch II fellows as part of the guidelines (Residential Mode) Resource persons: Dr. Khatakar IISc Dr. N.D. Narayana etc.	Participants: CMNPF- Mode II, Batch II fellows (57) Venue: CSIR-NIIST, Pappanamcode, Thiruvananthapuram	30 th to 31 st January 2024 (9.30 am to 5.00pm)
28	FYUGP-Curriculum for Foundation Course & Outcome Based Education (2 day workshop) Resource Persons: Dr. K.P. Mohanan & Prof. N.J. Rao	Participants: BoS members of Universities & FYUG Coordinators, Academic Staff of KSHEC	15 th & 16 th February 2024
29	FYUGP-Curriculum for Foundation Course -OBE Assessment & Attainment (1 day workshop) Resource Persons: Dr. Sudheendran & Dr. Manulal P. ram At Kannur University	Participants: BoS members of Kannur University, & FYUG Coordinators Venue: Cherussery Auditorium Kannur University	19 th February 2024
30	Master Trainers Programme of FYUGP For TEM Tirur (Malayalam University) at Seminar Studio Hall, University main Campus, Tirur	Participants: BoS Members & Core Committee Members of TEMU Participants: 40	21 st & 22 nd March 2024

5. Higher Education Scholarship Scheme

Higher Education Scholarship Scheme, which is being implemented by the KSHEC, with the financial support of the State Government is one of the most acclaimed and popular initiatives in the higher education sector. This scheme was formulated in line with the declared objectives of the KSHEC to promote equity, access and excellence in higher education. The main objective of the scheme is to attract and retain talented students in non-professional academic domains like sciences, humanities, social sciences etc. About

3000 scholarships are given during every academic year at the UG level to pursue non-professional courses and about 1200 scholarships are given at the PG level. Physically handicapped students are given 25% additional amount.

Expenditure on Scholarship

Disbursement of Higher Education Scholarship details from 2019-20 to 2024-25 (as on 26.07.2024)

Financial Year	Amount Rs. (in Crores)
2019-20	5.3983
2020-21	11.0471
2021-22	7.3171
2022-23	6.69415
2023-24	6.4283
2024-2025 (upto 26.07.2024)	0.0152

Category - wise Distribution of Scholarships				
Open	OBC	SC/ST	BPL	PH
50%	27%	10%	10%	3%
Scholarship amount to UG and PG Students				
Course	Existing Rate			
UG 1 st Year	Rs.12,000/- (Rs. 15,000/- for PH Students)			
UG 2 nd Year	Rs.18,000/- (Rs. 22,500/- for PH Students)			
UG 3 rd Year	Rs.24,000/- (Rs. 30,000/- for PH Students)			
PG 1 st Year	Rs.40,000/- (Rs. 50,000/- for PH Students)			
PG 2 nd Year	Rs.60,000/- (Rs. 75,000/- for PH Students)			

6. All Kerala Higher Education Survey: Database of Higher Education Institutions in the State

All Kerala Higher Education Survey (AKHES) aims to develop a comprehensive database of Higher Education Institutions in the state based on several parameters including state specific features.

AKHES is developed on the lines of All India Higher Education Survey (AISHE). It also includes state specific details on Higher Education in Kerala.

In addition, KSHEC is the State Nodal Unit for All India Higher Education Survey (AISHE) and co-ordinates/ provides assistance to all HEIs in the state participating in AISHE. Two workshops were organized in Thiruvananthapuram and Kochi for the benefit of university/college level Nodal Officers of AISHE in the background of the AISHE survey 2022-23.

Summary of activities and plans	
<ul style="list-style-type: none">• Developed online method of data collection• Nodal officers in HEIs• Published report on All Kerala Higher Education Survey Report 2020• Coordination of AISHE survey• Orientation Training for Nodal officers• Data on digital divide	<ul style="list-style-type: none">• Facilitates the Institutional Planning of HEIs in the state• Preparation and publishing of All Kerala Higher Education Survey report• Making a platform for easy capturing of institutional data of academics and infrastructure• Publication of Survey Report on IT- infrastructure

7. Higher Education Journal

KSHEC's Journal *Higher Education for the Future* (HEF) is published in collaboration with Sahe Publications (India) Pvt Ltd since 2014. *HEF* is a bi-annual peer-reviewed multi-disciplinary journal that is designed to shape the new generation higher education based on national and international insights. The journal delves into diverse themes encompassing policy, pedagogy, and research within higher education.

The journal is included in the following abstracting and indexing databases. DeepDyve, Dutch-KB, ERIC (Education Resources Information Center), Indian Citation Index (ICI), J-Gate, OCLC, Ohio, ProQuest, SCOPUS and UGC-CARE (GROUP II).

Project on Outcome Based Education (OBE): Redesigning of Courses of UG/ PG Programmes

All HEIs in the country are advised to implement Outcome Based Education (OBE) in curriculum design and practice by stating the learning outcomes of programmes and their courses including the Graduate Attributes. NAAC, UGC, NBA, AICTE etc. emphasise the need for OBE in educational programmes. KSHEC provides scientific expertise through residential workshops in “Redesigning of Courses for Outcome Based Education (OBE) for the members of Boards of Studies (BoS) in all our Universities. Workshops were held for Board of Studies in Faculty of Sciences and Faculty of Applied Sciences & Technology of the University of Kerala and for Board of Studies in Faculty of Sciences of Mahatma Gandhi University. Workshops were led by Prof. N.J. Rao (CEDT, IISc, Bangalore). KSHEC published two handbooks on Outcome Based Education (General & Engineering).

In connection with the Implementation of FYUGP in the State, University wise & district wise orientation trainings have been organised by the Council during this term which include training sessions on OBE in this context for moulding the master trainers for the respective Universities. Along with this, curriculum for Foundation Courses has been prepared by the Council so as to enable the Universities and Board of Studies could frame their needs based on the model put forward by the Council. This framework was conceptualised and structured by experts from various fields based on the outcomes defined by the cognitive levels. The document prepared by the Council includes the concepts contributed by Prof. N.J.Rao in this purpose.

Summary of activities and plans	
<ul style="list-style-type: none"> • Training for the Institutions and Faculty are being organised by the council. • Revised Handbook of OBE published for Engineering and General Education domains separately • Special book on Computation of Attainment of Learning Outcomes is under preparation 	<ul style="list-style-type: none"> • Training programmes organised to encourage the Multi-disciplinary/Cross disciplinary studies under FYUGP, New Curricular Framework • Training for BoS members for preparing new syllabi based on OBE • Framing of POS, PSOs & COs for all disciplines

The list of programme in connection with OBE training are provided below. Individual training sessions are also conducted at various institutions by the research officers of the Council. All of the FYUGP orientation programmes held at University & District wise manner were having a component of OBE based sessions lasting a duration minimum two hours.

No	Programme	Beneficiary Group	Period
1	National Seminar Restructuring Higher Education: Innovation and Strategies for NEP Implementation: Topic: Curriculum Design and OBE Organised by MA College Kothamangalam	All teaching Faculty of MA College Kothamangalam and sister Institutions Participants: 120	19 th August 2023
2	FYUGP-Curriculum for Foundation Course -OBE Assessment & Attainment (1 day workshop) Resource Persons: Dr. Sudheendran & Dr. Manulal P. ram At Kannur University	Participants: BoS members of Kannur University, & FYUG Coordinators Venue: Cherussery Auditorium Kannur University	19 th February 2024
3	OBE Training to ASAP faculty and its internal team members	ASAP faculty	25-3-2024
4	One week Faculty Development Programme (FDP) Bridging Disciplines: Residential Mode Payaswini Hall, IMG, Thiruvananthapuram	Participants from various HE Institutions No. of Participants:33	20 th to 24 th May 2024 9.30 am to 4.30 pm
5	Orientation Programme for CMNPF-Life Science fellows of Batch I & II (Mode I & II)	CMNPF (Life Science) awardees. No. of Participants:70	21 st May 2024 10.00 pm to

	Padmam Hall, IMG, Thiruvananthapuram		16.00 pm
6	State level workshop of Faculty Enrichment-OBE & Learning Outcomes for Nursing Discipline	Faculty members of Nursing and Pharmacy faculty members-80 no.s	28-6-2024

8. New Initiatives of the KSHEC

a. Four Year Undergraduate Programme (FYUGP)

The Department of Higher Education, Government of Kerala constituted the Kerala State Curriculum Committee for Higher Education in January 2023 based on the recommendations of the Higher Education Reforms Commission, headed by Dr. Shyam B. Menon. The Kerala State Higher Education Curriculum Framework for Four Year Under Graduate Programmes (FYUGP) was approved and submitted for implementation. The Curriculum document embodies recommendations of the Curriculum committee, the Curriculum Framework including guidelines for Foundation Courses, curriculum perspective, curriculum components and credit structure. A model regulation for FYUGP was also forwarded to the universities. UGC Curriculum and Credit Framework, National Credit Framework (NCrF), National Higher Education Qualification Framework (NHEQF), National Skill Qualification Framework (NSQF) and Outcome Based Education (OBE) are all integral to the new curriculum.

Major Features of FYUGP

The new Curriculum Framework proposed by the Government of Kerala for FYUGP intends to provide opportunities that can enable the students to acquire competence in using digital technologies, computational methods, order statistics, data analytics, and other skills essential to participate in the knowledge economy. Guidelines for the foundation courses are also proposed. The UGC has made it mandatory and circulated a Curricular Framework and Credit System for the FYUGP, and model course design with distribution of credits for all universities to adopt.

The salient features of the Kerala State Higher Education Curriculum Framework;

The framework is formulated with a student (learner) centric approach and provides maximum flexibility in terms of choice of disciplines of study and it allows to move from one discipline of study to another.

- It has the options for developing various academic pathways by a creative combination of disciplines of study.
- The students are getting a chance to determine his/her own semester-wise academic load and will be allowed to learn at his/her pace, to the extent possible.
- There is an increase in the number of choices of courses available to students and the students are getting an opportunity to choose the courses of their interest from all disciplines.
- This framework provides multidisciplinary and holistic education with the emphasis on research, skill development and higher order thinking,
- The framework promotes critical thinking, innovativeness and employability of the student.
- The framework offers flexibility for the students to move from one institution to another as per their choice.
- The framework offers the flexibility to switch to alternative modes of learning (offline, ODL, and online learning, and hybrid modes of learning).

Possible Programme pathway options available for the students

- Three-year UG Degree: Students who wish to exit after the third year of FYUGP, will be awarded UG Degree in the Major discipline on securing specific number of credits (133 or above) and satisfying the minimum course requirement as given in tables.
- Four-year UG Degree (Honours): A four-year UG Honours degree in the major discipline will be awarded to those who complete a four-year degree programme with the specific number of credits (177 or above) and have satisfied the minimum course requirement as given in tables. Honours students not undertaking research project will do 3 courses for 12 credits in lieu of a research project / Dissertation.
- FYUGP (Honours with Research): Students who are highly motivated to opt research as their career can choose honours with research stream in the fourth year. The selection criteria for this stream can be as per the guidelines of UGC/respective universities. They should do a research project or dissertation under the guidance of a faculty member of the University/College. The research project/dissertation will be in the major discipline. The students, who secure 177 credits, including 12 credits from a research project/dissertation, are awarded UG Degree (Honours with Research).

FYUGP Orientation Programmes

When the state switches over to a new curriculum, which is novel in every aspect, rigorous awareness and training programmes are to be conducted to spread its spirit. The stakeholders and general public should have a clear understanding of this change in the higher education system in the state. In this context, the Kerala State Higher Education Council organised number of training programmes for the creation of a group of trained faculties all over the state. The Two-day Orientation programme for Master Trainers of FYUGP in the university level was held in all universities. Also, the district level FYUGP Orientation Programmes were organised for teachers of all Arts and Science colleges in all 14 districts in the state.

The Kerala State Higher Education Council is also planning to conduct more training programmes on FYUGP for the faculty of the state at various places and for cluster of colleges. It is also planning to conduct Faculty Development Programme on FYUGP at various places, mainly at Thiruvananthapuram, Ernakulam and Kozhikode. The Orientation Programmes are also planned for students at Plus Two level.

b. Study in Kerala

Kerala has a strong, untapped potential to attract international students for full-time and short-term programmes. However, only a few institutions in the State have a history of hosting international students.

According to the latest *All India Survey on Higher Education*, the total number of foreign students enrolled in Indian institutions during the 2021-22 academic year was 46,878. During this period, while neighbouring States like Karnataka and Tamil Nadu hosted 6,004 and 3,891 foreign students, respectively, Kerala could attract only 509 students. Even during 2019-20, before the pandemic struck, the share of international students in Kerala was very small: only about 302 students. (AISHE 2021-22 and 2019-20).

Policy Context

The importance of attracting international students has already been recognised by the State government, especially in the context of transforming Kerala into a knowledge economy. It is in this broad context that the *Commission for Reforms in Higher Education* recommended for promoting the inward mobility of international students to the universities and colleges in the State in the report submitted to the Department of Higher Education, Government of Kerala in July 2022.

Capitalising on Strengths

Better economic infrastructure, strong academic diaspora, excellent digital connectivity, multicultural society, geographic location and natural beauty, excellence in the State's education sector, good air connectivity and comparative safety, etc. are some of the factors that place Kerala in a strong position in the country to attract foreign students. Significantly, students from Kerala form an important group within international students in the US, the UK, Canada, Australia and many other countries. This would be helpful in attracting foreign students to the State to join for the short-term programmes. The diaspora links of the State could also be utilised effectively to attract students, along with other promotional activities.

Advantages

The proposed "Study in Kerala" programme could be designed to improve campus diversity so that the programme would be beneficial to equip students to work in a global society. If tailored strategically, the programme could also deliver great economic benefit to the State in the long run, especially to generate additional financial resources for the institutions; apart from giving more visibility to the State's tourism sector.

Playing to the Strengths

The proposed Study in Kerala programme could be implemented in two phases. During the first phase, the programme should focus on attracting globally mobile students for short-term programmes offered by the select institutions. There is huge demand for self-funded short-term study abroad programmes in India at many universities located in the United States, Europe, Australia, Canada, etc. Faculty-led student groups from the universities and colleges of these countries could be attracted by offering two weeks/one-month innovative academic programmes on topics of global interest, along with innovative cultural immersion programmes. These programmes can be offered with or without academic credits. Host institutions should be allowed to charge reasonable fee for all the services they provide.

During the second phase, international students could be attracted to the full-time programmes offered by select universities and colleges in the State. Country-specific and region-specific strategies by focusing on Africa and South Asia will be helpful in attracting self-funded students to join full-time courses.

Selection of Institutions

Analysis of international student mobility patterns has shown that the choice of study destination of students has always been depended upon many factors such as easy visa processing and approval, availability of cross-cultural curriculum at host institutions, vibrant institutional platforms that help students to connect with each other, better on-campus dining options, good hostel facilities, websites that provide relevant information, inclusive campus facilities, faculty and staff with prior international experience and internship opportunities in the host country, among others. All these points need to be considered while selecting the host institutions in the State.

Role of the KSHEC

The KSHEC could play a key role as the facilitator and implement the programme initially in two different phases, starting from the 2023-24 academic year. While the mission of the KSHEC during the first phase (2023-24) should be to attract short-term students, it could focus on full-time students during the second phase (2024-25). The Council should promote Kerala as an attractive destination among foreign institutions (for short-term programmes) and individual students (for full-time programmes).

Since the willingness of the best universities and colleges in the State to host international students are crucial for the success of the programme, the Council has an important role to promote the programme in the State among the institutions. The Council should also manage an online platform that would help foreign institutions and students to apply for the programme. The Council would also develop region, country and institution-specific strategies to raise the profile of Kerala's higher education system through promotional activities by working closely with the State government.

c. Kerala Resource for Education Administration and Planning (K-REAP)

Based on the report of the Examination Reform Committee appointed by the Higher Education Department, it was decided to develop K-REAP, the new software in the state to implement FYUGP with student centered curriculum and flexible course structures. The state government has given administrative sanction to KSHEC to develop an integrated software system called Kerala Resource for Education Administration and Planning (K-REAP) to coordinate all academic and administrative activities of all universities, colleges and other affiliated institutions under the Higher Education Department of Kerala.

As part of this software, various modules to support admission, student enrollment, course registration, course progress, student assessment, examination, evaluation, result publication, credit acquisition and transfer to certificate distribution etc to include entire student life cycle management will be made available to the students. Finance Management, Accounting, Human Resource Management, Institution Portal, Faculty Portal Affiliation, Student Support, Library Management, Financial Planning & Management, Resource Sharing, Research & Development, Alumni Management, Student Career & Progression Management, Extra Curricular activities planning & Management and many other modules will be developed as part of this.

It will be developed in such a way that more modules can be added as per the future requirement and the currently developed modules can be modified as required. It will also make it possible to provide reports required by various agencies for accreditation and planning. K-REAP is developed on the model of Enterprise Resource Management (ERP), an integrated software system used to accurately manage the various needs of organizations.

At present, the universities and colleges of our state are using various IT solutions for various services, admission, exam registration, etc. Although many such modules are currently in use in many places, there are several gaps in the services provided, resulting in further delay. With the implementation of K-REAP, all the services required by the students from all universities and colleges in Kerala will be available through this portal. Course related information, time table, attendance, course materials, internal mark credit card etc can be directly accessed from the portal, and the degree certificate can be downloaded directly from this portal.

d. Centres of Excellence

These are autonomous institutions of advanced research in one of the leading-edge areas of specialization, run by a team of highly motivated experts engaged in the production, application and publication of new knowledge. It is a physical centre of infrastructural capacity and resources to enable heavily collaborative research across disciplines and focused on latent issues of social relevance but internationally challenging. Such thirty centres have been envisaged by the Chief Minister . The KSHEC formulated the Concept Note and Guidelines for CoE and constituted an expert committee for screening the proposals . Accordingly out of the recommended proposals the Government approved the following six centres.

The Centres of Excellence approved are the following:

1. Centre of Excellence in Ayurvedic Research, Manuscript Museum, Medicinal Plants Garden, Iritty, Kannur
2. School of Mathematics, Kozhikkode
3. Thanu Padmanabhan Centre of Excellence in Astronomy and Astrophysics, university of Kerala
4. Centre of Excellence in Neuro degeneration and Brain Health, CUSAT
5. Centre of Excellence in One Health, Western Ghats Biodiversity, Human-Wildlife Interface and Zoonotic Diseases, KVASU, Wayanad
6. Centre of Excellence in Nanoscience and Nanotechnology, M G University, Kottayam

e. Centres of Excellence and Innovation

The Commission for Reforms in Higher Education, 2022, commonly known as Prof. Shyam B. Menon Commission recommended to establish the Centres of Excellence and Innovation as autonomous institutions for scientific research and to ensure a new institutional culture that weaves together the cardinal values such as academic freedom from the junior-most levels, collegiality, nurturing of creativity, quality and excellence and institutional autonomy coupled with democratic governance. As part of implementing the recommendations, initially, it is proposed to establish 7 centres. They are the following.

- 1) Kerala Institute for Science, Technology and Innovation (KISTI)
- 2) Kerala Institute for Advanced Studies for Social Science and Humanities (KIAS)
- 3) Kerala Network Support in Higher Education
- 4) Institute for Gender Equity
- 5) Centre of excellence for Teaching Learning and Training
- 6) Centre for Indigenous People's Education
- 7) Kerala Language Network (KLN)

The details are the following:

1) Kerala Institute for Science, Technology and Innovation (KISTI)

KISTI is proposed to be an internationally competitive and autonomous centre for advanced research and innovation, to be established with public-private partnership. Kerala needs to create a critical mass of people in emerging areas such as nanotechnology, advanced materials, systems biology, big data analytics, robotics, energy engineering, electric mobility, net zero, artificial intelligence, sustainability, climate modelling,

computational physics, structural biology, etc., with which universities and colleges can establish linkages for growth. The goal in establishing such an institution is to ensure that our universities and colleges are staffed with quality human resource in these cutting-edge areas. Such a state-of-the-art and future-focused institute needs to be established for the principal objectives of creating new knowledge and highly skilled manpower and appropriate translation of some of the finding in specific areas of relevance leading to a future Kerala. The structure of such a centre is drawn from the models and experiences of similar institutions in different parts of the world, such as the Jawaharlal Nehru Centre for Advanced Scientific Research (JNCASR), Bengaluru, Institute for Advanced Study, Princeton etc. The institution aims to establish national and international linkages with the best institutions.

2) Kerala Institute of Advanced Studies for Social Science and Humanities (KIAS)

With the aim of forging new directions to scholarship in social sciences, humanities, languages and arts, it is proposed the setting up by the Government of an independent Kerala Institute of Advanced Studies for Social Science and Humanities (KIAS), which would be dedicated to advanced studies and research in Kerala's history, society, economy, and cultural practices. To be set up in Idukki the KIAS is conceived as a fully residential institute, a place of intellectual retreat and a meeting ground for established and budding scholars to work on areas of their choice and aimed at the publication of works that would make important contributions to the scholarship on Kerala and allied/related subjects. Modelled on the Indian Institute of Advanced Study (IIAS) in Shimla, and the Institute of Advanced Study in Nantes, the KIAS shall bring in scholars in social sciences, humanities, languages, arts, and culture, by application and invitation, to work on priority/innovative areas of their choice, preferably Kerala-related, but it is best that there is no exclusion of larger social, philosophical, and cultural concerns. The community of KIAS must be a microcosm of the international social sciences and humanities academia.

3) Kerala Network Support in Higher Education

Kerala Network Support in Higher Education is proposed as to assist the researchers with grant for research equipment maintenance, to encourage teachers to mobilise research funds from various agencies including private sources for creating research infrastructure and to support them to conduct research and to promote networking among different grantee agencies.

4) Institute for Gender Equity

With the aim of promoting scholarship as a way of transforming society to make it more gender equitable, it is proposed the setting up of an Institute for Gender Equity. The main objective of the centre is to foster interdisciplinary and transdisciplinary research and publications into all aspects of gender studies and networking with the existing departments and other centres of gender studies. The Gender Park at Kozhikode, under the Department of Women and Child Development, Government of Kerala, has an International Institute for Gender and Development (IIGD) that engages in solution-based knowledge management. This can be integrated with the proposed Institute of Gender Equity so as not to duplicate efforts and resources and to ensure proper networking and co-ordination of academic/research efforts and policy initiatives.

5) Centre of excellence for Teaching Learning and Training

The Centre of excellence for Teaching Learning and Training aims to organise regular training to teachers in curricular aspects. It is designed to enrich vital faculty collaborations, community partnerships etc.

6) Centre for Indigenous People's Education

The Centre for Indigenous People's Education, with the active presence in both governance and activities of indigenous people, is aimed to undertake the functions such as Studies and research on indigenous people's education, creation of a team of counsellors from among the indigenous people to aid and support to prospective and existing indigenous students by way of information and guidance, creation of an information network for guidance on prospective courses and employment, workshops on higher education for indigenous students to provide them with information and skill sets for participation in higher education and co-ordination of efforts of governmental agencies, NGOs, and social workers so as to create a coherent and targeted set of programmes for the increase of access to higher education to indigenous students.

7) Kerala Language Network (KLN)

Kerala Language Network (KLN) shall undertake various initiatives for the development of Malayalam as a language of knowledge. The KLN is responsible for laying down guidelines for the creation and translation of original knowledge texts, such as monolingual and bilingual textbooks, multilingual dictionaries, subject specific lexica, and thesauri and publishing it. It may cooperate with Kerala Sahitya Academy, Thunchath Ezhuthachan Malayalam University, the Kerala Bhasha Institute, the Malayalam Mission, the Encyclopedia Institute, and departments of Malayalam in universities as primary

institutional constituents of the network. It also aims to study the indigenous languages of Kerala.

f. Translational Research centres

Knowledge Translation means putting knowledge to productive uses. It is the institutionalised, professional and interactive way of transforming knowledge into services, products and property. It signifies a judicious action to turn research outcomes into practice, a dynamic and interactive process of linking knowledge with its application, yielding products, services and intellectual property. The aim of Translational Research Centres is to address the gap between research and practice, i.e. to address the gap between knowledge production and transmission and then the knowledge and its translation via cross disciplinary communication. The KSHEC formulated the Guidelines for the Knowledge Translation Research Centres. They are set up in six universities, namely University of Kerala, M G University Kottayam, University of Calicut, Kannur University, CUSAT and APJ Abdul Kalam Technological University. An amount of Rs. 20 crore each was earmarked for this purpose.

g. Biomedical Research

The government's thrust upon the facilitation of Knowledge Translation Research in higher education created an opportunity for the KSHEC to initiate a new programme of research capacity building in medical institutions of the state. It aims to fulfil the need to build a research ecosystem in Medical Colleges of Kerala by using human and material resources in the institution, state level bodies, agencies, Non-Governmental Organisations and national and international expertise. Appropriate pedagogical and curricular changes, methodological initiation in research, necessary changes in the health education policy, integration of research with teaching and clinical practice, networking of researchers and mentors at the state, national and international levels, project writing for attracting funds, focus on practical solutions as the outcome and publication of high impact new knowledge are the key steps envisaged. The KSHEC submitted detailed recommendations for the development of Medical Research Eco System in the medical institutions. Further based on the recommendations of KSHEC, the Chief Minister convened a high level committee to scrutinize them. Accordingly, the Chief Minister approved in principle, a Bio Medical Research Policy document presented by the KSHEC in the high level committee .

9. Higher Education Council Building (Unnatha Vidya Bhavan)

The Hon'ble Chief Minister of Kerala Shri. Pinarayi Vijayan laid the foundation stone for the construction of the headquarters for KSHEC (Unnatha Vidya Bhavan) on 5th July 2022

in the KSSTM campus, PMG, Thiruvananthapuram in the presence of Dr. R. Bindu, Hon'ble Minister for Higher Education. The Government of Kerala allotted 48.9 cents of land in the KSSTM Campus on lease for the construction of KSHEC headquarters which figure as item No. 450 in manifesto of the Government.

As per Government order KSHEC has taken possession of the allotted land after executing the lease agreement with the District Collector.

The Technical Committee constituted by the Government is examining the plan and estimate involving an amount of Rs. 12.95 Crore, submitted by ULCC.

Administrative sanction was already given for an amount of Rs. 3.11 crore in the Budget (2023-24) for the building.

10. Committees/ Reports by the KSHEC

Sl. No	Title	Chairperson
1	Report of the Committee to Study the Academic and Other Aspects of the Functioning of the Autonomous Colleges in the State	Dr. Joy Job Kulavelil
2	Guidelines for Starting New Programmes in Emerging Areas	Prof. Rajan Gurukkal P.M
3	Report of the Committee to Frame Guidelines for Equivalency/ Recognition of Degrees/Diploma of Universities and Institutions	Prof. Rajan Gurukkal P.M.
4	State Assessment and Accreditation Centre (SAAC) Manual	KSHEC
5	Interim Report of the Committee to Study the Problems of Inter University Centres	Prof. Rajan Gurukkal P.M.
6	Report of the Committee to Evolve Implementation Procedures for the Institution of the Kerala Open University	Prof. Fathimathu Zuhara
7	Perspective Plan for Starting New colleges of Architecture in the State	KSHEC
8	Perspective Plan for State Higher Education with Special Reference to Arts & Science Colleges in Kerala	KSHEC
9	Report on B.Voc Courses in State Universities	KSHEC

10	Perspective Plan for Setting up New Engineering Institutions.	KSHEC
11	Perspective Plan for Starting New Polytechnics in the State.	KSHEC
12	Report on Implementation of Prabudhatha	KSHEC
13	Conference Proceedings- Disaster Preparedness.	KSHEC
14	Report of the Committee to Study the Admission Procedure in Engineering Colleges in Kerala	Prof. R. V. G. Menon
15	Report of the Committee Constituted for Standardizing the Non-teaching Posts of the Universities	Shri K. T. George
16	Report of the Committee for Restructuring Post Graduate Curriculum in State Universities/ Colleges	Prof. E. D. Jemmis
17	Interim Report of the Committee for Curriculum Restructuring in Teacher Education Programmes (B.Ed)	Prof. Anil Kumar K.
18	Hand book on Equivalency of Academic Programmes	KSHEC
19	Report of the Committee for The Formation of Directorate of Legal Education for Government Law Colleges in the State of Kerala	Prof. (Dr.) Vikraman Nair
20	Report on Legal Education in Kerala and the Feasibility of Starting Three Year LLB Evening Course in Govt. Law College, Ernakulam	KSHEC
21	Mode of Appointment of Registrar/ Controller of Examinations/ Finance Officer in Universities in State	KSHEC
22	Report of the Committee to Study the Problems of Filling up Teaching Posts in Universities	Dr. Fathimathu Zuhara
23	Report on Academic performance of Autonomous colleges in the state.	KSHEC
24	Report on Earn While You Learn Scheme	KSHEC
25	Report of the Six Member Committee on National Education Policy 2020 and Kerala	Prof. Prabhat Patnaik
26	Chancellors Award Revised Guidelines	KSHEC

27	Covid19 Turn in Higher Education	KSHEC
28	Handbook on Outcome Based Education	KSHEC
29	Report on Examination Reforms in State Universities	Prof. N.J. Rao
30	Report on the Unification of Fees in Respect of Foreign Students Studying in the Universities in Kerala	Dr.Sabu Thomas Dr. Gopinath Ravindran
31	Chief Minister's Nava Kerala Post-Doctoral Fellowship - Guidelines	KSHEC
32	Project Grant Guidelines - Kairali Research Awards	KSHEC
33	Digital Enablement of HEIs in Kerala - Implementation of Learning Management System (LMS): Plan Proposal	Prof. Rajan Gurukkal. P.M Dr. Saji Gopinath
34	Problems of Researchers in State Universities and Colleges	Dr. J. Rajan
35	Committee to Study on the Problems of Academic Recognition for Positions/ Cadres and Service related matters of teachers of Kerala Kalamandalam	Dr. T K Narayanan
36	Handbook of Equivalency for Academic Programmes/ Degrees of Universities	KSHEC
37	Report of the Committee to Conduct a Study Regarding the Functioning of CET School of Management (CETSOM)	KSHEC
38	Guidelines for Knowledge Translation Research	KSHEC
39	Towards Centralised Computerisation of HEIs in Kerala	KSHEC
40	Report on Medical Research Ecosystem: Recommendations	KSHEC
41	Committee to study the problems of SC/ST Students related to admission and other issues in Higher Education Institutions in the State of Kerala	Dr. K K Damodaran

42	A Handbook on Outcome Based Education- General	KSHEC
43	A Handbook on Outcome Based Education- Engineering	KSHEC
44	Kerala State Higher Education Curriculum Framework for Undergraduate Programmes	Prof. Suresh Das
45	Model Four- Year Undergraduate Programmes (FYUGP) Regulations, 2023	KSHEC
46	Handbook for Master Trainers in Kerala State Higher Education Curriculum Framework for Undergraduate Education	KSHEC
47	Notes on Four Year Undergraduate Programme	KSHEC
48	Medical Research Policy document	KSHEC
49	Foundations of Knowledge and Inquiry across Disciplines	Prof. K P Mohanan and Prof Thara Mohanan
50	Foundation Course for Undergraduate General Programmes	KSHEC
51	Committee for Conducting a detailed study for the framing of a Separate Legislation for regulating/ controlling the activities of the Educational Consultancy Services in Kerala	Prof. Saji Gopinath
52	Committee to study Student Mobility and Expectations in Higher Education	Prof. Gopinath Raveendran
53	Committee to formulate guidelines for starting of new UG/PG Programmes in Universities/ affiliated colleges	Prof. Sabu Thomas
54	Committee for formulating the curriculum of 4 year Integrated Teacher Education (ITEP)	Dr. Mohan B Menon
55	Committee to study the workload related problems of B Com/BBA Courses	Dr. K K Damodaran
56	Committee to revise the curriculum of Music	Smt. Omanakkutty Amma

Four Year Under Graduate Programmes (FYUGP)

INTRODUCTION

The Department of Higher Education, Government of Kerala constituted the Kerala State Curriculum Committee for Higher Education in January 2023 based on the recommendations of the Higher Education Reforms Commission, headed by Dr. Shyam B. Menon. The Kerala State Higher Education Curriculum Framework for Four Year Under Graduate Programmes (FYUGP) was approved and submitted for implementation. The Curriculum document embodies the recommendations of the Curriculum committee, the Curriculum Framework including the guidelines for foundation courses, curriculum perspective, curriculum components and credit structure. A model regulation for FYUGP was also forwarded to the universities. UGC Curriculum and Credit Framework, National Skill Qualification Framework (NSQF), Outcome Based Education (OBE) are all integral to the new curriculum. In this context, the Kerala State Higher Education Council (KSHEC) is organising the training programme for the creation of a group of trained faculties (Master Trainers) to lead the curriculum workshop in universities and colleges.

This comprehensive guide is designed to empower master trainers with the knowledge, strategies, and resources needed to lead and facilitate the transformative process of curriculum redesign for four-year UG programmes in the State of Kerala. Curriculum redesign is a dynamic and essential endeavour in higher education, ensuring that programmes remain relevant, effective, and responsive to the evolving needs of students, employers, and society. This handbook provides a structured framework, practical insights, and a wealth of best practices to guide you through every step of the curriculum redesign journey. Whether you are an experienced educator or new to the role of a master trainer, this resource will equip you to shape the future of UG education, foster innovation, and enhance student learning outcomes. We invite you to be an active participant in this paradigm shift, where your expertise will contribute to create a curriculum that prepares students for success in a rapidly changing world.

Credit structure of the FYUG Degree Programme

A. General Foundation Courses:

- It is mandatory for all the students who enrolled for a FYUG degree programme (need) to acquire 39 credits from general foundation courses which are classified in to four different sub categories (approximately about 30% credit decided for the three-year programme)

- The suggested credit distribution for each of the sub category of General Foundation Courses are given below

General Foundation Courses

SI No	Name of the General Foundation Courses	Required Credit
1	Ability Enhancement Courses (AEC)	12
2	Skill Enhancement Courses (SEC)	09
3	Value Added Courses (VAC)	09
4	Multi-disciplinary Courses (MDC)	09

B. Discipline Specific Foundation and Pathway Courses for 3 year Degree

- The student who wishes to exit with a degree after three years need to acquire 94 credits from Discipline Specific foundation, pathway and capstone level courses approximately about 70% of the credits decided for the three year programme.
- The suggested credit distribution for each of the sub category of Discipline Specific Courses are given below.

Discipline Specific Foundation/Pathway Courses

SI No	Name of the Pathway Courses	Required Credit
1	Major Pathway Courses	68
2	Minor Pathway Courses	24
3	Internship/ Apprenticeship	02

C. Discipline Specific foundation and pathway courses for four-year Honours Degree

The student who wishes to continue for the fourth year for the honours degree, he/she should successfully complete 133 credits in first 3 years and should acquire 44 credits during their fourth year, out of which 32 credits (in) should be from the major discipline at the Capstone level and 12 credits can be from a minor pathway.

SI No	Name of the Pathway Courses	Required Credit
1	Major Capstone Level Pathway Courses	12
2	Major Capstone level Specialisation/ electives (online/blended courses)	8
3	Minor pathway courses/additional minor	12
4	Capstone /research project	12

Honours students may opt to do three capstone level/PG level courses instead of the capstone project. For students who opt for honours with research programme, it is mandatory to complete a research project with original research.

Possible Programme pathway options available for the students

- a) Degree with single Major: This pathway may be recommended to those students who wish to an in-depth study in a particular discipline without systematically explore any specific minor pathways. The student pursuing the FYUG Degree Programme in a specific discipline shall be awarded a Major degree if he secures in that discipline at least 50% of the total credits required for the award of the degree in that discipline. The remaining credits the learner may acquire either from the same discipline or as some open elective papers from other disciplines apart from the foundation papers.

Eg : BSc Physics Major/BA Economics Major /BCom Commerce Major

Details: A student pursuing the FYUG Degree Programme in Chemistry can be awarded a BSc with Chemistry Major if he secures 68 credits or more from approximately 17 pathway courses in chemistry, out of which 10 courses should be above level 300. Similarly, he may be eligible for an Honours degree with Chemistry major if he earns 88 credits or above from 22 pathway courses in Chemistry, out of which 5 papers should be above level 400.

- b) Degree Major with Minor: This pathway may be recommended to those students who wish to do an in-depth study in more than one discipline with a more focus on one discipline (major) and relatively less focus on the other (minor). If a student pursuing the FYUG Degree Programme is awarded a Major Degree in a particular discipline, he is eligible to be awarded a Minor in another discipline of his choice, if he earns a minimum of 34 credits (approximately 25% of credit required for the three-year programme) from 8-9 pathway courses in that discipline: Provided that the concept of Minor is relevant only when there is a Major discipline.

Eg : BSc Physics Major With Chemistry Minor/BSc Chemistry Major With English Minor/
BCom Major With Economics Minor/ BA English Major with Functional English Minor/
BA Hindi Major with Malayalam Minor.

- c) Major with multiple disciplines of Study: This pathway is recommended for students who wish to develop core competency in multiple disciplines of study. In this case, the credits for the minor pathway shall be distributed among the constituent disciplines/subjects. If a student pursuing FYUG Degree Programme is awarded a major Degree in a particular

discipline, he is eligible to get mentioned his core competencies in other disciplines of his choice if he has earned 12 credits from the pathway courses of that discipline.

Eg. BSc Physics Major with Chemistry and Mathematics, BA Economics Major with History and English, BCom Major with Economics and statistics

- d) Interdisciplinary Major: For these programme pathways, the credits for the major and minor pathways shall be distributed among the constituent disciplines/subjects to attain core competence in the interdisciplinary programme.

Eg BA Econometrics Major, BSc Global Studies Major

For example, a student can be awarded a major in Econometrics, if he /she secures 70% of relevant credits from Economics, Statistics, and Mathematics suitable to develop the required level of core competency in the field of Econometrics. The BOS shall determine the required percentage of credits in these interdisciplinary areas and the relevant discipline specific courses from all these three subjects and should list it separately.

- e) Multi-disciplinary Major: For multidisciplinary Major pathways, the credits for the major and minor pathways will be distributed among the broad disciplines such as Life sciences, Physical Sciences, Mathematical and Computer Sciences, Data Analysis, Social Sciences, Humanities, etc.

Eg BSC Life Science, BSc Data Science, BSC Nano Science, BSc Biotechnology

For getting a multidisciplinary major, he/she should secure the 70% of relevant credits from the core areas which formulate the multidisciplinary. (multidisciplinary)

- f) Degree with Double Major: A student has to secure a minimum of 50% credits from the first major will be awarded a second major in another discipline if he could secure 40% of credit from that discipline for the 3-year/4-year UG degree to be awarded a double major degree .

Eg BSc Physics and Chemistry Major, BA Economics and History Major, BA Economics and History Major BCom Commerce and Management Major.

For example BSc with Physics Major and Chemistry Major can be awarded to a student if he/she secures 68 credits, including some relevant credits to chemistry from the Physics discipline, and 54 credits, including some relevant credits to Physics from the Chemistry discipline. Students who wish to opt for a double major may either have to acquire extra credits from Physics and chemistry disciplines or include the credits earned by them (if any) from the multidisciplinary courses, Skill courses, and Value addition courses offered by the respective departments to secure the required 54 credits in each discipline. 10% of the credits secured from Physics should be relevant for Chemistry and vice versa.

Note: The determination of the list of relevant courses under the major category and the required percentage of credit distribution for double major, interdisciplinary major and multidisciplinary major shall rest with the statutory board of studies/academic council.

General Foundation courses in the Undergraduate curriculum

General Foundation Courses are common for all students which can be grouped into 4 major baskets such as (1) Ability Enhancement Courses (AEC), (2) Skill Enhancement Courses (SEC), (3) Value Addition Courses (VAC), (4) Multi-disciplinary Courses (MDC). All these courses are proposed as 3 credit courses. The ability Enhancement Courses (AEC) and Skill Enhancement Courses can include practicum components as well. The students shall complete 12 credits (4 courses) from AEC, 9 credits (3 courses) from SEC, 9 credits (3 courses) from VAC and 9 credits (3 courses) from MDC as part of their UG Programme.

- (1) Ability Enhancement Courses (AEC): These are the courses designed specifically to achieve competency in modern Indian/world languages and English with special emphasis on language and communication skills. The courses aim at enabling the students to acquire and demonstrate the core linguistic skills, including critical reading and expository and academic writing skills, they would also enable students to acquaint themselves with the cultural and intellectual heritage of the chosen language.
- (2) Skill Enhancement Courses (SEC): These courses are to be designed to develop 4Cs – Creativity, Critical Thinking, Communication and Collaboration which are also known as the 21st century skills. This is important for students to survive and work in any local or global workplace. Apart from this, there can be some courses which can help the students to develop adequate professional skills, leadership and management skills.
- (3) Value Added Courses (VAC): These are the courses meant for the personality development and perspective building and developing self-awareness of a graduate student. These courses will help the students to identify themselves and their true feelings, thoughts, abilities and actions, which will empower them to recognise their strengths and give insights to overcome the challenges. As a result, the learner will be able to develop confidence, right mindset and emotional intelligence. Some of the possible courses under this category could be Self and Identity, Theatre, Music, Sports and Games, Indian Constitution, Indian Society and Economy, Environment and Climate Change, Gender and Social Equity, History of Thought, NSS/NCC related activities, Diversity, and Inclusion, Ethics and Values, IT Skills, Science, Technology and Society.

- (4) Multi-Disciplinary Courses (MDC): These are the three credit courses intended to broaden the intellectual experience and to build conceptual foundation about arts, science, commerce, language and social sciences among students. All UG students are required to undergo 3 introductory-level MDC c relating to any of the broad disciplines other than they studied or presently studying. The syllabus of introductory paper of a subject should aim to develop a coherent view of essential concepts, structures, and intellectual methods that characterise the subject. The learning outcome of this paper would be to instil broad understanding and an appreciation of the subject.

KIRF Manual

Kerala Institutional Ranking Framework

Incubating Institutional Excellence

(Draft)



2023



The Kerala State Higher Education Council

Constituted by Kerala State Legislature by notification No.19536/Leg. Uni.3/2007/Law Dated, Thiruvananthapuram, 15 October, 2007

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. Documentation Division

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List of Abbreviations

AISHE	: All India Survey of Higher Education
AR	: Accreditation and Ranking
FDA	: Facility for Differently Abled Students
FGL	: First Generation Learners
FQE	: Faculty Qualification and Education
FRU	: Financial Resources Utilisation
FSR	: Faculty Student Ratio
GEE	: Metric for Entrance Examination
GER	: Gross Enrolment Ratio
GO	: Graduation Outcome
GT	: Adoption of Green Technology
GUE	: Metric for University Examination
HEIs	: Higher Education Institutions
IPR	: Intellectual Property Rights
KDRE	: Knowledge Dissemination and Research Excellence
KIRF	: Kerala Institutional Ranking Framework
KSHEC	: Kerala State Higher Education Council
NIRF	: National Institutional Ranking Framework
OE	: Online Education
OI	: Outreach and Inclusivity
PH	: Placement and Higher Studies
RD	: Region Diversity
RFCS	: Research Footprint and Consultancy Service
RP	: Research Productivity
SEJ	: Subscription to e-journals
SI	: Social Inclusiveness
SS	: Student Strength
STSO	: Scientific Temper and Secular Outlook
TLR	: Teaching, Learning and Resources

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Executive Summary

The document presents a methodology to rank Higher Education Institutions (HEIs) in the State. The Kerala Institutional Ranking Framework (KIRF) is a set of metrics for ranking of academic institutions, based on the parameters agreed upon the oversight committee set up by Kerala State Higher Education Council (KSHEC). The Kerala State Higher Education Council (KSHEC) will be the implementing agency and the ranking will be carried out annually.

KSHEC shall invite institutions interested to participate in the ranking exercise to register on the KIRF Website created by KSHEC. The data shall be uploaded on an online facility created for this purpose. KSHEC with the help of suitably identified partner agencies will undertake authentication of data, wherever felt necessary, and where feasible.

KSHEC will extract the relevant information from this data and through software, compute the various metrics and rank institutions based on this data.

1. Introduction

Institutional rankings have important impact on higher education institutions. Ranking is a comparison of performance, visualised by means of a hierarchical table and repeatedly published by a third party. Accounting for the institutionalisation of rankings in higher education lead to an empirical investigation into when and how each of the elements constituting them entered discourses on academic quality and excellence. The World University Ranking serves as a resource for students choosing universities and for global scholar mobility. It also serves as a guide for public policies, aids in funding agency and university leadership decision-making, and even positions and measures the performance of higher education institutions in both national and international contexts.

Academic Ranking of World Universities (ARWU) by Shanghai Jiao Tong University in China emerged in 2003; Time Higher Education (THE) World University Rankings in 2004 and Quacquarelli Symonds (QS) World University Rankings are the important global institutional ranking systems. NIRF India ranking system has been emerged on 29th September 2015 to rank the Higher Education Institutions (HEIs) and to promote a healthy competition among the institutions to sustain and to enhance their quality and to create conditions for assuring world class quality along with good governance in higher education.

The Governing Body Meeting of the Kerala State Higher Education council held on 21-01-2020 resolved to establish the Kerala Institutional Ranking Framework (KIRF) under the Higher Education Empowerment Implementation Plan Projects. KSHEC launched the Kerala Institutional Ranking Framework (KIRF) without altering the core qualities and components of National Institutional Ranking Framework (NIRF). The Council has developed and incorporated state specific parameters like Scientific Temper and Secular Outlook in to the ranking framework.

2. KIRF -Vision

To evaluate institutional performance, keep it sustainable; provide all qualified individuals with equal access to higher education and establish a fair and transparent ranking system.

3. Scope of KIRF

- Assess and rank higher education institutions such as universities, government and aided colleges, autonomous colleges and self financing institutions/Colleges by employing metrics of Kerala Institutional Ranking Framework.

- Enhance and ensure the readiness of the higher education institutions of the State to go for NIRF ranking.
- Impart training and guidance to undergo state and national level ranking.
- Apply state specific parameters to measure academic excellence.

4. Eligibility for assessment and ranking

Applications for rankings will be considered for those institutions that have graduated at least three batches of students in full time UG or PG Program, where the duration is not less than three years for the UG Programmes and two years for the PG Programme.

5. The Assessment Process

Stages of Assessment and Ranking

Stage 1: Registering of the Higher Education Institution in the KIRF website.

Stage2: Preparation and submission of data by the Higher Education Institutions. (Data should be uploaded in the prescribed format and supporting documents in excel format should be attached wherever necessary).

Stage 3: Based on the evaluation of the data submitted, score for each category will be generated and ranking of HEIs will be ascertained.

6. Focus of Assessment

The evaluation process and the subsequent ranking of KIRF 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.

7. Procedural Details

- HEIs are expected to read the manual thoroughly and submit the preliminary details online anytime during the year.
- All the Institutions intending to apply for assessment and ranking need to upload the information on KIRF website through KSHEC portal.
- The data should be uploaded in the website within the timeframe.
- The KIRF comprises of criteria based on NIRF and State Specific Criteria of KIRF which include both Qualitative and Quantitative Metrics. The Quantitative Metrics add up to about 80% and the remaining 20% are Qualitative Metrics.

- v. 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 implementing agency.
- vi. Guideline for filling up of KIRF
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.
- vii. Assessment Outcome
The final score will be a system generated score based on computational analysis of both qualitative and quantitative metrics. Subsequently ranking will be ascertained to HEIs.

Section B

Kerala Institutional Ranking Framework (KIRF)

(Methodology for Ranking of Academic Institutions in Kerala)

Overview

Kerala is a forerunner in many socio-cultural indicators of growth compared to most other states in the country. Kerala is known for its highest literacy in the country and 100% enrolment of children in primary and secondary education. In the higher education sector, the State has made commendable achievements in ensuring equity and access. But the progress made in numbers has not been accompanied by remarkable progress in quality, despite several steps that have been taking place at different stages towards this direction. We are still at the threshold of excellence. We need to have a paradigm change to acquire world-class higher education if we are to benefit from the internationalization of higher education. We need to look at Western and Eastern models and the guidelines for quality expansion issued by UGC to evolve a unique structure of higher education in the state, which is global and local at the same time. It is not enough that we have a few islands of excellence and a vast ocean of academic slums. In other words, we need to forge ahead in quality, without sacrificing equity.

Kerala's rapid expansion in higher education is evident from its latest figures on enrolment in higher education, @43.2% which is well above the national GER@ 27.3. As per the latest report of the All-India Survey of Higher Education (AISHE), there are 1847 institutions offering higher education programmes in the State. The State holds a unique position among the States in the country, with its comparatively limited geographical extent but with enriched resources of biodiversity, and physiographic characteristics which 'are great assets which could be used sustainably for economic growth.

On the cultural front, we need to sustain and develop the constitutional values of democracy and the secular fabric and scientific temper. The diverse higher Education sector with state, aided and unaided institutions should all flourish in an environment of cooperation and healthy competition. This would require a flexible but internationally competent higher education structure and content in the state. It is in this context that Kerala envisages the formation of a State Level Institutional Ranking Framework (KIRF) without altering the core qualities and components of the National Institutional Ranking Framework (NIRF).

KIRF has evolved a framework, after intense deliberations with experts and various stakeholders of higher education, both inside and outside the State of Kerala.

Eligibility for Ranking

- a. Institutions under different categories such as universities, colleges, engineering, management, teacher education, pharmacy, medical, dental, law, architecture and nursing can participate in the ranking process and can register separately, provide data in the specific format, if they desire to be included in the discipline specific ranking list.
- b. Category specific ranks will be announced only in those categories where a significant number of institutions offer themselves for ranking. The final decision on ranking of a category will therefore be decided by KIRF after analysing the data.
- c. Rankings will be considered only for those institutions that have graduated at least three batches of students in full time UG or PG Program, where the duration is not less than three years for the UG Programmes and two years for the PG Programme.

Salient Features

- a. Methodology is based on a set of metrics for ranking of Higher Education Institutions (HEIs) based on the parameters agreed upon by the oversight committee.
- b. These parameters are organised into five broad categories and have been further elaborated into sub categories. Each category has an overall ranking weight assigned to it and each sub categories are also provided with appropriate weight distribution.
- c. The performance score for each subcategory will be computed by the suitable metric assigned for each section and the scores of each subcategory are then added to obtain the score for each individual category. The overall score is computed based on the weights allotted to each category. The overall score of each category can be a maximum value of 100.
- d. The institutions can then be ranked based on their scores.

Data Collection and Sources

a. Institutional Data

The Nodal Officer of the institution should be authorised to submit their institutional data in the KIRF portal designed on the KSHEC Website. The information provided should be accurate for the particular survey/ranking year. The data will be cross checked and for certain data third party sources will be depended upon.

b. Bibliometric Data

The Research Productivity, Citations, h- index etc. can be captured from the Scopus Database/ Web of Science.

Reference Date

The data will be collected for a period of three years backward from the year of ranking procedure. The data entered will be carried over for the next year ranking.

Errors and Correction Policy

The Nodal Officer should ensure that the data uploaded is correct. In case corrections are needed, the Nodal Officer should inform KSHEC/KIRF through email with the reasons for correction. Correction of the data will be allowed till the rankings are closed. The submitted data should be countersigned by the Head of the Institution.

The Institution should make the data available on their website. It will be the Institution's responsibility to ensure that the data published by KIRF accurately reflects its submissions. The institution will also be invited to verify the data supplied by or taken from third party sources. If the institution does not give any comments or feedback within a specified period on the displayed data, it will be finalised assuming that this data is accurate. No petitions for corrections will be accepted after the declared deadline, or after the rankings have been announced.

If it is found that an Institution has deliberately manipulated the submitted data, causing erroneous rankings, KIRF will remove the institution from the ranking list and future rankings and publish a suitable note to this effect.

Implementation Details

- a. The Kerala State Higher Education Council (KSHEC) will be the ranking agency on behalf of KIRF for 2023.
- b. Interested institutions shall be invited to participate in the ranking exercise to register on the KIRF portal on KSHEC webpage. The data should be submitted on an on-line facility created for this purpose.
- c. KIRF, by itself or with the help of other suitably identified partner agencies will also undertake authentication of data, wherever felt necessary, and where feasible.
- d. KIRF will extract the relevant information from this data and through software, compute the various metrics and rank institutions based on this data.

Parameters and Metrics for Ranking

Overview

Summary of Parameters for Ranking

Sl. No.	Parameters	Marks	Weightage
1	Teaching, Learning and Resources (TLR)	100	0.30
2	Knowledge Dissemination and Research Excellence (KDRE)	100	0.30
3	Graduation Outcome (GO)	100	0.20
4	Outreach and Inclusivity (OI)	100	0.10
5	Scientific Temper and Secular Outlook (STSO)	100	0.10

Summary of Ranking Parameters and Weightage		
Sl. No.	Parameter	Marks
1	Teaching, Learning & Resources (TLR)	
	(Ranking Weight: 0.30)	100
1.1	Student Strength (SS)	20
1.2	Faculty Student Ratio (FSR)	30
1.3	Faculty Qualification and Experience (FQE)	20

1.4	Online Education (OE)	10
1.5	Subscription to e-journals (SEJ)	5
1.6	Financial Resources and their Utilisation (FRU)	15
2	Knowledge Dissemination and Research Excellence (KDRE)	
	(Ranking Weight:0.30)	100
2.1	Research Productivity (RP)	35
2.2	Research Impact (RI)	35
2.3	Intellectual Property Rights (IPR)	15
2.4	Research Footprints/ Consultancy/ Start-ups (RFCS)	15
3	Graduation Outcome (GO)	
	(Ranking Weight:0.20)	100
3.1	Metrics for University Examinations (GUE)	35
3.2	Metrics for Entrance Examinations (GEE)	35
3.3	Placement and Higher Studies (PH)	30
4	Outreach and Inclusivity (OI)	
	(Ranking Weight:0.10)	100
4.1	Region Diversity (RD)	20
4.2	First Generation Learners (FGL)	10
4.4	Facilities for Differently Abled Students (FDA)	10
4.5	Social Inclusiveness (SI)	60
5	Scientific Temper and Secular Outlook (STSO)	
	(Ranking Weight: 0.10)	100
5.1	Scientific Temper and Secular Outlook (STSO) Q ₁	40
5.2	Adoption of Green Technology (GT) Q ₁	20
5.3	Accreditation and Rankings (AR)	40

1. Teaching Learning & Resources (TLR)

1. Teaching, Learning and Resources (TLR) -100 Marks

Ranking Weight- 0.30

Overall Assessment Metric

TLR=SS(20)+FSR(30)+FQE(20)+OE(10)+SEJ (5) +FRU(15)

Student Strength including Ph.D. Students: SS

Faculty-Student Ratio with emphasis on permanent faculty: FSR

Faculty Qualification and Experience: FQE

Online Education: OE

Subscription to e-journals: SEJ

Financial Resources and their Utilisation: FRU

1.1 Student Strength (SS)-20 Marks

$$SS' = 8 \min\left(\frac{a_u}{s_u}, 1\right) + 5 \min\left(\frac{a_p}{s_p}, 1\right) + 3 \min\left(\frac{a_r}{s_r}, 1\right) + \left[\frac{a}{1000}\right]$$

a_u/s_u refer to the number of admitted/sanctioned UG students.

a_p/s_p refer to the number of admitted/ sanctioned PG students.

a_r/s_r refer to the number of admitted/ sanctioned Research (PhD) students.

The sanctioned strength for UG/PG students is the basic number of seats sanctioned by the University/ Govt. and does not include the marginal increase.

The sanctioned strength of PhD students is the total number of admissible PhD students by the research guides assigned to the college as per UGC norms (4, 6, 8)

$$A = a_u + a_p + a_r$$

$$SS = \min(SS', 20)$$

1.2 Faculty Student Ratio (FSR)- 30 Marks

$$FSR' = 30 \times \left(20 \times \frac{f}{n}\right)$$

$n = a_u + a_p$ is the total number of admitted UG and PG students.

f is the total number of regular faculty positions filled in the institution in the relevant year.

Regular faculty positions include those of permanent / contract / guest faculty who have served in the institutions for both the semesters of the relevant academic year. If two or more teachers are consecutively appointed against faculty position in an year, the count should only be one.

$$FSR = \min(FSR', 30)$$

1.3 Faculty Qualification and Experience (FQE) - 20 Marks

$$FQ' = 10 \times (f_{PhD}/f_{total}) \times 100/75$$

f_{PhD} and f_{total} are the number of faculty with PhD and total respectively in the relevant academic year.

75% PhD holders among the total faculty fetch full marks (10).

$$FQ = \min(FQ', 10)$$

$$FE = 3 \min(3F_1, 1) + 3 \min(3F_2, 1) + 4 \min(3F_3, 1)$$

F_1 is the fraction of faculty members with experience in higher education ≤ 8 years.

F_2 is the fraction of faculty members with experience in higher education ≤ 15 years.

F_3 is the fraction of faculty members with experience in higher education with experience 15 years or more.

$$FQE = FQ + FE$$

1.4 Online Education (OE)- 10 marks

This section includes the information on the online courses pursued by the students and the online courses developed by the faculty.

1.5 Number of e-Journals Subscribed (SJE)- 5 marks

The number of e-journals subscribed by the institution in addition to the e-journal consortium provided through KSHCEC.

1.6 Financial Resources and their Utilisation (FRU)-15 marks

This includes the percentage of amount spent on

- i) Capital Expenditure for the previous three years which include the academic activities i.e, the amount spent on libraries, laboratory equipment and other equipment and
- ii) Operational Expenditure for the previous three years which include the annual expenditure for operational activities like salaries, maintenance of academic infrastructure or consumables and conduct of Seminars/conferences/workshops.

The institution having the highest percentage of utilisation will be awarded full marks.

2. Knowledge Dissemination and Research Excellence (KDRE)

2. Knowledge Dissemination and Research Excellence (KDRE)-100 Marks

Ranking weight: 0.30

Overall Assessment Metric:

KDRE = RP (35) + RI (35) + IPR (15) + RFCS (15)

Research Productivity: RP

Research Impact: RI

Intellectual Property Rights: IPR

Research Footprint/Consultancy/Start ups: RFCS

2.1 Research Productivity (RP) - 35 Marks

The publications of the institutions indexed in Scopus, Web of Science over the last three years will be taken into consideration.

2.2 Research Impact (RI) - 35 Marks

The research influence is examined by taking into account the citations received for the publications of the institutions globally as in Scopus and Web of Science.

2.3 Intellectual Property Rights (IPR) - 15 Marks

This includes the number of patents, filed and granted.

2.4 Research Footprint/Consultancy/Startups (RFCS)-15 Marks

Sponsored research details, Consultancy services, Spin off companies/ Startups, MoU's signed with the industry resulting in research and amount received from the above. Maximum marks will be awarded to the institution with highest number of consultancy assignments and amount received from such ventures (Upload copies of the MoU's signed.).

3. Graduation Outcome (GO)

3. Graduation Outcomes (GO) - 100 Marks

Ranking weight: 0.20

Overall Assessment Metric

GO = GUE (35) + GEE (35) + PH (30)

Metrics for University Examinations: GUE

Metrics for Entrance Examinations: GEE- UGC/NET/JRF/CSIR

Placement and Higher Studies: PH

3.1 Metric for University Examinations (GUE) - 35 marks

Total number of final year students who passed the university examination year wise during the last three years in the minimum stipulated time will be accounted.

3.2 Metric for Entrance Examinations (GEE- UGC/NET/JRF/CSIR/GATE/GRE) - 35 Marks

The criteria will be the total number of students who have qualified NET/JRF/GATE/GRE during the assessment period with respect to the total number of students. Full marks will be awarded to the university having highest percentage of achievement.

3.3 Placement and Higher Studies (PH) - 30 Marks

The number of outgoing students placed year wise during the last three years will be accounted.

4. Outreach and Inclusivity (OI)

4. Outreach and Inclusivity (OI) - 100 Marks

Ranking Weight: 0.10

Overall Assessment Metric

OI= RD (20) + FGL (10) + FDA (10) + SI (60)

Percentage of students from Other States/ Countries Region Diversity: RD

Percentage of First-Generation Learners: FGL

Facilities for Differently Abled Students: FDA

Social Inclusiveness: SI

4.1 Region Diversity (RD) - 20 Marks

This item records the percentage of students from other states and countries out of the total students enrolled in the institution at UG/PG/Doctoral levels.

4.2 First Generation Learners (FGL) - 10 Marks

First Generation Learners (FGL) refer to the children who are the first in their family to go to college or whose parents have not gone to college. This item records the percentage of FGL from out of the total students enrolled in the institution.

4.3 Facilities for Differently Abled Students (FDA) - 10 Marks

Infrastructural facilities such as ramps, rails, special toilets and academic facilities and learning software provided to the differently abled students in the institution.

4.4 Social Inclusiveness (SI)-60 Marks

The institution's Social Inclusiveness is determined by taking into account the percentage of students, faculty and non-teaching staff from socially disadvantaged communities- SC/ST/OBC/Transgenders/ differently abled/ women and also Economically Weaker Sections

(EWS).

i. Social Inclusiveness of Students/Faculty/Non-teaching staff under SC Category

$$SC = 4 \times \left(\frac{n_{sc}}{n_s} \times \frac{100}{15} \right)$$

n_{sc} is the total number of sc students/faculty/non-teaching staff in the respective academic year.

n_s is the total number of students in the respective academic year.

Maximum marks for 15% or more percentage of sc students/faculty/nonteaching staff.

$$SC_{final} = \min(SC, 4)$$

ii. Social Inclusiveness of Students/Faculty/Non teaching staff under ST Category

$$ST = 3 \times \left(\frac{n_{st}}{n_s} \times \frac{100}{5} \right)$$

n_{st} is the total number of ST students/ faculty/ non teaching staff in the respective academic year.

n_s is the total number of students in the respective academic year.

Maximum marks for 5% or more percentage of ST students/ faculty/ non teaching staff.

$$ST_{final} = \min(ST, 3)$$

iii. Social Inclusiveness of Students/Faculty/Non teaching staff under OBC Category

$$OBC = 3 \times \left(\frac{(n_{obc})}{n_s} \times \frac{100}{50} \right)$$

n_{obc} is the total number of obc students/faculty/non teaching staff in the respective academic year.

n_s is the total number of students in the respective academic year.

Maximum marks for 50% or more percentage of OBC students/faculty/non teaching staff.

$$OBC_{final} = \min(OBC, 3).$$

iv. Social Inclusiveness of students/Faculty/Non teaching staff under Transgender Category

$$=IF(N \geq 5, 3, IF(N \geq 2, 2, IF(N \geq 1, 1, IF(N \geq 0, 0))))$$

Where N is the number of transgender students.

v. Social Inclusiveness of students/Faculty/Non teaching staff under Women Category

$$W = 3 \times \left(\frac{n_w}{n_s} \times \frac{100}{65} \right)$$

n_w is the total number of women students/faculty/non teaching staff in the respective academic year.

n_s is the total number of students in the respective academic year.

Maximum marks for 65% or more percentage of women students/ faculty/ non teaching staff.

$$W_{\text{final}} = \min (W, 3)$$

vi. Social Inclusiveness of students/Faculty/Non teaching staff under Different Abled Category

$$D = 3 \times \left(\frac{n_d}{n_s} \times \frac{100}{4} \right)$$

n_d is the total number of differently abled students/faculty/non teaching staff in the respective academic year.

n_s is the total number of students in the respective academic year.

Maximum marks for 4% or more percentage of differently abled students/faculty/ non teaching staff.

$$D_{\text{final}} = \min (D, 3)$$

vii. Social Inclusiveness of students/Faculty/Non teaching staff under EWS

$$E = 5 \times \left(\frac{n_{\text{ews}}}{n_s} \times \frac{100}{10} \right)$$

n_{ews} is the total number of economically weaker students/faculty/non teaching staff in the respective academic year.

n_s is the total number of students in the respective academic year.

Maximum marks for 10% or more percentage of EWS students/faculty/non teaching staff.

$$E_{\text{final}} = \min (E, 5)$$

(Economically Weaker Section, EWS: Persons who are not covered under the existing scheme of reservations for the Scheduled Castes, the Scheduled Tribes and the Socially

and Educationally Backward Classes and whose family has gross annual income below Rs. Eight lakhs are to be identified as EWSs for the benefit of reservation.)

5. Scientific Temper and Secular Outlook (STSO)

5. Scientific Temper and Secular Outlook (STSO) - 100 Marks

Ranking Weight: 0.10

Overall Assessment Metric

STSO= STSO QI (40) +GTQI (20) +AR (40)

Scientific Temper and Secular Outlook: STSOQ_i

Adoption of Green Technology: GTQ_i

Accreditation and Ranking: AR

5.1 Imparting Scientific Temper and Secular Outlook (STSOQ_i)-40 Marks

(Qualitative Aspect)

The extension activities carried out to impart scientific temper and secular outlook sensitising students to social issues, for their holistic development. The description must be limited to 500 words.

5.2 Adoption of Green Technology (GTQ_i) - 20 Marks

(Qualitative Aspect)

Strategies adopted by the institution to conserve water, energy, reduce waste and effective waste disposal and other eco-friendly measures. The description must be limited to 500 words.

5.3 Accreditation and Rankings (AR) – 40 Marks

Marks are provided to institutions who have secured rankings at the national and international levels, national accreditation grades and number of NBA accredited programmes.

SAAC-Partnering the quest for excellence

**SAAC Manual
for
Institutional Accreditation
(Manual of the State Assessment and Accreditation Centre)**

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 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.

I. 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	8	92	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
Criterion 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 and Key Indicators	Weightages
Criterion 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
4.1 Physical Facilities	30
4.2 Library as a learning Resource	20
4.3 IT Infrastructure Campus	30
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
Criterion 7-Institutional Values and Best Practices	100
7.1 Institutional Values and Social Responsibilities	50
7.2 Best Practices	30
7.3 Institutional Distinctiveness	20
Criterion 8-Social Inclusiveness	100
8.1 Social Diversity	20
8.2 Minority and Non-Minority Representation	10
8.3 Women and Transgender Distribution	10

Criteria and Key Indicators	Weightages
8.4 Representation of Differently abled	20
8.5 First Generation Learners	20
8.6 Gender Sensitization Programmes	20
Criterion 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 upon 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 dropout 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 neighbourhood 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 neighbourhood 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 up-dation 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.,

- quantitative metrics which comprise about 60% of the total,
- scores from the qualitative metrics through on site visit and
- 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 :-

- i. University-Rs. 1.5 Lakhs, (Rupees One Lakh Fifty Thousand only)
- ii. 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 documents on their website. For this a separate link may be provided to the institutional website to access the documents-

- i. SSR submitted online (PDF format)
- ii. 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

1.

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

2. For Communication

Designation	Name	Telephone with STD Code	Mobile	Fax
Principal		O: R:		
Vice Principal		O: R		
IQAC Co- ordiantor		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 (If any) (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 / Approval details Institution/Department 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)

Programme Level	Name of the Programme	Duration	Entry Qualification	Medium of Instruction	Sanctioned / Approved Student Strength	No. of Students admitted
Under Graduate						
Post Graduate						
Integrated programmes						
Ph.D						
M.Phil						
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		Asst. professor					
	M	F	M	F	M	F	M	F	M	F
Sanctioned by										

the UGC/Universit y/State Government										
Recruited										
Yet to recruit										
Sanctioned by the management/S ociety or other authorised bodies										
Recruited										
Yet to recruit										

*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	Year1		Year 2		Year 3		Year 4	
	M	F	M	F	M	F	M	F
SC								
ST								
OBC								
General								
Others								

18. Details on the students enrolment 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 the 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 accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and reassessment 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. 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 fulltime teachers during the last five years (Without repeat count):

.....

2.2 Number of fulltime teachers, year wise during the last five years

Year					
Number					

File Description (Upload)

- Institutional data in the prescribed format
- Upload supporting document

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 (Q₁M) 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 (Q_nM), 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)

Key Indicator-1.1 Curricular Planning and Implementation (20)		
Metric No.		Weightage
1.1.1. Q_iM	<p>The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment</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-1.2 Academic Flexibility (30)		
Metric No.		Weightage
1.2.1 Q_nM	<p>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</p> <p>1.2.1.1 Number of Add on / Certificate / Value added</p>	15

	<p>programs offered and online MOOC programs like SWAYAM, NPTEL etc. during the last five years.....</p> <p>File Description (upload)</p> <ul style="list-style-type: none">• Institutional data in the prescribed format (template merged with 1.2.2)• Upload supporting document													
1.2.2 QnM	<p>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</p> <p>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</p> <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> <p>Percentage =</p> <p>Total number of students enrolled in such programs during the last five years</p> <p>X</p> <p>100</p>	Year						Number						15
Year														
Number														

	<p>_____</p> <p>Total number of students during the last five years</p> <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Institutional data in the prescribed format (template merged with 1.2.2) • Upload supporting document 	
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Key Indicator-1.3 Curriculum Enrichment (30)

Metric No.		Weightage
1.3.1 Q ₁ M	<p>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum</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
1.3.2 Q _n M	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1 Number of students</p>	20

	<p>undertaking project work/field work /internships :</p> <p>Percentage =</p> $\frac{\text{Number of students undertaking Project work/ field work/ internships}}{\text{Total number of students during the latest completed academic year}} \times 100$ <p>File Description (upload):</p> <ul style="list-style-type: none"> • Institutional data in the prescribed format (template merged with 1.2.2) • Upload supporting document 	
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Key Indicator-1.4 Feedback System (20)

Metric No.		Weightage
1.4.1 Q _n M	<p>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</p> <p>A. Feedback processes of the</p>	20

	<p>institution may be classified as follows:</p> <p>B. Feedback collected, analysed, action taken and feedback hosted on the institutional website</p> <p>C. Feedback collected, analysed and action has been taken</p> <p>D. Feedback collected and analysed</p> <p>E. Feedback collected (at least from any two stakeholders)</p> <p>F. Feedback not collected</p> <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Upload supporting document 	
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Criteria 2- Teaching-Learning and Evaluation (350)

Key Indicator-2.1 Student Enrolment & Profile (50)

Metric No.		Weightage												
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					
Year					
Number					

Percentage =

Total number of students admitted during last five years

_____ X100

Total number of sanctioned seats during last five years

File Description (Upload)

- Institutional data in the prescribed format (Data Template)
- Upload supporting document

Key Indicator-2.2 Student Teacher Ratio (40)

Metric No.		Weightage
2.2.1 Q _n M	Student-Full time Teacher Ratio <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 _n M	<p>Student centric methods, such as experiential learning participative learning and problem-solving methodologies are used for enhancing learning experiences using ICT tools.</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-2.4 Teacher Profile (50)

Metric No.		Weightage												
2.4.1 Q _n M	<p>Percentage of full-time teachers against sanctioned posts during the last five years</p> <p>2.4.1.1 Number of Sanctioned posts/required positions for teaching staff/fulltime 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>Percentage =</p>	Year						Number						50
Year														
Number														

	<p>Total number of fulltime teachers, year during the last five years</p> <hr/> <p>Total number of sanctioned posts/required positions for full time teachers</p> <p>File Description</p> <ul style="list-style-type: none"> • Upload supporting document 	X100
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Key indicator-2.5 Evaluation Process and Reforms (50)

Metric No.		Weightage
2.5.1 Q _n M	<p>Mechanism of internal/external assessment is transparent and the grievance redressal system is time-bound and efficient</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 Q _n M	<p>Pass percentage of students during last five years</p> <p>2.6.1.1 Number of final year students who passed the university examination 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>2. 6.1.2 Number of final year students who appeared for the university examination 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>	Year						Number						Year						Number						50
Year																										
Number																										
Year																										
Number																										

Key indicator-2.7 Student Satisfaction Survey (60)

Metric No.		Weightage
2.7.1 Q _n M	<p>Online student satisfaction survey regarding to teaching learning process (Online survey to be conducted)</p> <p>File Description:</p> <ul style="list-style-type: none"> • Upload database of all students or 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	<p>Grants received from Government and non-governmental agencies for research projects/endowments in the institution during the last five years (INR in Lakhs)</p> <p>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)</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-3.2 Workshops, Seminars and Conferences (40)

Metric No.		Weightage
3.2.1		40

Q _n M	<p>Number of workshops / seminars / conference including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years</p> <p>3.2.1.1: Total number of workshops/seminars/conference 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					
Year													
Number													

Key Indicator-3.3 Research Publication and Awards (30)

Metric No.		Weightage
3.3.1 Q_nM	<p>Number of research papers published per teacher in the Journals notified on UGC care list during the last five years.</p> <p>3.3.1.1: Number of research papers in the Journals notified on</p>	15

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

Metric No.		Weightage						
	<table><tr><td>Number</td><td></td><td></td><td></td><td></td><td></td></tr></table> <p>Total number of books and chapters in edited volumes/books published and papers in national/international conference proceedings</p> <hr/> <p>Number of fulltime 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	Number						
Number								

Criteria 4- Infrastructure and Learning Resources (100)

Key Indicator- 4.1 Physical Facilities (30)

Metric No.		Weightage
4.1.1 Q_nM	Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT infrastructure, facilities for cultural and sports activities,	20

	<p>gymnasium, yoga centre etc. in the institution</p> <p>Write description in a maximum of 500 words</p> <p>File Description (Upload)</p> <ul style="list-style-type: none">• Upload Additional information• Provide Link for Additional information													
4.1.2 Q_nM	<p>Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)</p> <p>4.1.2.1 Expenditure for infrastructure augmentation, excluding salary year wise during last five years (INR in lakhs)</p> <p><i>Percentage</i> =</p> <p>Total Expenditure for infrastructure augmentation, excluding salary X 100</p> <p>_____</p> <p>Total Expenditure excluding salary</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						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 Additional information 	
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Key Indicator- 4.2 Library as a learning Resource (20)

Metric No.		Weightage
4.2.1 Q_nM	<p>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</p> <p>Write description in a maximum of 500 words</p> <p>File Description (Upload)</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_nM	<p>Institution frequently updates its IT facilities and provides sufficient bandwidth for internet</p>	20

	<p>connection</p> <p>Write description in a maximum of 500 words</p> <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Upload Additional information • Provide Link for Additional Information 	
<p>4.3.2</p> <p>Q_nM</p>	<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 	<p>10</p>

Key Indicator- 4.4 Maintenance of Campus Infrastructure (20)

<p>4.4.1</p> <p>Q_nM</p>	<p>Percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years (INR in Lakhs)</p> <p>4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding</p>	<p>20</p>

	salary component year wise 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														
	<p>Percentage =</p> <p>Total Expenditure incurred on maintenance of infrastructure excluding salary during the last five years</p> <p>X100</p> <hr/> <p>—</p> <p>Total Expenditure excluding salary during the last five years</p>													
	<p>File Description (Upload)</p> <ul style="list-style-type: none">• Institutional data in the prescribed format (template merged with 4.1.2)• Upload supporting document.													

Criteria 5- Student Support and Student Participation (140)

Key Indicator- 5.1 Student Support (50)

Metric No.		Weightage
5.1.1 Q _n M	Percentage of students benefited by scholarships and freeships provided by the Government and	20

	<p>Non-Government agencies and philanthropists during last five years</p> <p>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</p> <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> <p>Percentage =</p> <p style="text-align: center;"> Total number of students benefited by scholarships and freeships provided by Government and Non-Government agencies and philanthropists X100 </p> <hr style="width: 20%; margin-left: 0;"/> <p style="text-align: center;"> Total number of students during the last five years </p> <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Institutional data in the prescribed format • Upload supporting document. 	Year						Number						
Year														
Number														
<p>5.1.2</p> <p>Q_nM</p>	<p>Capacity building and skills enhancement initiatives taken by</p>	<p>10</p>												

	<p>the institution include the following</p> <ol style="list-style-type: none"> 1.Soft skills 2. Language and communication skills 3.Life skills (Yoga, physical fitness, health and hygiene) 4. ICT/computing skills <p>Options:</p> <ol style="list-style-type: none"> 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>File Description (Upload)</p> <ul style="list-style-type: none"> • Institutional data in the prescribed format • Upload supporting document. 	
<p>5.1.3 Q_nM</p>	<p>Percentage of students benefitted by guidance for competitive examinations and career counselling 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>	<p>10</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>Percentage =</p> <table><tr><td>Total number of students benefited by guidance for competitive examinations and career counselling during the last five years</td></tr><tr><td>Total number of students during the last five years</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						Total number of students benefited by guidance for competitive examinations and career counselling during the last five years	Total number of students during the last five years	
Year																
Number																
Total number of students benefited by guidance for competitive examinations and career counselling during the last five years																
Total number of students during the last five years																
5.1.4 Q_nM	<p>The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases.</p> <p>1.Implementation of guidelines of statutory/regulatory bodies.</p> <p>2.Organisation wide awareness and undertakings on policies with zero tolerance.</p> <p>3.Mechanisms for submission of online/offline students’ grievances.</p> <p>4.Timely redressal of the grievances through appropriate committees</p>	10														

	<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>E. None of the above</p> <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Upload supporting document. 	
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Key Indicator- 5.2 Student Participation and Activities (50)

Metric No.		Weightage												
5.2.1 Q _n M	<p>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</p> <p>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) 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	Year						Number						25
Year														
Number														

	<div>format</div> <div>• Upload supporting document.</div>													
<div>5.2.2</div> <div>Q_nM</div>	<div>Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/ other institutions)</div> <div>5.2.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years.</div> <div><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 sports and cultural events/competitions in which students of the Institution participated during the last five years</div><div>X100</div><div>Number of years in the assessment period</div></div> <div><div>File Description (Upload)</div><div>• Institutional data in the prescribed format</div><div>• Upload supporting document.</div></div>	Year						Number						<div>25</div>
Year														
Number														

Key Indicator- 5.3 Alumni Engagement (40)

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

Criteria 6- Governance, Leadership and Management (100)

Key Indicator- 6.1 Institutional Vision and Leadership (15)

Metric No.		Weightage
6.1.1 Q _n M	<p>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.</p> <p>Write description in a maximum of 500 words</p> <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Upload Additional information 	15

	<ul style="list-style-type: none"> • Provide Link for Additional Information. 	
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Key Indicator-6.2 Strategy Development and Deployment(12)

Metric No.		Weightage
6.2.1 Q_nM	<p>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.</p> <p>Write description in a maximum of 500 words</p> <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Upload Additional information • Provide Link for Additional Information. 	8
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> <ol style="list-style-type: none"> 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>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 QIM	<p>The institution has effective welfare measures and Performance Appraisal System for teaching and non-teaching staff</p> <p>Write description in a maximum of 500 words</p> <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Upload Additional information • Provide Link for Additional Information. 	6
6.3.2 QnM	<p>Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years</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>Percentage=</p> <p>Total number of teachers provided with financial support during the last five years $\times 100$</p> <hr/> <p>Total number of fulltime teachers year wise during</p>	12

	<p>the last five years</p> <p>File Description (Upload)</p> <ul style="list-style-type: none">• Upload Additional information• Provide Link for Additional Information. <table><tr><td>Year</td><td></td><td></td><td></td><td></td></tr><tr><td>Number</td><td></td><td></td><td></td><td></td></tr></table>	Year					Number							
Year														
Number														
6.3.3 QnM	<p>Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years</p>	15												
	<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><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														

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

Percentage=

Total number of teaching and non- teaching staff participating in FDPs, professional development Programmes during the last five years

X100

Total number of full time teachers year wise during the last five years + total number of non- teaching staff during the last five years

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

Metric No.		Weightage
<p>6.4.1 QIM</p>	<p>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)</p> <p>Write description in a maximum of 500 words</p> <p><i>File Description:</i></p>	<p>10</p>

	<ul style="list-style-type: none"> • Upload Additional information • Provide Link for Additional information 	
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Key Indicator- 6.5 Internal Quality Assurance System (30)

Metric No.		Weightage
6.5.1 QIM	<p>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</p>	15
	<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 	
6.5.2 QnM	<p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none"> 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements 2.Collaborative quality initiatives 	15

	<p>with other institution(s)/ membership of international networks</p> <p>3.Participation in NIRF</p> <p>4.any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc</p> <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>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 	
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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 QIM	Measures initiated by the Institution to celebrate / organize national and international commemorative days, events and	10

	<p>festivals during the last five years. 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 	
	Environmental Consciousness and Sustainability	
7.1.2 QnM	<p>The Institution has facilities and initiatives for</p> <ol style="list-style-type: none"> 1. Alternate sources of energy and energy conservation measures 2. Management of the various types of degradable and non-degradable waste 3. Water conservation 4. Green campus initiatives <p>Options:</p> <ol style="list-style-type: none"> A. 4 or All of the above B. 3 of the above C. 2 of the above D. 1of the above E. None of the above <p>File Description Upload supporting document</p>	20
7.1.3 QnM	<p>Quality audits on environment and energy regularly undertaken by the Institution through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environment audit 2. Energy audit 	10

	<p>3. Clean and green campus initiatives</p> <p>4. Beyond the campus environmental promotion and sustainability activities</p> <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>E. None of the above</p> <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Upload supporting document 	
	Inclusion, Situatedness, Human values & professional ethics	
7.1.4 QIM	<p>Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic diversity</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	20

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 QIM	Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words Provide web link to: <ul style="list-style-type: none">• Appropriate web in the Institutional website• Any other relevant information	20

Criterion 8 - Social Inclusiveness

Key Indicator – 8.1 Social Diversity (20)

Metric No:		Weightage
8.1.1 Q_nM	Scholarships, endowments and freeships	5
	8.1.1.1 Total number of students getting scholarships, freeships etc. under government schemes during the last five years.	
	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	
	8.1.1.3 Total number of students availing Kerala State Higher Education Scholarships during the last five years	
	8.1.1.4 Total amount waived or shared as fee and other expenses of students by the institution during the last five years	
	File Description Any other information.	
8.1.2 Q_nM	Percentage of students in socially backward classes enjoying scholarships, endowments and freeships (year wise)	5
	8.1.2.1 Number of students in socially backward classes (SC, ST, OBC) enjoying scholarships, endowments and freeships during the last five years	

Metric No:		Weightage
	8.1.2.2 Number of students in economically backward classes enjoying scholarships, endowments and freeships during the last five years	
	File Description Upload supporting document Provide link for additional information	
8.1.3 QIM	Programmes organized by institution for the empowerment of socially and economically backward sections	5
	8.1.3.1 Initiatives / programmes conducted for empowerment of socially and economically backward students in the institution over the last five years.	
	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	
	File Description Upload supporting document Provide link for additional information.	
8.1.4 Q _n M	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	

Metric No:		Weightage
	8.1.4.5 Number of students from Urban area during the last five years	
	File Description Upload supporting document Provide link for additional information.	

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

Metric No:		Weightage
8.2.1 Q_nM	8.2.1.1 Percentage of Minority and Non-Minority students admitted to the institution over last five years	5
	8.2.1.2 Number of Minority students admitted to the institution over the last five years	
	8.2.1.3 Number of Non Minority students admitted to the institution over the last five years	
	File Description Upload supporting document Provide link for additional information	
8.2.2 Q_nM	Percentage of Minority and Non-Minority staff admitted to the institution over last five years	5
	8.2.2.1 Number of Minority academic staff recruited to the institution over the last five years.	
	8.2.2.2 Number of Non Minority academic staff recruited to the institution over the last five years	
	8.2.2.3 Number of Minority non-teaching	

Metric No:		Weightage
	staff recruited in the institution over the last five years	
	8.2.2.4 Number of Non Minority non-teaching staff recruited in the institution over the last five years.	
	File Description Upload supporting document Provide link for additional information.	

Key Indicator – 8.3 Women and Transgender Distribution (10)

Metric No:		Weightage
8.3.1 Q_nM	Percentage of Women and Transgenders	
	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	

Metric No:		Weightage
	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	
	File Description Upload supporting document Provide link for additional information.	

Key Indicator – 8.4 Representation of Differently abled/PwD (20)

Metric No:		Weightage
8.4.1 Q_nM	Facilities for the Differently abled	20
	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. Braille Software 5. Rest rooms 6. Scribes for examination 7. Special skill development 8. Any other	
	File Description Upload supporting document Provide link for additional information	

Key Indicator 8.5 First Generation Learners (FGL) (20)

Metric No:		Weightage
8.5.1 Q_nM	Friendliness towards First Generation Learners	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.Hhostel facilities 4.Transportation facilities 5.Book banks 6. Library	
	File Description Institutional data in prescribed format. Upload supporting document Provide Link for Additional information	

Key Indicator – 8.6 Gender Sensitization Programmes (20)

Metric No:		Weightage
8.6.1 Q_nM	Gender empowerment programmes	5
	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.	

Metric No:		Weightage
	File Description Upload supporting document Provide Link for Additional information	
8.6.2 Q₁M	Gender empowerment measures	15
	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 File Description: Upload supporting document Provide Link for Additional information	

Criterion 9 - Equity and Excellence (100)

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

Metric No:		Weightage
9.1.1 Q_nM	Qualifications of teaching and non teaching staff	10
	9.1.1.1 Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc.	

Metric No:		Weightage
	/D.Litt. or AICTE prescribed qualifications during the last five years (consider only highest degree for count) 9.1.1.2 Total number of non teaching staff with Government specified qualifications File Description: Institutional data in prescribed format Upload supporting document Provide Link for Additional information	
9.1.2 Q_nM	Salary of teaching and non teaching staff 9.1.2.1 Total number of academic staff receiving UGC/ AICTE pay and allowances 9.1.2.2 Total number of non-teaching staff on state pay and allowances File Description: Institutional data in prescribed format Upload supporting document Provide Link for Additional information	10

Key Indicator – 9.2 Adversity Factors and Achievement Gap (10)

Metric No:		Weightage
9.2.1 Q_lM	Adversity Factors (Institutional)	5
	Location: Rural / Urban	
	9.2.1.2 Name of the local body in which institution is situated	
	9.2.1.3 Location: backward /	

Metric No:		Weightage
	aspirational district	
	9.2.1.4 Was the institution affected by any natural calamity over the last five years	
	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: Upload supporting document Provide Link for Additional information	
9.2.2 Q₁M	Achievement Gap	
	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	

Metric No:		Weightage
	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	
	9.2.2.6 No. of students benefitted from Additional Skill Acquisition Programme(ASAP)	
	9.2.2.7 Funds received from Government/UGC and other agencies for bridging the achievement gap over last five years	
	9.2.2.8 Funds utilized by the institution for bridging achievement gap over last five years	
	File Description: Upload supporting document Provide Link for Additional information	

Key Indicator - 9.3 Cultural Heritage (10)

Metric No:		Weightage
9.3.1 Q1M	Institutional Legacy and Practices	7
	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	

Metric No:		Weightage
	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 region, bring out/ document/ disseminating the cultural heritage the different social groups in the region	
	File Description: Upload supporting document Provide Link for Additional information	

Metric No:		Weightage
9.3.2 Q₁M	Distinguished alumni	3
	9.3.2.1 Distinguished alumni of the institution(Names and areas of prominence)	
	File Description: Upload supporting document Provide Link for Additional information	

Key Indicator – 9.4 Nature of Admission (10)

Metric No:		Weightage
9.4.1 Q₁M	Admission procedure	
	9.4.1.1 Describe the admission process carried out for student enrolment	
	9.4.1.2 Details of the website and mandatory disclosure	
	File Description: Upload supporting document Provide Link for Additional information	
9.4.2 Q_nM	Admission Profile	
	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 (Exclusive of supernumerary seats) 9.4.2.1.1 Number of actual students admitted from the reserved categories	

Metric No:		Weightage
	<p>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>	
	9.4.2.2 Intra and Inter Institutional mobility of students over the last five years	
	9.4.2.3 Number of students benefited from Institutional credit transfer over the last five years	
	9.4.2.4 Number of students benefited from Programme wise credit transfer over the last five years	
	<p>File Description:</p> <p>Provide institutional data in prescribed format</p> <p>Upload supporting document</p> <p>Provide Link for Additional information</p>	

Key Indicator - 9.5 Democratic Practices (20)

Metric No:		Weightage
9.5.1 Q₁M	Student Union formation/ Staff union	
	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	

Metric No:		Weightage
	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: Upload supporting document Provide Link for Additional information	
9.5.2 QIM	Student Feedback system	
	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	

Metric No:		Weightage
	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 Q_nM	Academic Mobility of Students	
	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 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 Q_iM	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	
	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	
	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	
	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	
	9.6.1.5 Number of Faculty who were trained in OBE workshops conducted by KSHEC 9.6.1.6 Number of OBE workshops organized by the institution File Description Any additional information	
9.6.2 Q_nM	Student Achievement	
	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	

	File Description Upload supporting document Provide Link for Additional information	
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Criterion 10 - Scientific temper and Secular outlook (100)

Key Indicator 10.1 Knowledge assimilation and dissemination process (40)

Metric No:		Weightage
10.1.1 QIM	Knowledge assimilation process	
	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), Knowledge Dissemination Response(KDR), Knowledge Action Decision Framework(KAD) File Description Upload supporting document Provide Link for Additional information	
10.1.2 QIM	Knowledge dissemination	
	10.1.2.1 Describe mechanisms of knowledge transfers and approach for collaborative research with government, research funding agencies or any community	
	10.1.2.2 Details of Prabudhata/	

	Prabudhata model society – institution linkage	
	10.1.2.3 Details of special learner ecosystems created in the institution	
	10.1.2.4 Lifelong learning initiative/ programmes in the institution	
	10.1.2.5 Knowledge books prepared and translated into Malayalam	
	10.1.2.6 Ecosystem developed by the institution for innovations including Incubation centre and other initiatives for creation and transfer of knowledge	
	10.1.2.7 Describe the details of incubation centre and evidence of its usage (activity) within a maximum of 500 words	
	10.1.2.8 Measures taken for promoting cross disciplinary literacy File Description Upload supporting document Provide Link for Additional information	
10.1.3 Q₁M	Promoting Scientific temper	
	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 File Description Upload supporting document Provide Link for Additional information	

Key Indicator – 10.2 Social Participation (30)

Metric No:		Weightage
10.2.1 Q₁M	Socialization of knowledge and linkage with society	
	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 File Description	

	Upload supporting document Provide Link for Additional information	
10.2.2 Q₁M	Fostering Social responsibility and community engagement	
	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 File Description Upload supporting document Provide Link for Additional information	
10.2.3 Q₁M	Participation in National and State level Missions	
	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	
	10.2.3.5 Participation of students/teachers in archaeological excavation sites or any other relevant and similar activities. Describe in maximum 500 words File Description Upload supporting document Provide Link for Additional information	
10.2.4 QM	Participation in Environmental Management/Disaster Management/Other Related Activities	
	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 Any additional information</p>	

Key Indicator-10.3 Strengthening and Promoting Secular Outlook/Constitutional values
(30)

Metric No:		Weightage
10.3.1 Q₁M	Promoting Secular Outlook Values	
	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 File Description 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	Course Code (if any)	Year of offering	No. of times offered during the same year	Duration of the course	No. 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)

Nam e of the stude nt	Gend er	Categ ory	State of Domic ile	National ity , if other than Indian	Ema il Id	Program me name	Unique Enrolment ID/Colleg we ID/Univer sity enrolment Number	Mobil e Numb er	Year of joini ng

3.2.1 Number of workshops/ seminars/ conferences 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 the paper	Name of the author	Department	Name of the journal	Year of publication	ISSN	Link to the website of the journal	Link to the article/paper/abstract of the article in the journal	Is it listed in the 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 years

Title of the paper	Name of the book/chapters published	Title of the paper	Title of the proceedings of the conference	Name of the conference	National/International	Year of publication	ISBN number of the proceedings	Affiliating institute at the time of publication	Name of the publisher

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)

Year	Budget allocated for the infrastructure augmentation (INR in lakhs)	Expenditure for the infrastructure augmentation (INR in lakhs)	Expenditure on maintenance of academic facilities (excluding salary for human resources) (INR in Lakhs)	Expenditure on maintenance of physical facilities (excluding salary for human resources) (INR in Lakhs)	Total expenditure excluding salary (INR in Lakhs)

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

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

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				
Sl 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
Year				
Non-Teaching Staff				
Sl 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

Sl No.	Year	Register Number/Roll Number for	Name of students	GATE	GMAT	CAT	GRE	JAM	IELTS	TOEFL	Civil services	State Govt. examinations	Other exams conducted by State/Central Govt. agencies

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	Programme 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

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