

SAAC-Partnering the quest for excellence

SAAC

(State Assessment and Accreditation Centre)



**INSTITUTIONAL ACCREDITATION
MANUAL**

For

Self-Study Report (SSR)

Affiliated/Constituent Colleges

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State Assessment and Accreditation Centre (SAAC)
The Kerala State Higher Education Council
Thiruvananthapuram
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SECTION A

1. 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.

2. 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.

3. Scope of SAAC

SAAC would

SAAC-Partnering the quest for excellence

- 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.

4. 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 nature of dynamics globally involved in 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.

5. 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.

5.1. Quality Indicator Framework—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. Secular Outlook and Scientific Temper

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 and their corresponding weightage are given in the table below. In the following paragraphs, each criterion and its key indicators explicating the aspects they represent are given in detail.

Criterion 8. Social Inclusiveness

Considering the social development indicators, the state has achieved a better position among other regions in the country. It could transform the education system into a more inclusive and universally accessible one during the last few decades. Despite the geographical diversity and adversities of the state, over the years, higher education institutions have been established to cater to the higher education needs of all sectors of public sphere. The key indicators are framed in a manner so as to enable the institutions to project the best practices of these components in quantitative and qualitative terms. Details of financial assistance provided to students are sought with reference to their social background along with the steps undertaken by the institution to empower the students belonging to weaker and backward sections. The key indicator to address the nature of student diversity has also been taken into consideration. While considering the development profile of the state, especially education sector, the minority institutions hold important status. It would be significant to learn in the context of the state whether institutions address the needs of the first generation students they have enrolled. The key indicators representing this category are delineated as following:

8.1. Social Diversity

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

8.2. Minority and Non-Minority Representation

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

8.3. Gender Distribution

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

8.4. Representation of the Differently Abled

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

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

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 numerous philanthropic and traditional institutions in higher education sector preserving 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 for disciplined curriculum delivery. The three level of learning outcomes applicable to universities or autonomous institutions are *Programme Outcomes, Programme Specific Outcomes* and *Course Outcomes*. The instruction level/classroom strategies depend on the course outcomes. The assessment methods are also to be made in alignment with the course outcomes.

9.6. Cost of Education

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

Criterion 10. Fostering Scientific Temper and Secular Outlook

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

10.1. Knowledge assimilation and dissemination process

Educational institutions act as knowledge assimilation centres. The existing knowledge system is tapped and reformulated through teaching learning process. Knowledge dissemination can be effectively tested through continuous evaluation of learning outcomes and its measured attainments in the ever changing global and local context. Academic or research institutions display their contributions to general public in a convincing language where people can appreciate the achievements of these institutions. Institutional

resources are to be better displayed in such a way for attracting and promoting research and scientific temper among students and the general public. Academic or research institutions can act as conduits for transferring knowledge from their end to society through various outreach programmes like exhibitions, seminars, demonstrations etc. where public can interact with scientific community for better guidance in and solutions for their hardships of everyday life. Prabudhatha is such a community education scheme adopted by the Kerala State Higher Education Council, where these institutions in collaboration with the local self government agencies disseminate this knowledge to the grass root. HEIs or research institutions in the neighborhood of any LSG can be a partner in this scheme by which local community will be exposed to the ongoing research and activities of the institutions and their relevance to the society or to the country as a whole. This programme has generated a dazzling effect as large number of departments and institutions have come forward to undertake activities beneficial to the society.

10.2. Social Participation

Academic institutions can tremendously transform the neighborhood society through its innovative interactions with them. In addition to the fundamental research and teaching learning exercise, institutions can transcend their knowledge base to find solutions to societal concerns. Societies in turn can approach the institutions seeking better solutions for their complex tasks pertaining to their respective domains. A myriad of domain related affairs related to society can be addressed by these institutions through innovative extension programmes in conjunction with government departments, industry etc. In the context of environmental management, disaster mitigation and resilience, the involvement of academic institutions can be an apparent toolkit for troubleshooting the problems affecting the society. Environmental sustainability goals are ideal set of targets that institutions can foster among the students, teachers, and the non-teaching staff. The campus premises can be transformed into a built-in ecosystem for innovative learning process irrespective of whether it is inside or outside the class room. Independent departments perform or create cross-domain activities and ecosystem to attract students of different domains. Curriculum redesigning is an area where proper updation in subject content, and instruction and assessment methods which could be accomplished through well defined learning outcomes. At every such step, the content can attract scientific temper in teaching and learning process which in turn invigorates the students and faculty to engage with programmes and literary contributions capable of inculcating scientific temper among students and in society.

10.3. Strengthening and Promoting Secular Outlook and Constitutional values

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

real graduates enriched with these graduate attributes, our institutions can contribute immensely to develop a sustainable, healthy, harmonious society and nation in future.

6. 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 within six months from the date of coming into force of the SAAC, to the Accreditation Agency, for accreditation.
- The Higher Education Institutions, which have not completed six years of existence or two batches having passed out, whichever is earlier, shall, within a period of six months from date of such completion, apply to the Accreditation Agency for accreditation.
- Every Higher Education Institution, intending to commence academic operations after SAAC comes into force, shall apply for assessment and accreditation to the Assessment and Accreditation Agency.

7. The Assessment Process

Stages of Assessment and Accreditation

For the assessment of an institution 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.

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 within six months. SAAC would assist accredited HEIs in preparing this CQIP. SAAC would develop a pool of Consultants from the Academic Volunteer Bank which will work closely with accredited HEIs in developing CQIP.

8. Focus of Assessment

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.

Table -1
Distribution of Matrix and KIs across Criteria

Type of HEIs	Universities	Autonomous Colleges	Affiliated/Constituent Colleges
Criteria	10	10	10
Key Indicators (KIs)	48	48	46
Qualitative Metrics (QIM)	53	53	57
Quantitative Metrics (QnM)	104	101	82
Total Metrics (QIM + QnM)	157	154	139

Table -2
Distribution of Weightages across Key Indicators (KIs)

Criteria	Key Indicator	Weightage
8. Social Inclusiveness	8.1 – Social Diversity	20
	8.2 – Minority and Non Minority Representation	10
	8.3 – Gender Distribution	10
	8.4 – Representation of Differently abled	20

	8.5 – First Generation Learners(FGL)	20
	8.6 – Gender Sensitization Programmes	20
	Total	100
9. Equity & Excellence	9.1 – Qualifications and salary of teaching and non-teaching staff	20
	9.2–Adversity Factors and Achievement Gap	10
	9.3 – Heritage / Fledgling institution	10
	9.4– Nature of admission	20
	9.5 – Democratic Practices	20
	9.6 – Outcome Based Education	20
	Total	100
10. Scientific temper and secular outlook	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	100

9. 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. The Quantitative Metrics (QnM) add up to about 70% and the remaining 30% are Qualitative Metrics (QIM).
5. Optional Metrics:
Owing to the different types of HEIs, all the metrics would not be applicable to the HEIs, hence, provision is made for the institutions to opt out of those metrics which may not be applicable to them. The rules regarding opting out of the metrics are:
 - a. Maximum weightage of metrics that can be opted out shouldn't exceed 50 (up to 5%).
 - b. Metrics with maximum of total 20 weightage per criteria can only be opted out.
 - c. All metrics in Criterion 7 and 10 are essential. None of the metrics in these Criteria can be opted out.
 - d. Metrics identified as essential cannot be opted out (list of essential metrics are stated in Appendix 1).
 - e. Qualitative Metrics cannot be opted out.

The essential metrics have been identified for Universities, Affiliated Colleges/Constituent Colleges and Autonomous Colleges

The calculation of Cumulative Grade point Average (CGPA) will be done excluding the metrics as opted out with 50 weightage (up to 5%) by the HEIs. Thus the HEIs, will not be assessed on metrics not applicable to them. The opting out of the non applicable metrics need to be exercised prior to the final submission.

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 forfeited.

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.
- Tool Tips denoted by '?' are provided at various places in portal for Metrics, upload, etc. Institutions are required to go through the respective Tool Tip thoroughly before filling the data.
- 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 70% of the total,
- scores from the qualitative metrics through on site visit and
- scores obtained on the Student Satisfaction Survey.

These will be collated based on 'benchmarks' and assessed on a five point scale, viz., (0, 1, 2, 3 & 4).

16. Final Grade

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

Table 3

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

17. Mechanism for Institutional Appeals

Institutional Appeal Mechanism is included in SAAC Framework.

18. Re-assessment

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

19. SAAC-Fee Structure

SAAC-Partnering the quest for excellence

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.

1. University- Rs. 1.5 Lakhs, (Rupees One Lakh Fifty Thousand only)
2. Colleges and other institutions - Rs. 1 Lakh, (Rupees One Lakh only)

20. Mandatory Disclosure on HEIs website

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

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

SECTION-B**Data Requirements for Self - Study Report (SSR)**

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

1. *Executive Summary*
2. *Profile of the Institution*
 - a. *Extended Profile of the Institution*
3. *Quality Indicator Framework (QIF)*
4. *Data Templates / Documents (Quantitative Metrics)*

I. Executive Summary

SAAC requires all HEI to prepare an Executing Summary of the Institution that should highlight the Vision and Mission of HEI along with SWOC analysis of the institution and a brief summary depicting individual Criteria wise functioning.

II. Quality Indicator Framework (QIF)

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

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

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

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

- For some Qualitative Metrics (QIM) which seek descriptive data it is specified as to what kind of information has to be given and how much. It is advisable to keep data accordingly compiled beforehand.
- For the Quantitative Metrics (QnM), the actual online formats seek only data in specified manner which will be processed digitally.
- Metric wise weightage is also mentioned.

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.

SECTION C
TABLE 4: DISTRIBUTION OF WEIGHTAGES ACROSS KEY INDICATORS

Criteria	Key Indicators (KIs)	Affiliated / Constituent Colleges
1. Curricular Aspects		

	1.1. *(A) Curricular Planning and Implementation	20
	1.2 Academic Flexibility	25
	1.3 Curriculum Enrichment	25
	Total	70
2. Teaching- Learning and Evaluation	2.1 Student Enrolment and Profile	21
	2.2 Catering to Student Diversity	35
	2.3 Teaching-Learning Process	35
	2.4 Teacher Profile and Quality	56
	2.5 Evaluation Process and Reforms	35
	2.6 Student Performance and Learning Outcomes	28
	2.7 Student satisfaction Survey	35
	Total	245
3. Research, Innovations and Extension		
	3.1 Resource Mobilization for Research	10
	3.2 Innovation Ecosystem	10
	3.3 Research Publications and Awards	20
	3.4 Extension Activities	24
	3.5 Collaboration	20
	Total	84
4. Infrastructure and Learning Resources	4.1 Physical Facilities	21
	4.2 Library as a Learning Resource	14
	4.3 IT Infrastructure	21
	4.4 Maintenance of Campus Infrastructure	14
	Total	70
5. Student Support and Progression	5.1 Student Support	25
	5.2 Student Progression	36
	5.3 Student Participation and Activities	20
	5.4 Alumni Engagement	10
	Total	91
6. Governance, Leadership and Management	6.1 Institutional Vision and Leadership	7
	6.2 Strategy Development and Deployment	7
	6.3 Faculty Empowerment Strategies	21
	6.4 Financial Management and Resource Mobilization	14
	6.5 Internal Quality Assurance System	21
	Total	70

7. Institutional Values and Best Practices	7.1 Institutional Values and Social Responsibilities	35
	7.2 Best Practices	21
	7.3 Institutional Distinctiveness	14
	Total	70
8. Social Inclusiveness	8.1 – Social Diversity	20
	8.2 – Minority and Non Minority Representation	10
	8.3 – Gender Distribution	10
	8.4 – Representation of Differently abled	20
	8.5 – First Generation Learners(FGL)	20
	8.6 – Gender Sensitization Programmes	20
	Total	100
9. Equity & Excellence	9.1 – Qualifications and salary of teaching and non-teaching staff	20
	9.2–Adversity Factors and Achievement Gap	10
	9.3 – Heritage / Fledgling institution	10
	9.4– Nature of admission	20
	9.5 – Democratic Practices	20
	9.6 – Outcome Based Education	20
	Total	100
10. Scientific temper and secular outlook	10.1–Knowledge assimilation and dissemination process	30
	10.2 – Social Participation	30
	10.3 Strengthening and Promoting Secular Outlook and Constitutional values	40
	Total	100
	TOTAL SCORE	1000

SECTION D

Data Requirements **for**

SAAC-Partnering the quest for excellence

Self-Study Report (SSR)

QUALITY INDICATOR FRAMEWORK
(QIF)

Table 5
Criterion 1
Curricular Aspects (70)
Key Indicator - 1.1
Curricular Planning and Implementation (20)

Metric No.		Weightage
1.1.1 Q ₁ M	The Institution ensures effective curriculum delivery through a well planned and documented process Any other information.	10
1.1.2 Q _B M	Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years Minutes of relevant Academic Council/BOS meetings. Details of the certificate/Diploma programs. (As per prescribed format). Any additional information	5
1.1.3 Q _B M	Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years Details of participation of teachers in various bodies. (As per prescribed format). Any additional information.	5

Key Indicator - 1.2 Academic Flexibility (25)

Metric No.		Weightage
1.2.1 Q ₁ M	Percentage of new Courses introduced of the total number of courses across all Programmes offered during last five years. Minutes of relevant Academic Council/BOS meetings.. Any additional information. Institutional data in prescribed format. (As per prescribed format).	10
1.2.2 Q _B M	Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented Name of the programs in which CBCS is implemented Any additional information Institutional data in prescribed format. (As per prescribed format).	5
1.2.3 Q _B M	Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs. (As per prescribed format). Any additional information.	10

Key Indicator - 1.3 Curriculum Enrichment (25)

Metric No.		Weightage
1.3.1	Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	10

Q_{1M}	Any Additional Information Upload the list and description of courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	
1.3.2 Q_{BM}	Number of value added courses imparting transferable and life skills offered during the last five years Any additional information Brochure or any other document relating to value added courses List of value added courses. (As per prescribed format).	5
1.3.3 Q_{BM}	Percentage of students undertaking field projects / internships Any additional information. List of programmes and number of students undertaking field projects/internships. (As per prescribed format).	10

Criterion 2
Teaching-Learning and Evaluation (245)
Key Indicator – 2.1
Student Enrolment and Profile (21)

Metric No.		Weightage
2.1.1 Q ₁ M	Average Enrolment percentage (Average of last five years) Any additional information. Institutional data in prescribed format. (As per prescribed format).	10
2.1.2 Q _B M	Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during last five years Any additional information Average percentage of seats filled against seats reserved. (As per prescribed format).	11

Key Indicator – 2.2
Catering to Student Diversity (35)

Metric No.		Weightage
2.2.1 Q ₁ M	The institution assesses the learning levels of the students, after admission and organises special Programmes for advanced learners and slow learners Paste link for additional Information. Upload any additional information	25
2.2.2 Q _B M	Student-Full time teacher ratio (current year data) Institutional data in prescribed format. Any additional information.	10

Key Indicator – 2.3
Teaching - Learning Process (35)

Metric No.		Weightage
2.3.1 Q ₁ M	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences Upload any additional information Link for additional information.	14
2.3.2 Q _B M	Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-Learning resources etc.(current year data) Upload any additional information Provide link for web page describing the “LMS/ Academic management system”. Upload list of teachers (using ICT for teaching) based on the Data Template. (As per prescribed format).	7

2.3.3	Ratio of students to mentor for academic and stress related issues (current year data)	7
Q _{BM}	Upload year wise list of number of students, full time teachers and mentor/mentee ratio	
2.3.4	Innovation and Creativity in teaching-learning	7
Q _{BM}	Any additional information.	

**Key Indicator – 2.4
Teacher Profile and Quality (56)**

Metric No.		Weightage
2.4.1	Average percentage of full time teachers against sanctioned posts during the last five years	10
Q _{1M}	Any additional information List of the faculty members authenticated by the Head of HEI. Year wise full time teachers and sanctioned posts for 5years. (As per prescribed format).	
2.4.2	Average percentage of full time teachers with Ph. D. during the last five years	15
Q _{BM}	Any additional information. List of number of full time teachers with Ph. D. and number of full time teachers for 5years. (As per prescribed format).	
2.4.3	Teaching experience of full time teachers in number of years(current year data)	6
Q _{BM}	Any additional information.	
2.4.4	Percentage of full time teachers who received awards, recognition, fellowship at State, National, International level from government, recognised bodies during last five years	10
Q _{BM}	Any additional information e-copies of award letters (scanned or softcopy). Institutional data in prescribed format. (As per prescribed format).	
2.4.5	Average percentage of full time teachers from other States against sanctioned posts during the last five years	15
Q _{BM}	Any additional information. List of full time teachers from other states and state from which qualifying degree was obtained. (As per prescribed format).	

**Key Indicator – 2.5
Evaluation Process and Reforms (35)**

Metric No.		Weightage
2.5.1	Reforms in Continuous Internal Evaluation (CIE) System at the Institutional level	10
Q _{1M}	Any additional information. Link for additional information.	
2.5.2	Mechanism of internal assessment is transparent and robust in terms of frequency and variety	10
Q _{BM}	Any additional information. Link for additional information.	

2.5.3 Q _{BM}	Mechanism to deal with examination related grievances is transparent, time-bound and efficient Any additional information. Link for additional information.	8
2.5.4 Q _{BM}	The Institution adheres to the academic calendar for the conduct of CIE Any additional information. Link for additional information.	7

Key Indicator – 2.6
Student Performance and Learning Outcomes (28)

Metric No.		Weightage
2.6.1 Q _{1M}	Average pass percentage of Students (Current year data) Upload any additional information. Paste link for the annual report. Upload list of Programmes and number of students passed and appeared in the final year examination. (As per prescribed format).	28

Key Indicator – 2.7
Student satisfaction Survey (35)

Metric No.		Weightage
2.7.1 Q _{1M}	Online student satisfaction survey regarding teaching learning process Upload any additional information. Upload database of all currently enrolled students. (As per prescribed format).	35

Criterion 3
Research, Innovations and Extension (84)

Key Indicator – 3.1
Resource Mobilization for Research (10)

Metric No.		Weightage
3.1.1 Q ₁ M	Grants for research projects sponsored by the government and non government sources such as industry, corporate houses, international bodies, endowment, Chairs in the institution during the last five years(INR in Lakhs) Any additional information. e-copies of the grant award letters for research projects sponsored by government and the non-government. List of project and grant details. (As per prescribed format).	3
3.1.2 Q _{BM}	Percentage of teachers recognized as research guides at present Any additional information. Institutional data in prescribed format.	3
3.1.3 Q _{BM}	Number of research projects per teacher funded by government and non government agencies during the last five years List of research projects and funding details. Any additional information. Supporting document from Funding Agency. Paste Link for the funding agency website.	4

Key Indicator – 3.2
Innovation Ecosystem (10)

Metric No.		Weightage
3.2.1 Q ₁ M	Number of Workshops/ seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years Report of the event. Any additional information. List of workshops/ seminars during last 5 years. (As per prescribed format).	10

Key Indicator – 3.3
Research Publications and Awards (14)

Metric No.		Weightage
3.3.1 Q ₁ M	The institution has a stated Code of Ethics to check malpractices and plagiarism in Research Any additional information. Institutional data in prescribed format. (As per prescribed format).	1

3.3.2	The institution provides incentives to teachers who receive state, national and international recognition/ awards e-copies of the letters of awards. Any additional information. List of Awardees and Award details.	1
3.3.3	Number of Ph.D's awarded per teacher during the last five years(Not applicable to UG college) URL to the research page on HEI web site. Any additional information. List of PhD scholars and their details like name of the guide , title of thesis, year of award etc. (As per prescribed format).	1
3.3.4	Number of research papers per teachers in the Journals notified on UGC website during the last five years Any additional information. List of research papers by title, author, department, name and year of publication. (As per prescribed format).	4
3.3.5	Number of books and chapters in edited volumes/books published and papers in national/ international conference-proceedings per teacher during last five years Any additional information. List books and chapters edited volumes/ books published. (As per prescribed format).	7

**Key Indicator – 3.4
Extension Activities (24)**

Metric No.		Weightage
3.4.1	Extension activities in the neighbourhood community in terms of impact and sensitizing students to social issues and holistic development during the last five years Paste link for additional information. Upload any additional information.	20
3.4.2	Number of awards and recognitions received for extension activities from government/ recognised bodies during the last five years Any additional information. e-copy of the award letters. Number of awards for extension activities in last 5 year. (As per prescribed format).	4

**Key Indicator – 3.5
Collaboration (20)**

Metric No.		Weightage
3.5.1 Q ₁ M	Number of linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the-job training, research etc during the last five years e-copies of linkage related Document. Any additional information. Details of linkages with institutions/industries for internship. (As per prescribed format).	10
3.5.2 Q ₁ M	Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. during the last five years (Only functional MoUs with ongoing activities to be considered) e-Copies of the MoUs with institution./ industry/ corporate houses. Any additional information. Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years. (As per prescribed format).	10

Criterion 4 -
Infrastructure and Learning Resources (70)

Key Indicator – 4.1
Physical Facilities (21)

Metric No.		Weightage
4.1.1 Q ₁ M	The Institution has adequate facilities for teaching-learning. viz., classrooms, laboratories, computing equipment etc. Upload any additional information. Paste link for additional information.	3
4.1.2 Q ₁ M	The Institution has adequate facilities for sports, games (indoor, outdoor), gymnasium, yoga centre etc.and cultural activities Upload any additional information. Paste link for additional information.	2
4.1.3 Q ₁ M	Percentage of classrooms and seminar halls with ICT-enabled facilities such as smart class, LMS, etc. (current year data) Upload any additional information. Paste link for additional information. Upload Number of classrooms and seminar halls with ICT enabled facilities. (As per prescribed format).	8
4.1.4 Q ₁ M	Average percentage of budget allocations, excluding salary for infrastructure augmentation during last five years(INR in Lakhs) Upload any additional information. Upload audited utilization statements. Upload Details of budget allocation, excluding salary during the last five years. (As per prescribed format).	8

Key Indicator – 4.2
Library as a Learning Resource (14)

Metric No.		Weightage
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4.2.1 Q ₁ M	Library is automated using Integrated Library Management System (ILMS) Paste link for Additional Information. Upload any additional information.	3
4.2.2 Q ₁ M	Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment Upload any additional information. Paste link for additional information.	1
4.2.3 Q ₁ M	Does the institution have the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga membership 4. e-books 5. Databases Upload any additional information. Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership etc. (As per prescribed format).	2
4.2.4 Q ₁ M	Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs) Any additional information. Audited statements of accounts. Details of annual expenditure for purchase of books and journals during the last five years. (As per prescribed format).	4
4.2.5 Q ₁ M	Availability of remote access to e-resources of the library Any Additional Information. Details of remote access to e-resources of the library.	1
4.2.6 Q ₁ M	Percentage per day usage of library by teachers and students (current year data) Any additional information. Details of library usage by teachers and students.	3

**Key Indicator – 4.3
IT Infrastructure (21)**

Metric No.		Weightage
4.3.1 Q ₁ M	Institution frequently updates its IT facilities including Wi-Fi Upload any additional information. Paste link for additional information	7
4.3.2 Q ₁ M	Student –Computer ratio (current year data) Upload any additional information. Student –computer ratio.	8
4.3.3 Q ₁ M	Available bandwidth of internet connection in the Institution (Leased line) Upload any additional Information. Details of available bandwidth of internet connection in the Institution.	5
4.3.4 Q ₁ M	Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS) Upload any additional information. Links of photographs. Facilities for e-content development such as Media Centre, Recording facility, LCS. (As per prescribed format).	1

**Key Indicator – 4.4
Maintenance of Campus Infrastructure**

Metric No.		Weightage
4.4.1 Q1M	Average expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years(INR in Lakhs) Upload any additional information. Audited statements of accounts. Details about assigned budget and expenditure on physical facilities and academic facilities. (As per prescribed format).	7
4.4.2 Q1M	There are established systems and procedures for maintaining and utilizing physical, academic and support facilities -laboratory, library, sports complex, computers, classrooms etc. Upload any additional information. Paste link for additional information.	7

Criterion 5
Student Support and Progression
Key Indicator – 5.1
Student Support (25)

Metric No.		Weightage
5.1.1 Q ₁ M	Number of capability enhancement and development schemes Link to Institutional website. Any additional information. Details of capability enhancement and development schemes. (As per prescribed format).	10
5.1.2 Q ₁ M	Average percentage of student benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years Any additional information. Number of students benefitted by guidance for competitive examinations and career counselling during the last five years. (As per prescribed format).	10
5.1.3 Q ₁ M	Average percentage of students benefitted by Vocational Education and training (VET) during the last five years Details of the students benefitted by VET. (As per prescribed format). Any additional information.	4
5.1.4 Q ₁ M	The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases(Yes/ No) Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee. Upload any additional information. Details of student grievances including sexual harassment and ragging cases. (As per prescribed format).	1

Key Indicator – 5.2
Student Progression (36)

Metric No.		Weightage
5.2.1 Q ₁ M	Average percentage of placement of outgoing students during the last five years Self attested list of students placed. Upload any additional information. Details of student placement during the last five years. (As per prescribed format).	18

5.2.2	Percentage of student progression to higher education (previous graduating batch) (current year data)	18
Q1M	Upload supporting data for student/alumni. Any additional information. Details of student progression to higher education. (As per prescribed format).	

**Key Indicator – 5.3
Student Participation and Activities (20)**

Metric No.		Weightage
5.3.1	Number of awards/medals for outstanding performance in sports/cultural activities at national / international level (award for a team event should be counted as one) during the last five years	15
Q1M	e-copies of award letters and certificates. Any additional information. Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five year. (As per prescribed format).	
5.3.2	Average number of sports and cultural activities/competitions organised at the institution level per year	5
Q1M	Report of the event. Upload any additional information. Number of sports and cultural activities / competitions organized per year. (As per prescribed format).	

**Key Indicator – 5.4
Alumni Engagement (10)**

Metric No.		Weightage
5.4.1	The Alumni Association/Chapters(registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years	4
Q1M	Paste link for additional information. Upload any additional information.	
5.4.2	Alumni contribution during the last five years (INR in Lakhs)	4
Q1M	Upload any additional information. Alumni association audited statements. (As per prescribed format).	
5.4.3	Number of Alumni Association / Chapters meetings held during last five years	2
Q1M	Report of the event. Upload any additional information. Number of Alumni Association / Chapters meetings conducted during the last five years. (As per prescribed format).	

Criterion 6
Governance, Leadership and Management (70)

Key Indicator – 6.1
Institutional Vision and Leadership (7)

Metric No.		Weightage
6.1.1 Q1M	The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution Paste link for additional information. Upload any additional information.	3
6.1.2 Q1M	The institution practices decentralization and participative management Upload any additional information. Paste link for additional information.	4

Key Indicator – 6.2
Strategy Development and Deployment (7)

Metric No.		Weightage
6.2.1 Q1M	Perspective/Strategic plan and Deployment documents are available in the institution Paste link for additional information. Strategic Plan and deployment documents on the website. Upload any additional information.	1
6.2.2 Q1M	Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism Upload any additional information. Paste link for additional information. Link to Organogram of the Institution webpage. Paste link for additional information.	2
6.2.3 Q1M	3 Implementation of e-governance in areas of operation Enterprise Resource Planning Document. Screen shots of user interfaces. Any additional information. Details of implementation of e-governance in areas of operation Planning and Development, Administration etc. (As per prescribed format).	3
6.2.4 Q1M	Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions Paste link for additional information. Upload any additional information.	1

Key Indicator – 6.3
Faculty Empowerment Strategies (21)

Metric No.		Weightage
6.3.1 Q ₁ M	The institution has effective welfare measures for teaching and non-teaching staff Upload any additional information. Paste link for additional information.	7
6.3.2 Q ₁ M	Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years Upload any additional information. Details of teachers provided with financial support to attend. (As per prescribed format).	5
6.3.3 Q ₁ M	Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years Reports of the Human Resource Development Centres (UGC ASC or other relevant centres). Reports of Academic Staff College or similar centers. Upload any additional information. Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff. (As per prescribed format).	3
6.3.4 Q ₁ M	Average percentage of teachers attending professional development Programmes viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the last five years IQAC report summary. Reports of the Human Resource Development Centres (UGC ASC or other relevant centers). Upload any additional information. Details of teachers attending professional development Programmes during the last five years. (As per prescribed format).	3
6.3.5 Q ₁ M	Institution has Performance Appraisal System for teaching and non-teaching staff Paste link for additional information. Upload any additional information.	3

Key Indicator - 6.4
Financial Management and Resource Mobilization (14)

Metric No.		Weightage
6.4.1 Q ₁ M	Institution conducts internal and external financial audits regularly Upload any additional information. Paste link for additional information.	2
6.4.2 Q ₁ M	Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III) Annual statements of accounts. Any additional information. Details of Funds / Grants received from non-government bodies during the last five years. (As per prescribed format).	6
6.4.3 Q ₁ M	Institutional strategies for mobilisation of funds and the optimal utilisation of resources Paste link for additional information.	6

	Upload any additional information.	
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Key Indicator – 6.5
Internal Quality Assurance System (21)

Metric No.		Weightage
6.5.1 Q ₁ M	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes Upload any additional information. Paste link for additional information.	6
6.5.2 Q ₁ M	The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms Paste link for additional information. Upload any additional information.	6
6.5.3 Q ₁ M	Average number of quality initiatives by IQAC for promoting quality culture per year Upload any additional information. IQAC link. Number of quality initiatives by IQAC per year for promoting quality culture. (As per prescribed format).	2
6.5.4 Q ₁ M	Quality assurance initiatives of the institution Paste web link of Annual reports of Institution. Upload e-copies of the accreditations and certifications. Upload any additional information. Upload details of Quality assurance initiatives of the institution. (As per prescribed format).	4
6.5.5 Q ₁ M	Incremental improvements made for the preceding five years (in case of first cycle) Post accreditation quality initiatives (second and subsequent cycles) Paste link for additional information. Upload any additional information.	3

Criterion 7
Institutional Values and Best Practices (70)

Key Indicator – 7.1

Institutional Values and Social Responsibilities (35)

Metric No.		Weightage
7.1.1 Q1M	Alternate Energy initiatives such as: Percentage of annual power requirement of the Institution met by the renewable energy sources (current year data) Upload any additional information. Upload details of power requirement of the institution met by renewable energy sources. (As per prescribed format).	1
7.1.2 Q1M	Percentage of annual power requirements met through LED bulbs (Current year data) Upload any additional Information. Upload details of lighting power requirement met through LED bulbs. (As per prescribed format).	1
7.1.3 Q1M	Waste Management steps including: • Solid waste management • Liquid waste management • E-waste management Upload any additional information. Paste link for additional information.	3
7.1.4 Q1M	4 Rain water harvesting structures and utilization in the campus Paste link for additional information. Upload any additional information.	1
7.1.5 Q1M	Green Practices • Students, staff using a) Bicycles b) Public Transport c) Pedestrian friendly roads • Plastic-free campus • Paperless office • Green landscaping with trees and plants Upload any additional information. Paste link for additional information.	2
7.1.6 Q1M	Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs) Any additional information. Green audit report. Details of expenditure on green initiatives and waste management during the last five years. (As per prescribed format).	2
7.1.7 Q1M	Resources available in the institution Upload any additional information. Link to photos and videos of facilities for Divyangjan. Upload resources available in the institution for Divyangjan.	7
7.1.8 Q1M	Number of Specific initiatives to address locational advantages and disadvantages during the last five years Upload any additional information. Number of Specific initiatives to address locational advantages and disadvantages.	4
7.1.9 Q1M	Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere) Upload any additional information. Upload the report of the event. Details of initiatives taken to engage with local community during the last five years. (As per prescribed format).	4

7.1.10 Q1M	Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff Upload any additional Information. URL to handbook on code of conduct for students and teachers, manuals and brochures on human values and professional ethics.	1
7.1.11 Q1M	Display of core values in the institution and on its website Any additional Information. Provide URL of website that displays core values.	1
7.1.12 Q1M	The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations Upload any additional Information. Details of activities organized to increase consciousness about national identities and symbols.	1
7.1.13 Q1M	The institution offers a course on Human Values and professional ethics Upload any additional information. Provide link to Courses on Human Values and professional ethics on Institutional website.	1
7.1.14 Q1M	The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions Upload any additional information. Provide URL of supporting documents to prove institution functions as per professional code.	2
7.1.15 Q1M	Number of activities conducted for promotion of universal values(Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years Upload any additional information. List of activities conducted for promotion of universal value. (As per prescribed format).	1
7.1.16	Institution organizes national festivals and birth / death anniversaries of the great Indian personalities	2
7.1.17	The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions	1

**Key Indicator – 7.2
Best Practices (21)**

Metric No.		Weightage
7.2.1 Q1M	Describe at least two institutional best practices Link for any additional information. Upload any additional information.	21

**Key Indicator – 7.3
Institutional Distinctiveness (14)**

Metric No.		Weightage
7.3.1 Q1M	Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust Upload any additional information. Link for additional information.	14

Criterion 8
Social Inclusiveness (100)

Key Indicator – 8.1
Social Diversity (20)

Metric No.		Weightage																																								
8.1.1 Q1M	<p>Scholarships, endowments and freeships</p> <p>8.1.1.1 Total number of students getting scholarships, freeships etc. under government schemes during the last five years. Upload document showing the various scholarships and the number of beneficiaries for each year</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>654</td> <td>1193</td> <td>1182</td> <td>1378</td> <td>1987</td> </tr> </tbody> </table> <p>8.1.1.2 Total number of students benefited by scholarships, freeships, etc (year wise) provided by the institution besides government schemes during the last five years: Upload document showing the various scholarships and the number of beneficiaries for each year</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>2014 15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>654</td> <td>445</td> <td>543</td> <td>546</td> <td>650</td> </tr> </tbody> </table> <p>8.1.1.3 Total number of students availing Kerala State Higher Education Scholarships during the last five years.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>2014 15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>25</td> <td>22</td> <td>20</td> <td>19</td> <td>21</td> </tr> </tbody> </table> <p>8.1.1.4 Total amount waived or shared as fee and other expenses of students by the institution during the last five years</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>2014 15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>8</td> <td>11</td> <td>15</td> <td>10</td> </tr> </tbody> </table> <p>File Description</p> <ul style="list-style-type: none"> • Any other information. 	2014-15	2015-16	2016-17	2017-18	2018-19	654	1193	1182	1378	1987	2014 15	2015-16	2016-17	2017-18	2018-19	654	445	543	546	650	2014 15	2015-16	2016-17	2017-18	2018-19	25	22	20	19	21	2014 15	2015-16	2016-17	2017-18	2018-19	5	8	11	15	10	5
2014-15	2015-16	2016-17	2017-18	2018-19																																						
654	1193	1182	1378	1987																																						
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25	22	20	19	21																																						
2014 15	2015-16	2016-17	2017-18	2018-19																																						
5	8	11	15	10																																						
8.1.2 Q1M	<p>Percentage of students in socially backward classes enjoying scholarships, endowments and freeships (year wise)</p>	5																																								

	<p>8.1.2.1 Number of students in socially backward classes (SC, ST, OBC) enjoying scholarships, endowments and freeships during the last five years</p> <table border="1" data-bbox="472 367 1177 495"> <thead> <tr> <th>2014 -15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>300</td> <td>400</td> <td>345</td> <td>350</td> <td>400</td> </tr> </tbody> </table> <p>File Description</p> <ul style="list-style-type: none"> Any other information. 	2014 -15	2015-16	2016-17	2017-18	2018-19	300	400	345	350	400	
2014 -15	2015-16	2016-17	2017-18	2018-19								
300	400	345	350	400								
<p>8.1.3 Q₁M</p>	<p>Programmes organized by institution for the empowerment of socially and economically backward sections</p> <p>8.1.3.1 Initiatives / programmes conducted for empowerment of socially and economically backward students in the institution over the last five years. Institutional Scholarships are given .Special scholar support programmes have been initiated. Performance in Sessional and External Examinations are monitored and the students are in touch with the mentors assigned to them. So their needs are addressed Remedial classes are conducted free of cost. The institution has many endeavours like: .Leadership training – “Walk with the Legends” People who have made a mark in society are invited and students are given opportunities to interact with them. Earn While you Learn Programme helps students to gain work expereience and exposure to various domains during their course of study. Collaborative learning -where the Advanced Learners take the responsibility of sharing knowledge. Details are uploaded</p> <p>8.1.3.2 Steps taken to increase the proportion of socially and economically backward categories in academic and non academic staff in the institution The advertisement for recruitment mentions special reservation for socially and economically backward categories The ratio of such appointments must be stated and details with names and community uploaded</p> <p>File Description</p> <ul style="list-style-type: none"> Any other information. 	5										
<p>8.1.4 Q₁M</p>	<p>Regional Diversity</p> <p>8.1.4.1 Number of students from outside the district during the last five years</p> <table border="1" data-bbox="432 1738 1137 1865"> <thead> <tr> <th>2014- 15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>25</td> <td>56</td> <td>35</td> <td>80</td> <td>100</td> </tr> </tbody> </table> <p>8.1.4.2 Number of students from outside the state during the last five years</p>	2014- 15	2015-16	2016-17	2017-18	2018-19	25	56	35	80	100	5
2014- 15	2015-16	2016-17	2017-18	2018-19								
25	56	35	80	100								

	<table border="1"> <thead> <tr> <th>2014 -15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>16</td> <td>11</td> <td>19</td> <td>21</td> </tr> </tbody> </table> <p>8.1.4.4 Number of students from Rural area during the last five years</p> <table border="1"> <thead> <tr> <th>2014 -15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>100</td> <td>120</td> <td>80</td> <td>150</td> <td>180</td> </tr> </tbody> </table> <p>8.1.4.5 Number of students from Urban area during the last five years</p> <table border="1"> <thead> <tr> <th>2014 -15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1100</td> <td>1065</td> <td>1120</td> <td>1050</td> <td>1020</td> </tr> </tbody> </table> <p>File Description</p> <ul style="list-style-type: none"> Any other information. 	2014 -15	2015-16	2016-17	2017-18	2018-19	12	16	11	19	21	2014 -15	2015-16	2016-17	2017-18	2018-19	100	120	80	150	180	2014 -15	2015-16	2016-17	2017-18	2018-19	1100	1065	1120	1050	1020	
2014 -15	2015-16	2016-17	2017-18	2018-19																												
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2014 -15	2015-16	2016-17	2017-18	2018-19																												
1100	1065	1120	1050	1020																												

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

Metric No.		Weightage																				
8.2.1 Q1M	<p>Percentage of Minority and Non Minority students admitted to the institution over last five years</p> <p>8.2.1.1 Number of Minority students admitted to the institution over the last five years</p> <table border="1"> <thead> <tr> <th>2014 15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>401</td> <td>345</td> <td>321</td> <td>356</td> <td>400</td> </tr> </tbody> </table> <p>8.2.1.2 Number of Non Minority students admitted to the institution over the last five years</p> <table border="1"> <thead> <tr> <th>2014 - 15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2014 15	2015-16	2016-17	2017-18	2018-19	401	345	321	356	400	2014 - 15	2015-16	2016-17	2017-18	2018-19						5
2014 15	2015-16	2016-17	2017-18	2018-19																		
401	345	321	356	400																		
2014 - 15	2015-16	2016-17	2017-18	2018-19																		

	799	855	321	879	800	
	File Description <ul style="list-style-type: none"> Any other information. 					
8.2.2	Percentage of Minority and Non Minority staff recruited to the institution over last five years					5
Q₁M	8.2.2.1 Number of Minority academic staff recruited to the institution over the last five years					
	2014 - 15	2015-16	2016-17	2017-18	2018-19	
	10	12	15	11	10	
	8.2.2.2 Number of Non Minority academic staff recruited to the institution over the last five years					
	2014 - 15	2015-16	2016-17	2017-18	2018-19	
	70	68	65	69	70	
	8.2.2.3 Number of Minority non-teaching staff recruited in the institution over the last five years					
	2014 - 15	2015-16	2016-17	2017-18	2018-19	
	5	10	11	6	8	
	8.2.2.4 Number of Non Minority non-teaching staff recruited in the institution over the last five years.					
	2014 15	2015-16	2016-17	2017-18	2018-19	
	45	40	39	44	42	
	File Description <ul style="list-style-type: none"> Any other information. 					

Key Indicator - 8.3 Gender Distribution (10)

Metric No.		Weightage										
8.3.1	Percentage of Women and Transgenders	10										
Q₁M	8.3.1.1 Number of women students admitted in the institution over the last five years											
	<table border="1" style="width: 100%;"> <tr> <td>2014 - 15</td> <td>2015-16</td> <td>2016-17</td> <td>2017-18</td> <td>2018-19</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	2014 - 15	2015-16	2016-17	2017-18	2018-19						
2014 - 15	2015-16	2016-17	2017-18	2018-19								

800	850	950	1000	980
8.3.1.2 Number of transgender students admitted in the institution over the last five years				
2014 - 15	2015-16	2016-17	2017-18	2018-19
0	1	1	3	2
8.3.1.3 Number of women faculty recruited in the institution over the last five years				
2014 - 15	2015-16	2016-17	2017-18	2018-19
3	6	4	6	5
8.3.1.4 Number of transgender faculty recruited in the institution over the last five years				
2014 15	2015-16	2016-17	2017-18	2018-19
0	0	0	1	1
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				
2014 15	2015-16	2016-17	2017-18	2018-19
5	10	8	9	8
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:				
2014- 15	2015-16	2016-17	2017-18	2018-19
0	0	0	1	1
File Description				
<ul style="list-style-type: none"> Any additional information. 				

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

Metric No.		Weightage
8.4.1	Facilities for the Differently abled	20
Q ₁ M		

	<p>8.4.1.1 Number of differently abled students on rolls in the current academic year</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>2014- 15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>9</td> <td>10</td> <td>6</td> <td>4</td> </tr> </tbody> </table> <p>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.</p> <p>The college has made all the rooms in the institution including the hostels accessible to the differently abled students either by installing lifts or ramps so that wheel chairs can have smooth access. The rest rooms are also designed keeping in mind the problems of such students.</p> <p>The library has Braille software. The college ensures that students who provide medical certificates are assigned suitable scribes. Special sessions are arranged to help differently abled students to lead a self sufficient life. List of infrastructure details with photographs and the programmes held are uploaded.</p> <p>File Description</p> <ul style="list-style-type: none"> ● Any additional information. ● Institutional data in prescribed format. 	2014- 15	2015-16	2016-17	2017-18	2018-19	5	9	10	6	4	
2014- 15	2015-16	2016-17	2017-18	2018-19								
5	9	10	6	4								

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

Metric No.		Weightage										
8.5.1 Q1M	<p>Problems of First Generation Learners The student is the first person in the family to attend college.</p> <p>8.5.1.1 Number of First Generation Learners over the last five years</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>2014 - 15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>15</td> <td>11</td> <td>10</td> <td>9</td> </tr> </tbody> </table> <p>8.5.1.2 Measures taken by the institution for attracting First Generation learners</p> <p>8.5.1.3 Support systems provided by the institution for First Generation Learners: Orientation programmes and Coaching classes are arranged free of cost to those who need help in their academics. The grants are</p>	2014 - 15	2015-16	2016-17	2017-18	2018-19	12	15	11	10	9	20
2014 - 15	2015-16	2016-17	2017-18	2018-19								
12	15	11	10	9								

	<p>disbursed promptly. The first generation learners are given hostel accommodation if needed or transportation is arranged. Mentors guide the first generation learners proactively.</p> <p>The college follows a book bank system and the students are encouraged to borrow books that will not only help them in their academics but will also help to broaden their horizons. Regular interaction with parents keeps them updated about the academic progress of their wards. Career guidance programmes are conducted.</p> <p>File Description</p> <ul style="list-style-type: none"> Any additional information. 	
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Key Indicator - 8.6
Gender Sensitization Programmes / Campaigns (20)

Metric No.		Weightage										
8.6.1 Q1M	<p>Gender empowerment programmes</p> <p>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</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">2014 - 15</th> <th style="text-align: center;">2015-16</th> <th style="text-align: center;">2016-17</th> <th style="text-align: center;">2017-18</th> <th style="text-align: center;">2018-19</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">9</td> <td style="text-align: center;">10</td> <td style="text-align: center;">10</td> <td style="text-align: center;">10</td> </tr> </tbody> </table> <p>File Description</p> <ul style="list-style-type: none"> Any additional information. 	2014 - 15	2015-16	2016-17	2017-18	2018-19	5	9	10	10	10	5
2014 - 15	2015-16	2016-17	2017-18	2018-19								
5	9	10	10	10								
8.6.2 Q1M	<p>Gender empowerment measures</p> <p>8.6.2.1 Describe gender sensitivity facilities provided by the institution in areas like a) Safety and Security b) Counselling c) Common Room and other amenities. Common rooms are provided for girls.</p> <p>Certified counsellors come to the college twice a week. Many Departments offer a core paper on Gender Studies and conduct workshops for gender sensitization programmes. (List the departments with the name of the course)</p> <p><small>(SEP)</small> Value education and Language courses offered for all programmes have an emphasis on gender sensitization and human values.</p> <p>There is a separate college sick room equipped to provide health care service to students at any time during college hours. It is equipped with a bed, first- aid kit and medicines for primary treatment. There is a Health centre on the campus. Health insurance is offered.</p> <p>Workshops on Gender Equity and Inclusion in Higher Education are</p>	15										

	<p>conducted.</p> <p>Gender audit is conducted. Details are uploaded.</p> <p>8.6.2.2 Mechanism for resolving gender related issues.</p> <p>8.6.2.3 Describe gender empowerment (action oriented) measures carried out in your institution over last five years The committees are convened according to the statutory norms. The complaint's committee meets regularly and action is initiated based on the complaints received. Workshops are conducted. Number of students who participated in gender sensitisation workshops</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1000</td> <td>1200</td> <td>1100</td> <td>900</td> <td>1200</td> </tr> </tbody> </table> <p>Extension programmes are designed for gender upliftment and empowerment. Safety tips are given to students. Women leaders and women who have made significant contributions to society are invited to the campus so that the students have role models. NSS volunteers conduct gender safety programmes for school students and working women. Entrepreneurship development programmes are initiated for female students to begin their own Start Up ventures. Details are uploaded.</p> <p>8.6.2.4 Feedback from students and staff on the gender sensitization/empowerment programmes</p> <p>Regular feedback is collected and issues are referred to the grievance redressal cell.</p> <p>File Description</p> <ul style="list-style-type: none"> • Any additional information. 	2014-15	2015-16	2016-17	2017-18	2018-19	1000	1200	1100	900	1200	
2014-15	2015-16	2016-17	2017-18	2018-19								
1000	1200	1100	900	1200								

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 Q₁M	<p>Qualifications of teaching and non teaching staff</p> <p>9.1.1.2 Total number of non teaching staff with government specified qualifications: All the non teaching staff are recruited in compliance with the government norms. Their appointment has been approved.</p> <p>File Description</p> <ul style="list-style-type: none"> Any additional information. 	10
9.1.2 Q₁M	<p>Salary of teaching and non teaching staff</p> <p>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</p> <p>File Description</p> <ul style="list-style-type: none"> Any additional information. 	10

Key Indicator – 9.2

Adversity Factors and Achievement Gap (10)

Metric No.		Weightage
9.2.1 Q₁M	<p>Adversity Factors (Institutional)</p> <p>9.2.1.1 Location: Rural / Urban Urban</p> <p>9.2.1.2 Name of the local body in which institution is situated Cooperation</p> <p>9.2.1.3 Location: backward / aspirational district Aspirational</p> <p>9.2.1.4 Was the institution affected by any natural calamity over the last five years No</p> <p>9.2.1.5 Whether the institution is situated in natural calamity prone area (coastal /hilly/other)</p> <p>9.2.1.6 Is the institution easily accessible by public transport system? Public transport is available. There are buses that ply at regular intervals. There are student only buses also. The local buses stop near the college. The bus stand is 2 kilometres away from the college and the railway station is five kilometres away.</p>	5

	File Description <ul style="list-style-type: none"> Any additional information. 																																																																																	
9.2.2 Q1M	<p>Achievement Gap</p> <p>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</p> <p>General</p> <table border="1" data-bbox="432 591 1139 656"> <thead> <tr> <th>2014 -15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>SC</p> <table border="1" data-bbox="432 719 1139 815"> <thead> <tr> <th>2014 -15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>ST</p> <table border="1" data-bbox="432 878 1139 974"> <thead> <tr> <th>2014 -15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>9.2.2.2 Programme selection of different categories of students in UG/PG programmes</p> <p>General</p> <table border="1" data-bbox="432 1167 1139 1232"> <thead> <tr> <th>2014 15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>9.2.2.3 Drop-out rates of different categories of students in UG/PG programmes</p> <p>General</p> <table border="1" data-bbox="432 1357 1139 1453"> <thead> <tr> <th>2014 -15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>0</td> <td>1</td> <td>3</td> <td>0</td> </tr> </tbody> </table> <p>OBC</p> <table border="1" data-bbox="432 1485 1139 1581"> <thead> <tr> <th>2014 -15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>0</td> <td>1</td> <td>3</td> <td>2</td> </tr> </tbody> </table> <p>SC</p> <table border="1" data-bbox="432 1612 1139 1709"> <thead> <tr> <th>2014 -15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>5</td> <td>5</td> <td>6</td> <td>4</td> </tr> </tbody> </table> <p>ST</p> <table border="1" data-bbox="432 1740 1139 1836"> <thead> <tr> <th>2014 -15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>9.2.2.4 Successful completion of programmes across the different categories in UG/PG Programmes over the last five years</p>	2014 -15	2015-16	2016-17	2017-18	2018-19						2014 -15	2015-16	2016-17	2017-18	2018-19						2014 -15	2015-16	2016-17	2017-18	2018-19						2014 15	2015-16	2016-17	2017-18	2018-19						2014 -15	2015-16	2016-17	2017-18	2018-19	10	0	1	3	0	2014 -15	2015-16	2016-17	2017-18	2018-19	3	0	1	3	2	2014 -15	2015-16	2016-17	2017-18	2018-19	1	5	5	6	4	2014 -15	2015-16	2016-17	2017-18	2018-19	0	0	0	0	0	5
2014 -15	2015-16	2016-17	2017-18	2018-19																																																																														
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General				
2014 -15	2015-16	2016-17	2017-18	2018-19
OBC				
2014 -15	2015-16	2016-17	2017-18	2018-19
SC				
2014 -15	2015-16	2016-17	2017-18	2018-19
ST				
2014 -15	2015-16	2016-17	2017-18	2018-19
<p>9.2.2.5 Measures taken by institutions to bridge the achievement gap of students: Parent meetings are held twice in a semester and the guardians are apprised of the performance of their wards. Bridge courses are conducted so that the learner is introduced to the programme and gets a comprehensive idea about the courses. Remedial coaching is provided and peer learning is encouraged. Extra writing assignments are given to weaker students. The tutorial system is effectively practised. Tutorials are held and their problems in learning are identified and suitable steps are taken to overcome such issues.</p>				
<p>9.2.2.6 No. of students benefitted from Scholar Support Program (SSP) ?</p>				
2014 -15	2015-16	2016-17	2017-18	2018-19
100	123	145	154	126
<p>9.2.2.7 No. of students benefitted from Walk With Scholar Programme (WWS)?</p>				
2014 -15	2015-16	2016-17	2017-18	2018-19
25	56	39	21	32

9.2.2.8 No. of students benefitted from Additional Skill Acquisition Programme(ASAP)?					
2014 15	2015-16	2016-17	2017-18	2018-19	
1234	1200	1190	1100	1010	
9.2.2.9 Funds received from government/UGC and other agencies for bridging the achievement gap over last five years					
Year	2014-	2015-	2016-	2017-	2018-
	15	16	17	18	19
INR					
Upload utilization certificate					
9.2.2.10 Funds utilized by the institution for bridging achievement gap over last five years List the contributions and the CSR funds received with utilisation.					

Key Indicator – 9.3 Cultural Heritage (10)

Metric No.		Weightage
9.3.1 QM	<p>Institutional Legacy and Practices</p> <p>9.3.1.1 Year of establishment of the institution</p> <p>9.3.1.2 List the repositories of intellectual heritage resources including building, library, museum, herbarium, scientific instruments of yesteryears etc. by the institution [Only for institutions with 70 years or above] Provide photographs with GI tag and a brief history of the construction, type of building</p> <p>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</p>	7

	<p>yesteryears etc. by the institution [Only for institutions with 70 years or above]</p> <p>Digital 3D models are created and a Building information model is created. Help is taken from the Archaeological Survey of India, the departments of culture and archaeology government of Kerala and the process of conservation is conducted according to their guidelines. GI tagged photographs may be uploaded.</p> <p>It is a Green Campus</p> <p>The infrastructure is maintained without harming nature. Plants are nurtured and the campus has a garden and an orchard.</p> <p>Fund utilisation certificate must be uploaded.</p> <p>9.3.1.4 Describe steps taken and technologies used for the conservation of rare collections and specimens etc</p> <p>The botanical names and details of the plants, trees in the campus are listed.</p> <p>9.3.1.5 Describe the heritage of the institution towards cultural, social and moral fabric of society</p> <p>The institution caters to all sections of society and the mission statement of the institution is the education of the marginalised. Many programmes are conducted to make the students aware of the need to cultivate secular thoughts and become responsible citizens. The alumni of the institution serve society in many capacities.</p>	
	<p>9.3.1.6 Describe the various cultural heritage schemes /other government schemes in the institutions.</p> <p>List the schemes that aim to preserve the cultural heritage of the institution. Describe the outcome and upload photographs.</p>	
	<p>9.3.1.7 Describe the extension work related to sensitization of the community in general and students in particular of: the significance</p>	

	<p>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 of the different social groups in the region.</p> <p>As part of their projects U G as well as PG students of various departments are assigned extension activities. The history students are taken to heritage sites and they apply the knowledge gained in classrooms to conduct surveys and collect statistics.</p> <p>Socio Economic survey of the local area is conducted and the Human Development Index of the region is ascertained. The projects use this information and thus become a valid document about the site. The students visit schools as part of extension activities and they conduct programmes to create an awareness about local history and cultural practices that mould students to think in an inclusive manner.</p> <p>File Description</p> <p>Any additional information.</p>	
9.3.2 Q _i M	<p>Distinguished alumni</p> <p>9.3.2.1 Distinguished alumni of the institution (Names and areas of prominence) Education – Vice chancellors, Teachers in India and abroad Social activists Writers Scientists</p> <p>File Description</p> <p>Any additional information.</p>	3

Key Indicator – 9.4
Nature of admission (20)

Metric No.		Weightage
9.4.1 Q _i M	Admission procedure	10

	<p>9.4.1.1 Describe the admission process carried out for student enrolment</p> <p>Admissions, payment of fees, publication of results, applications for exams, and notifications of all academic and administrative activities are done through the college website. All the university and government norms are followed.</p>																																																	
	<p>9.4.1.2 Details of the website and mandatory disclosure</p> <p>Provide link</p> <p>File Description</p> <p>Any additional information.</p>																																																	
<p>9.4.2 Q_nM</p>	<p>Admission Profile</p> <p>9.4.2.1 Number of actual students admitted from the reserved categories year wise during the last five years</p> <table border="1" data-bbox="432 1070 1217 1167"> <thead> <tr> <th>Year</th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>300</td> <td>345</td> <td>400</td> <td>400</td> <td>400</td> </tr> </tbody> </table> <p>9.4.2.2 Percentage of total seats vacant in the government / aided and self financing programmes in the institution over the last five years</p> <table border="1" data-bbox="432 1308 1217 1404"> <thead> <tr> <th>Year</th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>9.4.2.3 Intra and Inter Institutional mobility of students over the last five years</p> <table border="1" data-bbox="432 1545 1217 1641"> <thead> <tr> <th>Year</th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>5</td> <td>18</td> <td>22</td> <td>33</td> <td>12</td> </tr> </tbody> </table> <p>Inter institutional mobility</p> <p>Intra institutional mobility</p> <table border="1" data-bbox="432 1845 1217 1942"> <thead> <tr> <th>Year</th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>5</td> <td>18</td> <td>22</td> <td>33</td> <td>12</td> </tr> </tbody> </table>	Year	2014-15	2015-16	2016-17	2017-18	2018-19	No	300	345	400	400	400	Year	2014-15	2015-16	2016-17	2017-18	2018-19	No	0	0	0	0	0	Year	2014-15	2015-16	2016-17	2017-18	2018-19	No	5	18	22	33	12	Year	2014-15	2015-16	2016-17	2017-18	2018-19	No	5	18	22	33	12	<p>10</p>
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Year	2014-15	2015-16	2016-17	2017-18	2018-19																																													
No	5	18	22	33	12																																													

	9.4.2.4 Number of students benefited from Institutional credit transfer over the last five years					
	Year	2014-15	2015-16	2016-17	2017-18	2018-19
	9.4.2.5 Number of students benefited from Programme wise credit transfer over the last five years					
	Year	2014-15	2015-16	2016-17	2017-18	2018-19
	File Description					
	Any additional information.					

**Key Indicator – 9.5
Democratic Practices (20)**

Metric No.		Weightage
9.5.1 Q1M	Student Union formation/ Staff union	8
	<p>9.5.1.1 Describe the student union formation process in the institution</p> <p>The College has an active Student's Union which functions under the Counsel of a Dean and the faculty members in charge of the various clubs and cells. The council helps share students' ideas, interests, and concerns with teachers and the management.</p> <p>The College Union comprises the following members: Chair Person Vice Chair Person General Secretary University Union Councillors – 2 Magazine Editor Arts Club Secretary Nominated Member Sports Secretary The College student Union is supported by representatives from UG and PG programmes as well as the class prefects. The Parliamentary/ Presidential mode of election is followed.</p>	

	<p>9.5.1.2 Describe the staff union activities in the institution</p> <p>The staff union is elected every year. The activities organised are conceived with the intention to develop leadership qualities and academic growth.</p> <p>Funds are collected to meet unforeseen expenses.</p>	
	<p>9.5.1.3 Student representation in decision making bodies – Syndicate, Senate, Academic Council, College Council, Governing Body and Grievance Redressal Bodies</p> <p>Student representatives are present at all the meetings of Academic Council, College Council, Governing Body and Grievance Redressal Bodies. Their feedback is taken and their needs are addressed.</p> <p>Minutes of meetings may be uploaded.</p>	
	<p>9.5.1.4 Elected representation of staff in decision making bodies – Syndicate, Senate, Academic Council, College council , Governing Body and Grievance Redressal Bodies</p> <p>the Principal, Heads of departments and deans are present at all meetings.</p>	
	<p>9.5.1.5 Describe the nature and composition of student and staff Grievance Redressal Bodies</p> <p>A Grievance Cell is constituted for the redressal of the problems reported by the Students of the College with the following objectives:</p> <p>Upholding the dignity of the College by ensuring strife free atmosphere in the College through promoting cordial Student-Student relationship and Student-teacher relationship etc.</p> <p>Encouraging the Students to express their grievances / problems freely and frankly, without any fear of being victimized.</p> <p>Suggestion / complaint Box is installed in front of the Administrative Block in which the Students, who want to remain anonymous, put in</p>	

	<p>writing their grievances and their suggestions for improving the Academics / Administration in the College.</p> <p>Ragging in any form is strictly prohibited in and outside the institution. Any violation of ragging and disciplinary rules should be urgently brought to the notice of the Principal/teachers.</p> <p>The students may feel free to put up a grievance in writing/or in the format available in the admin dept. and drop it in boxes</p> <p>The Grievance Cell will act upon those cases which have been forwarded along with the necessary documents.</p> <p>The Grievance Cell will assure that the grievance has been properly solved in a stipulated time limit provided by the cell.</p> <p>Ragging in all its forms is prohibited in the College Campus, including the departments, all its premises (academic, residential, sports, canteen, restrooms etc.), within the campus or outside it and all means of transportation whether public or private. The provisions of the Act of the Central Government and the State Governments if enacted will consider ragging as a cognizable offence under the law on a par with rape and other atrocities against women and ill-treatment of persons belonging to SC/ ST.</p> <p>Members of Students Grievances Redressal Cell:</p> <p>Principal</p> <p>Vice-Principal</p> <p>IQAC Co-ordinator</p> <p>Staff Advisor</p> <p>College Union Chairperson</p>	
	<p>9.5.1.6 Describe the Student Council activity and role of students in academic and administrative bodies</p> <p>the elected members</p>	

	<p>Chair person and General Secretary of the Students' Union are invited to attend the meetings of the governing council. Chair person and vice chair person are members of the IQAC</p> <p>Sports secretary and the Cultural Secretary of the Union are ex-officio members of the Sports board and the Cultural board respectively. The feedback from the students are taken with due seriousness. Upload minutes of meetings.</p>													
	<p>9.5.1.7 Recognition or awards received for the Institution Magazine</p> <p>the college magazine is published on the website and printed copies are kept to the minimum.</p> <p>Awards received:</p> <table border="1"> <thead> <tr> <th>Year</th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>File Description</p> <p>Any additional information.</p>	Year	2014-15	2015-16	2016-17	2017-18	2018-19							
Year	2014-15	2015-16	2016-17	2017-18	2018-19									
9.5.2 Q ₁ M	<p>Student Feedback system</p> <p>9.5.2.1 What are the steps taken to get feedbacks from students and describe the outcome after taking feedback?</p> <p>The College employs a Compulsory Online Feedback Mechanism through ERP Software where the students anonymously assess their teachers at the end of the semester. One section of this feedback is directly related to curriculum delivery aspects. In this connection, it may be mentioned that the software for this purpose is managed entirely by a non-teaching staff.</p> <p>The feedback is analyzed and the consolidated report is given to the teacher by the Principal. In case of professional help being required by a given teacher, the Principal makes arrangements for the same.</p>	6												
	<p>9.5.2.2 Structured feedbacks received from 1. Students 2. Teachers 3 . Employers 4. Alumni 5. Parents for design and review of syllabus – Semester wise / year wise</p>													

	<p>9.5.2.3 Classification of the feedback processing by the institution</p> <p>File Description</p> <ul style="list-style-type: none"> • URL for stakeholder feedback report. <p>Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management.</p>													
9.5.3 Q _n M	Academic Mobility of Students	6												
	<p>9.5.3.1 Number of outgoing student progression to higher education</p> <table border="1"> <thead> <tr> <th>Year</th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>1100</td> <td>1200</td> <td>1288</td> <td>1300</td> <td>1298</td> </tr> </tbody> </table>	Year	2014-15	2015-16	2016-17	2017-18	2018-19	No	1100	1200	1288	1300	1298	
Year	2014-15	2015-16	2016-17	2017-18	2018-19									
No	1100	1200	1288	1300	1298									
	<p>9.5.3.2 Number of students opting for Post Graduate Programme in the same institution after completion of UG</p> <table border="1"> <thead> <tr> <th>Year</th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>21</td> <td>31</td> <td>33</td> <td>34</td> <td>41</td> </tr> </tbody> </table>	Year	2014-15	2015-16	2016-17	2017-18	2018-19	No	21	31	33	34	41	
Year	2014-15	2015-16	2016-17	2017-18	2018-19									
No	21	31	33	34	41									
	<p>9.5.3.3 Number of students opting for Doctoral Programme(M.Phil/Ph.D/PDF) in the same institution after completion of PG</p> <p>File Description</p> <table border="1"> <thead> <tr> <th>Year</th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>1</td> <td>4</td> <td>4</td> <td>3</td> <td>6</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Category wise Student Progression (As per prescribed format) Any other information. 	Year	2014-15	2015-16	2016-17	2017-18	2018-19	No	1	4	4	3	6	
Year	2014-15	2015-16	2016-17	2017-18	2018-19									
No	1	4	4	3	6									

Key Indicator - 9.6
Outcome Based Education (20)

Metric No.		Weightage
9.6.1 Q _i M	Student Achievement	6

	<p>9.6.1.1 Number of students appearing in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the last five years</p> <table border="1" data-bbox="432 465 1214 555"> <thead> <tr> <th>Year</th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>11</td> <td>21</td> <td>22</td> <td>45</td> <td>43</td> </tr> </tbody> </table>	Year	2014-15	2015-16	2016-17	2017-18	2018-19	No	11	21	22	45	43													
Year	2014-15	2015-16	2016-17	2017-18	2018-19																					
No	11	21	22	45	43																					
	<p>9.6.1.2 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</p> <table border="1" data-bbox="432 725 1214 815"> <thead> <tr> <th>Year</th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>100</td> <td>345</td> <td>346</td> <td>400</td> <td>567</td> </tr> </tbody> </table> <p>9.6.1.3 Number of students securing admission for higher studies in reputed national institutions.</p> <p>File Description</p> <p>Any additional information.</p> <table border="1" data-bbox="432 1039 1214 1106"> <thead> <tr> <th>Year</th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>3</td> <td>11</td> <td>12</td> <td>11</td> <td>15</td> </tr> </tbody> </table>	Year	2014-15	2015-16	2016-17	2017-18	2018-19	No	100	345	346	400	567	Year	2014-15	2015-16	2016-17	2017-18	2018-19	No	3	11	12	11	15	
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No	100	345	346	400	567																					
Year	2014-15	2015-16	2016-17	2017-18	2018-19																					
No	3	11	12	11	15																					
<p>9.6.2 QM</p>	<p>Outcome Based Education(OBE)</p> <p>9.6.2.1 Describe Course Outcomes (COs) for all courses and mechanism of communication within a minimum of 500 characters and maximum of 500 words</p> <p>Determine the deeper meaning or significance of what is being expressed, and come up with solutions and responses based on application of knowledge</p> <p>Translate vast amounts of data into abstract concepts and to understand data-based reasoning^[1]_{SEP}</p> <p>Self-directed learning: Recognize the need for and have the preparation, and ability to engage in independent and life-long learning in the broadest context of socio-technological</p> <p>Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary and multicultural settings.</p> <p>Environment and sustainability: Understan the impact of the anthropocene on the environment and behave in a responsible manner</p>	<p>8</p>																								

	<p>9.6.2.2 Describe the method of measuring attainment of POs in not more than 500 words and the level of attainment of Pos The various assessment tools for measuring Course Outcomes include Mid -Semester and End Semester Examinations, Tutorials, Assignments, Project work, Labs, Presentations and Employer/Alumni Feedback</p> <p>This evaluation pattern helps Institutions to measure the Programme Outcome. The Programme Educational Objective is measured through Employer satisfaction survey (Yearly), Alumni survey (Yearly), Placement records and Internal External Audit.</p> <p>9.6.2.3 Describe the method of measuring attainment of PSOs in not more than 500 words and the level of attainment of PSOs</p> <p>(i) continuous internal assessment throughout the semester</p> <p>(ii) final examination at the end of the semester. The assessment pattern is suggested below. The distribution of marks between Sessionals and Finals vary from 50:50 to 20:80</p> <p>9.6.2.4 Describe the method of measuring attainment of COs in not more than 500 words and the level of attainment of Cos Conduct of exams/ tests. Spot tests, open book reviews, assignments, group projects, projects.</p> <p>9.6.2.5 Number of Faculty who were trained in OBE workshops conducted by KSHEC All the teachers were trained</p> <p>9.6.2.6 Number of OBE workshops organized by the institution 20</p> <p>File Description</p> <ul style="list-style-type: none"> Any additional information. 	
<p>9.6.3 Q_nM</p>	<p>Cost of Education</p> <p>9.6.3.1 Unit cost of Education (total annual recurring expenditure (actual) divided by total number of students enrolled) including salary component</p> <p>9.6.3.2 Unit cost of Education (total annual recurring expenditure (actual) divided by total number of students enrolled) excluding salary component</p> <p>File Description</p> <ul style="list-style-type: none"> Any additional information. <p>Audited accounts and budget of the institution</p>	6

Criterion 10
Scientific temper and Secular outlook (100)
Key Indicator – 10.1
Knowledge assimilation and dissemination process (40)

Metric No.		Weightage																								
10.1.1 QM	<p>Knowledge assimilation process</p> <p>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) The students conducted a socio economic survey to ascertain the HDI of the local area. The gender parity index was done The water quality of the nearby water bodies was ascertained. GI tagged photographs and reports must be uploaded.</p> <p>File Description</p> <ul style="list-style-type: none"> • Any additional information. 	10																								
10.1.2 QM	<p>Knowledge dissemination</p> <p>10.1.2.1 Describe mechanisms of knowledge transfers and approach for collaborative research with government, research funding agencies or any community Total Grants for research projects sponsored by the government (INR in Lakhs)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Year</th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>24</td> <td>45</td> <td>30</td> <td>35</td> <td>40</td> </tr> <tr> <td>Year</td> <td>2014-15</td> <td>2015-16</td> <td>2016-17</td> <td>2017-18</td> <td>2018-19</td> </tr> <tr> <td>No</td> <td>5</td> <td>15</td> <td>6</td> <td>4</td> <td>2</td> </tr> </tbody> </table> <p>Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years. (INR in Lakhs)</p> <p>10.1.2.2 Details of Prabudhata/ Prabudhata model society – institution linkage. List the extension activities, linkages and the outcome.</p>	Year	2014-15	2015-16	2016-17	2017-18	2018-19	No	24	45	30	35	40	Year	2014-15	2015-16	2016-17	2017-18	2018-19	No	5	15	6	4	2	20
Year	2014-15	2015-16	2016-17	2017-18	2018-19																					
No	24	45	30	35	40																					
Year	2014-15	2015-16	2016-17	2017-18	2018-19																					
No	5	15	6	4	2																					

	10.1.2.3 Details of special learner ecosystems created in the institution	
	10.1.2.4 Lifelong learning initiative/ programmes in the institution The college offers several value added courses conducted in the evenings to adult learners. Computer literacy, gender sensitisation and foreign language courses are offered.	
	10.1.2.5 Knowledge books prepared and translated into Malayalam List of books written and translated by the faculty.	
	10.1.2.6 Ecosystem developed by the institution for innovations including Incubation centre and other initiatives for creation and transfer of knowledge Technology is translated to the use of society. Counselling is given to those in need. Students are involved in palliative care. Free classes are given to underprivileged school students. Labs are opened on certain days for school students and teachers.	
	10.1.2.7 Describe the details of incubation centre and evidence of its usage (activity) within a maximum of 500 words The College has a long tradition of promoting entrepreneurship With the official launch of Incubation Centre the institution promotes business incubation centres. Help including formulation of business plans, sourcing of funds for projects and managing various dimensions of business such as purchase, production, inventory, accounting. Example: The Physics Department collaborated with a start up and assembled light bulbs that are environment friendly.	
	10.1.2.8 Measures taken for promoting cross disciplinary literacy List of workshops and training programmes with the outcome clearly mentioned must be uploaded File Description • Any additional information.	
10.1.3 Q _M	Promoting Scientific temper	10
	10.1.3.1 Programmes organised for the fostering of scientific temper by the institutions. Details of syllabi prepared with a view to promote scientific temper	
	10.1.3.2 Use of texts, books, Journals and articles reflective of scientific temper	
	10.1.3.3 What are the steps taken to use Malayalam as a medium for knowledge dissemination for inculcating scientific temper in the institution/community/society	
	10.1.3.4 Participation of students and faculty in programmes outside the institution for promoting scientific temper	

	10.1.3.5 Articles published by students and faculty for promoting scientific temper File Description <ul style="list-style-type: none"> Any additional information. 	
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**Key Indicator - 10.2
Social Participation (30)**

Metric No.		Weightage											
10.2.1 Q _i M	Socialization of knowledge and linkage with society	6											
	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 Any additional information.												
10.2.2 Q _i M	Fostering Social responsibility and community engagement	8											
	10.2.2.1 Describe the details of course provided in community engagement for appreciation of rural field realities (examples of community engagement), a new compulsory course												
	10.2.2.2 Modification of existing course and curriculum for fostering community engagement and social responsibility												
	10.2.2.3 Examples of new audit courses												
	10.2.2.4 Research in partnership with local community File Description <ul style="list-style-type: none"> Any additional information. 												
10.2.3 Q _i M	Participation in National and State level Missions	8											
	10.2.3.1 Number of extension and outreach Programmes conducted in collaboration with industry, community and Non-Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years (year wise)												
	10.2.3.2 Total number of Students participating in extension activities with Government Organization, Non-Government Organizations and Programmes in the areas of Cleanliness , AIDs awareness, Gender issue, Environmental stability etc. during last five years(year wise) <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Year</th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>2100</td> <td>2309</td> <td>2111</td> <td>2000</td> <td>2230</td> </tr> </tbody> </table>		Year	2014-15	2015-16	2016-17	2017-18	2018-19	No	2100	2309	2111	2000
Year	2014-15	2015-16	2016-17	2017-18	2018-19								
No	2100	2309	2111	2000	2230								

	<p>10.2.3.3 Contribution of students and staff to attain Sustainable Development Goals (SDG) over the last five years. Describe in maximum 500 words</p> <p>New courses are designed bearing in mind the need for sustainable development. The college is a plastic free zone. Students are encouraged to use recycled cloth bags. The media studies department conducts campaigns on recycling and reusing. Once a month staff and students have to use public transport. Staff and students are asked to wear khadi garments once a week.</p>	
	<p>10.2.3.4 Participation of students/teachers in archaeological excavation sites or any other relevant and similar activities. Describe in maximum 500 words</p> <p>Field visits are arranged every summer to places of historical importance inside and outside the state. The department of history undertakes extension activities to conduct surveys regarding archaeological excavation sites and historical monuments. The students are given lessons on heritage legislations of State Archaeological Department. Students are asked to develop a realistic plan of action that may inspire students to appreciate the natural and cultural heritage of India and to be responsible citizens.</p> <p>File Description</p> <ul style="list-style-type: none"> • Any additional information. 	
10.2.4 QM	Participation in Environmental Management/Disaster Management/Other Related Activities	8
	<p>10.2.4.1 - Institutional response to natural disaster / calamities over the last five years. Describe in maximum 500 words</p> <p>The college functioned as a relief camp during the 2018 Kerala floods. Around 100 people were given food and shelter for two weeks. The college opened a collection centre for donations.</p> <p>Student and staff volunteers worked at the camp in three different shifts covering morning, afternoon and night. Within the groups, there are various leaders who are stationed around the camps full time to handle areas like food, health and other support. the National Service Scheme (NSS) volunteers of the college have been in the forefront of relief efforts Having played active roles in relief collection drives, numerous college students were mobilised for the post-flood clean-up in various affected areas.</p> <p>Students were involved in conducting a survey of flood-affected villages in the district. They also assisted the district authorities in collecting the details of damage suffered by people in various parts of the region.</p>	
	<p>10.2.4.2 Participation of students and staff in mitigating natural calamities over the last five years. Describe in maximum 500 words</p> <p>The college has set up a disaster management cell. The cell organises several activities to sensitise students towards natural disasters. Workshops are held and activities are carried out in ecologically fragile zones to help the people there to equip themselves in case of natural calamities. NSS volunteers take the leadership in conducting surveys and in sensitising the people.</p>	

	<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>In an initiative to preserve water, the college has facilitated collection and storage of rainwater for re-use on-site instead of allowing it to be wasted. The rainwater harvesting system within the campus consists of a tank with a capacity of about 30,000 litres. The rainwater from roofs and terraces are re-directed to a tank. This water is used to meet the water requirements of the college toilets and to irrigate the vegetable garden that is located directly on the tank. The garden has vegetables which are cultivated in grow bags kept above the concrete roof of the rain water harvesting tank.</p> <p>Water from roofs and terraces are re-directed into a well in the premises.</p> <p>The students of the department of Chemistry conducted a survey of water resources to understand the extent of pollution in the water bodies.</p> <p>File Description</p> <ul style="list-style-type: none"> Any additional information. 	
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Key Indicator - 10.3

Strengthening and Promoting Secular Outlook/Constitutional values (30)

Metric No.		Weightage												
10.3.1 Q1M	Promoting Secular Outlook Values	30												
	<p>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.</p> <p>Number of activities conducted for promotion of, human values, national integration, communal harmony and social cohesion during the last five years</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Year</th> <th>2019-18</th> <th>2018-17</th> <th>2017-16</th> <th>2016-15</th> <th>2015-14</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>14</td> <td>11</td> <td>15</td> <td>21</td> <td>22</td> </tr> </tbody> </table>	Year	2019-18	2018-17	2017-16	2016-15	2015-14	No	14	11	15	21	22	
Year	2019-18	2018-17	2017-16	2016-15	2015-14									
No	14	11	15	21	22									
	<p>10.3.1.2 Use of texts, books, Journals and articles reflective of secular outlook.</p> <p>List the books make sure that the publishing details are included.</p>													
	<p>10.3.1.3 Participation of students and faculty in programmes outside the institution for promoting constitutional values</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Year</th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>6</td> <td>11</td> <td>10</td> <td>8</td> <td>14</td> </tr> </tbody> </table>	Year	2014-15	2015-16	2016-17	2017-18	2018-19	No	6	11	10	8	14	
Year	2014-15	2015-16	2016-17	2017-18	2018-19									
No	6	11	10	8	14									
	<p>10.3.1.4 Articles published by students and faculty for promoting constitutional values</p> <p>Give list of articles including publishing details</p>													

	<p>The College ensures that the curriculum developed has a thrust on promoting secularism, women empowerment, gender sensitization, skill development and environment protection. All the activities of the various clubs are oriented towards uplifting the community and to foster the notions of sustainable development.</p> <p>List of programmes conducted and courses incorporated to foster the spirit of the constitution may be uploaded.</p> <p>File Description</p> <ul style="list-style-type: none"> • Any additional information. 	

SECTION E

Table 6
List of Essential Metrics

Metric No:	Metric	Weightage
1.1.1	The Institution ensures effective curriculum delivery through a well planned and documented process	10
1.3.1	Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	10
1.3.2	Number of value added courses imparting transferable and life skills offered during the last five years	10
2.2.1	The institution assesses the learning levels of the students, after admission and organises special Programmes for advanced learners and slow learners	25
2.2.2	Student-Full time teacher ratio (current year data)	10
2.3.1	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences	14
2.4.2	Average percentage of full time teachers with Ph. D. during the last five years	15
2.5.1	Reforms in Continuous Internal Evaluation (CIE) System at the Institutional level	10
2.5.2	Mechanism of internal assessment is transparent and robust in terms of frequency and variety	10
2.5.3	Mechanism to deal with examination related grievances is transparent, time-bound and efficient	8
2.5.4	The Institution adheres to the academic calendar for the conduct of CIE	7
2.6.1	Average pass percentage of Students (Current year data)	28
2.7.1	Online student satisfaction survey regarding teaching learning process	35
3.1.3	Number of research projects per teacher funded by government and non government agencies during the last five years	4
3.3.1	The institution has a stated Code of Ethics to check malpractices and plagiarism in Research	1
3.3.5	Number of books and chapters in edited volumes/books published and papers in national/ international conference-proceedings per teacher during last five years	7
3.4.1	Extension activities in the neighbourhood community in terms of impact and sensitizing students to social issues and holistic development during the last five years	20
4.1.1	The Institution has adequate facilities for teaching-learning. viz., classrooms, laboratories, computing equipment etc.	3
4.1.2	The Institution has adequate facilities for sports, games (indoor, outdoor), gymnasium, yoga centre etc. and cultural activities	2
4.2.1	Library is automated using Integrated Library Management System (ILMS)	3
4.2.2	Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment	1
4.2.4	Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)	4
4.2.5	Availability of remote access to e-resources of the library	1

4.3.1	Institution frequently updates its IT facilities including Wi-Fi	7
4.3.2	Student –Computer ratio (current year data)	8
4.3.4	Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)	1
4.4.2	There are established systems and procedures for maintaining and utilizing physical, academic and support facilities -laboratory, library, sports complex, computers, classrooms etc.	7
5.1.1	Number of capability enhancement and development schemes	10
5.1.4	The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases(Yes/ No)	1
5.4.1	The Alumni Association/Chapters(registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years	4
6.1.1	The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution	3
6.1.2	The institution practices decentralization and participative management	4
6.2.1	Perspective/Strategic plan and Deployment documents are available in the institution	1
6.2.2	Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism	2
6.2.3	Implementation of e-governance in areas of operation	3
6.2.4	Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions	1
6.3.1	The institution has effective welfare measures for teaching and non-teaching staff	7
6.3.4	Average percentage of teachers attending professional development Programmes viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the last five years	3
6.3.5	Institution has Performance Appraisal System for teaching and non-teaching staff	3
6.4.1	Institution conducts internal and external financial audits regularly	2
6.4.3	Institutional strategies for mobilisation of funds and the optimal utilisation of resources	6
6.5.1	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes	6
6.5.2	The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms	6
6.5.4	Quality assurance initiatives of the institution	4
6.5.5	Incremental improvements made for the preceding five years(in case of first cycle) Post accreditation quality initiatives(second and subsequent cycles)	3
7.1.1	Alternate Energy initiatives such as: Percentage of annual power requirement of the Institution met by the renewable energy sources (current year data)	1
7.1.2	Percentage of annual power requirements met through LED bulbs (Current year data)	1
7.1.3	Waste Management steps including: • Solid waste management • Liquid waste management • E-waste management	3
7.1.4	Rain water harvesting structures and utilization in the campus	1
7.1.5	Green Practices • Students, staff using a) Bicycles b) Public Transport c) Pedestrian friendly roads • Plastic-free campus • Paperless office • Green landscaping with trees and plants	2
7.1.6	Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)	2

7.1.7	Resources available in the institution	7
7.1.8	Number of Specific initiatives to address locational advantages and disadvantages during the last five years	4
7.1.9	Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)	4
7.1.10	Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff	1
7.1.11	Display of core values in the institution and on its website	1
7.1.12	The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations	1
7.1.13	The institution offers a course on Human Values and professional ethics	1
7.1.14	The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions	1
7.1.15	Number of activities conducted for promotion of universal values(Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years	2
7.1.16	Institution organizes national festivals and birth / death anniversaries of the great Indian personalities	1
7.1.17	The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions	2
7.2.1	Describe at least two institutional best practices	21
7.3.1	Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust	14
8.1.1	Scholarships, endowments and freeships	5
8.1.2	Percentage of students in socially backward classes enjoying scholarships, endowments and freeships (year wise)	5
8.1.3	Programmes organized by institution for the empowerment of socially and economically backward sections	5
8.1.4	Regional Diversity	5
8.2.1	Percentage of Minority and Non Minority students admitted to the institution over last five years	5
8.2.2	Percentage of Minority and Non Minority staff admitted to the institution over last five years	5
8.3.1	Percentage of Women and Transgenders	10
8.4.1	Facilities for the Differently abled	20
8.5.1	Problems of First Generation Learners	20
8.6.1	Gender empowerment programmes	5
8.6.2	Gender empowerment measures	15
9.1.1	Qualifications of teaching and non teaching staff	10
9.1.2	Salary of teaching and non teaching staff	10
9.2.1	Adversity Factors (Institutional)	5
9.2.2	Achievement Gap	5
9.3.1	Institutional Legacy and Practices	7
9.3.2	Distinguished alumni	3
9.4.1	Admission procedure	10
9.4.2	Admission Profile	10

9.5.1	Student Union formation/ Staff union	8
9.5.2	Student Feedback system	6
9.5.3	Academic Mobility of Students	6
9.6.1	Student Achievement	6
9.6.2	Outcome Based Education(OBE)	8
9.6.3	Cost of Education	6
10.1.1	Knowledge assimilation process	10
10.1.2	Knowledge dissemination	20
10.1.3	Promoting Scientific temper	10
10.2.1	Socialization of knowledge and linkage with society	6
10.2.2	Fostering Social responsibility and community engagement	8
10.2.3	Participation in National and State level Missions	8
10.2.4	Participation in Environmental Management/Disaster Management/Other Related Activities	8
10.3.1	Promoting Secular Outlook Values	30



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

കേരള സംസ്ഥാന ഉന്നതവിദ്യാഭ്യാസ കൗൺസിൽ