

*SAAC-Partnering the quest for excellence*

# SAAC Manual

(State Assessment and Accreditation Centre)



**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**

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## I. INTRODUCTION

The Kerala State Higher Education Council Act, 2007 envisages the establishment of the State Level Assessment Centre at the Council under sub section 2 - n (iv) of Section 4 of the Act. The Executive Body and the Governing Body meeting of the Council held on 25/09/2018 & 03/10/2018 respectively resolved to establish the State Assessment and Accreditation Centre (SAAC) under the Kerala State Higher Education Council. The primary objective of the SAAC is to assess and assign state level accreditation and grades to all higher education institutions in the state including universities, government and aided colleges, autonomous colleges and self financing institutions/colleges. Meanwhile the UGC has notified two Regulations related to Assessment and Accreditation of Higher Education Institutions in the country. University Grants Commission (Mandatory Assessment and Accreditation of higher Educational Institutions) Regulations 2012, envisages mandatory assessment and accreditation for all Higher Education Institutions in the country. University Grants Commission, (Recognition and Monitoring of Assessment and Accreditation Agencies) Regulations– 2018, (Notification, New Delhi, the 14<sup>th</sup> 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.

## II. SAAC- Vision Statement

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

## III. Scope of SAAC

SAAC would

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

- Apply state specific parameters evolved from concepts like equity, social inclusiveness, scientific temper, secularism etc. for measuring academic excellence.

#### IV. Core Values

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

among Students (3) Inculcating a Value System among Students (4) Promoting the Use of Technology, and (5) Quest for Excellence.

## V. Focus of Assessment

It is essential that a state level assessment has to fix certain priorities in designing a framework for executing this mechanism in a regional context. In pursuit of accomplishing such a drive with all its objectives, specific subject areas where the state has made remarkable output when compared to the national context, may come to the forefront. Besides formulating a tool to evaluate the benefits of the education sector on account of its geographical and socio-cultural advantages, there shall also be a comprehensive tool to evaluate the disadvantages or adversity factors by which our institutions were constrained to achieve fulfilment in any academic area. In short, this assessment and accreditation method has integrated the key components that have already been stipulated by NAAC and the state specific quality criteria developed for SAAC. It is inequitable to distinguish between both these categories of criteria on the basis of their relevance or quality aspects, but SAAC shall invest its focus more on transforming the institutions to excel in quality, equity and access without sacrificing the state specific priorities generated from the long run progress achieved in the socio-economic index of the state.

Adopting a method similar to the one followed by NAAC with the conviction that quality concerns are institutional, quality assessment through self evaluation is preferred by SAAC. The self evaluation process and the subsequent preparation of the Self Study Report (SSR) is to be submitted to SAAC as the net result of appropriate participation from all sectors of

stakeholders like management, faculty members, administrative staff, students, parents, employers, community and alumni.

### **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)**

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

## **8.6. Gender Sensitization Programmes**

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

## **Criterion 9. Striving for Equity and Excellence**

Equity in education is reflective of achievement, fairness, and opportunity in higher education. The success of the education system is determined by providing an environment for education where the social backgrounds and financial status of a student shall not interfere with his/her potential in academic success. In similar terms, an education system shall strive to provide a comprehensive standard that is equally applicable to every student. Institutional performance in quality terms are determined or influenced by various factors. Its spans over staff recruitment, salary component, institutional situatedness, physiographic and socio-economic adversities, achievement gaps due to multiple reasons, institutional heritage and conservation ethics, dynamics of alumni, fairness in admission procedures, internal democratic practices, student mobility and curricular flexibility, effective feedback management for self rectifications etc., all of which

influence the move towards equity and excellence in higher education. The key indicators representing this category are delineated as the following:

### **9.1. Qualification and salary of teaching staff**

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

### **9.2. Adversity Factors, Deprivation Points and Achievement Gap**

Institutions located in remote and rural areas always struggle hard to keep pace with other established ones. Considering the geographic diversity of the state, this aspect is evident in many districts. A rationale is set forth in bolstering such institutions to emerge from those specific adversities inherent in their situatedness. There are certain measures to be taken up by the institutions in bridging the gaps and attaining the expected goals in academic levels. In the light of this, parameters are brought in the metrics to capture these characteristics. As the state encounters natural calamities at annual scale primarily in monsoon, resilience of institutions situated in such calamity prone

areas can be addressed through collective efforts of the society, government and internal strength of the institutions. Students community belonging to such regions shall not be deprived of their continuance in education due to these disruptions, and such institutions can adopt certain mechanisms in congruity with their own or surrounding resourcefulness. These adversities add to some sort of backwardness to the academic stakeholder of that institution, which should be balanced with special consideration of the assessment authority.

### **9.3. Institutional Legacy and Practices**

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

### **9.4. Nature of admission**

Transparency and criteria based admission procedures and practices influence the quality outcomes of an institution. Institutional diversity expanded through a mushrooming of private institutions has, at certain levels,

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

### **9.5. Democratic Practices**

Overall, the education system of a region is greatly influenced by its society, culture and politics and in return the education imparted by these institutions also influences the society. Democratic practices in all spheres of the structure of the educational institution will strengthen the academic foundation of the institution, and thereby the society at large. Democratic practices and arrangements within the student community in particular and the institution in general will enhance mutual respect and democratic values in the society. The formulation of student/staff unions within the institutional structure is meant for the purpose of representing students /staff both within the institution and externally, addressing the issues related to them. A healthy atmosphere of collective activities for the welfare of the student /staff community on the campus is inevitable.. Statutory arrangements for representation of student community in academic and other bodies of the institution reflect the democratic space and spirit pervading the institution. Understanding the effect of teaching learning process and educational facilities

on students is now a vital part of quality improvement measures in education. Proper feedback mechanism is required at all levels in the institution. Analysis of class performance, learning & creativity, participation in learning and activity sessions, evaluation of attainment of learning outcome, evaluation of courses and curriculum through online surveys etc are effective ways to enhance student's learning capabilities in and outside the classroom. It also indicates the vertical academic progression of students particularly to higher education and for employability outside the institution or to reputed national or international campuses. Outcome Based Education is envisaged by the assessment agencies as an important component is disciplined curriculum delivery. The three level of learning outcomes applicable to universities or autonomous institutions are *Programme Outcomes*, *Programme Specific Outcomes* and *Course Outcomes*. The instruction level/classroom strategies depend on the course outcomes. The assessment methods are also to be made in alignment with the course outcomes.

## **9.6. Cost of Education**

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

## **Criterion 10. Fostering Scientific Temper and Secular Outlook**



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

### **10.1. Knowledge assimilation and dissemination process**

Educational institutions act as knowledge assimilation centres. The existing knowledge system is tapped and reformulated through teaching learning process. Knowledge dissemination can be effectively tested through continuous evaluation of learning outcomes and its measured attainments in the ever changing global and local context. Academic or research institutions display their contributions to general public in a convincing language where people can appreciate the achievements of these institutions. Institutional resources are to be better displayed in such a way for attracting and promoting research and scientific temper among students and the general public. Academic or research institutions can act as conduits for transferring

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

## **10.2. Social Participation**

Academic institutions can tremendously transform the neighborhood society through its innovative interactions with them. In addition to the fundamental research and teaching learning exercise, institutions can transcend their knowledge base to find solutions to societal concerns. Societies in turn can approach the institutions seeking better solutions for their complex tasks pertaining to their respective domains. A myriad of domain related affairs related to society can be addressed by these institutions through innovative extension programmes in conjunction with government departments, industry etc. In the context of environmental management, disaster mitigation and resilience, the involvement of academic institutions can be an apparent toolkit for troubleshooting the problems affecting the society. Environmental sustainability goals are ideal set of targets that institutions can foster among the students, teachers, and the non-teaching staff. The campus premises can be

transformed into a built-in ecosystem for innovative learning process irrespective of whether it is inside or outside the class room. Independent departments perform or create cross-domain activities and ecosystem to attract students of different domains. Curriculum redesigning is an area where proper updation in subject content, and instruction and assessment methods which could be accomplished through well defined learning outcomes. At every such step, the content can attract scientific temper in teaching and learning process which in turn invigorates the students and faculty to engage with programmes and literary contributions capable of inculcating scientific temper among students and in society.

### **10.3. Strengthening and Promoting Secular Outlook and Constitutional values**

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

## VI. Eligibility for Assessment and Accreditation by SAAC

### **Mandatory Assessment and Accreditation**

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

## VII. The Assessment Process

### **Stages of Assessment and Accreditation**

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

The five stages are:

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

### **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.

## VIII. 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 (Q <sub>i</sub> M)                 | 53           | 53                  | 57                              |
| Quantitative Metrics (Q <sub>n</sub> M)                | 104          | 101                 | 82                              |
| <b>Total Metrics (Q<sub>i</sub>M + Q<sub>n</sub>M)</b> | <b>157</b>   | <b>154</b>          | <b>139</b>                      |

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

| <b>Criteria</b>                                  | <b>Key Indicator</b>   | <b>Weightage</b> |
|--|--|------------------|
| <b>8. Social Inclusiveness</b>                   | 8.1 – Social Diversity   | <b>20</b>        |
|  | 8.2 – Minority and Non Minority Representation                             | <b>10</b>        |
|  | 8.3 – Gender Distribution  | <b>10</b>        |
|  | 8.4 – Representation of Differently abled                                  | <b>20</b>        |
|  | 8.5 – First Generation Learners(FGL)                                       | <b>20</b>        |
|  | 8.6 – Gender Sensitization Programmes                                      | <b>20</b>        |
|  | <b>Total</b>   | <b>100</b>       |
| <b>9. Equity &amp; Excellence</b>                | 9.1 – Qualifications and salary of teaching and non-teaching staff         | <b>20</b>        |
|  | 9.2–Adversity Factors and Achievement Gap                                  | <b>10</b>        |
|  | 9.3 – Heritage / Fledgling institution                                     | <b>10</b>        |
|  | 9.4– Nature of admission   | <b>20</b>        |
|  | 9.5 – Democratic Practices   | <b>20</b>        |
|  | 9.6 – Outcome Based Education  | <b>20</b>        |
|  | <b>Total</b>   | <b>100</b>       |
| <b>10. Scientific temper and secular outlook</b> | 10.1–Knowledge assimilation and dissemination process                      | <b>40</b>        |
|  | 10.2 – Social Participation  | <b>30</b>        |
|  | 10.3 Strengthening and Promoting Secular Outlook and Constitutional values | <b>30</b>        |
|  | <b>Total</b>   | <b>100</b>       |

## IX. Procedural Details

1. HEIs are expected to read the manual thoroughly and submit the preliminary details online anytime during the year.
2. All the Institutions intending to apply for assessment and accreditation by SAAC need to mandatorily upload the information on All Kerala Higher Education Survey Portal of the KSHEC.
3. The SSR should be filled up and submitted within 60 days. After payment of the processing fee, the SSR has to be uploaded. Extension will be granted only for genuine cases.

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

8. The HEI that clears the DVV process has to secure at least 30% in Quantitative Metrics and will then proceed for peer team visit.
9. HEIs that do not clear the pre qualifier stage can apply afresh again after six months from the day of declaration of pre qualification status after remitting the necessary fees.

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

#### 10. Student's Satisfaction Survey (SSS)

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

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

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

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

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

#### 11. Guidelines for filling up Self Study Report

- Extended profile contains all the questions which are basically the figures of denominators of the formulas used for calculation of various Metrics values.
- 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).

#### **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

| Range of Institutional Cumulative Grade Point Average(CGPA) | Letter Grade | Status     |
|---|--------------|------------|
| 3.51-4.00   | A++          | Accredited |
| 3.26-3.50   | A+           | Accredited |
| 3.01-3.25   | A            | Accredited |
| 2.76-3.00   | B++          | Accredited |
| 2.51-2.75   | B+           | Accredited |
| 2.01-2.50   | B            | Accredited |
| 1.51-2.00   | C            | Accredited |

|       |   |                |
|-------|---|----------------|
| ≤1.50 | D | Not Accredited |
|-------|---|----------------|

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

16. Mechanism for Institutional Appeals

Institutional Appeal Mechanism is included in SAAC Framework.

17. Re-assessment

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

18. SAAC-Fee Structure

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

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

19. Mandatory Disclosure on HEIs website

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

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

## **SECTION-B**

### **Data Requirements for Self - Study Report (SSR)**

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

- 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.

## Criterion 8 - Social Inclusiveness

### Key Indicator – 8.1 Social Diversity

| Metric No:  |  | Weightage |
|---|--|-----------|
| <b>8.1.1</b><br><span style="color: #00AEEF;">Q<sub>n</sub>M</span> | <b>Scholarships, endowments and freeships</b>  | 5         |
|   | 8.1.1.1 Total number of students getting scholarships, freeships etc. under government schemes during the last five years.   |           |
|   | 8.1.1.2 Total number of students benefited by scholarships, freeships, etc (year wise) provided by the institution besides government schemes during the last five years |           |
|   | 8.1.1.3 Total number of students availing Kerala State Higher Education Scholarships during the last five years  |           |
|   | 8.1.1.4 Total amount waived or shared as fee and other expenses of students by the institution during the last five years  |           |
|   | <b>File Description</b> <ul style="list-style-type: none"> <li>• Any other information.</li> </ul>   |           |
| <b>8.1.2</b><br><span style="color: #00AEEF;">Q<sub>n</sub>M</span> | <b>Percentage of students in socially backward classes enjoying scholarships, endowments and freeships (year wise)</b>   | 5         |
|   | 8.1.2.1 Number of students in socially backward  |           |

|   |   |   |
|---|---|---|
|   | <p>classes (SC, ST, OBC) enjoying scholarships, endowments and freeships during the last five years</p> <p>8.1.2.2 Number of students in economically backward classes enjoying scholarships, endowments and freeships during the last five years</p> <p><b>File Description</b></p> <ul style="list-style-type: none"> <li>Any other information.</li> </ul>   |   |
| <p><b>8.1.3</b></p> <p>Q<sub>J</sub>M</p> | <p><b>Programmes organized by institution for the empowerment of socially and economically backward sections</b></p> <p>8.1.3.1 Initiatives / programmes conducted for empowerment of socially and economically backward students in the institution over the last five years.</p> <p>8.1.3.2 Steps taken to increase the proportion of socially and economically backward categories in academic and non academic staff in the institution</p> <p><b>File Description</b></p> <ul style="list-style-type: none"> <li>Any other information.</li> </ul> | 5 |
| <p><b>8.1.4</b></p> <p>Q<sub>n</sub>M</p> | <p><b>Regional Diversity</b></p> <p>8.1.4.1 Number of students from outside the district during the last five years</p> <p>8.1.4.2 Number of students from outside the state during the last five years</p> <p>8.1.4.3 Number of students from other countries during the last five years</p>   | 5 |



|  |   |  |
|--|---|--|
|  | 8.1.4.4 Number of students from Rural area during the last five years                                   |  |
|  | 8.1.4.5 Number of students from Urban area during the last five years                                   |  |
|  | <p><b>File Description</b></p> <ul style="list-style-type: none"> <li>Any other information.</li> </ul> |  |

## Key Indicator – 8.2 Minority – Non Minority Representation

| <b>Metric No:</b>                         |   | <b>Weightage</b> |
|---|---|------------------|
| <p><b>8.2.1</b></p> <p>Q<sub>n</sub>M</p> | <p><b>Percentage of Minority and Non Minority students admitted to the institution over last five years</b></p> <p>8.2.1.1 Number of Minority students admitted to the institution over the last five years</p> <p>8.2.1.2 Number of Non Minority students admitted to the institution over the last five years</p> <p><b>File Description</b></p> <ul style="list-style-type: none"> <li>Any other information.</li> </ul> | 5                |
| <p><b>8.2.2</b></p> <p>Q<sub>n</sub>M</p> | <p><b>Percentage of Minority and Non Minority staff admitted to the institution over last five years</b></p>  | 5                |

|  |  |
|--|--|
| 8.2.2.1  | Number of Minority academic staff recruited to the institution over the last five years.         |
| 8.2.2.2  | Number of Non Minority academic staff recruited to the institution over the last five years.     |
| 8.2.2.3  | Number of Minority non-teaching staff recruited in the institution over the last five years      |
| 8.2.2.4  | Number of Non Minority non-teaching staff recruited in the institution over the last five years. |
| <b>File Description</b>  |  |
| <ul style="list-style-type: none"> <li>Any other information.</li> </ul> |  |

### Key Indicator – 8.3 Gender Distribution

| Metric No:       |   | Weightage |
|------------------|---|-----------|
| 8.3.1            | <b>Percentage of Women and Transgenders</b>   | 10        |
| Q <sub>n</sub> M | 8.3.1.1 Number of women students admitted in the institution over the last five years.      |           |
|                  | 8.3.1.2 Number of transgender students admitted in the institution over the last five years |           |
|                  | 8.3.1.3 Number of women faculty recruited in the institution over the last five years       |           |
|                  | 8.3.1.4 Number of transgender faculty recruited in the institution over the last five years |           |
|                  | 8.3.1.5 Number of women members in senior   |           |

|  |  |  |
|--|--|--|
|  | administrative positions such as Head of Departments, Deans, Chairpersons of BoS or Heads of Institutions over the last five years   |  |
|  | 8.3.1.6 Number of transgender members in senior administrative positions such as Head of Departments, Deans, Chairpersons of BoS or Heads of Institutions over the last five years |  |
|  | <p><b>File Description</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> </ul>   |  |

### Key Indicator – 8.4 Representation of Differently abled/PwD

| Metric No:       |  | Weightage |
|------------------|--|-----------|
| 8.4.1            | <b>Facilities for the Differently abled</b>  | 20        |
| Q <sub>n</sub> M | 8.4.1.1 Number of differently abled students on rolls in the current academic year   |           |
|                  | 8.4.1.2 Facilities available for meeting the special needs of the differently abled . 1. Physical facilities 2. Lift 3. Ramp/Rails 4. Braille Software 5. Rest rooms 6. Scribes for examination 7. Special skill development 8. Any other. |           |
|                  | <p><b>File Description</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> <li>Institutional data in prescribed format.</li> </ul>   |           |

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

| Metric No:                |   | Weightage |
|---------------------------|---|-----------|
| 8.5.1<br>Q <sub>1</sub> M | <b>Problems of First Generation Learners</b>  | 20        |
|                           | 8.5.1.1 Number of First Generation Learners over the last five years  |           |
|                           | 8.5.1.2 Measures taken by the institution for attracting First Generation learners  |           |
|                           | 8.5.1.3 Support systems provided by the institution for First Generation Learners: 1.Remedial coaching<br>2.Timely disbursement of grants 3.Hhostel facilities<br>4.Transportation facilities 5.Book banks 6. Library |           |
|                           | <b>File Description</b>   |           |
|                           | <ul style="list-style-type: none"> <li>Any additional information.</li> </ul>   |           |

## Key Indicator – 8.6 Gender Sensitization Programmes / Campaigns

| Metric No:                |  | Weightage |
|---------------------------|--|-----------|
| 8.6.1<br>Q <sub>n</sub> M | <b>Gender empowerment programmes</b>   | 5         |
|                           | 8.6.1.1 Number of gender sensitization (awareness) and empowerment (action oriented) programmes organized by the institution year wise during the last five years. |           |
|                           | <b>File Description</b>  |           |

|                  |   |    |
|------------------|---|----|
|                  | <ul style="list-style-type: none"> <li>Any additional information.</li> </ul>   |    |
| <b>8.6.2</b>     | <b>Gender empowerment measures</b>  | 15 |
| Q <sub>1</sub> M | 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 |    |
|                  | 8.6.2.2 Mechanism for resolving gender related issues   |    |
|                  | 8.6.2.3 Describe gender empowerment (action oriented) measures carried out in your institution over last five years   |    |
|                  | 8.6.2.4 Feedback from students and staff on the gender sensitization/empowerment programmes   |    |
|                  | <b>File Description</b>   |    |
|                  | <ul style="list-style-type: none"> <li>Any additional information.</li> </ul>   |    |

### Criterion 9 - Equity and Excellence

#### Key Indicator – 9.1 Qualifications and salary of teaching/ non-teaching staff

| Metric No:       |   | Weightage |
|------------------|---|-----------|
| <b>9.1.1</b>     | <b>Qualifications of teaching and non teaching staff</b>                            | 10        |
| Q <sub>n</sub> M | 9.1.1.1 Total number of academic staff with UGC / AICTE qualifications              |           |
|                  | 9.1.1.2 Total number of non teaching staff with government specified qualifications |           |
|                  | <b>File Description</b>   |           |

|                       |   |    |
|-----------------------|---|----|
|                       | <ul style="list-style-type: none"> <li>Any additional information.</li> </ul> |    |
| <b>9.1.2</b>          | <b>Salary of teaching and non teaching staff</b>                              | 10 |
| <b>Q<sub>n</sub>M</b> | 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        |    |
|                       | <b>File Description</b>   |    |
|                       | <ul style="list-style-type: none"> <li>Any additional information.</li> </ul> |    |

### Key Indicator – 9.2 Adversity Factors and Achievement Gap

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

|                                    | <b>File Description</b> <ul style="list-style-type: none"> <li>• Any additional information.</li> </ul>  |   |
|------------------------------------|--|---|
| <b>9.2.2</b><br><br>Q <sub>M</sub> | <b>Achievement Gap</b>   | 5 |
|                                    | 9.2.2.1 Grades (CGPA/CCPA) achieved by different categories of students(Gen/SC/ST/OBC) in the final semester/annual examination in UG/PG Programmes over the last five years |   |
|                                    | 9.2.2.2 Programme selection of different categories of students in UG/PG programmes  |   |
|                                    | 9.2.2.3 Drop-out rates of different categories of students in UG/PG programmes   |   |
|                                    | 9.2.2.4 Successful completion of programmes across the different categories in UG/PG Programmes over the last five years   |   |
|                                    | 9.2.2.5 Measures taken by institutions to bridge the achievement gap of students   |   |
|                                    | 9.2.2.6 No. of students benefitted from Scholar Support Program (SSP) ?  |   |
|                                    | 9.2.2.7 No. of students benefitted from Walk With Scholar Programme (WWS)?   |   |
|                                    | 9.2.2.8 No. of students benefitted from Additional Skill Acquisition Programme(ASAP)?  |   |
|                                    | 9.2.2.9 Funds received from government/UGC and other agencies for bridging the achievement gap over last five years  |   |

|  |  |  |
|--|--|--|
|  | 9.2.2.10 Funds utilized by the institution for bridging achievement gap over last five years |  |
|--|--|--|

### Key Indicator – 9.3 Cultural Heritage

| Metric No:   |  | Weightage |
|--------------|--|-----------|
| <b>9.3.1</b> | <b>Institutional Legacy and Practices</b>  | 7         |
| QM           | 9.3.1.1 Year of establishment of the institution   |           |
|              | 9.3.1.2 List the repositories of intellectual heritage resources including building, library, museum, herbarium, scientific instruments of yesteryears etc. by the institution [Only for institutions with 70 years or above]  |           |
|              | 9.3.1.3 Measures taken for the conservation and maintenance of repositories of intellectual heritage resources including ecology, building, library, museum, herbarium, scientific instruments of yesteryears etc. by the institution [Only for institutions with 70 years or above] |           |
|              | 9.3.1.4 Describe steps taken and technologies used for the conservation of rare collections and specimens etc  |           |
|              | 9.3.1.5 Describe the heritage of the institution towards cultural, social and moral fabric of society  |           |
|              | 9.3.1.6 Describe the various cultural heritage schemes /other government schemes in the institutions   |           |



|                  |  |   |
|------------------|--|---|
|                  | <p>9.3.1.7 Describe the extension work related to sensitization of the community in general and students in particular of: the significance and historic / cultural implication of heritage structures in the region; survey of unidentified heritage sites in the region, bring out/ document/ disseminating the cultural heritage of the different social groups in the region.</p> <p><b>File Description</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> </ul> |   |
| <b>9.3.2</b>     | <b>Distinguished alumni</b>  | 3 |
| Q <sub>i</sub> M | <p>9.3.2.1 Distinguished alumni of the institution (Names and areas of prominence)</p> <p><b>File Description</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> </ul>  |   |

### Key Indicator – 9.4 Nature of admission

| Metric No:       |   | Weightage |
|------------------|---|-----------|
| <b>9.4.1</b>     | <b>Admission procedure</b>  | 10        |
| Q <sub>i</sub> M | <p>9.4.1.1 Describe the admission process carried out for student enrolment</p> <p>9.4.1.2 Details of the website and mandatory disclosure</p> <p><b>File Description</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> </ul> |           |

|   |  |    |
|---|--|----|
| 9.4.2<br>Q <sub>n</sub> M   | <b>Admission Profile</b>   | 10 |
|   | 9.4.2.1 Number of actual students admitted from the reserved categories year wise during the last five years                                 |    |
|   | 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 |    |
|   | 9.4.2.3 Intra and Inter Institutional mobility of students over the last five years  |    |
|   | 9.4.2.4 Number of students benefited from Institutional credit transfer over the last five years   |    |
|   | 9.4.2.5 Number of students benefited from Programme wise credit transfer over the last five years  |    |
| <b>File Description</b>   |  |    |
| <ul style="list-style-type: none"> <li>Any additional information.</li> </ul> |  |    |

### Key Indicator – 9.5 Democratic Practices

| Metric No:                |   | Weightage |
|---------------------------|---|-----------|
| 9.5.1<br>Q <sub>j</sub> M | <b>Student Union formation/ Staff union</b>                             | 8         |
|                           | 9.5.1.1 Describe the student union formation process in the institution |           |
|                           | 9.5.1.2 Describe the staff union activities in the institution          |           |
|                           | 9.5.1.3 Student representation in decision making                       |           |

|                               |  |   |
|-------------------------------|--|---|
|                               | <p>bodies – Syndicate, Senate, Academic Council, College Council, Governing Body and Grievance Redressal Bodies</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>9.5.1.5 Describe the nature and composition of student and staff Grievance Redressal Bodies</p> <p>9.5.1.6 Describe the Student Council activity and role of students in academic and administrative bodies</p> <p>9.5.1.7 Recognition or awards received for the Institution Magazine</p> <p><b>File Description</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> </ul> |   |
| <p><b>9.5.2</b></p> <p>QM</p> | <p><b>Student Feedback system</b></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>9.5.2.2 Structured feedbacks received from 1. Students 2. Teachers 3 . Employers 4. Alumini 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>   | 6 |

|                  |   |          |
|------------------|---|----------|
|                  | <p><b>File Description</b></p> <ul style="list-style-type: none"> <li>• URL for stakeholder feedback report.</li> <li>• Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management.</li> </ul> |          |
| <b>9.5.3</b>     | <b>Academic Mobility of Students</b>  | <b>6</b> |
| Q <sub>n</sub> M | 9.5.3.1 Number of outgoing student progression to higher education  |          |
|                  | 9.5.3.2 Number of students opting for Post Graduate Programme in the same institution after completion of UG  |          |
|                  | 9.5.3.3 Number of students opting for Doctoral Programme(M.Phil/Ph.D/PDF) in the same institution after completion of PG  |          |
|                  | <p><b>File Description</b></p> <ul style="list-style-type: none"> <li>• Category wise Student Progression ( As per prescribed format)</li> <li>• Any other information.</li> </ul>  |          |

## Key Indicator – 9.6 Outcome based Education

| Metric No:       |   | Weightage |
|------------------|---|-----------|
| <b>9.6.1</b>     | <b>Student Achievement</b>  | <b>6</b>  |
| Q <sub>i</sub> M | 9.6.1.1 Number of students appearing in state/ national/ international level examinations (eg: NET/ |           |

|              |  |          |
|--------------|--|----------|
|              | <p>SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the last five years</p>  |          |
|              | <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>   |          |
|              | <p>9.6.1.3 Number of students securing admission for higher studies in reputed national institutions.</p> <p><b>File Description</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> </ul> |          |
| <b>9.6.2</b> | <b>Outcome Based Education(OBE)</b>  | <b>8</b> |
| QM           | <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>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</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>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</p>  |          |
|              | <p>9.6.2.5 Number of Faculty who were trained in OBE</p>   |          |

|                  |   |   |
|------------------|---|---|
|                  | workshops conducted by KSHEC  |   |
|                  | 9.6.2.6 Number of OBE workshops organized by the institution  |   |
|                  | <b>File Description</b>   |   |
|                  | <ul style="list-style-type: none"> <li>Any additional information.</li> </ul>   |   |
| <b>9.6.3</b>     | <b>Cost of Education</b>  | 6 |
| Q <sub>n</sub> M | 9.6.3.1 Unit cost of Education (total annual recurring expenditure (actual) divided by total number of students enrolled ) including salary component |   |
|                  | 9.6.3.2 Unit cost of Education (total annual recurring expenditure (actual) divided by total number of students enrolled ) excluding salary component |   |
|                  | <b>File Description</b>   |   |
|                  | <ul style="list-style-type: none"> <li>Any additional information.</li> <li>Audited accounts and budget of the institution</li> </ul>                 |   |

### **Criterion 10 - Scientific temper and Secular outlook**

#### **Key Indicator – 10.1 Knowledge assimilation and dissemination process**

| <b>Metric No:</b> |  | <b>Weightage</b> |
|-------------------|--|------------------|
| <b>10.1.1</b>     | <b>Knowledge assimilation process</b>  | 10               |
| Q <sub>1</sub> M  | 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 |                  |

|                  |   |    |
|------------------|---|----|
|                  | <p>Response(KDR), Knowledge Action Decision Framework(KAD)</p> <p><b>File Description</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> </ul> |    |
| <b>10.1.2</b>    | <b>Knowledge dissemination</b>  | 20 |
| Q <sub>1</sub> M | 10.1.2.1 Describe mechanisms of knowledge transfers and approach for collaborative research with government, research funding agencies or any community                     |    |
|                  | 10.1.2.2 Details of Prabudhata/ Prabudhata model society – institution linkage  |    |
|                  | 10.1.2.3 Details of special learner ecosystems created in the institution   |    |
|                  | 10.1.2.4 Lifelong learning initiative/ programmes in the institution  |    |
|                  | 10.1.2.5 Knowledge books prepared and translated into Malayalam   |    |
|                  | 10.1.2.6 Ecosystem developed by the institution for innovations including Incubation centre and other initiatives for creation and transfer of knowledge                    |    |
|                  | 10.1.2.7 Describe the details of incubation centre and evidence of its usage (activity) within a maximum of 500 words   |    |
|                  | 10.1.2.8 Measures taken for promoting cross disciplinary literacy   |    |

|  |  |    |
|--|--|----|
|  | <p><b>File Description</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> </ul>   |    |
| <p><b>10.1.3 Promoting Scientific temper</b></p> <p>Q<sub>j</sub>M</p> | <p>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</p>    | 10 |
|  | <p>10.1.3.2 Use of texts, books, Journals and articles reflective of scientific temper</p>   |    |
|  | <p>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</p> |    |
|  | <p>10.1.3.4 Participation of students and faculty in programmes outside the institution for promoting scientific temper</p>  |    |
|  | <p>10.1.3.5 Articles published by students and faculty for promoting scientific temper</p>   |    |
|  | <p><b>File Description</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> </ul>   |    |

## Key Indicator – 10.2 Social Participation

| Metric No:   |   | Weightage |
|--|---|-----------|
| <p><b>10.2.1 Socialization of knowledge and linkage with society</b></p> <p>Q<sub>j</sub>M</p> | <p>10.2.1.1 Measures taken for the socialization of</p> | 6         |
|  |   |           |



|                  |  |   |
|------------------|--|---|
|                  | <p>knowledge and linkage with society and local self governments (LSG)</p>   |   |
|                  | <p>10.2.1.2 Details of Social entrepreneurship developed to resolve the problems of the state/local community</p> <p><b>File Description</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> </ul> |   |
| <b>10.2.2</b>    | <b>Fostering Social responsibility and community engagement</b>  | 8 |
| Q <sub>1</sub> M | <p>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</p>  |   |
|                  | <p>10.2.2.2 Modification of existing course and curriculum for fostering community engagement and social responsibility</p>  |   |
|                  | <p>10.2.2.3 Examples of new audit courses</p>  |   |
|                  | <p>10.2.2.4 Research in partnership with local community</p> <p><b>File Description</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> </ul>  |   |
| <b>10.2.3</b>    | <b>Participation in National and State level Missions</b>  | 8 |
| Q <sub>1</sub> M | <p>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)</p> |   |

|   |   |          |
|---|---|----------|
|   | <p>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)</p> <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>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><b>File Description</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> </ul> |          |
| <p><b>10.2.4</b><br/>Q<sub>1</sub>M</p> | <p><b>Participation in Environmental Management/Disaster Management/Other Related Activities</b></p> <p>10.2.4.1 - Institutional response to natural disaster / calamities over the last five years. Describe in maximum 500 words</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>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</p>   | <p>8</p> |

|  |  |  |
|--|--|--|
|  | maximum 500 words<br><br><b>File Description</b> <ul style="list-style-type: none"> <li>• Any additional information.</li> </ul> |  |
|--|--|--|

**Key Indicator – 10.3 Strengthening and Promoting Secular Outlook/Constitutional values**

| Metric No:   |   | Weightage |
|--|---|-----------|
| <b>10.3.1 Promoting Secular Outlook Values</b><br><br>Q <sub>i</sub> M | 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. | 30        |
|  | 10.3.1.2 Use of texts, books, Journals and articles reflective of secular outlook.  |           |
|  | 10.3.1.3 Participation of students and faculty in programmes outside the institution for promoting constitutional values                                    |           |
|  | 10.3.1.4 Articles published by students and faculty for promoting constitutional values   |           |
|  | 10.3.1.5 Steps taken to popularize constitutional values  |           |
|  | <b>File Description</b> <ul style="list-style-type: none"> <li>• Any additional information.</li> </ul>   |           |



## Appendix 1: Essential Metrics for 'Affiliated/Constituent Colleges'

| SI No. | Metric No: | Metric   | Weightage |
|--------|------------|--|-----------|
| 1      | 1.1.1      | The Institution ensures effective curriculum delivery through a well planned and documented process  | 10        |
| 2      | 1.3.1      | Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum    | 10        |
| 3      | 1.3.2      | Number of value added courses imparting transferable and life skills offered during the last five years  | 10        |
| 4      | 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        |
| 5      | 2.2.2      | Student-Full time teacher ratio (current year data)  | 10        |
| 6      | 2.3.1      | Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences | 14        |
| 7      | 2.4.2      | Average percentage of full time teachers with Ph. D. during the last five years  | 15        |
| 8      | 2.5.1      | Reforms in Continuous Internal Evaluation (CIE) System at the Institutional level  | 10        |
| 9      | 2.5.2      | Mechanism of internal assessment is transparent and robust in terms of frequency and variety   | 10        |
| 10     | 2.5.3      | Mechanism to deal with examination related grievances is transparent, time-bound and efficient   | 8         |
| 11     | 2.5.4      | The Institution adheres to the academic calendar for the conduct of CIE  | 7         |
| 12     | 2.6.1      | Average pass percentage of Students (Current year data)  | 28        |
| 13     | 2.7.1      | Online student satisfaction survey regarding teaching learning process   | 35        |
| 14     | 3.1.3      | Number of research projects per teacher funded by government and non government agencies during the last five years  | 4         |
| 15     | 3.3.1      | The institution has a stated Code of Ethics to check   | 1         |

|    |       |   |    |
|----|-------|---|----|
|    |       | malpractices and plagiarism in Research   |    |
| 16 | 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  |
| 17 | 3.4.1 | Extension activities in the neighborhood community in terms of impact and sensitizing students to social issues and holistic development during the last five years                             | 20 |
| 18 | 4.1.1 | The Institution has adequate facilities for teaching-learning. viz., classrooms, laboratories, computing equipment etc.   | 3  |
| 19 | 4.1.2 | The Institution has adequate facilities for sports, games (indoor, outdoor), gymnasium, yoga centre etc.and cultural activities   | 2  |
| 20 | 4.2.1 | Library is automated using Integrated Library Management System (ILMS)  | 3  |
| 21 | 4.2.2 | Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment  | 1  |
| 22 | 4.2.4 | Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)   | 4  |
| 23 | 4.2.5 | Availability of remote access to e-resources of the library   | 1  |
| 24 | 4.3.1 | Institution frequently updates its IT facilities including Wi-Fi  | 7  |
| 25 | 4.3.2 | Student –Computer ratio (current year data)   | 8  |
| 26 | 4.3.4 | Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)   | 1  |
| 27 | 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  |
| 28 | 5.1.1 | Number of capability enhancement and development schemes  | 10 |
| 29 | 5.1.4 | The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases(Yes/ No)   | 1  |
| 30 | 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  |
| 31 | 6.1.1 | The governance of the institution is reflective of an effective leadership in tune with the vision and mission of   | 3  |

|    |       |  |   |
|----|-------|--|---|
|    |       | the institution  |   |
| 32 | 6.1.2 | The institution practices decentralization and participative management  | 4 |
| 33 | 6.2.1 | Perspective/Strategic plan and Deployment documents are available in the institution   | 1 |
| 34 | 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 |
| 35 | 6.2.3 | Implementation of e-governance in areas of operation   | 3 |
| 36 | 6.2.4 | Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions  | 1 |
| 37 | 6.3.1 | The institution has effective welfare measures for teaching and non-teaching staff   | 7 |
| 38 | 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 |
| 39 | 6.3.5 | Institution has Performance Appraisal System for teaching and non-teaching staff   | 3 |
| 40 | 6.4.1 | Institution conducts internal and external financial audits regularly  | 2 |
| 41 | 6.4.3 | Institutional strategies for mobilisation of funds and the optimal utilisation of resources  | 6 |
| 42 | 6.5.1 | Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes   | 6 |
| 43 | 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 |
| 44 | 6.5.4 | Quality assurance initiatives of the institution   | 4 |
| 45 | 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 |
| 46 | 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 |

|    |        |   |   |
|----|--------|---|---|
| 47 | 7.1.2  | Percentage of annual power requirements met through LED bulbs (Current year data)   | 1 |
| 48 | 7.1.3  | Waste Management steps including: • Solid waste management • Liquid waste management • E-waste management   | 3 |
| 49 | 7.1.4  | Rain water harvesting structures and utilization in the campus  | 1 |
| 50 | 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 |
| 51 | 7.1.6  | Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)   | 2 |
| 52 | 7.1.7  | Resources available in the institution  | 7 |
| 53 | 7.1.8  | Number of Specific initiatives to address locational advantages and disadvantages during the last five years  | 4 |
| 54 | 7.1.9  | Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)   | 4 |
| 55 | 7.1.10 | Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal / Officials and support staff   | 1 |
| 56 | 7.1.11 | Display of core values in the institution and on its website  | 1 |
| 57 | 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 |
| 58 | 7.1.13 | The institution offers a course on Human Values and professional ethics   | 1 |
| 59 | 7.1.14 | The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions  | 1 |
| 60 | 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 |
| 61 | 7.1.16 | Institution organizes national festivals and birth / death  | 1 |



|    |        |  |    |
|----|--------|--|----|
|    |        | anniversaries of the great Indian personalities  |    |
| 62 | 7.1.17 | The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions | 2  |
| 63 | 7.2.1  | Describe at least two institutional best practices   | 21 |
| 64 | 7.3.1  | Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust     | 14 |
| 65 | 10.1.1 | Knowledge assimilation process   | 10 |
| 66 | 10.1.2 | Knowledge dissemination  | 20 |
| 67 | 10.1.3 | Promoting Scientific temper  | 10 |
| 68 | 10.2.1 | Socialization of knowledge and linkage with society  | 6  |
| 69 | 10.2.2 | Fostering Social responsibility and community engagement   | 8  |
| 70 | 10.2.3 | Participation in National and State level Missions   | 8  |
| 71 | 10.2.4 | Participation in Environmental Management/Disaster Management/Other Related Activities                             | 8  |
| 72 | 10.3.1 | Promoting Secular Outlook Values   | 30 |

*For Communication with **KSHEC***

**The Member Secretary**

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