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(VOLUME 1)

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BY



CENTRAL UNIVERSITY OF KERALA
केरल केन्द्रीय विश्वविद्यालय

TEJASWINI HILLS, PERIYE, KASARAGOD, KERALA - 671316
[INSTITUTION'S TRACKID: KLUNGN11458]

[AUGUST 2015]



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SECTION A

COVER LETTER



CENTRAL UNIVERSITY OF KERALA

केरल केन्द्रीय विश्वविद्यालय

(Established under the Act of Parliament in 2009)

Ref:

Date: 6 August 2015

This Self Study Report (SSR), documenting the activities of the University in the assessment period (2010-15) is prepared for submission to the National Assessment and Accreditation Council (NAAC) for the first cycle of assessment and accreditation process of the Central University of Kerala.

The SSR has been prepared with utmost care and with inputs from all the departments and the administrative and support sections of the University.

Despite tremendous odds and constraints characteristic of an institution in its formative years, the University could make much headway in curricular, pedagogic, research, administrative, infrastructural and student enrichment activities aiming at sustained quality development, thanks to the dedicated and concerted efforts of the entire University community and the generous support, inspiration and guidance of all its stakeholders.

I would like to place on record my sincere thanks to academic and administrative staff of the university and to our students for their support towards preparing of this comprehensive report.

Prof. (Dr.) Gopa Kumar
Vice-Chancellor, Central University of Kerala

Tejaswini Hills, Periyar, Kasaragod, Kerala – 671316
Phone: 0467-2232408, 2232422

SECTION B

EXECUTIVE SUMMARY & THE SWOC ANALYSIS OF THE INSTITUTION

PROFILE OF THE UNIVERSITY

The Central University of Kerala, Kasaragod, came into being in 2009 under the Central Universities Act 2009 (Parliament Act No. 25 of 2009). The University is founded on the noble vision of a 'caring wisdom' and is guided by the lofty ideals of academic and social commitment, moral steadfastness and intellectual and spiritual enlightenment, as reflected in its vision statement. Located in a region characterized by linguistic and ethnic diversity and cultural richness, the University seeks to harness the local resources – human, intellectual, social, artistic and cultural – while bringing in the best that is globally available, thus maintaining a fruitful, symbiotic relationship with a region that badly needs an educational uplift.

The University opened its academic portals in October 2009 with 17 students enrolling in two PG programmes and operated from a rented building at Nayanmarmoola (Vidyanagar). From this humble beginning, CU Kerala has grown into an institution offering seventeen postgraduate and research programmes with a total enrolment of 700 odd students, in the academic year of 2014-15. The seventeen departments, viz., Animal Science, Bio-Chemistry and Molecular Biology, Genomic Science, Plant Science, Environmental Science, Economics, Education, International Relations & Politics, Social Work, English & Comparative Literature, Hindi, Linguistics, Chemistry, Computer Science, Mathematics, Physics, Education and Law, function under nine Schools, viz., School of Biological Sciences, School of Earth Science Systems, School of Economics, School of Education, School of Global Studies, School of Languages & Comparative Literature, School of Legal Studies, School Physical Sciences and School of Social Sciences.

The permanent campus of the University (Tejaswini Hills) is located at Periye, Kasaragod on the 310 acres of land allocated by the Govt. of Kerala in 2012. The University shifted its Administrative wing along with the Departments of Computer Science, Mathematics, International Relations and Politics, MSW and Economics and a portion of the library into the two semi-permanent uni-floor buildings constructed on the permanent campus in 2014. The remaining Departments are currently functioning on two transit campuses – the Riverside campus at Padannakkad and the Vidyangar campus. The University also opened two Centres, the Capital Centre at Thiruvananthapuram, offering an Integrated BA-MA Programme in International

Relations and the Law Campus at Thiruvalla.

The first Vice-Chancellor of the University, Dr. Jancy James, was a distinguished academician and experienced, efficient and dynamic administrator, under whose able stewardship a resourceful and dedicated team of academicians and administrative staff strove untiringly to build an institution on par with international standards from a state of virtual nothingness and anonymity. The present Vice Chancellor, Dr. G. Gopa Kumar, veteran academician, eminent social scientist and astute political analyst, assumed office on 7 August 2014. The new Vice Chancellor is committed to holding aloft the cherished vision and mission of the University, carrying forward the signature steps and activities pioneered by the founding team and initiating schemes and projects aimed at steady and sustained growth of the University as well as the social community around. North Malabar region, being one of the backward districts of Kerala, need holistic support for development especially in the areas of education, health, technology and infrastructure. His vision is also to transform the CU Kerala as the epicentre of development in Malabar region in particular and Kerala in general and to keep the national character and outlook in its academic and extracurricular activities.

CURRICULAR ASPECTS

The University designs and develops the curriculum of its academic programmes, in compliance with the guidelines of its regulatory bodies, reflecting its lofty vision and mission and laying thrust on the attainment of the objectives of academic innovation, promotion of research and employability through meaningful and sustained interaction with industry, research and civic bodies. The CBCS (Choice based Credit and Semester System) adopted in all its academic programmes, with interdisciplinarity as its singular feature even in the traditional programmes, offers academic flexibility to the students to opt courses, which give them grounding in the fundamental principles of the discipline while acquainting them with the current developments.

The University offers a bouquet of programmes ranging from the traditional to the advanced, with sensitivity to academic, professional and social requirements, perceived through need assessment workshops and discussions involving experts from research, industry and civic bodies. The University, through the respective Boards of Studies of its various Departments, constituted by experts of national/international repute, ensures the periodic revision of the curriculum enabling the students to remain updated on the latest developments in their respective and allied fields of study. The respective Departments periodically collect (through formal and informal means) feedback on the curriculum from peers of institutions of national/international repute, research bodies, industry, employers, students and alumni with an objective of evolving and implementing quality sustenance and enhancement measures.

SWOC ANALYSIS OF CURRICULAR ASPECTS**STRENGTH**

- A young group of highly qualified, dedicated, committed, dynamic and motivated faculty.
- A bouquet of academic programmes under various schools ranging from the traditional to the advanced that reflects the vision and mission of the University
- Interdisciplinarity of Programmes. For example, programmes like English & Comparative Literature, Hindi & Comparative Literature, Bio-Chemistry and Molecular Biology, Environmental Science, Genomics, etc., are interdisciplinary in nature.
- Full academic autonomy to Departments in planning, designing, implementing and revising the curriculum
- Choice Based Credit and Semester System for all the programmes with due weightage to continuous and End Semester Assessments
- Feedback system is in place to elicit feedback, both formal and informal, on curriculum from different stakeholders including industry, peer institutions, employers, alumni, etc.
- The IQAC is in place to monitor, support and coordinate quality sustenance and enhancement measures.
- Annual Academic Auditing to ensure the effectiveness of the curriculum.

WEAKNESS

- School of Engineering, Medicine, Business Administration, etc., yet to start
- Inadequate physical infrastructural facilities limit CBCS flexibility available to the students
- Provision for combining face-to-face learning with online distant learning is yet to be implemented
- Credit accumulation and transfer facility, value added courses, enrichment courses and modular curriculum (provision for appearing for a course in modules), etc are yet to be implemented
- The proposal to start the community college is yet to be realized.
- Programmes targeting International Students are to be introduced.

OPPORTUNITIES

- The University is in its formative stage, making it easier to integrate qualitative measures and innovative practices into its functioning, including curriculum design, teaching, learning and assessment practices.
- An enthusiastic group of dedicated, committed, dynamic and motivated group of

young faculty who are accommodative to blending the traditional methods of teaching, learning, assessment and related activities with innovative methods

- Complete academic autonomy to schools and departments, which allows scope for innovation in teaching-learning and assessment
- A proactive internal quality monitoring mechanism coordinated by the IQAC provides scope for sustained quality enhancement
- A systematic feedback mechanism on curriculum that provides an opportunity for curriculum updation as per the needs of industry, research bodies, employers
- A separate cell for attracting foreign students, bringing in an opportunity for enhanced international visibility

CHALLENGES

- Setting benchmark in quality higher education, as envisioned in its mission statement.
- Formulating and implementing quality standards on par with international standards
- Integrating innovations into teaching, learning, assessment and related activities
- Ensure the employability of the degree holders by offering more enrichment and value added courses
- Instil a research culture among students through innovative methods of curricular transaction with a conspicuous shift from a teacher-centric hierarchical system of knowledge dissemination to an ICT-enabled learner-centred, interactive, democratised, culture of knowledge sharing and generation of scholarship
- Raise the academic standard of the University to fetch a better international ranking for attracting more international students
- Create international visibility by offering quality online courses on MOOCs for international students

TEACHING-LEARNING AND EVALUATION

The University has a well-defined mechanism for ensuring publicity, transparency, fairness and social justice in the admission process to its undergraduate, postgraduate and PhD programmes, the first two being conducted through CUCET (Central Universities Common Entrance Test) and the PhD programme through DET (Doctoral Entrance Test), all conducted strictly in compliance with the reservation guidelines of the Central Govt. To cater to the differential requirements of the student population admitted, it conducts induction programmes for freshers prior to the commencement of the classes and encourages its faculty to adopt ICT-integrated, learner-centric, flexible

and innovative modes of curricular transaction and evaluation process. By providing access to a huge repository of digital learning resources, it has succeeded in converting the conventional classrooms into 24×7 learning places. The tutorial system, CU Kerala has effectively put in place, enables it to provide effective and continuous academic, personal and psychosocial guidance to its socially and academically heterogeneous group of students.

The recruitment of the teaching faculty is made, with academic distinction, social diversity, commitment to the profession and keenness to adapt/fine-tune themselves to the novel modes of curricular transaction, which higher learning, industry and research bodies expect of them, as its prime criteria. The University also makes every effort to maintain and enhance the quality of its meritorious faculty by periodically organising staff development programmes and encouraging and supporting them to make use of such opportunities provided by institutions inside and outside the country.

In consonance with the Academic Calendar prepared by the Office of the Controller of Examinations, the Departments plan and organise the curriculum transaction and assessment schedule, with due weightage to continuous and end semester assessment, well ahead of the commencement of the academic year. The schedule is published on the respective notice boards and on the University website. The freshers are briefed of the schedule in the induction programmes conducted between the completion of the admission process and the commencement of the classes. The Departments ensure confidentiality, transparency, and fairness in and timely completion of the entire assessment process. Quality, authenticity, originality and transparency are ensured in the PhD evaluation process by strictly adhering to the UGO Regulation 2009 for PhD evaluation.

The graduate attributes the University articulates state the intended learning outcome of its academic programmes, to achieve which the University has evolved a well-structured teaching-learning and assessment strategy implemented through its Departments and support systems.

SWOC ANALYSIS OF TEACHING-LEARNING AND EVALUATION

STRENGTH

- Free and fair admission through the nationwide CUCET (Central Universities Common Entrance Test) for postgraduate programmes and through a nationwide DET (Departmental Entrance Test) for Ph.D. Programmes.
- Provision for conducting additional Entrance Test to fill the vacant seats, if any, under SC/ST/OBC reserved categories to ensure equity in access
- Strict adherence to Reservation Rules of the Central Government in admissions to ensure social justice and equity in access.
- A well communicated academic calendar, teaching plan, evaluation blue print in order to ensure that the university's teaching, learning and assessment strategies

are structured to facilitate the achievement of the intended learning outcomes

- Induction programme for freshers to enable their smooth transition from the college environment (where the focus is on knowledge dissemination) to a university environment (where the focus is on knowledge generation)
- Mechanism for student mentoring and promotion
- Remedial Cell for coordinating the department level remedial coaching for weak and slow learners
- Additional care for Advanced Learners to groom them in a manner befitting their abilities
- Fair and transparent assessment and evaluation mechanism with timely announcements of results.
- Strict monitoring mechanism in adherence to the UGC Regulation 2009 for the Ph.D. evaluation process
- Academic activities supplemented with co-curricular activities like invited talks, conferences, seminars, workshops, symposia, etc., to make the teaching and learning process richer and more diversified and to create a culture of instilling and nurturing creativity and scientific temper among the learners
- Use of blended learning through the use of modern ICT devices, tools and services, including the CUKMoodle Learning Management System, to transform the traditional classrooms into 24×7 learning places
- Faculty recruitment strictly based on merit and in adherence to the reservation policies of the Central Government
- Motivation, encouragement and support for faculty development and capacity building to academically recharge and rejuvenate the faculty

WEAKNESS

- Failure to attract reasonable number of students from outside the state, consequent on Central Universities coming up in each state
- An automated system for educational administration is yet to be implemented
- Emeritus/Adjunct Faculty are not on the rolls of the university yet

OPPORTUNITIES

- CU Kerala being a young university without any entrenched outmoded procedures in teaching, learning, assessment and research, the academia has larger freedom for innovations in these areas.
- World-class ICT facilities within the campus and in classrooms aiming at the effective integration of ICT into teaching, learning and assessment.
- A proactive policy to promote and support organization of and participation in

co-curricular activities by both faculty and students

CHALLENGES

- With only 28% of the teaching positions filled in, the University faces a dearth of human resources in the adoption and effective implementation of innovative teaching-learning and assessment practices
- Setting a model in innovative practices in teaching-learning and assessment for emulation by other Universities in the state

RESEARCH, CONSULTANCY AND EXTENSION

CU Kerala has a well-orchestrated mechanism involving the Directorate of Research, Research Cell, Departmental Research Committees (DRC) and Doctoral Committees (DC) to monitor, promote and support research activities among the faculty and students. Thanks to the support and encouragement received, the faculty could generate a whopping Rs 11 crores as the total outlay through nationally and internationally funded research projects. The infrastructural constraints notwithstanding, the University has set up state-of-the-art laboratories on par with global standards in the Science Departments. The research output of the faculty – 730 odd publications in national/international peer reviewed journals, 68 chapters in books, 43 books with ISBN, 18 edited books and innumerable talks/presentations/posters etc. in national and international conferences, symposia and workshops – is astounding given the fact that only 28% of the (sanctioned) 147 academic positions has been filled so far.

The focus the Research wing of the University lays on the generation rather than the dissemination of knowledge has borne fruit, as evidenced by the overwhelming number of publications in national/international peer-reviewed journals and presentations in national/international conferences/workshops/symposia, the students have to their credit.

The Department of Social Work spearheads the execution of the institutional social responsibility by promoting University-neighbourhood network and student engagement, contributing to the holistic development of the students and sustained community development. Some of the initiatives in this direction are the organisation of community living camps, socio-economic health surveys, medical camps, blood donation camps, afforestation, organic farming, awareness drives on the harmful effects of tobacco use, drug abuse and alcohol consumption, observances of days of national/international importance etc.

SWOC ANALYSIS OF RESEARCH, CONSULTANCY AND EXTENSION

STRENGTH

- A well-orchestrated mechanism consisting of Research Directorate, DRCs and DCs to co-ordinate and monitor the research-related activities at various levels,
- A Project Cell to administer the externally funded projects and research fellowships of Ph.D. students
- Generous support for the departments to organize co-curricular activities like conferences, seminars, workshops, symposia, invited talks, training programmes, sensitization programmes, etc. to promote research culture on the campus.
- Encouragement and support for faculty and students to attend co-curricular activities like conferences, seminars, workshops, symposia, invited talks, etc.
- Research Assistantship to Ph.D. scholars.
- 20 ongoing Minor Research Projects with a Total Outlay of ₹9,502,000/- and 32 ongoing Major Research Projects with a Total Outlay of ₹10,47,48,200/- (including that of the faculty currently working on deputation or contract)
- 8 completed projects with total outlay of ₹4,09,30,400/- (including that of the faculty currently working on deputation or contract)
- The state-of-the-art laboratory facilities in all the science departments
- 24x7 Wi-Fi enabled high-speed NKN Internet Connectivity with 1 Gbps bandwidth.
- The library provides access to a good collection of books in print and a huge repository of e-books and other digital resources. Moreover, the library provides access to more than 8000 online journals through UGC-INFONET
- Fairly good research output of the faculty – 730 odd publications in national/international peer reviewed journals, 68 chapters in books, 43 books with ISBN, 18 edited books and innumerable talks/presentations/posters etc. in national and international conferences
- Majority of faculty are serving as editorial board members of international/national journals, and as members of various international/national committees and many of them have received prestigious research and other awards.
- The University, mainly through its Social Work Department, has undertaken several social service and outreach programmes, including organisation of community living camps, socio-economic health surveys, medical camps, blood donation camps, afforestation, organic farming, awareness drives on the harmful effects of tobacco use, drug abuse and alcohol consumption, observance of days of national/international importance etc.

WEAKNESS

- The University has yet to explore the full potential of research and academic collaboration (in the form of MoUs) with other academic and research institutions, industry, business firms, etc in the country and abroad, to benefit in areas like research, curriculum development, industry training, internship, student placement, publications, consultancy, etc.
- The University has not yet succeeded in fully exploiting its resources, including academic and research expertise of the faculty, to provide consultancy services for mobilizing additional resources for the development of the University
- The University has yet to start forums like the NSS and NCC to provide the students an opportunity to become a part of university-neighbourhood network and facilitate student engagement aiming at the holistic development of students and sustained community development.

OPPORTUNITIES

- The University has larger scope for exploring academic and research collaborations with other academic and research institutions, industry, business firms, etc. in the country and abroad
- The University has a better scope for encashing on the research potentiality and academic competence of its faculty for fund mobilisation through consultancy services
- As the University is located in a socially backward region, it can make meaningful contributions to sustained community development by encouraging student participation in social outreach programmes through forums like the NSS and NCC.

CHALLENGES

- To exploit the possibilities of academic and research collaborations with other institutions in India and abroad, the University needs to set up the required physical infrastructure, attract Emeritus, Adjunct and Visiting faculty, fill in vacant academic positions, further improve the quality standards and increase national/international visibility
- To win consultancy services the University needs to evolve a policy and mechanism for publicising its academic and research expertise

INFRASTRUCTURE & LEARNING RESOURCES

Physical infrastructure is a major challenge faced by CU Kerala as all its departments and administrative wings function either in rented buildings or in semi-permanent uni-floor structures. The first phase of constructions undertaken by CPWD, which includes the uni-floor structures of Teaching Block I, Teaching-Cum-Administrative Block II, two Ladies Hostel blocks and a Dining Hall, 24 Staff Quarters, a Cafeteria block and

the construction of the surrounding and interior roads and compound wall, was completed by 2014. The Master Plan of the Campus has been approved by the Executive Council. The Architectural Plan of 15 Academic Buildings and one Administrative Building also got approval from the Executive Council. The second phase of the construction work has already started with the construction of two hostel buildings (one each for boys and girls), underway. Work is in progress for the construction of nine major buildings for teaching and research departments. The work has been taken up by RITES and is expected to be completed within thirty months.

Its infrastructural constraints notwithstanding, the University has set-up adequate research laboratories, computing and Internet facilities and allied services like library facility, hostel facilities, guest house facility, etc.

The fully automated library (Using Open Source KOHA), acts as the Knowledge Centre of the University with access to 25,000 odd print books and 8000 odd e-journals and other learning resources through its Digital Resource Centre.

The University is committed to providing adequate IT infrastructure that facilitates teaching, learning and research activities on the campus. All the class rooms are made ICT-enabled with access to computers, LCD projectors and high speed Wi-Fi Internet connectivity (1Gbps NKN Connection).

SWOC ANALYSIS OF STUDENT SUPPORT & PROGRESSION

STRENGTH

- Adequate research laboratories, computing facilities
- Good collection of learning resources in the library, including 25K odd books, 8000 odd e-journals through UGC Infonet and other digital resources
- ICT-enabled digital classrooms with 24×7 Wi-Fi Internet connectivity and LCD projectors and computers
- CUKMoodle Learning Management System that helped convert the conventional classrooms into 24×7 learning places
- Campus-wide access to Digital Resource Centre with e-journal, e-books, OCWs, MOOCs resources, videos, audios and other digital learning resources available on the web
- Comprehensive Annual Maintenance Contract (AMC) for all electronic equipment for ensuring seamless access to ICT services to its stakeholders

WEAKNESS

- Lack of physical infrastructure with all its departments, administrative wings and allied services like guesthouse, hostels functioning either in rented buildings or in semi-permanent uni-floor structures.
- The University is yet to have a separate Library block with minimum required facilities
- The University is yet to set in place a fully manned IT Wing to undertake the IT Service and Infrastructural Development activities of the University.

OPPORTUNITIES

- The University, being in its formative years, the physical infrastructure that is to be set up can be designed in tune with the current and future requirements of this Technology Era

CHALLENGES

- To set up all required infrastructure facilities on par with international standards

STUDENT SUPPORT & PROGRESSION

CU Kerala considers the personal, academic, co-curricular and career guidance and mentoring of its student community one among its prime responsibilities. It ensures steady and constant student mentoring through its Departments in a manner that addresses the specific needs/challenges of the weak and advanced students. The tutorial system, the Career Guidance and Placement Cell, the promotion of student participation in co-curricular activities, etc. constitute the mentoring services the University provides.

The University has in place student support facilities like merit and merit-cum-means scholarship, Research Assistantship and facilitates the disbursement of Central and State Govt. sponsored scholarships and research fellowships by the UGC, DST KSCSTE, etc. The University has a Cell for International Co-Operation (Foreign Students' Cell) with a senior faculty member as Nodal Officer to attract foreign students. The student support facilities of the University are enthused by the principle of equity and social justice, as evidenced by the gender-sensitive culture it creates on the campus, the strict compliance with the reservation guidelines of the Central Govt. in its admission procedure and the special care and assistance it gives to the students from the socially and economically weaker sections of society and the students with physical disability. The University also has an SC/ST Cell to assist the SC/ST students in admissions and in academic and administrative issues. The University organise coaching for UGC/CSIR NET/JRF and entry into state and Govt. services under the co-ordination of the Career Guidance and Placement Cell.

The University promotes and supports the participation of students in sports, extracurricular and cultural activities, which are co-ordinated by two faculty members,

working in compliance with the directions of the Office of the Dean, Student Welfare.

The Grievance Redressal Cell of the University looks into the grievances/concerns related to curricular and co-curricular activities/facilities of the University. The other mandatory student support forums of the University include the Anti-Ragging Cell, Women's Cell and the Committee for Prevention of Sexual Harassment of Women at Workplace.

The Student Council organises the sports, cultural and extracurricular activities of the students and ensures student participation in the social outreach programmes, thereby strengthening the University-neighbourhood network and contributing to both the holistic development of the students and the sustained development of the social community around.

The student participation in evolving the policies and governance of the University is ensured through representation of the students in the Academic Council, IQAC, Career Guidance and Placement Cell, Grievance Redressal Cell, Anti-Ragging Cell, Women's Cell, and the Committee for Prevention of Sexual Harassment of Women at Workplace.

Regarding student progression, approximately 20% of the PG students move onto the PhD programme, 7% of the students have qualified UGC/CSIR JRF, 12% of the students have qualified UGC/CSIR NET, 42% have qualified GATE and handful TOEFL, GMAT and other competitive exams. A few students have been recipients of prestigious Research Fellowships like Marie Curie Fellowship, Maulana Azad Research Fellowship, DST-INSPIRE Research Fellowship, KSCSTE JRF and others.

SWOC ANALYSIS OF STUDENT SUPPORT & PROGRESSION

STRENGTH

- Student Advisors or mentors at departmental level for student support and mentoring
- Continuous academic monitoring of the students
- Career Guidance & Placement Cell for career and placement related support
- Merit and merit-cum-means scholarships for postgraduate and research assistantships for research students
- Motivation, encouragement and support to students for participation in conferences, seminars, workshops, etc.
- Good performance of students in national/international competitive examinations – 7% of the students have qualified UGC/CSIR JRF, 12% of the students have qualified UGC/CSIR NET, 42% have qualified GATE and handful TOEFL, GMAT and other competitive exams.
- Alumni Association for ensuring the support and participation of alumni in the development of University

- Student grievance redressal cell for redressing students' grievances
- Women's Cell to ensure a safe, secure, hygienic, enabling and constructive working space for the female staff and students
- Anti-Ragging and Anti-Harassment Cells for dealing with related issues
- Student Council for sensitizing the students of their duties, responsibilities and rights.
- Active student participation in cultural and sports activities

WEAKNESS

- A fully functional Career Guidance & Placement Cell with infrastructural and other administrative support staff is yet to be realized
- Being a young university, the Alumni Association is in its formative stage
- Sports/Physical Education Directorate to be set up
- Lack of Cultural, Sports and Games infrastructural facilities
- A fully functional Arts Club with necessary infrastructural support for promoting cultural, artistic and literary activities of the students is yet to be realized

OPPORTUNITIES

- The diversity of the student population with a set of heterogeneous abilities/talents in academics, research, co- and extracurricular activities that can be harnessed for the growth of the institution, the society and their own holistic development

CHALLENGES

- More infrastructural and support facilities to be set up to fully exploit the academic competence, research potential, creative talents, skill in sports and games etc.

GOVERNANCE, LEADERSHIP AND MANAGEMENT

The mission statement of the University defines the institution's distinctive characteristics in terms of its commitment to addressing the needs of the society and the students and underlines its tradition and value orientation. The statutory administrative and other governing bodies of the University ensure the effective implementation of the management and governance system and its continuous improvement, by interacting with the stakeholders and identifying organisational needs.

CU Kerala promotes a culture of participatory management system, which allows continuous involvement of all important functionaries of the University, including faculty, in the decision making, policy formulation and in the formulation of academic, research, and extension programmes. CU Kerala has adopted a policy of complete

academic autonomy to its Departments. It ensures accountability is ensured through collecting and evaluating annual performance appraisal reports of the faculty members, Annual Performance Assessment Reports from the Departments and through the Career Advancement Scheme for promotion. The University has an elaborate mechanism for redressing the grievances of its various stakeholders and a feedback system for eliciting feedback from its stakeholders on institutional performance.

An annual performance audit of the Departments is done to ensure sustained quality maintenance of the faculty and an annual academic audit is done to ensure the effectiveness of the curriculum, its transaction and assessment. Every effort is made to enhance professional development of the faculty and administrative staff by organising staff development programmes and allowing its staff to participate in staff rejuvenation programmes organised by other institutions.

CU Kerala has zero tolerance towards offences of Sexual Harassment and ragging. An Internal Quality Assurance Cell (IQAC) is in place in CU Kerala to monitor, co-ordinate and organise quality sustenance and assurance measures.

SWOC ANALYSIS OF STUDENT SUPPORT & PROGRESSION

STRENGTH

- Academic programmes, curricular, co-curricular and extracurricular activities and the overall functioning of the University is in tune with its clearly stated vision, mission and objectives.
- A well-designed perspective plan for development considering various aspects like vision and mission of the University, teaching, learning and research policy of the University,
- The University has a definite quality assurance policy, which is designed, driven, deployed and reviewed at various levels and bodies of the university, to ensure the quality of various academic and research programmes of the university
- Academic autonomy to the Departments to allow the Departments to introduce innovative methods in curriculum design and curriculum transaction and assessment.
- Annual Academic and Performance Auditing of the Departments/Faculty in order to ensure transparency in the functioning of the Departments.
- Feedback mechanism to collect and analyse feedback on performance of the University, Departments, faculty and curriculum.
- Support and motivation for the teaching and non-teaching staff for their professional development and capacity building
- Grievance redressal mechanism for all stakeholders, including the students, staff and the general public

- Internal quality assurance mechanism for continuously monitoring and undertaking quality maintenance and enhancement measures.

WEAKNESS

- More academic programmes, curricular, co-curricular, extracurricular, research and extension activities are needed to fully realize the vision and mission of the University.
- Most of the top academic and administrative positions of CU Kerala, including senior faculty positions of Professors and Associate Professors, Registrar and Finance officer, etc., lie vacant due to factors beyond the control of the institution
- Lack of human resources as more than 60% of the posts remain vacant

OPPORTUNITIES

- The comprehensive vision and mission statement of the University articulating its commitment to moulding the present and future generations along the lines of its professed values/objectives of academic excellence, meaningful local-global interaction, sustained community development, environmental harmony, peace and tolerance, holistic development etc. provides a roadmap for evolving its plans/guidelines and policy formulation in vital areas of governance

CHALLENGES

- To evolve a fully functional governance mechanism that can ensure the development of the institution aiming at the timely and meaningful realization of its lofty vision and mission



SECTION C

**PROFILE OF THE
UNIVERSITY**

SELF-STUDY REPORT

1. Name and Address of the University

Name	Central University of Kerala		
Address	Tejaswini Hills, Periyar Post, Kasaragod District		
	Pin: 671 316	State: Kerala	
Website	www.cukerala.ac.in		

2. For Communication

Designation	Name	Telephone	Mobile	Fax	Email
Vice Chancellor	Prof. (Dr.) G Gopa Kumar	O: 0467-2232400	93494 33987	0467-2232402	ggkumar@gmail.com
		R: 0467- 2207654			
Registrar	Dr. Baiju.K C	O: 0467- 2232403	94957 18829	0467-2232402	registrar@cu kerala.ac.in
		R:			
Steering Committee	Dr. T P Abbas	O: 0467 - 22333369	92499 61566	-	drtpabbas@gmail.com
		R:			

3. Status of the UniversityCentral University **4. Type of University:**Unitary **5. Source of funding:**Central Government **6. (a) Date of establishment of the university:** 02 March 2009**(b) Prior to the establishment of the university, was it a/an**(i) PG Centre Yes No (ii) Affiliated College Yes No (iii) Constituent College Yes No (iv) Autonomous College Yes No

(v) Any other (please specify): Established a New University

7. Date of recognition as a university by UGC or any other national agency:

Under Section	dd	mm	yyyy	Remarks
(i) 2f of UGC*				Not Applicable
(ii) 12B of UGC *				Not Applicable
(iii) 3 of UGC #				Not Applicable
(iv) Any other ^ (specify)				Not Applicable

* Enclose certificate of recognition,

Enclose notification of MHRD and UGC for all courses/ programmes/campus/campuses,

^ Enclose certificate of recognition by any other national agency/ agencies, if any.

8. Has the university been recognized**(a) By UGC as a University with Potential for Excellence?**Yes No

If yes, date of recognition : Not Applicable

(b) For its performance by any other governmental agency?Yes No

If yes,

Name of the agency : Not Applicable

Date of recognition : Not Applicable

9. Does the university have off-campus centres?Yes No

If yes,

Date of establishment : Capital Centre Trivandrum

Date of recognition : 04/01/2014

Date of establishment : Law Centre

Date of recognition : Jul 2014

10. Does the university have off-shore campuses?Yes No

If yes,

Date of establishment : Not Applicable

Date of recognition : Not Applicable

11. Location of the campus and area:

Campus	Location*	Campus area in acres	Built up area in sq. mts
(i) Main campus area	Rural (Tejaswini Hills, Periyar, Periyar, Kasaragod)	310	9232
(ii) Other campuses in the country	Semi-Urban (Vidyanagar Campus, BKM Towers, Nayanmarmoola, Kasaragod)	Rented Building	2441.36
	Semi-Urban (Riverside Campus, Padannakkad, Kanhangad)	Rented Building	5438.33
	Semi-Urban (Law Campus, BSNL Tower, Thiruvalla, Pathanamthitta)	Rented Building	126.28
	Urban (Capital Centre, Thiruvananthapuram, BSBK Tower, Marappalam, Pattom, Thiruvananthapuram)	Rented Building	876

Campus	Location*	Campus area in acres	Built up area in sq. mts
(iii) Campuses abroad	Nil		

(* Urban, Semi-Urban, Rural, Tribal, Hilly Area, Any other (please specify))

12. Provide information on the following: In case of multi-campus University, please provide campus wise information.

(a) Auditorium/seminar complex with infrastructural facilities

- 2 Auditoriums (One at Vidyanagar campus and the other at Riverside Campus, Padannakkad)
- One conference hall & one Mini Conference hall at Tejaswini Hills, Periyē.
- One Mini Seminar hall at Capital Centre, Thiruvananthapuram.

(b) Sports facilities

- Playground : Temporary playground at Tejaswini Hills, Periyē
- Swimming pool : Nil
- Gymnasium : Nil
- Any other : Nil

(c) Hostel

- Boys' hostel
 - (i) Number of hostels : 2 (rented building)
 - (ii) Number of inmates : 120
 - (iii) Facilities : Necessary facilities like washing machine, common room facility, etc., are made available
- Girls' hostel
 - (i) Number of hostels : 5 (3 rented and 2 Semi-permanent Buildings)
 - (ii) Number of inmates : 250
 - (iii) Facilities : Necessary facilities like washing machine, common room facility, etc., are made available
- Working women's hostel
 - (i) Number of hostels : Nil

(d) Residential facilities for faculty and non-teaching

- 24 Transit Quarters for teaching and non-teaching staff at Tejaswini Hills
- One Faculty House (Rented building at Padannakkad, Kanhangad)

(e) Cafeteria

- Health centre – Doctor facility is available weekly twice.

- Facilities like banking, post office, book shops, etc.: One Canteen at Tejaswini Hills, Periy

(f) Transport facilities to cater to the needs of the students and staff:

3 Buses (One hired)

(g) Facilities for persons with disabilities

Ramps are available in the campus and Hostels at Tejaswini Hills, Periy. Ramps are also available at Capital Centre, Thiruvananthapuram

(h) Animal house: Nil

(i) Incinerator for laboratories: Nil

(j) Power house

Two Generators 125 KVA (Tejaswini Hills, Periy & Vidyanagar Campus) and One rented generator 180 KVA at Riverside Campus, Padnekad. Tejaswini Hills, Periy, to be charged with 11 KV supply immediately.

(k) Waste management facility

Two Biogas plants at Tejaswini Hills, Periy for Waste Management

13. Number of institutions affiliated to the university

Nil.

14. Does the University Act provide for conferment of autonomy (as recognized by the UGC) to its affiliated institutions? If yes, give the number of autonomous colleges under the jurisdiction of the University

Not applicable

15. Furnish the following information:

Particulars		Number	Number of Students
University Departments	Undergraduate	1	51
	Post graduate	17	549
	Research centres on the campus	13	107
Constituent colleges		Nil	Nil
Affiliated colleges		Nil	Nil
Colleges under 2(f)		Nil	Nil
Colleges under 2(f) and 12B		Nil	Nil
NAAC accredited colleges		Nil	Nil
Colleges with Potential for Excellence (UGC)		Nil	Nil
Autonomous colleges		Nil	Nil
Colleges with Postgraduate Departments		Nil	Nil
Colleges with Research Departments		Nil	Nil
University recognized Research Institutes/ Centres		01	Nil

16. Does the university conform to the specification of Degrees as enlisted by the UGC?Yes No

If the university uses any other nomenclatures, please specify: Not Applicable

17. Academic programmes offered by the university departments at present, under the following categories: (Enclose the list of academic programmes offered)

Programmes	Number	Programmes	Number
UG	0	Integrated Ph.D.	0
PG	17	Certificate	0
Integrated Masters	1	Diploma	0
M.Phil.	0	PG Diploma	0
Ph.D.	13	Any other (please specify)	Nil
Integrated Ph.D.	0		
Total	31		

18. Number of working days during the last academic year.

244

19. Number of teaching days during the past four academic years.

178

180

184

183

2010-11

2011-12

2012-13

2013-14

(‘Teaching days’ means days on which classes were engaged. Examination days are not to be included)

20. Does the university have a department of Teacher Education?Yes No

If yes,

(a) Year of establishment: 05/08/2014

(b) NCTE recognition details (if applicable)

Notification No.: .No SRCAPP/Med/KL/2013-14/57293 Dt 03 Mar 2014

Date: 03/03/2014

(c) Is the department opting for assessment and accreditation separately?

Yes No **21. Does the university have a teaching department of Physical Education?**Yes No If yes,

(a) Year of establishment: Not Applicable

(b) NCTE recognition details (if applicable)

Notification No.: Not Applicable

Date: Not Applicable

(c) Is the department opting for assessment and accreditation separately? Not Applicable

22. In the case of Private and Deemed Universities, please indicate whether professional programmes are being offered?

Not Applicable

23. Has the university been reviewed by any regulatory authority? If so, furnish a copy of the report and action taken there upon.

Yes, the performance of the University is being continuously reviewed and monitored by regulatory authorities like the MHRD, UGC and NCTE. Academic and administrative reforms and innovations, quality sustenance and enhancement measures, etc., have been adopted, from time-to-time, as per the directions of these regulatory agencies.

24. Number of positions in the university

Positions	Teaching faculty			Non-teaching staff	Technical staff
	Professor	Associate Professor	Assistant Professor		
Sanctioned by the Government	21	42	84	131	
Recruited	01	10*	39	60	
Yet to recruit	20	37	45	71	
Number of persons working on contract basis	0	0		07	

*5 on deputation

25. Qualifications of the teaching staff (Numbers)

Highest		Professor		Associate		Assistant		Total
		Male	Female	Male	Female	Male	Female	
Permanent teachers	D.Sc./D.Litt.	--	--	--	--	--	--	--
	Ph.D.	01	--	09	01	25	13	49
	M.Phil.	--	--	--	--	--	--	--
	PG	--	--	--	--	01	--	01
Temporary teachers	Ph.D.	--	--	--	--	15	8	23
	M.Phil.	--	--	--	--	1	2	3
	PG	--	--	--	--	6	1	7
Part-time teachers	Ph.D.	--	--	--	--	--	--	--
	M.Phil.	--	--	--	--	--	--	--
	PG	--	--	--	--	--	--	--

26. Emeritus, Adjunct and Visiting Professors.

	Emeritus	Adjunct	Visiting
Number	0	0	1

27. Chairs instituted by the university:

School/Department	Chairs
Department of International Relations & Politics	WTO Chair

28. Students enrolled in the university departments during the current academic year, with the following details:

Students	UG		PG		Integrated Masters		M. Phil.		Ph.D.		Integrated Ph.D.		D.LittD.Sc.		Certificate		Diploma		PG Diploma	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
From the state where the university is located	--	--	123	407	19	32	--	--	37	55	--	--	--	--	--	--	--	--	--	--
From other states of India	--	--	12	5	--	--	--	--	14	1	--	--	--	--	--	--	--	--	--	--
NRI students	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Foreign students	--	--	1	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Total	--	--	136	413	19	32	--	--	51	56	--	--	--	--	--	--	--	--	--	--

29. 'Unit cost' of education

(a) Including the salary component = ₹ 190880.

(b) Excluding the salary component = ₹ 56049

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

30. Academic Staff College: (Not Available)

(a) Year of establishment: Not Applicable

(b) Number of programmes conducted (with duration): Not Applicable

(c) UGC Orientation: Not Applicable

(d) UGC Refresher: Not Applicable

(e) University's own programmes: Not Applicable

31. Does the university offer Distance Education Programmes (DEP)?Yes No **32. Does the university have a provision for external registration of students?**Yes No **33. Is the university applying for Accreditation or Re-Assessment? If Accreditation, name the cycle.**Accreditation : Cycle 1 Cycle 2 Cycle 3 Cycle 4 Re-Assessment: **34. Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)**

Not Applicable

35. Does the university provide the list of accredited institutions under its jurisdiction on its website? Provide details of the number of accredited affiliated / constituent / autonomous colleges under the university.

Not Applicable

36. Date of establishment of Internal Quality Assurance Cell (IQAC) and dates of submission of Annual Quality Assurance Reports (AQAR).

IQAC: March 2013



SECTION **D**

CRITERIA-WISE INPUTS

SELF-STUDY REPORT

CRITERIA 1
CRITERIA-WISE INPUTS

CURRICULAR ASPECTS

SELF-STUDY REPORT

1.1. CURRICULUM DESIGN AND DEVELOPMENT

1.1.1 How is the institutional vision and mission reflected in the academic programmes of the university?

The Central University of Kerala is founded upon the lofty vision of a ‘**caring wisdom**’ that aims at sensitizing present and future generations to the need for the enrichment of the individual, to the sustainable development of society, and to environmental harmony. The academic programmes the University offers are aimed at generating and disseminating knowledge in cutting edge areas of learning. Since the early years of its inception, the University took care to introduce need-based academic programmes taking into cognisance the global and regional advances in areas of learning that impinge on the scientific, political, social, literary and cultural life of the country in particular and the world at large.

The Departments under the School of Languages and Comparative Literature were founded in consonance with the University’s cherished mission of attaining a confluence of various cultures and traditions by building up a student community sensitive to the commonalities, divergences and possibilities of convergence across cultures and disciplines.

The various research-oriented, interdisciplinary academic programmes offered under the School of Mathematical and Physical Sciences were conceived and are implemented in tune with the university’s mission of educating and equipping manpower for the development of the country.

The School of Energy, Environment and Earth Sciences was born of the University’s vision of striving towards environmental harmony and ecological balance in a global climate of growing awareness about the environmental hazards posed by the burgeoning human population and its callous insensitivity to the environment.

Interdisciplinarity, a cherished ideal of the University, is the hallmark of the programmes offered by the School of Biological Sciences. The various programmes offered by the School manifest the University’s commitment to the integration of technology with traditional wisdom.

The emphasis the University lays in its mission statement on meaningful local-global interaction is best reflected in its academic programmes offered under the School of Global Studies.

The attainment of the cherished social ideals of gender justice, egalitarian distribution of resources and fair and inclusive development cutting across the barriers of class, caste and community, the promotion of the virtues of peace, tolerance, harmony, compassion, patriotism, etc. and the cultivation of moral and spiritual faculties, which constitute the lofty objectives of the University,

are the values underlining the academic programmes of the School of Humanities. This is how the University seeks to impart a wisdom that cares.

Besides, the innovative teaching-learning methods adopted in the academic transaction of the programme content, the periodic revision of the curriculum to capture and reach the latest advances in the different fields of learning and the provision for regular feedback from academia, industry and other stakeholders testify to the University's steadfastness in upholding its professed vision and mission.

1.1.2 Does the university follow a systematic process in the design and development of the curriculum? If yes, give details of the process (need assessment, feedback, etc.).

The University does follow a systematic process in the design and development of the curriculum. The responsibility of designing and developing the curriculum of an academic programme is entrusted with the Board of Studies, chaired by the Head of the Department, and representatives of faculty from within and other Departments of the School and four external experts representing the academia and industry associated with the discipline as members. Besides, the Chairperson has special powers to co-opt any number of experts as special invitees to specific Board of Studies with the approval of the Vice Chancellor.

The Chairperson can also convene workshops bringing together experts in the academia and industry and other stakeholders for the purpose of designing and designing the curriculum. The Departments also gather inputs and feedback informally from peers, experts, alumni and students.

In the design and development of the curriculum, the regulations, stipulations and guidelines of curriculum framework stipulated by the apex bodies are strictly adhered to.

1.1.3 How are the following aspects ensured through curriculum design and development?

(a) Employability

Contents of all the postgraduate programmes offered by CU Kerala are designed with due consideration to skill development and employability. A good proportion of students clearing National Level Tests like GATE, UGC-CSIR JRF/NET is an indication that the curriculum is designed with the objectivity of enhancing the employability prospects of students. Open Elective Courses like Linguistics, Film Studies, etc. offered by various Departments add to the employability of students.

At the doctoral level, the international/national quality standards and probity in research are maintained to enable doctoral degree holders to take up

research assignments in R&D labs, teaching assignments in the educational sector and employment positions in the industry, within and outside the country.

(b) Innovation

Harnessing the freedom given to the respective Boards of Studies in designing curriculum, the departments have implemented innovative modes of teaching, learning and assessment in compliance with the existing CBCS regulations of the University. Some of these are:

- Devoting the final module of a course to research papers selected by the course instructor with the objective of acquainting the students with recent developments in the area.
- Designing only the outline of the course, giving flexibility to the course instructor to flesh it out considering the advances and contemporary trends in the discipline.
- Maintaining a Course File comprehensively documenting the course objectives, description, outline, select supplementary reading material, required and recommended reading list, course schedule, assessment methods and schedule, assignments and reports submitted, etc.
- Open elective courses within and outside the respective Schools
- Value added courses. For example, the Department of Hindi offers a certificate course for enhancing employability prospects
- Use of Course Blogs and discussion forums for course management, assignment submission, etc.

Some of the innovative ideas proposed in the revised CBCS regulations include:

- Credit transfer to allow student mobility
- Credit acceptance from online courses to reap the benefits of online academic innovations like MOOCS
- Offering of courses online for providing larger visibility of the institution and the faculty
- Offering more enrichment courses
- Offering more value added courses in each department
- Modular curriculum for individual courses that allow module-wise assessment of a course
- Introducing internship programmes at postgraduate level

(c) Research

The curriculum of the postgraduate programmes is designed with the objective of engendering and fostering research aptitude and outlook among the students. The CBCS regulation of the University mandates a dissertation course to be undertaken at the postgraduate level to acquaint the students with the research design, methodology and tools and techniques and equip them in the mechanics of academic writing and research documentation. That many postgraduate students have produced research publications in peer-reviewed international and national journals and conference proceedings is a testimony to the emphasis the university lays in its curriculum on promotion of research.

The coursework of the Ph.D. programmes offered by the various Departments includes a course each, comprehensively covering the theoretical insights and addressing the methodological concepts/issues in the relevant areas of study apart from an area paper catering to the specific research goals targeted by the programme. The Ph.D. curriculum gives the potential research scholars a thorough grounding in the relevant area of scholarship and provides the required skill set for pursuing research in the area.

1.1.4 To what extent does the university use the guidelines of the regulatory bodies for developing and/or restructuring the curricula? Has the university been instrumental in leading any curricular reform which has created a national impact?

The University follows the guidelines of the regulatory bodies in the design and development of the curriculum. The University has already implemented the CBCS regulations of the UGC and introduced the mandatory coursework in the Ph.D. curriculum, as per the UGC guidelines. It also follows other general guidelines of the UGC in the design and development of the curriculum. The Department of Education follows the NCTE guidelines also apart from those of the UGC.

The University uploads its curriculum and curricular reforms and innovations setting an example for others to emulate.

1.1.5 Does the university interact with industry, research bodies and the civil society in the curriculum revision process? If so, how has the university benefitted through interactions with the stakeholders?

The University engages in formal and informal interactions with industry, research bodies and the civil society and with peer institutions/academics with a view to gathering inputs for curriculum revision. Apart from the workshops specifically organised for inputs on curricular revision, the Conferences, symposia, workshops and other co-curricular programmes the Departments organise, by bringing together experts from academia, industry and research

bodies and representatives of the civil society, eventually contribute to the process of curricular revision.

1.1.6 Give details of how the university facilitates the introduction of new programmes of studies in its affiliated colleges.

Not applicable

1.1.7 Does the university encourage its colleges to provide additional skill-oriented programmes relevant to regional needs? Cite instances (not applicable for unitary universities).

Not Applicable

1.2. ACADEMIC FLEXIBILITY

1.2.1 Furnish the inventory for the following:

(a) Programmes taught on campus

All the departments with permanent faculty offer both postgraduate and Ph.D. programmes and the Department of International Relations offers an Integrated BA/MA programme. Programmes under different Schools and Departments are:

School	Department	Programmes	Started In the Year
Biological Sciences	Animal Science	M. Sc. Animal Science	2010
		Ph.D. Animal Science	2012
	Bio-Chemistry and Molecular Biology	M. Sc. Bio-Chemistry and Molecular Biology	2010
		Ph.D. Bio-Chemistry	2012
	Genomic Science	M. Sc. Genomics	2010
		Ph.D. Genomics	2012
	Plant Science	M. Sc. Plant Science e	2011
		Ph.D. Plant Science	2013
Earth Science Systems	Environmental Science	M. Sc. Environmental Science	2012
Economics	Economics	M. A. Economics	2009
		Ph.D. Economics	2011
Education	Education	M. Ed	2014
		Ph.D. Education	2015
Global Studies	International Relations	Integrated M.A International Relations	2013
		M. A. International Relations	2012
		Ph.D. International Relations	2014
Legal Studies	Law	L.L.M	2014

School	Department	Programmes	Started In the Year
Languages & Comparative Literature	English & Comparative Literature	M. A. English & Comparative Literature	2009
		Ph.D. English & Comparative Literature	2011
	Hindi	M. A. Hindi & Comparative Literature	2012
	Linguistics	M.A Linguistics	2012
		Ph.D. Linguistics	2015
	Physical Sciences	Chemistry	M. Sc. Chemistry
Ph.D. Chemistry			2014
Computer Science		M. Sc. Computer Science	2011
		Ph.D. Computer Science	2015
Mathematics		M. Sc. Mathematics	2011
		Ph.D. Mathematics	2012
Physics		M. Sc. Physics	2010
		Ph.D. Physics	2012
Social Sciences	Social Work	M.S.W	2012

(b) Overseas programmes offered on campus

No such programmes

(c) Programmes available for colleges to choose from

CU Kerala is a non-affiliating university

1.2.2 Give details on the following provisions with reference to academic flexibility**(a) Core/Elective options**

Each School of study has a list of approved core courses and elective courses, which are offered in different semesters as per programme requirements. In addition to the core courses, the students are offered a bouquet of elective courses, from which they can choose courses of their interest to satisfy the credit requirements. The student is also given the flexibility to choose from the Open Electives offered by other Departments of the same School or by the Departments of other Schools.

(b) Enrichment courses

Currently the University does not offer Enrichment courses. However, the IQAC proposes to include such courses in the revised CBCS regulations of the University.

(c) Courses offered in modular form

Currently the University does not offer courses in modular form. However, the IQAC proposes to include modular courses in the revised CBCS regulations of the University.

(d) Credit accumulation and transfer facility

At present, the University does not have a credit accumulation and transfer facility. However, the modalities of implementation of the facility have been formulated by IQAC and are proposed to be included in the revised CBCS guidelines.

(e) Lateral and vertical mobility within and across programmes, courses and disciplines

Not available

1.2.3 Does the university have an explicit policy and strategy for attracting international students?

Yes. The matters related to policy formulation and development of strategy for attracting international students are taken care of by the International Cooperation (Foreign Students) Cell.

1.2.4 Have any courses been developed targeting international students? If so, how successful have they been? If 'no', explain the impediments.

None

1.2.5 Does the university facilitate dual degree and twinning programmes? If yes, give details.

No

1.2.6 Does the university offer self-financing programmes? If yes, list them and indicate if policies regarding admission, fee structure, teacher qualification and salary are at par with the aided programmes?

No

1.2.7 Does the university provide the flexibility of bringing together the conventional face-to-face mode and the distance mode of education and allow students to choose and combine the courses they are interested in? If 'yes,' give operational details.

Currently there is no such provision. In the wake of online academic innovations like MOOCs, the IQAC has chalked out the modalities of integrating the existing face-to-face mode of learning with online distance mode of education to provide the students with a wide range of options in the choice of open

electives.

1.2.8 Has the university adopted the Choice Based Credit System (CBCS)? If yes, for how many programmes? What efforts have been made by the university to encourage the introduction of CBCS in its affiliated colleges?

The University has adopted CBCS for all the academic programme it currently offers.

1.2.9 What percentage of programmes offered by the university follow:

(a) Annual system

Nil

(b) Semester system

100%

(c) Trimester system

Nil

1.2.10 How does the university promote inter-disciplinary programmes? Name a few programmes and comment on their outcome.

The University's a cherished ideals the of the interdisciplinary is reflected in all the academic programmes it offers. For example, the M. A programmes in English & Comparative Literature, Hindi & Comparative Literature, Linguistics, Economics, International Relations, The postgraduate programme is Social Work and the M.Sc. Programmes in Bio-Chemistry & Molecular Biology, Environmental Science, Genomics, etc. are interdisciplinary in character allowing the students to pursue higher education and career opportunities in the specific and allied disciplines.

1.3. CURRICULUM ENRICHMENT

1.3.1 How often is the curriculum of the university reviewed and upgraded for making it socially relevant and/or job oriented/knowledge intensive and meeting the emerging needs of students and other stakeholders?

The respective Boards of Studies meet periodically, at least once in two semesters, wherein the efficacy of the modes of assessment, the standard of the questions papers set for end semester assessment, the social/academic/industrial relevance of the course content, the practical difficulties at the level of implementation of the courses, the extent to which the objectives of the courses have been met, etc., are reviewed and suggestions for improvement made.

1.3.2 During the last four years, how many new programmes at UG and PG levels were introduced? Give details.

(a) Inter-disciplinary

The University started the following five postgraduate and one undergraduate programmes: M.Sc. in Environmental Science, MSW, BA & MA in International Relations, Linguistics and Hindi and Comparative Literature.

(b) Programmes in emerging areas

The University started 6 postgraduate programmes in Mathematics, Computer Science, Plant Science, Chemistry, Education and Legal Studies

1.3.3 What are the strategies adopted for the revision of the existing programmes? What percentage of courses underwent a syllabus revision?

The courses of every programme are submitted to revision at least once in two semesters by the respective Board of Studies.

1.3.4 What are the value-added courses offered by the university and how does the university ensure that all students have access to them?

At present, the University offers one value-added course on Certification in Hindi for Office Communication under the Department of Hindi and Comparative Literature. More courses are on the anvil. The value-added courses are offered outside the regular class hours to ensure access to all students.

1.3.5 Has the university introduced any higher order skill development programmes in consonance with the national requirements as outlined by the National Skills Development Corporation and other agencies?

The University authorities had preliminary discussions with the representatives of the National Skill Development Corporation to consider the prospects of introducing higher order skill development programmes under a Skill Development Cell.

1.4. FEEDBACK SYSTEM

1.4.1 Does the university have a formal mechanism to obtain feedback from students regarding the curriculum and how is it made use of?

Yes. The IQAC of the University insists that at the end of every semester the feedback on courses be collected in standard format from the students, discussed in the Faculty Council and the minutes be submitted to the subsequent Board of Studies.

1.4.2 Does the university elicit feedback on the curriculum from national and international faculty? If yes, specify a few methods such as conducting webinars, workshops, online discussions, etc. and its impact.

As a young university, the institution places high premium on the opinions/suggestions of national/international experts in the review and revision of the curriculum, which is a continuous process painstakingly undertaken by the Departments. The methods the Departments resort to for eliciting such inputs include formal and informal discussions with peer institutions, participation in and organisation of seminars, workshops, symposia and online discussions, maintaining a Comments' Book in which experts/distinguished visitors/external examiners record their observations on the relevance of the curriculum in terms of its interdisciplinary, employability, research applications etc. The inputs thus collected are discussed and analysed in the Faculty Council, the recommendations of which are placed before the Board of Studies for consideration.

1.4.3 Specify the mechanism through which affiliated institutions give feedback on curriculum enrichment and the extent to which it is made use of.

Not applicable

1.4.4 What are the quality sustenance and quality enhancement measures undertaken by the university in ensuring the effective development of the curricula?

The IQAC of the university works in tandem with the Departments in implementing quality sustenance and quality enhancement measures in curriculum development. The Heads of the Departments, being the Chairperson of the Board of Studies, are given freedom to convene the respective Boards on need basis with provision to invite additional experts, for reviewing, revising and updating the existing curriculum. Besides, the curricular and co-curricular activities hosted by the departments give them opportunity to interact with experts from academia, industry and society. The IQAC also encourages the teaching community to take part in the curriculum design and review workshops, symposia and discussion forums and other curricular/co-curricular activities organized by other institutions of higher learning to gain an exposure to the principles, procedures and practices followed by these institutions. All these measures help the University to keep a constant link with academia, industry and civil society to enable it to sense the pulse of the industry, current trends and research directions in the field and the expectations of the society and demand of the market thus.

1.4.5. Any other information regarding Curricular Aspects which the university would like to include.

The statutory bodies of the University, the Court, the Executive Council,

Academic Council, Board of Studies, etc., play a positive role in maintaining and enhancing the quality standards in the academic matters of the University.

The IQAC of the University maintains a proactive role in monitoring and coordinating quality maintenance and sustenance measures.



CRITERIA 2
CRITERIA-WISE INPUTS

**TEACHING, LEARNING AND
EVALUATION**

SELF-STUDY REPORT

2.1. STUDENT ENROLMENT AND PROFILE

2.1.1 How does the university ensure publicity and transparency in the admission process?

Admissions to Central University of Kerala is governed by the Central Educational Institution (Reservation in Admission) Act.

CU Kerala admits students to its undergraduate and postgraduate programmes through All-India Central Universities Common Entrance Test (CUCET), conducted by a consortium of Central Universities in the month of May every year. The CUCET provides a single-window opportunity to the students to seek admission to any of the 200 integrated/undergraduate, postgraduate and research programmes offered by the Universities constituting the consortium.

The consortium widely publicises the CUCET in two national dailies and two regional dailies. Besides, CU Kerala releases the advertisement in two to three dailies to ensure publicity. The whole admission procedure starts six months in advance and the first set of advertisements appears in the month of March. The registration process of the CUCET is made online. In Kerala the test is conducted at six centres spread across the state.

Admissions are handled at the level of each of the members of the consortium, for their respective academic programmes. After the declaration of the CUCET results, CU Kerala publishes the programme wise and category wise rank list (in compliance with the reservation policies of the Central Govt.) and counselling schedules on its website. The CUCET Committee ensures that the admission test is conducted in a free and free manner while the Admission Committee of the University ensures publicity and transparency in the admission procedure.

Admission to the Ph.D. programmes of the University is done through All-India Departmental Entrance Test (DET), for which the advertisement is released in national and regional dailies and on the website. The students seeking admission to the doctoral programme have to submit their application to the respective Heads of Departments in response to the notification issued by the University/Research Centre in this respect. To ensure publicity and transparency, the conduct of DET and the modalities of admission are strictly in compliance with the Ph.D. regulations of the University.

2.1.2 Explain in detail the process of admission put in place by the university. List the criteria for admission: (e.g.: (i) merit, (ii) merit with entrance test, (iii) merit, entrance test and interview, (iv) common entrance test conducted by state agencies and national agencies (v) other criteria followed by the university (please specify).

Admission to the undergraduate and postgraduate programmes are done through

the performance of candidates in the All-India Central Universities Common Entrance Test (CUCET). Admissions to the Ph.D. programmes of the University is done through a combination of merit, performance in the all-India Departmental Entrance Test (DET) and interview by the Doctoral Committee of the Department concerned. The details of the admission process to the programmes are furnished in 2.1.1.

2.1.3 Provide details of admission process in the affiliated colleges and the university's role in monitoring the same.

Not applicable

2.1.4 Does the university have a mechanism to review its admission process and student profile annually? If yes, what is the outcome of such an analysis and how has it contributed to the improvement of the process?

Yes. The CUCET Committee of the University convenes meetings at different stages of the conduct of CUCET to review the preparations and discuss future course of action to be followed for the free and fair conduct of the test at the centres allotted to CU Kerala. After the completion of the CUCET, the Committee again holds review meetings to examine objectively the entire process related to the conduct of CUCET, including the process of registration, the effectiveness in conducting the CUCET, the promptness in delivering the required services, the lapses/oversight, if any, that inhibited the smooth conduct of the test, etc. The findings/observations of the review meetings are intimated to the conducting agency for improved performance in future.

The Admission Committee monitors the entire process of admission to various academic programmes of the University. It regularly holds review meetings and issues directions to respective Departments to carry out the admission process strictly adhering to the rules and regulations of the University and the reservation policies of the Central Govt. The review meeting also considers the need for conducting additional entrance tests for filling in the vacancy positions in the categories reserved for OBC, SC and ST. A final review meeting will be held wherein the measures to correct the lapses/shortcomings, if any, will be evolved and recorded. The meeting will also take stock of the profile of the students admitted to the various programmes in terms of gender, caste, community, class, etc. and the findings/observations/statistics will be used to ensure more equitable access to socially disadvantaged/physically challenged students in future.

2.1.5 What are the strategies adopted to increase/improve access for students belonging to the following categories:

(a) SC/ST

Besides providing a chance to compete under the general category, the

University adheres strictly to the reservation policy prescribed by the Govt. of India from time to time for admitting candidates from SC and ST categories. As per the above policy, the seats are reserved for the students from SC/ST, OBC, persons with varied disabilities, outstanding achievers in sports and other extracurricular activities

Currently 15% of the seats in all academic programmes are reserved for SC category and 7.5% for ST category. If the seats reserved for these categories remain vacant, repeated newspaper advertisements and website notifications are released to attract maximum number of students to the University.

The University has granted a 5% relaxation to SC/ST candidates in the minimum required marks for eligibility for admissions to all academic programmes.

Also, additional admissions tests to fill-in the vacant positions are conducted on the recommendations of the Admission Committee. The students who join the University from SC/ST category are provided with freeship and stipend as per the state/central government rules.

(b) OBC

OBC candidates who belong to the non-creamy layer category are also given a chance to compete under the general category. Besides, as per the reservation policy prescribed by the Govt. of India, currently 27% of seats in all academic programmes are reserved for these candidates. On the recommendation of the Admission Committee, separate admissions tests are also conducted to fill in the vacant seats, if any.

(c) Women

In view of the high ratio of female to male seeking admission to the University, special hostel facilities have been provided for women students as part of its policy of providing increased access to women. In most of the departments, there already exists a higher percentage of women candidates than men. The overall women to men ratio in the academic year 2014-15 was 3:1.

(d) Persons with varied disabilities

As per the Central Government's Reservation Policy, CU Kerala has a specified reserved quota of 3% under this category. The University has specific plans to make the permanent campus coming up at Tejaswini Hills, Periyar, disable-friendly. Ramps are already set up at the Tejaswini campus and in the uni-floor hostels.

(e) Economically weaker sections

Provision of scholarships is given to 50% of students on merit and merit cum means basis.

The Doctoral students who do not receive any other scholarship/research fellowships are given a monthly stipend of ₹8000/-.

The university also support the students through its Earn while You Learn (EYU) scholarship scheme instituted with the objective of strengthening the university efforts through students' participation.

Besides, the University supports and encourages students to apply for central and state government sponsored stipends, scholarships and fellowships.

(f) Outstanding achievers in sports and other extracurricular activities

In order to encourage candidates with an excellent record in sports, one additional seat is allotted in each Department. There is reservation for wards of Ex-Service persons in the PG admission. Special weightage is provided to NSS/NCC volunteers and outstanding achievers in sports and other extracurricular activities.

2.1.6 Number of students admitted in university departments in the last three academic years:

Categories	2011-12		2012-13		2013-14		2014-15	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	3	8	14	25	5	12	11	18
ST	2	-	5	3	2	4	6	7
OBC	38	59	33	106	36	129	37	146
General	18	35	28	65	26	59	23	50
Others (OEC)			1					
Others (PWD)			1			1		
Total	61	102	82	199	69	205	77	221

2.1.7 Has the university conducted any analysis of demand ratio for the various programmes of the university departments and affiliated colleges? If so, highlight the significant trends explaining the reasons for increase / decrease.

Programmes		Number of applications	Number of students admitted	Demand Ratio
UG				
PG	2012-13	2532	273	9.27:1

	2013-14	3219	288	11.17:1
	2014-15	4522	307	14.72:1
Integrated Masters	2013-14	100+	22	4.54+:1
	2014-15	200+	28	7.14+:1
M.Phil.		Nil	Not applicable	Not applicable
Ph.D.		249	66	3.77:1
Integrated Ph.D.		Nil	Not applicable	Not applicable
Certificate		Nil	Not applicable	Not applicable
Diploma		Nil	Not applicable	Not applicable
PG Diploma		Nil	Not applicable	Not applicable
Any other		Nil	Not applicable	Not applicable

2.1.8 Were any programmes discontinued/staggered by the university in the last four years? If yes, please specify the reasons.

Yes. The integrated M.Phil/Ph.D. programme discontinued with the start of direct Ph.D. Programme.

2.2. CATERING TO STUDENT DIVERSITY

2.2.1 Does the university organize orientation / induction programme for freshers? If yes, give details such as the duration, issues covered, experts involved and mechanism for using the feedback in subsequent years.

CU Kerala organizes induction programme every year for all the freshers after the admission process is completed. In the induction programme organized at the university level, the Vice-Chancellor, Deans of Various Schools, Dean, Students' Welfare, Heads of various Departments, etc., brief the newly admitted students on the vision, mission and objectives of the university. In the induction programme, students are apprised of the general student amenities, transport facilities, scholarships and awards, general curriculum structure, assessment mechanisms, etc. Students are also alerted to the University's strict zero tolerance policy on ragging and sexual harassment.

Induction programmes, often week-long, are also arranged at the Departmental level. On the first day, the students will be briefed on the common facilities and other infrastructure facilities of the Department. Following this, a formal welcome meet will be organized by the respective Departments, inviting all the senior students, faculty and other staff members of the Department. After the formal welcome session, the Heads of the Department or a faculty assigned for the purpose briefs the freshers on the department's vision, mission and objectives, CBCS regulations of the University, general programme and curriculum structure, assessment modes and strategies, career and higher study options available on successful completion, tentative schedule of the continuous and end semester assessments, rules and regulations of the

University and the Department, Laboratory rules, freship/scholarship/fellowships option, etc.

Following this, each faculty separately introduces the courses they handle during the semester, giving a broad overview of the course structure, class delivery schedule, assessment modes and strategies, etc.

Following this one-day general overview of the programme, the Department also organizes a need-based week-long bridge-course based on the inputs received from the freshers.

As part of the Induction programme, a separate freshers' meet, under the supervision of the faculty, will be organized by senior students aimed at making the freshers feel at home and helping them blend in uninhibitedly with the Department and University fraternity.

Freshers are also given Personality Development training, Guidance and Motivational training as part of the Induction programme.

An awareness programme for the freshers is organised separately in small batches by the University Librarian on the services the Central Library provides and how to make best use of them.

2.2.2 Does the university have a mechanism through which the “differential requirements of the student population” are analysed after admission and before the commencement of classes? If so, how are the key issues identified and addressed?

Yes. As the student population of the University constitutes a heterogeneous mix hailing from diverse social, economic and educational backgrounds, the Office of Students' Welfare, with the assistance of the Departments, compiles and analyses the report on the personal, familial and social profile of the students admitted with the objective of identifying the differential requirements of the student population. This is done in the intervening period between the completion of the admission procedures and the commencement of the classes. The findings of the analysis help fix priorities in allotting hostel facilities and mobilising/disbursing funds/scholarships/fellowships/ special aid schemes. The data also enables the Office of Students' Welfare to make necessary arrangements catering to the special needs of the differently abled. The data is also used at the Department level to chalk out the nature of the student support measures and programmes envisaged every year.

2.2.3 Does the university offer bridge / remedial / add-on courses? If yes, how are they structured into the time table? Give details of the courses offered, department-wise/faculty-wise?

Most Departments organise need-based, week-long bridge courses as part of the induction programme for freshers aimed at helping the students from diverse

academic, social and familial backgrounds and with different learning standards and practices adapt to the culture and ambience of the University and develop the required personal, social, emotional, academic and professional skills.

The University has a Remedial Cell, headed by a senior faculty with representatives from each Department as members, that takes care of remedial instruction and guidance. The Cell identifies the priorities and target groups and provides autonomy and financial support to the Departments to conduct remedial training.

The University is not offering any add-on courses at present. However, considering its potential for value addition, the IQAC has already recommended starting add-on courses like Certification in English for Communication, Computational Linguistics, Hindi-English Translation, Web Designing, etc.

2.2.4 Has the university conducted any study on the academic growth of students from disadvantaged sections of society, economically disadvantaged, physically handicapped, slow learners, etc.? If yes, what are the main findings?

Even though a comprehensive study has not been conducted on the academic growth of socially, economically and academically disadvantaged and physically handicapped students, the Faculty Council of the respective Departments reviews and continuously monitors the academic progress of the students with respect to their performance in continuous and end semester assessments. The major findings of the review meetings include:

1. Coming from different academic backgrounds and with varied learning standards and habits, the students generally find it difficult to graduate to the University system in the initial semesters.
2. The problems of initial maladjustment compound in the case of students with socio-economic and physical handicaps.
3. The emphasis in the University system being on self-learning and knowledge generation, the students accustomed to a teacher-centric leaning environment experience difficulty in adapting.
4. The research-oriented curriculum on par with international standards entails rigorous academic schedules, which, slow learners and students hailing from backgrounds with no support structure to fall back on, find it difficult to cope with, especially in the early years.
5. For students from socially disempowered groups, lack of proficiency in English language is a major learning handicap. However, living and interacting in an environment characterised by linguistic diversity, communicating in English becomes obligatory on the students, which helps them gradually get over their inhibitions and handicap. The support and

inspiration of students from privileged backgrounds also plays a crucial role in addressing the linguistic and other academic challenges of the students from disadvantaged backgrounds.

6. These initial difficulties notwithstanding, the students, being constantly made to feel a part of the Department and University fraternity, through the dedicated personal, pedagogical and financial support, and motivation of the faculty, peer groups, senior students and administrative staff, show a tendency to come up in a remarkably short period of time. The regular participation of students in curricular and co-curricular programmes helps them tide over the initial difficulties. The tremendous academic growth of the students from disadvantaged sections is evidenced in many of them emerging the top scorers in the University, clearing national level competitive examinations and winning prestigious scholarships and research fellowships in institutions of national and international repute.

2.2.5 How does the university identify and respond to the learning needs of advanced learners?

The respective departments identify the advanced learners at a very early stage by considering factors like performance in the CUCET, performance in continuous assessment, participation and involvements in classroom and other curricular and co-curricular activities and special care and attention are provided to such students to groom them in a manner befitting their abilities. The practices followed and measures taken by the respective departments to provide continuous motivation and support to advanced learners include:

1. Advanced learners are given additional guidance and access to additional advanced reference materials for further reading and research in the area.
2. The CBCS curriculum followed at the University permits the advanced learners to pursue inter-departmental advanced courses for value addition purpose.
3. Departments organize international/national conferences, seminars, workshops and symposia, inviting experts from diverse areas in the field of study, thus providing the advanced learners an opportunity to interact with experts and to keep abreast of the recent developments in the field.
4. Departments sustains the motivation of advanced learners by providing them with opportunities to unleash their creativity and show their potentials through participation in international/national conferences, seminars, workshops, symposia and other academic and cultural events and competitions.
5. Advanced learners are also given motivation and additional training on the mechanics of academic writing to enable them to publish their research

findings in international/national peer reviewed journals and conference proceedings.

6. Advanced learners are encouraged and given training for clearing the international/national competitive tests like GRE, TOEFEL, IELTS, GMAT, GATE, NET, Civil Services, etc.
7. Advanced learners are motivated and recommended to undertake higher level academic pursuits in terms of summer training, industrial training, etc. at reputed institutions and research laboratories and reputed industrial units.
8. The activities and programmes conducted by the Career Guidance and Placement Cell of the University help the advanced learners to identify their potential employers and institutions of higher learning.

2.3. TEACHING-LEARNING PROCESS

2.3.1 How does the university plan and organise the teaching, learning and evaluation schedules (academic calendar, teaching plan, evaluation blue print, etc.)?

CU Kerala plans the teaching, learning and evaluation schedules in the following manner:

1. **Academic Calendar:** The Academic Committee prepares and publishes the academic calendar well ahead of the commencement of a new academic year. The Academic Calendar is published in the admission brochure and is uploaded on the University website for the information of the entire CU Kerala community and the general public. The academic calendar notifies the dates for the commencement of the odd and even semester classes, the last working day of the semesters, the date for publishing the results of the Internal Assessments, the commencement of End Semester Assessment and the dates of closing for summer vacation and reopening after summer vacation.
2. **Academic Calendar of the Department:** In strict adherence to the Academic Calendar of the University, the Faculty Council of the respective Departments frame a detailed teaching plan and evaluation blueprint for the Department for the year. The Teaching Plan and Evaluation Blueprint of the Department consist of a tentative schedule for curricular, co-curricular and extra-curricular activities of the year. The Academic Calendar of the Departments will be published on their respective notice boards and their respective home pages of the University Website for information to all concerned.
3. **Course Delivery and Assessment Schedule:** Each faculty of the Department, in strict adherence to the teaching plan and evaluation blueprint of the Department, prepares a detailed Course Delivery and Assessment Schedule consisting of
 - Delivery mode (Lecture, Presentation, Debate, Discussion, Quiz,

Problem Solving, e-content delivery, etc.)

- Detailed topic-wise Course Delivery Schedule consisting of topic, date, time and location
- Continuous Assessment Schedule consisting of modes of assessment (Subjective Test, MCQ, Quiz, Assignment, Presentations, Term Paper etc), dates of assessment, submission method if relevant, weightage of each assessment and the dates of declaration of the results.
- Grievance redressal mechanism and its procedure.

This detailed course delivery schedule along with all the relevant learning materials is made available to all the registered students on the course page maintained by the tutor concerned on the University website.

4. ***The Evaluation Blue Print:*** The Head of the Department consolidates the results of the Continuous Assessment of a programme for a given semester and officially publishes the same with the approval of the Faculty Council. Grievances, if any, are redressed and the final results officially published 10 days before the commencement of the End Semester Assessment.

The respective Heads of the Departments, being the Chairmen of the Board of Examiners, coordinate the conduct of the End Semester Assessment, with approval from the Office of the Controller of Examination. The respective heads of the department also coordinate the evaluation of the answer scripts of the End Semester Assessment as per the programme guidelines of the University. The consolidated results carrying both Continuous and End Semester Assessments are forwarded through the respective Deans of Schools to the Office of the Controller of Examinations for officially publishing the results. The results are normally published a week after the completion of the End Semester Examinations.

2.3.2 Does the university provide course outlines and course schedules prior to the commencement of the academic session? If yes, how is the effectiveness of the process ensured?

Yes. Each Department publishes the course outlines and course schedules on its respective home page of the University website.

2.3.3 Does the university face any challenges in completing the curriculum within the stipulated time frame and calendar? If yes, elaborate on the challenges encountered and the institutional measures to overcome these.

In case the regular teaching hours are lost due to unforeseen circumstances, reasons beyond the control of the University, or due to the teachers going for orientation/refresher programmes, the Head of the Department, as per the directive of the Office of the Controller and with the approval of the Faculty

Council prepares a special schedule with provision for engaging additional hours so that the curriculum can be completed within the stipulated time frame and calendar.

2.3.4 How is learning made student-centric? Give a list of participatory learning activities adopted by the faculty that contributes to holistic development and improved student learning, besides facilitating life-long learning and knowledge management.

The curriculum of the programmes the University offers, being designed with the objective of knowledge generation rather than knowledge dissemination, calls for a learner-centric method of transaction aiming at cultivation of original thinking and a disinterested spirit of academic enquiry. The participatory modes of learning adopted by the faculty include:

1. Guided and peer-reviewed group presentations, followed by discussions
2. Seminar presentations by individual students and in groups
3. Listening to video lectures followed by discussions which help enhance student comprehension skills
4. Making select supplementary reading materials available in class to promote reading in groups to cater to the needs of students with varied comprehension skills
5. In-class teacher-aided preparation of project/research papers
6. Inviting senior students and Ph.D. scholars of University working in the same or allied disciplines to engage classes and stimulate discussions. This is often done in the respective research forums of the Departments. The practice has been found immensely fruitful in cultivating a research outlook and fostering the research aptitude of the students.
7. Providing the opportunities for interaction with reputed academicians, experts from industry, literary figures, environmental and social activists, etc.

2.3.5 What is the university's policy on inviting experts / people of eminence to deliver lectures and/or organize seminars for students?

The University has a well-defined policy and strategy for inviting experts/people of eminence to deliver lectures and/or organize seminars for the students. The University makes every effort to make the teaching and learning process richer and more diversified. Currently, the following provisions exist for inviting external experts:

1. Annual budgetary provisions are included for the departments to organize co-curricular activities like invited lecture series, conferences, seminars,

symposia, workshops, etc. The Departments can avail themselves of this fund by submitting a detailed proposal (including aims, objective, type and level, proposed dates and coordinator of the event, budgetary requirements, revenue expected, list of experts to be invited, number and target audience, etc, in the prescribed format) of the activities planned for the next academic year at the end of every academic year, with recommendations of the Faculty Council and the Dean of the School. Departments can get up to 5 lakhs per annum depending on the availability of funding for lectures and/or organizing seminars for the students. The External experts thus invited are reimbursed with the travelling expenses, including the airfare in economy class. They are also provided with honorarium as per the rules and regulations of the University, free boarding and lodging at the University Guest House and transportation facility while they are on the campus.

2. The Departments are also given freedom to invite experts who are on their visit to nearby institutions. In such cases, the Departments can meet the travelling expenses of the expert from their respective Imprest Account.
3. The University also has specialized Centres chaired by eminent Professors (WTO Chair, Centre for Endangered Languages, etc) for training and research where extension lectures are held regularly.
4. Another provision for inviting experts to the campus is through the forums and cells (IQAC, Career Guidance & Placement Cell, Official Language Cell, Anti-Ragging and Anti-Harassment Cells, Women's Forum, Literary Forum, Research Forum, Student Council, etc.) functioning in the University for the uplift of the student community.
5. Apart from the above, the University also invites eminent dignitaries on special occasions like Foundation Day Celebrations and other University level programmes.

2.3.6 Does the university formally encourage blended learning by using e-learning resources?

The University encourages blended learning. The students and faculty are encouraged for intensive use of e-learning facilities and resources available in the University for wider access to research and teaching-learning resources and tools. To enable this, all the campuses of the university are Wi-Fi enabled and each student is provided with a password for access to networks.

All the classrooms are made digital by providing Wi-Fi Internet connectivity, computers and LCD projectors. The faculty make extensive use of digital resources including OERs and OCWs like NPTEL and MIT OCW, MOOCs Resources, Virtual Laboratories, e-books, e-journals, webinars, blogs, social media and social networks, discussion forums, online video and audio lessons and other web resources and databases in the classrooms teaching to reap the

benefits of blended learning. The University Library provides free access to more than 8000 online journals through UG-Infonet.

2.3.7 What are the technologies and facilities such as virtual laboratories, e-learning, open educational resources and mobile education used by the faculty for effective teaching?

Faculty and students, including the research students of the University, make use of the following technologies:

- Computers: More than 500 computers and 10 servers are made available at various departments and offices to meet the computing requirements of the CU Kerala community.
- Campus-wide Wi-Fi enabled high-speed NKN Internet Connectivity with 1 Gbps bandwidth.
- VPN Service for Faculty to enable access to online journals outside the Campus.
- 24×7 online access of course contents and other learning resources through CUKMoodle, the Open Learning Content Management System
- Use of Open Educational Resources and Open Course Wares like NPTEL and MIT OCW
- Use of Massive Open Online Courses (MOOCs) Resources from edX, Udacity, Coursera, etc.
- Use of digital resources like e-books, e-magazines, e-journals
- Use of online Educational Video and Audio Resources
- Use of Online encyclopaedias like Encyclopaedia Britannica, Columbia Encyclopaedia, Wikipedia, World Book Encyclopaedia, etc.
- Use of free online Digital Libraries like Universal Digital Library, Project Gutenberg, Bartleby, ibiblio, Google Books, Live Search Books ERIC, World Digital Library, Internet Public Library, Bibliovault, etc
- Use of more than 8000 online e-journals
- Use of Portals & Gateway such as MERLOT, OER Commons, Open Course Ware Directory, Resource Discovery Network, etc.
- Use of Institutional Repositories like MIT OCW, JORUM, etc.
- Use of Web Directories
- Use of Virtual Laboratories and Tools
- Use of Blogs, Social Networks, Online Discussion Forums,
- Use of Portable Devices such as PDAs, Smartphones, iPADS, Tablets, etc., for access to Internet and Learning Resources

2.3.8 Is there any designated group among the faculty to monitor the trends and issues regarding developments in Open Source Community and integrate its benefits in the university's educational processes?

The IMD Committee, with the System Analyst as Member Secretary and the faculty from the Department of Computer Science as its members, is empowered with framing and implementing ICT Procurement and Use Policies of the University. One of the major stated objectives of the IMD Committee is the promotions Open Source Software Operating System and Application Software. Wherever available, the ICT procurement policy of the University favours the Open Source versions to proprietary versions to save public money. The Committee encourages and promotes the use of Open Source Software among the CU Kerala community. It also organizes training sessions and awareness programmes to update the users about the recent trends and to introduce them to the latest Open Source development platforms, software tools and services.

The IMD committee, in response to the directions from MHRD and UGC, has also identified a set of courses and faculty for offering these courses under the SWAYAM initiative, the Indian version of the Massive Open Online Courses.

2.3.9 What steps has the university taken to orient traditional classrooms into 24x7 learning places?

Campus-wide Wi-Fi enabled high-speed NKN Internet Connectivity with 1 Gbps bandwidth made CU Kerala Campus accessible to the world 24x7. With the launch of CUKMoodle, the Open Learning Content Management System of CU Kerala, the traditional classrooms are virtually converted to 24x7 learning places. Tutors maintain a Course Page for each course at CUKMoodle. Along with detailed course delivery and assessment schedule, the Course Page also provides access to digital learning resources (video and audio lessons, tutorials, e-books, presentation handouts and other e-resources) and lists links to other web resources and additional references to the registered students. Students can also submit their assignments and term papers through the course page. Tutors also conduct tests and quiz contests online. Students can also interact with the course tutor and can also join with online peer discussion forums. This and the use of other online teaching-learning resources and the social networks and the online discussion forums and groups have made it practically possible to reinvent the traditional classrooms of CU Kerala into 24x7 learning places.

2.3.10 Is there a provision for the services of counsellors/mentors/advisors for each class or group of students for academic, personal and psycho-social guidance? If yes, give details of the process and the number of students who have benefitted.

Yes, there is a provision for the services of counsellors/mentors/advisors for

each class or group of students for academic, personal and psycho-social guidance.

The University appointed various Nodal Officers (Nodal Officer for International Cooperation – Foreign Students, Nodal Officer for Online Grievance Portal, Nodal Officer of Anti-Ragging, Nodal Officer for Anti-Harassment, etc.) and constituted various cells (Career Guidance & Placement Cell, Health and Counselling Services, etc.) for providing various forms of counselling service to students.

The heads of the respective Departments and the respective Deans of Schools of Studies assist the students on various academic and administrative matters. The Office of the Dean of Student's Welfare extends its services for the welfare of the students.

Individual departments have their own mentoring and counselling mechanisms in the form of Mentors and/or Student Advisors. The departments have constituted students' advisory committees consisting of students' representatives and a faculty member as Students' Advisor, who acts as a mentor to an entire class.

The Students' Advisor provides assistance to students on their socio-psychological problems/issues through the Health and Counselling Services of the University. Career Guidance, placement assistances and higher study counselling services to students are made available through the Career Guidance and Placement Cell of the University.

Each course is operated through a course instructor who provides guidance to the students from time to time in curricular and co-curricular areas. Each course instructor thus acts as a mentor too. Apart from the lecture hours, each course has at least a weekly tutorial hour. Course instructors make use of the tutorial period effectively for mentoring their students in accordance with their abilities and potentials. The tutorial hour provides the students an opportunity to build on the curricular content delivered in the lecture hours through discussions, interactions, presentations and debates on themes and concepts related to the respective course of study.

Almost all students have benefited by this counselling and mentoring mechanism of the University.

2.3.11 Were any innovative teaching approaches/methods/practices adopted/put to use by the faculty during the last four years? If yes, did they improve learning? What were the methods used to evaluate the impact of such practices? What are the efforts made by the institution in giving the faculty due recognition for innovation in teaching?

A variety of innovative teaching practices are in use by the faculty members.

This include:

- Effective blending of modern ICT resources, tools and services (computers, Internet, LCD projectors, software tools, digital radios and music players, Learning Content Management Systems, Documents and File Management Systems, Authoring tools and services, OER & OCW resources, MOOCs resources, e-contents, online web resources and other services, tele-conferencing, webinars, online social networks, online discussion forums, blogs, mobile learning, etc.) with conventional classroom teaching, to reap the benefit of the blended learning approach.
- Use of Course Management System to virtually convert the classrooms into 24×7 learning places.
- Student centred teaching-learning approaches like students' seminars, presentations, assignments, group discussions, etc.
- Knowledge generation approaches in teaching-learning like dissertations, term paper presentation, project-based teaching-learning, case study based teaching-learning etc.
- Encouraging and promoting peer teaching-learning by forming small students groups
- Encouraging self-study and learning from seniors
- Activities for promoting and encouraging students to work in groups such as group projects, group assignments, problem solving in groups, etc.
- Learning by Doing implemented through industry visits and industrial training, field visits and field works, out-door learning, etc.
- Games for teaching-learning such as business simulation game
- Organization of and participation in conferences, seminars, workshops, exhibitions, presentations, demonstrations, lectures, theme-centric discussions, expeditions, declamation contests, quiz programmes, debates, elocution contests, essay-writing competitions, etc., organized on a regular basis.
- Blending of disciplines like linguistics, cultural and translation studies, media studies, Mathematical, Physical, Biological, Environmental and Technological Sciences, etc. through various events.
- Remedial teaching

All these innovative methods of teaching-learning have contributed effectively to increasing the overall quality of teaching-learning process in the University. The formal course level feedbacks collected from the students and performance

of the students in international/national competitive examinations like GRE, TOEFL, GATE, NET, and other recruitment examinations provide ample evidences of improving the instructional standards and learning outcome.

The University encourages, promotes, motivates and supports its faculty in the use of innovative methods in teaching-learning. The University has extended its support by providing all the modern ICT infrastructure, Application Software, Software Tools and Services in the classrooms and on the campus, in general. (refer 2.3.7).

The University also provides due recognition to innovators in the form of additional skill training, honouring the innovative faculty by giving opportunity to represent the institution at national/international events (The opportunity given to Dr. Sinu P, Department of Animal Science, CU Kerala, at the Inspired Teachers' In-Residence Programme at Rashtrapati Bhavan held from 6-12 June 2015, is a recent example).

2.3.12 How does the university create a culture of instilling and nurturing creativity and scientific temper among the learners?

The teaching-learning activity supplemented with co-curricular activities has contributed significantly in nurturing creativity and scientific temper among the learners. Innovative teaching-learning activities (refer 2.3.11) practised by the departments together with constant appreciation, feedback, support, encouragement, motivation, etc., from the faculty help create within the department an environment wherein the students feel motivated to strive after excellence.

2.3.13 Does the university consider student projects mandatory in the learning programme? If yes, for how many programmes have they been (percentage of total) made mandatory?

(a) Number of projects executed within the university

The project work is made mandatory in all its academic programmes at UG and PG levels.

(b) Names of external institutions associated with the university for student project work

The existing CBCS PG regulations does not include this flexibility and permits only in-house projects, as some core/elective courses are taught in the semester along with the dissertation course. However, the regulation is under revision and the IQAC has already recommended including in the revised CBCS regulation the provision to allow the students to undertake projects from external institutions.

(c) Role of faculty in facilitating such projects

Not applicable

2.3.14 Does the university have a well-qualified pool of human resource to meet the requirements of the curriculum? If there is a shortfall, how is it supplemented?

Being a Central University established in the year 2009, the recruitments to various teaching and administrative positions are still going on and is expected to be complete within a year. Approximately 78% of the teaching positions and 54% of non-teaching positions are currently vacant. The shortfall is supplemented by appointing faculty on deputation from central/state government institutions, appointing visiting faculty and recruiting faculty on temporary/contract basis.

2.3.15 How are the faculty enabled to prepare computer-aided teaching/ learning materials? What are the facilities available in the university for such efforts?

The IMD committee is entrusted with the task of equipping the faculty and administrative staff for the effective use of ICT devices, tools and services. Besides providing general ICT awareness training to staff in the effective use of ICT devices, tools and services, the faculty are given advanced training in areas like e-content creation, web designing, graphics designing, Learning Management Systems, etc. to equip them as potential content developers apart from potential users.

The University also extends all possible encouragement, motivation and support to its faculty for educational content creation by providing all the necessary ICT infrastructure, Application Software, Software Tools and Services (either in the Departments or at the Computer Laboratories of the Department), like:

- The necessary Computing Infrastructure
- E-content Authoring Tools
- Web Designing Tools
- Video-Audio Recording Devices, Tools and Services
- Video-Audio Editing Tools
- Documentation, Spreadsheet and Presentation Tools
- File Conversion Tools
- Free Web hosting Services
- Graphic and Animation Tools
- Storage Devices

- Learning Content Management Systems
- Document Management Systems

2.3.16 Does the university have a mechanism for the evaluation of teachers by the students / alumni? If yes, how is the evaluation feedback used to improve the quality of the teaching-learning process?

The university has a systematic feedback mechanism in place. The Department collects feedback on individual courses, the entire programme and on individual faculty.

The feedback on courses is collected at the end of every semester either by the faculty themselves or by the Heads of the Departments, on aspects like the depth of the course content, the extent of coverage of the course, applicability/relevance to real life situations, learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives), clarity and relevance of textual reading material, relevance of additional source material (Library) and the extent of effort required by the students.

The feedback on faculty is also collected at the end of every semester by the respective Heads of the Departments, on various aspects like knowledge base of the teacher (as perceived by the student), communication skills (in terms of articulation and comprehensibility), sincerity/commitment of the teacher, interest generated by the teacher, ability to integrate course material with environment/other issues, to provide a broader perspective, ability to integrate content with other courses, accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside the class) and ability to design quizzes/Tests/assignments/examinations and projects to assess students' understanding of the course.

Feedback on the entire programme is collected from the outgoing students to assess the effectiveness of the programme as a whole.

The feedback thus collected will be critically analysed in the FC meetings and the recommendations for improvements are suggested.

2.4. TEACHER QUALITY

2.4.1 How does the university plan and manage its human resources to meet the changing requirements of the curriculum?

The departments revise their curriculum regularly to keep pace with the recent development and advances in the field of study and to reflect the changing needs and demands of the society, market, and industry. To keep pace with this continuous evolution of the curriculum, the faculty have to constantly update their knowledge base., The University enables the faculty to meet this

challenging task in the following ways.

- Encourages and supports self-learning. In fact, much of the needs of the changing requirements of the curriculum are met by self-learning by the faculty.
- Unstinting support to the faculty for procuring new books and for recommending new print and online journals/books from their area of study and research. Provision is made available to permit the faculty to directly procure books of their interest and choice worth ₹20,000/- without the prior approval of the Library Committee.
- Encourages and supports participation in Orientation and Refresher programmes conducted by the Academic Staff Colleges
- Encourages and supports participation in innovative skills development as well as subject related in-service training programmes organized by other agencies/institutions.
- Encourages and supports organization of/participation in conferences, seminars, workshops, symposia and discussion forums
- Encourages the undertaking of research projects funded by various funding agencies like DST, DBT, UGC, etc.
- Encourages the faculty for availing study leave/sabbatical leave, etc. for taking up research projects in emerging and innovative areas.
- Encourages participation in summer/winter schools/trainings in their respective specializations.
- Encourages pursuit of collaborative research through MoUs with institutions of higher learning abroad.
- The IQAC regularly organizes invited talks and discussion forums with emphasis on the need for maintaining quality
- The annual Internal Quality Assurance Reports collected by IQAC serves the purpose of the self-appraisal of faculty performance
- For consideration under CAS, the University made it mandatory that the teachers must fulfil the minimum API requirements stipulated by UGC guidelines.

2.4.2 Furnish details of the faculty

Highest		Professor		Associate		Assistant		Total
		Male	Female	Male	Female	Male	Female	
Permanent teachers	D.Sc./D.Litt	--	--	--	--	--	--	--
	Ph.D.	01	--	09	01	25	13	49
	M.Phil.	--	--	--	--	--	--	--
	PG	--	--	--	--	01	--	01
Temporary teachers	Ph.D.	--	--	--	--	15	8	23
	M.Phil.	--	--	--	--	1	2	3
	PG	--	--	--	--	6	1	7
Part-time teachers	Ph.D.	--	--	--	--	--	--	--
	M.Phil.	--	--	--	--	--	--	--
	PG	--	--	--	--	--	--	--

2.4.3 Does the university encourage diversity in its faculty recruitment? Provide the following details (department / school-wise).

Department	% of Faculty from			
	the Same University	Other Universities within the State	Universities Outside the State	Other Countries
Animal Science	0%	0%	60%	40%
Bio-Chemistry & Molecular Biology	0%	33.3%	66.6%	0%
Chemistry	0%	50%	50%	0%
Computer Science	0%	33.3%	66.6%	0%
Economics	0%	20%	60%	0%
Education	0%	60%	40%	0%
English & Comparative Literature	0%	60%	40%	0%
Genomic Science	0%	33.3%	66.6%	0%
Linguistics	0%	0%	100%	0%
Mathematics	0%	0%	100%	0%
Physics	0%	60%	40%	0%
Plant Science	0%	25%	50%	25%

2.4.4 How does the university ensure that qualified faculty are appointed for new programmes/emerging areas of study (Bio-technology, Bio-informatics, Material Science, Nanotechnology, Comparative Media Studies, Diaspora Studies, Forensic Computing, Educational Leadership, etc.)? How many faculty members were appointed to teach new programmes during the last four years?

The University has a recruitment policy that strictly adheres to the UGC norms regarding qualifications and eligibility. The University ensures that appointment of faculty is made strictly as per the UGC guideline and the specialization(s) approved by the committees specially constituted for the purpose. The University makes all efforts and provisions to appoint qualified faculty both in emerging and existing areas. The advertisements are widely published through national dailies, local dailies, Employment News, University website, etc. The Selection Committees are constituted as per the statutory provision of the University. The Selection Committees make recommendations to the executive council for appointments to the posts of Professors, Associate Professors and Assistant Professors.

Being a university established in the year 2009, all the programmes in the University are new and/or from emerging areas like Bio-Chemistry & Molecular Biology, Genomics, Environmental Studies, Computer Science, English & Comparative Literature, Hindi & Comparative Literature and Linguistics & International Relations. So far, only 41 regular faculty appointments are made in the University.

2.4.5 How many Emeritus / Adjunct Faculty / Visiting Professors are on the rolls of the university?

Emeritus Professors : Nil

Adjunct Faculty : Nil

Visiting Professors : 2

The University IQAC has recommended appointing Emeritus/Adjunct Faculty/Visiting Professors in the ensuing years.

2.4.6 What policies/systems are in place to academically recharge and rejuvenate teachers (e.g. providing research grants, study leave, nomination to national/international conferences/ seminars, in-service training, organizing national/international conferences etc.)?

The University has adopted the following measures and provisions to recharge and rejuvenate the faculty:

- To encourage and support self-learning by the faculty. The University provides all support facilities including high speed Wi-Fi enabled NKM Internet Connectivity, 24×7 access to more than 8000 e-journals, access to other online resources like OER, OCW, MOOCs, etc.
- Unstinting support to the faculty for procuring new books and for recommending new print and online journals/books from their area of study and research. Provision is made available to permit the faculty to directly procure books of their interest and choice worth ₹20,000/- without the prior

approval of the Library Committee.

- Encourage and support participation in Orientation and Refresher programmes conducted by Academic Staff Colleges
- Encourage and support participation in innovative skills development as well as subject related in-service training programmes organized by other agencies/institutions.
- Encourage and support organization of/participation in conferences, seminars, workshops, symposia and discussion forums
- Encourage undertaking of research projects funded by various funding agencies like DST, DBT, UGC, etc.
- Encourage the faculty to avail study leave/sabbatical leave, etc. and to take up research projects in emerging and innovative areas.
- Encourage participating in summer/winter schools/trainings in their respective specializations.
- Encourage the pursuit of collaborative research through MoUs with institutions of higher learning abroad.
- The IQAC regularly organizes invited talks and discussion forums with the need for maintaining quality as their major theme

2.4.7 How many faculty received awards / recognitions for excellence in teaching at the state, national and international level during the last four years?

Department	Number of Faculty Won the Awards		
	State	National	International
Animal Science	0	1	0
Education	2	0	0
Hindi	2	2	0
Physics	0	2	0

2.4.8 How many faculty underwent staff development programmes during the last four years (add any other programme if necessary)?

Academic Staff Development Programmes	Number of faculty
Refresher courses	14
HRD programmes	3
Orientation programmes	17
Staff training conducted by the university	35
Staff training conducted by other institutions	7
Summer/Winter schools, workshops, etc.	26

2.4.9 What percentage of the faculty have

Training Programme	% of Faculty
(a) Been Invited as Resource Persons in Workshops/Seminars/Conferences Organized by External Professional Agencies?	81%
(b) Participated in External Workshops/Seminars/Conferences Recognized by National/International Professional Bodies?	81%
(c) Presented Papers in Workshops/Seminars/Conferences Conducted or Recognized by Professional Agencies?	86%
(d) Teaching Experience in Other Universities/National Institutions and Other Institutions?	64%
(e) Industrial Engagement?	8%
(f) International Experience in Teaching?	8%

2.4.10 How often does the university organize academic development programmes (e.g.: curriculum development, teaching-learning methods, examination reforms, content / knowledge management, etc.) for its faculty aimed at enriching the teaching-learning process?

With the objective of providing maximum exposure to the faculty in recent trends and advances in the areas of curriculum design and developments, teaching-learning methods, examination reforms, learning content creation/management strategies and methods, online course delivery methods, etc, the University encourages and generously supports the faculty in participating in such academic development programmes organized by other universities, academic staff colleges, and other reputed governmental agencies (like Kerala State Higher Education Council and HECs of other states, NMEICT, NPTEL, etc.).

The IQAC of the University regularly organizes at least one such academic development programme to benefit the entire teaching community of CU Kerala.

Besides, the respective boards of studies of the departments have been given freedom for organizing academic development programmes on need basis.

The IMD committee organized a series of workshops for the faculty on Learning Content Development and Learning Content Management System at the time when the CUKMoodle was implemented.

2.4.11 Does the university have a mechanism to encourage

(a) Mobility of faculty between universities for teaching?

This form of mobility is currently limited to the deputation mode only. The University has appointed 5 senior faculty from other universities on short-term deputation.

(b) Faculty exchange programmes with national and international bodies?

Provision is available through the UGC sponsored/approved Faculty Exchange schemes

(c) If yes, how have these schemes helped in enriching the quality of the faculty?

Currently none of the faculty from CU Kerala have availed this facility.

2.5. EVALUATION PROCESS AND REFORMS

2.5.1 How does the university ensure that all the stakeholders are aware of the evaluation processes that are in place?

The University ensures that all the stakeholders are aware of the evaluation processes that are in place in the following manner:

- The evaluation process of postgraduate/integrated postgraduate programmes are done in strict adherence to the CBCS PG regulations of the University and that of the Ph.D. programme is guided by the Ph.D. regulations of the University. Both the regulations are made available on the University website for public access.
- In the induction programme, respective departments brief the freshers of the evaluation processes that are operative in their respective departments.
- As per the PG regulations of the University, the performance of a student in a course is assessed (evaluation) in two stages – Continuous Assessment (CA with 40% weightage) and End Semester Assessment (ESA with 60% weightage).
- The course instructor uploads the continuous assessment strategies, modes, schedule, weightage, etc., of a course on the Course Page of CUKMoodle LMS for information to registered students. The results of the continuous evaluation components are also made available on the Course Page. Grievances, if any, are redressed before submitting the results of a course to the head of the department concerned.
- The schedule of the ESA, finalized by the respective Faculty Councils and approved by the Office of the Controller of Examinations, will be published

on the notice board and also on the departmental page of the University website for information to all concerned.

- The Heads of the respective departments consolidate the continuous assessment scores of the different courses of a programme for a given semester and the same will be published on the notice board and on the Departmental Page of the University website for information to the concerned, 10 days before the commencement of the End Semester Assessment. Grievances, if any, are redressed.
- As per the PG regulations of the university, a double blind valuation scheme (one internal and the other external) is used for the end semester assessment. The Programme Committee of the respective departments finalizes the grades of the individual courses considering the performance of the students in CA and ESA. The final results are forwarded to the office of the Controller, through the Deans of the respective schools, for final approval and publication. The results are normally published on the University website within a week's time from the conclusion of the ESA.
- Assessment of the Course Work (one semester duration) of the Ph.D. students is also done in a transparent manner as described above.

2.5.2 What are the important examination reforms initiated by the university and to what extent have they been implemented in the university departments and affiliated colleges? Cite a few examples which have positively impacted the examination management system.

Important examination reforms initiated by the University and their positive impacts on the examination management system include:

- An evaluation method with due weightage to Internal (40% weightage) and External (60% weightage) assessment has been in force right from the commencement of the academic programmes of the University, thus allowing scope for a comprehensive and accurate individual assessment of students
- CBCS at postgraduate/integrated postgraduate levels permitting the students to choose electives from a wide variety of options. It also provides the students with more flexibility in terms of modalities of credit requirements and in credit transfer.
- A 10 point grading system is in force, thus permitting the international/national standardization of the students' performances.
- Complete autonomy to the departments in the conduct of CA and ESA. This has given freedom to the departments to maintain standards in setting the question papers and in evaluation procedures

- Provision for additional ESA for students who failed to score the minimum required grades within 3 weeks after the publication of the results, thus avoiding semester loss for students.
- Final degree certificates are issued with photo identity thus permitting added security and authenticity to the certificates of the University
- The University is in the process of procuring an automated system to regulate the examination system that allows fast and error free declaration of results

2.5.3 What is the average time taken by the university for declaration of examination results? In case of delay, what measures have been taken to address them? Indicate the mode/media adopted by the university for the publication of examination results (e.g. website, SMS, email, etc.).

The results are normally declared within 7 days from the conclusion of the ESA. Results are published on the departmental notice boards and also on the University website.

2.5.4 How does the university ensure transparency in the evaluation process? What are the rigorous features introduced by the university to ensure confidentiality?

The University takes the following measures to ensure the transparency of the evaluation process:

- The entire evaluation procedure is done in strict adherence to the CBCS PG and Ph.D. regulations of the University.
- In the induction programme, respective departments brief the freshers of the evaluation processes that are operative in their respective departments.
- The continuous assessment strategies, modes, schedule, weightage, etc., of individual courses of a semester are published well before the start of the semester.
- Course instructor publishes the results of the CA from time to time
- The consolidated results of the continuous assessment are published 10 days before the commencement of the End Semester Assessment.
- Continuous Assessment grievance redressal mechanism is in force at each department.
- A double blind valuation is in practice for ESA for ensuring fairness and objectivity.

The respective departments take appropriate measures to ensure the

confidentiality of the question papers of ESA and in the evaluation of the answer scripts of ESA.

2.5.5 Does the university have an integrated examination platform for the following processes?

(a) Pre-examination processes – Time table generation, OMR, student list generation, invigilators, squads, attendance sheet, online payment gateway, etc.

The University is in the process of procuring an automated system to regulate the University examination system

(b) Examination process – Examination material management, logistics, etc.

The University is in the process of procuring an automated system to regulate the examination system

(c) Post-examination process – Attendance capture, OMR-based exam result, auto processing, generic result processing, certification, etc.

The University is in the process of procuring an automated system to regulate the examination system

2.5.6 Has the university introduced any reforms in its Ph.D. evaluation process?

- The University follows the Ph.D. Regulations, which strictly adhere to the UGC Regulation 2009 for Ph. D. evaluation of the University.
- Compulsory completion of the coursework in the first year for confirmation of Ph.D. registration.
- Departmental Research Committees (DRC) and Doctoral Committees (DC) for individual research scholar are in force in each department for monitoring and assessing the continuous progress of the Ph.D. Scholars
- At the Ph.D. level, the University follows the informal semester scheme as the research scholars are required to submit the monthly attendance report through their respective research supervisors for the purpose of releasing the Research Grant. The research scholars are required to submit a progress report through their respective research supervisors to the DC, at the end of every semester. These DC will review and monitor the progress of the candidate. The candidates are also required to make an open presentation before the DRC, at the end of every semester, after which the supervising teacher issues them a certificate of end-semester open presentation.
- A plagiarism detection mechanism is in practice at the University (Shodhganga sponsored by the INFLIBNET). A candidate must get the

clearance from the Cell constituted for this purpose that the research thesis is free of plagiarism before submitting the thesis for evaluation.

- Publication of at least one research paper in a refereed journal and presentation of at least one paper in international/national conference proceedings prior to the submission of Ph.D. thesis.
- Pre-Ph.D. synopsis seminar six months before the submission of the thesis.
- Submission of soft copy/hard copy of Ph.D. thesis for evaluation
- Compulsory and open Viva Voce Examination
- Display of thesis in the library at least 7 days before the Viva-voce examination
- Submission of soft copy of Ph.D. thesis to UGC INFLIBNET for dissemination of research outcome
- The Ph.D. Regulations of the University allow adjudication of the thesis, acceptance of thesis, and open viva-voce before the final award of the doctorate degree.

2.5.7 Has the university created any provision for including the name of the college in the degree certificate?

Not applicable

2.5.8 What is the mechanism for redressal of grievances with reference to examinations?

A Departmental Grievance Redressal Committee functions in each department with the Head of the Department as chairperson and all the faculty of the department as members. This committee addresses all grievances related to the CA of the students within the department. The grievances, if any, related to CA are addressed first at the course instructor level. If needed, the students can approach the Departmental Grievance Redressal Committee and then the University Grievance Redressal Committee, for redressal of the grievance. If the Grievance Committee finds that there is a prima facie case, it may refer the respective answer-scripts to an expert committee constituted for the purpose.

2.5.9 What efforts have been made by the university to streamline the operations at the Office of the Controller of Examinations? Mention any significant efforts which have improved the process and functioning of the examination division/section.

The Office of the Controller of Examinations of the university is at present headed by the Controller of Examination with the administrative staff and facilities. The Controller of Examination officially represents CU Kerala in the

consortium of Central Universities for the conduct of the All-India Central Universities Common Entrance Tests (CUCET) for admitting students to various postgraduate/integrated postgraduate programmes of the University. The office of the Controller of Examinations, in consultation with the CUCET committee, makes elaborate arrangements for the smooth conduct of CUCET at the centres allotted for University, every year.

The office of the Controller of Examinations, in consultation with the Admission Committee, prepares the category-wise admission lists, schedules the counselling dates and monitors the entire admission procedures executed through various departments of the University.

The office of the Controller of Examinations, on the recommendation of the Admission Committee, conducts Additional Entrance Test to fill the vacancies, if any.

The office of the Controller has played an active role in in the ongoing CBCS regulation revision exercise.

2.6. STUDENT PERFORMANCE AND LEARNING OUTCOMES

2.6.1 Has the university articulated its Graduate Attributes? If so, how does it facilitate and monitor its implementation and outcome?

Yes. Graduate attributes of the University are articulated through the vision and mission of the University. The vision and mission define the graduate attributes as follows: *Caring Wisdom*, Original thinking, Critical insight, Individual enrichment, Innovativeness, Refined mental and spiritual faculties, Social commitment, Sensitivity to the environment, Innovativeness, Emotional maturity, Respect for the local, Global outlook, Scientific temper, Tolerance, peace & joy, Catholic outlook, Respect for the other, Grounding in ethical values, Relentless pursuit of excellence, Quest for knowledge and Steadfastness to truth.

2.6.2 Does the university have clearly stated learning outcomes for its academic programmes? If yes, give details on how the students and staff are made aware of these?

Yes, the University has clearly stated learning outcomes for each of its academic programmes. The learning outcome envisaged by different academic programme is, in fact, a reflection of the institutional objectives, as enumerated in the Central Universities Act, 2009.

- Disseminate and advance knowledge by providing instructional and research facilities in such branches of learning as it may deem fit
- Make special provisions for integrated courses in humanities, social sciences, science and technology

- Take appropriate measures for promoting innovations in teaching-learning process and inter-disciplinary studies and research
- Educate and train manpower for the development of the country
- Establish linkages with industries for the promotion of science and technology
- Pay special attention to the improvement of the social and economic conditions and welfare of the people, their intellectual, academic and cultural development

The learning outcomes expected of each programme are clearly stated in the aims and objective section of the respective programme curriculum. Besides the programme outcome, the curriculum clearly states the learning outcome, which in conformance with the learning outcome of the programme, expected of each individual course in the aims and objective section of the course description.

The students and staff are made aware of the institutional objective through all of its official publications like the Annual Report, News Letters, Official Website, etc. Awareness on the programme outcome is spread by including the expected programme and course learning outcomes in the respective programme curriculum, that are made available on the official website of the University for public access.

2.6.3 How are the university's teaching, learning and assessment strategies structured to facilitate the achievement of the intended learning outcomes?

The University's teaching, learning and assessment strategies are structured in view of the larger mandate of the University. The courses are taught using the blended instructional strategy that makes use of all the modern ICT resources, tools and services by effectively converting the conventional classrooms into 24x7 learning places.

Respective departments see to it that the programme and course objectives are met through a rigorous academic schedule involving a host of curricular activities (lecture, discussions, presentations, etc.) and co-curricular activities (conferences, seminars, symposia, workshops, invited talks, etc).

Modes of assessment involving continuous and end semester assessments are meticulously designed to appropriately test the learning outcome expected of the course and programme.

Departments revise their programme curriculum regularly to keep pace with the recent development and advances in the field of study and to reflect the changing needs and demands of the society, market, and industry. To equip the existing faculty to cope with the ever-evolving curriculum, ample support, guidance, opportunities and encouragement are provided to the faculty for

updating their skill set and knowledge base.

All these contribute to translating the action to fulfilling the learning outcome of the programmes and hence that of the institution.

2.6.4 How does the university collect and analyse data on student learning outcomes and use it to overcome the barriers to learning?

The University collects and analyses data on student learning outcomes in the following different ways:

- Tabulating the results of the continuous and end semester assessments. This information helps Departments to identify the fast and slow learners. This information can be used to encourage, motivate and support fast learners to attain academic excellence and in the case of slow learners additional support and remedial measures can be taken for improving their performance.
- The feedbacks the departments collect every semester on courses, student and teacher performances are also used as opportunities for further improvements.
- Departments also constantly monitor and critically analyse the performance of the students in other international/national level competitive career related examinations like UGC-CSIR-NET, UGC-NET, SLET, ATE/CAT/GRE/ TOFEL/GMAT/Central/State services, Defence, Civil Services, etc., for exploring the possibilities of giving additional students' support and training.

2.6.5 What are the new technologies deployed by the university in enhancing student learning and evaluation and how does it seek to meet fresh/ future challenges?

- Campus-wide Wi-Fi enabled high-speed NKN Internet Connectivity with 1 Gbps bandwidth.
- 24×7 online access of course contents and other learning resources through CUKMoodle, the Open Learning Content Management System
- Access to Open Educational Resources and Open Course Wares like NPTEL and MIT OCW
- Access of Massive Open Online Courses (MOOCs) Resources from edX, Udacity, Coursera, etc.
- Access to digital resources like e-books, e-magazines, e-journals
- Access to online Educational Video and Audio Resources

- Access to more than 8000 online e-journals
- Access to other web resources like online Encyclopaedias, online Digital Libraries, Portals & Gateway, Institutional Repositories, Web Directories, etc.
- Access to Virtual Laboratories and Tools
- Access to Blogs, Social Networks, Online Discussion Forums,
- Access to Portable Devices such as PDAs, Smartphones, iPADS, Tablets, etc., for access to Internet and Learning Resources

All of these modern learning resources, tools and services have turned the conventional classrooms into 24×7 learning places. Considering the technology trend and the reach, the department promotes the use of mobile devices in accessing the variety of learning resources, tools and services over mobile devices like smart phones.



CRITERIA **3**
CRITERIA-WISE INPUTS

**RESEARCH, CONSULTANCY
& EXTENSION**

SELF-STUDY REPORT

3.1. PROMOTION OF RESEARCH

3.1.1 Does the university have a Research Committee to monitor and address issues related to research? If yes, what is its composition? Mention a few recommendations which have been implemented and their impact.

Yes. CU Kerala has a well-orchestrated mechanism to address and monitor the research-related activities at various levels.

The mechanism operates with a Directorate of Research at the helm. The Directorate is headed by a Research Director, who is invariably one of the Deans nominated by the Vice-Chancellor. The directorate has two wings – Departmental Research Committees (DRC) and a Project Cell.

Departmental Research Committees (DRC): Every Department of study and research in the University has a DRC with the Dean of the School concerned as the Chairman, the Head of the Department as the Convenor, and all recognized Research Guides of the University serving in the Department as members. In the case of inter-/multi-disciplinary research involving joint supervision, the Co-Guide shall also be a member of the DRC. The DRC regulates and administrates all matters regarding doctoral research in the University Department as well as in the Recognized Research Centres (RRCs) attached to the Department. Under the DRCs Doctoral Committees (DCs) are constituted for every research scholar by the respective Heads of the Departments with the Research Supervisor as Convenor and a member nominated by the Supervisor from the same or allied discipline. The DC monitors the progress of the students at the end of each semester.

Project Cell: The Project Cell, headed by a senior faculty and with the representatives of various departments as members, deals with the issues related to externally funded projects and research fellowships of Ph.D. students.

On the recommendations of the research monitoring mechanism, the University has implemented/taken the following measures with a view to encouraging, supporting and promoting quality research in the institution:

- The University adopted the UGC regulations 2009 on minimum standards for the award of Ph.D. for promoting quality research
- The University implemented the pre-Ph.D. course work for enhancing the quality of research
- To monitor and ensure the progress of every student registered for Ph.D., A Doctoral Committee is constituted for each individual research scholar with the Research Supervisor as Convenor.
- A plagiarism detection and monitoring mechanism is in practice at the University (Shodhganga sponsored by the INFLIBNET). Before submitting

the thesis for evaluation, a candidate must get the clearance from the Cell constituted for this purpose stating that the research thesis is free of plagiarism

- For ensuring quality in research, the PhD regulation of the University makes it a mandatory requirement for Ph.D. thesis submission that the candidate get one research paper published in a refereed journal and one paper in international/national conference proceedings.
- The University implemented the scheme for financial assistance to research fellows in the form of Ph.D. Fellowship.
- The University has entered into MoUs with a few reputed institutions for promoting research. As per the agreements of the MoUs, the research scholars pursuing Ph.D. and research in either of the institutions get to enjoy the benefit.
- For promoting research and higher study among faculty, the University permits them to avail the following types of leave (i) Study Leave to pursue a special line of study or research directly related to his/her work in the University, (ii) Sabbatical Leave to undertake research or other academic pursuits for the purpose of improving their proficiency and (iii) Duty Leave up to 30 day per annum (a) for attending conferences, congresses, symposia and seminars on behalf of the University and with the permission of the University; (b) Delivering lectures in institutions and universities at the invitation of such institutions or universities received by the University, and accepted by the Vice-Chancellor; (c) Working in another Indian or foreign University, any other agency, institution or organization, when so deputed by the University
- The Project Cell of the University encourages, promotes, motivates and supports the faculty to undertake funded projects and it also co-ordinates between the funding agencies and the University faculty.
- Under the recommendations of the Project Cell, the disbursement of the research funds has been made timely.

3.1.2 What is the policy of the university to promote research in its affiliated / constituent colleges?

Not applicable.

3.1.3 What are the proactive mechanisms adopted by the university to facilitate the smooth implementation of research schemes/projects?

(a) advancing funds for sanctioned projects

The Project Cell of the University sees to it that the funds of the sponsored

research projects are released in a phased manner as advances to Principal Investigators (on request of PIs and as per the guidelines of the donor/funding agency) to facilitate the smooth execution of the projects

(b) providing seed money

The University currently has no provision for providing seed money.

(c) simplification of procedures related to sanctions/purchases to be made by the investigators

The PI-pro regulations drafted and implemented by the Project Cell of the University for the execution/management of externally funded research projects has greatly simplified the procedures related to sanctions/purchases to be made by the investigators. The multi-level purchase provision introduced by the Project Cell of University, from smaller amount to the larger amount, enabled the hassle free purchase of chemicals and laboratory equipment.

(d) autonomy to the principal investigator/coordinator for utilizing overhead charges

The Principal Investigator has the freedom to use a certain percentage of the overhead. The Project Cell of the University has framed definite rules for this purpose.

(e) timely release of grants

The Project Cell of the University mediates between the funding agencies and the University faculty and it intervenes in cases of delay of grants from the funding agencies. The Project Cell has streamlined the processes of release of funds. Once the Budget Heads of the sanctioned amount are created (upon the suggestion of the Principal Investigator) by the Finance Office, the release of funds from the office is done as per the requirement of the PI. The grants are released as soon as the requirement is put-up by the PI concerned so as to enable the PI to utilize the same optimally and complete the project within the stipulated time frame.

(f) timely auditing

As a matter of policy, the Principal Investigators of all the projects are to submit utilization certificate one month prior to the end of the financial year. The Utilization Certificate along with appropriate vouchers, documents, etc. are audited along with the University accounts. The Project Cell sees to it that the auditing of the funds of the project is done on a timely basis so as to ensure that the funds are utilized for the purpose for which they have been sanctioned and that the funds are utilized within the tenure of the project for which they have been sanctioned.

(g) Submission of utilization certificate to the funding authorities

The Utilization Certificate in respect of the funds sanctioned/received for carrying out research under the project is prepared, after due examination, jointly by the PI & Finance Wing of the University. It has been audited by the statutory auditor and submitted under the signatures of the PI, the Finance Officer and the Registrar of the University. The UC along with the statement of expenditure as well as progress report of the project being undertaken are submitted to the funding agency immediately after the utilization of the funds, without any delay so as to enable the funding agency to the release subsequent instalment of the grant.

3.1.4 How is interdisciplinary research promoted?**(a) Between/among different departments /schools of the university**

The university permits the faculty from different departments, schools and RRCs to jointly submit research proposals to the funding agencies to undertake interdisciplinary research.

The University also promotes interdisciplinary research by providing provisions to opt an approved research guide working in other departments/schools or RRCs of the University as Co-Guide.

(b) Collaboration with national/international institutes/industries.

The University has a policy that encourages, promotes and supports the Departments to enter into MOUs with institutions of higher learning and /or research and industry, from within and outside the country, for furthering the research activities of the Department and the University.

The University permits its faculty to collaborate with faculty/research staff from other institutions, within and outside the country, to jointly submit research proposals to international/national funding agencies for undertaking joint interdisciplinary research.

The University also promotes interdisciplinary research by providing provisions for approving a governmental or semi-governmental institution, located within its territorial jurisdiction as a Recognized Research Centre (RRC).

The provision provided for opting an External Research Guide, a teachers/scientists/research staff of a reputed overseas institution, promotes collaborative research at the international level.

3.1.5 Give details of workshops/training programmes/sensitization programmes conducted by the university to promote a research culture on campus.

To create the right ambiance for research and to sensitize the students and

faculty toward creating a research culture on the campus, the University has conducted several workshops/training programmes/sensitization programmes at various levels.

- The IQAC, in its annual seminars, gives due considerations to the deliberations on the need for cultivating and creating a research culture on the campus with a view to strengthening research and to improve the capacity of young faculty members to supervise research.
- The library, being the hub of the knowledge centre, has taken initiative to organize several such workshops, training programmes and sensitization programmes, including Book Fairs and Exhibitions, Workshop on Preparation of Scholarly Articles, Seminar on Cloud Computing in Academic Research, Training programme on In-Text Citation and Reference Patterns, etc., to name a few. Besides, the Library organized several awareness and training programmes for students and faculty on the use of the e-journal portal of the university that provides access to more than 8000 online journals through UGC-INFONET. The library regularly updates the faculty on the latest arrivals and journal articles using the mailing list.
- With a view to creating research ambience on the campus, each department of the University regularly organizes various curricular and co-curricular events like Invited Talks by Experts, Seminars, Workshops, Symposia, Discussion Forums, etc. Some of the departments have also organized workshops/training programmes on Research Methodology, Academic Writing, etc.
- The Project Cell of the University has also conducted several awareness and sensitisation programmes for students and faculty on various international/national level research and fellowship opportunities at Doctoral/Post-Doctoral/Research Fellow levels and on opportunities at funded projects levels.
- Research Forum, the official platform of the research scholars of CU Kerala, has played a proactive role in igniting and keeping alive the research spirit among all levels of students. The weekly departmental level research presentations, regular discussion forums, group discussions, social media interactions, etc., helped the student community immensely in getting attracted into research.
- Observance of days of national/international importance like National Science Day, Education Day, International Women's Day, National Technology Day, World Environment Day, World Teachers' Day, World Mental Health Day, etc., has also helped the University in promoting, creating and maintaining a research culture within the campus.

3.1.6 How does the university facilitate researchers of eminence to visit the campus as adjunct professors? What is the impact of such efforts on the research activities of the university?

The University has no adjunct faculty at present; however, it has a policy that permits and facilitates researchers of eminence to be invited as adjunct professors.

3.1.7 What percentage of the total budget is earmarked for research? Give details of heads of expenditure, financial allocation and actual utilization.

No specific budget has been earmarked for research. However, the expenditure is being incurred on purchase of laboratory equipment and books as detailed under (for the last two years):

Item of Expenditure	Year 2013-14	Year 2014-15
Office furniture	6,186,752.00	5,128,386.00
Office Equipment	4,337,802.00	114,150.00
Computer Peripherals	1,812,160.00	2,510,545.00
Major Scientific Equipment	29,813,067.00	14,968,069.00
Minor Scientific Equipment	7,497,804.00	5,249,779.00
Electrical and Electronic Appliances	145,496.00	316,770.00
Books & Journals	12,603,601.00	1,865,211.00
Total Expenditure on Equipment & Books	62,396,682.00	30,152,910.00
Total Annual Expenditure of the University	256,269,940.00	747,100,000.00
Percentage of Expenses on Equipment & Books	24.35%	4.04%

3.1.8 In its budget, does the university earmark funds for promoting research in its affiliated colleges? If yes, provide details.

Not applicable.

3.1.9 Does the university encourage research by awarding Post-Doctoral Fellowships/Research Associate ships? If yes, provide details like number of students registered, funding by the university and other sources.

The University encourages research PDFs/associate ships of UGC/CSIR or of any other external funding agencies by providing the necessary infrastructural and laboratory facilities in the respective departments. However, currently no PDFs or RAs are working in any departments.

3.1.10 What percentage of faculty have utilized the sabbatical leave for pursuit of higher research in premier institutions within the country and abroad? How does the university monitor the output of these scholars?

5% of the regular faculty availed the sabbatical leave for pursuit of higher research in premier institutions. The faculty availing this facility should submit the bi-annual progress report through the supervisor at the end of every 6 months to the Registrar of the University.

3.1.11 Provide details of national and international conferences organized by the university highlighting the names of eminent scientists/scholars who participated in these events.

Title of the Conference/ Seminar/ Symposium/ Workshop	Organizing Department Date Funding Agency	Eminent Scientists/Scholars Invited
Current Trends in Animal Science Research	Animal Science, 2012, CU Kerala	Prof. Renee Borges (IISc) Dr. Muraleedharan (IICB-Kolkata) Dr. Oommen V. Oommen (Chairman, Kerala State Biodiversity Board)
Ecomeet	Animal Science, 16-Oct-14, CU Kerala & Swasraya Bharat	Dr. N.C. Induchodan IFS (Director, AHADS-Attapady)
Indian Bee Course	Animal Science, 2015, CU Kerala	-
National Symposium on Human-Wildlife conflict or coexistence: what we want?"	Animal Science, 15-Oct-14, CU Kerala & Swasraya Bharat	Dr. P.S. Easa (Member, National Wildlife Board & Director, KFRI)
National Workshop of Ecology of plant-animal interactions: concepts and practices	Animal Science, 20-27 May 2014, CU Kerala & British Ecological Society	Prof. K.R. Shivanna FASc, FNA
Science Communication through folk media	Animal Science, 2013, Swadeshi Science Movement	Mr. Shajikumar K. (Writer, and Kerala Sahitya Academy award winner)
Symposium of Taxonomy	Animal Science, March-April 2014, CU Kerala	Prof. T.C. Narendran FASc Prof. C.A. Viraktamath
World Environment Day celebration	Animal Science, 2015, CU Kerala	Adv. Rajendran (Secretary, Zilla Paristhithi Samithi)
World Forest, Water and Climate day celebrations	Animal Science, 22-Mar-15, Kerala State Forest Dept.	Ms. Divya K. (Municipal Chairperson)

Title of the Conference/ Seminar/ Symposium/ Workshop	Organizing Department Date Funding Agency	Eminent Scientists/Scholars Invited
6th National Colloquium on evidence based integrative medicine for Lymphatic Filariasis and other chronic dermatoses	Bio-Chemistry & Molecular Biology, December 8 th to 10 th 2013, ICMR & CU Kerala	
A Mega Scientific Exhibition”	Bio-Chemistry & Molecular Biology, Oct 14- 19, 2014, KSCSTE, SSM, DST	
Cluster Seminar on “Biology to New Biology: The Paradigm Shift	Bio-Chemistry & Molecular Biology, April 10 -12, 2012, CU Kerala	
Nano Science-Synthesis to applications”	Bio-Chemistry & Molecular Biology, 9th October 2014, KSCSTE, SSM, DST	
Seminar on “Role of Integrative dermatology: A success story on management of Lymphatic Filariasis”.	Bio-Chemistry & Molecular Biology, 10th October 2014, KSCSTE, SSM, DST	
Solid Waste Management: A sustainable perspective”	Bio-Chemistry & Molecular Biology, 1 st Oct 2014, KSCSTE, SSM, DST	
Workshop on Research Methodology- as part of Swasraya Bharat	Bio-Chemistry & Molecular Biology, 17-Oct-14, KSCSTE, SSM, DST etc	
3-Day Training Programme on Microscale Chemistry	Chemistry, U Kerala	Prof. S. L. Kelkar University of Pune, Pioneer of ‘ <i>Microscale Chemistry</i> ’ – Resource Person, Dr. Lisa Sreejith, Assistant Professor, NITCalicut - Participant

Title of the Conference/ Seminar/ Symposium/ Workshop	Organizing Department Date Funding Agency	Eminent Scientists/Scholars Invited
Computer Science for Nation Building – National Science Day Celebration	Computer Science, 25-Feb-15, KCSTE	
National Conference on Pattern Analysis and Applied Intelligence	Computer Science, 26, 27 March 2013, CU Kerala	Lokanadha Dodla, Ravi Seshadri, Pradish Haridas, Nishant Balakrishnan (All IBM India), Prof. K. P Soman, Head, Department of Computer Science, Amritha Vidya Pitam, Coimbatore, Prof. K Rajan, IISc, Bangalore, Prof. Dr. R Vijayakumar, Professor, School of Computer Science, MG University, Kottayam
Two-Day National level Seminar on <i>Frontiers in Machine Learning and Speech Processing</i> (FMSLP 2015),	Computer Science, 06 – 07 February 2015, CU Kerala	Prof. (Dr). B. Yegnanarayana, Microsoft Chair, IIT Hyderabad
Two-Day National Level Workshop on Pattern Classification – A Practitioners’ Approach	Computer Science, 05-06 Nov 2015, CU Kerala	Prof. (Dr). Nagabhushan P, Department of Computer Science, University of Mysore, Mysore, Karnataka
Environmental Conference-2014,	Environmental Science, 17-19 Feb. 2014, CU Kerala	
6 th National Colloquium on Filariasis	Genomics, 8-10 Dec 2013, IAD and Central Univ. of Kerala	
Conference on “Biodiversity, Bioresources and Biotechnology”	Genomics, January, 30-31, 2014, Society of applied Biotechnology	
Gene, Genome and Genomics	Genomics, April, 10-12, 2012, CU Kerala	
National Symposium	Genomics, 15-Oct-14,	

Title of the Conference/ Seminar/ Symposium/ Workshop	Organizing Department Date Funding Agency	Eminent Scientists/Scholars Invited
on Human-Wildlife conflict or coexistence: what we want?"	Kerala science congress and CU Kerala	
Workshop : Preparing a Grant Proposal and Writing a Research Paper	Genomics, Oct-14, Kerala science congress and CU Kerala	
Bundeli Aur Uttar Malabari Lokgit ki Tulana	Hindi, 25-03-14, CU Kerala	Prof.. Virendran Mohan, Dr. Hari Singh Gaur Central University Sagar
Nationalism: Challenges of Comparative Indian Literature	Hindi, 12-13/12/2013, CU Kerala	Prof Abdul Bismillah (Jamia Millia Islamia, New Delhi), Prof B Y Lalithamba (Devi Ahalya University, Indore), Prof Chaman Lal (JNU, New Delhi) , Dr Manindra Thakur (JNU, New Delhi), Dr Chandramohan C (Internatinonal Comparative Literature Association), Prof. Thankamoni Amma (Kerala Univ.), Dr. Rashid Ali (Maldives)
Non-Hindi Neo-Hindi Writers	Hindi, 27-08-13, CU Kerala	Central Hindi Directorate Officials
The Impact of Freedom Movement on Indian Literature	Hindi, 27-02-15, CU Kerala	Prof. Deo Shankar Navin (JNU, New Delhi), Prof. Arif Nazir (Aligarh Muslim University, UP), Dr. R. Krishnan, Rajalakshmi Chellam, Dr. Surekha Sharma, (Allahabad Bhasha Sangam) Dr. S Sreekumar
Field Linguistics Seminar	Linguistics, 18-20 and 23-26 Feb 2015, CU Kerala	
POS Tagging Workshops	Linguistics, 27, 31 Oct 2015, CU Kerala	

Title of the Conference/ Seminar/ Symposium/ Workshop	Organizing Department Date Funding Agency	Eminent Scientists/Scholars Invited
National Seminar on Social Work Response to HIV / AIDS.	MSW, January 28th to 31st 2013, CU Kerala	Prof. Gracious Thomas, Director, School of Social Work, IGNOU, Delhi. Prof. Udaya Mahadevan, Prof of Emeritus, Loyala College, Chennai Prof. K. V Ramana, Former Vice-Chancellor, Andhra University
National Convention of Departments of Social Work of Central Universities	MSW, 24 Feb 2014-, CU Kerala	Prof. Gracious Thomas, Director, School of Social Work, IGNOU, Delhi.
Biology to New Biology - The Paradigm Shift	Plant Science, Apr-12, CU Kerala	
Molecular trends in taxonomy and biodiversity conservation	Plant Science, 3 rd March 2014, CU Kerala	
Workshop on Science Communication through Folk Media	Plant Science, October 23-27, 2013, Swadeshi Science Movement – Kerala	Dr. A.G. Pandurangan Scientist, Jawaharlal Nehru Tropical Botanic Garden & Research Institute, Thiruvananthapuram Dr. N. Sasidharan Scientist, Kerala Forest Research Institute, Peechi Prof. (Dr.) D. Narasimhan Madras Christian College Chennai Prof. (Dr.) M. K. Janarthanam Goa University, Goa
International workshop on nanomaterials synthesis & characterisation	Physics, 24 – 27 September 2012, CU Kerala	Dr. Venkata Saravanan K, (University of Aveiro, Portugal)
Lecture Series- Prof. L. M. Kukreja, RRCAT Indore	Physics, 18-19 February 2015, CU Kerala	Prof. L. M. Kukreja, RRCAT Indore

Title of the Conference/ Seminar/ Symposium/ Workshop	Organizing Department Date Funding Agency	Eminent Scientists/Scholars Invited
One day Workshop on Computer Interfaced Physics Experiments	Physics, 15 th December 2011, CU Kerala	
Work shop on Nanoscience synthesis, characterisation and applications	Physics, 9 th October 2014, CU Kerala	Prof. M. R Anantharaman (CUSAT), Dr. M. M. Shaijumon (IISER Trivandrum), Dr. K. B. Jinesh (IIST, Trivandrum)
3-Day International Conference on India & International Organizations Towards Multilateralism	Department of IR, CU Kerala, 20-23 March 2013	Ernst Ulrich Petersmann, Professor, European University Institute, Italy, T. P Sreenivasan, Vice-Chairman, KSHEC & Prof (Dr.) Gopa Kuma, ICCR Senior Fellow, Department of Political Science, University of Kerala

3.2. RESOURCE MOBILIZATION FOR RESEARCH

3.2.1 What are the financial provisions made in the university budget for supporting students' research projects?

Currently, there exists no provision for extending any financial support for the in-house dissertation projects undertaken by the postgraduate students as part of their curriculum. However, 25% of the postgraduate students of a programme are given merit scholarship of ₹1500/- per month and another 25% of the students, a merit-cum means scholarship of ₹1250/- per month.

Fulltime Ph.D. scholars who do not receive any other fellowships are provided with a research assistantship of ₹8000/- per month.

The University also provides scholarship to a few students (at least 7 a year) under the Earn While You Learn Scheme.

The Research Assistantship and contingency is being paid to the fulltime Research Scholars having UGC/CSIR-NET/GATE qualification at the rates prescribed by the scholarship agency from time to time.

3.2.2 Has the university taken any special efforts to encourage its faculty to file for patents? If so, how many have been registered and accepted?

The University looks forward to evolving a formal mechanism to encourage

researchers to file for patents for their findings. Being a young university, no patents have been registered so far.

3.2.3 Provide the following details of ongoing research projects of faculty:

a. University awarded projects	
Minor projects	Nil
Major projects	Nil

b. Other agencies - national and international (specify)	
Minor projects	20 Research Project with a Total Outlay of ₹9,502,000/-
Major projects	32 Research Project with a Total Outlay of ₹10,47,48,200/-

Year of Sanction	Project Title	Funding Agency	Sanctioned Amount (₹)
2010	Islamist Construction of Muslim Femininity in Post 9/11 Malayalam Periodicals	UGC	127,000/-
2012	'Bureaucracy and Human Rights in the Age of Globalisation with reference to Kerala'.	UGC	120,000/-
2012	ICT Adoption in the Higher Education Sector of Kerala: A SWOT Analysis	Kerala State Higher Education Council	200,000/-
2012	Outreach grant	British Ecological Society, UK	200,000/-
2013	Effect of endosulfan on sarco-endoplasmic reticulum Ca - ATPase (SERCA) and Cu-Transport ATPase (ATP7B), No.F.20-4(B)/2012(BSR)	UGC	600,000/-
2013	Identification and Functional Analysis of tumor generated exosomal miRNA and elucidating its role in anti -cancer drug resistance, 23/YIPB/KBC/2013/CSTE	Kerala Biotechnology Commission, KSCSTE	627,000/-
2013	Investigation on insect biodiversity of sacred groves of lowland Western Ghats of South India	UGC-Start-up	600,000/-
2013	Study on the effect of environmental toxicants on epigenetic regulators 016/YIPB/KBC/2013/CSTE	Kerala Biotechnology Commission, KSCSTE	628,000/-

Year of Sanction	Project Title	Funding Agency	Sanctioned Amount (₹)
2014	A Study on Topological Dynamical Systems with emphasis on linear and symbolic dynamics	UGC	600,000/-
2014	Comparative transcriptome analysis of Xap in hrp inducing medium	UGC - Start-up grant	600,000/-
2014	Conservation of marine turtles with the community participation	Kerala State Biodiversity Board	500,000/-
2014	Evaluation of the Effectiveness of Computer Education in Upper Primary Schools in Kerala	Kerala Sarva Siksha Abhiyan	300,000/-
2014	Fabrication of a Lead free piezoelectrics for energy harvestors	UGC	600,000/-
2014	Fixed Point Theorems for various classes of 1-set contractions and Hemi contractive maps	UGC	600,000/-
2014	Influence of Endosulfan Residues on Ecological Status of Anuran Population	UGC-Start-up	600,000/-
2014	Social Skill Intervention for hearing Impaired Students with Emotional/ Behavioural Disorder (EBD)	UGC	200,000/-
2014	Stabilizing effects of shell closure in fusion reactions	IUAC	600,000/-
2014	Synthesis, Structural and Magnetic Correlation Studies of Magnetic Nanoparticles	UGC	600,000/-
2015	Hybrid Acoustic-Visual Features For Continuous Speech Recognition	UGC	600,000/-
2015	Multimodal Biometric Indexing	UGC	600,000/-
Total			9,502,000/-

Major projects	32 Research Project with a Total Outlay of ₹10,47,48,200/-
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Year of Sanction	Project Title	Funding Agency	Sanctioned Amount (₹)
2008	Genetic diversity of the corals of Lakshadweep Islands India (National)	Ministry of Environment & Forests, Govt. of India	2,507,400/-

Year of Sanction	Project Title	Funding Agency	Sanctioned Amount (₹)
2008	Morphometry and phylogeography of honeybees and stingless bees in India (National)	Department of Biotechnology , Govt. of India	5,010,000/-
2010	Metallothionein gene, a molecular biomarker for heavy metal pollution and management (National)	Ministry of Environment & Forests, Govt. of India	1,788,000/-
2010	Understanding the global fitness and invasive success of <i>Carcinus maenas</i> : a comparison of early ontogenetic stages from the home and invaded ranges (International). Ref: SFRH/BPD/64169	FCT & European Social Fund - POPH	5,500,000/-
2011	Dynamics of the intestinal microbial flora and digestive enzymes of marine invertebrate larvae in a globally changing ocean (International). Ref: 2010 N° E-116/10 Duration: 2011-2012	Acções Integradas Luso-Espanholas, CRUP – (Spanish-Portuguese Collaborative Research Fund)	2,450,000/-
2011	Metamorphosis does not reset embryonic and larval history – clarifying the role of offspring provisioning and larval feeding on early post-settlement performance of coastal marine invertebrates (NO RESET) (International). Ref: PTDC/BIA-BIC/116871/2010	FCT - EU	11,100,000/-
2011	Larval Sources - Assessing the ecological performance of marine protected area (MPA) networks. (International). Ref: PTDC/BIA-BIC/120483/2010	FCT - EU	13,300,000/-
2012	In planta analysis of somatic mutation rates upon bacterial infection and identifying factors involved in alteration and/or protection of host genome.	SERB - Fast Track Young Scientist	1,732,000/-

Year of Sanction	Project Title	Funding Agency	Sanctioned Amount (₹)
2012	Molecular identification of commercially important <i>Mystus</i> species using cytochrome c oxidase I gene	SERB, New Delhi	2,300,000/-
2012	Comparison of Rhodethrin, SlpA and DspE proteins as Novel Agents for Antigen Carrying Modulation of Apoptotic Activity in Cell lines”	SERB-DST, Young scientist Award	2,460,000/-
2012	Mechanism deployed by plant host to maintain its genomic integrity, in response to bacterial stress	DST - INSPIRE Faculty Fellowship	4,940,000/-
2013	Biodiversity analysis and molecular barcoding of the order Odonata (Arthropoda: Insecta) of Northern Kerala (National)	Kerala State Council for Science, Tech. and Environment, Govt. of Kerala	1,165,000/-
2013	Molecular barcoding of the aquatic beetles of the order Coleoptera (Arthropoda: Insecta) of Kerala (National)	University Grants Commission, Govt. of India	1,192,000/-
2013	Seroprevalence Of Adenovirus serotype 5 and its implication in adenovirus vector based gene delivery, 015/YIPB/KBC/2013/CSTE	Kerala Biotechnology Commission, KSCSTE	1,590,000/-
2013	Directed evolution of soluble VEGF receptor: an anti-angiogenic approach	SERB - Fast Track Young Scientist	1,840,000/-
2013	Study on the effect of organochlorine insecticides on epigenetic regulators, SB/YS/LS-152/2013	DST-SERB	2,200,000/-
2013	Conservation value of sacred groves in the Western Ghats: a latitudinal and altitudinal assessment using insects as probe taxa	SERB-DST	2,200,000/-
2013	Role of dengue viral proteins in autophagy induction, DST-SERB SB/YS/LS-366/2013	DST-SERB	2,300,000/-

Year of Sanction	Project Title	Funding Agency	Sanctioned Amount (₹)
2013	Analysis of the role of miRNAs in the process of Endothelial Mesenchymal transition during Angiogenesis, SB/YS/LS-367/2013	DST-SERB	2,500,000/-
2013	Genetic Diversity and Origin of Indian domestic ducks	SERB, New Delhi	4,999,800/-
2013	Integrated and interactive digitalization and DNA barcoding of insects and mites of Western Ghats India (National)	University Grants Commission, Govt. of India	6,000,000/-
2014	Caecilian secretomics: their potential	DBT-New Delhi	1,400,000/-
2014	Molecular Engineering of Low-Cost Metal-Free Organic Dyes for Dye Sensitized Solar Cell Applications.	DST-SERB, Govt. of India	2,050,000/-
2014	Exploration on a bio-electrocatalytic system for conversion of CO ₂ to formic acid/methanol in CO ₂ capture and utilization processes.	DST-SERB, Govt. of India	2,436,000/-
2014	Organophosphate pesticide induced ROS- mediated oxidative stress, DNA damage and gene expression in initiation, promotion and progression of Leukaemia	SERB-DST	2,450,000/-
2014	Targeting TAL Effector mediated susceptibility for durable and broad spectrum BLB resistance in Rice	SERB - Fast Track Young Scientist	2,468,000/-
2014	Profiling miRNAs Downstream of α 6 β 4 integrin: A strategy to target tumor angiogenesis, BT/PR9101/MED/30/1058/2013	DBT	2,500,000/-
2014	Role of copper- handling proteins in cisplatin drug resistance, DBT BT/PR9089/MED/30/1057/2013	DBT	2,500,000/-
2014	“Effects of Rubrivivaxin, Rhodethrin and Thienopyridine as Novel Antibacterial Agents for Targeting Two Component Signal Transduction in Enterococcus faecalis	SERB, Govt. of India	4,150,000/-
2015	Habitat management for sustaining	Kerala State	

Year of Sanction	Project Title	Funding Agency	Sanctioned Amount (₹)
	biodiversity and ecosystem functions in production landscapes of the Western Ghats	Planning and Economic Affairs	1,000,000/-
2015	Niobate based magnetoelectrics for Energy applications	DST	2,220,000/-
2015	Molecular characterization and Functional evaluation of novel antimicrobial and anticancer peptide(s)	DBT-New Delhi	2,500,000/-
Total			104,748,200/-

3.2.4 Does the university have any projects sponsored by the industry / corporate houses? If yes, give details such as the name of the project, funding agency and grants received.

Nil

3.2.5 How many departments of the university have been recognized for their research activities by national / international agencies (UGC-SAP, CAS; Department with Potential for Excellence; DST-FIST; DBT, ICSSR, ICHR, ICPR, etc.) and what is the quantum of assistance received? Mention any two significant outcomes or breakthroughs achieved by this recognition.

Nil

3.2.6 List details of

(a) research projects completed and grants received during the last four years (funded by National/International agencies).

Project	Funding Agency	Sanctioned Amount (₹)
Molecular docking and 3-D QSAR studies to evaluate the mechanism of antimicrobial action of fatty acids from virgin coconut oil and monolaurin	KSCSTE-KBC (Co-PI)	1,480,000
Morphometry and phylogeography of honeybees and stingless bees in India	Department of Biotechnology, Govt. of India	5,010,000
Genetic diversity of the corals of Lakshadweep Islands	Ministry of Environment & Forests, Govt. of India	2,507,400

Project	Funding Agency	Sanctioned Amount (₹)
Metallothionein gene, a molecular biomarker for heavy metal pollution and management	Ministry of Environment & Forests, Govt. of India	1,788,000
Understanding the global fitness and invasive success of <i>Carcinus maenas</i> : a comparison of early ontogenetic stages from the home and invaded ranges, Ref: SFRH/BPD/64169	FCT & European Social Fund – POPH – International	5,500,000
Dynamics of the intestinal microbial flora and digestive enzymes of marine invertebrate larvae in a globally changing ocean. Ref: 2010 N° E-116/10	Acções Integradas Luso-Espanholas, CRUP – (Spanish- Portuguese Collaborative Research Fund) - International	245,000
Metamorphosis does not reset embryonic and larval history – clarifying the role of offspring provisioning and larval feeding on early post-settlement performance of coastal marine invertebrates (NO RESET). Ref: PTDC/BIA-BIC/116871/2010	FCT – EU – International	11,100,000
Larval Sources - Assessing the ecological performance of marine protected area (MPA) networks. Ref: PTDC/BIA-BIC/120483/2010	FCT – EU – International	13,300,000
Total		4,09,30,400/-

(b) Inter-institutional collaborative projects and grants received

(i) All India collaboration

- The Department of Bio-Chemistry & Molecular Biology has a mutual collaboration with Central Plantation Crops Research Institute Kasaragod in academic & research related activities
- Dr. Deepa Janardanan, Assistant Professor, Department of Chemistry, has research collaboration with Dr. R. B. Sunoj, Professor Department of Chemistry, IIT Bombay, Powai, Mumbai 400076.

- Dr. Ravi Kumar Kanaparthi, Assistant Professor, Department of Chemistry, has research collaboration with Dr. L. Giribabu, Senior Scientist I & PC Division, CSIR-IICT, Tarnaka, Hyderabad, Telangana.
- Dr. Ravi Kumar Kanaparthi, Assistant Professor, Department of Chemistry has research collaboration with Dr. V. Sivaranjan Reddy, Assistant Professor School of Chemistry, Computer Science Building, College of Engineering Trivandrum Campus, Trivandrum - 695016, Kerala, India IISER, Trivandrum.

(ii) International

- The Department of Bio-Chemistry & Molecular Biology collaborate with DUKE –NUS, Singapore (grant awaited)
- Dr. Bini George, Assistant Professor, Department of Chemistry has research collaboration with Dr. V. T. P Vinod, Senior Researcher Technical University of Liberec Centre for Nanomaterials, Advanced Technologies and Innovations, Studentská 1402/2, 461 17 Liberec 1, Czech Republic, EUROPE
- Dr. Deepa Janardanan, Assistant Professor, Department of Chemistry has research collaboration with Dr. Sason Shaik, Professor Department of Organic Chemistry, The Hebrew University, The Edmond J. Safra Campus Jerusalem-91904, Israel.
- Dr. M. Bhagiyalakshmi, Assistant Professor, Department of Chemistry has research collaboration with Soon Kwan Jeong, Principal Scientist Korea Institute of Energy Research, Daejeon 305-343, Korea.

3.3. RESEARCH FACILITIES

3.3.1 What efforts have been made by the university to improve its infrastructure requirements to facilitate research? What strategies have been evolved to meet the needs of researchers in emerging disciplines?

As a young university with all its departments functioning either in rented buildings or in semi-permanent uni-floor structures, the odds against provision for improved infrastructural facilities are overwhelming. Thanks to the generous support CU Kerala received from all quarters, the permanent campus is taking shape at Tejaswini Hills, Periyar.

These limitations notwithstanding, CU Kerala has provided state-of-the-art laboratory facilities in all the science departments, including in the emerging disciplines like Genomics, Bio-Chemistry & Molecular Biology, Environmental Science and Computer Science. Sophisticated Computer

Labs/Computing facilities have also been made available to all the departments, including the departments from the School of Languages and Comparative Literature and the School of Global Studies. State-of-the-art Language Lab is also made available for use by the CU Kerala community.

All the 5 campuses – Tejaswini Hills (permanent campus), 2 transit campuses and two centres) have 24×7 Wi-Fi enabled high-speed NKN Internet Connectivity with 1 Gbps bandwidth.

Separate library facilities are made available in all the five campuses. The library provides access to a good collection of books in print and a huge repository of e-books and other digital resources. Moreover, the library provides access to more than 8000 online journals through UGC-INFONET. The library also offers reprographic facilities and services to students.

CU Kerala encourages and supports the departments in entering into formal MoUs for collaborating with the reputed institutions, from within and outside the country, for setting-up laboratories at CU Kerala for collaborative research work between the institutions. Under this scheme, CU Kerala has generated around ₹10 million.

3.3.2 Does the university have an Information Resource Centre to cater to the needs of researchers? If yes, provide details of the facility.

The Digital Resource Centre, housed in the University Library, functions as the Information Resource Centre of the University. The Centre provides access to high-speed NKN Internet connectivity with 1 Gbps bandwidth and other digital resources, including access to more than 8000 online e-journals of UGC-INFONET, a huge repository of e-books and e-magazines, institutional repositories like MIT OCW and JORUM, Massive Open Online Courses (MOOCs) resources from providers like edX, Udacity and Coursera, online educational videos and audios, online encyclopaedias, online digital libraries like Universal Digital Library, Project Gutenberg, Bartleby, ibiblio and Google Books, portals & gateway, web directories, virtual laboratories and tools, social networks and online discussion forums, etc.

With the campus made Wi-Fi enabled, the access to the high-speed NKN connectivity is now available 24×7 across the campus, making the Digital Resource Centre accessible from anywhere on the campus through a VPN.

3.3.3 Does the university have a University Science Instrumentation Centre (USIC)? If yes, have the facilities been made available to research scholars? What is the funding allotted to USIC?

Though the University does not have an actual University Science Instrumentation Centre (USIC) due to infrastructural constraints, the University has created a virtual USIC, serving the purpose of the USIC, by pooling the

sophisticated laboratory instruments available in different departments. The Departments concerned are the just custodians of such instruments. The Departments also make the necessary arrangements to impart basic training on the usage of the instrument. Departments maintain a log book of such instruments for the purpose of usage auditing. Provision is made to share such instruments with all other departments and even with researchers outside CU Kerala on payment of a nominal fee fixed by the custodian department. The University maintains a database of such instruments along with the terms and conditions of their usage. This virtual USIC model functioning in the University is found very effective and has resulted in the optimal utilization of the costly instruments.

3.3.4 Does the university provide residential facilities (with computer and internet facilities) for research scholars, post-doctoral fellows, research associates, summer fellows of various academies and visiting scientists (national/international)?

The University provides residential facilities for the research scholars, both for boys and girls. Wi-Fi Internet connectivity is also made available in hostels. The University maintains a guest house in a rented building to accommodate the visiting scientists and other official visitors to the university.

3.3.5 Does the university have a specialized research centre/workstation on-campus and off-campus to address the special challenges of research programmes?

No.

3.3.6 Does the university have centres of national and international recognition/repute? Give a brief description of how these facilities are made use of by researchers from other laboratories.

No.

3.4. RESEARCH PUBLICATIONS AND AWARDS

3.4.1 Does the university publish any research journal(s)? If yes, indicate the composition of the editorial board, editorial policies and state whether it/they is/are listed in any international database.

Yes. *Humanities Circle* (ISSN 1323-8010) is an International Multi-Disciplinary Peer-Reviewed bi-annual Academic Journal covering the broad areas of Humanities and Social Sciences. The journal is conceived as an interdisciplinary peer-reviewed publication of global standard and reach. *HC* provides a unique opportunity for teachers and research scholars across the world for publishing research papers, project reports, professional reviews, critical commentaries, and photo essays. So far, four issues of *Humanities*

Circle have been brought out by Dr. Vellikkeel Raghavan, the founder Editor.

Editorial Board & Editorial Policy: The editorial board of HC consists of the Chief Editor and all peer-reviewers/referees as the Guest Editors for the particular issue. The editorial board reserves the exclusive right to accept or reject any submission, or to make editorial changes in any manuscript accepted for publication to enhance clarity or style or on the requirements of space allocation. If the editing is going to be substantial, the author will be consulted. All contributors will get a complimentary copy of the particular issue of the journal.

HC is currently not listed in any databases.

3.4.2 Give details of publications by the faculty:

Publication	Number
Number of Papers Published in Peer Reviewed Journals (National /International)	730
Monographs	3
Chapters in Books	68
Edited Books	18
Books with ISBN with details of publishers	43
Number listed in International Database	421
Citation Index (Range)	0-567
Source Normalized Impact per Paper (SNIP)	0-4.4
SCImago Journal Rank (SJR)	0-15.92
Impact Factor (Range)	0-41.5
h-index (Range)	0-14

3.4.3 Give details of

Faculty serving on the editorial boards of national and international journals

1. Prof. R. Surendran, Department of Hindi, serves as Member, Editorial Board, *Rashtrasethu*, Raipur, CG. 2014
2. Prof. R. Surendran, Department of Hindi, serves as Member, Editorial Board, *Navanikash*, Kanpur, UP 2013
3. Dr. Sameer Kumar, Assistant Professor, Department of Bio-Chemistry & Molecular Biology, serves as Member, Editorial Board, *International Journal of Hematology Research*.
4. Dr. Tony Grace, Assistant Professor, Department of Genomic Science, serves as Member, Editorial Board, *International Journal of Nematology*

5. Dr. M. Nagarajan, Assistant Professor, Department of Genomic Science, serves as Member, Editorial Board, *Plus Genetics*.
6. Dr. A. Thulaseedharan, Dean, SBS, serves as Member, Editorial Board, *Plant Biotechnology and Molecular Biology*, *Rubber Science* and *South Asian Journal of Socio-Political Studies*.
7. Dr. Jasmine M Shah, Assistant Professor, Department of Plant Science, serves as Member, Editorial Board, *Abrahamea-An international journal on research in Plant Sciences*.
8. Dr. Viji R.I, Assistant Professor, Department of Plant Science, served as Member, Editorial Board, *International Journal of Hematology Research*.
9. Dr. Arjun K Rathie, Department of Mathematics, serves as Member, Editorial Board, *Indian Academy of Mathematics*
10. Dr. Germina, Department of Mathematics, serves as Member, Editorial Board, *Bulletin of Kerala Mathematical Association*
11. Dr. Germina, Department of Mathematics, serves as Member, Editorial Board, *South East Asian Journal of Mathematics and Mathematical Sciences*
12. Dr. Germina, Department of Mathematics, serves as Board, Editorial Board, *Academy of Discrete Mathematics and Applications*

□ **Faculty serving as members of steering committees of international conferences recognized by reputed organizations / societies**

1. Dr. K.V. Lazar, Course Coordinator, Department of Environmental Science serving as a steering committee member for KSCSTE, Govt. of Kerala
2. Prof. (Dr.) G. Mohandas Nair, Department of Plant Science, served as organiser of the ‘Workshop on Science Communication through Folk Media’, conducted by the Swadeshi Science Movement – Kerala, at Central University of Kerala, from October 23-27, 2013.
3. Dr. A. Thulaseedharan, Dean, SBS, served as convener of the mega science and technology exhibition ‘Swasraya Bharat, 2014’, organized by Swadeshi Science Movement – Kerala and Central University of Kerala, on 15th October 2014, at the College of agriculture, Padannakkad, Kasaragod.
4. Dr. Jasmine M Shah, Assistant Professor, Department of Plant Science, served as Organizing Committee member for the ‘Workshop on Science Communication through Folk Media’, Organized by the

Central University of Kerala and Swadeshi Science Movement – Kerala, at University’s River-side transit campus, from October 23-27, 2013.

5. Dr. Jasmine M Shah, Assistant Professor, Department of Plant Science, served as General Convener of the ‘Insight in science: A workshop for VIII-XII std students to familiarize them with the frontiers in science & technology’ organized by the Swadeshi Science Movement – Kasaragod and College of Agriculture, Padannakkad from 13-16 May, 2014.
6. Dr. Jasmine M Shah, Assistant Professor, Department of Plant Science, served as Convener of the programme ‘SCIENTIST-STUDENTS INTERACTION’, which is a part of Swasraya Bharat, 2014, Organized by Swadeshi Science Movement – Kerala and Central University of Kerala, College of Agriculture, Padannakkad, and Central Plantation Crop Research Institute (CPCRI), on 15th October 2014, at the College of agriculture, Padannakkad, Kasaragod.
7. Dr. Jasmine M Shah, Assistant Professor, Department of Plant Science, served as Organizing member of "Nanoscience: Synthesis to Applications", a satellite seminar of Swasraya Bharath 2014 organized by the Swadeshi Science Movement – Kerala and Central University of Kerala at Central University of Kerala’s River-side transit campus on October 9, 2014.
8. Dr. Ginny Antony, Assistant Professor, Department of Plant Science, served as Convener of "Robotics Workshop", Swashraya Bharat 2014, Organized by Swadeshi Science Movement – Kerala and Central University of Kerala on October 18th 2014.
9. Dr. Viji R.I, Assistant Professor, Department of Plant Science, served as Convener of "Workshop for Science teachers", Swashraya Bharat 2014, Organized by Swadeshi Science Movement – Kerala and Central University of Kerala Kasaragod on October 18th 2014.
10. Dr. A.K. Rathie, Department of Mathematics, serves as Member, Research board of advisors, American Biographical Institute.
11. Dr. A.K. Rathie, Department of Mathematics, serves as Member of Scientific Committee for 7th International Conference on Research and education in Mathematics

3.4.4 Provide details of

❑ Research awards received by the faculty and students

Research Awards Received by Faculty

1. Dr. Rajendra Pilankatta, Assistant Professor, Department of Bio-Chemistry & Molecular Biology has been awarded Raman Fellowship for postdoctoral studies in USA by UGC, Govt. of India.
2. Dr. Ranjith Kumavath, Assistant Professor, Department of Genomic Science, has been awarded Mahatma Gandhi Gold Medal-2014, GEPR-India.
3. Dr. Ranjith Kumavath, Assistant Professor, Department of Genomic Science, has been the recipient of the DST-Young Scientist award (2012), Govt. of India
4. Dr. Ranjith Kumavath, Assistant Professor, Department of Genomic Science, has been selected as Fellow Society of Applied Biotechnology (FSAB) (2012).
5. Dr. M. Nagarajan, Assistant Professor, Department of Genomic Science, has been the recipient of the DST-Young Scientist award (2012), Govt. of India
6. Dr. Unnikrishnan U., Department of Environmental Science, received FCT-EU Bolsas Independent Post-Doctoral Grant to work in European Research Labs
7. Prof. R. Surendran, Department of Hindi, received Tagore Smruti Hindi Puraskar (Jan. 2014) award instituted by Viswabharati University, Santinikethan
8. Prof. R. Surendran, Department of Hindi, received Babu Gangasaran Singh Award instituted by Central Hindi Institute, Agra, Govt. of India
9. Prof. R. Surendran, Department of Hindi, received National Award for the book *saahithya anuvaad samvad aur samvedana* instituted by MHRD, Government of India
10. Prof. R. Surendran, Department of Hindi, received National Award for the outstanding contribution to Hindi Literature instituted by the Government of Utter Pradesh
11. Prof. R. Surendran, Department of Hindi, received National Award for the outstanding contribution to Hindi Literature instituted by the Government of Bihar

12. Prof. R. Surendran, Department of Hindi, received National Award for the outstanding contribution to Hindi Literature instituted by the Government of Madhya Pradesh
13. Prof. R. Surendran, Department of Hindi, received the National Award for the outstanding contribution to Hindi Literature instituted by the Kamala Goenka Foundation
14. Prof. R. Surendran, Department of Hindi, received National Award for the outstanding contribution to Hindi Literature instituted by the Tamil Nadu Hindi Academy
15. Prof. R. Surendran, Department of Hindi, received National Award for the outstanding contribution to Hindi Literature instituted by the Kerala Hindi Sahitya Academy
16. Prof. R. Surendran, Department of Hindi, received National Award for the outstanding contribution to Hindi Literature instituted by the Rajasthan Sahitya Academy
17. Prof. R. Surendran, Department of Hindi, received National Award for the outstanding contribution to Hindi Literature instituted by the Bharatiya Anuvad Parishad
18. Prof. R. Surendran, Department of Hindi, received National Award for the outstanding contribution to Hindi Literature instituted by Srujanpit Chattisgrah
19. Prof. R. Surendran, Department of Hindi, received National Award for the propagation of Hindi instituted by Viswa Bharathi University
20. Prof. Vijayakumaran CPV, Department of Hindi, received National Award for Neo-Hindi Writers for the book: *Kerala Dasa Evom Disayem: A Folkloric Study in Hindi* instituted by CHD, Govt. of India, MHRD
21. Prof. Vijayakumaran CPV, Department of Hindi, received the Award for University Teachers by Kannur University for Teaching, Research & Societal life, Dr.P.K. Rajan Memorial Excellent Teacher Award
22. Prof. Vijayakumaran CPV, Department of Hindi, received 'Best Research Thesis Award' instituted by SBT & Kerala Hindi Prachar Sabha
23. Prof. Vijayakumaran CPV, Department of Hindi, was Shortlisted for the two year Fellowship at Indian Institute of Advanced Studies, Shimla (2013-15) instituted by the Indian Institute of Advanced Studies, Shimla.

24. Prof. Vijayakumaran CPV, Department of Hindi, received “Saraswat Samman” Literary Contributions in Hindi instituted by Hindi Sahitya Sammelan, Allahabad.
25. Prof. R. Surendran, Department of Hindi, received Rashtrabhasha Ratna’ Hindi instituted by the President of India
26. Dr. A. Thulaseedharan, Dean, SBS, received the best poster award for the paper entitled “Induction of polyembryony and production of true-to-type seedlings of *Hevea brasiliensis*” presented in the International conference on Biotechnology : A global scenario from 2-4 Nov. 2010, held at Kakatya University, Andhra Pradesh (2010)
27. Dr. A. Thulaseedharan, Dean, SBS, received the best poster award for the paper entitled “Agrobacterium mediated genetic transformation with laticifers specific HMGR1 gene in *Hevea brasiliensis*” presented in the International conference on Biotechnology : A global scenario from 2-4 Nov. 2010, held at Kakatya University, Andhra Pradesh (2010).
28. Dr. A. Thulaseedharan, Dean, SBS, received the best poster award for the paper entitled “Genetic transformation in *Hevea brasiliensis*: Effect of Agrobacterium strain, surfactant and antioxidants” presented in the UGC sponsored National Seminar on “Genomics and Genetic Engineering Strategies for Crop Improvement”, February 27-28, 2012, Periyar University, Salem (2012)
29. Dr. A. Thulaseedharan, Dean, SBS, received the best poster presentation award for the paper entitled “Genetic transformation in *Hevea brasiliensis*: Effect of Agrobacterium strain, surfactant and antioxidants. UGC sponsored National Seminar on “Genomics and Genetic Engineering Strategies for Crop Improvement”, February 27-28, 2012, Periyar University, Salem (2012)
30. Dr. A. Thulaseedharan, Dean, SBS, received the award for the best original research for his paper entitled “Integration and expression of hmgr1 gene in the transgenic plants of *Hevea brasiliensis* (clone RR1105)” presented in the international symposium on plantation crops, 10-12 Dec. 2014, Indian Institute of Spices Research, Kozhikode (2014)
31. Dr. Jasmine M Shah, Assistant Professor, Plant Science, received the INSPIRE Faculty Fellowship from DST (2012)
32. Dr. Jasmine M Shah, Assistant Professor, Plant Science, received SERB Young Scientist Fellowship under DST fast track scheme (Department of Science & Technology, Ministry of Science &

Technology) (2012)

33. Dr. Jasmine M Shah, Assistant Professor, Plant Science, received IIT-Madras Post-Doctoral Fellowship (July 2010 onwards).
34. Dr. Jasmine M Shah, Assistant Professor, Plant Science, received DBT Research Associateship (January 2010 – June 2010) to work in the Department of Biotechnology, Indian Institute of Technology-Madras.
35. Dr. Jasmine M Shah, Assistant Professor, Plant Science, received best paper presentation award at ‘International symposium on Genomics of crops, medicinal plants and microbes’. Department of Botany and Department of Biotechnology, University of Kerala, India (May 2011).
36. Dr. Ginny Antony, Assistant Professor, Plant Science, received SERB Young Scientist Grant Award 2014
37. Dr. Ginny Antony, Assistant Professor, Plant Science, received UGC-BSR Grant Award 2014
38. Dr. Ginny Antony, Assistant Professor, Plant Science, received Post-doctoral Fellowship, Kansas State University, USA (2010-2012)
39. Dr. Viji R.I, Assistant Professor, Plant Science, received SERB Young Scientist Fellowship under DST fast track scheme (Department of Science & Technology, Ministry of Science & Technology) (2013)
40. Dr. Ravi Kumar Kanaparthi, Assistant Professor, Department of Chemistry, received DST Young Scientist Award – 2014
41. Dr. M. Bhagiyalakshmi, Assistant Professor, Department of Chemistry, received DST Young Scientist Award - 2014
42. Dr. Deepa Janardanan, Assistant Professor, Department of Chemistry, Eli Lilly Eli Lilly and Company Asia Award- 2010
43. The faculty of the Department of Animal Science received 6 research awards (DST Young Scientist Award, Conservation Research Exploration Award of National Geographic Society, USA, INSA young Scientist award, Women Scientist Award, Best Photography Award of British Ecological Society, UK; Mentor of Indian Academies’ Summer Research Fellowship programme)
44. Dr. E. Prasad, Assistant Professor, Department of Physics, received Australian Research Council Fellowship for higher research, Australian National University, Canberra.
45. Dr. S.C. Sahoo, Assistant Professor, Department of Physics, is the

Visiting Scientist, Electronic Materials Centre, Korea Institute of Science and Technology, Seoul, South Korea (working with Dr. Wook-Seong Lee).

46. Dr. Amruth G Kumar, Associate Professor, Department of Education has been honoured with UGC Research Award
47. Dr. V.P.Joshith, Assistant Professor, Department of Education has been honoured with UGC Research Award.

Research Awards Received by Students

1. Rachana P Ramachandran, Postgraduate Student (2012-2014), Department of Genomics, has been awarded Ph.D. Fellowship at Hebrew University of Jerusalem (2015).
2. Nimisha E, Postgraduate Student (2012-2014), Department of Genomics, has been awarded Ph.D. Fellowship at Clemson University, South Carolina, USA (2015)
3. Ann Rose Bright, Postgraduate Student (2010-2012), Department of Genomics, has been awarded Marie Curie International Ph.D. Fellowship at Rathborn University, Netherlands (2013).
4. Amith S. Maroli, M. Phil Student (2011-2012), Department of Genomics, has been awarded Ph.D. Fellowship at Clemson University, South Carolina, USA (2012)
5. Nimisha E, Postgraduate Student (2012-2014), Department of Genomics, was adjudged the Best Paper Presenter in the UGC Sponsored National Seminar on Technological Advances in Modern Biology, organized by S.N College Kannur (April 2014).
6. Nimisha E, Postgraduate Student (2012-2014), Department of Genomics, was adjudged the Best Paper Presenter in the National Seminar on Cancer A Multi-Disciplinary Approach, organized by Kannur University (September 2014).
7. The postgraduate students of the Department of Genomics have been awarded the following fellowships: GATE (8), KSCSTE JRF (6), CSIR-UGC JRF (2), DST INSPIRE Fellowship (2), Maulana Azad Fellowship (1) and Rajiv Gandhi National Fellowship (1)
8. The postgraduate students of the Department of Genomics have been awarded the following fellowships: GATE (1), KSCSTE JRF (1) and CSIR-UGC JRF (2)
9. The postgraduate students of the Department of Plant Science have been awarded the following fellowships: GATE (10), KSCSTE JRF

(6) and CSIR-UGC JRF (3) and DST-INSPIRE(2).

10. Doctoral/Post-Doctoral fellows and Students of the Department of Animal Science received 18 research awards
11. The postgraduate students of the Department of Physics have been awarded the following fellowships: GATE (8), KSCSTE JRF (3) and Moulana Azad Research Fellowship (1) and DST-INSPIRE(2).

□ National and international recognition received by the faculty from reputed professional bodies and agencies

1. Prof. (Dr.). G. Mohandas Nair, Department of Plant Science, served as Fellow of Kerala Academy of Sciences
2. Prof. (Dr.). G. Mohandas Nair, Department of Plant Science , served as Director of Jawaharlal Nehru Tropical Botanic Garden and Research Institute, Thiruvananthapuram
3. Dr. Jasmine M Shah, Assistant Professor, Department of Plant Science, received INSPIRE Faculty Fellowship from DST (2012)
4. Dr. Jasmine M Shah, Assistant Professor, Department of Plant Science, received SERB Young Scientist Fellowship under DST fast track scheme (2012)
5. Dr. Jasmine M Shah, Assistant Professor, Department of Plant Science, received IIT-Madras Post-Doctoral Fellowship (July 2010 onwards).
6. Dr. Jasmine M Shah, Assistant Professor, Department of Plant Science, received DBT Research Associateship (January 2010 – June 2010) to work in the Department of Biotechnology, Indian Institute of Technology-Madras.
7. Dr. Jasmine M Shah, Assistant Professor, Department of Plant Science, received Young Scientist Award at the National Symposium ‘From Chromosomes To Genomes – Challenges And Prospects’, University of Kerala (March 2008).
8. Dr. Ginny Antony, Assistant Professor, Department of Plant Science, received SERB Young Scientist Grant Award 2014
9. Dr. Ginny Antony, Assistant Professor, Department of Plant Science, received the UGC-BSR Grant Award 2014
10. Dr. Ginny Antony, Assistant Professor, Department of Plant Science, received the Kansas State University, USA Post-doctoral Fellowship (2010-2012)

11. Dr. Ravi Kumar Kanaparathi, Assistant Professor, Department of Chemistry, is the *Lifetime Member* of Indian Society for Radiation And Photochemical Sciences (ISRAPS), BARC, Mumbai.
12. Dr. M. Bhagiyalakshmi, Assistant Professor, Department of Chemistry, is the *Fellow Member* of Oil Technologists Association of India (OTAI), South Zone, Hyderabad.
13. Dr. P.A. Sinu, Assistant Professor, Department of Animal Science, has got a rare honour to represent the Central University of Kerala as the best inspired teacher in the first Inspired Teachers In-Residence Programme held at Rashtrapati Bhavan from 6-12 June 2015.
14. Faculty of Animal Science received 2 national/international recognitions (Fellow of Royal Entomological Society, London; Member of Association for Tropical Biology and Conservation; Member of British Ecological Society, London)
15. Dr. E. Prasad, Assistant Professor, Department of Physics, received the Australian Research Council Fellowship for higher research, Australian National University, Canberra.
16. Dr. Arjun K.Rathie, Department of Mathematics, has been included in “who’s who in the world”, Directory of Biography , USA.
17. Dr. Arjun K. Rathie, Department of Mathematics, was invited for collaborating in Prof. Junesang Choi Korean research project at the Department of Mathematics, Dongguk University, South Korea.
18. Dr Ali Akbar, Assistant Professor, Department of Mathematics, received the K.V Rao Scientist Award, from Dr.K.V.Rao Scientific Society, Hyderabad.
19. Dr S.Gnanavel, Assistant Professor, Department of Mathematics, has been selected as one of the Indian delegates to participate in the International Congress of Mathematicians 2014 @ Seoul, South Korea and was financially supported by National Board of Higher Mathematics, Department of Atomic Energy, Government of India.

3.4.5 Indicate the average number of successful M.Phil. and Ph.D. scholars guided per faculty during the last four years. Does the university participate in Shodhganga by depositing the Ph.D. theses with INFLIBNET for electronic dissemination through open access?

Being a University that is in its sixth year of inception, the Departments have started their Ph.D. programmes in the year 2012 or later. So far, no candidate has been awarded the Ph.D. degree. The University has awarded M.Phil. degrees to 89 candidates; the MPhil programme was discontinued in 2013 with

the start of the direct Ph.D. programme with a mandatory course work provision.

3.4.6 What is the official policy of the university to check malpractices and plagiarism in research? Mention the number of plagiarism cases reported and action taken.

At the individual level, research supervisors see to it that the research carried under his/her supervision is an original piece of work and is plagiarism-free by

- (a) encouraging the research scholars to present their research findings in international/national conferences and research forums within and outside the university
- (b) Encouraging the research scholars to publish their findings in international/national peer reviewed journals
- (c) Making use of the latest online plagiarism detection tools and services.

At the university level, the University constituted a special cell for implementing the Shodhganga project of INFLIBNET with one of the Assistant Librarians as nodal officer. The Shodhganga project has an inbuilt plagiarism detection mechanism before uploading the research work onto the database. The University also made it mandatory that the research scholar should get the clearance from the Shodhganga Nodal Officer of the University that the thesis is plagiarism-free before submitting the same for adjudication.

So far, no case of plagiarism has been reported.

3.4.7 Does the university promote interdisciplinary research? If yes, how many interdepartmental / interdisciplinary research projects have been undertaken and mention the number of departments involved in such endeavours?

Yes. Since most of its postgraduate programmes like International Relations, Linguistics, English & Comparative Literature, Genomics, Bio-Chemistry & Molecular Biology, Animal Science, Plant Science, Environmental Science, etc., are purely interdisciplinary in nature, the University encourages and promotes students (both postgraduate and Ph.D.) to take up interdisciplinary research.

At the Doctoral level, the University promotes interdisciplinary research by giving provision to opt an approved research guide working in other departments/schools or RRCs of the University as Co-Guide.

Three interdisciplinary projects, involving two departments, undertaken by Genomic Science, one project involving the departments of Plant Science and Biochemistry & Molecular Biology, two M.Sc. dissertations involving the departments of Plant Science and Biochemistry & Molecular Biology, 3 interdisciplinary projects carried out by the Department of Animal Science and

one interdisciplinary project carried out by the Department of Physics, are a few among the interdepartmental/interdisciplinary research projects undertaken.

3.4.8 Has the university instituted any research awards? If yes, list the awards.

No.

3.4.9 What are the incentives given to the faculty for receiving state, national and international recognition for research contributions?

The University currently provides no monetary incentives to the faculty for receiving state, national and international recognition for research contributions. However, it provides all possible encouragements to the faculty by

- (a) providing access to the most recent books, research journals, databases, and other research materials,
- (b) giving provision for availing different types of research leaves
- (c) supporting the departments in setting up the state-of-the-art laboratories and
- (d) supporting the faculty in participating in and organizing co-curricular activities.

3.5. CONSULTANCY

3.5.1 What is the official policy of the university for structured consultancy? List a few important consultancies undertaken by the university during the last four years.

The drafting of the University policy and the rules and regulations of the Consultancy Services are underway. To begin with, the University has identified Translation, Language Proficiency Training, Farming, ICT, Education, etc. as some of the potential areas of consultancy services.

Some of the consultancy initiatives of the University include:

- The Department of Computer Science has executed a consultancy project worth ₹3,00,000/- on evaluating the effectiveness of the Computer Assisted Learning in Upper Primary Classes to Sarva Siksha Abhiyan, Kerala.
- The Department of Animal Science has mobilized ₹60,000/- through registration fee for a consultancy workshop conducted by the Department.
- The faculty of the Department of Animal Science engages the grass root conservation agency “Neythal” as a consultant.
- Dr P.A. Sinu works as a consultant for Keystone Foundation, The Nilgiris, and helps the research team there in identifying pollinator insects in vegetable crops.

- Dr. P.A. Sinu works as a consultant for the poly-house farmers of Wayanad District

3.5.2 Does the university have a university-industry cell? If yes, what is its scope and range of activities?

The Career Guidance and Placement Cell of the University deals with the university-industry interaction. The Cell brought a few companies and service sector firms to the campus for campus recruitment. Besides, the Cell in collaboration with the Departments, organizes various career related events like career and soft skill orientation and training programme, entrepreneurship skill development training, arranging industry visits, etc. The University also has provision to depute faculty and technical staff for industry training and to undertake collaborative research projects.

3.5.3 What is the mode of publicizing the expertise of the university for consultancy services? Which are the departments from whom consultancy has been sought?

The drafting of the University policy and rules and regulations of the Consultancy Services are underway, which will include provisions and strategies for publicizing the expertise of the university for consultancy.

3.5.4 How does the university utilize the expertise of its faculty with regard to consultancy services?

Currently, this is being executed at the departmental or at the individual level. A policy on this is expected soon.

3.5.5 List the broad areas of consultancy services provided by the university and the revenue generated during the last four years.

To begin with, the University has identified Translation, Language Proficiency Training, Farming and ICT, Education, as some of the potential areas of consultancy services.

The fund mobilized by the University through consultancy services includes:

- The Department of Computer Science has executed a consultancy project worth ₹3,00,000/- on evaluating the effectiveness of the Computer Assisted Learning in Upper Primary Classes to Sarva Siksha Abhiyan, Kerala.
- The Department of Animal Science has mobilized ₹60,000/- through registration fee for a consultancy workshop conducted by the Department.

3.6. EXTENSION ACTIVITIES & INSTITUTIONAL SOCIAL RESPONSIBILITY (ISR)

3.6.1 How does the university sensitize its faculty and students on its Institutional Social Responsibilities? List the social outreach programmes which have created an impact on students' campus experience during the last four years.

CU Kerala sensitizes its faculty and students on its Institutional Social Responsibilities through social outreach programme undertaken or organized at various levels. At the individual faculty level, the faculty engage classes, training sessions, etc at other institutions and schools. At the departmental level, several departments have undertaken outreach programme, including awareness programmes, training programmes, etc. The Cells and Forums, including the Students' Council, of the University also conduct such sensitization programmes. Some such events organized by various departments are listed below.

The Department of Social Work being the Social Face of the University, conducted a host of social outreach programmes, including

- Observance of International Day for Girl Child on 1 October 2012 at Vidyanagar campus. An essay writing competition for students was arranged. 200 students participated in the programme.
- Community Living Camp for MSW students was organised at Kayyur Cheemeni Panchayat, Kasargod from 1 to 3 Feb 2013. 42 students MSW students of Central University of Kerala and IGNOU Delhi participated in the camp. Construction of bio check dam, awareness class on water conservation, survey, cultural programme were the main activities.
- Observance of International Women's Day on 8 March 2013. 400 students of CU Kerala participated in the programme. Competitions, talks, cultural programmes were arranged.
- Chinnarikootam - personality development workshop at Nullipadu Government UP School, Kasargod was conducted on 27 & 28 March, 2013.
- Seminar on Adolescent Education was arranged on 4th April 2013 in collaboration with ICDS, Kasargod.
- Awareness class for parents & adolescent students was conducted on 11 April 13 at Anganwady, Thayilangadi. 40 parents attended the programme.
- One day workshop on Intersectoral collaboration in the areas of health, environment & waste management was conducted on 07 August 2013 in collaboration with Institute of Applied Dermatology, Kasargod. 120

participants from NGOs, colleges, government departments and Kudumbashree members participated in the programme.

- International Literacy Day Observance at Vidyanagar campus on 10th Sept 2013. The Photo Exhibition on the theme "Literacy for Liberation" was arranged.
- Workshop on Adolescent issues for upper primary students was conducted at Thalankkara Govt UP School on 19th Sept 2013.
- International Day for the Elderly was celebrated at Government Old Age Home at Paravanadukkam on the on the International Day 01/10/13
- Mental Health Day Programme was observed with a seminar at Padannakadu campus on 10th Oct 13. 200 PG students & teachers of Padannakad campus participated in the seminar.
- Health survey was conducted on 20 November 2013 in collaboration with the BSc Nursing students of Lakshmi Meghan Nursing College to find out the various types of health problems and healthcare practices of people of 9th ward of the Pullur Periya Grama Panchayat. 380 households were covered under the survey.
- A free medical camp was organised in the light of the survey conducted. A team of 3 doctors (orthopaedic, gynaecology, general medicine) and 15 nurses carried out medical check-up for the public. 150 persons attended the medical camp.
- Nattarivu (indigenous knowledge) programme was conducted in Pulloor periya Grama panchayat to know the history of Kodavalam, its culture, indigenous cultivation and folk songs etc. Students of Udayanagar High school participated the Nattarive programme.
- One day Human Rights training at CU Kerala, Vidyanagar campus was conducted on 13 December 2010 supported by National Human Rights Commission. Honourable Justice Cyriac Joseph, Member of National Human Rights Commission inaugurated the one day training programme.
- Visits to Tribal Hamlet and Voluntary Organisations in Wayanad for MSW students from 14-16 Dec 13 were organised.
- Bio diverse species plants were planted on 31 Jan 14 at CU Kerala campus as part of action programme of National Environment Awareness Campaign 2013-14 supported by Ministry of Forestry and Environment. The programme was inaugurated by Vice Chancellor, Prof. Jancy James.
- Dept of Social Work has organized Cancer Screening Camp cum Community Awareness programme at Periy Grama Panchayath CDS Hall

with the collaboration of Malabar Cancer Care Society, Kannur and Periyar Grama Panchayath on 15th February 2014. In the camp 109 women were screened for cervical cancer and observed that 10 percent of the screened persons have small infections, tumours and polyps. On the spot treatment was also given in the cases needed. Around 200 persons participated in the awareness programme.

- Anti-tobacco rally in collaboration with Community Health Centre was organised at Periyar town on 17 March 2014. 250 PG students of CU Kerala & school students of Pullur Periyar Panchayat participated in the rally.
- Awareness class on Health & Hygiene in collaboration with Community Health Centre, Periyar was organised for PG students on 26 March 2014.
- World Health Day Observance & Seminar- Awareness generation programme on vector-borne diseases and the role of social work students in combating them in community was conducted on 7 April 14 at CU Kerala campus.
- Manishada - Organ Donation awareness Seminar & Signature Campaigning in collaboration with Kidney foundation of India was organised at Municipal Town hall, Kasargod on 25 Sept 14. It was attended by 500 college students, health practitioners and the public.
- Observance of International Day of the aged at Old Age Home Paravanadukkam, Kasargod on 1 Oct 2014.
- Mental Health Day Observance & Street play was organised on 10 Oct. 2014 at Periyar campus. Seminar on Mental Health of Youth & arranged for students of CU Kerala and street drama on stigma & discrimination on Schizophrenia.
- Keralappiravi Day Observation was conducted at CU Kerala on 11 Nov 2014. 270 students & staff of CU Kerala students actively participated in Debate and Cultural programmes.
- Rural Camp/Community Living Camp for I Sem MSW students at Edavaka Grama Panchayat, Mananthavady, Wayanad was conducted from 16 to 22 Nov 14.
- Awareness on Plastic-Free panchayat in ten schools and 18 Kudumbasree Units at Edavaka Grama Panchayat, Wayanad.
- Promotion of Organic Farming in six schools at Edavaka Grama Panchayat, Wayanad.
- World AIDS day observance was conducted at Kanhangad town in collaboration with Pantech on 1 December 2014.

- Socio economic health Survey was conducted in Malavetta Tribal colony, Bedadukka Grama Panchayat, Kasargod on 21 Feb 15. The survey was conducted in collaboration with Swadeshi Science Movement, Kochi.
- Orientation visit of 56 plus two students 5 lectures of St. Jude's Higher Secondary School students of Vellarikundu at Dept of Social Work, CU Kerala on 13 Jan 15. Vice Chancellor addressed the students on the importance of higher education.
- Organic farming was initiated at CU Kerala campus, Periyar supported by Dept of Agriculture, Pulloor Periyar.
- Essay competition for College/University Students on 'Role of men in women empowerment' was conducted as part of the International Women's Day observance. Symposium was also organised on 6th March 2015 at Vidya Nagar Campus as part of the International Women's Day observance.

The Department of Plant Science also conducted some outreach programmes:

- A 'Workshop on Science Communication through Folk Media', was organized by the Central University of Kerala [Co-ordinator, Prof. (Dr.). G. Mohandas Nair, Dean, School of Biological Sciences, Central University of Kerala] and Swadeshi Science Movement – Kerala (October 23-27, 2013) where, students interested in folk art, irrespective of their course and subject, were trained on how to use folk art to communicate science.
- A science workshop for school students (class VIII to XII) named 'Insight in science: A workshop for VIII-XII std students to familiarize them the frontiers in science & technology' was organized by the Swadeshi Science Movement – Kerala and College of Agriculture from 13-16 May, 2014 and, the faculty from Science Departments of Central University of Kerala participated in conducting the classes (General convener was Dr. Jasmine M. Shah, Assistant Prof, Department of Plant Science, Central University of Kerala and the Students volunteers were from the Central University of Kerala).
- Famous Scientists from the country including Dr. G. Madhavan Nair were invited for an interaction session with school students (class VIII to IX) named 'SCIENTIST-STUDENTS INTERACTION', Organized by Swadeshi Science Movement – Kerala, Central University of Kerala, the College of agriculture and Central Plantation Crop Research Institute on 15th October 2014. About 1100 students interacted with seven eminent scientists. Convener was Dr. Jasmine M. Shah, Assistant Prof, Department of Plant Science, Central University of Kerala and the Students volunteers were from the Central University of Kerala.

- The National seminar on ‘Molecular taxonomy and Biodiversity conservation’ was conducted by the Department of Plant science, Central University of Kerala on March 3rd, 2014, to increase awareness on conservation and taxonomy among students. Students from various Departments of the School of Biological Science and Earth and Environmental Science had participated.
- A "Workshop for Science teachers" was conducted for the school teachers where, eminent professors trained the Science teachers. This programme was a part of the Swashraya Bharat 2014, Organized by Swadeshi Science Movement – Kerala, Central University of Kerala, the College of agriculture and Central Plantation Crop Research Institute on October 18th 2014. Convener was Dr. Viji R.I, Assistant Prof, Department of Plant Science, Central University of Kerala.

3.6.2 How does the university promote university-neighbourhood network and student engagement, contributing to the holistic development of students and sustained community development?

The University promotes university-neighbourhood network and student engagement by encouraging the students and faculty to extend their services to the society in whatever way they can.

For example, some of the university-neighbourhood initiatives of the Department of Social Work include,

Sl No	Neighbourhood Network	Areas of Network
1	Pulloor periya grama panchayat, Balal, Bedadukka, Ajannor, Pallikara Kasargod, Edavaka Grama Panchayat, Mananthavady, Wayanad	Field work, Rural camp, Health survey, Medical camp, Cancer screening & community awareness, Nattarive (indigenous knowledge),
2	Buds school Marthoma deaf 7 dumb school, Govt Blind school,	Field work, workshops, training and awareness for children of various age groups
3	Hospitals in Kerala like sacred Heart Hospital, Payamkulam, Louis Mount Psychiatry hospital, Pariyaram Medical College. Selected hospitals & industries Karnataka and Mumbai.	Field work, Internship, Block placement
4	Selected industries & corporates in Kerala & Karnataka	Field work, Internship, Block placement
5	Major NGOs in Kerala, Karnataka,	Field work,

Sl No	Neighbourhood Network	Areas of Network
	Tamilnadu, Pondicherry, AP, HP, Delhi, Maharashtra & arunachal Pradesh	Internship, Block placement
6	Govt departments like Kudumbashree, Social Justice Depts, Social security Mission, correctional setting	Training, consultancy, survey Field work
7	Education institutions- schools, colleges, universities	Seminar, training, workshop, competitions,
8	Old age home paravanadukkam, Children's home, Snehalaya Kanhangad, various NGOs in Kasargod	Observance of significance days like mental health, elderly, women's day, human rights, literacy day, AIDS, National environmental awareness campaign

These university-neighbourhood network and student engagements helped the students to achieve various skill and abilities like planning, organising, resource mobilisation, coordination, budgeting and evaluation.

3.6.3 How does the university promote the participation of the students and faculty in extension activities including participation in NSS, NCC, YRC and other National/ International programmes?

The University has yet to start the forums like NSS, NCC, YRC, etc.

3.6.4 Give details of social surveys, research or extension work, if any, undertaken by the university to ensure social justice and empower the underprivileged and the most vulnerable sections of society?

Not yet undertaken any such systematic surveys or studies. However, the students of various departments have undertaken several mini-surveys for identifying the underprivileged and the most vulnerable sections of society, as part of the course work/projects. Some of such attempts include:

- The Department of Hindi has visited the Blind School nearby and interacted with its students. It also conducts regular workshops for students who come from underprivileged areas of Kerala.
- The Department of Animal Science gives much thrust on conservation biology research. The faculty are working in connection with the conservation programmes of sacred forests of the Western Ghats. The faculty is also doing policy research on community-based conservation of natural resources in India. The faculty conducts various programs for the benefit of local farmers and school children. To name a few, the Department had an interface meeting with the Forest department, the aggrieved farmers

and the wildlife biologists to find out mitigation strategies on man-animal conflict in the Kasaragod region; some of the funded projects are the investigation of the effect of endosulfan spraying on the higher vertebrates, and to find bioremediation solutions to mitigate the impact of abuse of pesticide application. The Department regularly host the students of local schools for their study tour to higher education centres. Through publishing a nature magazine the department is also giving a good campaign on the latest developments in the conservation of nature and natural resources.

- Department of Social Work conducted a health survey on 20 November 2013 in collaboration with the BSc Nursing students of Lakshmi Meghan Nursing college to find out the various types of health problems and healthcare practices of people of the 9th ward of the Pullur Periya Grama Panchayat. 380 households were covered under the survey. A free medical camp was organised in light of the survey conducted. A team of 3 doctors (orthopaedic, gynaecology, general medicine) and 15 nurses carried out medical check-up for the public. 150 persons attended the medical camp.
- The Department of Social Work conducted a Nattarivu (indigenous knowledge) programme at Pulloor periya Grama panchayat to know the history of Kodavalam, its culture, indigenous cultivation and folk songs etc. Students of Udayanagar High school participated the Nattarive programme.
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3.6.5 Does the university have a mechanism to track the students' involvement in various social movements / activities which promote citizenship roles?

There is no formal mechanism to track students' involvement in various social movements and activities. However, the student and faculty involvement in such activities is always encouraged and promoted.

3.6.6 Bearing in mind the objectives and expected outcomes of the extension activities organized by the university, how did they complement students' academic learning experience? Specify the values inculcated and skills learnt.

The outreach programme the University conducted has helped the students in inculcating values like social responsibility, team-spirit, citizenship, selfless service, etc and given them an opportunity to improve their skills, including

event management, working in a team, self-discipline, dealing with human affairs and social communication, public relationship and involving common public in events, basic skills of safety and disaster response.

3.6.7 How does the university ensure the involvement of the community in its outreach activities and contribute to community development? Give details of the initiatives of the university which have encouraged community participation in its activities.

The university ensures the involvement of the community in its outreach activities through continuous communication, involving them in activities by giving a chance to be associated as well as by taking help from them, by organizing events/camps outside the campus.

3.6.8 Give details of awards received by the institution for extension activities and/contributions to social/community development during the last four years.

Not received any award in social outreach activities.

3.7. COLLABORATION

3.7.1 How has the university's collaboration with other agencies impacted the visibility, identity and diversity of activities on campus? To what extent has the university benefitted academically and financially because of collaborations?

The University has in place a few collaborations and MoU's with other agencies/research institutes of India, which has impacted the visibility, identity and diversity of activities in the University. Some of these collaborations are:

- The Department of Bio-Chemistry & Molecular Biology, CU Kerala and the Institute of Applied Dermatology (IAD) have signed an MoU for research collaboration
- Department of Genomics signed MOUs with Lakeshore Hospital and Research Centre Cochin, Kerala and Pushpagiri Hospital and Research Centre, Thiruvalla, Kerala, for research collaboration
- The Department of Plant Science collaborates with agencies/institutions like the Swadeshi Science Movement – Kerala, Central Plantation Crop Research Institute (CPCRI) and Kerala Agriculture University.
- Department of Computer Science collaborates with the Indian Institute of Science, Bangalore, for doing research in the field of Video Analytics.
- The Placement Cell of the University collaborates with firms like Azim Premji Foundation and ASAP for promoting campus placement.

As these collaborations and MoUs are recent ones, it is too early to assess the extent to which CU Kerala benefited by the collaborations and MoU's.

3.7.2 Mention specific examples of how these linkages promote

❑ Curriculum development

The experience, training and expertise gathered from such linkages in research, consultancy and extension activities help a lot in identifying new areas and topics which can be formally included in the curriculum.

❑ Internship

The linkages with international/national institutes offer opportunities for the students to win internship in those institutions

❑ On-the-job training

The industrial training and internship programme provides the students an opportunity to do on-the-job training

❑ Faculty exchange and development

Provisions available for the exchange of faculty between the two institutions to benefit through the sharing of expertise for development of the University in academic and research areas.

❑ Research

The linkage enhances collaborative research opportunity for the faculty

❑ Publication

Provides opportunity to publish joint research papers.

❑ Consultancy

So far, no consultancy opportunity was generated out of linkages

❑ Extension

So far, no extension opportunity was generated out of linkages

❑ Student placement

The Azim Premji Foundation and ASAP visited the campus for Campus Placement in the academic year 2014-15.

3.7.3 Has the university signed any MoUs with institutions of national/international importance/other universities/ industries/corporate houses etc.? If yes, how have they enhanced the research and development activities of the university?

Yeas. The University has signed MoUs with the following institutions:

Criteria 3: Research, Consultancy & Extension

- The Department of Bio-Chemistry & Molecular Biology, CU Kerala and the Institute of Applied Dermatology (IAD) have signed an MoU for research collaboration
- Department of Genomics signed MOUs with Lakeshore Hospital and Research Centre Cochin, Kerala and Pushpagiri Hospital and Research Centre, Thiruvalla, Kerala, for research collaboration
- The Department of Plant Science collaborate with agencies/institutions like the Swadeshi Science Movement – Kerala, Central Plantation Crop Research Institute (CPCRI) and Kerala Agriculture University.
- Department of Computer Science collaborates with the Indian Institute of Science, Bangalore, for doing research in the field of Video Analytics.

3.7.4 Have the university-industry interactions resulted in the establishment / creation of highly specialized laboratories / facilities?

No



CRITERIA 4
CRITERIA-WISE INPUTS

**INFRASTRUCTURE &
LEARNING RESOURCES**

SELF-STUDY REPORT

4.1. PHYSICAL FACILITIES

4.1.1 How does the university plan and ensure adequate availability of physical infrastructure and ensure its optimal utilization?

Physical infrastructure is a major challenge faced by CU Kerala as all its departments and administrative wings function either in rented buildings or in semi-permanent uni-floor structures. The Engineering & Estate Department, headed by an Executive Engineer, prepares the infrastructural plans of the University in consultation with its stakeholders and with the approval of the Building Committee. The Building Committee, headed by the Vice-Chancellor, consists of the Registrar, University Engineers and a few members co-opted by the University administration as per the requirement.

The first phase of constructions undertaken by CPWD, which includes the uni-floor structures of Teaching Block I, Teaching-Cum-Administrative Block II, two Ladies Hostel blocks and a Dining Hall, 24 Staff Quarters, a Cafeteria block and the construction of the surrounding and interior roads, was completed by 2014. The CPWD also completed the construction of 8-kilometre long compound wall. The front compound wall of the campus construction is also nearing completion.

The second phase of construction consisting of permanent structures has already started. The Master Plan of the Campus prepared by Team One India Pvt. Ltd. has been approved by the Executive Council. The Architectural Plan of 15 Academic Buildings, one Administrative Building and one four-wheeler parking lot, a Ladies' Room, Driver's room and security room prepared by Mukesh & Associates also got approval from the Executive Council.

The second phase of the construction work has already started. The construction of two hostel buildings (one each for boys and girls), which has been taken up by the CPWD, is underway. Work is in progress for the construction of nine major buildings for teaching and research departments. The work has been taken up by RITES and is expected to be completed within thirty months.

4.1.2 Does the university have a policy for the creation and enhancement of infrastructure in order to promote a good teaching-learning environment? If yes, mention a few recent initiatives.

Yes. The University has a clear policy for the creation of infrastructure in order to promote a good teaching-learning environment. The recent initiative includes:

- Completed the first phase of construction consisting of some uni-floor structures
- Second phase of construction involving teaching departments,

administrative building, etc has already begun.

4.1.3 How does the university create a conducive physical ambience for the faculty in terms of adequate research laboratories, computing facilities and allied services?

Adequate research laboratories, computing facilities and allied services like library facility, hostel facilities, guest house facility, staff quarters, etc. are made available for the faculty through rented buildings.

4.1.4 Has the university provided all departments with facilities like office room, common room and separate rest rooms for women students and staff?

Due to space constraints, departments are not currently provided with these services. Some of these facilities are available at the University for use by the departments.

4.1.5 How does the university ensure that the infrastructure facilities are disabled-friendly?

Ramps are available on the campus and Hostels at Tejaswini Hills, Periyar. Ramps are also available at Capital Centre, Thiruvananthapuram. All the new buildings that are coming up are disabled-friendly.

4.1.6 How does the university cater to the requirements of residential students? Give details of

Capacity of the hostels and occupancy (to be given separately for men and women)

- Two Boys' Hostels (rented building) – 200 students.
- Three Girls' Hostels (rented building) & two Girls Hostels (semi-permanent buildings at Tejaswini Hills, Periyar) – 300 students.

Recreational facilities in hostel/s like gymnasium, yoga centre, etc.

Common Hall, yoga centre, etc are provided.

Broadband connectivity /Wi-Fi facility in hostels.

Wi-Fi Internet connectivity is made available.

4.1.7 Does the university offer medical facilities for its students and teaching and non-teaching staff living on campus?

Doctor facility is available weekly twice for students and teaching and non-teaching staff

4.1.8 What special facilities are available on campus to promote students' interest in sports and cultural events/activities?

- 2 Auditoriums (One at Vidyanagar campus and the other at Riverside Campus, Padnekad)
- One conference hall & one Mini Conference hall at Tejaswini Hills, Periyé.
- One Mini Seminar hall at Capital Centre, Thiruvananthapuram.
- Temporary playground at Tejaswini Hills, Periyé

4.2. LIBRARY AS A LEARNING RESOURCE

4.2.1 Does the library have an Advisory Committee? Specify the composition of the committee. What significant initiatives have been taken by the committee to render the library student/user friendly?

Yes, the University has a Library Advisory Committee for monitoring the modernization and upgradation activities of the Central Library. The constitution of the Library Advisory Committee is

1. Vice Chancellor- Chairperson
2. All Deans - Members
3. All HoDs- Members
4. All Academic Coordinators -Members
5. Finance Officer- Member
6. Assistant Librarian, THC Library, Periyé- Member
7. Assistant Librarian, TC Library, Padanakkad- Member
8. Deputy Librarian- Member Secretary

4.2.2 Provide details of the following:

Total area of the library (in Sq. Mts.)

Library 3500 sq. Mts. Approx. (5 libraries in different campuses)

Total seating capacity

300 students in the reading hall

- ❑ **Working hours (on working days, on holidays, before examination, during examination, during vacation)**

Libraries at various campuses	During normal / working days	On Saturdays	During Vacation
Vidyanagar Campus Library	8.30 am to 6.30 pm	9.30 am to 5.30 pm	9.30 am to 5.30 pm
Padnakkad Campus Library			
Periye Campus Library	8.30 am to 6.30 pm	9.30 am to 5.30 pm	

- ❑ **Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)**

Lounge area is available for browsing and leisure reading. A separate room has been provided for accession of e-journals through INFLIBNET

- ❑ **Clear and prominent display of floor plan; adequate sign boards; fire alarm; access to differently-abled users and mode of access to collection**

Display of Boards for all sections is pasted on wall. Fire-extinguishers are placed at different locations.

4.2.3 Give details of the library holdings:

Library Holdings	Number Available
(a) Print (books, back volumes and theses)	25780
(b) Average number of books added during the last three year	14077
(c) Non Print (Microfiche, AV)	483 (data CDs)
(d) Electronic (e-books, e-journals)	8026 e-journals through INFLIBNET
(e) Special collections (e.g. text books, reference books, standards, patents)	Reference Collection: 1132 Text Books: 189
(f) Book Banks	0
(g) Question Banks	0

4.2.4. What tools does the library deploy to provide access to the collection?

Library Deployment Mode	Availability
OPAC	Koha Open Source Software
Electronic Resource Management package for e-journals	UGC Infonet
Federated searching tools to search articles in	Yes

multiple databases	
Library Website	http://www.cukerala.ac.in
In-house/remote access to e-publications	Yes

4.2.5 To what extent is ICT deployed in the library? Give details with regard to

Level ICT Deployment	Availability
Library automation	Yes. Koha Open Source Library Software
Total number of computers for general access	13
Total numbers of printers for general access	1 + Reprography machine
Internet band width speed	1 GB <input checked="" type="checkbox"/>
Institutional Repository	DSpace we are using for Newspaper clippings
Content management system for e-learning	No
Participation in resource sharing networks/consortia (like INFLIBNET)	Yes

4.2.6 Provide details (per month) with regard to

Usage Type	Level of Usage
Average number of walk-ins	75
Average number of books issued/returned	60/35 per day
Ratio of library books to students enrolled	742
Average number of books added during the last four years	17348
Average number of login to OPAC	75
Average number of login to e-resources	45
Average number of e-resources downloaded/printed	200
Number of IT (Information Technology) literacy trainings organized	5

4.2.7 Give details of specialized services provided by the library with regard to

Specialized Services	Availability
Manuscripts	Yes
Reference	Yes
Reprography/Scanning	Yes
Inter-library Loan Service	Yes
Information Deployment and Notification	Yes
OPACS	Yes
Downloads	Yes

Printouts	Yes
Reading list/ Bibliography compilation	Yes
In-house/remote access to e-resources	Yes
User Orientation	Yes
Assistance in searching Databases	Yes
INFLIBNET/IUC facilities	Yes

4.2.8 Provide details of the annual library budget and the amount spent for purchasing new books and journals.

Item Purchased	Amount Spent (in ₹)
purchase of new books	15,74,147/-
Subscription of journals	5,26,266/-

4.2.9 What initiatives has the university taken to make the library a ‘happening place’ on campus?

- Induction of new books
- Exhibitions of new arrivals
- Organization of Book Exhibition
- Orientation and Training to librarians and users
- Presentation by various e-resources publishers
- Display of Career and Higher Study & Scholarship options.

4.2.10 What are the strategies used by the library to collect feedback from its users? How is the feedback analysed and used for the improvement of the library services?

A suggestion-box has been placed at the counter. Grievances and suggestions, if any, can also be mailed to the Librarians. Grievances that can be redressed at the level of Librarian are redressed immediately and others are referred to the Library Committee for redressal. Suggestions at the librarian’s level are incorporated immediately and others are placed before the Library Committee for further action.

4.2.11 List the efforts made towards the infrastructural development of the library in the last four years.

Setting up of a library that is spread across five campuses (the Main Campus, two transit campuses, Capital Centre at Thiruvananthapuram and Law Campus at Pathanamthitta) of the University was the major challenge faced in building the library to its current level of performance. The infrastructural and other

development activities of the library in the last 4 years include:

- Started library wings at all the 5 campuses
- Reasonable collections of books, journals, magazines and others (both print and digital forms)
- Setting up of a Digital Resource Centre at Library
- High-speed 1 Gbps NMEICT/NKN Internet connectivity with Wi-Fi access
- Access to more than 8000 e-journals through UGC-Infonet
- Library Automation through Open Source KOHA
- OPAC and WebOPAC Facilities
- Setting up of the reprographic facilities at the library
- Setting up of an e-content service portal
- Mailing list for to alert the library users of the programmes and new additions
- Locker and drinking water facility

4.3. IT INFRASTRUCTURE

4.3.1 Does the university have a comprehensive IT policy with regard to

❑ IT Service Management

Yes. The policy of the University regarding IT Service Management is to provide seamless and hassle-free access to world-class IT resources and service to the CU Kerala community. The IT wing of the University plans and implements the policy regarding IT Service Management.

❑ Information Security

Yes. The policy of the University regarding Information security aims mainly at preventing unauthorized access and misuse of IT resources and services. Information security is implemented in the University through its RADIUS Authentication Servers.

❑ Network Security

Yes. The policy of the University regarding the Network Security aims mainly at providing checks against unauthorized network access and against the denial of network services. Network security is implemented at CU Kerala using authentication services like FortiGate Firewall, PFSense OpenSource Firewall, Wireless Access Point Authentication based on

WPA/PSK2 and RADIUS Authentication based on AAA Accounting Procedures.

Risk Management

Yes. The Risk Management policy of the University aims at providing checks against external threats in the form of computer viruses and other malicious software. Besides using the network security measures, CU Kerala manages the information security risk by using up-to-date Anti-Virus Software.

Software Asset Management

Yes. The Software Asset Management policy of the University aims at ensuring optimal use of software resources procured by the University.

Open Source Resources

Yes. The Open Source Resources policy of the University promotes the use of Open Source software, wherever available and suitable, instead of the proprietary version to reduce cost. The policy initiatives include the use of open source library automation software KOHA, the use of open source file tracking system and the use of OpenOffice.

Green Computing

Yes. The Green Computing policy of the University aims at reducing the e-waste and reducing the use of other resources like electricity and papers. The initiative of the Green Computing policy of the University includes procurement of ECE compliant devices, use of smart devices that has automatic power-off provision to save electricity, availing buy-back provision at procurement stage to reduce e-waste, virtualization of Servers to reduce carbon foot print and promote the use of e-files and e-contents to reducing printing.

4.3.2 Give details of the university's computing facilities i.e., hardware and software.

Number of systems with individual configurations

Sr.No.	Configuration	Count	Year of Procurement
1	Compaq Presario 3740	2	2009
2	HP Pavillion p6140in	12	2010
3	HP Pavillion p6140in	1	2010
4	Compaq Presario CQ 3170	27	2010
5	HP Pavillion p6230in	70	2011
6	Dell Optiplex 390/990	213	2012
7	Dell Optiplex 3010MT	9	2013

8	Dell Optiplex 9010MT	38	2013
9	Dell 7010 MT	55	2014
10	Dell 9020 MT	1	2014

❑ Computer-student ratio

1:2

❑ Dedicated computing facilities

Central University of Kerala provides highly specialized computing facilities to its faculty and students. The details of computing facilities at Central University of Kerala are as follows.

SI. No.	Server/Workstation	Location of Installation	Count
1	Dell Precision T7500	Server Room	1
2	Dell Precision T7500	Mathematics Lab	1
3	Dell Precision T7500	Computer Science Lab 1	2
4	Dell Precision T7500	Physics Lab	3
5	Dell Precision T7500	Genomics Lab	1
6	Mac Pro Workstation	Computer Science Lab 2	2
7	Mac Pro Workstation	Physics Lab	1
8	Mac Pro Workstation	Genomics Lab	1
9	HP Proliant ML330	Genomics Lab	1
10	HP Proliant ML330	Library	1
11	Cluster System with 4 Nodes	Physics Lab	1
		Total	15

❑ LAN facility

The connectivity provided at various campuses of CU Kerala includes the 1Gbps NMEICT/NKN connectivity at Tejaswini Hills, 10 Mbps connectivity at Transit Campuses and BSNL broadband connectivity at the other two centres. Each campus is fully connected through fast Ethernet switched network and the campuses are Wi-Fi enabled.

The networking infrastructure of CU Kerala includes:

Device Type	Count
Routers (Juniper)	1
Firewalls (Fortinet/PFSense)	3
Core Switches(CISCO)	1
Switches(CISCO/DLINK)	25
Wireless Access Points (DLINK/CISCO/NETGEAR)	35

❑ Proprietary software

Name of the Lab	Department	No. of Computers		Software Available
		Windows	Apple	
Chemistry Lab	Chemistry	5	0	
Computer Science Lab	Computer Science	20	20	MATLAB
Environmental Science Lab	Environmental Science	9	0	
Bio-Informatics Lab	Genomic Science	14	9	
Physics Lab	Physics	5	13	Mathematica, MatLab, Comsol, Guassion, Guassview
Mathematics Lab	Mathematics	50	0	MatLab, Mathematica
Language Lab	Comparative Literature	31	0	Clarity SNET
Economics Lab	Economics	30	0	SPSS, Stata, E-Views Prowess

❑ Number of nodes/ computers with internet facility

Internet facility is made available on almost all 500 odd nodes installed in various Labs, Staff rooms, Administrative sections, etc, except on High Security Servers and Computers having costly software. Besides, Wi-Fi Internet connectivity is provided on personal laptops and mobile devices.

4.3.3 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

The CU Kerala has a systematic strategy and plan for deploying and upgrading the IT infrastructure and associated facilities. The plan is prepared as a collective effort of the following wings and committees of the University: the Department of Computer Science, the IT Wing of the University, the IMD (Information Management Division) committee and the ICT committee. These wings and committees periodically meet to review and give advice on the ICT development plans and the strategies to be adopted, based on the requirements. The University is determined to provide the necessary computing and Internet facility to the students, faculty and administrative and support systems.

The University mobilizes funds for the development of IT infrastructure through MHRD, UGC, externally funded research projects, collaborative research and consultancy. The ICT Services upgradation is done on a constant basis to meet the ever-increasing demand of its users.

4.3.4 Give details on access to on-line teaching and learning resources and other knowledge and information database/packages provided to the staff and students for quality teaching, learning and research.

The Digital Resource Centre, housed in the University Library, functions as the Information Resource Centre of the University. The Centre provides access to high-speed NKN Internet connectivity with 1 Gbps bandwidth and other digital resources, including access to more than 8000 online e-journals of UGC-INFONET, a huge repository of e-books and e-magazines, institutional repositories like MIT OCW and JORUM, Massive Open Online Courses (MOOCs) resources from providers like edX, Udacity and Coursera, online educational videos and audios, online encyclopaedias, online digital libraries like Universal Digital Library, Project Gutenberg, Bartleby, ibiblio and Google Books, portals & gateway, web directories, virtual laboratories and tools, social networks and online discussion forums, etc.

With the campus made Wi-Fi enabled, the access to the high-speed NKN connectivity is now available 24×7 across the campus, making the Digital Resource Centre accessible from anywhere on the campus through a VPN.

4.3.5 What are the new technologies deployed by the university in enhancing student learning and evaluation during the last four years and how do they meet new / future challenges?

- ICT-enabled digital classrooms with 24×7 Wi-Fi Internet connectivity and LCD projectors and computers
- CUKMoodle Learning Management System that made the conventional classrooms into 24×7 learning places
- Campus-wide access to Digital Resource Centre with e-journal, e-books, OCWs, MOOCs resources, videos, audios and other digital learning resources available on the web
- Use of blogs, online social networking platforms, discussion forums, mobile devices for learning and continuous evaluation.
- Availability of e-Content creation software like Web development tools, Audio and Video Editing tools, graphics and imaging tools, audio-video recorders and players, digital cameras, word-processing, spreadsheet, presentation and database tools, File management and file tracking systems, etc.
- Individual Computers to faculty

4.3.6 What are the IT facilities available to individual teachers for effective teaching and quality research?

All the facilities mentioned under 4.3.5. are available for the use by teachers. Besides, the IT Wing of the University lead by Mr. Sreelesh V, System Analyst, extends all kinds of technical and IT related support and services to the entire CU Kerala community on a 24×7 basis.

4.3.7 Give details of ICT-enabled classrooms/learning spaces available within the university? How are they utilized for enhancing the quality of teaching and learning?

All the classrooms are ICT enabled with Wi-Fi Internet access, LCD projectors and Computers. In fact, the entire campus, is ICT-enabled by providing 24×7 access to Digital Resource Centre of the Library. Together with this, the launch of CUKMoodle LMS made the conventional classrooms into 24×7 learning places. Faculty and students of the University heavily make use of the ICT devices, tools and services available in the University in their teaching, learning, assessment and related activities.

4.3.8 How are the faculty assisted in preparing computer- aided teaching-learning materials? What are the facilities available in the university for such initiatives?

The IMD (Information Management Division) and ICT (Information and Communication Technology) committees of the University are in charge of ensuring the ICT capacity building of the University. The Committees organize training and orientation programmes on a need basis. For example, when the CUKMoodle LMS was implemented, the faculty were given training on the modalities of setting-up and launching a course and on the course delivery and assessment mechanisms through hands-on training on LMS.

4.3.9 How are the computers and their accessories maintained?

All the computing and other electronic equipment like Computers, Laptops, LCD Projectors, UPS, Printers/Scanners, Multi-Function Copiers, Network Switches are brought under the comprehensive Annual Maintenance Contract (AMC) for ensuring seamless access to ICT services to its stakeholders.

4.3.10 Does the university avail of the National Knowledge Network connectivity? If so, what are the services availed of?

CU Kerala of Kerala has been connected to NMEICT since the year 2009. CU Kerala has also availed additional connectivity options of 10 Mbps at two transit campuses. CU Kerala is currently in the process of migration from NMEICT to NKN.

4.3.11 Does the university avail of web resources such as Wikipedia, dictionary and other education enhancing resources? What are its policies in this regard?

CU Kerala promotes and provides access to all open digital learning contents like e-books and e-magazines, institutional repositories like MIT OCW and JORUM, Massive Open Online Courses (MOOCs) resources from providers like edX, Udacity and Coursera, online educational videos and audios, online encyclopaedias, online digital libraries like Universal Digital Library, Project Gutenberg, Bartleby, ibiblio and Google Books, portals & gateway, web directories, virtual laboratories and tools.

4.3.12 Provide details on the provision made in the annual budget for the update, deployment and maintenance of computers in the university.

Central University of Kerala gives provision under the annual budget for ICT facilities under the following major heads: Website/Website Maintenance, E-Governance, Scanner/Printer, Software, Computers, Teaching and Learning Tools, Computer Maintenance, UPS and Inverters and Networking. The details of the net spending on ICT facilities during the last 4 years are as follows:

Financial Year	Net Spend (₹)
2011-12	1,70,69,390/-
2012-13	1,74,86,161/-
2013-14	1,13,34,646/-
2014-15	73,26,548/-

4.3.13 What plans have been envisioned for the gradual transfer of teaching and learning from closed university information network to open environment?

The Central University of Kerala has already conveyed to MHR of its intention to join the SWAYAM initiative of the Government of India (the Indian MOOCs version). The IMD and ICT committees have already started with its ground works and identified 12 courses to be offered by various departments of the University.

4.4. MAINTENANCE OF CAMPUS FACILITIES

4.4.1 Does the university have an estate office / designated officer for overseeing the maintenance of buildings, class-rooms and laboratories? If yes, mention a few campus specific initiatives undertaken to improve the physical ambience.

Yes. The Estates Department is the service wing of the Central university of Kerala giving necessary services to all other departments of the University. The Estate department also undertakes the routine maintenance activities and

handles the land and other property related matters.

**4.4.2 How are the infrastructure facilities, services and equipment maintained?
Give details.**

The Estate Department of the University takes necessary measures to ensure the timely maintenance of the infrastructure facilities, services and equipment:

- The electric and electronic equipment are brought under comprehensive annual Maintenance Contract.
- Maintenance of the infrastructure facilities is done on a need basis by inviting short tenders.
- Maintenance of services like electricity, transportation, water supply, etc is done on a need basis by inviting short tenders.



CRITERIA 5
CRITERIA-WISE INPUTS

**STUDENT SUPPORT &
PROGRESSION**

SELF-STUDY REPORT

5.1. STUDENT MENTORING AND SUPPORT

5.1.1 Does the university have a system for student support and mentoring? If yes, what are its structural and functional characteristics?

The mentoring of students is done primarily at the departmental level. Individual departments have their own mentoring and counselling mechanisms in the form of Mentors and/or Student Advisors. The departments have constituted students' advisory committees consisting of students' representatives and a faculty member as Students' Advisor, who acts as a mentor to the whole class.

Right from the commencement of the programme, the Student Advisor continuously interacts with his wards personally, through classrooms activities and tutorial sessions to acquaints himself/herself with the familial, social, linguistic and educational background of his wards with the objective of attending to the various aspects of students' personality.

The Students' Advisor assists the students in solving their socio-psychological problems/issues through the Health and Counselling Services of the University. Career guidance, placement assistances and higher study counselling services to students are made available through the Career Guidance and Placement Cell of the University

Each course is operated through a course instructor who provides guidance to the students from time to time in curricular and co-curricular areas. Thus, individual course instructors also serve the role of a mentor to his/her students. Apart from the lecture hours, each course has at least a weekly tutorial hour. Course instructors make use of the tutorial period effectively for mentoring their students in accordance with their abilities and potentials. The tutorial hour provides the students an opportunity to build on the curricular content delivered in the lecture hours through discussions, interactions, presentations and debates on themes and concepts related to the respective course of study.

The Students' Advisors/mentors, over a period, identify the weak and advanced learners, by considering factors like performance in the CUCET, performance in continuous assessment, participation and involvements in classroom and other curricular and co-curricular activities.

Special care and attention are provided to advanced learners to groom them in a manner befitting their abilities. Similarly, the mentor seeks the help of the Remedial Cell to provide additional training to the weak students.

5.1.2 Apart from classroom interaction, what are the provisions available for academic mentoring?

Apart from classroom interactions, ample curricular, co-curricular and extra-

curricular opportunities are provided to students to nurture their talents, as detailed below:

1. The CBCS curriculum allows students to opt for courses of their choice as open elective either from the same School or from other Schools
2. Opportunity to take part in a host of co-curricular activities (conferences, seminars, workshops, symposia, discussion forums, debates, etc.) organized by various departments
3. Encouragement and support to participate in the co-curricular activities hosted by other institutions.
4. Career guidance and personality development training frequently organized by the Career Guidance & Placement Cell of the University
5. Opportunities to take part in the field visits, industry visits, study tours and other similar activities organized by the departments
6. Opportunities to take part in various community outreach programmes
7. Opportunities to take part in various cultural activities, celebrations and international/national day observances.
8. Opportunities to take part in various university level competitions (academic, cultural, sports, etc).

5.1.3 Does the university have any personal enhancement and development schemes such as career counselling, soft skill development, career-path-identification, and orientation to well-being for its students? Give details of such schemes.

The Career Guidance & Placement Cell of the University, in coordination with various departments, organizes career orientation and counselling programmes, soft skill development and career-path-identification programmes on a regular basis. The programmes organized include career orientation, career counselling and career training programmes like coaching for various national/state level competitive examinations, short duration orientation for certain specialized careers and conduct of mock tests, interviews and group discussions, personality and soft skill development training, etc.

5.1.4 Does the university provide assistance to students for obtaining educational loans from banks and other financial institutions?

The University supports its students in availing themselves of the educational loans from banks and other financial institutions. The Department concerned issues the necessary bonafide certificates to enable the student to avail the loan.

5.1.5 Does the university publish its updated prospectus and handbook annually? If yes, what are the main issues / activities / information included / provided to students through these documents? Is there a provision for online access?

The University publishes its Prospectus Booklet every academic year, which contains information about the University, information on and schedule of CUCET, programmes offered by various Schools and their departments, eligibility criteria, course fee details, reservation policies, information on scholarships, fellowships, hostel facilities and campus discipline. The Prospectus includes detailed guidelines and information for international students. The information is organized School wise and department wise. The Prospectus also contains the Academic Calendar. The Prospectus, *challan* forms and other admission related information including sample question papers are made available on the University website. The CUCET supports online submission of applications, e-payment of the registration fee, hall-ticket generation, scorecard generation and SMS & e-mail alerts.

5.1.6 Specify the type and number of university scholarships / freships given to the students during the last four years. Was financial aid given to them on time? Give details (in a tabular form) for the following categories: UG/PG/M.Phil./Ph.D./Diploma/others (please specify).

Programe	Scholarship	No of Recipients
PG	Merit Scholarship	25% of PG Students
	Merit-Cum-Means Scholarship	25% of PG Students
	Boarding and Lodging Scholarship	All the Remaining Students (Discontinued from 2013 onwards)
M.Phil.	M.Phil. Fellowship	Not Applicable
Ph.D.	Research Assistantship	All Ph.D. Students

5.1.7 What percentage of students receive financial assistance from state government, central government and other national agencies (Kishore Vaigyanik Protsahan Yojana (KVPY), SN Bose Fellow, etc.)?

Scholarship	No of Recipients
e-Grants	12%
Suvarna Jubilee Merit Scholarship	7%
C.H. Muhammad Koya Scholarship	1%
Single Girl Child Scholarship	0.5%
Scholarship under beedi/ore, mines/limestone and dolomite mines/mica, mines/cine workers welfare fund	0.5%

Scholarship	No of Recipients
SC/ST Scholarship	5%
JRF	1%
KSCSTE	2%
DST INSPIRE	0.5%
Financial Support from other Sources (Project Funds)	1%

5.1.8 Does the university have an International Student Cell to attract foreign students and cater to their needs?

Yes. The University has an International Cooperation (Foreign Students) Cell, with a senior faculty as Nodal Officer, to attract foreign students and cater to their needs.

5.1.9 Does the university provide assistance to students for obtaining educational loans from banks and other financial institutions?

The University supports its students to avail themselves of the educational loans from banks and other financial institutions. The Department concerned issues the necessary bonafide certificates to enable the student to avail the loan.

5.1.10 What types of support services are available for

Overseas students

An International Cooperation (Foreign Students) Cell to attract foreign students and cater to their needs

Physically challenged / differently-abled students

Besides providing reservation, as per the reservation rules and regulations of the Govt. of India, in admissions, need-based support is extended to physically challenged/differently-abled students

SC/ST, OBC and economically weaker sections

The University follows the Government of India and UGC guidelines for reservation of seats for admission in various programmes to enable the SC/ST, OBC students to gain equal opportunity and access to education.

An SC/ST Cell functions in the University to assist the SC/ST students in admissions and in solving their academic and administrative problems. The Cell also monitors various policies, schemes and welfare measures of the University and acts as the grievance redressal cell.

The Cell sensitizes the SC/ST students on their career and higher education

opportunities. The University has been providing hostel accommodation to all the SC and ST students on priority basis.

The Cell actively involves itself in helping the students to get their scholarships/educational concessions from the State Government and the Rajiv Gandhi National Fellowship for SC/ST for doing M.Phil./ Ph.D. programmes.

❑ Students participating in various competitions/conferences in India and abroad

The Career Guidance and Placement Cell in coordination with the departments and students forums, organized training programmes focused on 'Entry into Service' and also CSIR-UGC/UGC NET coaching.

Research scholars are given financial assistance of maximum ₹10,000/- in a semester for participation in conferences within the country.

❑ Health centre, health insurance etc.

The service of a Physician is made available twice a week.

❑ Skill development (spoken English, computer literacy, etc.)

No separate cell is available, but the Career Guidance and Placement Cell currently deals with this capacity building responsibility.

❑ Performance enhancement for slow learners

The Remedial Cell of the university in coordination with the departments identifies the slow learners and arranges remedial classes in consultation with the respective departments.

❑ exposure of students to other institutions of higher learning/ corporates/business houses, etc.

Students are given encouragement, motivation and necessary support for taking up training and Internship at other institutions of higher learning/ corporates/business houses

❑ publication of student magazines

The University publishes an annual Students' Magazine with the active support of the Students' Council.

5.1.11 Does the university provide guidance and/or conduct coaching classes for students appearing for Civil Services, Defence Services, NET/SET and any other competitive examinations? If yes, what is the outcome?

The Career Guidance and Placement Cell in coordination with departments and

students forums, organized a series of training programmes focused on 'Entry into Service'. The Cell in coordination with departments, regularly organizes coaching for CSIR-UGC/UGC NET and SET. A reasonable number of students have cleared JRF/NET in their recent attempts.

5.1.12 Mention the policies of the university for enhancing student participation in sports and extracurricular activities through strategies/schemes such as

Additional academic support and academic flexibility in examinations

No such support or flexibilities are currently available as the University is yet to build a Directorate of Physical Education.

Special dietary requirements, sports uniform and materials

No such support or flexibilities are currently available as the University is yet to build a Directorate of Physical Education.

5.1.13 Does the university have an institutionalized mechanism for students' placement? What are the services provided to help students identify job opportunities, prepare themselves for interview, and develop entrepreneurship skills?

Yes. The Career Guidance & Placement Cell of the University deals with the issues related to students' placement. The Cell, in coordination with various departments, organizes career orientation and counselling programmes, soft skill development and career-path-identification programmes on a regular basis. The programmes organized include career orientation, career counselling and career training programmes like coaching for various national/state level competitive examinations, short duration orientation for certain specialized careers and conduct of mock tests, interviews and group discussions, personality and soft skill development training, etc.

5.1.14 Give the number of students selected during campus interviews by different employers (list the employers and the number of companies who visited the campus during the last four years).

The Career Guidance and Placement Cell conducted two placement activities. The Cell invited the Azim Premji Foundation to the campus on 10th February 2015 for their placement drive to recruit students from the Departments of Physics, Chemistry, English & Comparative Literature and Hindi & Comparative Literature. Of the 120 students who appeared for the preliminary selection round, the Foundation short-listed 30 students from various departments based on their performance. The final selection procedure is on its way.

The Placement Cell also initiated the selection for ASAP programme from the Departments of Economics, Social Work, Linguistics and English &

Comparative Literature. The representatives of the ASAP programme visited CU Kerala on 21st March 2015 for preliminary short listing. 90 students participated in the preliminary round and the final selection procedure is awaited.

5.1.15 Does the university have a registered Alumni Association? If yes, what are its activities and contributions to the development of the university?

The University has an Alumni Association. The Bylaw of the Association is ready and the same has been forwarded for registration to the competent authority.

5.1.16 Does the university have a student grievance redressal cell? Give details of the nature of grievances reported. How were they redressed?

Yes. A Students' Grievance Redressal Cell functions in the University with the following members:

The current members of the Students' Grievance Redressal Cell are:

1. Prof. (Dr.) Jacob Chacko , Dean , SMPS – Chairman
2. Mr. Aby Abraham, President, Student Council – Member
3. Ms.Jubiya Jose, Vice President, Student Council – Member
4. One Student Council member from the Constituency representing the academic unit from which complaint has been received (to be nominated as and when required) – Member
5. Dr. Joseph Koyippally Joseph, Dean, SLCL – Member
6. Dr. Swapna S. Nair, Asst. Professor, Department of Physics – Member
7. Dean, Student Welfare – Member Secretary and Convener

No case of Students' Grievances have been reported so far.

5.1.17 Does the university promote a gender-sensitive environment by (i) conducting gender related programmes (ii) establishing a cell and mechanism to deal with issues related to sexual harassment? Give details.

Yes, the University promotes a gender-sensitive environment within the campus. A Women's Forum, with its objectives to ensure a safe, secure, hygienic, enabling and constructive working space for the female staff and students, functions in the University. The Women's Forum functions in co-ordination with the Internal Complaints Committee and Staff Grievance Redressal Committees of the University.

The Women's Forum organises talks, lectures, workshops, departmental level

discussion forums, online social networking discussion forums and social awareness programmes on a regular basis, particularly for the women community of the University and involving the local public.

The Forum observes the International Women's Day by organizing a day-long event in coordination with different departments.

In compliance with the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act 2013 and the Rules framed there under, an Internal Complaints Committee functions in the University with the objective of providing protection against sexual harassment of women at the workplace and for the prevention and redressal of complaints of sexual harassment and for matters connected therewith or incidental thereto.

The members of the re-constituted Internal Complaints Committee are:

1. Dr. Swapna. S. Nair, Assistant Professor, Department of Physics, Presiding Officer
2. Dr. Shaini. P, Assistant Professor, Department of Mathematics, Member Secretary
3. Dr. P. Abdul Kareem, Associate professor, Department of Economics, Member
4. Sri. K. G. Rajagopal, Executive Engineer, Member
5. Smt. Bindu Pradeep, UDC, Purchase Section, Member
6. Smt. Aswathi. P.S., Assistant, Examination Branch, Member
7. Dr. Sumathi Haridas, Member

Besides, two separate Grievance Redressal Committees function in the University for teachers and non-teaching staff with the objective of redressing any form of grievances – personal or professional.

The existing members of the Grievance Redressal Committees for teachers are:

1. Prof. (Dr.) Jacob Chacko, Dean S.M.P.S, Former Chairman
2. Dr. Baiju K.C ,Associate Professor, Department of Economics, Chairman
3. Dr. Shaini P. Assistant Professor, Department of Mathematics, Member
4. Dr. Santhosh R. Kanade, Assistant Professor, Department of Biochemistry & Molecular Biology, Member
5. Dr. Ranjith N. Kumavath, Assistant Professor, Department of Genomic Science, Member

6. Dr. Syam Prasad , Assistant Professor, Department of Economics, Member
7. Dean of the School from which complaint has been received (to be nominated as and when required), Members
8. Dr. Prasad P, Associate Professor & Head, Dept. of English & Comparative Literature, Member Secretary and Convener

The existing members of the Grievance Redressal Committees for non-teaching staff are:

1. Mr. S. Gopinath, Joint Registrar, Chairman
2. Dr. Aneesh Kumar T.K ,Asstt Director, Official Language, Member
3. Mr. Pradeep P.T. Section Officer, Finance Office , Member
4. Mr. Muhammed Asharaf. T.P, Senior Assistant, Purchase Office, Member
5. Ms. Divya K. Satyan, Senior Assistant, Establishment, Member
6. One regular member of the Non-teaching staff representing the Office/Section/Department from where complaint has been received (to be nominated as and when required), Member
7. Dr. Rajeevan K, Assistant Registrar, Finance, Member Secretary and Convener

5.1.18 Is there an anti-ragging committee? How many instances, if any, have been reported during the last four years and what action has been taken in these cases?

An Anti-Ragging Committee functions in the University for ensuring compliance with the provisions of the “UGC Regulations on Curbing the Menace of Ragging in Higher Educational Institutions, 2009”. The members of the committee are

1. Vice Chancellor, Chairperson
2. District Collector, Member
3. District Police in Charge, Member
4. Representatives of NGO

Mr. Mohanan Mangad, P.O Pare, Uduma, Member

Mr.Abdul Shukkur K Managing Partner, Channel Net Kolikkara, Mansion, Thailangadi, Kasaragod, Member

5. Representatives of Parents

Dr. Padmakumar (Parent of Sruthi.P. III Sem., Dept.of Animal Science), Professor, Dept. of Aquatic Biology, University of Kerala, Kariavattam, Thiruvananthapuram

Ms.Anitha Sckhar, (Parent of Aparna, Dept.of English & Comparative Literature), Mahatma Gandhi University Athirampuzha, Kottayam, Member

6. Representatives of Students (Senior)

Ms. Bhavya Khotralla. Dept. of Bio Chemistry and Molecular Biology, Member Secretary

7. Representatives of Students (Freshers)

Ms. Amala Antony, Dept. of Comparative Literature. First Semester, Member

8. Representatives of Non-teaching Staff

Shri S. Gopinath, Joint Registrar (Aca)

Ms. Divya, Senior Assistant, Member

9. Representative of Faculty

Dr. Vincent Mathew, Dean, Students' Welfare, Member

Dr. Asha.S. Asst. Professor, Dept. of Comparative Literature, Member Secretary

Dr. Swapna. S.Nair. Asst. Professor, Dept. of Physics, Member & Nodal Officer

No incidence of ragging has been reported in the institution since its inception in 2009.

5.1.19 How does the university elicit the cooperation of all its stakeholders to ensure the overall development of its students?

Being a university in the making, CU Kerala sees to it that it elicit cooperation from all of its major stakeholders, viz., the students, parents, faculty, administrative and support staff, alumni, governmental agencies, regulatory bodies, other educational institutions, people from various walks of life including politicians, cultural and literary figures, social activists, etc., media, industry, potential employers, religious groups and the society at large. There are several formal as well as informal channels that ensure the synergy between various stakeholders of the University, including:

- Maintaining transparency, fairness, and objectivity in its functioning,

including student admission, staff recruitment, examinations, financial spending, etc.

- Regular and meaningful interaction between students, faculty and administrative and support staff within and outside the campus
- Regular and meaningful interaction between the university and the outside world through the organization of regular curricular, co-curricular, extra-curricular, cultural and literary events and other social outreach programmes.
- Participation and involvement of its students, faculty and administrative and support staff in curricular, co-curricular, extra-curricular, cultural and literary events and other social outreach programmes organized by other institutions, organizations, socio-cultural forums, literary groups, etc
- Ensuring the participation of all of its stakeholders, including representatives of politicians, cultural, literary and social figures, social activists, media, industry, potential employers, religious groups and the society in its mega events.

5.1.20 How does the university ensure the participation of women students in intra- and inter-institutional sports competitions and cultural activities? Provide details of sports and cultural activities where such efforts were made.

The University ensures that there is no gender bias and all the students be given equal opportunity to participate in co-curricular and extra-curricular activities. As a matter of fact, 75% of its students are girls, who always outperform the boys in co-curricular and extra-curricular activities of the University.

5.2. STUDENT PROGRESSION

5.2.1 What is the student strength of the university for the current academic year? Analyse the Programme-wise data and provide the trends for the last four years.

Total Enrolment in the year 2013-14	
Undergraduate	51
Post graduate	549
Ph.D.	107
Student Progression	%
UG to PG*	Not relevant as the first batch is not yet out
PG to M.Phil.*	6%
PG to Ph.D.	17.6%
Ph.D. to Post-Doctoral	Not Relevant as no Ph.D. is

		awarded yet
Employed	Campus selection	1%
	Other than campus recruitment	37%

5.2.3 What is the programme-wise completion rate during the time span stipulated by the university?

Programme	Completion Rate
M.A. Economics	100%
M.A. English & Comparative Literature	100%
M.A. Linguistics	100%
M.Sc. Animal Science	100%
M.Sc. Bio-Chemistry & Molecular Biology	100%
M.Sc. Chemistry	100%
M.Sc. Computer Science	100%
M.Sc. Genomic Science	100%
M.Sc. Mathematics	100%
M.Sc. Physics	100%
M.Sc. Plant Science	100%
MSW	100%

5.2.4 What is the number and percentage of students who appeared/ qualified in examinations like UGC-CSIR-NET, UGC-NET, SLET, ATE / CAT / GRE / TOFEL / GMAT / Central / State services, Defence, Civil Services, etc.?

Examination/Fellowship	Appeared		Qualified	
	Number	%	Number	%
UGC-CSIR/UGC NET	347	60%	24	7%
NET	347	60%	43	12%
GATE	116	20%	49	42%
ATE	0	0%	0	0%
CAT	6	1%	0	0%
GRE	6	1%	0	0%
TOFEL	6	1%	5	86%
GMAT	6	1%	5	86%
Central services	12	2%	1	9%
State services	58	10%	0	0%
Defence Services	0	0%	0	0%
Civil Services	6	1%	0	0%
KSCSTE JRF	58	10%	42	73%
Marie Curie Fellowship	6	1%	1	17%
Moulana Azad Research Fellowship	6	1%	1	17%

Examination/Fellowship	Appeared		Qualified	
	Number	%	Number	%
INSPIRE	17	3%	7	40%
SLET	116	20%	10	9%
JEST	58	10%	2	3%

5.2.5 Provide category-wise details regarding the number of Ph.D./ D.Litt./D.Sc. thesis submitted/ accepted/ resubmitted/ rejected in the last four years.

So far only one student from the Department of Physics has submitted his Ph.D. thesis.

5.3. STUDENT PARTICIPATION AND ACTIVITIES

5.3.1 List the range of sports, cultural and extracurricular activities available to students. Furnish the programme calendar and provide details of students' participation.

The University is yet to set up a Directorate of Physical Education and other physical infrastructure, including playgrounds and other indoor and outdoor courts for sports and games activities. Notwithstanding this handicap, the university has appointed two faculty members as the coordinators of the Sports & Game Events and Cultural Events. The coordinators work in coordination with the Students' Advisors and Mentors of the individual Departments to spot the students with previous records of participation in sports and cultural events, encourage, and support them in representing the University.

Though the University does not have a specific calendar for sports, cultural and extracurricular activities at present, the respective coordinators conduct selection trials (by making use of the infrastructural facilities of the nearby institutions) for selecting University Teams for various games, cultural and other events.

The students under the banner of the Students' Council organize a mega art festival cum cultural event every year that provides the students an opportunity to stage their artistic and cultural talents.

5.3.2 Give details of the achievements of students in co-curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. during the last four years.

Name Of The Student	Class & Year	Competition	Position
Saritha M.	M.Sc. (2012-14)	State level poster designing competition on world food day conducted by Kodungallur	First Place

Name Of The Student	Class & Year	Competition	Position
		Kunhikuttan Thampuran Memorial (KKTm) College, Thrissur	
Maya N.	M.Sc. (2012-14)	Essay competition Malayalam (literary fest, Central University of Kerala 2013)	First Place
Maimoonath Beevi Y. P.	M.Sc. (2012-14)	Versification Malayalam (Women's day celebrations Central University of Kerala, 42013)	Third Place
	M.Sc. (2012-14)	Essay competition Malayalam (literary fest, Central University of Kerala, 2013)	Third Place
Gouri Priya Ranjith	M.Sc. (2012-14)	Essay competition English (Women's day celebrations Central University of Kerala, 2013)	Third Place
	M.Sc. (2012-14)	Slogan writing (Women's day celebrations Central University of Kerala, 2013)	Third Place

5.3.3 Does the university conduct special drives / campaigns for students to promote heritage consciousness?

The respective departments arrange study trips to heritage sites so as to promote heritage consciousness among the students. Most of the departments have organized study trips to the nearby heritage places like Bekal Fort, Ananthapura Lake Temple, Malik Dinar Mosque, Hosdurg Fort, Chandragiri Fort, Maipady Palace, etc.

5.3.4 How does the university involve and encourage its students to publish materials like catalogues, wall magazines, college magazine, and other material? List the major publications/ materials brought out by the students during the last four academic sessions.

The university encourages and supports its students in publishing magazines and other materials by providing the necessary financial support and editorial support by the faculty. The university has committees for each of such activities in which the students are involved. The Students Affairs Council (SAC) under the office of the Dean, Students' Welfare, has a Students' Publication Board which takes care of all the student publications. Some of the initiatives include:

- The University, in coordination with the Students' Council of the University, publishes Annual Students' Magazine carrying the creative works of the students and staff of the University.

- *Puthumazha* is the nature magazine published by the Nature Club of the Central University of Kerala under the initiative of the Department of Animal Science in the School of Biological Science. Dr. Platty Allesh Sinu, is the current Editor-in-Chief of *Puthumazha*. *Puthumazha* provides a platform for the entire CU Kerala Community to publish their nature-related articles, reports, essays, poems, photographs, etc. The magazine is published four times a year in March, June, September and December.
- The ‘Wall Magazine’, an initiative of the Students’ Council, provides an opportunity to the students to share their original and creative thoughts and ideas and express their creative talents.
- The University also publishes event brochures and other occasional or observance publicity materials (like notices, flyers, posters, leaflets etc.), as the work of students.

5.3.5 Does the university have a Student Council or any other similar body? Give details on its constitution, activities and funding.

Yes. The university has a Student Council. The Student Council of CU Kerala is a student body comprising 40 student representatives of which 20 members are elected and 20 members are nominated, representing the respective departments.

The following members were the office bearers of the Student Council of CU Kerala, 2014-15

President	Aby Abraham, Research Scholar, ECL.
Vice-Presidents	Jubiya Jose, B.A IR.
	Athul Nath, M.Sc. Physics
General Secretary	Prashanth Ballulaya, Research Scholar, Animal Science
Jt. Secretary (Magazine)	Tissa Thomas, MSc physics
Jt. Secretary (Culture)	Ayeshath Saffreena, M.Sc. Computer Science
	Vivek Sankar, LLM
Jt. Secretary (Sports)	Karishma Kunhikannan, MSc Mathematics
	Ratheesh V, MSW

The Students’ Council organizes a host of academic and co-curricular activities, personality development sessions, training programmes, sensitization programmes, observance of days of national/international importance, socio-cultural events and arts and cultural events and competitions every year through the active participation of the entire student community.

5.3.6 Give details of various academic and administrative bodies that have student representatives on them. Also provide details of their activities.

The following academic and administrative bodies of the University have students as members:

- Academic Council (two members)
- Internal Quality Assurance Cell (two members, one current and one alumnus)
- Anti- Ragging Cell (one member each from the senior students and freshers)
- Students' Grievance Redressal Cell (One Student Council member from the Constituency representing the academic unit from which the complaint has been received)



CRITERIA 6
CRITERIA-WISE INPUTS

**GOVERNANCE, LEADERSHIP
& MANAGEMENT**

SELF-STUDY REPORT

6.1. INSTITUTIONAL VISION AND LEADERSHIP

6.1.1 State the vision and the mission of the university.

Vision & Mission Statement of the University

The Central University of Kerala is founded on the lofty vision of a ‘**ca**ring **wi**sdom’ that aims at sensitizing present and future generations to the need for the enrichment of the individual, to the sustainable development of society, and to environmental harmony. We are committed to the task of generating and disseminating knowledge in cutting edge areas of learning through innovative teaching/learning methodologies which ensure the maturation of individuals through physical, emotional, intellectual, and spiritual growth. This challenging academic mission is enthused by the ideals of interdisciplinarity, meaningful local-global interaction, ecological balance, and equilibrium of physical and spiritual faculties.

Our holistic scheme of education privileges critical insight, transparent methodology and scientific temperament, even as it emphasizes the values of tolerance, peace and joy. The concept of education as envisioned by the Central University of Kerala transcends the barriers of time and place facilitating a confluence of various cultures and traditions upholding the rights and dignity of the individual across all classes, knowledge systems and all ages. We wish to set a new benchmark for quality higher education, which is charged with the missionary zeal to establish a world that respects the equality of genders, classes and creeds; promotes scientific thought, cherishes the dreams of inclusive development, and celebrates the balance of culture and nature.

Objectives of the University

The Central Universities Act, 2009, enumerates the objectives of the University as follows:

1. To disseminate and advance knowledge by providing instructional and research facilities in such branches of learning as it may deem fit;
2. To make special provisions for integrated courses in humanities, social sciences, science and technology in its educational programmes;
3. To take appropriate measures for promoting innovations in teaching-learning process and inter-disciplinary studies and research;
4. To educate and train manpower for the development of the country;
5. To establish linkages with industries for the promotion of science and technology;
6. To pay special attention to the improvement of the social and economic

conditions and welfare of the people, their intellectual, academic and cultural development.

Keeping in mind the objectives as enumerated in the Act, the Central University of Kerala is committed to provide instructional and research facilities in all suitable and relevant branches of learning. Special provisions shall be made for integrated courses in Humanities, Social Sciences and Science & Technology in our academic programmes. Interdisciplinarity will be promoted in the academic courses and research. Innovations in modern teaching-learning process will be implemented, avoiding rigidity and exclusion in extending the borders of learning and research resources. We shall educate and train the manpower for the development of the country; establish linkages with industries for promoting science and technology. The activities of the University will be planned in order to contribute to the improvement of the social and economic conditions of the people by developing their intellectual, academic and cultural resources.

The Logo of the University



The Logo of CU Kerala has been designed by the renowned sculptor Kanayi Kunhiraman. The name of the University is given in Hindi and in English within two concentric circles. It suggests that CU Kerala is a local site to create, collect, and codify knowledge and to disseminate the light of knowledge globally. In the central image, the abbreviation of the name of the University (CU Kerala) is placed in such a way as to evoke a crown of *theyyam*, the indigenous art form of the Malabar region where the University is located. The image also evokes the shapes of a nib and a computer mouse, which represent traditional and modern pursuits of knowledge respectively. The open book, the classic representation of learning, acts as the base of the logo. In the lettering 'CU Kerala', the character 'U' is made taller to signify that a university is an end in itself. The circle with nine rays represents the radiance of knowledge, which is further affirmed in the motto *Amritam tu vidya* which means, 'Knowledge is eternal'. It appears in many scriptures such as the Katha Upanishad 2:3:17. Here, it is taken from *Shvetashvatara Upanishad* (5:1): "*Ksharam tu avidaya hi amritam tu vidya.*" (Ignorance leads to decay, and knowledge to Immortality).

6.1.2 Does the mission statement define the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, the institution's tradition and value orientations, its vision for the future, etc.?

Yes. The mission statement of the University identifies sustainable development of the society, environmental harmony, ecological balance and meaningful local-global interaction among its objectives keeping in mind the needs of the society it ought to serve.

Founded on the lofty vision of a 'caring wisdom', the University aims at sensitizing the present and future generations to the need for the enrichment of the individual, the cultivation of critical insight and scientific temperament, the equilibrium of physical and spiritual faculties and the promotion of the values of tolerance, peace and joy. The mission statement underscores its commitment to the task of generating and disseminating knowledge in cutting edge areas of learning through innovative teaching/learning methodologies.

The concept of education as envisioned by the Central University of Kerala transcends the barriers of time and place facilitating a confluence of various cultures and traditions upholding the rights and dignity of the individual across all classes, knowledge systems and all ages.

The mission statement articulates the missionary zeal of the University to establish a world that respects the equality of genders, classes and creeds; promotes scientific thought, cherishes the dreams of inclusive development, and celebrates the balance of culture and nature.

6.1.3 How is the leadership involved

□ In ensuring the organization's management system development, implementation and continuous improvement?

CU Kerala has a well-defined governing mechanism administered by the Central Universities Act 2009. The governance structure of the University has The Hon. President of India at the helm as Visitor. The statutory bodies of the University – the Court, the Executive Council, the Academic Council, Board of Studies and Finance Committee – are the authorities of the University entrusted with the powers of administering, regulating, monitoring and reviewing the policy matters of the university related to its administration, academics and finance. This governing mechanism provides the necessary framework for the academic and administrative development of the University, taking appropriate policy decisions for the smooth running of the university, approving academic and administrative plans for expansion of the University, conducting recruitments, regulating and enforcing discipline among the staff, managing and regulating finance, accounts, investments, property and all important administrative affairs of

the University and delegating powers as may be deemed fit. An authority of the University may appoint as many standing or special committees as it may deem fit. Such appointed committees may deal with any subject delegated to it, subject to subsequent confirmation by the authority appointing it.

❑ **In interacting with its stakeholders?**

The leadership of the University, at various levels, maintains constant connexion with its stakeholders, including students, parents, faculty, administrative and support staff, alumni, governmental agencies, regulatory bodies, other educational institutions, people from various walks of life including politicians, cultural and literary figures, social activists, etc., media, industry, potential employers, through its academic programmes, curricular, co-curricular and extracurricular activities and the variety of outreach programmes.

❑ **In reinforcing a culture of excellence?**

The involvement of leadership in reinforcing a culture of excellence is reflected in its transparent and accountable actions with regards to the appointment of statutory officers, faculty and administrative and support staff, the selection of academic programmes, its commitment to support faculty and students in their striving after excellence, and its untiring and continuous effort to build a new university from nothingness to a world-class one.

❑ **In identifying organizational needs and striving to fulfil them?**

The involvement of the leadership of the University, at various levels, through Standing and Special Committees like Departmental Research Committees, Departmental Committees, Library Committee, Admission Committee, Examination Committee, Deans' Committee, Board of Studies, Academic Council, helps identify and prioritize the organizational needs and plan and execute strategies to fulfil them.

6.1.4 Were any of the top leadership positions of the university vacant for more than a year? If so, state the reasons.

Yes. Most of the top positions of CU Kerala are vacant including senior faculty positions of Professors and Associate Professors, Registrar and Finance officer, due to factors beyond the control of the University.

6.1.5 Does the university ensure that all positions in its various statutory bodies are filled and meetings conducted regularly?

Yes. The university takes all measures to fill vacant positions in all its statutory bodies like the Court, the Executive Council, the Academic Council, Board of

Studies and the Finance Committee. In addition to the above five, there are other university statutory bodies such as the Selection Committees for appointment of teachers, Establishment Committee for recruitment to non-teaching posts, Boards of Studies, Departmental Research Committees, Departmental Committees, Library Committee, and Admission Committees. The university initiates immediate action to fill in the positions that fall vacant on account of the completion of tenure or any other reason. The positions on these bodies are never allowed to remain vacant.

The statutory bodies meet regularly as per requirement of the Act and the Statutes, and/or the agenda. The Court - the highest body of the university - meets once a year, wherein all important policy matters are discussed and approved. The other important bodies like Executive Council, Academic Council, etc. meet regularly depending upon the agenda and importance of the issue(s).

6.1.6 Does the university promote a culture of participative management? If yes, indicate the levels of participative management.

The constitutions of various statutory bodies of the University speak evidently of the participative nature of management from the highest to the lowest levels. The University encourages the participation of all stakeholders in the democratic process of decision making. This democratic participative management system allows continuous involvement of all important functionaries of the University, including faculty, in the decision making, policy formulation and in the formulation of academic, research, and extension programmes. At the university level, faculty representation in all the important decision making bodies - the Court, the Executive Council, and the Academic Council – is ensured on the basis of seniority. In addition, different committees are constituted / nominated by the Vice-Chancellor from time to time to guide and administer the university functioning both at the academic and administrative levels. At the departmental level, faculty is actively involved in academic decision-making and in other decisions taken by the Boards of Studies and other Departmental Committees. All academic decisions are taken after thorough discussions at various levels such as at the department, school, and university levels.

6.1.7 Give details of the academic and administrative leadership provided by the university to its affiliated colleges and the support and encouragement given to them to become autonomous.

Not applicable.

6.1.8 Have any provisions been incorporated / introduced in the University Act and Statutes to provide for conferment of degrees by autonomous colleges?

Not applicable.

6.1.9 How does the university groom leadership at various levels? Give details.

The democratic participative management system provides ample opportunities for grooming leadership at various levels. The provisions/opportunities provided for grooming the faculty and students for leadership roles include:

- Teachers have representation in statutory bodies – the Court, the Executive Council, the Academic Council and Board of Studies
- Short and fixed tenure of Membership of various statutory bodies
- The University follows the rotation system of the tenure of its Deanships, Headships of departments and Directorships of various cells.
- The faculty members are put In-charge or serve as members of the various Centres, Cells, Clubs, Forums and Committees giving them additional responsibilities and providing them autonomy in handling the challenging tasks
- The faculty members are put in charge of the sports and cultural affairs of the University
- Additional charges to faculty, include Hostel wardens, Coordinators, Nodal Officers, NSS/NCC, Grievance Cell, Anti-Ragging Cells, Women’s Forum, etc.
- Encouragement and support to Departments, Cells and Forums for organizing leadership development activities and programmes for students and faculty
- Encouragement and support to students and faculty for participation in leadership development activities and programmes organized by other agencies/institutions.
- At the departmental level, faculty members are entrusted with responsibilities for conducting internal evaluation, invigilation, convenors/organizing secretaries/members of various curricular, co-curricular and extracurricular events and programmes
- Non-teaching staff are given additional training in capacity building and skill and personality developments
- Non-teaching staff are given additional charge or roles, at various levels, in various Committees, Cells and Forums
- Students are given representation in important academic and administrative bodies of the University, including Academic Council (two members), Internal Quality Assurance Cell (two members), Anti- Ragging Cell (one member each from senior students and freshers) and Students’ Grievance

Redressal Cell (One Student Council member from the Constituency representing the academic unit from which the complaint has been received).

- The students' involvement in the activities of the Students' Council, management of hostels, sports committee, extension activities and in organizing departmental events and activities.

6.1.10 Has the university evolved a knowledge management strategy? If yes, give details.

Yes, the University has evolved a knowledge management strategy, at various levels, as listed below:

- Knowledge related to all the academic matters of a particular course of a programme is maintained in the form of a comprehensive document called "Course File" which provides course structure, course contents, compulsory and supplementary reading lists, course material consisting of e-contents, presentation handouts, video/audio lessons (if any), links to online course materials and a detailed Course Delivery and Assessment Schedule consisting of delivery mode (Lecture, Presentation, Debate, Discussion, Quiz, Problem Solving, e-content delivery, etc.), detailed topic-wise Course Delivery Schedule consisting of topic, date, time and location, Continuous Assessment Schedule consisting of modes of assessment (Subjective Test, MCQ, Quiz, Assignment, Presentations, Term Paper etc), dates of assessment, submission method if relevant, weightage of each assessment and the dates of declaration of the results and grievance redressal mechanism. The knowledge generated by the course in the form of term papers, assignments and projects is also an integral part of the course file. This document is updated every year and a copy of the revised version is provided to all faculty. A digital version of the Course File of each course is also made available on the Departmental Page of the University website.
- A hard copy of the Ph.D./M.Phil. thesis submitted by the successful Ph.D./M.Phil. scholars is kept in the University Library. A soft copy of the thesis is also made available in the archive section of the Library page of the University Website for controlled access within the University. A softcopy of the thesis is also sent to the Shodhganga project of the INFLIBNET for providing controlled public access to the research community.
- A hard copy of the Project Report submitted by the Principal Investigator to the funding agency is maintained in the University Library. A soft copy of the report is also made available in the archive section of the Library page of the University Website for controlled access within the University.
- The Department maintains a 'Publication Archive', a file containing a copy of the publications (either abstracts or full text) of the faculty and students,

for future references. The Publication Archive is also made available on the Departmental page of the University website.

- The University also publishes an Annual report, featuring detailed activity and achievements report of the teaching departments (enrolment details, faculty details, list of research publications (both in journals and conference proceedings) by the faculty and students, conferences/seminars/workshops, etc., organized by the department, individual achievements of the faculty and students, extension activities of the department, etc.), activities of the administrative and support sections and activities of the various cells, committees and forums, including activities of the Students' Council.
- The University also publishes one peer reviewed international academic journal (Humanities Circle), with ISBN, a bi-annual Nature Magazine, *Puthumazha* and an annual Students Magazine, featuring the creative pieces of the CU Kerala community.
- Maintaining a complimentary copy of the books/edited books by the faculty and others in the University library.

6.1.11 How are the following values reflected in the functioning of the university?

☐ Contributing to national development

In the current knowledge era, which is driven by a knowledge economy, CU Kerala believes in contributing to nation building by moulding resourceful students keen on expending their skills and abilities for the development of the nation.

Besides, the several research projects undertaken by the faculty in the cutting-edge areas of pure and applied sciences, with funding from national agencies like UGC, DST, DBT, SERB, DoD, CSIR, etc., will definitely improve the living conditions of the public in the country, thereby contributing to nation building.

☐ Fostering global competencies among students

The activities of the University towards fostering global competitiveness among its students is reflected in its

- World-class curriculum at the postgraduate and research level
- Its limitations in physical infrastructure notwithstanding, the University provides its departments with state-of-the-art laboratory facilities
- Its students qualifying international competitive examinations like GRE and TOFEL
- Its students winning prestigious doctoral fellowships at various research

institutions abroad

- Publications in international peer reviewed refereed research journals

❑ **Inculcating a sound value system among students**

The Central University of Kerala is founded on the lofty vision of a ‘**caring wisdom**’ that aims at sensitizing present and future generations to the need for the enrichment of the individual, to the sustainable development of society, and to environmental harmony. The other values/attributes envisioned of the graduates include original thinking, critical insight, individual enrichment, innovativeness, mental and spiritual refinement, social commitment, sensitivity to the environment, innovativeness, emotional maturity, respect for the local, a global outlook, scientific temper, tolerance, peace & joy, a catholic vision, respect for the other, grounding in ethical values, relentless pursuit of excellence, quest for knowledge and steadfastness to truth.

True to this vision, CU Kerala has given extreme importance to the task of inculcating social, ethical, moral and personal values among students and moulding them into responsible citizens of the country, as reflected in its various activities like:

- Organization of Community Extension Programs at regular intervals (mainly through its Social Work Department)
- Promotion of a gender-sensitive environment within the campus by organizing sensitization programmes for the entire CU Kerala community (mainly through its Women’s Forum)
- Inculcating research ethics in students by making them aware of the copy right, citation and intellectual property rules (mainly through the Research Directorate, Project Cell and through the respective research supervisors)
- Inspiring students by example (through individual faculty)
- Observances of days of International/National Importance (World Environment day, World Forest, Water and Climate day, UN Day, Teachers Day, Swaccha Bharat Day, Republic Day, Martyr’s Day, Impendence Day, Rashtriya Ekata Divas, National, Hindi Day, International Mental Health Day, International Students Day, World Aids Day, Human Rights Day, National Education Day, Keralappiravi, etc. (Mainly as the initiatives of the respective departments and Students’ Forums)
- Encourages and supports students in celebrating festivals like Onam, Christmas, Iftars and holding cultural activities like arts day celebration

and performance events (Mainly through Students' Council and its Forums)

- The University also conducts, from time to time, training sessions/invited talks on personality development, psychological counselling, art-of-living, art-of-giving sessions etc. (Mainly through Centres, Cells and Forums)
- The University arranges popular lectures by eminent thinkers, prominent local cultural icons, social activists through its Centres, Cells and Forums. This is supplemented by various cultural activities carried out by the students (Mainly through Centres, Cells and Forums).

❑ Promoting use of technology

The commitment of CU Kerala to promotion of the use of technology is reflected in its various activities/schemes like

- ICT-enabled digital classrooms with 24×7 Wi-Fi Internet connectivity and LCD projectors and computers
- CUKMoodle Learning Management System that made the conventional classrooms into 24×7 learning places
- Campus-wide access to Digital Resource Centre with e-journal, e-books, OCWs, MOOCs resources, videos, audios and other digital learning resources available on the web
- Use of blogs, online social networking platforms, discussion forums, mobile devices for learning and continuous evaluation.
- Availability of e-Content creation software like Web development tools, Audio and Video Editing tools, graphics and imaging tools, audio-video recorders and players, digital cameras, word-processing, spreadsheet, presentation and database tools, File management and file tracking systems, etc.
- Individual Computers to the faculty

The university proposes to implement the MHRD sponsored EDRP Mission (Educational Resource Planning) project (developed under NMEICT) with facilities like Online admission system, Election management system, Purchase and inventory control system, Brihaspati general accounting system, Project management system, Payroll system, OMR system, Fee management system and Alumni management to realize our dream of a paperless administrative and support system.

❑ Quest for excellence

Relentless pursuit of excellence and quest for knowledge are the two attributes envisioned of the graduates in the vision statement of the University. True to this vision of the University, it extends all possible encouragement, motivation and support to its students, faculty and administrative and support staff to achieve excellence in their respective areas:

- The students are motivated and given support to excel in academics, extra-curricular activities & cultural activities (merit and merit-cum-means scholarships, research assistantship to research scholars, freships to SC/ST students, central and state government sponsored scholarships, support for participation in curricular, co-curricular and extracurricular activities, access to state-of-the-art laboratories, adequate library facilities, access to a huge repository of learning resources and research materials, availability of and access to of world-class ICT resources, personality development training programmes, career guidance and placement services, etc., to name a few)
- The faculty are given all possible support and motivation to excel in their area of study and research (support given to organize/participate international/ national co-curricular activities, adequate library facilities, access to a huge repository of learning resources and research materials, availability of and access to of world-class ICT resources, provision of study leaves, the services of Project Cell for hassle-free execution of the externally funded research projects, etc., to name a few)
- The administrative and support staff are also given ample opportunities for their professional development in the form of skill development training, ICT training, Soft skill training, etc.

6.2. STRATEGY DEVELOPMENT AND DEPLOYMENT

6.2.1 Does the university have a perspective plan for development? If yes, what aspects are considered in the development of policies and strategies?

The university has a perspective plan for its development.

❑ Vision and mission

- Generation and dissemination of knowledge in cutting edge areas of knowledge
- Cultivation of critical insight, scientific temperament, attaining equilibrium of physical and mental faculties among its students and maturation of the individual through physical, emotional, intellectual and spiritual growth

- Promotion of the values of peace, tolerance and joy
- Meaningful local-global interaction
- Sustainable development of the society
- Environmental harmony and ecological balance
- Confluence of various cultures and traditions
- Setting benchmark for quality higher education

□ Teaching and learning

With regard to teaching and learning the perspective plan of the CU Kerala aim at achieving the following:

- A flexible CBCS curriculum with inter departmental/school courses, value added courses, curriculum flexibility, modular course structure, enrichment courses, credit transfer and portability facility and the provision for integrating the face-to-face mode of learning with online distance mode.
- Implement reforms in teaching, learning, and evaluation through the use of ICT to fully realize the task of converting the conventional classrooms into 24×7 learning places.
- A fully automated paperless administrative support system for the smooth coordination and implementation of academic activities.
- Strengthening the existing system of self-learning, peer learning, student mentoring, team building and student involved academic programs to ensure an inclusive academic ambience at the Departments
- Strengthen the existing Annual Academic Audit by including the courses, programme, faculty and the Office of the Controller of Examinations under the purview of the Academic Audit.
- Strengthening the existing Students Mentoring, Tutorial and Feedback Systems

□ Research and development

The University has a perspective research plan for promoting research and developmental activities, including

- The Postgraduate curriculum is designed with due weightage to instil research aptitude among the students, for enabling smooth transition of prospective researchers from postgraduate level to Ph.D.
- Strengthening the activities of the Project Cell to sensitize and support the faculty and students to mobilize industry sponsored applied research

projects that has immediate impact on the development of the Nation.

- Support the schools, departments and faculty to undertake national/international collaborative research project to benefit both the countries involved.

❑ **Community engagement**

The University has a perspective plan for strengthening its community engagement through academic, cultural and extension activities. Some of the activities planned include:

- Start of Community College with programmes that exploits the entrepreneurship and other job opportunities of the regions and the locality
- Start of School Medical Science and allied programmes for the benefit of the general public
- Start of NSS and NCC units to give a fillip to CU Kerala's community extension activities
- Start of a Physical Education Directorate for extending the service of the University to the general public in sports and games.

❑ **Human resource planning and development**

The University has a perspective plan for strengthening its human resource management and development. Some of the activities planned include:

- Start of an Academic Staff College with the UGC aid for capacity building of the faculty
- Conduct of professional development and skill development training programmes for faculty and administrative staff
- Start of Skill Development cum Finishing School for training the students to improve their employability factor.
- Implementing a fully automated paperless e-governance administrative and support system for efficiently utilizing the human resources.

❑ **Industry interaction**

The University has a perspective plan for strengthening its existing industry interaction. Some of the activities planned include:

- Promote and support departments for signing MoUs with industry for academic, research, training and placement collaborations.

- Strengthening the activities of the Career Guidance and Placement Cell of the University for attracting more employers and industries for Campus Recruitments
- Accommodating industry representative in academic bodies (Academic Council and Board of Studies) and in curricular and co-curricular events organized by the Departments to provide an opportunity for the students and the faculty to interact with industry personnel and to elicit feedback on academic programmes.

□ Internationalisation

The University has a perspective plan for increasing its visibility to through process of internationalization. Some of the activities planned include:

- Strengthening the activities of the International Cooperation (Foreign Students) cell of the University to attract more students from outside the country.
- Supporting the departments for signing MoUs with foreign academic and research institutions for collaborative academic and research programmes and for students exchange programmes.
- Support and promote the faculty for offering industry standard MOOCs courses for providing international visibility and reputation to the University

6.2.2 Describe the university's internal organizational structure and decision making processes and their effectiveness.

The University's internal organisational structure is as per the Central Universities Act 2009 and Statute of the University. The internal organizational structure of the University is depicted as an organogram below:

University Court (Chancellor presides)						
Academic Council (VC Presides)	Board of Studies	Finance Committee (VC Presides)	Executive Council (VC Presides)			
VC's Office						
Schools-Deans	Centres	Controller of Exams	Finance Office	Registrar Office	Students' Welfare	Other Offices
Department-Chairperson	Spl. Committee	Admission	S&P	Estate	Wardens	Library
Faculty		Defence	Bills	Academic	Health Centre	E-Governance
		Evaluation	PFP	Administration	Sports	Alumni

Criteria 6: Governance, Leadership & Management

		Collaboration	Pension	Engineering	Cultural	vigilance
		Project admin.	Salary	Security		Proctor
			Cash	Legal		
			IA	Public Relations		
				SC/ST		
				Hindi Cell		

The statutory officers of the University are:

1. The Chancellor;
2. The Vice-Chancellor; The Vice-Chancellor is the Chief Executive and Academic Head of the University
3. The Pro-Vice-Chancellor;
4. The Deans of Schools;
5. The Registrar;
6. The Finance officer;
7. The Controller of Examination;
8. The Librarian; and
9. Such other officers as may be declared by the Statutes to be the officers of the University.

The Vice-Chancellor is the Head of the institution. He is assisted by the Deans of Schools, Directors, Registrar, Finance Officer, Controller of Examinations, Central Vigilance Officer, Central Public Information Officer, Librarian, Internal Audit Officer, etc. in all academic, administrative matters, evaluation, law & order and welfare measures.

The Executive Council, the Academic Council and the Finance Committee are the apex statutory bodies. The Vice Chancellor is the chairperson of all statutory bodies. The members of these councils express their views and suggestions for the smooth functioning of the university in the periodic meetings. Subject to the overall control and supervision of the Academic Council, the Board of Studies approves subjects for research for various degrees, appointment of supervisors for research and other requirements of research degree, recommends courses of studies, appoints examiners for courses of studies and other measures for improvement of the standard of teaching and research.

The administrative machinery is well-knit and there is adequate decentralization of various functions. The examination wing is headed by the Controller of

Examinations assisted by the support staff, which takes care of the conduct of CUCET for admission and other examination related matters. All the administrative functions including governance, planning, development, legal cell, come under the overall control of the Registrar. Finance & Accounts, budget issues, processing of bills, utilization of funds, investments etc are taken care of by the Finance and Accounts Section. Other officers assist the Vice-Chancellor in the implementation and execution of various policies. Both the top down and bottom-up approaches are used to implement policies.

The existing organizational structure of CU Kerala is found to be very effective in exercising its duties and responsibilities.

6.2.3 Does the university have a formal policy to ensure quality? How is it designed, driven, deployed and reviewed?

Yes. CU Kerala has a definite policy to ensure the quality of various academic and research programmes of the university. The quality assurance policy is designed, driven, deployed and reviewed at various levels and bodies of the university.

- At the topmost level, the Executive Council of the University has a well spelt-out policy to ensure quality in faculty and administrative and support staff appointments and in granting career advancement facilities to the faculty.
- The Academic Council, the principal academic body of the University, coordinates and exercises general supervision over the academic policies and quality measures of the University
- Each department has a Board of Studies. Subject to the overall control and supervision of the Academic Council, the Board of Studies approves subjects for research for various degrees, appointment of supervisors for research and other requirements of research degree, recommends courses of studies, appoints examiners for courses of studies and adopts other measures for improvement of the standard of teaching and research.
- At the Departmental Level, the Departmental Research Committee (DRC) and Doctoral Committees (DCs) design and deploy various measures to ensure the quality of the research work carried out at the Department. The DRC monitors areas of research, allocation of research guides, the progress of research and reduces redundancy in research proposals. It also provides directions for ensuring quality. The research proposals submitted to grant agencies are scrutinized by experts in the field and the suggestions are incorporated.
- Every Department has a Faculty Council and Programme Committees that design and deploy quality measures and continuously monitor the academic

activities of the Department. The Faculty Council finalizes the distribution of work among the faculty and ensures that the required standard of teaching and research is maintained.

- The Internal Quality Assurance Cell (IQAC) of the University plays a proactive role in ensuring quality in teaching, learning and assessment. It designs and deploys various quality enhancement measures and it also coordinates the quality enhancement initiatives/measures among various teaching departments.
- All these bodies and committees periodically sit and review the performance inputs against the expected outcome, based on which additional quality enhancement measures or fine tuning of the existing quality enhancement measures is done.

6.2.4 Does the university encourage its academic departments to function independently and autonomously and how does it ensure accountability?

The policy of CU Kerala is to provide maximum autonomy to departments in their functioning while maintaining transparency and accountability in its activities.

The Departments are given full autonomy in all the academic matters, except for the insistence to follow the general curriculum guidelines and academic schedule of the university. The Departments have complete academic freedom in curricular design and review, the inclusion of subject experts in the Boards of Studies, selection of experts for setting up question papers, the evaluation methods. They also have complete autonomy in evolving and following innovative teaching, undertaking research projects and consultancies and conducting conferences and workshops.

Accountability is ensured through collecting and evaluating annual performance appraisal reports of the faculty members, Annual Performance Assessment Reports from the Departments and through the Career Advancement Scheme for promotion

6.2.5 During the last four years, have there been any instances of court cases filed by and against the institute? What were the critical issues and verdicts of the courts on these issues?

There were instances of court cases during the past four years. The main issues were related to recruitment to Teaching and Non-Teaching posts. Most of the cases are still pending at Court. A list of such cases is given below.

Sl. No.	Case No.	Petitioner/ Respondent	Content
1.	W.P (C) No. 34736/2011	Madhu Kallingalthodi Vs. CUK	Challenging selection of Assistant Professor in

Sl. No.	Case No.	Petitioner/ Respondent	Content
			Physics pending No Counter.
2.	W.P (C) No. 6415/2012	Baiju K.C. Vs. CUK	Appointment to the post of Associate Profession in Economics is the matter in issue. The case is pending.
3.	W.P (C) No. 9541/2012	M.V. Narayanan Vs. CUK	Selection for the post of Professor in Comparative Literature in under challenge. Matter is pending
4.	W.P (C) No. 14464/2012	Samuel Mathew Vs. CUK	Challenging the appointment to the post of Associate Professor in Physics. Pending.
5.	W.P (C) No. 25411/2012	A. Noushad Vs. CUK	Challenging the selection of guest faculty in linguistic Department. The case is pending
6.	W.P (C) No. 5769/2013	Manoj P.K. Vs. CUK	Challenge against the appointment of Assistant Professor in Physics. Case pending.
7.	W.P (C) No. (C)10382/2013	Rajeesh K.P. and other Vs. CUK	Challenging selection to the post of Assistant Professor in Computer Science. Pending. No Counter filed.
8.	W.P (C) No. 10597/2013	Gopika K.K. Vs. CUK	Challenging the appointment for the post of Hindi Officer. Matter is pending.
9.	W.P (C) No. 14094/2014	Suresh Kumar V. Vs. CUK	Challenging expulsion from the post of Driver on the ground that he was over qualified. Matter is pending
10.	W.P (C) No. 15692/2014	Harishankar G. Vs. CUK	Writ Petition challenging the age criteria in admission for PG Courses.
11.	W.P (C) No. 809/2015	M.V. Unnikrishnan Vs. Union of India and others	Challenging the illegal deputation and the benefits drawn by Dr.Girish Kumar.

Criteria 6: Governance, Leadership & Management

Sl. No.	Case No.	Petitioner/ Respondent	Content
			Dismissed by the Division Bench.
12.	W.P (C) No. 1969/2015	Dr. Girish Kumar R. Vs. CUK	Dr. Girish Kumar challenged cancellation of deputation. Dismissed.
13.	Con. Case 117/2015 RP 180/15	Dr. Girish Kumar R. Vs. Gopinath and another Dr. Girish Kumar R. Vs. CUK	Contempt closed without any observations. Pending .
14.	W.P (C) No. 7880/2015	Anoop P.V. Vs. CUK	Seeking registration for PhD University express his willingness to accommodate him and Writ Petition was closed.
15.	W.P (C) No. 10933/2015	Dr. S. Sabu Vs. CUK	Seeking permission to take part in the Interview to the post of Associate Professor. Closed
16.	W.P (C) No. 11182/2015	Amruth G. Kumar Vs. CUK	Seeking permission to take part in the Interview to the post of Associate Professor. Closed
17.	W.P (C) No. 11902/2015	Dr. Prameela O. Vs. CUK	Seeking permission to take part in the Interview to the post of Associate Professor. Infructuous.
18.	W.P (C) No. 12109/2015	Abhilash Kumar N. Vs. CUK and 4 others	Challenging notification to the post of Registrar to the extend relaxation in marks and for otherwise. Pending.
19.	W.P (C) No. 12994/2015	Dr. A. Sudharma Vs. CUK & Others	Writ Petition seeking declaration of results in the Interview to the post of Professor dismissed as infructuous
20.	W.P (C) No. 14592/2015	Dr. A. Sudharama	Writ Petition challenging appointment for the Professor in education. After detailed hearing, the Petitioner sought permission to withdraw the case and dismissed as withdraw.
21.	W.A. No. 85/2014	CUK & Dr. P. Prasad and others	Writ Appeal by the Central University was

Sl. No.	Case No.	Petitioner/ Respondent	Content
			withdrawn accepting the Judgment of learned Single Bench in the matter relating to the post of Assistant Professor
22.	W.A. No. 316/2014	Saji Mathew Vs. CUK	Challenging the Single Bench judgment directing University to follow the terms in Notification.
23.	W.A. No. 757/2014	Central University and Others Vs. Dr. Abdur Rasheed K.M. and Others	Challenging Judgment of learned Single Judge to the extend the Appellant has been denied the appointment. It was dismissed.
24.	R.P. No. 301/2015 in W.P. (C) No. 25651/2013	Dr. Abdur Rasheed K.M. Vs. Government of India and others	Review Petition against Judgment in W.A. No. 757/2014
25.	W.A. No. 758/2014	Central University and Others Vs. Dr. Abdur Rasheed K.M. and Others	Challenging Judgment of learned Single Judge to the extend the Appellant has been denied the appointment. It was dismissed.
26.	R.P. No. 303/2015	Dr. Abdur Rasheed K.M. Vs. Government of India and others	Review Petition against Judgment in W.A. No. 758/2014
27.	W.A. No. 758/2014 (W.P. (C) 14592/2015)		Challenge against selection of Section Officer. Matter is pending
28.	W.A. No. 758/2014 (W.P. (C) 14592/2015)		Challenge against selection of Section Officer. Matter is pending
29.	W.A. No. 758/2014 (W.P. (C) 14592/2015)		Challenge against selection of Section Officer. Matter is pending
30.	W.A. No. 758/2014 (W.P. (C) 14592/2015)		Challenge against selection of Section Officer. Matter is pending

6.2.6 How does the university ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyse the nature of grievances for promoting better stakeholder-relationship?

There is a mechanism of grievance redressal for all stakeholders in place.

- Admission related grievances are redressed by the Admission Committee
- Grievances related to internal assessments, examination, evaluation, discrimination, scholarships, etc., are redressed at the Department Level Grievance Committees. The matters that cannot be redressed at the Departmental level are forwarded to the Students' Grievance Redressal Cell of the University.
- An Anti-Ragging Cell is also in place to look into the grievances related to the ragging incidents, if any.
- Separate Grievance Redressal Cells are in place to redress the grievances of the teaching and non-teaching staff of the University
- For addressing the grievances of other stakeholders and the public, an RTI Officer is in place, who will attend to the query or grievance within a timeframe mandated by RTI Act.

6.2.7 Does the university have a mechanism for analysing student feedback on institutional performance? If yes, what was the institutional response?

The university has a systematic feedback mechanism in place, to elicit and analyse students' feedback.

At the Departmental level, the Departments collect feedback on individual courses, the entire programme and on individual faculty.

The feedback on courses is collected at the end of every semester either by the faculty themselves or by the Heads of the Departments, on aspects like the depth of the course content, the extent of coverage of the course, applicability/relevance to real life situations, learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives), clarity and relevance of textual reading material, relevance of additional source material (Library) and the extent of effort required by the students.

The feedback on faculty is also collected at the end of every semester by the respective Heads of the Departments, on various aspects like knowledge base of the teacher (as perceived by the student), communication skills (in terms of articulation and comprehensibility), sincerity/commitment of the teacher, interest generated by the teacher, ability to integrate course material with environment/other issues, to provide a broader perspective, ability to integrate

content with other courses, accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside the class) and ability to design quizzes/Tests/assignments/examinations and projects to assess students' understanding of the course.

Feedback on the entire programme is collected from the outgoing students to assess the effectiveness of the programme as a whole.

The feedback thus collected will be critically analysed in the FC meetings. The assessment/evaluation of the faculty as rated by the students is worked out and is communicated to the faculty members concerned and are advised to improvise upon those areas in which they do not obtain a good rating. Also, the evaluation feedback reflects while assessing the Annual Appraisal form of the faculty. The assessment/evaluation of the courses and the programme as rated by the students is analysed and recommendations are suggested and strategies chalked out for improved performance.

6.2.8 Does the university conduct performance audit of the various departments?

The university conducts performance audit of its teaching departments and the administrative sections of the University. The performance of the Teaching departments is reviewed and monitored periodically by the respective Deans and the Vice-Chancellor and necessary corrective and preventive actions are taken.

The University collects the annual activity report (consisting of information on student enrolment, faculty details, publication by faculty and students in journals and conference proceedings, participation in co-curricular events, outreach programmes of the departments and faculty, etc.) from each department and publishes the same as Annual Report every year. It provides a comprehensive picture of the Departments and their functioning.

The Annual Report will be submitted to the Statutory and Regulatory Bodies of the University for their performance appraisal.

Besides, the IQAC collects the Annual Quality Assurance Report from the departments that provides a better input on all the 7 performance criteria stipulated by NAAC.

6.2.9 What mechanisms have been evolved by the university to identify the developmental needs of its affiliated institutions?

Not Applicable.

6.2.10 Does the university have a vibrant College Development Council (CDC) / Board of College and University Development (BCUD)? If yes, detail its structure, functions and achievements.

Not Applicable.

6.3. FACULTY EMPOWERMENT STRATEGIES

6.3.1 What efforts have been made to enhance the professional development of teaching and non-teaching staff?

The following efforts have been made to enhance the professional development of teaching and non-teaching staff

- Encourages and supports participation in Orientation and Refresher programmes conducted by the Academic Staff Colleges
- Encourages and supports participation in innovative skills development as well as subject related in-service training programmes organized by other agencies/institutions.
- Encourages and supports organization of/participation in conferences, seminars, workshops, symposia and discussion forums
- Encourages the undertaking of research projects funded by various funding agencies like DST, DBT, UGC, etc.
- Encourages the faculty for availing study leave/sabbatical leave, etc. for taking up research projects in emerging and innovative areas.
- Encourages participation in summer/winter schools/trainings in their respective specializations.
- Encourages pursuit of collaborative research through MoUs with institutions of higher learning abroad.
- The IQAC regularly organizes invited talks and discussion forums with emphasis on the need for maintaining quality
- The administrative and support staff are also given ample opportunities for their professional development in the form of skill development training, ICT training, Soft skill training, etc.

6.3.2 What is the outcome of the review of various appraisal methods used by the university? List the important decisions.

- Students assessment on teacher performance (as perceived by the student) on various aspects like, communication skills (in terms of articulation and comprehensibility), sincerity/commitment of the teacher, interest generated by the teacher, ability to integrate course material with environment/other issues, to provide a broader perspective, ability to integrate content with other courses, accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside

the class) and ability to design quizzes/tests/assignments/examinations and projects to assess students' understanding of the course is critically analysed and the assessment/evaluation of the faculty as rated by the students is worked out. The results are communicated to the faculty members concerned and are advised to improvise upon those areas in which they do not obtain a good rating. The evaluation feedback results reflect while assessing the Annual Appraisal form of the faculty and a good score in annual appraisal is a mandatory requirement for CAS. The review of these appraisal methods showed a satisfactory/good level of performance by all the faculty.

- VC's/Dean's assessment on the performance of the individual faculty and departments is communicated to respective heads of the department for corrective and preventive actions.
- The Registrar's yearly appraisal of the performance of the non-teaching staff based on parameters like timely disposal of work, communication skills with the colleagues, technical efficiency, etc. is also communicated to the staff concerned with suggestions for performance improvement.
- Statutory and Regulatory Bodies' assessment on performances of the Departments/University is also communicated and discussed in the competent forums like Academic Council, Deans Committee and in the meetings of the Heads of the Departments.

The outcome of the above system of appraisal methods adopted by the university is as follows:

- Increased number of research publications in reputed international and national journals by faculty.
- Improvement in quality of research publications, citations and h-index of individual teachers and the ranking of the University.
- Increased registration to the Research Gate and Google Scholar by faculty.
- Increased number of externally funded minor and major research projects by the faculty.
- Increased number of papers listed in international databases like Web of Science, Scopus, Humanities International Complete, Dare Database, International Social Sciences Directory, EBSCO host, etc. by faculty.
- Increased number of participation in conferences and professional development programmes by faculty
- The faculty members get the opportunity of promotion through Career Advancement Scheme (CAS).

- The faculty members are advised to improve upon their weak areas of teaching and allied activities.
- The efforts of the faculty members who receive outstanding rating in the appraisal are appreciated by the Competent Authority and subsequently they are provided a letter of appreciation.
- On the basis of the appraisal of their performance, the non-teaching employees are advised to work on their shortcomings. Those performing exceptionally well are given a letter of appreciation by the Competent Authority.

6.3.3 What are the welfare schemes available for teaching and non-teaching staff? What percentage of staff have benefitted from these schemes in the last four years? Give details.

The welfare schemes available to teaching and non-teaching staff of the university include:

- Facility of staff bus for commuting of staff.
- Providing of rent free staff quarters in the University campus.
- Six months Maternity Leave to female employees.
- Providing of paternity leave to the male employees.
- Up to two years Child Care Leave to female employees for two children up to the age of 18 years.
- Several other types of leaves such as Special Casual Leave, Half Pay Leave, etc. to meet exigencies and emergencies
- Leaves for professional development and research
- Medical Reimbursement for self and dependent family members.
- Re-imburement of expenditure on school education of two children @ ₹ 500/- per month per child.
- Doctor facility: twice a week

On an average, 70% of the staff benefitted by these welfare schemes.

6.3.4 What are the measures taken by the University for attracting and retaining eminent faculty?

The following are the measures taken by the University for attracting and retaining eminent faculty:

- The University has provision to retain eminent Professors through Visiting

Professors Scheme and through scheme of Professor Emeritus and Fellowships as per UGC scheme

- The University Statute permits appointment of Honorary professors in the departments
- The University provides the UGC scale and Career Advancement Scheme (CAS) to the Faculty members.
- The University provides ample opportunities for research, good library facilities, individual PC's, Wi-Fi Internet connectivity, etc., in the campus.
- The University promotes research through the following: Principal Investigators of research projects enjoy academic and financial autonomy; annually 30 days of duty leave are granted for research pursuit, sabbatical Leave is granted to Professors and Associate Professors for pursuing their research; encouragement is given for pursuing research in foreign institutions and laboratories and outstanding persons are given additional increments at the time of recruitment
- Faculty are also permitted to go for Post-Doctoral fellowship in the institutes of repute within India and abroad.

6.3.5 Has the university conducted a gender audit during the last four years? If yes, mention a few salient findings.

Although there is no formal Gender Audit, gender data both for students and teachers is annually collected from each Department. The university has taken a number of measures for protecting and promoting the interests of the female staff and students, including:

- In the recruitment of faculty/staff in the University care is taken to maintain a good proportion of females in the total strength of teaching/non-teaching staff of University. Among the teaching staff, the female presence is 28%. It is 15% among non-teaching staff.
- Female students are given equal opportunity in admissions to academic programmes of the University. The female presence among students is 70%.

6.3.6 Does the university conduct any gender sensitization programmes for its faculty?

Yes. The Women's Forum, that functions in the University with the objective of ensuring a safe, secure, hygienic, enabling and constructive working space for the female staff and students, organizes sensitization programmes like talks, lectures, workshops, discussion forums, online social networking discussion forums and awareness programmes on a regular basis, for the women community of the University and involving the local public. The Forum

functions in co-ordination with the Internal Complaints Committee and Staff Grievance Redressal Committees of the University. The Forum observes the International Women’s Day by organizing a day-long event in coordination with different departments.

6.3.7 What is the impact of the University’s Academic Staff College Programmes in enhancing the competencies of the university faculty?

Not applicable.

6.4. FINANCIAL MANAGEMENT AND RESOURCE MOBILIZATION

6.4.1 What is the institutional mechanism available to monitor the effective and efficient use of financial resources?

The Finance & Accounts Wing of the University is headed by the Finance Officer (FO), who is a Statutory Officer. Under the FO, the Section is manned by one Assistant Registrar, One Section Officer, One Assistant, one UDS and three outsourced office Assistants. The FO discharges the duties relating to the resources and expenditure of the University as laid down in the Act and Statutes.

6.4.2 Does the university have a mechanism for internal and external audit? Give details.

The University has a regular post of Internal Audit Officer who reports to the Vice-Chancellor. The post of IAO is filled by deputation of a Senior Audit Officer from the organisation of C&AG of India. Regarding external audit please see 6.4.3.

6.4.3 Are the institution’s accounts audited regularly? Have there been any major audit objections, if so, how were they addressed?

The accounts & records of the University are regularly audited by the Officers from Comptroller & Auditor General of India on annual basis. Audit up to the period of 31.3.2014 has been completed. The Audit observations are promptly attended to. There have been no major Audit Objections.

6.4.4 Provide the audited income and expenditure statement of academic and administrative activities of the last four years.

Particulars	2010-11	2011-12	2012-13	2013-14
Receipts	(Amount in Lakhs)			
Opening Balance	245.65	719.04	1,488.33	3,727.55
Grants received during the year	1,250.00	2,500.00	5,375.00	4,325.00
Other Receipts	76.88	114.80	223.52	346.63
Total (2+3+4)	1,572.53	3,333.84	7,086.85	8,399.18
Expenditure				

Capital	381.19	929.71	1,568.56	3,835.29
Revenue (Including depreciation)	472.30	915.80	1,790.74	2,579.07
Total (7+8)	853.49	1,845.51	3,359.30	6,414.36
Closing Balance (5-9)	719.04	1,488.33	3,727.55	1,984.82

6.4.5 Narrate the efforts taken by the university for resource mobilization.

Being a new Central University (started in 2009), the main source of resource is the Plan Grants received through UGC. Besides the Grants, the University's main resources include fees collected from students, overhead charges in respect of Projects, Registration Fee etc. collected while organising seminars.

6.4.6 Is there any provision for the university to create a corpus fund? If yes, give details.

Presently the Financial statement of the University includes corpus/capital Fund representing the utilised portion of Govt. Grants for capital and Revenue expenditure since its inception.

6.5. INTERNAL QUALITY ASSURANCE SYSTEM

6.5.1 Does the university conduct an academic audit of its departments? If yes, give details.

Yes. The University has both an internal and an external mechanism for the Academic Auditing.

The Internal Academic Auditing is coordinated by the IQAC of the University. The IQAC works in coordination with the respective Departments for the purpose.

The following procedure is practice for the Internal Academic Auditing:

1. The Department, through its Faculty Council, Programme Committee and Doctoral Committee, etc., performs a regular monitoring and review of its academic programmes to assess the effectiveness in meeting the course and programme objectives. The course content, delivery mechanism and procedures, assessment mechanism and procedures, etc, are reviewed and suggestions for the improvement are recorded and intimated to the individuals concerned. The suggestions regarding the programme structure and course contents are placed before the Board of Studies for appropriate action.
2. At the end of every semester, the Programme Committee submits a report to the Dean, if there any matter requiring urgent attention in the whole conduct of the programme.

3. At the end of every academic year, the Head of the Department submits a review report to the Dean on the overall conduct of the programme in terms of participation from other departments/institutions, achievements of the students in terms of their success in national level examinations (NET, GATE, JRF etc.), their selection/participation in national level events and the status of their progression to higher studies/employment. The review report also include the research activities of the Department in terms of the externally funded projects, research publications of the faculty and students in journals and conference proceedings, participation in and organization of co-curricular activities, etc.
4. The Dean prepares an audit report incorporating all these details, and present the same to IQAC and the School Board.

IQAC shall thereupon frame a report of the Academic Audit, which shall critically evaluate the achievements of each Departments, and propose general guidelines for future course of action.

The External Auditing is basically implemented through the Board of Studies of the respective departments. The External Academic Auditing is also coordinated by the IQAC of the University. The IQAC works in coordination with the respective Departments for the purpose. The Head of the Department convenes a special Academic Audit Sitting of the Board of Studies, to perform the following:

- Review question papers of the End Semester Assessments and Internal Test held during the preceding academic year to determine the adequacy of coverage of the course contents and to determine the standard of questions in relation to the syllabus
- Review sample answer scripts to ensure the objectivity and uniformity of assessment.
- Scrutinize the record of the Continuous Assessment and End Semester Assessment of all courses of a programme to determine the suitability and adequacy of the method of assessment.
- Evaluate and suggest remedial measures on the basis of feedback, if any, received from teachers and students.
- To ensure that all Continuous Assessment and End Semester Assessment evaluations have been done in a transparent and fair manner.

On conclusion of the audit, the Board of Studies submits a report to the Dean of the School along with the necessary observations and recommendations. The Deans Committee, on analysing the Academic Auditing Reports of various Departments, gives necessary directions, detailing the corrective measures and suggestions for improved performance, to the respective Departments for their

early implementation.

The academic audit of the Departments for the current academic year is in progress.

6.5.2 Based on the recommendations of the academic audit, what specific measures have been taken by the university to improve teaching, learning and evaluation?

The specific measures taken by the university, based on academic audit, to improve teaching, learning and evaluation include (cannot be generalized; many of these measures are applicable to specific departments only).

- Recommendations to ensure that the course delivery and continuous assessments are done as per the schedule prepared and communicated at the start of the semester so as to evenly distribute the workload of the students.
- Recommendations for ensuring the comprehensive coverage of course contents through classroom activities, including lectures, assignments, term papers, problem solving sessions, discussions, open course wares, etc.
- Recommendations to ensure that the questions papers of the ESA should give due weightage to different sections of a course as specified in the course description.
- Recommendations to ensure that the questions papers (for ESA) of a programme be set with equal or at least with comparable difficulty levels and to ensure that question papers are free of spell and other factual errors.
- Recommendations to ensure that the scores of the various components of the Continuous Assessment be communicated to students promptly.
- Recommendations to ensure that the students are given complete freedom in selecting electives (this may not be available in some departments due to shortage of teaching staff)

6.5.3 Is there a central body within the university to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

The IQAC of the University acts as a central body within the university to continuously review the teaching learning process. The structure of the IQAC is:

1. Chairperson: Vice-Chancellor
2. Deans of the Schools as Members
3. All Heads of the Departments & Academic Coordinators as Members

4. Registrar, Finance Office, Controller of Examinations as Members
5. One nominee each from local society, Students and Alumni
6. Two nominees from Employers/Industrialists/stakeholders
7. One of the senior teachers as the coordinator of the IQAC

The IQAC works in coordination with the departments for ensuring

- timely, efficient and progressive performance of academic tasks;
- the relevance and quality of academic and research programmes;
- equitable access to and affordability of academic programmes for various sections of society;
- optimization and integration of modern methods of teaching and learning;
- the credibility of evaluation procedures;
- the adequacy, maintenance and proper allocation of support structure and services;

The methodology followed by the IQAC for implementing its aims and objectives include:

- Development and application of quality parameters for various academic activities of the University;
- Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning processes;
- Arrangement for feedback response from students, parents and other stakeholders on quality-related institutional processes;
- Dissemination of information on various quality parameters of higher education;
- Organization of workshops, seminars on quality related themes and promotion of quality circles;
- Documentation of the various programmes/activities leading to quality improvement;
- Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices;
- Development and maintenance of institutional database through MIS for the purpose of maintaining /enhancing institutional quality;
- Development of Quality Culture in the institution;

- Preparation of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC, to be submitted to NAAC.

6.5.4 How has IQAC contributed to institutionalizing quality assurance strategies and processes?

1. On the recommendations of the IQAC, the University has decided to extend the existing file tracking system to the Departments. The project is underway. IT Training is being given to the Departments.
2. On the recommendations of the IQAC, a Project Monitoring Cell has been constituted with Dr. Vincent Mathew, Dean SMPS & DSW as Coordinator and Dr. Girish Kumar T. K., Assistant Librarian, as Member Secretary for the smooth management of Externally Funded Research Projects.
3. On the recommendations of the IQAC, the Library Committee has revised the book procurement rules to make the procurement related procedure more teacher friendly. On the recommendations of the IQAC, the Library Committee approved the provision for faculty to purchase books directly from book vendors for ₹ 20,000/- per annum, subject to the existing procurement rules of the University. On the recommendations of the IQAC, the Library Committee has decided to extend the functioning time of the libraries in all campuses and also to function on all Saturdays. On the recommendations of IQAC, the Library Committee also raised the number of books that can be lent to a regular faculty (to 10 books at a time) and the period of lending (up to 6 months).
4. The IQAC monitors the academic activities of the Department through regular meetings of the Deans and Heads of the Departments
5. On the recommendations of the IQAC, a committee is constituted for revising the existing guidelines of the PG Merit and Merit-cum-Means Scholarships.
6. The IQAC ensures that the information regarding research grants, fellowships, higher research opportunities, research awards, etc, is communicated to teachers and students and encourages them to make the most of the opportunities.
7. Acting on the recommendations of the IQAC, the University has set up a Scholarship Monitoring Cell to assist the students in all the matters related to internal/external scholarships and research fellowships.
8. The IQAC makes it incumbent on the faculty to undergo Orientation and Refresher Programmes conducted by the UGC-ASC and similar programmes conducted by other reputed institutions
9. The IQAC has convened a series of meetings of the CBCS Committee consisting of Deans and the Heads of the Departments to revise the

existing CBCS PG regulations of the University. While revising the CBCS Regulations, the IQAC insisted that maximum possible autonomy and flexibility be given to the Departments in curriculum design, assessment and evaluation so that the departments can go for innovations in the curriculum design (for example, inter departmental/school courses, value added courses, curriculum flexibility, modular course structure, enrichment courses, etc). More discussions are needed for finalizing and approving the Regulations.

10. On the recommendation of the IQAC, the University has constituted a Placement and Career Guidance Cell to look after the issues related to the Placement and Career Guidance of the students.
11. On the recommendation of the IQAC, the University has conducted supplementary Admission Test for filling-in the SC, ST and OBC vacancies in the PG programmes of various Departments
12. The IQAC also gave its recommendations regarding the timely conduct of CUCET. It also suggested that steps be taken to ensure the quality of the question papers. The IQAC also recommended that the University advertise also in the local media to attract promising students of the region and across the state.
13. On the recommendation of the IQAC, the University constituted an Admission Committee to look after all the issues related to admissions to various academic programmes of the University.
14. On the recommendation of the IQAC, the University constituted an Examination Committee to look after all the issues related to Assessment, Evaluations and Results.
15. IQAC ensures that the reservation policies of the Central Government, in both admission and recruitment, are implemented without fail.
16. On the recommendation of the IQAC, the University has set up a standing committee and an SC/ST cell for ensuring the effective implementation of Reservation policy in admission, recruitment as well as other academic matters.
17. On the recommendation of the IQAC, the University has made double evaluation a mandatory requirement as per its PG regulations for ensuring fairness, objectivity and transparency in the evaluation process.
18. On the recommendation of the IQAC, the University implemented the Annual Maintenance Contract for the maintenance and monitoring of the electronic and computing equipment of the University.
19. On the recommendation of the IQAC, the University has made all of its classrooms ICT-enabled by providing campus-wide Wi-Fi Internet connectivity and LCD Projectors

20. On the recommendations of the IQAC, the University has constituted various committees like IMD Committee, ICT Committee and Website Committee to deal with various aspects of ICT plans and policies of the University. Acting up on the recommendation of these committees, the University has decided to switch NMEICT to NKM Network. On the recommendations of the IQAC, the University also decided to raise the existing bandwidth of the Internet connections at Tejaswini Hill, Vidyanagar, Riverside and Capital Centre campuses of the University.
21. The IQAC recommended that the University release generous funding for organizing international/national/regional conferences, seminars, symposia, workshops, etc. In the academic year 2014-15, most of the Departments made optimal use of the opportunity.
22. As part of the Annual Day celebrations, the IQAC has organized an invited talk by Prof. (Dr.) N. R. Madhava Menon, noted educationist and Chancellor, Guru Ghasidas Central University, Chandigarh, on 'Making of a University in the Context of Socio-Economic Transformation Envisaged by the Constitution of India'. The entire students and faculty of the University participated in the event.
23. The AQAR the IQAC collects from the Departments helps the Departments in (a) formulating a plan consisting of curricular, co- and extra-curricular activities for the subsequent year, (b) to have a criterion-wise self-assessment on the performance of the departments and (c) identifying the strength, weakness, opportunities and challenges faced by respective departments.
24. The IQAC has decided to go for NAAC accreditation and it has already submitted the online Institutional Intent in this regard to NAAC. The IQAC has convened several rounds of orientation programmes and discussions to prepare the teaching and administrative staff of the University for the NAAC Assessment Process. A NAAC SSR Committee and a NAAC SSR Core committee are in force to look after the task of preparing the SSR for submission to NAAC. The committee convened several rounds of meeting and discussions for preparing and finalizing the SSR.

6.5.5 How many decisions of the IQAC have been placed before the statutory authorities of the university for implementation?

No such decisions have been taken by the IQAC that require approval from statutory authorities. The focus of the activities of the IQAC is on ensuring the institutionalization of quality assurance strategies in setting standards and such activities normally require the approval of the Vice-Chancellor only.

6.5.6 Does the IQAC have external members on its committees? If so, mention any significant contribution made by such members.

The IQAC has at least 4 members from outside: one nominee each from local society and Alumni and two nominees from Employers/Industrialists/stakeholders.

The representative of the local society in IQAC helped in eliciting the demands and expectations of the society. Similarly, the representatives of the employers/industrialists/stakeholder in IQAC, helped in identifying the employer needs, which can be used while revising the course curriculum.

6.5.7 Has the IQAC conducted any study on the incremental academic growth of students from disadvantaged sections of society?

No such formal study has been conducted by the IQAC. However, the performance records maintained at the Departments at the entry and exit levels show that there is a marked academic growth among all the students, including the students among the disadvantaged sections of the society.

6.5.8 What policies are in place for the periodic review of administrative and academic departments, subject areas, research centres, etc.?

In CU Kerala, the following mechanisms are in place for the periodic review of administrative and academic departments, subject areas, research centres, etc.

- At the departmental level, the Faculty Council and the Programme Committee regularly monitor and review the curricular, co-curricular and extracurricular activities of the respective departments.
- Departmental Research Committees (DRC) and Doctoral Committees (DC) for individual research scholar are in force in each department for monitoring and assessing the continuous progress of the Ph.D. Scholars
- The Board of Studies of the Department is entrusted with the process of reviewing subject areas and research centres
- The IQAC performs Academic Auditing with the active cooperation of the departments and its Board of Studies.
- Annual Performance Auditing of the Department at various levels, including VC, Dean, Students, etc.
- Periodic Performance review of the University in its statutory bodies like Executive Council, Academic Council and Finance Committee.



CRITERIA 7
CRITERIA-WISE INPUTS

**INNOVATIONS & BEST
PRACTICES**

SELF-STUDY REPORT

7.1. ENVIRONMENT CONSCIOUSNESS

7.1.1 Does the university conduct a Green Audit of its campus?

The University has been allotted the 310 acres of land for setting up its permanent campus in 2012. The beautiful stretch of land, rich in greenery and with panoramic ambience is on a picturesque location.

The fundamental ethos of the Master Plan for setting up the permanent campus of the University is the creation of a green campus with energy conservation, natural lighting/cooling, water re-use/re-cycling, rain-water harvesting, low carbon foot prints etc. as its underlying themes. Cost-effective solution that blends with the ecological/environmental setting of the Campus is the focus of the plan with options for in-campus generation of electricity.

The University's Green Campus Drive was launched in 2012. Its conception of a Green Campus involves a philosophy of leading a healthy and friendly living and making optimal use of the resources available for building up the campus without spoiling the environment and preserving the rich biodiversity of the place.

7.1.2 What are the initiatives taken by the university to make the campus eco-friendly?

☐ Energy conservation

- Fluorescent, CFL and LED lights are used all over the campus for conservation of energy.
- The staff and students are careful in the use of all energy resources.
- All electric and electronic equipment are turned off immediately after use.
- EEC stipulations are complied with in the purchase of electronic equipment.

☐ Use of renewable energy

- The Master Plan of the permanent campus has options for use of renewable energy resources

☐ Water harvesting

- The Master Plan of the permanent campus has options for water re-use/re-cycling and rain-water harvesting.
- Check dam construction
- The permanent campus is under construction.

❑ Efforts for Carbon neutrality

- The creation of the Green Campus has low carbon foot prints as one of its underlying themes.

❑ Plantation

- Saplings of different species of trees have been planted around the temporary buildings, the construction of which has been completed and along the sides of the roads constructed within the campus.
- The observance of World Forest, Water, and Climate Day and world Environment Day helps generate awareness about nourishing the greenery of the campus and preserving the biodiversity of the place.

❑ Hazardous waste management

- The University has a monitoring mechanism at School level, the School of Biological Sciences and Mathematical and Physical Sciences, in particular, to manage the procurement, storage, usage and safe disposal of hazardous chemicals and materials.

❑ e-waste management

- As a young University with all its computing equipment brand new, the generation of e-waste is practically zero and hence e-waste management is not among its priorities at present.

7.2. INNOVATIONS**7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the university.**

The innovations introduced by CU Kerala in its teaching, learning, assessment, research and administrative activities include:

- Complete Academic Autonomy to Departments
- Interdisciplinarity of academic programmes
- Choice Based Credit and Semester System for all the programmes with due weightage to continuous and End Semester Assessments
- Feedback mechanism on curriculum aiming continuous updation of the curriculum reflecting the demands of the society, industry, employers and research institutions.
- Feedback on the performance of the University, Departments, faculty and administrative staff aiming continuous improvements in performance.

- The IQAC is in place to monitor, support and coordinate quality sustenance and enhancement measures.
- Annual Academic Auditing to ensure the effectiveness of the curriculum and to ensure transparency in the academic matters of the Departments
- Free and fair admission through the nationwide CUCET (Central Universities Common Entrance Test) for postgraduate programmes and through a nationwide DET (Departmental Entrance Test) for Ph.D. Programmes.
- Provision for conducting additional Entrance Test to fill the vacant seats, if any, under SC/ST/OBC reserved categories to ensure equity in access
- A well communicated academic calendar, teaching plan, evaluation blue print in order to ensure that the university's teaching, learning and assessment strategies are structured to facilitate the achievement of the intended learning outcomes
- Induction programme for freshers to enable their smooth transition from the college environment (where the focus is on knowledge dissemination) to a university environment (where the focus is on knowledge generation)
- Mechanism for student mentoring and promotion
- Remedial Cell for coordinating the department level remedial coaching for weak and slow learners
- Additional care for Advanced Learners to groom them in a manner befitting their abilities
- Fair and transparent assessment and evaluation mechanism with timely announcements of results.
- Strict monitoring mechanism in adherence to the UGC Regulation 2009 for the Ph.D. evaluation process
- Academic activities supplemented with co-curricular activities like invited talks, conferences, seminars, workshops, symposia, etc., to make the teaching and learning process richer and more diversified and to create a culture of instilling and nurturing creativity and scientific temper among the learners
- Use of blended learning through the use of modern ICT devices, tools and services, including the CUKMoodle Learning Management System, to transform the traditional classrooms into 24×7 learning places

- Faculty recruitment strictly based on merit and in adherence to the reservation policies of the Central Government
- Motivation, encouragement and support for faculty development and capacity building to academically recharge and rejuvenate the faculty
- A well-orchestrated mechanism consisting of Research Directorate, DRCs and DCs to co-ordinate and monitor the research-related activities at various levels,
- A Project Cell to administer the externally funded projects and research fellowships of Ph.D. students
- Generous support for the departments to organize co-curricular activities like conferences, seminars, workshops, symposia, invited talks, training programmes, sensitization programmes, etc. to promote research culture on the campus.
- Encouragement and support for faculty and students to attend co-curricular activities like conferences, seminars, workshops, symposia, invited talks, etc.
- Research Assistantship to Ph.D. scholars.
- The state-of-the-art laboratory facilities in all the science departments
- 24×7 Wi-Fi enabled high-speed NKN Internet Connectivity with 1 Gbps bandwidth.
- ICT-enabled digital classrooms with 24×7 Wi-Fi Internet connectivity and LCD projectors and computers
- Campus-wide controlled access to Digital Resource Centre with e-journal, e-books, OCWs, MOOCs resources, videos, audios and other digital learning resources available on the web
- Comprehensive Annual Maintenance Contract (AMC) for all electronic equipment for ensuring seamless access to ICT services to its stakeholders
- Student Advisors or mentors at departmental level for student support and mentoring
- Continuous academic monitoring of the students
- Career Guidance & Placement Cell for career and placement related support
- Merit and merit-cum-means scholarships for postgraduate and research assistantships for research students

- Motivation, encouragement and support to students for participation in conferences, seminars, workshops, etc.
- Alumni Association for ensuring the support and participation of alumni in the development of University
- Student grievance redressal cell for redressing students' grievances
- Women's Cell to ensure a safe, secure, hygienic, enabling and constructive working space for the female staff and students
- Anti-Ragging and Anti-Harassment Cells for dealing with related issues
- Student Council for sensitizing the students of their duties, responsibilities and rights.

7.3. BEST PRACTICES – 1: PROMOTION OF RESEARCH CULTURE

7.3.1 Give details of any two best practices which have contributed to better academic and administrative functioning of the university.

1. Title of the Practice

Promotion of Research Culture

2. Objectives of the Practice

- **What are the objectives / intended outcomes of this “best practice” and what are the underlying principles or concepts of this practice (in about 100 words)?**
 - Kindle and promote research outlook in the students right from the postgraduate programme
 - Undertake externally funded research projects in established and emerging areas of study
 - Provide a linkage with industry, academia and the social community around
 - Make the faculty and students aware of research grants offered by external funding agencies/firms and motivate and support the students in availing themselves of the same
 - Inspire and support the faculty and students in attending national/international co-curricular activities
 - Regularly organise co-curricular activities, keeping in mind the social

backwardness of the region where the University is located

- Motivate the faculty and students to publish papers/research findings in national/international peer-reviewed journals
- Equip the faculty to keep themselves abreast of the recent developments in their respective and allied areas of study.

3. The Context

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

For a vast majority of the students a transition from their previous programme of study involves a shift in emphasis from the acquisition of knowledge to the generation of knowledge, which is the primary objective of academic research.

To produce qualitative research output it is indispensable that potential researchers spend a substantial period of hassle-free years on their respective area of study and research. The lesser premium our society places on female education often has the consequence of girl students having to discontinue their studies to get married or take care of their domestic responsibilities. Combating these social prejudices is an issue of pressing concern to the university community in designing and implementing its practice of promoting research.

For the cultivation of research skills, it is imperative that an ambience be provided where the students can keep themselves abreast of the recent advances in their respective and allied disciplines through direct interaction with experts in the academy and industry. Due to the geographical remoteness of the region where the University is located only limited opportunities are available for such direct interactions.

4. The Practice

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

The University has a well-orchestrated mechanism to facilitate the cultivation of research outlook among its faculty and students. at the student level the implementation of the practice begins right from the stage of curriculum (undergraduate, postgraduate and pre-PhD coursework) design, which identifies the cultivation of research outlook as its intended outcome. The practice proceeds through:

- the stage of admission offered on the basis of a national level competitive entrance test (CUCET),

- an induction programme (aiming at making the graduation into a research culture smoother),
- innovative methods of curricular transaction with a conspicuous shift from a teacher-centric hierarchical system of knowledge imparting to an ICT-enabled learner-centred, interactive, democratised, culture of knowledge sharing and generation of scholarship
- a host of co-curricular programmes the University organises
- the encouragement, motivation and support for participating in national/international conferences, workshops, seminars, symposia, discussion forums, etc.
- the encouragement and support for publishing in peer-reviewed journals and conference proceedings
- encouraging, motivating and supporting the faculty in undertaking externally funded research projects
- the observance of days of national and international importance and various outreach programmes executed through the Departments and Cells and Forums of the University like Research Forum, Student Council, Career and Placement Cell, Library and Information Centre etc.

At the faculty level, the research spirit, outlook and culture is kept alive and fostered with generous funding for attending and organising research-oriented activities. That the total project outlay of the on-going research projects amounts to Rs. 6 crores, is no small achievement for a six-year young University with around 20 percentage of its regular faculty positions currently filled in.

Since all the Departments are currently functioning in rented or semi-permanent buildings, the lack of physical infrastructure is a major constraint the faculty and students are facing in the expansion of their research activities. To expand the scope and horizon of their activities the faculty and students look forward to the world-class infrastructural facilities getting ready on its permanent campus.

5. Evidence of Success

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

- Within a short period of 6 years, the faculty of the University (regular, faculty on deputation, eminent retired faculty on contract basis) mobilized a research grant of about Rs. 110.5 million.

- The research output of the faculty of the University in terms of publications in the last four years includes 730-odd publications in peer-reviewed national/international journals, 100-odd publications in national/international conference proceedings, 68 chapters in books, 18 edited books, 18 books, 43 books with ISBN and 421 listings in international databases.
- The quality of the publications of the faculty is reflected in (a) the highest citation index of the faculty of 567 (b) the highest Source Normalised Impact per Paper (SNIP) of 4.4 (c) the highest SCImago Journal Rank (SJR) of 15.92 (d) the highest Impact Factor of 41.5 and finally the highest h-index of 14.
- The student output in terms of research publications includes 100 odd publications in national/international peer-reviewed journals, 50 publications in national/international conference proceedings.
- What is remarkable about the research output of the students is that a significant percentage of the publications has been produced by our postgraduate students as the output of their respective dissertation courses.
- Around 25 students have qualified CSIR/UGC JRF, around 45 students have been recipients of KSCSTE JRF, 50 students have qualified GATE, one student has won the prestigious Marie Curie Fellowship, around 10 students have won DST-INSPIRE fellowships and a few students have won the Maulana Azad and other national Research Fellowships.

6. Problems Encountered and Resources Required

- Please identify the problems encountered and resources required to implement the practice (in about 150 words).**
 - Inadequate physical infrastructure
 - Shortage of regular faculty
 - As the University functions on five separate campuses, the co-ordination of the activities of the Project Cell would entail replication of resources and human effort.
 - Collaborative, interdisciplinary research among the faculty and students also faces problems with the various Departments and Schools spread across multiple campuses

7. Notes

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

- As a recommendation for the cultivation of a research outlook, the creation of a research ambience and the promotion of research culture, we suggest that a radical shift is imperative, from the accumulation and dissemination of knowledge, to the fostering of a spirit of academic enquiry, the promotion of original thinking and the generation of scholarship in the curriculum design and transaction process of the academic programmes of the higher education institutions in the country. From its experience and initiative the CU Kerala community feels that this objective can be realised through the design of a curriculum that incorporates the features of interdisciplinarity, local-global interaction and academic contemporaneity. The periodic revision of the curriculum to cater to the expectations of the society, the needs of the market and the demands of academia and industry is also important for maintaining the research spirit ever alive. The integration of ICT with emphasis on student-centred learning in curricular transaction is also crucial.

7.3. BEST PRACTICES – 2: BLENDED LEARNING

7.3.2 Give details of any two best practices which have contributed to better academic and administrative functioning of the university.

1. Title of the Practice

Blended Learning

2. Objectives of the Practice

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

Objectives/Intended Outcomes

- Broaden the spaces and opportunities available for learning
- To make the teaching-learning-assessment process effective, smoother, stimulating, learner-centric and goal oriented using
- To introduce diversified modes of knowledge acquisition into the teaching-learning process
- To throw open novel and multiple avenues of knowledge enhancement in order to eventually supplant the teacher-centric mode of curricular transaction
- To cater to the distinctive learning needs, practices, abilities and orientations of individual learners
- To promote self-learning through ICT

Underlying Principles and Concepts

- Transition from conventional, teacher-centric, monotonous, rigid and unvarying modes of curricular transaction to stimulating, joyful, learner-centric, flexible, diversified, 24×7 mode of acquisition, dissemination and generation of knowledge

3. The Context

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

The challenging issues that needed to be addressed in ensuring the efficient implementation of the practice of Blended Learning include:

- Combining more than one method into teaching-learning-assessment process is no longer unusual. However, the real challenge in designing the learning elements in blended approach is to have a holistic single vision for the blend to which each learning method contributes
- To teach a successful hybrid course, the instructors must re-examine their course goals and objectives, design online learning activities to meet these goals and objectives, and effectively integrate the online activities with the face-to face meetings. Instructors must make the transition from lectures and presentation to a more student-centred active learning.
- Instructors need to learn how to facilitate online discussions and small group activities, and re-examine traditional methods of assessment of student work to take into account the new learning environment.
- Teachers have to manage a dual learning environment – the hybrid environment adds additional scheduling and communication challenges as course instructors need to meet both online and face-to-face. Instructors must also take care not to overload themselves and their students
- Instructors must be prepared to help students understand their active role in the hybrid, assist students in keeping their work on time and on track, and be prepared to offer strategies for trouble-shooting new course technologies.

4. The Practice

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

The exact blended learning practice in place varies between different schools and departments, as blended learning covers a wide range of activities between conventional face-to-face interactions and those that are fully online. The

blended learning strategy followed at CU Kerala consists basically of three modes:

- Mode 1: Technology is used to facilitate course management and resources for learner support. For example, to provide information and resources to students (e.g., lecture notes or recordings, assessment guidelines), and to perform basic administrative functions (e.g., announcements or course emails). All these are implemented through the CUKMoodle Virtual Learning Management System
- Mode 2: Technology is used to enrich the quality of the student learning experience through interactive learning activities beyond those attainable through face-to-face classroom interactions. For example, utilising technology to support communication and collaboration, assessment and the management of the course. This mode is practised using the CUKMoodle Virtual Learning Management System and also using other online learning and collaboration tools like blogs, social networking platforms, discussion forums and other online interactive tools.
- Mode 3: Technology is used to support learning that is largely self-directed but also involves the use of interactive and collaborative learning activities. In this mode, courses are delivered fully online. The major strategy employed in this mode is to play the video lectures or online course wares, quiz, assignments, etc.

The major constraint faced in implementing these practices were:

- Some students are unprepared for a shift in the focus of classroom-based work and for assuming responsibility for their learning.
- Not all students are adept at technology and some struggle with its use – hence the need for quality help-desk support.
- Instructors can sometimes overload students with content rather than use principles of instructional design to re-think what and how students learn.
- Some faculty are sometimes reluctant to change their classroom behaviour significantly, even though blended learning requires this.
- Faculty are sometimes left to their own devices to create blended learning experiences for students. They need the support of instructional designers, librarians and “expert” students to help them design memorable, effective and student-focused blended learning.

5. Evidence of Success

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

- As part of the Blended Learning, all the classrooms are made ICT enabled with computers, LCD projector and Wi-Fi enabled high speed 1Gbps bandwidth campus-wide Internet access for the entire CU Kerala community.
- Separate Digital Resource Centre at library with access to more than 8000 online e-journals of UGC-INFONET, a huge repository of e-books and e-magazines, institutional repositories like MIT OCW and JORUM, Massive Open Online Courses (MOOCs) resources from providers like edX, Udacity and Coursera, online educational videos and audios, online encyclopaedias, online digital libraries like Universal Digital Library, Project Gutenberg, Bartleby, ibiblio and Google Books, portals & gateway, web directories, virtual laboratories and tools, social networks and online discussion forums, etc.
- The spread of digital culture is reflected in the fact that most of the students own personal laptops for use in classrooms.
- The anywhere, anytime access to the online course materials and videos made the conventional classrooms into 24×7 learning places.
- Increased use of ICT devices, tools and services for teaching, learning and assessment activities
- Technology (through the Course Page on CUKMoodle LMS and other online tools) was used to provide specialized information and practical exercises suited to specific groups of students, whether in creative writing or computer programming. Online discussions were more involved and passionate than those in the classroom, with wider involvement for students less likely to participate in face-to-face classrooms.

6. Problems Encountered and Resources Required

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

- There were vastly different levels of skill and experience amongst faculty and students
- Some teachers were apprehensive that the students would know more than they would
- Inadequate number of staff in the IT section for faculty and students support and training
- Faculty is overburdened with blending the two modes, as the faculty need to address the needs and demands of both the modes
- The online portion of the blended course presents challenges to students as

they have to be self-directed and independent learners to properly prepare for classes and work through the practice and other assignments. For some students, it is a struggle to understand that the online portion is as much a part of their learning as face-to-face classroom time.

- Some students are challenged by using technology. The text focus of the online materials poses extra difficulties for those with language difficulties.
- Students miss online deadlines, as they are less ‘visible’ than when in class.
- Group work is hard to structure online as there is less of a sense of accountability to each other.
- The online portion of courses demands a higher level of accountability and self-discipline from students.





CENTRAL UNIVERSITY OF KERALA

केरल केन्द्रीय विश्वविद्यालय

(Established under the Act of Parliament in 2009)

Ref:

Date: 6 August 2015

DECLARATION

I certify that the data included in this Self-Study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SSR during the peer team visit.

Place: Periy

Date: 6 August 2015

Signature of the Head of the institution
with seal

Tejaswini Hills, Periy, Kasaragod, Kerala – 671316

Phone: 0467-2232408, 2232422





CENTRAL UNIVERSITY OF KERALA
केरल केन्द्रीय विश्वविद्यालय

