SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

CENTRAL UNIVERSITY OF KERALA

CENTRAL UNIVERSITY OF KERALA, TEJASWINI HILLS, PERIYE, KASARAGOD, KERALA - 671320

671320

www.cukerala.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

January 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Central University of Kerala was established by an Act (Act 25 of 2009) of the Parliament in 2009. This mentoring University has a unitary structure and is guided by the lofty ideals of imparting high quality education, social commitment, social justice, creativity, and innovation. It is located in the North Malabar region characterized by linguistic and ethnic diversity, and cultural richness . Its 310-acre campus, known as Tejaswini Hills, is situated along the National Highway 66 at Periya Village in Kerala's northernmost district, Kasargod.

The Central University of Kerala has expanded the higher education opportunities in backward North Malabar region where it is located. It has 27 teaching departments offering programmes of study, of which 25 are located on the main campus. Its undergraduate programme in International Relations runs from Trivandrum, and its Law Department functions from the Thiruvalla Campus of 10 Acres. The University, which secured B++ in the first accreditation cycle (2009-2016) when most of the departments operated from rented buildings, is now operating from a full-fledged modern campus where all essential facilities for a pleasant teaching-learning environment are available. Many of its students and faculty members come from several states across India through national-level admissions and recruitment. During the current assesement period, the University has significantly enhanced its physical facilities, student admission, number of programmes offered, research projects, publications, service-learning through outreach programmes, number of students awarded PhDs, alumni engagement, and student progression. It has been participating in NIRF rankings since 2017 and works hard to improve its current position in 101-150 band. It is also the the first non-medical higher education institution in the country to extend the services of its faculty, students and labs for COVID -19 RTPCR testing responding to the emergency and testing nearly 2.5 lakh samples along with genetic surveillance of SARSCoV2 since March 2020, proving its social commitment and outreach. The barren and laterite campus is rapidly transformed into a green, beautiful, energy-efficient and eco-friendly one under the aegis of the Campus Development Committee.

Vision

Located in a backward 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.

Based on the noble idea of *amrutam tu vidya* (knowledge is eternal), and guided by the lofty ideals of academic and social commitment, moral steadfastness, intellectual honesty and creativity, the University seeks to impart knowledge, wisdom, and values by passionately striving to draw out the human potential for building a responsible society through a wholesome process of mentoring.

Vision Statement: *"Driven by the sense of knowledge, wisdom and values, we passionately strive to drawing out the human potential for building a responsible society by mentoring"*

Mission

Armed with the motto of caring wisdom, the University seeks to extend the frontiers of knowledge by facilitating the learners to be creative and innovative. The CUK seeks to motivate, encourage and support students to think analytically and develop their social and cultural competence and consciousness. It also aims to develop the student's inherent strengths to conceive and achieve sustainable growth of the nation and the world. At a practical level, it intends to prepare the students to analyze and respond to real-life situations based on their university training. Based on these, the University has the following Mission:

1. *To extend the frontiers of knowledge facilitating innovation and creativity*
2. *To motivate, encourage and support students to think analytically, critically, socially and culturally.*
3. *To enhance student strengths to help sustainable growth of the nation and the world.*
4. *To prepare students to understand and analyze the real life situations.*

The Central Universities Act, 2009, enumerates the objectives of the University as follows:

- To disseminate and advance knowledge by providing instructional and research facilities in such branches of learning as it may deem fit;
- To make special provisions for integrated courses in humanities, social sciences, science and technology in its educational programmes;
- To take appropriate measures for promoting innovations in teaching-learning process and inter-disciplinary studies and research;
- To educate and train manpower for the development of the country;
- To establish linkages with industries for the promotion of science and technology;
- To pay special attention to the improvement of the social and economic conditions and welfare of the people, their intellectual, academic and cultural development.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. A bouquet of academic programmes under various schools ranging from the traditional ones to the advanced that reflect the vision and mission of the University
2. Relatively young, highly qualified, dedicated, dynamic and motivated faculty from several states. Nearly one-third of the faculty are figuring in AD scientific index 2022 and several with PDFs from India and abroad.
3. High-end and high throughput laboratories and computational facilities for conducting cutting edge research.
4. A decent publication record (including publication in high impact journals such as the nature group journals) with noteworthy increase in h-index and a good number of externally funded research projects.

5. Grants for research in non-science subjects and faculty incentives for prolific and impactful research output.
6. High gender ratio of students, consistently and significantly favorable to women.
7. High student diversity with students drawn from around 20 states
8. Decent record in UGC JRF, NET, and similar examinations.
9. Robust community outreach and service-learning by several departments, including the NSS
10. Mentoring through project guidance, WhatsApp, and career counseling
11. Green, energy-efficient, and disabled-friendly campus with outstanding facilities like high-speed internet, Wi-Fi, library, creche, faculty recreation centre, medical centre, bank, store, cafes, canteens, shuttle service, etc and scope for future expansion of infrastructure and academics.
12. State of the art facility in 98% of the classrooms.
13. 100% of pass rate in examinations.
14. One among the few universities to get funding under the Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching scheme.
15. One among the few Universities identified by the UGC to start Yoga department
16. First non-medical university to have an ICMR approved COVID-19 testing lab that also offers training for RTPCR testing.
17. Several faculty members offering MOOC courses.
18. Incentives/ recognition for prolific researchers and those with high impact publications
19. First university in India to get five-star certification for food quality and safety by FSSAI

Institutional Weakness

1. Located in a district without major facilities and speciality hospitals.
2. Lack of adequate faculty accommodation on the campus (Accommodation with a capacity of 40 quarters is under construction and will be available by 2023).
3. Water scarcity during summer
4. The absence of pension portability is affecting the recruitment of senior teachers
5. Inadequate hostel facilities on campus dissuades bright out-station students from taking admission(Currently, there are 5 hostels. Construction of 5 additional hostela is under way and is expected to be completed in 18 months).
6. Difficulty to fill SC/ST vacancies in study programmes.
7. While training for competitive examinations, career counseling and vocational guidance exists, very few students get placement through such examinations.
8. Even though there is an innovation cell (which has conducted several events), IPR policy, financial support for IPR filling, Incubation policy and IEDC, few entrepreneurs are involved and very few patents filed.
9. Consultancy is still in infancy
10. The sports facilities are inadequate considering the size of the University community.
11. Non-constitution of the student council through online voting during the pandemic period due to student resistance.
12. Extension of the term of the Vice-Chancellor for a year (2019-20) without the power to take major initatives or to appoint faculty.
13. Lack of strong University-Industry linkage. Various measures such as including industry experts in boards of studies and inviting them for academic activities (like insutrial projects/training, seminars, etc) are largely absent.
14. Lack of faculty/student exchange programmes.

15. Few international collaborations and MOUs
16. Insufficient administrative staff in Departments leading to heavy administrative burden for teachers, heads of the departments and deans.
17. Reduced level of offline interaction (with students and research scholars) and hurdles to seamless online teaching for nearly two years due to the pandemic

Institutional Opportunity

Located at the confluence of Kannada, Malayali, Tulu and tribal cultures and marked by diverse linguistic, ethnic and religious traditions in Kasaragod, the Central University of Kerala facilitates intellectual, personal and skill development of its students catering to the national, regional and individual objectives. It can:

1. increase the representation of students from other states by building more hostels. Five more hostels are in the final stages of construction.
2. increase the placements by having more collaboration with industry. Several Departments now have industry representatives in their Boards of Studies.
3. improve the NIRF ranking appreciably. Concerted and focused efforts are being made to improve it.
4. improve sports facilities, especially for the girl students, given the sports culture of Kerala. The works are in progress.
5. extend opportunities for higher order research. Molecular Biology lab has been serving as a COVID-19 lab during the pandemic.
6. enhance community outreach. A plan to adopt a tribal village is on.
7. introduce interdisciplinary, application-oriented programmes and research in the areas of medicine, engineering, library science, food science, communication etc.
8. enhance Alumni, PTA and CSR/corpus/endowment fund. Systematic efforts are going on.
9. facilitate innovation, IPR and technology transfer. The Institute Innovation cell, IPR cell and IEDC have laid the foundations for improving innovation among students.
10. can become an institution of eminence in peninsular India. Efforts are bing made to bring in more projects, create more high impact publications, register patents and rope in talents from across the globe.
11. improve research/academic collaboration, students and faculty exchange.
12. become a role model in implementing NEP-2020 and ABC. It adopted NEP guidelines and is implementing NEP in all programmes from July 2022.
13. cash in on environment-friendly solar power and ground water recharging. The works are already on.
14. enhance green campus drive. Trees are being planted, waste-water recycling is being done, and efforts to reduce carbon footprint by restricting the movement of fuel-vehicles within the campus is on.
15. potential for starting ocean-related programmes given the proximity to the Arabian sea

Institutional Challenge

The Central University of Kerala is among those Universities established in 2009 in the underdeveloped areas of the country and is located at Kasaragod, the northernmost district of Kerala. The backwardness of the area itself is a unique challenge before the university as it is not attractive for established faculty members and for

students who look for a metropolitan experience, exposure and challenges. Most of its challenges stem from this backwardness and include:

1. attracting bright faculty who refrain from joining it due to its locational disavantages and lack of pension portability.
2. attracting industries to come for campus recruitment because of its locational disadvantages and lack of accommodation facilities.
3. strengthening academia-industry collaboration for improving syllabus, internship, and consultancy
4. establishing faculties of Medicine, Health, Engineering, Allied Sciences and other Professional Courses
5. improving infrastructure and labs to match current and futuristic fields of knowledge and research
6. strengthening the financial viability of the university's planned initiatives by conforming to HEFA guidelines
7. ensuring dedicated financial support from the government and non- government agencies for campus development, research labs, on campus accommodation for students, faculty and administrative staff,
8. enhancing international collaboration, exchange of students/faculty, joint/twinning programmes, joint research projects, etc.
9. improving consultancy opportunites by faculty
10. setting up of a technology park.
11. improving the functioning of the Innovation Council, IEDC and IPR cells.
12. ensuring the filling up of SC/ST vacancies in its programmes
13. increasing the enrolment of foreign students
14. improving student progression and placement
15. strengthening of e-governance and ICT infrastructure
16. enhancing sources and methods of renewable energy
17. improving facilities for sports and training students in sports and games
18. increase in student intake unmatched by faculty strength
19. introduce necessary changes in the academic structure and perception of faculty to implement NEP 2020
20. securing the status of one of the best ten central universities by 2029 as envisioned in its strategic goals

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Central University of Kerala is committed to developing human potential for building a responsible society. To achieve the goals/objectives stated in the vision/mission, the university, through its 27 departments, offers 26 master's programmes, 21 Ph.D programmes, 5 postgraduate diplomas, a certificate programme, and an undergraduate programme, keeping in view the development needs at the local, national, regional and global levels.

The university has been following CBCS for all its programmes right from its inception. All the programmes have well-structured curricula to address real-life problems with regional/global development needs reflected in programme/programme-specific/course outcomes, with 633 new courses and 598 of courses emphasizing employability, entrepreneurship, and skill development. The curriculum of most Humanities and Social Science departments and several Science departments are framed to reflect professional ethics, gender equality, peace, human rights/values, constitutional literacy, sustainability, environmental sensitivity, and

professionalism.

The curricula are framed after considering the ample feedback received from all stakeholders by the Board of Studies and is approved by the Academic Council. In the case of Ph.D. programmes, the syllabus is designed based on the research topic through Research Advisory Committee (RAC) and Departmental Research Committee (DRC). The syllabi of all the programmes are revised (more than 20% of content) in the last five years to reflect the latest research trends, technological developments, industrial needs, regional/national/international contexts, and reflecting the feedback from students, faculty, alumni, external experts and, in some cases, employers.

Sufficient flexibility is built into the course structure to permit learners to take multiple electives. Besides, students have the freedom to choose courses from other departments, and MOOC. Nearly a dozen value-added courses were offered during the assessment period. All departments have either internships or research/field projects, and some have both contributing to experiential learning. A total of 5 new academic programmes have been introduced during the last five years.

The university has a centralized and systematic mechanism to take feedback on the quality of the curriculum and teaching and feedback on programme/institution by alumni/parents. The university has also adopted the National Education Policy, which will be implemented in a phased manner from 2022-23.

Teaching-learning and Evaluation

The Central University of Kerala is committed to moulding the young generation through continuous mentoring. The students of the University are admitted through a national-wide Central Universities Common Entrance Test (CUCET) in a transparent manner, ensuring student diversity and following the reservation policies of the Central Government.

The university teachers are highly qualified, and many faculty members have academic credentials comparable to international standards and had exposure to foreign universities and laboratories. The University adopts a student-centric teaching method, using ICT tools, aiming to cultivate original thinking with experimental learning, participatory learning, and problem-solving methodologies. The University's wide collection of library resources enriches the teaching-learning process. To motivate slow and rapid learners, workshops are organized to address their differential needs. Field trips, internships, weekly discussions, journal clubs, screenings of films, group discussions, and open debates are organized for augmenting learning outside the classroom. With proper remedial help, closer supervision, more individual attention, and stimulating teaching strategies, students' interest in learning is aroused and sustained.

Programs offered are geared to realize the program/course outcome in creating knowledgeable, competent, skilled, and sensitive human beings. The University has clearly-stated programme outcomes for each of its academic programmes comparable to global standards and corresponding to the level of learning. Besides the programme outcomes, the curriculum clearly states the course/learning outcome for each of the individual courses, conforming with the programme outcomes. The programme and course/learning outcomes are integrated into the assessment process and 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.). Bloom's Taxonomy is used to set the standards appropriate to different levels of learning. The University has adopted continuous assessment and end semester assessment of each course assessing the realization of the envisaged programme/learning/course outcome.   Attainment of the outcomes is indirectly evident from pass percentage, the number of students going for further studies, and placements. During the pandemic period, most departments adopted a system of evaluation that had a high component of problem-solving elements.

Research, Innovations and Extension

The Central University of Kerala has taken strides in improving quality through research. It fosters and facilitates research by establishing well-equipped modern laboratories, computational infrastructure, and allied services. Since the last accreditation cycle, the University has made a quantum jump in research publications and projects. A total of 1107 research articles in quality journals and 378 book chapters in the last five years show the progress in this regard. Student publications also have registered a significant improvement. The H-index of the University stands at 36 with a citation count of 41613.

A total of 139 research projects is another major indicator of progress in research. One of the Departments has recently received DST-FIST funding. Moreover, the University provides small grants for teachers in non-science subjects for doing research. An amount of 10.725 Lakhs has been allotted as research seed money during the last five years.

Nearly a hundred Ph.Ds. have been awarded during the last five years. 312 research fellows supported by different funding agencies have enrolled in the University during the last five years.

Several international/ national conferences/webinars have been organized by the University.   Short-term courses on research methodology, academic writing, familiarizing with Mendeley/ Grammarly/ Turnitin, and so on were conducted. The University also provides monetary support to faculty for organizing conferences/workshops and participation in international/national conferences.

Prolific researchers and those with high-impact publications are acknowledged by issuing certificates of appreciation and token financial rewards. The innovation cell and Intellectual Property Rights Cell have been constituted to instill the value of innovation. Several activities were organized under the aegis of the cell.

Moreover, the Institute Entrepreneurship Development Centre (IEDC), funded by Kerala Government, also provides orientation towards innovation and entrepreneurship. An incubation policy has also been adopted recently for encouraging startups.

Community outreach or service-learning is a forte of the University. The University has carried several extension activities to reach out to the community. The three NSS units on the campus also have made vital contributions in this area.

Infrastructure and Learning Resources

The University has 310 acres of land and a built-up area of 61189 sq.mts with 65 ICT-enabled classrooms, 5 ICT-enabled seminar halls, a common computer lab, an auditorium, a multipurpose hall, an open-air auditorium, and a language lab. The University has well-equipped laboratories and an evolving instrumentation centre consisting of equipment pooled from individual departments. There are two boys' hostels and three Girls' hostels. Five new hostels are under construction. The University also has a modern guest house. Most of the buildings have disabled-friendly washrooms, ramps, and elevators. Separate covered parking areas are also available.

The library is well-resourced, with sufficient books, journals (including e-journals), and online databases. Besides, the university library has memberships of various consortia such as E-Shodhsindhu, Shodhganga, and INFLIBNET. The students can access the library resources at a single stroke using MyLoft software and Koha open-source library management system. The LMS of the University is also populated with a good number of learning resources. A Read and Publish agreement with the Cambridge University Press to increase research publications is in the final stages.

The University has the latest hyper-converged infrastructure with three servers (80 core) with a high availability configuration with capacity of 15 Terabytes and a backup server with 25 Terabytes. A total of 866 computers are available on campus, and around 469 computers are available for students with a student-computer ratio of 4.89:1. Most of the machines and software have been updated recently. All buildings are interconnected with the backbone of optical fibre and have LAN/Wi-Fi with a high-speed internet facility of 1 GBPS. Recently, a lecture capturing system (LCS) with software for e-content development has been installed. The University has an Education Resource Planning system with 16 modules already deployed.

The University Health Centre with dedicated medical, paramedical and ambulance services. The University has facilities for cultural and sports activities, including table tennis, football, volleyball, and badminton courts. Other facilities on the campus include a Bank, limited staff accommodation, ATM, bus shuttle service, ambulance, cafeteria, mobility vehicles, staff recreation centre, creche, water treatment plant, and canteen.

Student Support and Progression

The Central University of Kerala takes adequate measures to ensure that the students are provided support for their academic and professional progress.

Orientation programmes are arranged to acquaint new students with courses, faculty, curricular/co-curricular activities, career opportunities, and e-resources. The University organizes various capacity building and soft skill programmes, including civil-service/UGC-NET coaching, value-added courses, training in yoga/software/language/communication skills, and other extension programmes, in addition to courses offered through the regular curriculum.

The office of the Dean, Students' Welfare, and the Office of International Affairs provide guidance and support for domestic and international students. The University has a placement cell and Department-specific cells through which various career counseling and guidance programmes are conducted. Remedial coaching and special coaching for various competitive examinations are organized. Moreover, students are made aware of the employment and higher education opportunities through departmental WhatsApp groups. The University has also Institute Innovation cell (IIC) and Institute Entrepreneurship and Development Centre (IEDC) to expose students to innovation and develop entrepreneurial skills.

The student council is constituted annually through election. Student participation in different bodies like the University Court, Academic Council and the ICC are ensured to represent students' problems at all levels of various academic and administrative activities. The University has a registered Alumni Association and department alumni cells. The University also has a Parent-Teacher Organization and department level Parent-Teacher cells.

The University regularly organizes several co-curricular, extracurricular, cultural, and sports competitions, and students also actively participate and compete regionally and nationally. A three-day students-led annual cultural gala known as *Cankama* was a regular feature every year, barring the COVID-19 years. Moreover, subject-related associations of each department also undertake various academic and cultural activities.

The University has grievance redressal committee, anti-ragging committee, and an Internal Complaints Committee to handle students' grievances and provide solutions. The University has a zero-tolerance policy towards ragging-related matters, and no ragging was reported in the last five years. The University also has student counselling services. The university distinguishes itself for its strong mentor-mentee system with the faculty actively involved in addressing the personal and academic problems of students.

Governance, Leadership and Management

The University is governed by the provisions of the Central University Act, Statutes, Ordinances, and Regulations. To achieve the goals and objectives stated in the vision and mission, the University ensures the involvement of all stakeholders in its statutory bodies and other forums. The growth of the University on academic and infrastructural fronts shows that enabling policies and administrative arrangements towards this end are yielding dividends. Vision 2029 plan has been unveiled to make the university one among the 10 top central universities in India by then.

The University has created a congenial environment for teachers and students to work hard and achieve higher levels of excellence. It has organized various professional development and administrative training programmes for the benefit of students and teachers. Teachers also undergo face-to-face FDP to improve their teaching portfolio and research profile.

In order to streamline the administration, some faculty members have been assigned administrative tasks at the level of Deputy Registrar and Assistant Registrar. Decentralization, reduction in file movement stages, and enterprise resource planning (ERP) implementation with 17 deployed modules remove most of the day-to-day administrative hurdles. Many decisions relating to the overall administration, including CAS, are taken after receiving reports from committees constituted for the purpose. The Deans' committee decides on apportioning the unassigned grant for attending conferences in India and abroad. A Dean (Academic) has been appointed to reduce the burden of the Vice-Chancellor on academic matters. The University has also signed a funding agreement with HEFA for infrastructural developments. Internal audit and an external annual audit by the office of the Comptroller and Auditor General are conducted regularly.

The University conducts periodic external academic and administrative audit. The University's Internal Quality Assurance Cell organizes quality-related seminars and Academic Administrative Audit. The University participates in NIRF ranking and is ranked in the 100-150 band.

The University has staff welfare initiatives like accommodation, transport facilities, children's educational allowance, sports facilities, awards, incentives, crèche, career advancement scheme, medical facilities with 24x7 ambulance availability, medical reimbursement, LTC, counseling centre, publication grants and financial support for attending seminars and conferences.

Institutional Values and Best Practices

The University endeavours to create an intellectual mentoring environment for open and respectful interaction among people and ideas, celebrating diversity and inclusiveness on campus. The University aims to instill in learners' minds the values of honesty, integrity, adherence to ethical principles, environmental consciousness, a commitment to social justice, national pride, and unity.

The University has an inclusive student-enrollment and staff-recruitment policy. It is a microcosm of the nation

regarding student representation in various programmes of study. The University has organized several gender-sensitive programmes during the assessment period under the aegis of the Centre for Women's Studies and the Women's Cell. The institution observes and celebrates all important national and memorial days. The campus is highly disabled-friendly with facilities like wheelchairs, e-readers and braille-printers, and a disabled-friendly policy.

The campus has been made green, rich in flower-plants and pollinator-friendly. It has also been made bee-friendly with ten hives for non-stinging bees, and a policy for relocating stinging bees. The greenery of the campus is being maintained through demarcated forest areas and a variegated tree-plantation drive, including a good number of fruit-bearing trees. The University also has small-scale water-recycling facility, biogas plants, waste disposal units, rainwater harvesting to recharge bore wells, solar power for one building with an ambitious expansion plan, sensor-based water taps, energy-efficient bulbs, and electric scooters for on campus transport.

The University has initiated a series of lectures by Nobel laureates, other notable scholars, and persons who have made significant contributions to society. The institution has undertaken several outreach programmes such as legal literacy campaigns, water literacy campaigns, village adoption schemes, voter awareness campaigns, entrance coaching for disadvantaged students, and other forms of social engagement through the NSS.

The central University was the first non-medical ICMR approved institution to open its facilities to the public for COVID management, testing nearly 2.5 lakh samples so far. Faculty the research students of the Department of Biochemistry & Molecular Biology spent over twenty thousand person-hours to achieve this feat, and trained nearly a dozen people to work in various molecular biological laboratories, testifying to the University's social commitment and outreach.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	CENTRAL UNIVERSITY OF KERALA
Address	Central University of Kerala, Tejaswini Hills, Periye, Kasaragod, Kerala - 671320
City	Periye
State	Kerala
Pin	671320
Website	www.cukerala.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	H. Venkateshwarlu	0467-2309400	8592867000	0467-2309402	vicechancellor@cukerala.ac.in
IQAC / CIQA coordinator	Rajesh R	0467-2309404	9894850299	0467-2232400	directoriqaccuk@cukerala.ac.in

Nature of University	
Nature of University	Central University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	20-03-2009
Status Prior to Establishment,If applicable	

Recognition Details

Date of Recognition as a University by UGC or Any Other National Agency :

Under Section	Date	View Document
2f of UGC	20-03-2009	View Document
12B of UGC	14-10-2014	View Document

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	Central University of Kerala, Tejaswini Hills, Periye, Kasaragod, Kerala - 671320	Urban	310	61189.4	Ph.D, PG, Diploma, Certificate		
Off Campus	*Capital Central, Central University Of Kerala, Bsnl Buildings, Tkd Road, Marapalam, Pattom P.o, Tiruvanant*	*Urban*	*0.216464*	*876*	*B.A International Relations*	*10-10-2012*	*24-06-2013*

	hapura m, Kerala - 695004						
Off Campus	*Central Universi ty Of Kerala, Thiruval la Campus , Valanj avattam P.o, Thi ruvalla, Pathana mthitta, Kerala - 689104*	*Rural*	*3.8803*	*375.93*	*PhD, PG, Diploma*	*03-09-2013*	*09-01-2014*

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	0
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	0
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes

SRA program	Document
NCTE	106023_7345_4_1636022400.pdf

Details Of Teaching & Non-Teaching Staff Of University

	Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned				26				53				113
Recruited	8	1	0	9	20	4	0	24	46	31	0	77
Yet to Recruit				17				29				36
On Contract	3	0	0	3	1	0	0	1	1	0	0	1

	Non-Teaching Staff			
	Male	**Female**	**Others**	**Total**
Sanctioned				138
Recruited	71	33	0	104
Yet to Recruit				34
On Contract	0	0	0	0

	Technical Staff			
	Male	**Female**	**Others**	**Total**
Sanctioned				0
Recruited	0	0	0	0
Yet to Recruit				0
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	8	1	0	20	4	0	46	29	0	108
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	2	0	2

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	4	16	0	20
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	14	6	20

Part Time Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	0	0	0	0

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Nil	Nil	Nil

Provide the Following Details of Students Enrolled in the University During the Current Academic Year

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	13	11	0	0	24
	Female	5	6	0	0	11
	Others	0	0	0	0	0
PG	Male	172	159	0	0	331
	Female	485	114	0	0	599
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	24	3	0	3	30
	Female	28	7	0	3	38
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	6	0	0	0	6
	Female	11	0	0	0	11
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	No

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	Nill
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	B++	2.76	NAAC PEER TEAM REPORT OF CUK - 2016 - 1.52 mb.pdf

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Biochemistry And Molecular Biology	[View Document](#)
Chemistry	[View Document](#)
Commerce And International Business	[View Document](#)
Computer Science	[View Document](#)
Economics	[View Document](#)
Education	[View Document](#)
English And Comparative Literature	[View Document](#)
Environmental Science	[View Document](#)
Genomic Science	[View Document](#)
Geology	[View Document](#)
Hindi And Comparative Literature	[View Document](#)
International Relations	[View Document](#)
International Relations And Politics	[View Document](#)
Kannada	[View Document](#)
Law	[View Document](#)
Linguistics	[View Document](#)
Malayalam	[View Document](#)
Management Studies	[View Document](#)
Mathematics	[View Document](#)
Physics	[View Document](#)
Plant Science	[View Document](#)
Public Administration And Policy Studies	[View Document](#)
Public Health And Community Medicine	[View Document](#)
Social Work	[View Document](#)
Tourism Studies	[View Document](#)
Yoga	[View Document](#)
Zoology	[View Document](#)

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	University has adopted the NEP 2020 policy for possible implementation in all existing programmes from 2022 academic year onwards. Several webinars and invited talks were organized since the announcement of the New Education Policy 2020 to sensitize the faculty and students. The University has set up a committee to advise on and oversee the speedy implementation of the NEP. The University is already offering a wide range of multidisciplinary/ interdisciplinary courses through electives, soft courses, and add-on courses. In addition, the University is planning to start new multidisciplinary/ interdisciplinary programmes. Proposal for a multidisciplinary/ interdisciplinary four-year long multiple entry and exit-based BS Programme in Finance drawing inputs from 4 departments (Economics, Commerce, Mathematics & Computer Science), to be launched on a self-financing basis, has been submitted to the UGC for approval. If approved, the programme is expected to be launched during 2022-23.
2. Academic bank of credits (ABC):	Registering with the ABC is permitted only in institutions that have secured a NAAC grade of A or meet other criteria. The CUK is seeking to obtain the necessary grade to qualify for that.
3. Skill development:	In its 24th meeting, the Academic Council has made internship a mandatory component of all programmes starting from 2022 admissions and directed all departments to evolve Internship-Embedded Courses and report back to the Council after due deliberations in the Faculty Council and the Boards of Studies. In addition, the Dr. APJ Abdul Kalam Centre for Extension Services offers online diploma programmes. The Centre organizes different skill-oriented programmes for various stakeholders, including students, teachers, and community members, to increase the quality of Human resources.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Central University of Kerala (CUK) also plans to integrate Indian Knowledge system wherever possible. Depending on the need of students during mentoring, teachers use Indian languages for providing more tutorial sessions. More over online courses are widely provided to the students as additional study materials. CUK has two departments

	that offer Postgraduate degrees in regional language and literature, namely the Department of Malayalam and Kannada. In addition, the department of linguistics has a major research project sanctioned by the Central government on endangered languages. The research has profound policy implications. The department's research is documented and shall be available online for the benefit of researchers.
5. Focus on Outcome based education (OBE):	All the courses offered under various academic programmes by the Central University of Kerala are based on the Learning Outcome-based Curriculum Framework.
6. Distance education/online education:	The Central University of Kerala has already adopted the Swayam Regulations for Credit Transfer. The credit transfer is already in practice. To establish the Distance Education Centre, CUK needs to obtain a NAAC score of A, which is expected in the next assessment cycle.

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
33	30	23	23	23

File Description	Document
Institutional data in prescribed format	[View Document]

1.2

Number of departments offering academic programmes

Response: 27

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1760	1540	1158	1008	793

File Description	Document
Institutional data in prescribed format	[View Document]

2.2

Number of outgoing / final year students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
742	573	430	361	270

File Description	Document
Institutional data in prescribed format	[View Document]

2.3

Number of students appeared in the University examination year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1760	1540	1158	1008	793
File Description			Document	
Institutional data in prescribed format			View Document	

2.4

Number of revaluation applications year-wise during the last 5 years

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

3 Teachers

3.1

Number of courses in all programs year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1068	1010	1007	829	777
File Description			Document	
Institutional data in prescribed format			View Document	

3.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
174	142	127	121	120
File Description			Document	
Institutional data in prescribed format			View Document	

3.3

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
192	192	153	150	147

File Description	Document
Institutional data in prescribed format	[View Document]

4 Institution

4.1

Number of eligible applications received for admissions to all the programs year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
30551	29020	21570	15616	12221

File Description	Document
Institutional data in prescribed format	[View Document]

4.2

Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
675	569	425	405	270

File Description	Document
Institutional data in prescribed format	[View Document]

4.3

Total number of classrooms and seminar halls

Response: 67

4.4

Total number of computers in the campus for academic purpose

Response: 469

19-04-2022 10:59:53

4.5

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
1470.94	1574.47	1491.29	1501.22	901.52

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.

Response:

The vision document of CUK says that the institution "seeks to harness the local resources - human, intellectual, social, artistic and cultural – while bringing in the best that is globally available". The curricula developed and implemented by the Central University of Kerala for all its academic programmes take into consideration the advancements of respective fields in the international context while also catering to specific needs of the nation and the region. The Act of the university mandates the implementation of choice-based credit system and continuous evaluation, while taking various measures to ensure quality in the instructional stage. Learners gain a broad view of the world in its physical, biological and social aspects, and the evolution of human civilization and culture from its early beginnings to the present era of globalization as well as their implications for India.

All programmes offered by the CUK are outcome-based. Each programme has been revised to incorporate POs, PSOs and COs. The Boards of Studies attached with all academic departments are empowered to frame the syllabus taking into account a judicious mix of global, national and regional perspectives. In some subjects the national and the regional is incorporated as part of the core courses and in some others by offering them as electives. The syllabus of the programmes offered by the science departments have a globally acknowledged core with the practical including projects and internships reflecting a national and regional focus. In the languages, there is a confluence of theories, ideas and creative works from the global to the national to the regional. These are reflected in the courses offered by the departments like English, Malayalam, Hindi and Linguistics. The very name School of Languages and Comparative Literature speaks of its global, national and local scope. This pattern is visible in all the social sciences where the students learn most theories from the experience of the west and examine their relevance from a national and regional perspective. These are reflected in the POs, PSOs and COs of the programmes. The curricular framework also includes flexibility in selection of courses by students, including elective courses from other departments. This allows a student a basket of courses to choose from. Further, most service learning takes place regionally.

The courses offered have become more skill-based and of an interdisciplinary nature during the assessment period. In some departments, industry experts are also consulted by their BOS during the programme restructuring phase.

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 100

1.1.2.1 **How many Programmes were revised out of total number of Programmes offered during the last five years**

Response: 33

1.1.2.2 **Number of all Programmes offered by the institution during the last five years.**

Response: 33

File Description	Document
Minutes of relevant Academic Council/BOS meeting	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Details of Programme syllabus revision in last 5 years	[View Document](#)

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 11.42

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
143	210	82	18	98

File Description	Document
Programme/ Curriculum/ Syllabus of the courses	[View Document](#)
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.

Response: 65.55

1.2.1.1 **How many new courses were introduced within the last five years.**

Response: 628

1.2.1.2 **Number of courses offered by the institution across all programmes during the last five years.**

Response: 958

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).

Response: 100

1.2.2.1 **Number of Programmes in which CBCS / Elective course system implemented.**

Response: 33

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum

Response:

In a democratic country as diverse as ours, it is necessary that citizens, particularly the younger generation, assimilate human values, ethics, human rights, gender sensitivity, and environmental consciousness in order to develop a generation, which is not only aware of these concepts but also practise them in their lives. This will help build stronger democratic traditions, respect for human rights, respect for other genders, and sensitivity towards the environment, particularly in light of climate change and global

warming challenges.

The Central University of Kerala strives to inculcate human values like peace, reconciliation, mutual respect, empathy, equality, equity, secularism, justice, democracy, gender sensitivity, sustainable development, environmental consciousness, and human rights to its students. This is done through several programmes organised by various departments like celebrating Human Rights Day, women's day, environment day, UN day, Constitution day, national integration day, independence day, republic day, international day of nonviolence, world AIDS day, etc. A number of conferences have also been held focusing on these values. The CUK offers an MSc course and Ph.D course in Environmental Sciences. The University has a department of Geology and a department of Law. The University also has a Women's Studies Centre, which has conducted several conferences, workshops, and invited talks. It has an Internal Complaints Committee as well as a gender policy and action plan, which are available on the University's website. Moreover, it has reconstituted the SPARSH committee.

In addition, the University offers 40 courses focusing exclusively on peace, gender, human values, environment, ethics, and human rights. The University also offers several courses which have components of human rights, environment, human values, ethics, and gender. These courses are offered across disciplines in the University. Many of these courses are electives, and as the University follows the CBCS system, students from any discipline can enroll in these courses. Some value-added courses on human rights, constitutional Literacy, climate change, etc., have been offered during the current academic year. The details of the courses other than value-added ones are as follows:

1.GREEN CHEMISTRY

2.RENEWABLE ENERGY

3.EDUCATION FOR SUSTAINABLE DEVELOPMENT

4.Women and Writing

5.Women and Islam

6.Introduction to Gender Studies

7.Post Secular Feminism

8.Understanding Posthumanism

9.Women and Cultural Forms

10.CLIMATE CHANGE & CURRENT ISSUES

11.ENVIRONMENTAL POLLUTION &CONTROL

12.NATURAL RESOURCE MANAGEMENT

13.ENVIRONMENTAL ENGINEERING

14.CURRENT ENVIRONMENTAL ISSUES

15.Environmental Geology and Disaster Management

16.Water Resource Management

17.Climatology

18.Environment, Development, Politics

19.Gender in International Relations

20.Theory and Practice of Human Rights

21.Peace and Conflict Resolution Studies

22.CONSTITUTUIONAL RIGHTS & SOCIAL JUSTICE

23.HUMAN RIGHTS & CRIMINAL JUSTICE SYSTEM

24.CRIME AGAINST WOMEN & CHILDREN

25.RIGHT TO LIFE & LIBERTY

26.CONFLICT RESOLUTIONS & NEGOTIATIONS

27.Gender issues in Health

28.Law and Ethics in Public Health Practice and Research

29.Environmental and Occupational Health

30.ECOLOGY OF PLANTS

31.HUMAN RIGHTS AND PUBLIC ADMINISTRATION

32.INDIAN CONSTITUTION, SOCIAL JUSTICE & ADMINISTRATION

33.HUMAN RIGHTS AND ADMINISTRATION

34.GENDER STUDIES

35.ENVIRONMENTAL CONSERVATION & SUSTAINABLE DEVELOPMENT

36.CHILD RIGHTS & PROTECTION

37.RIGHTS OF WOMEN & GENDER JUSTICE

38.GENDER & SOCIETY

39.SUSTAINABLE TOURISM PRACTICES

40.CONSERVATION BIOLOGY

1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.

Response: 17

1.3.2.1 **How many new value-added courses are added within the last five years.**

Response: 17

File Description	Document
Institutional data in prescribed format	View Document
Brochure or any other document relating to value added courses	View Document
Any additional information	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 6.85

1.3.3.1 **Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
467	66	40	0	0

1.3.4 Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).

Response: 46.19

1.3.4.1 **Number of students undertaking field projects or research projects or internships.**

Response: 813

File Description	Document
List of Programmes and number of students undertaking field projects research projects/ / internships (Data Template)	

1.4 Feedback System

1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni

Response: A. All 4 of the above

File Description	Document
URL for stakeholder feedback report	
Institutional data in prescribed format	
Action taken report of the University on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	

1.4.2 Feedback processes of the institution may be classified as follows:

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
URL for feedback report	
Upload any additional information	
Institutional data in prescribed format	

19-04-2022 10:59:57

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Demand Ratio (Average of last five years)

Response: 21.8

2.1.1.1 **Number of seats available year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1464	1340	850	810	560

File Description	Document
Demand Ratio (Average of Last five years) based on Data Template upload the document	[View Document](#)
• Any additional information	[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years (Excluding Supernumerary Seats)

Response: 77.5

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
477	436	345	305	226

File Description	Document
Average percentage of seats filled against seats reserved (Data Template)	[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

As a mentoring University, providing better opportunities to the under-privileged or slow-learners is a responsibility of the University.

The institution organizes Orientation programmes/Induction programmes for freshers both at the University level and at the department level. The facilities and services available in the University and the scope of the subjects taught are introduced in these sessions. Apart from this, sessions are also included to inculcate a positive attitude and competitive spirit. This helps in monitoring the future progress of the students. Before the commencement of the classes, the different requirements of the students are identified and addressed early on adopting a strategic approach.

At the beginning of every academic year, the department faculty used to conduct two- or three-days course/seminar/talks to strengthen students' understanding of the subject concerned.

In order to motivate both the slow and quick learners, workshops are organized to enhance their skills. Summer internship, field/industry visits are also arranged by some of the departments. Subject associations/clubs are active in most of the departments/centres for the benefit of advanced and slow learners. Weekly discussions, Journal clubs, Screenings of films, Group discussions, Open debates are organized for augmenting learning outside the classroom.

Advanced learners: High performing students are identified on the basis of internal assessment, university examination, and involvement in classroom. They are advised to participate in various discussions to improve their presentation skills and also provided opportunities to develop their creativity by participating in national/international events. Advanced learners are encouraged to take up competitive exams like GATE, NET, etc. The activities and programmes conducted by the Career Guidance and Placement Cell of the University help the advanced learners to identify potential employers and institutions of higher learning

Slow learners: Slow learners are identified on the basis of continuous evaluation and assessment of the courses in the programmes (comprising of written tests, assignments, presentations, seminars, tutorials, practicals, field work, etc.) and involvement in classroom. Students are given additional learning and reference material. Group Study System is also encouraged with the help of the advanced learners. Special classes/training/counselling/mentoring are held, if needed, for the slow learners for improving their academic score. Further during the course of study, a group of students are assigned to a faculty for mentoring including supervision of dissertations. The mentors monitor academic performance and interact frequently to understand and assist any student with issues that affect their ability to learn or impede their academic progress. In some departments, teachers also provide a summary in the regional language (if needed) for the benefits of the weak students.

Remedial Classes: Remedial Classes are conducted with an aim to improve the academic performance of the slow learners, absentees and students who participate in sports and other activities. This practice helps the struggling learners to improve subject knowledge and helps them to catch up with their peers. With proper remedial help, closer supervision, more individual attention and the use of stimulating teaching strategies, the interest in learning is aroused.

2.2.2 Student - Full time teacher ratio (Data for the latest completed academic year)

Response: 10.11

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

The curriculum of the University, designed primarily with the objective of knowledge generation along with knowledge dissemination, adopts a learner-centric method of transaction aiming at cultivation of original thinking. Drawing on recent ideas in the field of the philosophy of education and pedagogy, the institution encourages the students to learn through guided discussions instead of relying solely on lecture methods. Classes are held in an interactive manner so as to generate innovative ideas and novel interpretations. Such a methodology enables the students to acquire the necessary wherewithal to emerge as future scholars and leaders capable of thinking critically, develop balanced perspectives and find sustainable solutions to problems they encounter. Instead of being passive recipients, the students partake in the process of co-creating knowledge, thereby boosting their self-confidence and independence.

The student centric methods of learning adopted by the institution include:

1. Enabling experimental learning
   1. Experimental learning through case studies, experimental research in some subjects and moot courts/mock trials
   2. Experimental learning through practicals/lab work/simulations/community camps/field visits/ field work
   3. In-class teacher-aided project work and internship promoting experimental learning
   4. Social/cultural/language/linguistic studies experimenting with linkage/ diversities/ problem identification and offering solutions.
2. Enabling participatory learning
   1. Participative teaching-learning practices include interactive lectures, tutorials, laboratory experiments, Audio-visual methodology with ICT enabled facilities, language lab, google classroom, field work, study tours and projects/internships.
   2. Guided/peer-reviewed group presentations/seminars and oral/poster individual presentations/seminars, followed by discussions are common features

3. Video lectures followed by discussions to enhance students' comprehension skills
4. Reading pre-assigned material in groups to cater to the needs of students with varied comprehension skills
5. Classes by senior students and Ph.D. scholars.
6. Opportunities for interaction with reputed academicians, experts from industry, literary figures and environmental and social activists. Awareness programmes involving students are also organized
7. Competitive quiz programmes are organized by some of the departments to enable participatory learning.
8. Discussions/competitions/debates are conducted in the campus to allow students to express their views apart from learning to respect perspectives that differ from theirs.
9. Extracurricular activities by NSS enable participatory service learning.
10. There are collaborative research papers, which allow participatory learning.
11. Opportunities for participatory learning of time/team management, decision making, communication and interpersonal skill development by organizing events such as seminars/workshops/lectures/expert talks also exist.

3. Problem solving methodologies
   1. Dissertation/project training including exposure to conceptualization, problem identification, survey, hypothesis formulation, experimental design, ideas or methods for solving it, and report preparation
   2. Clubs/societies of certain departments and NSS units have oriented the students to understand social problems and the ways and means to solve them.
   3. Internal assessments are provided to encourage students to work independently to solve problems

Individual written assignments and online examinations during the pandemic were tailored to test the problem solving skills of students.

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

The faculty of Central University of Kerala use ICT Tools for Effective content delivery for better understanding and reinforcement of the concepts and problem-solving is adopted by all the faculty of the institution. Teaching and learning are some of the critical objectives of university teachers. Looking at the current scenario, where e-governance is playing a vital role, all the faculties are continually getting updated with new helpful ICT tools. These ICT tools help in active learning for students. However, teachers also need specific professional development opportunities to increase their ability to use ICT for assessing online resources, formative learning assessment, and fostering student interaction and collaboration. There is a list of reasons which demonstrate that ICT tools can enhance teaching and learning in the 21st century. Some of the main reasons are student motivation, student attainment levels, student engagement in subject learning. These new ICT technologies can be used to do traditional things as well but in a different and more motivating manner. Consequently, teachers are challenged not only to integrate technology into traditional aspects of literacy instruction but also to engage students in emerging technological literacies. Many ICT tools are implemented successfully in a learning environment like youtube, smartboards, e-

books, e-materials, and google group tools. Most of the classrooms are equipped with ICT tools. The teachers are using ICT tools such as multi multimedia projectors, smart-boards, mobile app, and PowerPoint presentations. Few teachers are also engaged in web-based teaching. The animation, videos, interactive board, and are also used as a tool for teaching

Central University of Kerala provided all faculty members with the following Tools

1. Smart Class Rooms – Class rooms are equipped with Smart Boards, WiFi, Projector etc
2. Google Education Subscription – All the faculty are provided with Google Education Subscription accounts through which they can conduct online classes through Google meet, share notes etc.
3. Learning Management System (CUK-LMS) – Central University has provided faculty members dedicated E-Learning Portal through which faculty members can share notes, video lectures, conduct online assignments etc

The institution has the needed resources which include wide availability of computers in all departments and library, high speed internet access and general ICT knowhow among the students and the faculty.

Use of ICT By Faculty

1. Video Conferencing Facilities- Seminar and Conference room are digitally equipped where programs are conducted by various departments.
2. Online Assignments- Faculties prepare online assignments for students with the help of LMS platform of the University
3. Google Meet/Zoom – Online classes are conducted with the help of Zoom / Google meet applications.
4. Video lecture- Recording of video lectures is made available to students for long term learning and future referencing through the University E-Learning Platform.
5. Workshops- Teachers use various ICT tools for conducting workshops on latest methodologies.

File Description	Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 17.96

2.3.3.1 **Number of mentors**

Response: 98

File Description	Document
mentor/mentee ratio	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 81.98

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	
List of the faculty members authenticated by the Head of HEI	

2.4.2 Average percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. year-wise during the last five years

Response: 89.98

2.4.2.1 **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
137	123	120	116	113

File Description	Document
List of number of full time teachers with Ph D/D M/M Ch/D N B Superspeciality/DSc/D Lit and number of full time teachers for 5 years	

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 4.32

2.4.3.1 **Total experience of full-time teachers**

Response: 752

File Description	Document
List of Teachers including their PAN, designation, dept and experience details	

19-04-2022 10:59:59

2.4.4 Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years

Response: 50.44

2.4.4.1 **Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
11	18	14	15	11

File Description	Document
Institutional data in prescribed format	View Document

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

Response: 68.5

2.5.1.1 **Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
56.70	51.13	81.272	76.4	77

File Description	Document
List of Programmes and date of last semester and date of declaration of results	View Document

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 0

2.5.2.1 **Number of complaints/grievances about evaluation year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Number of complaints and total number of students appeared year wise	View Document
Any additional information	View Document

2.5.3 IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution

Response:

Online Admission Process

Central University of Kerala invited the admissions for UG/PG/PG Diploma and PhD for various courses in the departments through online mode. The E-Governance implementation team with the help of M/s ITI Ltd designed the online admission portal. The candidates with requisite CUCET score took admission in various courses through the online portal.

Student Self Service Portal

A student portal was made available for all the students who took admission through the online portal. Department wise Registration number was provided for all the students for course registration, CBCS form generation and for other exam and related activities.

CBCS Form 1: The students can view and register for the courses configured by the faculties of each department. Through the student portal, they can attend the classes, download the notes, watch the video lectures and can upload assignments.

Faculty Portal for Uploading ESA and CA Marks

A separate faculty and HOD portal is available for all the faculties in the university. Through the faculty portal, they can configure the program year and semester as well as the courses offered by the department. Provisions were made available for creating core, elective, open elective and MOOC courses through this platform. Faculties can upload the lesson plan in this portal and they can upload the notes, assignments, videos for each chapter through this portal. Online classes are conducted with the help of Google Meet platform integrated with the ERP portal.

Generation of CBCS Form 3 & Form 4

After the conduct of examination, separate pages are made available for configuring the weightage of CA

and ESA marks for each course through the faculty portal. Respective faculties can enter the CA and ESA marks for each students. Once the faculty lock the marks, HOD can approve/reject the marks entered by the faculty and if the marks are approved it will be finalized. Faculties can generate the CBCS form 3(details of grade and grade point for a particular course) for the approved marks. CGPA can is generated automatically in CBCS form 4 which was done manually before the exam wing automation. For the rejected marks, faculty has the provision to edit the mark and re-submit after correction. HOD can generate CBCS form 4 (consolidated details of grade and grade point for all the courses in the department).

Through the ERP portal, Controller of Examination can view the consolidated report of form 3 and form 4 for all the departments and the same is verified by the examination section.

Publication of Results

After the verification of the marks the final Form 5 is send to the Vice-Chancellor for approval through the ERP application. Once the Hon'ble VC approves the process CoE publishes the results and the grade cards are available for the students in the Student Self Service Portal.

So after the IT integration, hard copy data submission is replaced entirely with the ERP software and time required for manual verification of marks and other documents has been reduced to a great extent.

File Description	Document
Year wise number of applications, students and revaluation cases	View Document

2.5.4 Status of automation of Examination division along with approved Examination Manual

Response: 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	View Document
Current Manual of examination automation system	View Document
Annual reports of examination including the present status of automation	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents

Response:

Graduate attributes of the University are articulated through the vision and mission of the University. The Central University of Kerala is committed to passionately strive to prepare the human potential for building a responsible society by mentoring as stated in the vision statement. As per the mission statement, the Central University of Kerala is also committed (i) to extend the frontiers of knowledge facilitating innovation and creativity, (ii) to motivate, encourage and support students to think analytically, critically, socially and culturally, (iii) to enhance student strengths to help sustainable growth of the nation and the world, (iv) to prepare students to understand and analyze the real life situations.

Programs offered are therefore synchronized with the vision/mission and are geared to realize the program/course outcome in terms of creating competent, skilled and sensitive human resource. The University has clearly stated programme outcomes for each of its academic programmes which are comparable to global standards corresponding to the level of learning. The programme outcome envisaged by different academic programme is, in fact, a reflection of the institutional objectives, as enumerated in the Central Universities Act, 2009.

1. Disseminate and advance knowledge by providing instructional and research facilities in such branches of learning as it may deem fit
2. Make special provisions for integrated courses in humanities, social sciences, science and technology
3. Take appropriate measures for promoting innovations in teaching-learning process and inter-disciplinary studies and research
4. Educate and train manpower for the development of the country
5. Establish linkages with industries for the promotion of science and technology
6. Pay special attention to the improvement of the social and economic conditions and welfare of the people, their intellectual, academic and cultural development

Besides the programme outcome, the curriculum clearly states the course/learning outcome for each of the individual courses, which are in conformity with the programme outcomes.

Some key attributes of programme/course outcomes depending on the nature of the programme/course are:

1. Skill enhancement and knowledge acquisition in the subject domain for theory and practicals.
2. Critical Thinking, decision making, inter-personal and leadership skills, behavioural change, and opportunities for personal development
3. Scope for creativity, research, innovation, entrepreneurial enhancement
4. Scope for acquiring inter-disciplinary knowledge
5. Understanding diversity, regional, national and global perspectives

The programme and course/learning outcomes are integrated into the assessment process and 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 through Blooms Taxonomy involving continuous and end semester assessments of each courses are meticulously designed to ensure that the programme/learning/course outcome envisaged are realized.

Awareness on the programme outcome is spread by including the expected programme and course/learning outcomes in the curriculum made available on the official website of the University for public access. Some of the departments/centres use social media to share such information to enhance awareness of the program. The students are also made aware of the same through mentoring.

2.6.2 Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution

Response:

The University has clearly stated the programme outcomes for each of its academic programmes. Programmes offered are synchronized with the vision/mission of the University and are geared to realize the programme/course outcome in terms of creating competent, skilled and sensitive human resource. Besides the programme outcome, the curriculum clearly states the course/learning outcome for each of the individual courses, which is in conformity with the programme outcomes.

For ensuring the attainment of these outcomes, active and appropriate pedagogical methodologies are used by the University. The programme and course/learning outcomes are integrated (effectively mapped) into the assessment process and 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 reckon with the levels of learning envisaged in Blooms Taxonomy. Continuous and end semester assessments of each course are meticulously designed to appropriately test the programme/learning/course outcome expected of the course and programme.

Level of attainment of Course Outcome: Knowledge and skill that students acquire in their subject and also their capacity for critical thinking, are evaluated through continuous internal evaluation (consisting of test with unit-wise mapping of questions, quiz, presentation/seminar, assignment, field work, practicals, comprehensive viva etc., depending on the course), end semester examinations and personal interaction as per the Bloom's Taxonomy with specific focus on the course outcomes. Moreover, evaluation outputs are used to encourage, motivate and support fast learners to attain academic excellence and in the case of slow learners additional support and remedial measures are taken for improving their performance. Further at the end of each course, a feedback is taken regarding the content, pedagogy and outcome of the course

from the students. These feedbacks are also used for evaluation of attainment of various outcomes of the course and programme.

One of the immediate outcome attainments is the graduate outcome.   Attainment of these outcomes is excellent, with an average pass percentage of 100% in the past 5 years.

Level of attainment of Programme Specific outcome (PSO): The attainment of the program specific outcome is measured based on the interest in the subject and aptitude for research.   Three of the immediate PSO attainments are (i) the number of the students qualifying in the NET/JRF/GATE, etc. in the relevant subject, (ii) the number of the students undergoing higher studies in the relevant subject, (iii) the number of student placements relevant to the studies.

Level of attainment of Programme Outcome (PO):   The attainment of the programme outcome is measured based on the number of the students placed, number of students admitted to higher studies, and number of students qualified in various competitive examinations (including NET/JRF, etc.).

Attainment of PO/PSO is evident from the following achievement in the last five years in terms of the number of qualifiers in NETs, JRFs, Placements, other competitive examinations, undergoing higher studies, co/extracurricular achievements, internships, students papers, awards/fellowships/scholarships, programme ranking and reputation

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 100

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 932

2.6.3.2 **Total number of final year students who appeared for the examination conducted by the Institution.**

Response: 932

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination	<u>View Document</u>
Upload any additional information	<u>View Document</u>
Paste link for the annual report	<u>View Document</u>

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.4

File Description	Document
Upload database of all currently enrolled students	<u>View Document</u>

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

The CUK has a policy for promoting research. The University library resources and access to journals have improved considerably during the assessment period. New databases have been added including Scopus. Turnitin, a more powerful plagiarism- checking software, has been made available, so also a grammar-checking software called Grammarly. Several research methodology-related training programmes including reference management tools such as Mendeley, have been organized under the aegis of the library and teaching departments. Value-added courses on Academic Writing and Publishing also have been offered.   Material unavailable in the library are procured through the inter-library loan system.

The University provides incentives in the form of appreciation letters and token cash awards to faculty who have published in high-impact journals and have received patents. Further, in order to promote research in non-science subjects, a scheme of small grants has been initiated in 2021 and the first batch of two dozen faculty members received the sanction letters. It has also been decided to return a portion of the overhead charges collected by the University from sponsored projects to the investigators.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	[View Document](#)
URL of Policy document on promotion of research uploaded on website	[View Document](#)

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response: 5.2

3.1.2.1 **The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).**

2020-21	2019-20	2018-19	2017-18	2016-17
21	5	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

3.1.3 Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.

Response: 8.63

3.1.3.1 **The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
5	14	15	18	7

File Description	Document
Institutional data in prescribed format	View Document

3.1.4 Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the last five years.

Response: 268

3.1.4.1 **The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
27	53	48	79	61

File Description	Document
Institutional data in prescribed format	View Document

3.1.5 Institution has the following facilities to support research

1. **Central Instrumentation Centre**
2. **Animal House/Green House**
3. **Museum**
4. **Media laboratory/Studios**
5. **Business Lab**

6. **Research/Statistical Databases**
7. **Mootcourt**
8. **Theatre**
9. **Art Gallery**
10. **Any other facility to support research**

Response: A. 4 or more of the above

File Description	Document
Upload the list of facilities provided by the university and their year of establishment	[View Document](#)
Paste link of videos and geotagged photographs	[View Document](#)

3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies (Data for the latest completed academic year)

Response: 3.7

3.1.6.1 **The Number of departments with UGC-SAP, CAS, DST-FIST , DBT, ICSSR and other similar recognitions by national and international agencies.**

Response: 1

File Description	Document
Institutional data in prescribed format	[View Document](#)

3.2 Resource Mobilization for Research

3.2.1 Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the last five years (INR in Lakhs).

Response: 2

3.2.1.1 **Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years (INR in Lakhs).**

2020-21	2019-20	2018-19	2017-18	2016-17
2	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

3.2.2 Grants for research projects sponsored by the government agencies during the last five years (INR in Lakhs).

Response: 121

3.2.2.1 **Total Grants for research projects sponsored by the government agencies year-wise during the last five years (INR in Lakhs).**

2020-21	2019-20	2018-19	2017-18	2016-17
17	27	33	29	15

File Description	Document
Institutional data in prescribed format	View Document

3.2.3 Number of research projects per teacher funded by government and non-government agencies during the last five years

Response: 3.99

3.2.3.1 **Number of research projects funded by government and non-government agencies during the last five years.**

Response: 123

3.2.3.2 **Number of full time teachers worked in the institution year-wise during the last five years..**

Response: 154

File Description	Document
Institutional data in prescribed format	View Document

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge.

Response:

The University has started creating an ecosystem for making the students aware about innovation and

involve in innovation activities. The innovation cell and Intellectual Property Rights Cell have been constituted to instill the value of innovation. Prolific researchers and those with high-impact publications are acknowledged by issuing certificates of appreciation for innovation. The university has a policy on innovation to encourage the staff and students of the University to innovate and engage in entrepreneurial activities and transfer of the University's inventions and innovations to the third party where they can be developed for the benefit and use of the society at large and sharing of the resources generated out of such technology transfer endeavors. It also provides exposure to industry collaboration. Innovation and Start up Policy of the education ministry is the broad framework within which innovation initiatives are contemplated. The University has an innovation and entrepreneurship development centre under the aegis of which professional development programmes have been organized in collaboration with the department of commerce and business studies. The university has also the necessary sanction to start an Incubation Centre.

File Description	Document
Upload any additional information	[View Document](#)

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development during the last five years.

Response: 44

3.3.2.1 **Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
12	10	7	12	3

File Description	Document
Institutional data in prescribed format	[View Document](#)

3.3.3 Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.

Response: 116

3.3.3.1 **Total number of awards / recognitions received for *research /* innovations won by institution / teachers / research scholars / students year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
28	33	22	23	10

File Description	Document
Institutional data in prescribed format	[View Document](#)

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: A. All of the above

File Description	Document
Code of ethics for Research document, Research Advisory committee and ethics committee constitution and list of members on these committees, software used for Plagiarism check, link to Website	[View Document](#)

3.4.2 The institution provides incentives to teachers who receive state, national and international recognitions/awards 1.Commendation and monetary incentive at a University function 2.Commendation and medal at a University function 3. Certificate of honor 4.Announcement in the Newsletter / website

Response: A.. All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)

3.4.3 Number of Patents published / awarded during the last five years.

Response: 7

3.4.3.1 **Total number of Patents published / awarded year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
3	1	1	1	1

File Description	Document
Institutional data in prescribed format	[View Document](#)

3.4.4 Number of Ph.D's awarded per teacher during the last five years.

Response: 0.87

3.4.4.1 **How many Ph.D's are awarded within last five years.**

Response: 119

3.4.4.2 **Number of teachers recognized as guides during the last five years**

Response: 137

File Description	Document
Institutional data in prescribed format	View Document

3.4.5 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 7.96

3.4.5.1 **Number of research papers in the Journals notified on UGC website during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
320	255	175	187	152

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 2.6

3.4.6.1 **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
129	86	62	49	29

File Description	Document
Institutional data in prescribed format	View Document

3.4.7 E-content is developed by teachers :

1. **For e-PG-Pathshala**
2. **For CEC (Under Graduate)**
3. **For SWAYAM**
4. **For other MOOCs platform**
5. **Any other Government Initiatives**
6. **For Institutional LMS**

Response: B. Any 4 of the above

File Description	Document
Institutional data in prescribed format	View Document
Give links or upload document of e-content developed	View Document

3.4.8 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

Response: 7.99

3.4.9 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response: 29.5

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy.

Response:

The University has a detailed policy on consultancy work. The competent authority to approve consultancy projects up to Rs 50.00 lakhs is the Vice Chancellor. Project estimates beyond Rs 50.00 lakhs necessitate approval from the Executive Council. Consultancy services offered may cover a variety of activities such as professional advice and assistance to arts/ literature / humanities /social and legal services. It also include broad activities such as feasibility studies; technology assessment, impact assessments; product or process development through laboratory intensive wet lab research, experimental validation of hypothesis/theory with or without laboratory research, material, energy, environmental and manpower audits; software development; general trouble-shooting, intensive efforts for transfer of highly focused skills and expertise to select groups in specific organizations, preparation of policy, vision and strategy

documents and so on. The policy lays down the different controls exercised in consultancy, the overheads accruing from them and the ways the income so derived is apportioned between the university and the recipient of consultancy work.

The distribution of honorarium to the staff in consultancy projects, which are less than one-year duration may be done after completion of the project, as certified by the PI and the same approved by the Director of Research. However, Consultancy projects for which the duration of the contract is more than a year, honorarium to the staff may be distributed annually, provided the amount due for the year, has been received from the Client.

File Description	Document
Upload soft copy of the Consultancy Policy	View Document

3.5.2 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response: 0.01

3.5.2.1 **Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

2020-21	2019-20	2018-19	2017-18	2016-17
0.01	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.6 Extension Activities

3.6.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years.

Response:

Community outreach or service-learning is a forte of the University. The University has carried out not less than 100 extension activities to reach out to the community during the assessment period. The three NSS units on the campus also have made vital contributions in this area. The departments of social work, public health and law have been in the forefront of extension activities. The activities undertaken include, legal awareness, water awareness, voter awareness, coaching tribal students for law entrance examination,

supply of medicines, screening for illnesses and health awareness by organizing a medical camp in Wayanad following the floods in 2018, health and hygiene awareness in colonies under Swachtha Pakawda, medical camp at Pallikere, Malaria prevention and conscientization among the migrant construction workers, plastic free awareness programme, organization of national integration camp, digital payment popularization campaign, residential nature camp at Wayanad, Three-day self defence training, rural and tribal immersion, blood donation, marathon on world Ozone day, observance of important days, bamboo bin making, donate a book programme , Gandhi Darshan yathra, adopt a tree programme and so on.

3.6.2 Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the last five years

Response: 11

3.6.2.1 **Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
5	6	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copy of the award letters	[View Document](#)

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 288

3.6.3.1 **Number of extension and outreach programs conducted by the institution those through NSS/NCC, Government and Government recognised bodies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
58	102	65	57	6

File Description	Document
Reports of the event organized	View Document
Institutional data in prescribed format	View Document

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Response: 359.74

3.6.4.1 **Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
8966	7267	3731	4127	680

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

3.7 Collaboration

3.7.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 26.6

3.7.1.1 **Total number of Collaborative activities with other institutions / research establishment / industry for research and academic development of faculty and students year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
89	27	7	4	6

File Description	Document
Institutional data in prescribed format	View Document

3.7.2 Number of functional MoUs with institutions/ industries in India and abroad for internship, on-

the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 14

3.7.2.1 **Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
10	3	1	0	0

File Description	Document
Institutional data in prescribed format	[View Document]()

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

In order to modernize education, the Central University of Kerala has been leveraging state-of-the-art technology in the University. The ICT Wing of the University is the nodal point that caters to the ICT requirements of the University. The ICT Wing is facilitating the academic, research, and administrative activities of the University without any time lag.

Now the University is on the path of attaining complete automation and digitalization. An ERP (Educational Resource Planning) currently being implemented ensures that all processes within the university are computerized and information is readily accessible to authorised users (administrators, faculty and students). The CUK has implemented a fully integrated ERP system that provides transactional support to all functional requirements of the University, ranging from the admission of students to conduct of classes, recruitment of staff to retirement procedures, payroll, maintenance of students' attendance, details/tracking of any files and so on. There is also a learning management system(LMS) and lecture capturing facility to assist the learning process.

The entire campus is connected with a high-speed internet facility to support the multifaceted activities of the University. All the campuses are wi-fi enabled. The university is connected to NKN (National Knowledge Network), which provides access to large number of libraries, online lectures, archived lectures of various IITs, virtual classrooms and many more facilities available under NKN with a speed of 1Gbps. ICT infrastructure provided by the University is the catalytic factor that accelerates the progress of the University in the academic and administrative arena. The entire University campus has a Fibre Optic LAN of 9.5KM and UTP cable covering 1544 points which provide the network to over 741 Computer Consoles, 146 Printers, 225 WiFI Points etc. Now, almost 100% of the campus is Wi-Fi enabled.

The University provides its students with state of the art, well-furnished computer labs, with **469** computers exclusively for students; 13 computer Labs with internet enabled computers to serve the day-to-day computing needs of students; Specialised labs with student consoles have been developed for individual departments with software's relevant for each department installed in the computers.

The ICT Wing provides essential ICT services, including internet access, e-mailing, CUK-ERP, Wi-Fi, IT security, University Portal development and maintenance, problem diagnostics and troubleshooting, Online Admissions, Fee payment etc. have also been maintained by the ICT Wing.

More than 90 percent of the classrooms are SMART classrooms with good internet connectivity. The University has the necessary modern laboratories and equipment, and some lab equipment are pooled to create a central instrumentation facility beneficial to all the students. The virology lab of the University has also seen a recent expansion with 3 RTPCR machines and 2 Genetic Material Isolation machines

The University is well-equipped with modern computing facilities for students and researchers. The Common Computer Lab at Brahmaputra building can occupy around 80 students at a time. Its information

technology-based learning solutions, multimedia experience, e-resources, and high-speed internet connectivity are useful instruments for facilitating the students' learning.

4.1.2 The institution has adequate facilities for cultural activities, yoga, games and sports (indoor & outdoor); (gymnasium, yoga centre, auditorium, etc.,)

Response:

Cultural activities:

The Central University of Kerala started its operations in 2009. The University has truly become national, with around 2500 students drawn from the different regions of India. The University has always been known for its varied cultural activities. The three-day mega-event known as CANKAMA is an annual feature that all the students enthusiastically look forward to. Many well-known artists participate in this programme and act as jury. The University has an open-air theatre stadium where all the cultural activities occur. Additionally, various seminar halls of the department buildings are also used for competitions and cultural activities.

Following cultural activities are regularly organised.

1. Dances
2. Festivals
3. Food festival of various states
4. Onam, Diwali, Holi celebrations
5. Dress competitions
6. Songs
7. Drama
8. Cultural immersion and exchange visits

The University has various committees/cells that promote cultural activities.

1. Cultural activities committee

2. SPIC MACAY Heritage Club

A twelve-member committee consisting mainly of students coordinated by a faculty supervises the cultural activities of the University.

The University has a separate Department of Yoga. It organises various yoga-related health and wellness programs. Every year the International Day of Yoga is also celebrated. Various schools and departments participate in the programmes. The University has a dedicated yoga committee consisting of 8 members to oversee Yoga programmes and a Yoga hall in the Departmnent of Yoga.

Sports and games:

The University also orgnaises sports and games competitions internally as well as take the students for inter-university and regional competitions. Outdoor stadiums are under preparation and indoor games competitions are yet to start. A gym facility is also proposed to be set up. The University has an active sports committee. A consultant and an instructor have been appointed to develop the sports facilities and organise sports events.

1. Indoor Badminton Courts, Inside Payaswini Hall
2. Multipurpose playground (Foot Ball and Cricket), Near north gate Thannot Road
3. Volley Ball Court, in front of Krishna Building
4. Volley Ball Court, Boys Hostel

There are also table tennis boards available in hostels and faculty recreation centres. A qualified senior instructor has been appointed recently to spruce up the sports and games of the University.

File Description	Document
Geotagged pictures	[View Document](#)

4.1.3 Availability of general campus facilities and overall ambience

Response:

The Central University of Kerala(CUK) is located at Tejaswini Hills, Periya, Kasaragod, Kerala, characterized by linguistic and ethnic diversity and cultural richness. The campus is spread over 310 acres, a portion of which is separated by a road used by the public. The campus has a beautiful landscape with trees, flowers, and lawns to create a congenial and environment-friendly ambience. This has been achieved through landscape planning. The cafeterias and other student joints are all wifi enabled. Most of the academic and administrative buildings are modern and have spacious corridors and staircases. The green bee-friendly, pollinator-friendly, and bird-friendly campus provides the faculty and students a serene ambience to teach, learn, acquire skills and develop their personalities.

CUK has a Health Care Centre to provide medical care to students, staff, and dependents manned by two medical officers. There is an outpatient clinic that provides medicines free of cost. The Health centre services are available from 9.30 am-5.30 pm, and the doctors are accessible round the clock. An ambulance facility is also available at the Health Centre.

The new buildings, which house most departments, have ramps, lifts, and toilets for differently-abled students. Efforts are underway to provide these facilities in all buildings on the campus. All the classrooms have a smartboard with an LCD facility and are well-furnished and ventilated.

There are 24 temporary staff quarters available on campus, and 40 permanent staff quarters are under construction. The University Guest House house is well furnished and can accommodate up to 80 guests.

The campus also has a bank, ATM Centre, a canteen, two cafeterias, and a store.

Presently, there are two boys hostels and three girls hostels, which accommodate 458 boys and 822 girls respectively. New hostels are under construction and very soon one of them will become operational with 100 additional seats for boys.

All the main campus buildings have well-equipped conference halls for holding seminars/conferences/workshops.

Bus facility is available for transporting staff and students from and to two destinations. There is also a shuttle service within the campus and to the nearest marketplace for students and staff. All the blocks of the University have vehicle parking facilities for staff and students

Cycle facility, electric scooters, and mobile electric vehicles and dedicated parking lots for differently-abled are available on the campus..

A helipad capable of accommodating 3 helicopters, a multipurpose hall, an Open Air Theatre, a daycare centre, and a staff recreation centre are also available.

RO purified drinking water facility is available in all the buildings of the University. To avoid rainwater run-off and reduce depletion of groundwater reserves in the campus, re-charging through rainwater harvesting is undertaken. One of the buildings is fully powered using solar energy. The food served in the canteens, cafeteria, hostels, and guest house has been certified by FSSAI and rated five stars.

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

Response: 318.28

4.1.4.1 **Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
2813.0	3504.0	3297.8	7929.38	3861.02

File Description	Document
Upload audited utilization statements	[View Document](#)
Institutional data in prescribed format	[View Document](#)

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS) and has digitisation facility

Response:

The Library of Central University of Kerala has a decent collection of learning resources in Arts, Humanities, Science and Social Sciences. The library supports the research and educational endeavours of students, research scholars, and the faculty by collecting, organizing, preserving and disseminating information and providing need-based services including online information resources. There is a Library committee for the development of the library and to guide its activities. The committee meets every three months and takes decisions for purchasing books and journals from the lists submitted by each department. The library has an advisory board consisting of external experts.

The library is automated with KOHA Open-Source Integrated Library Management System (ILMS). Library is using Dewey Decimal Classification (DDC) system to organize the knowledge collection. There is a good collection of documents on all subjects. The total collection of printed books is 56,157. In addition, there are 632 special Braille collections. Library timing is 8.00 am to 8.00 pm. The library has membership of e-ShodhSindhu consortium and access 11500+ e- journals from them. Library is regularly updating the new arrivals of books and journals issues to the students and faculty members. Orientation programmes are organised periodically for the benefit of the users. Individual assistance for research scholars to identify information from online materials, organisation of book exhibition on special occasions, and permission to faculty to purchase books worth Rs. 20000 for the library are other notable features in existence.

FACILITIES AND SERVICES

- Digital Resource Centre with Wi-Fi networks
- OPAC and Web OPAC
- Reprographic Facility
- Locker facility to keep the personal belongings of the users while in library
- Document Delivery Service
- Article Alert Service
- Book lending service
- Reference Facility
- UGC Infonet Consortia
- INFED – Remote access of e- resources
- Circulation services
- Internet facility
- Library membership
- User Orientation/ Information Literacy
- Newspaper Clippings
- Library training programme for MLIS pass out students
- Book reservation facility
- Institutional (CRIS)
- MyLOFT (My Library on Finger Tips) Application

A total of 24207 titles were added during the last five years. Further, 1082 e-books and 86 titles of the institute of the Physics e-journals were added recently to cope with online learning. The number of print journals also increased from 74 in 2016-17 to 118 in 2020-21. The library subscribes to 11 databases including Scopus. The library has institutional membership of DELNET, American Consulate Library, Chemical Research Society of India and Current science Association. It has also an inter-library loan system for unavailable materials. Turnitin, a more powerful plagiarism-checking software is made available, in addition to Urkund. The University also subscribes to Grammarly, a grammar-checking software. All the library resources can be accessed through the single-stroke MyLoft application.

Prior to the COVID-19 an average of 3448 members used the library resources every month. As many as 37 training programmes and events were organized by the library during the last five years. Once the construction of the new library building is completed in 2023, the facilities and book collection are bound to improve substantially.

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Institutional data in prescribed format	[View Document]

4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 108.55

4.2.3.1 Annual expenditure for the purchase of books and journals including e-journals year-wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
94.52	113.57	115.39	79.61	139.68

File Description	Document
Institutional data in prescribed format	[View Document]
Audited statements of accounts	[View Document]

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 1.09

4.2.4.1 **Number of teachers and students using library per day over last one year**

Response: 21

File Description	Document
Details of library usage by teachers and students (Library accession register, online accession details to be provided as supporting documents)	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic year)

Response: 100

4.3.1.1 **Number of classrooms and seminar halls with ICT facilities**

Response: 67

File Description	Document
Institutional data in prescribed format	View Document

4.3.2 Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility

Response:

Central University of Kerala is committed to develop a modern, secure and sturdy ICT infrastructure to manage the teaching-learning and administrative activities of the university. With this purpose, The CUKerala has developed comprehensive information technology policy with approval of Executive Council university information communication technology (ICT) resources. These policies apply to all faculty, staff, and students of the University, The IT Policy captures the following major points.

IT POLICY RELATED GOVERNACE COMMITTEES

Central University of Kerala has three major ICT related decision makers

ICT Committee (Make policy decisions/major ICT related decisions)

Standing Purchase Committee for IT & Related Procurement (Acts and Technical & Financial Evaluation committee for IT Related procurements)

Department IT-Coordinator (Nominated by HoD)

ICT WING

The ICT Wing offers essential services including Internet Access, Emailing, CUKerala-ERP, IT security, campus Wi-Fi, Intranet Portal development and maintenance, Problem diagnostics and troubleshooting etc. The ICT Wing administers a 1-Gbps link to National Knowledge Network to provide smooth internet facility and access to online learning materials.

ICT SERVICE MANAGEMENT

The ICT wing has hosted an online ticketing system (Spiceworks Software-Freeware) which helps in tracking and monitoring of complaints. The DSS has the primary responsibility in handling the resolution of IT Related problems.

NETWORK/WIFI SECURITY/INTERNET USAGE

The entire University campus has a Fiber Optic LAN of ~10KM and ~1500 LAN nodes, over 700 Computing Nodes, 225 Wi-Fi connections across the campus. The perimeter network security is handled by GAJSHIELD Firewall and RADIUS authentication system. The University provides computing equipment and access to the internet to enable students/faculty/staff to carry out their work for the University, and allows limited use which is not work related. As defined in the policy websites which host virus/illegal software/illegal material etc are blocked.

1. ASSET MANAGEMENT

University has nominated IT-Coordinators in each department to look after the Software assets and ensure that the department computers does not host pirated software and that the data is access by authorized personnel only.

OPEN SOURCE POLICY

CUKerala endeavors to adopt Open Source Software in all software applications and systems implemented by Government Organizations. Freewares like Spiceworks, FreeRADIUS, Google Education etc has been put to maximum use.

GREEN COMPUTING

CUKerala through its green computing policy aims for optimum utilization of ICT resources and ensure that computers/devices are optimized for power saving. Also proper disposal of old computing devices is done through E-Waste Management tender.

E-GOVERNANCE POLICY

A fully integrated 33-module ERP system (CUKerala-Educational Resource Planning System(ERP)), which provides transactional support to all functional requirements of the University, Student LifeCycle System, Purchase & Finance, Administration, HRMS, Project Management etc is being implemented in the University.

UPDATION OF FACILITIES

Central University of Kerala maintains Annual Maintenance Contract for Computers and Peripherals including Wifi Devices for upkeep of devices after the warranty period. CUKerala has implemented MHRD_WiFi for providing WiFi services to students/faculty/staff etc. Budgetary provisions are made every year for upgradation of computing infrastructure.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.3.3 Student - Computer ratio (Data for the latest completed academic year)

Response: 3.75

File Description	Document
Upload any additional information	View Document
Student – computer ratio	View Document

4.3.4 Available bandwidth of internet connection in the Institution   (Leased line)

Response: A. ?1 GBPS

File Description	Document
Upload any additional information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.3.5 Institution has the following Facilities for e-content development

1. **Media centre**
2. **Audio visual centre**
3. **Lecture Capturing System(LCS)**
4. **Mixing equipments and softwares for editing**

Response: C. 2 of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Links of photographs	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

Response: 104.22

4.4.1.1 **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
1533.08	1642.65	1534.76	1577.75	942.37

File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts	View Document

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic

and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

The University has various physical, academic and support systems such as buildings, classrooms, seminar halls, library, laboratories, office rooms, laboratory equipment, computers and accessories, sports materials, gardens, electrical and water supply etc. Every year the University allocates sufficient budgetary provision for maintenance.

The estate section of the University maintains the records pertaining to the properties of the University. To keep the campus and laboratories clean, separate staff have been engaged. The IT cell is responsible for the upkeep of computers, LAN, internet, Wi-Fi and other ICT facilities. The university has regular and outsourced staff for the maintenance of electrical work, civil work etc. The 500 KVA Gensets are technically manned and maintained by the trained in-house technicians.

Library

Damaged books are removed from the stack and periodically sent to the local binding units. Books with minor damage are repaired for re-use immediately. The maintenance of the reading room and stock verification of library books is done regularly by library staff. Vacuum cleaner is available in the library for removing dust from books.

Computers

The maintenance of the computers is looked after by the IT section. The IT section takes care of hitches in the smooth running of ERP system, up-gradation and maintenance of automation packages, troubleshooting of hardware and networking equipment, University website including internet connectivity and procurement of hardware, software etc. The University has a Hi-Tech surveillance system with high-resolution cameras along with day/night facility of distributed recording in a control room which are also maintained by the IT department. A person is appointed exclusively to look after the maintenance of the computers. The major repairs are given to the external agencies. Most of the equipment in computer labs is covered under AMC, whereas small instruments are repaired by in-house technicians of CUK. Technical aids such as multimedia projectors, laptops, desktops, printers, Wi-Fi, LAN etc. are maintained by IT section mainly through AMCs.

Laboratories

Laboratories are monitored for cleanliness on a regular basis. The chemical wastes are sufficiently diluted before being discarded. The students are trained to keep the equipment clean by fixing accountability individually. Maintenance records are kept by lab technicians, lab in charge and supervised by HODs of

the concerned departments. The laboratory equipment, specimens, and other necessary chemicals are purchased by the purchase section of the University as per the requirements of the departments. All repair, maintenance and upkeep of labs is undertaken by the lab in charges/technical experts through annual maintenance contract (AMC) or on-call basis following due procedures. The lab in charge will monitor the maintenance status every Friday to allow repairs on weekends. Facility-wise log books are maintained so that utilization level of the equipment can be monitored.

Equipment, instruments and appliances involved in the teaching-learning process are provided continuous maintenance and repair. The advanced and expensive equipment are maintained through Annual Maintenance Contract (AMC). Small instruments /equipment like balance, microscope, pH meter, dissolution apparatus, mixer, hot plate are repaired time-to-time and maintained periodically. The calibration, repairing and maintenance of sophisticated lab equipment are done by the technicians of related owner enterprises.

Estate Maintenance /Civil, Electrical works

The maintenance of the buildings, roads and all associated infrastructure will be under the general supervision of the estate section. The repair and maintenance of physical infrastructures such as class rooms, administrative building, laboratories, sports grounds, roads, footpaths, overhead roof tanks, drains, services like water supply and electric supply and other civil maintenance works are carried out by the engineering section and minor maintenance by estate section of the University.

For civil and electrical maintenance, the complaints by the concerned departments and wardens of hostels regarding electrical and water supply, are attended to by the engineering section/estate section. Any work involving taking trenches, laying pipes etc. will be carried out after appropriate site permission from the Estate section.

The Green Initiatives of the University are carried out by the Estate section and Campus Development Officer. Maintenance of the horticulture facilities is outsourced by engaging the required number of employees under the supervision of Estate section and Campus Development Officer.

All housekeeping works of the University in all departments and hostels are under the Estate section and maintained by a service provider identified on tender basis through e-procurement..

The usage of central facilities such as seminar Halls, Auditoriums, Housing units and transportation including vehicles and drivers is managed by the Estate section of the University.

Classrooms:

The maintenance of classrooms is a regular exercise. The cleanliness of classrooms is ensured by sweepers. All classrooms are cleaned before 9.30 am every day.   The supervisors of housekeeping department are also responsible for the maintenance of the buildings and physical facilities including washrooms through weekly reports about required repairs & compliances.

Security

The 24x7 security services in the campus is outsourced to a service provider working under the guidance of the Security officer of the University who is also responsible for the proper maintenance of campus security.

Transport

The University has a strong transport department to ensure the buses, ambulance and cars and shuttle services are available and maintained properly and efficiently. The Estate Section takes care of that.

Sports Complex

There is a Sports Coordinator to look after sports equipment and facilities .

Student Support and Welfare

There is a canteen committee for maintenance of the University canteen and to ensure the healthy and hygienic food for the students as well as the other members of the University at affordable rates. All kitchens in canteen, hostels and cafeterias in the University are registered under FSSAI.   The university has a Guest house to accommodate the faculties, scholars and researchers who visit university for various research and academic activities.   The University also provides various other ancillary services to the students, faculty members and staffs such as Bank/ATM , Cafeteria and store which are taken care of by the service providers themselves.

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).

Response: 44.18

5.1.1.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
540	760	622	468	323

File Description	Document
Institutional data in prescribed format	[View Document](#)

5.1.2 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

Response: 43.01

5.1.2.1 **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1527	476	172	369	364

File Description	Document
Institutional data in prescribed format	[View Document](#)

5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

5.1.4 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances 4. Timely redressal of the grievances through appropriate committees

Response: A. All of the above

File Description	Document
Upload any additional information	View Document

5.2 Student Progression

5.2.1 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 100

5.2.1.1 **Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, *etc.*)) year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
137	191	98	44	25

5.2.1.2 **Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
137	191	98	44	25

File Description	Document
Institutional data in prescribed format	View Document

5.2.2 Average percentage of placement of outgoing students during the last five years

Response: 14.51

5.2.2.1 **Number of outgoing students placed year - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
129	104	69	45	23

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

5.2.3 Percentage of student progression to higher education (previous graduating batch).

Response: 2.43

5.2.3.1 **Number of outgoing student progressing to higher education.**

Response: 18

File Description	Document
Upload supporting data for student/alumni	View Document
Institutional data in prescribed format	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards / medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) during the last five years.

Response: 58

5.3.1.1 **Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
20	19	15	2	2

File Description	Document
Institutional data in prescribed format	[View Document](#)
Link for additional information	[View Document](#)

5.3.2 Presence of Student Council and its activities for institutional development and student welfare.

Response:

The Central University of Kerala has a dynamic and proactive student's council. The student's council is elected through a democratic election process across the 27 Departments of University. The Executive council of the student council consists of a President, Secretary, Vice President, Joint Secretary and Executive Council Members. The Executive Council is elected from among the elected student's council representatives. Elections are hotly contested.

The Student Council plays an important role as a liaison between Students and University administration. During more than three out of the last five years, the Student Council has been in the forefront for raising the concerns of the students, identifying solutions, and supporting the faculty and University administration to organize activities for students' welfare and institutional development.

Under the guidance of the Dean of Student's Welfare and Cultural Coordinators, the Student Council takes the lead in organizing the Annual Arts Festival of Central University of Kerala- "CANKAMA". CANKAMA is a three-day Arts Fest with several onstage and off-stage events celebrating the talents and cultural diversity of the University. CANKAMA was organized four times in the last five years. Additionally, the Students Council organizes events on specific days such as "Martyr's Day", Organizing Panel Discussions on Key aspects such as "Gender Sensitization", Organizing Sports Meets and Tournaments, Screening of Films and Plays on topics such as "Environment and sustainability", among others. From time to time the Students Council works with Sports, Cultural, NSS and other Coordinators to organize activities promoting all-round development of the students.

The student's council also played an active role in the campus beautification drive, RECYCLE campaign and Campus Cleaning drive. The Student's Council has also raised several key issues such as shortage of hostel facilities, human resources in the hostel etc., which helped the University take corrective steps. The students are also represented in key bodies like the Academic Council, the Court and the IQAC. During 2020-21, elections could not be held due to lack of consensus among students on using the online mode of

election. An attempt to constitute the Council in late 2021 was also deferred for the same reasons.

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 9.8

5.3.3.1 **Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
6	12	14	9	8

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Response:

The Central University of Kerala Alumni Association (KSR/CA/2021) is the Official Association of the Alumni of the Central University of Kerala, and functions under the University Alumni Cell. It is an Association Registered at Kasaragod on 26 April 2021 under *Societies Registration Act XXI of 1860.* The University Alumni Cell is a single point of contact between the Central University of Kerala and its alumni. It functions through the Alumni associations of individual departments. It coordinates the activities of CUKAA; promotes the interests of the Alumni, University and students trough Student Alumni Mentorship (SAM), My Imprint, Senior Class Gift initiatives, and by recognizing distinguished alumni through awards, invited lectures, membership in various university bodies etc. and also invites the alumni to connect with the university, share their experience, expertise, and knowledge to improve the public perception of the University through networking, mentoring, by registering with SAM, and by organising reunions, informal interactive sessions, and career orientation. The Executive Committee of CUKAA comprises of the Vice Chancellor of the Central University of Kerala as its Patron, Director CUK Alumni Association as its Ex-Officio General Secretary, Finance Officer as its Ex-Officio Treasurer, and annually elected executive Council and members. At present, it has 170 Life members and more than 800 annual members and is led by Mr. Ratheesh V (President), Abdul Hameed PA (Vice President), Josiya P Shaju (Secretary) and Sulu Menon (Joint Secretary) and Mr. Sajith C (Treasurer). CUKAA has four types of memberships —Donor, Life, Annual, and Honorary. Alumni can register online and become members of CUKAA by visiting the website https://alumni.cukerala.ac.in and filling up the details. The alumni

associations of the Departments met in 2020 and the office-bearers of CUKAA and representatives of the University Alumni met with the Vice Chancellor and offered mentorships and sponsorships to the university from their respective organisations. Many departments have conducted Alumni talks, cultural events and reunions in 2021-22.

The Cell encourages students to contribute to the university through three schemes: *My Imprint* "by the students, for the students" scheme monitored by the Alumni Committee, which encourages the passing out students to donate one of the given options through online voting; *Senior Class Gift* "by the class-for the class' scheme that prompts graduating batches to forfeit caution deposits to create an endowment in their department; and an *Endowment* scheme inviting alumni to institute endowments, prizes and make other contribution under two plans: It seeks the cooperation of alumni to guide and inspire present batch of students and keep the alumni connected with CUK to share their experience with the current students. The Students' Alumni Cell, Central University of Kerala, is a voluntary student body working under the aegis of the Director, Alumni Cell. It strives to bridge the gap between Central University of Kerala and its esteemed alumni community.

5.4.2 Alumni contribution during the last five years (INR in Lakhs)

Response: D. 5 Lakhs - 20 Lakhs

File Description	Document
Any additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance.

Response:

The Central University of Kerala is founded on the idea of "**caring wisdom**" that aims at sensitizing present and future generations to the need for the enrichment of the individual, to achieve sustainable development of society, and environmental harmony. The University is 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. 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.

In consonance with its mission and goals, the University advertises nationally for vacancies of faculty and staff and admit students based on the national level CUCET score. Special efforts have been taken to increase the intake of SC/ST students. The university undertook a project on the endangered languages of Kasaragod District. Students are assigned to teachers for their project work much in advance enabling them to benefit well from early mentoring. There is an innovation cell and IEDC. Many courses offered have an analytical and problem-solving orientation. By observing all the important days, values of national integration, peace, creativity, patriotism and so on are imbibed by the students. They also develop their social and cultural competence and consciousness. The students actively participate in department level outreach programmes, NSS and yoga. At a practical level, it intends to prepare the students to analyze and respond to real-life situations based on their university training. All activities are organized in consultation with committees constituted for the purpose so as to obviate any element of arbitrariness.

The University has taken initiatives to implement NEP 2020 from July 2022 onwards by offering two undergraduate programmes of 4- year duration in self-financing mode after obtaining UGC concurrence.

VISION 2029 of the university envisaged

1. A new approach in the teaching-learning and research prioritizing interdisciplinary/multidisciplinary research.
2. Associating world class academicians with CU Kerala.
3. Technology integrated approach for curriculum designing, transaction and evaluation.
4. Make the University an attractive destination for overseas students, both NRI and others from around the world, interested in high quality education.

5. Build up high quality campus amenities and ambience to accelerate the pace of development process of the university to an institution of excellence.
6. Establishing new courses of study both innovative and traditional, including integrated programmes in Science, Social Science, Education and Law.
7. Establishment of Twenty-Five new departments and 33 new research centres to promote research in selected areas and taking in to account the specialization of the faculty members in the University.

6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management.

Response:

Administered by the Central Universities Act 2009, CU Kerala has a well-defined governing mechanism. The governance structure of the University has the Hon. President of India at the helm as Visitor and various statutory bodies like the Court, the Executive Council, the Academic Council, Boards of Studies and Finance Committee, entrusted with the powers of administering, regulating, monitoring and reviewing the policy matters of the university related to its administration, academics and finance.

The constitutions of various statutory bodies of the University speak evidently of the participative nature of management from the highest to the lowest levels. All the above bodies are multi-member bodies. A 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 and other defined criteria. 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 are actively involved in academic decision-making, including influencing decisions taken by the Boards of Studies   . All academic decisions are taken after thorough discussions at various levels such as the department, school, and university levels. Some faculty members are temporarily appointed as Assistant Registrars to tone up certain administrative wings.

The democratic participative management system provides ample opportunities for grooming leadership at various levels. They are evident from the following:

1. The University follows the rotation system of the tenure of its Deanships, Headships of departments and Directorships of various cells.
2. The faculty members are put in-charge or serve as members of various Centres, Cells, Clubs, Forums and Committees including sports and cultural affairs and as coordinators of NSS and Wardens of hostels.
3. Encouragement and support to Departments, Cells and Forums for organizing leadership development activities and programmes for students and faculty

4. Encouragement and support to students and faculty for participation in leadership development activities and programmes organized by other agencies/institutions.

5. At the departmental level, faculty members are entrusted with responsibilities for conducting /organizing various curricular, co- curricular and extracurricular events and programmes

6. Non-teaching staff are given additional training in capacity building and skill and personality development

7. Non-teaching staff are given additional charge or roles, at various levels, in various Committees, Cells and Forums

8. Students are given representation in important academic and administrative bodies of the University, including Academic Council (two members),Court, Internal Quality Assurance Cell (two members), Anti- Ragging Cell (one member each from senior students and freshers), and Internal Complaints Committee

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed.

Response:

Central university of Kerala is a mentoring university that aspires to be a centre of excellence in the higher education realm with a well-articulated roadmap which focuses on all aspects of education including teaching/ learning, research and development, infrastructure and public affairs etc. By 2029, the University will be completing 20 years of its existence. Plans are afoot transform the University to one of the top ten central universities in the country. The mix of programmes proposed to be started and the recruitment of the faculty will all be tailored to realise this ambitious goal.

Introduction of new departments, institutes for preparing students for competitive exams and centers for specialized learning focuses on the teaching-learning aspect. To facilitate advanced research, the university has established a Central Instrumentation Facility (CIF) to obtain and maintain High end and precise instruments for the common use of all science departments and make it available for outsiders at a nominal rate. Apart from that, the university has already taken initiatives to modernize the labs in the science departments to facilitate research. As part of modernizing the Labs in the science departments, proposals for procurement of Major Scientific equipment and workbenches was sanctioned at a cost of Rs.575.00 lakhs and equipment were installed in 2019-20 and 2020-21. The expenditure for scientific equipment for 2019-20 was Rs.178.90 lakhs and for 2020-21, Rs.391.45 lakhs

Furthermore, for the advancement of the academic and residential facilities, the university has constructed nine buildings with the aid of the Higher Education Funding Agency (HEFA). The university has also reached for the aid of Khelo India initiative to aid in the development of top tier sports equipment and facilities, as only a healthy body can support a healthy mind. Campus greening, expansion of solar power generation, filling up vacant posts, water harvesting, transitioning to the NEP mode of programme structuring are all envisaged as part of the strategic plan.

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

The Statutory Bodies like the Court, Executive Council, Academic Council and Finance Committee formulate policies and programmes for the University. ln this direction, the meetings of the Statutory Bodies are convened frequently. This help in the efficient functioning of the academic, administrative and financial affairs of the University. The Vice Chancellor being the principal academic and administrative head of the University is assisted by the Statutory Officers like the Deans, Registrar, Finance Officer, Controller of Examinations and Librarian in implementing the decisions of the Statutory Bodies and also the provisions contained in the University Act, Ordinances, UGC Regulations, MoE Directions, Govt. of India decisions, Court orders etc. ln order to facilitate the Statutory Officers in discharging their assigned duties and powers enshrined in the Second Schedule of the Statute of the University, the University has created the following administrative set up:-

(i)   Administration Section

(ii)   Examination section

(iii)   Academic Section

(iv)   Finance and Accounts Section

(v)   University Library

(vi)   Purchase and Store Section

(vii)   Estate Section

(viii) Internal Audit Wing

(ix)   Recruitment and Legal Section

(x)   Research and Project Section

(xi)   Health Centre

(xii)   lnternal Quality Assurance Cell

(xiii) Rajbhasha Cell

(xiv)   PRO Section

(xv)   Internal Complaints Committee (lCC)

(xvi)   Campus Development Section

(xvii) Vigilance Wing

The University has been striving hard to fill up all vacant teaching and non-teaching positions. The advertisement has been made and the last date of submission of applications is over. The present status of teaching and non-teaching strength in the University may be seen below: -

1. Teaching Positions

Sanctioned – 192

Filled - 111

1. Non-Teaching Positions

Sanctioned – 138

Filled - 110

For the purpose of service rules, the University has been following UGC Regulations and their amendments, Ordinances framed by the University, Cadre Recruitment Rules for Non-teaching staff and Govt. of India decisions. Further, the CCS Conduct Rules and CCS (CCA) Rules and amendments have been adopted by the Central University of Kerala through its Ordinance No. 34 relating to the Code of Conduct of the Employees of the University. In order to streamline and speed up administration, faculty members have been assigned as Assistant Registrars of sections like Estate, Procurement and Legal wing.

The organogram is available on the University website

https://www.cukerala.ac.in/Adminpages/Admin_CUK_Organogram

File Description	Document
Link to Organogram of the University webpage	[View Document](#)

6.2.3 Institution Implements e-governance covering following areas of operation

1. **Administration**
2. **Finance and Accounts**
3. **Student Admission and Support**
4. **Examination**

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	[View Document](#)
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	[View Document](#)
Link for additional information	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1 The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff .

Response:

Performance Based Appraisal System and APARS

1. The University has a well-organized Performance Based Appraisal System (PBAS) for teaching staff/Librarians and Annual Performance Appraisal Report (APAR) for Non-teaching staff. The PBAS forms are monitored, maintained by the IQAC and submitted before the Selection Committee while considering the applications for Career Advancement Scheme of teachers and librarians. Annual Performance Appraisal Reports of the Non - Teaching staff are completed every year and kept under the safe custody of the Registrar.

Promotional avenues

1. The University has a well-developed system for processing the applications for the Career Advancement Scheme of teachers/librarians. The University has already granted more than 54 promotions under CAS as on date and applications for promotion of nearly 40 teachers are under process and will be completed shortly.
2. The promotional avenues for non-teaching staff is presently limited pending sanction of more non-teaching posts by UGC. So far, 14 non-teaching staff received promotions.

Welfare Schemes for teaching and non-teaching staff

- Grievance redressal
- Internal Complaints Committee
- Prevention of Sexual Harassment
- Maternity Leave; Paternity Leave; Child-care Leave
- NPS
- Provident fund; Leave Travel Concession
- Various kinds of Leave -Casual; Special Casual; Duty leave
- Study and Sabbatical Leave-for professional development (for teaching)
- Conveyance Advance

- Support for attending conferences
- Transport facility
- Medical reimbursement
- Crèche
- Staff recreational facilities
- COVID vaccine for staff and family members
- Financial support for small research projects
- Recognition in the form of awards
- Bus for teaching and non-teaching staff including a shuttle service
- Tuition fee reimbursement for Children of staff
- Festival advance
- IPR Support
- Ambulance services
- Compassionate employment

Internal Complaints Committee has been constituted in pursuance of UGC (Prevention, Prohibition and Redressal of Sexual Harassment of Women Employees and Students in Higher Educational Institutions) Regulations, Act 2013 read with Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal).

Grievance Redressal committees: The University has constituted several Committees for redressal of grievance of any Teaching/Non-Teaching Employees.

Welfare Measures undertaken by the Health Centre

1. The Central University of Kerala started a Clinic in October, 2016 to provide health facilities to the staff and students. With two full-time medical officers, the clinic is providing consultation and medicines free of cost to the staff of CU Kerala. A modern Health Centre is under construction. The notable activities carried out by the Health centre include Conducting Free Blood Examination Camps, Camps for Immigrant Labourers working in the construction sites, pesticide spraying and fogging to prevent Malaria and Dengue Fever, Preventive measures against Chicken Pox, weekly counselling and check-ups, Medical Camp at Capital Centre, Blood Donation Camp, etc. During the pandemic, the centre arranged facemasks and sanitizers, issued Health Guidelines, facilitated RT-PCR and Antigen Testing for the Staff and Students and procured enough vials for COVID vaccination for staff, their families and students.

6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years.

Response: 8.63

6.3.2.1 **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
3	16	12	18	7

File Description	Document
Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template)	[View Document](#)
Link for Additional Information	[View Document](#)

6.3.3 Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.

Response: 14.4

6.3.3.1 **Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
40	16	9	4	3

File Description	Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	[View Document](#)
Link for Additional Information	[View Document](#)

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 26.26

6.3.4.1 **Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
69	43	39	23	14

File Description	Document
Details of teachers attending professional development Programmes during the last five years (Data Template)	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

Optimal mobilization of funds is done for the effectual utilization of the same. Most of the development works progress well. The University mobilizes funds from the overhead charges accruing from projects carried out by the faculty. A major source of funding is HEFA. An endowment fund for various scholarships or prizes is in the stage of policy formation. Facilities like the newly opened Guest House and mess facility can also be made available for the University community for special functions and generate some income when they remain unutilized.

6.4.2 Funds / Grants received from government bodies during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs).

Response: 14123.11

6.4.2.1 *Total Funds / Grants received from government bodies for development and maintenance of infrastructure (not covered under Criteria III and V) year wise during the last five years (INR in Lakhs).*

2020-21	2019-20	2018-19	2017-18	2016-17
750	2421.6	1389.01	2500	7062.5

File Description	Document
Details of Funds / Grants received from government bodies during the last five years (Data Template)	[View Document](#)
Any additional information	[View Document](#)

6.4.3 Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)

Response: 0

6.4.3.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)

6.4.4 Institution conducts internal and external financial audits regularly

Response:

The University has a Finance Committee and an Executive Council, which exercise financial scrutiny. All expenditure is subject to regular financial audit by an Internal Auditor or in his/her absence by the Finance Officer of the University. The external audit of the University is carried out by the office of the Comptroller and Auditor General of India. The audited financial statement is incorporated into Annual Reports and submitted to the parliament after approval by the University Court.

File Description	Document
Link for Additional Information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals.

Response:

The Internal Quality Assurance Cell (IQAC) was established at Central University of Kerala in the year 2012 as per UGC guidelines and has brought significant improvements to achieve excellence. It is taking various measures for assessing and enhancing the quality of teaching, learning, research and governance at the University. The IQAC also prepares the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC. The IQAC is supported by the departmental level IQAC Nodal Officers to generate awareness, percolate IQAC activities and establish required processes and systems within the department. The IQAC regularly conducts Workshops/Seminars for quality assurance. IQAC also facilitates and provide support for the evaluation of annual performance based appraisal (PBAS) and CAS of the faculty. Occasionally, the IQAC organizes seminars in collaboration with other higher education institutions. The University has both an internal and an external mechanism for academic auditing, coordinated by the IQAC. The auditing is intended to review the teaching-learning process, structures &

methodologies of operations and learning outcomes.

The following procedure is adopted for Internal Academic Auditing: The Department, through its Faculty Council, Programme Committee and Doctoral Committee undertakes regular monitoring/review of its academic programmes and semester evaluations to assess the effectiveness in meeting the course/programme objectives/outcomes. The course content, delivery mechanism, assessment mechanism, standard of questions, etc., are reviewed. The suggestions regarding the programme structure and course contents are placed before the Board of Studies for appropriate action and then placed before the Academic Council for approval. The Departmental Research Committees (DRCs) and Research Advisory Committees (RACs) for individual research scholars are in force in each department for monitoring and assessing the continuous progress of the Ph.D. scholars. If there are matters requiring urgent attention in the conduct of the programme, the Programme Committee submits a report to the administration through the Dean.

The IQAC seeks an analytical report on student feedback on courses and teachers from each department, consolidate it with its observations and submit the same for approval in the ensuing Academic Council. The IQAC sensitized the faculty about the 2017 NAAC regulations, the importance of maintaining records relating to mentoring and need for differential strategies for slow-learners and fast learners, and also familiarized them on how POs, PSOs and COs can be prepared for various programmes.

The external academic audit is also organized by IQAC as part of Academic and Administrative Audit (AAA) enlisting the services of outside experts.

6.5.2 Institution has adopted the following for Quality assurance 1. Academic Administrative Audit (AAA) and follow up action taken 2.Confernces, Seminars, Workshops on quality conducted 3. Collaborative quality initiatives with other institution(s) 4.Orientation programme on quality issues for teachers and students 5. Participation in NIRF 6.Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA).

Response: A. Any 5 or more of the above

File Description	Document
Upload details of Quality assurance initiatives of the institution (Data Template)	View Document
Paste web link of Annual reports of University	View Document

6.5.3 Incremental improvements made for the preceding five years with regard to quality (in case of first cycle), Post accreditation quality initiatives (second and subsequent cycles).

Response:

The Internal Quality Assurance Cell has brought significant improvements to achieve excellence. It is taking various measures for assessing and enhancing the quality at the University and provides suggestions for the improvement of the same. The following documents clearly state the incremental improvement taken place during the last five years.

With the completion of 9 modern spacious buildings with parking space, all the departments moved to the main campus in 2018. The ambience of the campus has changed a lot with several aesthetically conceived and bio-diversity intensive, pedestrian-friendly, Wi-fi enabled and energy-efficient green initiatives. There has also been a quantum jump in the research output of faculty and students and in the number of projects. The number of Ph.Ds awarded has multiplied several fold. There has also been a significant increase in extension activities, including that of the NSS, which expanded into 3 units. A new centre named after Dr. AP J Kalam has been created for such activities. E. Sreedharan Centre for Soft Skills also was established. Five new departments have been set up with UGC approval. A National Resource Centre for Education has been sanctioned under PMMMNMTT. The library is automated with KOHA, and new resources and databases have been added. Facilities like crèche, cafeteria, staff recreation club, electric scooters, facilities including mobile vehicle for the disabled, bus shuttle service, sensor-based water taps, intercom, women's rest rooms and modest improvement in facilities for sports and games were the highlights of the assessment period. Other notable achievements are well-equipped laboratories including a Central Instrumentation Centre, smart class rooms, substantial increase in ICT facilities, improvement in student-computer ratio, and generation of solar power. The student intake, placement and progression including NET, JRF also registered a marked increase. The university started a scheme of small grants for non-science faculty and recognizes faculty with high research achievements.

The health facilities improved with the appointment of two permanent medical officers and other support staff and an ambulance has been made available. A new building for the health centre is in the final stages. Student accommodation improved with two additional girl's hostels and a boy's hostel. The University now has a modern Guest House with a Conference Hall and other facilities.

All the syllabi underwent more than one round of revision with POs, PSOs and COs inserted. MOOC courses were introduced in some departments and the faculty also started designing and offering them. Skill-based and value-added courses also were introduced. Several policies were framed and approved by the relevant bodies. The introduction of E-governance is also an achievement. Formation of PTAs and a registered alumni association at the University level with department-level units is another significant development. Other notable achievements are MOUs with several institutions, fast-tracking of CAS promotions, HEFA funding, easy accessibility of library through MyLOFT, introduction of a bi-lingual quarterly newsletter, setting up of the COVID lab for RTPCR testing, several lectures and webinars by notable scholars including Nobel laureates and lecture series under GIAN.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

Various departments, Centres and NSS Units in the University are conducting gender sensitization programmes, workshops, training programs, public lectures, conferences, Seminars/Webinars. The Centre for Women's Studies was launched in Central University of Kerala on 25th April 2018. International Human Rights Day, National Girl Child Day and International Women's Day are observed with Public lectures. Topics like Gender Equality, Rights of Women, Human Trafficking, Women Empowerment, Times We Thought Beyond Gender, Voyage for Change were some of the subjects focused on. International Women's Day is celebrated every year with programs, workshops and felicitation of Women's achievers. An interaction of women employees and students at Central University of Kerala with the Hon'ble Vice Chancellor was the highlight of International Women's day celebrations, 2021.

Sexual and Reproductive Health Rights, Concepts and Methodological approaches to researching health inequities and intersectionality, Reproductive Health, Youth and Emotional Well – being, Menstruation and Menstrual Hygiene – 'Breaking the Bloody Taboo, Common Health Issues of Adolescent Females, Health and Nutrition were also additional themes taken up for discussion. Awareness programmes about women's legal rights, sexual harassment at workplace, Women's Safety, Ecofeminism and Environmental Policies of India, Women and the Environment, Voices of Women in Hindi Literature, COVID-19 and its gender dynamics, The Conjunction of Two Pandemics: Gender Inequality and COVID-19, Feminism in Malayalam Novels, Women, Technology, and Development. The Centre for Women's Studies in collaboration with the E Sreedharan Centre for Life Skills Education organized an International Webinar series with 7 lectures on Women and Development from December 2020 to May 2021.

Centre for Women's Studies has a research project on the Impact of COVID-19 on Mental Health of Women in Kerala funded by the National Commission for Women.

A Sub Committee for making the Campus Women friendly was constituted under the Campus Development Committee in November 2020. Amenities for 6 Women's recreation rooms have been procured which will be accessible to all students, staff and faculty members in every alternate teaching blocks and hostels. Sanitary pads vending Machine are installed in all academic blocks and hostels. Safety of movement for Women in offices and labs after office hours is ensured by initiating a shuttle service. A 6-seater electric vehicle has been purchased to provide safe ride facility for women in the campus. The Central University of Kerala has a Crèche for its employees and research scholars made operational on 8 March 2021. The crèche has enclosed space for breast- feeding, Office Room, Play Area-cum Activity Room, Wash Room and Sleeping Room. Thematic painting has also been done.

Gender sensitization is part of the syllabus of courses offered by many departments. There are ten courses exclusively dealing with gender issues and several others having gender as a component of the course syllabi. A fairly good number of women faculty hold key positions in various administrative bodies of the University. The University also has a gender policy and action plan.

File Description	Document
Specific facilities provided for women in terms of: a.Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Annual gender sensitization action plan	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

    1. **Solar energy**
    2. **Biogas plant**
    3. **Wheeling to the Grid**
    4. **Sensor-based energy conservation**
    5. **Use of LED bulbs/ power efficient equipment**

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

CUK has been vigilant and cautious about waste management on the campus and involves waste segregation at source to allow much more efficient value extraction and recycling. Soon after starting its academic and research activities at the permanent campus, CUK has installed 200 (KLD) capacity sewage

treatment plant (STP) to cater to the present and future needs. The sewage water and drain water outlets of each department are directly connected with STP through separate pipelines and after treatment, the water is again utilized for watering plants. Chemical waste generated from each laboratory is diluted and poured into the sinks which are connected with the CTP where treatment takes place after water and chemicals are separated. The CTP (40 KLD) treats all kinds of chemical wastes. CUK provides all masters and research students orientation lectures on laboratory safety measures in coordination with IBS Committee and CUK Campus Development committee during induction. The cleaning personnel are given appropriate training regarding waste handling and management. Bins are placed at central locations. Under the swachatha scheme, several cleaning activities were undertaken within the campus.

CUK biological laboratory and healthcare wastes are governed by the biomedical waste (Management and Handling) Rules 2016 and are not be mixed with other wastes and is managed by the IMA established IMAGE facility and also by incineration.

Waste recycling system: CUK has a 'green' renewable sustainable energy alternative of a biogas plant generating energy from kitchen wastes from canteens, hostels & common mess facility.

As none of the laboratories handle radioactive waste at present, the issue of management of radioactive-waste is yet to be taken up. The COVID-19 lab waste is removed by the very agency that supplies the samples for testing.

Since the University is relatively new, the amount of E-waste generated is not very high. However, a policy has been framed towards this end with the following highlights. e-waste generated will be channelized through collection centre or dealer of authorised producer or dismantler or recycler or through the designated take backservice provider of the producer to authorised dismantler or recycler (Extended Producer Responsibility). A clause "e-wastes generated will be taken back by the producer/supplier after the specified time with the approval of the University" will be added in terms and conditions of tender document and purchase order. E-waste generated will be recorded and made available for scrutiny to the concerned State Pollution Control Board. Also ensure that such end-of-life electrical and electronic equipment are not admixed with e-waste containing any radioactive material.

File Description	Document
Geotagged photographs of the facilities	[View Document](#)

7.1.4 Water conservation facilities available in the Institution:

    1.Rain water harvesting

2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	[View Document](#)

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. landscaping with trees and plants

Response: A. Any 4 or All of the above

File Description	Document
Geotagged photos / videos of the facilities	[View Document](#)

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions / awards
5. Beyond the campus environmental promotion activities

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	[View Document](#)

7.1.7 The Institution has disabled-friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Divyangjan friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment

5. **Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	[View Document](#)
Geotagged photographs / videos of the facilities	[View Document](#)
Details of the Software procured for providing the assistance	[View Document](#)
Any other relevant information	[View Document](#)

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

The CUK has a diverse community of faculty and students drawn from all parts of the country. Linguistic, cultural and religious diversity is a hallmark of Kasaragod district where the University is located. All the activities of the university reflect the values of diversity, absence of discrimination of any kind, mutual respect and the promotion of national unity. During cultural events, students showcase aspects of their varied cultures such as dance and other art forms. This is particularly true during the three-day annual gala cultural event known as CANKAMA organized by the students. Faculty and students develop friendship and camaraderie cutting across linguistic, community and cultural differences. The outreach activities of the NSS is one way of promoting such harmony and mutual understanding. A cultural exchange visit under Ek Bharat Shrestha Bharat scheme was organized between the CUK and Central University of Himachal Pradesh (CUHP). The Himachal contingent of 20 men and 11 women visited CUK from 04.02.2020 to 8.02.2020. The CUK student Contingent of 18 men and 32 women, accompanied by two faculty visited Central University of Himachal Pradesh from 05.03.2020 to 8.03.2020. During the visit, the CUK students performed their art forms, familiarized themselves with Himachal agricultural practices, visited the tea gardens, art gallery and pottery house. They also had a rural immersion camp, which made them familiar with the life and culture of the hill people of HP.

The CUK celebrates all major festivals in which a cross-section of students participates. The outreach programmes in the vicinity of the University also expose students from other states to the social and cultural practices, especially of North Malabar.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

The CUK celebrates Constitutional day on the 26th of November every year. The departments of law, public administration and policy studies, and international relations and politics organize talks and seminars in connection with constitutional day celebrations. These three departments also have courses dealing with various aspects of the constitution in detail. It is important that every citizen gains an understanding of their rights and what mechanisms exist for ensuring them. An understanding of the ideas that went into the making of the Indian constitution and the brilliance of Dr. Ambedkar in drafting them into a defensible legal document itself is an educative experience for every socially-minded citizen. Two rounds of lecture sessions on constitutional values were organized by the law department for raising the awareness of faculty, employees and students during 2021. These talks dealt with not only rights of the citizens, but also duties as well. The values of equality, non-discrimination, secularism, constitutional methods of protest, the working of our federal system, and the implications of the Directive Principles of State Policy have been discussed in several forums on the campus. The annual vigilance awareness week observed in the University is also another occasion to make students and employees aware of their constitutional obligations and values.

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. The Code of Conduct is displayed on the website
2. There is a committee to monitor adherence to the Code of Conduct
3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff
4. Annual awareness programmes on Code of Conduct are organized

Response: B. 3 of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	[View Document](#)
Code of ethics policy document	[View Document](#)

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

The University celebrates commemorative days by organizing events like seminars, invited lectures or student related activities. The purpose of organizing these programmes is to sensitize the students and other stakeholders on the importance of such days and to create awareness and update knowledge related to the subject and enable them to evolve as responsible citizens. For instance, the Science Departments are more involved in celebrating the National Science day, Environment day, wetland day and Ozone day while the Arts and Humanities Department's World Alzheimer's day, AIDS day, International Women's day, Human rights day, Constitution day, Mental Health day, World Volunteer's day, Social Work Day, Population Day, World Eye Sight day, and so on.

Similarly, the Centres are also active in celebrating the commemorative days like the Centre for Gandhian Studies observing Gandhi Jayanthi with various activities related to Gandhian thoughts, Centre for women's studies focused on the broad area of women and development, organized seminars on women nutrition and health, human trafficking etc., as part of celebrating the International women's day. To promote Yoga as way of life, the Department of Yoga had initiated numerous programmes which are also linked with the commemorative days like the International Yoga day, 150 birth anniversary of Swami Vivekananda, National Education Day and so on. Hindi fortnight and vigilance week are also observed every year. Independence day and republic day are observed in a ceremonial manner every year with hoisting of the flag by the Vice Chancellor and march past by the security staff.

File Description	Document
Geotagged photographs of some of the events	[View Document](#)
Any other relevant information	[View Document](#)

7.2 Best Practices

7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Response:

Best Practice 2

Title of the practice: Integrated Green initiative

Objectives of the practice:

To transform CU Kerala into a green and eco-friendly campus with as much green cover as possible

To create awareness among the students, staff, and faculty about the value of planting and caring for trees

To allow students and staff to take ownership of the trees on campus, ensuring participation of all individuals and fostering the community feeling.

To educate the students about the orchard trees, planting, growth, fruiting habits, and maintaining them.

To create awareness among the students and staff of Central University of Kerala, the advantages and methods of sustainable ways of farming with locally available materials in a sprit of 'Atmanirbhar.'

To improve the soil texture and general soil health and biodiversity of the campus fields

Context of the practice

The Central University campus has very few trees, and the green cover is sparse, which is unlike most parts of Kerala known for their lush vegetation. The land in many places is hard laterite, and severe water shortage is experienced in summer despite the heavy rain during the monsoon. The lack of green cover prevents moisture retention and recharging of the groundwater reserves. The University needs to spend a lot of resources to maintain the plants during summer. It is in this context, the idea of the adoption of trees was mooted. Increasing the green cover under the 'Adopt a tree initiative ' aims to improve soil health, increase rainwater percolation, and improve air quality by involving the students.

Campus orchard is one of the many initiatives to green the campus undertaken by the CUK. Fruit-bearing trees will likely create a more homely atmosphere for the staff and students.

There is considerable demand for organic vegetables. Most vegetables have shallow root systems and can grow in low soil depth. The cultivation practices will help improve the soil conditions and, over time, enable the planting of deep-rooted plants or trees. Organic farming practice also provides a hands-on learning experience for the students. This activity also helps us realize our goals towards self-reliance in vegetable production.

Further, increasing the biodiversity of the campus by planting medicinal plants, bamboos for soil retention and creating a mini-forest through afforestation are the other activities undertaken under the green initiatives.

Details of the practice

This initiative is implemented by the Campus Development Committee (CDC) of Central University of Kerala. The students and staff of CUK will adopt one or more trees and provide care like watering, mulching in the summer months, pruning, and fertilizing if required. So far, 150 plants have been adopted by the students- research scholars of various departments. The adopted trees are audited and geotagged. An interactive map of CU Kerala's green cover has been developed with information about the plant, the age of the plant, and the name and details of the adopter. This is also the first step towards documenting the vegetation of the campus. Eventually, CDC plans to bring 20,000 trees under the ambit of this initiative by 2024.

Three acres of fallow land on the north side of the campus was chosen for undertaking the orchards project. Some wild varieties of mango saplings were locally sourced.The land was prepared for cultivation by first clearing using a land mover, followed by manual activities. Pits were dug and filled with coconut fibre, loose soil, and organic manure. Two hundred and forty Mango saplings and 80 Jackfruit saplings were planted. Five Mango varieties and a few wild varieties and two Jack-fruit varieties were planted.

Under the organic vegetable cultivation scheme, farming activities were initiated on the campus by the faculty and students of Department of Plant Science in June 2020 with the onset of the monsoon. The Department of Agriculture, Govt. of Kerala (provided general guidance and seeds/saplings), and the MGNREGA workers assisted in land preparation. Farming was done on 9 acres, and crops grown were tapioca, corn, cowpea, brinjal, chilli, sesame, sweet potato, okra (bhindi), and plantain.

In addition, lot of flower plants have been planted on the sideways of the campus roads. It has also become pollinator-friendly, bee-friendly with non-stinging bee hives, and also bird-friendly by installing water containers at designted points.

Evidence of success

This initiative is a recent practice and has led to greater survival of plants through the past summer (2021) compared to the previous years. Various news media has run stories on this initiative and hailed it as worth emulating. 90 % of the fruit trees planted have survived and are thriving. Although the vegetables were not free from pests and diseases, the requirements of the CUK staff and students were largely met. The excess produce was sold to vegetable shops in the neighborhood. Following are the details of the harvest.

Brinjal – 193 kg ,Chillies – 45 kg ,Corn -114 kg ,Long beans – 12 kg Banana flower – 47 ,Sesame – 7 kg, Bhindi – 24 kg , Sweet potato – 26 kg, Tapioca – 12 kg Banana – 150 kg

The only hurdle is that the documentation and collection of the details of each plant on the campus are time-consuming. The Campus Development Committee enlisted the help of students of the Plant Science department. One research scholar from the Computer Science department helped prepare the interactive Google map.

Problems encountered and Resources required

Animals like wild boars that inhabit the campus tend to dig around the plants during hot summers as the soil around the plants is cooler due to watering.

Since the campus land was left uncultivated for several years and due to the nature of the soil, many difficulties were faced for initiating cultivation. Hence, motorized excavators were used to loosen and clean the soil surface and remove the trash and rocks. Another challenge was frequent attacks by wild boars and other birds like pigeons, parrots, and peacocks. The green campus initiative's sustainability depends on rainwater harvesting, groundwater recharging, the appointment of full-time gardeners, and greater involvement of the faculty and students.

File Description	Document
Best practices in the Institutional web site	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Extending university lab and expertise for COVID testing and vaccination and containment initiatives by the university health centre

The molecular virology laboratory of the Department of Biochemistry and Molecular Biology (BCMB), Central University of Kerala, has been researching Dengue Viruses and Adenoviruses since 2011. These studies evoked great scientific interest and had huge relevance for public health. The lab led by a virologist of the Dept of BCMB contributed significantly to understanding Dengue virus infections in the surrounding areas using nested RTPCR in tandem with the study on the lipoprotein modulation in the infected individuals. Further, the research group has also discovered the major genes involved in the cell survival pathway in the Dengue virus-infected cells. Notably, the lab developed ZnSQD-based nanoplatforms in collaboration with the Dept. of Physics, CUK.

The lab became a relief to the people of resource-poor Kasaragod District during the outbreak of the COVID-19 pandemic from early 2020 onwards. In February 2020, the district health authorities sent samples to Pune or Alleppey virology labs and waited for weeks to get the results. It was in this context of acute shortage of testing facilities that the Molecular Virology Lab of the Department of BCMB, CUK, under the leadership of the faculty coordinated by two established researchers in virology and cancer biology, along with the 4 senior research scholars and a technical assistant, decided to offer the services of the University lab for RTPCR-based SARSCoV2 testing on 28th March 2020. This was the 8th COVID-19 RTPCR testing lab set up in Kerala and the first of its kind initiated by a non-medical University in India with the approval of ICMR. The lab provided the much-needed support to the entire community of Kasaragod District and neighbouring districts during the COVID-19 pandemic and is still rendering the service. The lab has completed more than 2.1 lakh tests. It started with an average of 100 tests per day, reaching more than 2000 tests when the number of cases mounted. The staff worked three shifts a day to rise up to the occasion. The augmentation in terms of the number of tests was facilitated by the installation of two new RTPCR machines and an automated RNA extractor (Themo KingFisher) provided by the NHM and Dept of Health, Govt of Kerala. The facility was further strengthened by adding one more RTPCR machine and RNA extractor funded by UNICEF through ICMR, Govt of India.

Recently, the lab has entered into collaboration with the IGIB, New Delhi, along with the Dept of Health, Govt of Kerala, for the genetic surveillance of the SARSCOV2 wherein the whole viral genome is being sequenced for identifying the mutation in the SARSCOV2. Similarly, the lab has developed RTPCR testing for SARSCOV2 in Saliva samples in collaboration with MagGenome Pvt Ltd. The university proposes to develop a separate Research and Diagnosis Centre in the areas of viral infectious diseases, which can cater to the needs of the local population and contribute to the management of similar viral outbreaks in the future. Thousands of person-hours have been spent on this effort. This has bolstered the university's image in the public's minds and allowed it to develop excellent relations with the district administration and the relevant line departments. This intervention by the University also had other spinoffs. Some local technicians were trained to do RTPCR testing, and some of them were able to secure jobs in other labs that sprung up. The Department of BCMB of the University came into the limelight. This

foray into COVOD-19 testing laid the foundation for expanding the University's virology lab and strengthening research in this line. The University received praise for its pioneering and timely intervention by the Government of Kerala, and the team leader was felicitated in several fora. This experience has also opened up the possibility for expanding the lab facilities and gaining an edge in future project proposals submitted by the department given the good will generated in health and scientific circles.

The university's health center consisting of two medical doctors and paramedical staff, played an active role in ensuring COVID protocol by everyone on the campus, collecting swabs of staff and students, and providing two doses of vaccine for faculty and non-teaching staff as well as their family members on the campus without having to go for vaacine shots elsewhere. Further, this facility was also extended to research scholars and the students who did not have their second dose when the classes resumed in November 2021.

File Description	Document
Any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

The Central University of Kerala is in the take-off stage, having laid all the necessary preconditions towards this end. The University is taking an active part in implementing the NEP and is awaiting the necessary permissions. An eco-system for teaching-learning and research has been created, and the publication count of the University is likely to register a substantial rise in the near future. The e-governance initiatives of the University and streamlining of administration through phased decentralization are bound to further strengthen this eco-system.

Kerala is one of the most affected states due to COVID-19 and the same affected the rhythm of the University and its activities, but we have recovered from it with a certain degree of resilience. The University used the whole gamut of online communication to carry out its teaching-learning and administrative activities. The connectivity and speed-related issues were plugged. Many international and national webinars and invited talks were organized in a bid to convert the adversity into an opportuinity.

The entire campus has been made environment and disabled-friendly. The University has advertised all the vacant posts and is likely to fill most of them in the next six months and ensure a better teacher-student ratio. Sports activities are bound to improve with the appointment of a physical instructor. With more accommodation for students on the campus, likely within a year, more meritorious and diverse students are likely to choose CUK as their place of study. The campus also provides a secure space for girls who constitute more than 60 percent of the total students with round the clock security.

Concluding Remarks :

The Central University of Kerala has created a niche in the higher education map of peninsular India with high potential and prospects for emerging as an attractive destination for study and research. The University has unveiled its strategic vision 2029 synchronising with the 20th anniversary of its establishment. The University is set to emerge as one of India's top ten central universities by that date. The next five years are tipped to witness further expansion in faculty strength, infrastructure, NEP implementation, spurt in research, revamp of curriculum and the teaching learning environment, and an environment-friendly and energy efficient campus. If the current momentum of the University is maintained, the realization of this goal would not be beyond reach.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification

1.1.2	**Percentage of Programmes where syllabus revision was carried out during the last five years.**
	
	   1.1.2.1. **How many Programmes were revised out of total number of Programmes offered during the last five years**
	      Answer before DVV Verification : 53
	      Answer after DVV Verification: 33
	   1.1.2.2. **Number of all Programmes offered by the institution during the last five years.**
	      Answer before DVV Verification : 53
	      Answer after DVV Verification: 33
	
	   Remark : DVV has made the changes as per EP 1.1.

1.2.2	**Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).**
	
	   1.2.2.1. **Number of Programmes in which CBCS / Elective course system implemented.**
	      Answer before DVV Verification : 53
	      Answer after DVV Verification: 33
	
	   Remark : DVV has made the changes as per SSR and data in 1.1 and 1.1.2.

2.1.1	**Demand Ratio (Average of last five years)**
	
	   2.1.1.1. **Number of seats available year wise during the last five years**
	   Answer before DVV Verification:
	<table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>1628</td><td>1519</td><td>1076</td><td>1042</td><td>788</td></tr></table>
	   Answer After DVV Verification :
	<table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>1464</td><td>1340</td><td>850</td><td>810</td><td>560</td></tr></table>
	   Remark : DVV has made the changes as per shared seat intake letters excluding Ph.D.

2.1.2	**Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years** **(Excluding Supernumerary Seats)** 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
477	436	389	305	242

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
477	436	345	305	226

Remark : DVV has made the changes by looking at seats earmarked against the number of admitted reserved students.

2.3.3	**Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)** 2.3.3.1. **Number of mentors** Answer before DVV Verification : 154 Answer after DVV Verification: 98 Remark : DVV has excluded temporary teacher from shared mentor list by HEI.
2.4.3	**Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)** 2.4.3.1. **Total experience of full-time teachers** Answer before DVV Verification : 793.95 Answer after DVV Verification: 752 Remark : DVV has excluded the experience of less than of one year of temporary/guest faculty.
3.3.2	**Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development during the last five years.** 3.3.2.1. **Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development year-wise during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
70	47	29	32	11

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
12	10	7	12	3

	Remark : DVV has not considered Workshop and Seminar more than one day and also those not focus on Intellectual Property Rights (IPR),entrepreneurship, skill development.
4.1.4	**Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)** 4.1.4.1. **Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)** Answer before DVV Verification: 	2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
5268.25	5801.64	5323.84	8988.35	5704.91 | Answer After DVV Verification : | 2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
2813.0	3504.0	3297.8	7929.38	3861.02	 Remark : DVV has made the changes as per shared report of Expenditure for infrastructure augmentation, excluding salary by HEI.
4.2.3	**Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)** 4.2.3.1. Annual expenditure for the purchase of books and journals including e-journals year-wise during last five years (INR in Lakhs) Answer before DVV Verification: 	2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
9452436	11357112	11539735	7961203	13968210 | Answer After DVV Verification : | 2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
94.52	113.57	115.39	79.61	139.68	 Remark : Value into Lakhs.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of programs offered year-wise for last five years** Answer before DVV Verification: | 2020-21	2019-20	2018-19	2017-18	2016-17	

| 53 | 50 | 46 | 43 | 43 |

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
33	30	23	23	23

2.1	**Number of students year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
974	967	728	647	523

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1760	1540	1158	1008	793

2.3	**Number of students appeared in the University examination year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
742	573	430	361	270

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1760	1540	1158	1008	793

3.1	**Number of courses in all programs year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
958	958	958	830	796

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1068	1010	1007	829	777