

Institutional Development Plan

IDP



University of Kerala

2024

SOCIAL AND ACADEMIC MISSION

As per the UGC guidelines, every higher education institution should have a Institutional Development Plan (IDP). According to the guidelines, Indian higher education must elevate its commitment to quality to a significantly higher level, implementing measures to achieve, demonstrate, and ensure sustainable quality. The challenges and demands arising both domestically and internationally within the context of higher education's globalization necessitate a robust and coordinated response. The dedication of all stakeholders engaged in generating, exploring, sharing, connecting, and applying knowledge bodes well for fostering a genuinely Indian approach to enhancing the quality and ensuring quality assurance within our higher education ecosystems. Enabling the Higher Educational Institutions (HEI) to undertake the Academic and Professional Excellence journey in pursuance of: Higher level goals set in line with the vision of, National Education Policy (NEP) 2020, Sustainable Development Goals (SDGs), National Credit Framework (NCrF), Integration with Academic Bank of Credits (ABC), Kerala State Higher Education Council etc.

Kerala has indeed been making significant strides in higher education, emphasizing inclusiveness and fostering growth. With its focus on education, the state has created an environment conducive to learning and innovation, attracting students from various backgrounds and regions. The presence of prestigious institutions like University of Kerala, other 15 state universities including Digital University, the Indian Institute of Science Education and Research (IISER), IIST, Indian Institute of Management (IIM), and Indian Institute of Technology (IIT), Central University of Kerala, DBT institutes like RGCB among others, further solidifies Kerala's reputation as a hub for higher education and research.

Moreover, Kerala's approach to education is marked by its commitment to inclusivity, ensuring that opportunities are accessible to all segments of society regardless of socioeconomic status, gender, or background. Initiatives such as scholarships, reservation policies, and outreach programs have helped in making education more equitable and accessible to all including marginalized communities.

This inclusive approach not only fosters individual growth but also contributes to the overall development of the state by nurturing a skilled workforce and promoting social mobility. Kerala's emphasis on education and inclusiveness serves as a model for other regions, inspiring them to prioritize similar values in their educational policies and practices.

ABOUT THE UNIVERSITY OF KERALA

Peerless Legacy

- One of the first 16 Universities in India
- Founded as University of Travancore (1937) by Maharaja, Sri Chithira Thirunal Balarama Varma.
- Invitation to Nobel Laureate Albert Einstein as the first Vice Chancellor

The history of the University of Kerala is integral to the history of the state itself. One of the first 16 Universities in India, the University of Kerala was founded in 1937. It was formerly called the University of Travancore in the erstwhile princely state of Travancore (now southern part of Kerala and some neighbouring parts of state of Tamilnadu). The University came into being by a promulgation of the Maharajah of Travancore, Sri Chithira Thirunal Balarama Varma who was also the first Chancellor of the University. Sir C. P Ramaswamy Ayyar, the then Diwan (Prime minister) of the State was the first Vice-Chancellor. He was an eminent scholar and an able administrator. It is said that the Government made an unsuccessful attempt to invite Albert Einstein to be the first Vice-Chancellor. The University was modelled after the best Universities of the United Kingdom, and even today retains some of these features. The affiliating system of the University however evolved differently from the college system in British Universities.

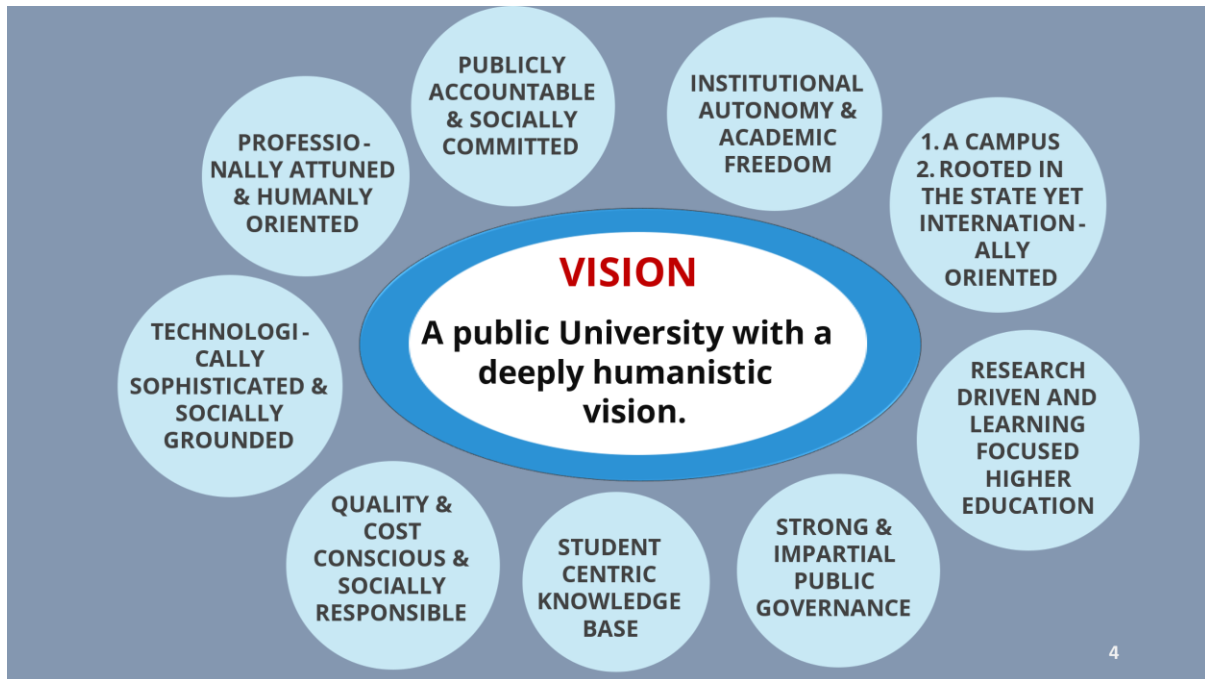
The earliest origins of the University may be traced back to two institutions of modern learning in Kerala - the University College, Thiruvananthapuram and the Trivandrum Observatory. The University College was initially founded as the Maharaja's Free School by Maharaja Swathi Thirunal in 1834, with Mr John Roberts, a Christian Missionary as Headmaster, and soon grew into a college in 1866, affiliated to the Madras University. When the University of Travancore was founded, the departments of the college became University departments, only to switch back again when the transformation to University of Kerala happened in 1957. The University College still retains its connection with the University as an affiliated college. The Trivandrum Observatory was founded in 1838 and had an internationally reputed scientist, John Caldecott FRS as its first Director. It became a part of the Travancore University, but was administered as an independent government institution for some time. It is now the oldest institution under the Kerala University.

Our symbol and motto

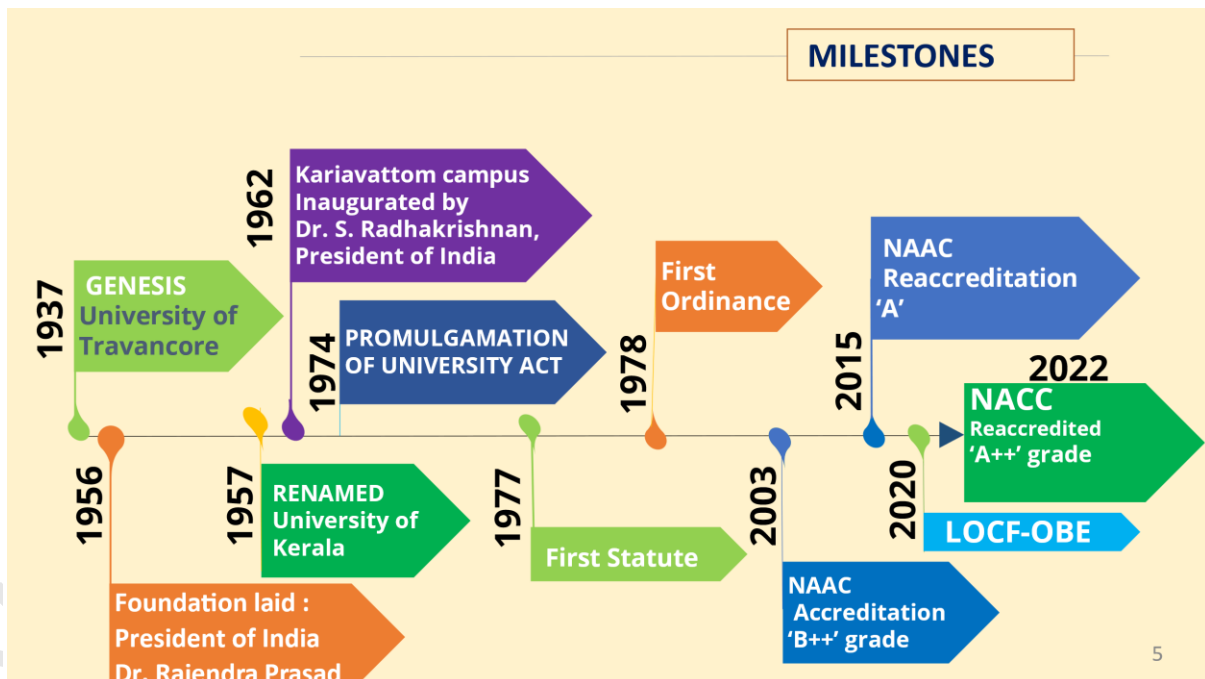


“ कर्मणि व्यज्यते प्रज्ञा: ” “WISDOM REFLECTS IN ACTION”

Our vision



Milestones





UNIVERSITY AT A GLANCE

Sprawling verdant campus (400 acres) with built- up area: 2, 02, 097 Sq. M.

Schools: 11 Faculty: 16 Teaching & Research Departments: 44	Sports Hub & Department of Physical Education
UGC- SAP/DST-FIST Departments: 6 Upcoming Departments: 9	Integrated- networked Library
Citations: 57376 h index- 95(Scopus)	Research Portal Central Laboratory for Instrumentation and Facilitation (CLIF)
Centre for Distance and Online Education Pandit Madan Mohan Malviya National Mission on Teachers and Teaching	High Performance Computing Centre
Translational Research and Innovation Centre (TRIC- KU)	Astronomical Observatory
Administrative & IT Training Centre	Oriental & Manuscript Library
IQAC	Publication Division

At present, the University has sixteen faculties and forty-four departments of teaching and research in addition to study centres and other departments. Teaching, research and knowledge extension are the mandates of the departments. These primarily focus on 4 year under graduate programme (honours with research), post-graduate (masters) programmes, and doctoral research. (University's research activities are also going on in select affiliated colleges and other recognised research centres in and outside the state). The University has had as its faculty eminent scholars who were trained under legendary figures (Sir C. V. Raman's student in Dept of Physics, Prof S R Ranganathan's student in Library Science and Prof

Benjamin Bloom's student in Dept of Education). Some of the faculty members themselves were legends, such as the renowned poet K Ayyappa Panciker and the Oriental Studies scholar T Ganapathi Sasthri among many others. The total number of students in the University Departments is above 5000 including research students, along with a modest number of foreign students. The school of Distance Education offers a number of under-graduate and post graduate programmes through the centre for distance and online education, all over the country and abroad.

The University has also a number of study centres in specialised areas such as Nano-technology, Women's Studies, Learning Difficulties, Sree Narayana Studies, Gandhian Studies, Geographical information system and natural resource management etc. Centres, like bioinformatics and Kerala studies, have become full-fledged departments.

Some of these centres offer programmes (Certificate/Diploma/Masters/MPhil) and many offer PhD programmes. The University has also established 10 University Colleges of Teacher Education (UTECE) and 8 University Institute of Technologies (UIT) which offer under-graduate programmes (BEd in UTECEs and BSc Computer Science/IT, Electronics/BBA in UITs), along with master's programmes available in select UITs. The University College of Engineering at Karyavattom offers Engineering Education at Undergraduate level. These institutions together have student strength of more than 5000. The University has over 180 affiliated colleges. The role of the University is in prescribing courses of study and conducting examinations and issuing certificates. The day-to-day administration of these institutions is not under the purview of the University. However, these institutions form a major part of the University.

Mission Statement:

The University of Kerala is dedicated to fostering a dynamic learning environment that empowers students/scholars to achieve their full potential, promotes academic excellence, advances research and innovation, and contributes positively to society, state, country and at global level.

Core values:

- 1. Excellence:** We strive for the highest standards of academic, research and operational excellence in all our endeavours.
- 2. Integrity:** We uphold the principles of honesty, transparency, and ethical conduct in every aspect of our operations.
- 3. Diversity and Inclusion:** We embrace diversity and promote an inclusive culture that respects and values the contributions of all individuals.
- 4. Innovation and digital upgradation :** We encourage creativity, innovation, and entrepreneurship to drive positive change and transformation. We strive for futuristic digital upgradation.
- 5. Translational research:** We strive to bridge the gap between fundamental research discoveries and their practical application in real-world settings, with the process of transferring scientific findings or technological innovations from

research departments to commercial or industrial entities for further development and implementation.

6. **Collaboration:** We foster collaboration and partnerships, both nationally and internationally, to enhance our impact and achieve our goals.
7. **Sustainability:** We are committed to environmental, social, and economic sustainability in our practices and decision-making.

INSTITUTION STRATEGIC GOALS

The strategic goals of university of Kerala are articulated across the following themes:

1. Student-Centric, Universally Connected

We believe in the transformative power of individuals to inspire world-changing ideas. By fostering a culture that values and supports our faculty/staff and students, we aim to cultivate a community where people are at the heart of everything we do. Together, as global citizens committed to a common goal, we strive to create a better tomorrow.

2. Reengineered curriculum

KU has a "Reengineered curriculum" which does the process of redesigning or restructuring an educational curriculum to improve its effectiveness, relevance, or alignment with current educational standards, goals, or needs. This involves updating course content, integrating new teaching methods or technologies, revising assessment strategies, or incorporating feedback from stakeholders such as students, educators, and employers. Essentially, it's about making intentional changes to enhance the quality and impact of the educational experience.

3. Digitally empowered campus

We strive to build a digitally empowered campus that leverages digital technologies to enhance various aspects of campus life, learning, and administration. This concept encompasses the integration of digital tools, platforms, and resources to create a more connected, efficient, and innovative environment. It provides opportunities for exploring new teaching methods, conducting online experiments, and collaborating on interdisciplinary projects.

4. Smart Infrastructure

We believe in building Smart infrastructure in the university with an integration of advanced technologies and data-driven systems into the physical infrastructure of the campus to improve efficiency, sustainability, safety, and overall functionality. We would incorporate smart technologies for energy management, security, and facility maintenance. Further we are trying to upgrade the facilities with IoT sensors, smart lighting systems, automated climate control, and integrated security systems and are being implemented step by step.

5. Promoting challenge-led research

Our goal is to promote challenge-led research and we encourage and support translational research that is directly aligned with addressing specific societal, environmental, or technological challenges. Instead of pursuing research for purely academic or theoretical purposes, this approach emphasizes the importance of addressing real-world problems and generating solutions that have practical applications, and tangible impacts.

6. Empowering Talents, Bridging Borders

Empowering Talents, Bridging Borders is one of the mottoes of KU, which encapsulates the idea of supporting students/scholars to realize their potential while facilitating connections and collaborations across international boundaries. Providing training programs, workshops, and educational opportunities to equip individuals with the skills and qualifications needed to meet the demands of the job market. This includes imparting technical skills, soft skills, and industry-specific knowledge. Overall, increasing the employment potential requires a multi-faceted approach that addresses the skills gap, stimulates economic growth, fosters collaboration between stakeholders, and promotes inclusive and sustainable development.

INSTITUTION DEVELOPMENT PLAN (IDP)

The IDP gives focus on the following:

Academic Excellence:

We have developed strategies to enhance academic quality, curriculum innovation, teaching excellence, and student learning outcomes. This includes faculty development initiatives, curriculum redesign, accreditation efforts, and quality assurance mechanisms. We have credit and semester system (CSS), Centre for Under Graduate Studies (CUGS), Board of Studies, Academic council, Syndicate and Senate for approving policies related to academic excellence.

Research and Innovation:

The research wing of a university, headed by a director, serves as a pivotal hub for advancing the institution's research agenda, fostering innovation, and contributing to academic excellence. Here's a description of the key components and responsibilities typically associated with such a role:

Leadership and Vision: The director of the research wing provides strategic leadership and vision for the research activities of the university. They set clear goals, priorities, and objectives aligned with the institution's mission and strategic plan.

Research Strategy and Planning: The director develops and implements a comprehensive research strategy and plan that outlines the priorities, focus areas,

and targets for research initiatives. This includes identifying emerging research trends, fostering interdisciplinary collaboration, and promoting a vibrant research culture across the university.

Resource Allocation: The director oversees the allocation of resources, including funding, facilities, and personnel, to support research activities. They work closely with funding agencies, donors, and stakeholders to secure research grants, contracts, and other sources of funding to support faculty research projects and initiatives.

Faculty Support and Development: The director provides support and guidance to faculty members engaged in research activities. This may involve facilitating research collaborations, providing mentorship and professional development opportunities, and assisting with grant writing and research proposal development.

Infrastructure and Facilities: The director is responsible for managing and maintaining research infrastructure and facilities, such as laboratories, research centres, and specialized equipment. They ensure that these facilities meet the needs of faculty researchers and comply with relevant safety and regulatory standards.

Partnerships and Collaborations: The director fosters partnerships and collaborations with external organizations, industry partners, government agencies, and other universities to enhance research opportunities and maximize the impact of research outcomes. This may involve establishing research consortia, joint research projects, and technology transfer agreements.

Ethics and Compliance: The director ensures that research activities adhere to ethical standards, regulatory requirements, and institutional policies. They oversee the research ethics review process, promote responsible conduct of research, and address any compliance issues or concerns.

Research Output and Impact: The director, research, monitors and evaluates the research output and impact of the university's research activities. This includes tracking publications, patents, citations, and other metrics of research productivity and impact, and communicating these achievements to internal and external stakeholders.

Foster a culture of research, scholarship, and innovation by investing in research infrastructure, supporting faculty research initiatives, promoting interdisciplinary collaboration, and facilitating technology transfer and commercialization activities.

Student Success and Support: Implement initiatives to enhance student retention, graduation rates, and overall academic success. This may involve providing academic advising, mentoring programs, career counselling, financial aid, and support services for students from underrepresented or disadvantaged backgrounds.

Technology Integration: Integrate technology into teaching, learning, and administrative processes to enhance efficiency, accessibility, and innovation.

This may involve upgrading IT infrastructure, implementing learning management systems, and promoting digital literacy among faculty, staff, and students.

Community Engagement and Partnerships: Strengthen partnerships with local communities, industry partners, government agencies, and other stakeholders to address societal needs, promote economic development, and enrich the university's academic and research programs.

Financial Sustainability: Develop strategies to ensure the financial sustainability of the university through diversified revenue streams, efficient resource allocation, fundraising efforts, and prudent financial management practices.

Governance and Leadership: Enhance institutional governance structures, leadership development programs, and accountability mechanisms to promote transparency, integrity, and effective decision-making.

Monitoring and Evaluation: Establish mechanisms for monitoring progress, evaluating outcomes, and revising strategies as needed to ensure the successful implementation of the institution development plan.

Strength, Weakness, Opportunity and Challenges (SWOC)

Institutional Strength

University has taken up identification of SWOC on a periodic basis and work on reviewing the same. Based on the analysis following strengths have been identified:

With a lofty legacy of excellence, as one of the oldest universities in the country, University nurtures a deep commitment to knowledge generation, research innovations and strong societal, international linkages.

Mammoth repository of physical and digital library resources.

Oriental Manuscript Library with a rarest of rare ancient manuscripts digitized for posterity.

State-of-the-art centralised and department laboratories housing highly sophisticated equipment (CLIF)

Translational Research & Innovation Centre (TRIC-KU) to promote invention, innovation and Entrepreneurship in Translational Research.

Full academic autonomy to Departments in curriculum design/revision/delivery with CSS support.

Unique curriculum strengthened through inputs from periodic academic audit, feedback from stakeholders and vetting.

Flexibility to choose from multivalent evaluative mechanisms through continuous assessment within learner centric pedagogy.

A wide range of academic programs (FYUG, PG, PhD) with vivid, contemporary and state-of-the-art curriculum.

Transparency and accountability at each stage of assessment process

Robust and participatory grievance redressal mechanism.

Fulfilling the ethical values and moral responsibility of a public University.

Capability in continuous strategizing and quality enhancement planning with self-reflexivity, also drawing lessons from periodic status accreditation.

Equity in access to higher learning and research through nominal fee/100% research fellowship/endowment support.

Students' participation in policy decision making bodies.

Nationally/internationally acclaimed Faculty.

Diverse and vibrant students' councils.

Biodiverse/sustainable/eco-friendly campus.

Best Indus civilization artefacts collection in South India.

One of the oldest astronomical observatories in India dedicated to public.

Need based support for students for industry readiness and employability.

A strong start up culture and entrepreneurial orientation.

State-of-the-art sports facilities with synthetic track, where illustrious sports persons have been moulded.

Investment in arts and culture nurturing best artistic talents through annual mega cultural fests.

Strong and established partnerships across the globe through alumni network.

Promotion of Inter disciplinary research.

Gender/Divyagjan empowered campus.

A tireless and continuous striving under a vibrant IQAC, for the best in creative and critical thinking and praxis

that weaves innovation with creativity, and excellence with best practices and human values constitute the greatest strength of the University.

Institutional Weakness

Alongside our strengths, University is fully aware of its weaknesses in terms of carrying out Strategic Plans and achieving the Quality Mandate. SWOC analysis revealed the following weaknesses:

Faculty shortage due to a smaller number of sanctioned teaching posts in many departments when compared to the pyramid faculty structure as envisaged by UGC.

Existing residential infrastructure is insufficient to cater to the ever-growing student demand.

Inability to increase the critical mass of students despite huge demand ratio due to inadequate teachers/technical staff/physical infrastructure.

Inability to fill few fulltime strategic service positions due to the lack of special rules for appointments by PSC.

Limitations in fully addressing digital infrastructure requirements, so integral in overcoming the digital divide among students.

Being a public University, due to paucity of funds University is not able to support high end publication cost in reputed journals through open access mode, reducing the visibility of the publications and thereby affecting citation and h-index.

As a State University, the University is bound to the stringent Acts, Statutes, Ordinances, Regulations and Government manuals, thereby creating inadvertent delay in the implementation of projects.

Opportunities for international faculty/student exchange in University are limited due to financial constraints.

The University is affected by systemic weakness in filling unfilled seats for PG programmes for certain reserved categories due to non-availability of sufficient number of applicants, and inability to ethically make available those seats for students from other categories.

A critical awareness of its weaknesses helps the University in thinking through them and charting new innovative/remedial measures for overcoming them.

Institutional Opportunity

Opportunities identified from SWOC:

Choice of Research Destination:

Strategic location in the salubrious capital of God's Own Country, amidst reputed research Institutions and favourable human development indices, easy access to airport/sea-port/IT Parks, University is poised as a global education leader with congenial research eco-system.

Best use of Skilled Human power:

Government is all set to transform the State into a knowledge economy and the University with its society centric academic programs, skilling initiatives, conducive start-up eco-system, and mammoth library and research base, can be a potent catalyst in the Government's Knowledge Mission initiatives, transforming the

State's human base into a 'Talent Pool' with enhanced competencies.

Eminent Institutional Collaborations

University's research and library resources could be used with synergy in a collaborative mode, advantageously pooling resources for attainment of global excellence, in tune with NEP 2020.

Holistic Learning Approach:

With 44 departments, innovative Research Centres, and 8 new departments in the offing in diverse disciplines. Sciences, Social Sciences, Technology, Indian Languages, Foreign Languages, Music, Sports and separate centers for Adult Education, Theatre Art, Media Studies, Culture, Human Values, university has a great opportunity to be a hub for liberal learning with flexibility and interdisciplinarity, under the Holist Approach model of NEP 2020.

Knowledge for Social Transformation:

As a Public University in a deficient neighbourhood University's greatest opportunity is in reaching the unreached, serving the deserving, while offering learning opportunities for neo and non-literates.

A Hand for Stakeholders:

University offers to each of its stakeholders an opportunity of exposure to a continually up-scaling, up-grading, up-rising and up-right environment of learning through novel academic & research paradigms.

Transforming for the Times:

Sensitive to the ever changing needs of swiftly growing economy, emerging service sector, University is equipped to design inventive need based academic programmes.

Opportunity to tap illustrious alumni straddling diverse fields in the University's flight to new horizons of excellence.

In the land of rich heritage of Ayurveda, nestling in the lap of biodiversity hotspot with a plethora of medicinal plants, unique opportunity to contribute to traditional knowledge systems and sustainable life style.

Institutional Challenge

Amidst paradigm shifts in educational technology and pedagogy all around the world, University is continually striving to achieve its goals of delivering quality education to society. Challenges identified are:

Transforming the University to a Centre of Excellence with a Critical Mass on Campus of over 10000 students and 500 faculty in a residential form with State-of-the-Art physical and social infrastructure replete with laboratories, libraries, hostels, health centres, and gymnasia that can boast of global standards.

Transforming to the Blended Mode with anytime, anywhere learning in response to the requirements of a rising Gig Economy which necessitates the availability of world class digital infrastructure.

Fostering High End Industrial Collaborations where Intellectual Property gain valance through transformation into publications (books, papers, and patents), patents to technology transfer, and technology transfer into meaningful applications and

products. Impending financial, statutory, and legal implications impose a challenge here.

Insufficient Government (Central and State) investment in higher education & inadequate financial resources for research infrastructure. Despite decreasing Government support for focused investment in State-of-the-Art laboratory with sophisticated equipment and facilities, University struggles to meet such ends in the interest of higher academic goals. Further challenges are imposed due to stringent policy regulations in spite of benefitting from PURSE/DBT/FIST/SAP largesse.

Attracting foreign students and faculty to the campus due to competitive factors and regulations. Constraints in recruiting foreign regular faculty members to the departments.

Being a public University, inability to compete with the promotional and branding strategies of Foreign and private Universities requiring huge financial investments, and public checks and balances.

Customized academics with regional focus fail to gain valance in Centralized Regulatory Frameworks.

Inability to implement timely modernization and professionalization of Governance in tune with global benchmarks creating competitive disadvantages.

Fulfilling the moral responsibilities of a public University in offering quality education with compassion, human values, and the spirit of empathetic giving, the biggest challenge encountered by the University is that such indices remain less accounted in today's material-driven world.

Thus, the balance between social commitment and revenue generation poses the greatest challenge to a Public University like UOK.

Challenging questions and answers

Does the institute have an academic calendar for the year?

Yes

Does it follow the academic calendar strictly?

Yes

Does the institute have the following systems: Mentoring system, Tutorial system, Counselling system etc.

All the above systems are in place

What should be the process for new program development?

Developing a new program in a university follows a systematic approach, starting with a thorough needs assessment to identify demand and align with institutional objectives. Feasibility studies are crucial to evaluating resources, risks, and market viability. Program design involves defining objectives, curriculum, and admission criteria, ensuring alignment with industry standards and accreditation

requirements. Resource allocation and faculty recruitment follow, with emphasis on training and collaboration. Compliance with accreditation and regulatory standards is paramount, while marketing strategies aim to attract students. Upon launch, continuous evaluation informs improvements to sustain relevance and excellence, fostering a culture of innovation and adaptation to evolving educational landscapes.

What mechanism is to be followed to ensure adherence to the program strategy of the Institution?

To ensure adherence to the program strategy of the institution, a robust mechanism is established, encompassing several key elements. Firstly, clear communication of the program strategy to all stakeholders, including faculty, staff, students, and external partners, is assured. This ensures everyone understands the overarching goals and objectives. Regular monitoring and evaluation mechanisms are implemented to assess progress towards strategic targets and identify any deviations or challenges. This may involve setting key performance indicators (KPIs) and conducting periodic reviews to track performance. Additionally, fostering a culture of accountability and transparency within the University departments promotes ownership of the program strategy and encourages stakeholders to actively contribute towards its success. Flexibility is also crucial, allowing for adjustments to the strategy in response to changing internal or external factors. Finally, effective leadership and governance by senate, syndicate, academic council, and CSS academic committees provide oversight and direction, guiding the university towards the achievement of its programmatic goals while ensuring alignment with its broader mission and vision. Through these mechanisms, the University can effectively adhere to its program strategy, driving continuous improvement and excellence in its educational offerings.

What is the process for systematically collecting and incorporating student and faculty feedback into reviews?

IQAC systematically collects student and faculty feedback by online and offline system. Firstly, establish department wise channels for feedback collection, such as confidential data sheet surveys, suggestion boxes, or online platforms, to solicit input from both students and faculty members. These feedback mechanisms should be accessible, confidential, and user-friendly to encourage participation. Once feedback is collected, it should be carefully analysed and categorized to identify common themes, strengths, and areas for improvement. Organize review meetings or workshops involving relevant stakeholders to discuss the feedback findings and prioritize action items. By systematically collecting and incorporating feedback in this manner, university fosters a culture of transparency, collaboration, and continuous enhancement in their educational programs and services.

What is the process for validation of assessment schemes practiced? How do we ensure that these are true 'assessments for learning'?

The validation process for assessment schemes involves ensuring that they align with the learning objectives of the curriculum, are based on reliable and valid assessment methods, and effectively measure students' knowledge and skills. To

ensure that these assessments truly serve as "assessments for learning," it's crucial to involve stakeholders, including faculty members, students, and curriculum experts, in the validation process. This collaborative approach ensures that assessments are constructive, provide actionable feedback to students, and support their on-going learning and improvement.

Assessment Questions: Does the institution have a Faculty Exchange Programme?

No, but we are establishing networks for faculty exchange programme.

Does the institution have a student exchange programme?

At present no, but we working on to introduce student exchange programme

Does the institution have ABC?

Yes

Are there any collaborative efforts with the NGOs?

Yes

Is there any knowledge partnership with Innovation centres?

Yes

Are there any industry partnerships?

Yes

Are there any incubation centers?

Yes

Are there any translation centers?

Yes

Creating a brand image of the institution:

Whether a multi-disciplinary approach is followed to build and nurture an effective brand image?

Yes

Curriculum Excellence:

Yes

When was the curriculum updated last?

2022 and the four year undergraduate program is being updated in 2024

How frequently (time duration) the updating is done?

Once in 3 years

Does the curriculum include Skill development, Enhancing Employability, and Generating interest among students for learning?

Yes

Placement scenario? Percentage of students employed/pursuing higher studies after completion of the course?

Yes, The University has a very good placement record

Is local language a component of the curriculum?

Yes

Grievance Redressal Mechanism:

All systems are in place including internal complaints committee (ICC) as per UGC guidelines

What are the inclusivity policies of the institutes? What is the turnover time to address issues and the transparency of the process?

The inclusivity policies of the university typically encompass measures to promote diversity, equity, and accessibility, including provisions for students and staff from marginalized backgrounds, accommodations for individuals with disabilities, and support for LGBTQ+ communities. The turnover time to address issues within these policies varies depending on the nature and urgency of the concern, with institutions striving for prompt resolution while maintaining transparency in the process by providing clear communication, updates, and recourse avenues for affected parties.

Infrastructural Development:

What type of infrastructural development work is required for a non-academic area for the institution (hostels, parks, residence, sports complex, gym, dispensaries, toilets, cycle stand, students' common room, etc?)

Infrastructural development in non-academic areas is pivotal for institutions to create a conducive environment that supports various facets of campus life. This encompasses constructing administrative buildings equipped with offices and meeting spaces, establishing centralized student services centres for comprehensive support, and enhancing recreational facilities to promote physical well-being and leisure activities. Residential facilities should be expanded or renovated to cater to the accommodation needs of students, faculty, and staff, while dining facilities should be improved to offer nutritious meals and accommodate dietary preferences. Health and wellness centres play a crucial role in addressing medical and counselling needs, contributing to the holistic well-being of the campus community. Additionally, investing in transportation infrastructure, environmental sustainability measures, safety and security systems, and information technology infrastructure ensures a safe, sustainable, and technologically advanced campus environment. Community spaces and accessibility features further foster inclusivity, social interaction, and equal access to facilities and services. By prioritizing infrastructural development in

these areas, institutions can create an enriching and supportive campus environment conducive to academic success and personal growth.

Funds required for expanding infrastructure for classrooms to accommodate FYUGP students, hostels, canteens, buses will be around 100 crores and will be tapped from PM-USHA and other state and central funding agencies.

What are the monitoring mechanisms followed for maintenance?

University has a well-equipped engineering wing headed by an University Engineer. We have civil, electrical and mechanical wing, however, no architect is available.

The Internal Quality Assurance Cell (IQAC)

The Internal Quality Assurance Cell (IQAC) of the University serves as a vital entity within institutions, playing multifaceted roles aimed at enhancing and maintaining educational quality and institutional effectiveness. It meticulously oversees quality assurance measures, setting benchmarks and standards while continuously monitoring and evaluating institutional performance. IQAC facilitates accreditation processes and ranking (NAAC, NIRF, QS ranking), ensuring alignment with national and international standards and requirements. Moreover, it actively engages in strategic planning, utilizing data-driven insights to formulate and implement initiatives that drive institutional excellence and continuous improvement. Through faculty and staff development programs, it fosters a culture of professional growth and innovation. Additionally, IQAC facilitates stakeholder communication and feedback mechanisms, promoting transparency and accountability. By disseminating best practices and fostering collaboration, IQAC contributes to the institution's reputation and effectiveness in fulfilling its educational mission.

What are the processes for promoting good mental health as well as interventions for addressing mental health?

Promoting good mental health involves implementing a multifaceted approach that addresses various aspects of well-being of students, faculty and staff with the help of psychology department and university health centre. Awareness campaigns and educational programs are organized to reduce stigma surrounding mental health issues and promote a culture of understanding and support. Additionally, creating a supportive and inclusive environment that prioritizes work-life balance, stress management, and self-care is crucial. Interventions for addressing mental health challenges include individual counseling, group therapy, cognitive-behavioural interventions, and mindfulness-based practices. Collaborating with mental health professionals and community organizations can also enhance the effectiveness of interventions and support systems.

Plan for student representation in critical processes. How should the student councils/ unions etc. be organized?

University recognises student representation in all critical processes and organized through the establishment of student councils or unions that are democratically elected and representative of diverse student interests and backgrounds. These organizations have clear structures, transparent decision-making processes, and mechanisms for soliciting and incorporating student feedback into key institutional decisions, ensuring that student voices are heard and valued in critical matters affecting the student body. Director, Student services monitors all such activities.

Are there any remediation classes

Yes

Are there Scholarship opportunities for students?

Yes

Alumni

University of Kerala Alumni Association (UKKA)

The association was founded in 2005. The University of Kerala Alumni Association (UKAA) creates and maintains a life-long connection between the University of Kerala and its alumni. UKAA is registered under the Travancore-Cochin Literary, Scientific and Charitable Societies Registration Act, 1955.

The mission of the Association is to advance the strong relationship between alumni and the University, to keep alumni informed, and create a network facilitating them to remain engaged with their alma mater and help shape its future through the Association's activities.

The alumni of a university form a valuable network of individuals who have graduated from the institution and often contribute to its reputation and success through their achievements in various fields. They play an essential role in mentoring current students, supporting institutional initiatives, and maintaining connections with their alma mater throughout their professional lives.

During the last NAAC assessment period the alumni contribution was more than Rs.one crore.

In addition to UKKA, all Departments has alumni associations, though they offer wide variety of academic and non-academic activities.

Organisation structure:

<https://www.keralauniversity.ac.in/pdfs/UoK-complete-organizational-Chart.pdf>

What functions are best done in a shared resource model to ensure optimal use of resources?

1. CLIF – library

The Central Laboratory for Instrumentation and Facilitation (CLIF) at Kariavattom campus is a futuristic facility with broad range of state of-the-art analytical instruments purchased under PURSE Scheme and various other sources. The centre represents one of the largest commitments for research in the history of the university and will carry forward decades of research into new realms of application and discovery.

Interdepartmental relations

University strives to build strong interdepartmental relations between science, arts and humanities departments for enhancing collaboration and synergy within an organization. Clear communication channels, open dialogue, and meetings facilitate the exchange of faculty, courses and research ideas between departments. Offering basket of elective courses encourages interdepartmental student participation and cross disciplinary learning processes. Cross-training initiatives and knowledge-sharing programs enhance understanding and appreciation of each department's functions and expertise. By prioritizing these efforts, University cultivates a culture of cooperation and synergy that drives innovation, efficiency, and organizational success.

iSTEM portal

University is in the process of updating all equipment of CLIF and department laboratories in iSTEM portal which can offer wide visibility of equipment available in the University and can be accessed by the scholars, teachers, scientists and students. We build a strong relation with peer MERUs and affiliated colleges through this dedicated iSTEM portal, with a focus on resource sharing.

Affiliated colleges support

Supporting affiliated colleges to attain autonomy shall be the priority of the University to develop into independent and self-sustaining institutions. Universities can offer capacity-building programs and faculty development initiatives to help affiliated colleges enhance their academic standards, administrative capabilities, and governance structures. Additionally, universities can establish clear criteria and guidelines for colleges seeking autonomy, streamline administrative processes, and provide mentorship and support throughout the transition process. By empowering affiliated colleges to become autonomous entities, universities foster a culture of academic excellence, innovation, and accountability within their broader educational ecosystem.

Support other institutions and universities via MoU

Through MoUs, University strives to establish mutually beneficial partnerships, enabling them to leverage each other's strengths, address common challenges, and explore opportunities for joint research, academic programs, and student exchanges. These agreements not only enhance the academic and research capabilities of participating institutions but also contribute to the advancement of knowledge and innovation on a global scale.

Pedagogical Excellence:

People/faculty recruitment and development:

Research and Development:

What is the Scopus indexed research status of the publications of the institute?

4213 publications; Citations: 57376; h index -95

Are there any internship opportunities?

Yes, all programmes provides internship opportunities

LONG TERM GOALS

Academic Programs:

1. Enhance the undergraduate program with a research focus.
2. Expand master's program enrolment to accommodate demand.
3. Foster international collaboration through dual programs with foreign universities.

The institution aims an enrolment of 1000 students in its prestigious four-year undergraduate program, which includes a strong emphasis on research. Additionally, the institution expects s 4000 students annually to its master's programs, offering advanced education and specialized training. Complementing these academic endeavours, the institution will try to hosts 500 research scholars each year, and 100 foreign scholars, fostering a vibrant international culture of research and innovation.

Increasing faculty strength to 500

Research and Innovation:

Aim for 500 high-standard publications annually.

Pursue 20 patents and facilitate 25 technology transfers per year.

Secure 4 Crore funding for externally funded projects.

Strengthen Translational Research & Innovation Centre (TRIC-KU) to gain international recognition.

Conferences and Collaborations:

Organize 15 international conferences and 50 national conferences annually.

Establish 25 MOUs with industry and research institutions to foster collaboration.

Host industry-academia colloquium to bridge academia-industry gap.

Online Education and Infrastructure:

Develop a state-of-the-art platform for online education.

Launch 25 online courses.

Strengthen student life cycle management system.

Establish 100 multimedia classrooms.

Improve infrastructure, curriculum transaction and research with PM USHA funding.
State and national funding schemes – operational international funding

Internationalization and Diversity:

Construct 2 new international hostels.

Target enrolment of 2000 foreign students.

Make the campus Divyanggan-friendly and gender-sensitive.

Implement a single-window system for financial support to startups and incubations.

Student Support and Welfare:

Enhance students' redressal mechanism.

Strengthen the library facilities.

Develop a modern sports hub.

Ensure the institution adheres to NEP and NHEQF by revising the curriculum regularly.

Laboratory Complex

Convert the CLIF as one of the best laboratory complexes of the globe with all accreditations.

This comprehensive plan aims to elevate the institution's academic, research, innovation, and support infrastructure while promoting diversity, internationalization, and compliance with national education policies and standards.

Accreditation and Ranking

Accreditation and ranking are crucial indicators of an institution's quality, reputation, and performance in the global educational landscape. Achieving A++ in accreditation processes of the National Assessment and Accreditation Council (NAAC) signifies adherence to quality standards and continuous improvement in various aspects of educational provision of the University. Similarly, securing a 24th position in national rankings of the National Institutional Ranking Framework (NIRF) reflects excellence across parameters such as teaching, research, infrastructure, and outreach. Additionally, we are aiming in attaining a prominent position in international rankings like the QS World University Rankings signifies global recognition and competitiveness, further enhancing the institution's prestige and attractiveness to prospective students, faculty, and collaborators. A strong performance in accreditation and ranking assessments underscores an institution's commitment to excellence, serving as a testament to its academic prowess and overall impact in the education sector.