

KIRF Manual

Kerala Institutional Ranking Framework

Incubating Institutional Excellence

(Draft)



2023



The Kerala State Higher Education Council

Constituted by Kerala State Legislature by notification No.19536/Leg. Uni.3/2007/Law Dated, Thiruvananthapuram, 15 October, 2007

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The Kerala State Higher Education Council

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Incubating Institutional Excellence

KIRF

. Documentation Division
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List of Abbreviations

AISHE	: All India Survey of Higher Education
AR	: Accreditation and Ranking
FDA	: Facility for Differently Abled Students
FGL	: First Generation Learners
FQE	: Faculty Qualification and Education
FRU	: Financial Resources Utilisation
FSR	: Faculty Student Ratio
GEE	: Metric for Entrance Examination
GER	: Gross Enrolment Ratio
GO	: Graduation Outcome
GT	: Adoption of Green Technology
GUE	: Metric for University Examination
HEIs	: Higher Education Institutions
IPR	: Intellectual Property Rights
KDRE	: Knowledge Dissemination and Research Excellence
KIRF	: Kerala Institutional Ranking Framework
KSHEC	: Kerala State Higher Education Council
NIRF	: National Institutional Ranking Framework
OE	: Online Education
OI	: Outreach and Inclusivity
PH	: Placement and Higher Studies
RD	: Region Diversity
RFCS	: Research Footprint and Consultancy Service
RP	: Research Productivity
SEJ	: Subscription to e-journals
SI	: Social Inclusiveness
SS	: Student Strength
STSO	: Scientific Temper and Secular Outlook
TLR	: Teaching, Learning and Resources

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Executive Summary

The document presents a methodology to rank Higher Education Institutions (HEIs) in the State. The Kerala Institutional Ranking Framework (KIRF) is a set of metrics for ranking of academic institutions, based on the parameters agreed upon the oversight committee set up by Kerala State Higher Education Council (KSHEC). The Kerala State Higher Education Council (KSHEC) will be the implementing agency and the ranking will be carried out annually.

KSHEC shall invite institutions interested to participate in the ranking exercise to register on the KIRF Website created by KSHEC. The data shall be uploaded on an online facility created for this purpose. KSHEC with the help of suitably identified partner agencies will undertake authentication of data, wherever felt necessary, and where feasible.

KSHEC will extract the relevant information from this data and through software, compute the various metrics and rank institutions based on this data.

Section A

1. Introduction

Institutional rankings have important impact on higher education institutions. Ranking is a comparison of performance, visualised by means of a hierarchical table and repeatedly published by a third party. Accounting for the institutionalisation of rankings in higher education led to an empirical investigation into when and how each of the elements constituting them entered discourses on academic quality and excellence. The World University Ranking serves as a resource for students choosing universities and for global scholar mobility. It also serves as a guide for public policies, aids in funding agency and university leadership decision-making, and even positions and measures the performance of higher education institutions in both national and international contexts.

Academic Ranking of World Universities (ARWU) by Shanghai Jiao Tong University in China emerged in 2003; Time Higher Education (THE) World University Rankings in 2004 and Quacquarelli Symonds (QS) World University Rankings are the important global institutional ranking systems. NIRF India ranking system has been emerged on 29th September 2015 to rank the Higher Education Institutions (HEIs) and to promote a healthy competition among the institutions to sustain and to enhance their quality and to create conditions for assuring world class quality along with good governance in higher education.

The Governing Body Meeting of the Kerala State Higher Education council held on 21-01-2020 resolved to establish the Kerala Institutional Ranking Framework (KIRF) under the Higher Education Empowerment Implementation Plan Projects. KSHEC launched the Kerala Institutional Ranking Framework (KIRF) without altering the core qualities and components of National Institutional Ranking Framework (NIRF). The Council has developed and incorporated state specific parameters like Scientific Temper and Secular Outlook in to the ranking framework.

2. KIRF –Vision

To evaluate institutional performance, keep it sustainable; provide all qualified individuals with equal access to higher education and establish a fair and transparent ranking system.

3. Scope of KIRF

- Assess and rank higher education institutions such as universities, government and aided colleges, autonomous colleges and self financing institutions/Colleges by employing metrics of Kerala Institutional Ranking Framework.

- Enhance and ensure the readiness of the higher education institutions of the State to go for NIRF ranking.
- Impart training and guidance to undergo state and national level ranking.
- Apply state specific parameters to measure academic excellence.

4. Eligibility for Assessment and Ranking

Applications for rankings will be considered for those institutions that have graduated at least three batches of students in full time UG or PG Program, where the duration is not less than three years for the UG Programmes and two years for the PG Programme.

5. The Assessment Process

Stages of Assessment and Ranking

Stage 1: Registering of the Higher Education Institution in the KIRF website.

Stage2: Preparation and submission of data by the Higher Education Institutions. (Data should be uploaded in the prescribed format and supporting documents in excel format should be attached wherever necessary).

Stage 3: Based on the evaluation of the data submitted, score for each category will be generated and ranking of HEIs will be ascertained.

6. Focus of Assessment

The evaluation process and the subsequent ranking of KIRF involves the participation of all the stakeholders – management, faculty members, administrative staff, students, parents, employers, community and alumni. While the participation of internal stakeholders i.e. management, staff and students provides credibility and ownership to the activity and could lead to newer initiatives, interaction with the external stakeholders facilitate the development process of the institution and their educational services.

7. Procedural Details

- HEIs are expected to read the manual thoroughly and submit the preliminary details online anytime during the year.
- All the Institutions intending to apply for assessment and ranking need to upload the information on KIRF website through KSHEC portal.

- iii. The data should be uploaded in the website within the timeframe.
- iv. The KIRF comprises of criteria based on NIRF and State Specific Criteria of KIRF which include both Qualitative and Quantitative Metrics. The Quantitative Metrics add up to about 80% and the remaining 20% are Qualitative Metrics.
- v. The data submitted on Quantitative metrics will be subjected to data validation and clarifications will be sought for any wrong information submitted by the HEI. The qualitative data would be reviewed and verified by the implementing agency.

vi. Guideline for filling up of KIRF

Extended profile contains all the questions which are basically the figures of denominators of the formulas used for calculation of various Metrics values. The data filled should contextualize with the related metrics.

vii. Assessment Outcome

The final score will be a system generated score based on computational analysis of both qualitative and quantitative metrics. Subsequently ranking will be ascertained to HEIs.

Section B

Kerala Institutional Ranking Framework (KIRF)

(Methodology for Ranking of Academic Institutions in Kerala)

Overview

Kerala is a forerunner in many socio-cultural indicators of growth compared to most other states in the country. Kerala is known for its highest literacy in the country and 100% enrolment of children in primary and secondary education. In the higher education sector, the State has made commendable achievements in ensuring equity and access. But the progress made in numbers has not been accompanied by remarkable progress in quality, despite several steps that have been taking place at different stages towards this direction. We are still at the threshold of excellence. We need to have a paradigm change to acquire world-class higher education if we are to benefit from the internationalization of higher education. We need to look at Western and Eastern models and the guidelines for quality expansion issued by UGC to evolve a unique structure of higher education in the state, which is global and local at the same time. It is not enough that we have a few islands of excellence and a vast ocean of academic slums. In other words, we need to forge ahead in quality, without sacrificing equity.

Kerala's rapid expansion in higher education is evident from its latest figures on enrolment in higher education, @.43.2% which is well above the national GER@ 27.3. As per the latest report of the All-India Survey of Higher Education (AISHE), there are 1847 institutions offering higher education programmes in the State. The State holds a unique position among the States in the country, with its comparatively limited geographical extent but with enriched resources of biodiversity, and physiographic characteristics which 'are great assets which could be used sustainably for economic growth.

On the cultural front, we need to sustain and develop the constitutional values of democracy and the secular fabric and scientific temper. The diverse higher Education sector with state, aided and unaided institutions should all flourish in an environment of cooperation and healthy competition. This would require a flexible but internationally competent higher education structure and content in the state. It is in this context that Kerala envisages the formation of a State Level Institutional Ranking Framework (KIRF) without altering the core qualities and components of the National Institutional Ranking Framework (NIRF).

KIRF has evolved a framework, after intense deliberations with experts and various stakeholders of higher education, both inside and outside the State of Kerala.

Eligibility for Ranking

- a. Institutions under different categories such as universities, colleges, engineering, management, teacher education, pharmacy, medical, dental, law, architecture and nursing can participate in the ranking process and can register separately, provide data in the specific format, if they desire to be included in the discipline specific ranking list.
- b. Category specific ranks will be announced only in those categories where a significant number of institutions offer themselves for ranking. The final decision on ranking of a category will therefore be decided by KIRF after analysing the data.
- c. Rankings will be considered only for those institutions that have graduated at least three batches of students in full time UG or PG Program, where the duration is not less than three years for the UG Programmes and two years for the PG Programme.

Salient Features

- a. Methodology is based on a set of metrics for ranking of Higher Education Institutions (HEIs) based on the parameters agreed upon by the oversight committee.
- b. These parameters are organised into five broad categories and have been further elaborated into sub categories. Each category has an overall ranking weight assigned to it and each sub categories are also provided with appropriate weight distribution.
- c. The performance score for each subcategory will be computed by the suitable metric assigned for each section and the scores of each subcategory are then added to obtain the score for each individual category. The overall score is computed based on the weights allotted to each category. The overall score of each category can be a maximum value of 100.
- d. The institutions can then be ranked based on their scores.

Data Collection and Sources

a. Institutional Data

The Nodal Officer of the institution should be authorised to submit their institutional data in the KIRF portal designed on the KSHEC Website. The information provided should be accurate for the particular survey/ranking year. The data will be cross checked and for certain data third party sources will be depended upon.

b. Bibliometric Data

The Research Productivity, Citations, h- index etc. can be captured from the Scopus Database/ Web of Science.

Reference Date

The data will be collected for a period of three years backward from the year of ranking procedure. The data entered will be carried over for the next year ranking.

Errors and Correction Policy

The Nodal Officer should ensure that the data uploaded is correct. In case corrections are needed, the Nodal Officer should inform KSHEC/KIRF through email with the reasons for correction. Correction of the data will be allowed till the rankings are closed. The submitted data should be countersigned by the Head of the Institution.

The Institution should make the data available on their website. It will be the Institution's responsibility to ensure that the data published by KIRF accurately reflects its submissions. The institution will also be invited to verify the data supplied by or taken from third party sources. If the institution does not give any comments or feedback within a specified period on the displayed data, it will be finalised assuming that this data is accurate. No petitions for corrections will be accepted after the declared deadline, or after the rankings have been announced.

If it is found that an Institution has deliberately manipulated the submitted data, causing erroneous rankings, KIRF will remove the institution from the ranking list and future rankings and publish a suitable note to this effect.

Implementation Details

- a. The Kerala State Higher Education Council (KSHEC) will be the ranking agency on behalf of KIRF for 2023.
- b. Interested institutions shall be invited to participate in the ranking exercise to register on the KIRF portal on KSHEC webpage. The data should be submitted on an on-line facility created for this purpose.
- c. KIRF, by itself or with the help of other suitably identified partner agencies will also undertake authentication of data, wherever felt necessary, and where feasible.
- d. KIRF will extract the relevant information from this data and through software, compute the various metrics and rank institutions based on this data.

KIRF

Parameters and Metrics for Ranking

Overview

Summary of Parameters for Ranking

Sl. No.	Parameters	Marks	Weightage
1	Teaching, Learning and Resources (TLR)	100	0.30
2	Knowledge Dissemination and Research Excellence (KDRE)	100	0.30
3	Graduation Outcome (GO)	100	0.20
4	Outreach and Inclusivity (OI)	100	0.10
5	Scientific Temper and Secular Outlook (STSO)	100	0.10

Summary of Ranking Parameters and Weightage		
Sl. No.	Parameter	Marks
1	Teaching, Learning & Resources (TLR)	
	(Ranking Weight: 0.30)	100
1.1	Student Strength (SS)	20
1.2	Faculty Student Ratio (FSR)	30
1.3	Faculty Qualification and Experience (FQE)	20
1.4	Online Education (OE)	10
1.5	Subscription to e-journals (SEJ)	5
1.6	Financial Resources and their Utilisation (FRU)	15
2	Knowledge Dissemination and Research Excellence (KDRE)	
	(Ranking Weight:0.30)	100
2.1	Research Productivity (RP)	35
2.2	Research Impact (RI)	35
2.3	Intellectual Property Rights (IPR)	15
2.4	Research Footprints/ Consultancy/ Start-ups (RFCS)	15
3	Graduation Outcome (GO)	
	(Ranking Weight:0.20)	100
3.1	Metrics for University Examinations (GUE)	35
3.2	Metrics for Entrance Examinations (GEE)	35
3.3	Placement and Higher Studies (PH)	30
4	Outreach and Inclusivity (OI)	
	(Ranking Weight:0.10)	100
4.1	Region Diversity (RD)	20
4.2	First Generation Learners (FGL)	10
4.4	Facilities for Differently Abled Students (FDA)	10
4.5	Social Inclusiveness (SI)	60
5	Scientific Temper and Secular Outlook (STSO)	
	(Ranking Weight: 0.10)	100
5.1	Scientific Temper and Secular Outlook (STSO) Q _I	40
5.2	Adoption of Green Technology (GT) Q _I	20
5.3	Accreditation and Rankings (AR)	40

1. Teaching Learning & Resources (TLR)

1. Teaching, Learning and Resources (TLR) -100 Marks

Ranking Weight- 0.30

Overall Assessment Metric

TLR=SS(20)+FSR(30)+FQE(20)+OE(10)+SEJ (5) +FRU(15)

Student Strength including Ph.D. Students: SS

Faculty-Student Ratio with emphasis on permanent faculty: FSR

Faculty Qualification and Experience: FQE

Online Education: OE

Subscription to e-journals: SEJ

Financial Resources and their Utilisation: FRU

1.1 Student Strength (SS)-20 Marks

$$SS' = 8 \min\left(\frac{a_u}{s_u}, 1\right) + 5 \min\left(\frac{a_p}{s_p}, 1\right) + 3 \min\left(\frac{a_r}{s_r}, 1\right) + \left[\frac{a}{1000}\right]$$

a_u/s_u refer to the number of admitted/sanctioned UG students.

a_p/s_p refer to the number of admitted/ sanctioned PG students.

a_r/s_r refer to the number of admitted/ sanctioned Research (PhD) students.

The sanctioned strength for UG/PG students is the basic number of seats sanctioned by the University/ Govt. and does not include the marginal increase.

The sanctioned strength of PhD students is the total number of admissible PhD students by the research guides assigned to the college as per UGC norms (4, 6, 8)

$$A = a_u + a_p + a_r$$

$$SS = \min(SS', 20)$$

1.2 Faculty Student Ratio (FSR)- 30 Marks

$$FSR' = 30 \times \left(20 \times \frac{f}{n} \right)$$

$n = a_u + a_p$ is the total number of admitted UG and PG students.

f is the total number of regular faculty positions filled in the institution in the relevant year.

Regular faculty positions include those of permanent / contract / guest faculty who have served in the institutions for both the semesters of the relevant academic year. If two or more teachers are consecutively appointed against faculty position in an year, the count should only be one.

$$FSR = \min(FSR', 30)$$

1.3 Faculty Qualification and Experience (FQE) - 20 Marks

$$FQ' = 10 \times (f_{PhD}/f_{total}) \times 100/75$$

f_{PhD} and f_{total} are the number of faculty with PhD and total respectively in the relevant academic year.

75% PhD holders among the total faculty fetch full marks (10).

$$FQ = \min(FQ', 10)$$

$$FE = 3 \min(3F_1, 1) + 3 \min(3F_2, 1) + 4 \min(3F_3, 1)$$

F_1 is the fraction of faculty members with experience in higher education ≤ 8 years.

F_2 is the fraction of faculty members with experience in higher education ≤ 15 years.

F3 is the fraction of faculty members with experience in higher education with experience 15 years or more.

$$FQE = FQ + FE$$

1.4 Online Education (OE)- 10 marks

This section includes the information on the online courses pursued by the students and the online courses developed by the faculty.

1.5 Number of e-Journals Subscribed (SJE)- 5 marks

The number of e-journals subscribed by the institution in addition to the e-journal consortium provided through KSHEC.

1.6 Financial Resources and their Utilisation (FRU)-15 marks

This includes the percentage of amount spent on

- i) Capital Expenditure for the previous three years which include the academic activities i.e, the amount spent on libraries, laboratory equipment and other equipment and
- ii) Operational Expenditure for the previous three years which include the annual expenditure for operational activities like salaries, maintenance of academic infrastructure or consumables and conduct of Seminars/conferences/workshops.

The institution having the highest percentage of utilisation will be awarded full marks.

2. Knowledge Dissemination and Research Excellence (KDRE)

2. Knowledge Dissemination and Research Excellence (KDRE)-100 Marks

Rankingweight:0.30

Overall Assessment Metric:

KDRE=RP (35)+RI (35)+IPR (15)+RFCS (15)

Research Productivity: RP

Research Impact: RI

Intellectual Property Rights: IPR

Research Footprint/Consultancy/Start ups: RFCS

2.1 Research Productivity (RP) - 35 Marks

The publications of the institutions indexed in Scopus, Web of Science over the last three years will be taken into consideration.

2.2 Research Impact (RI) - 35 Marks

The research influence is examined by taking into account the citations received for the publications of the institutions globally as in Scopus and Web of Science.

2.3 Intellectual Property Rights (IPR) - 15 Marks

This includes the number of patents, filed and granted.

2.4 Research Footprint/Consultancy/Startups (RFCS)-15 Marks

Sponsored research details, Consultancy services, Spin off companies/ Startups, MoU's signed with the industry resulting in research and amount received from the above. Maximum marks will be awarded to the institution with highest number of consultancy assignments and amount received from such ventures (Upload copies of the MoU's signed.).

3. Graduation Outcome (GO)

3. Graduation Outcomes (GO) - 100 Marks

Ranking weight: 0.20

Overall Assessment Metric

GO= GUE (35) + GEE (35) + PH (30)

Metrics for University Examinations: GUE

Metrics for Entrance Examinations: GEE- UGC/NET/JRF/CSIR

Placement and Higher Studies: PH

3.1 Metric for University Examinations (GUE) – 35 marks

Total number of final year students who passed the university examination year wise during the last three years in the minimum stipulated time will be accounted.

3.2 Metric for Entrance Examinations (GEE- UGC/NET/JRF/CSIR/GATE/GRE) - 35 Marks

The criteria will be the total number of students who have qualified NET/JRF/GATE/GRE during the assessment period with respect to the total number of students. Full marks will be awarded to the university having highest percentage of achievement.

3.3 Placement and Higher Studies (PH) - 30 Marks

The number of outgoing students placed year wise during the last three years will be accounted.

4. Outreach and Inclusivity (OI)

4. Outreach and Inclusivity (OI) - 100 Marks

Ranking Weight: 0.10

Overall Assessment Metric

OI= RD (20) + FGL (10) + FDA (10) + SI (60)

Percentage of students from Other States/ Countries Region Diversity: RD

Percentage of First-Generation Learners: FGL

Facilities for Differently Abled Students: FDA

Social Inclusiveness: SI

4.1 Region Diversity (RD) - 20 Marks

This item records the percentage of students from other states and countries out of the total students enrolled in the institution at UG/PG/Doctoral levels.

4.2 First Generation Learners (FGL) – 10 Marks

First Generation Learners (FGL) refer to the children who are the first in their family to go to college or whose parents have not gone to college. This item records the percentage of FGL from out of the total students enrolled in the institution.

4.3 Facilities for Differently Abled Students (FDA) - 10 Marks

Infrastructural facilities such as ramps, rails, special toilets and academic facilities and learning software provided to the differently abled students in the institution.

4.4 Social Inclusiveness (SI)-60 Marks

The institution's Social Inclusiveness is determined by taking into account the percentage of students, faculty and non-teaching staff from socially disadvantaged communities- SC/ST/OBC/Transgenders/ differently abled/ women and also Economically Weaker Sections (EWS).

i. Social Inclusiveness of Students/Faculty/Non-teaching staff under SC Category

$$SC = 4 \times \left(\frac{n_{sc}}{n_s} \times \frac{100}{15} \right)$$

n_{sc} is the total number of sc students/faculty/non-teaching staff in the respective academic year.

n_s is the total number of students in the respective academic year.

Maximum marks for 15% or more percentage of sc students/faculty/nonteaching staff.

$$SC_{final} = \min(SC, 4)$$

ii. Social Inclusiveness of Students/Faculty/Non teaching staff under ST Category

$$ST = 3 \times \left(\frac{n_{st}}{n_s} \times \frac{100}{5} \right)$$

n_{st} is the total number of ST students/ faculty/ non teaching staff in the respective academic year.

n_s is the total number of students in the respective academic year.

Maximum marks for 5% or more percentage of ST students/ faculty/ non teaching staff.

$$ST_{final} = \min(ST, 3)$$

iii. Social Inclusiveness of Students/Faculty/Non teaching staff under OBC Category

$$OBC = 3 \times \left(\frac{(n_{obc})}{n_s} \times \frac{100}{50} \right)$$

n_{obc} is the total number of obc students/faculty/non teaching staff in the respective academic year.

n_s is the total number of students in the respective academic year.

Maximum marks for 50% or more percentage of OBC students/faculty/non teaching staff.

$$OBC_{\text{final}} = \min(OBC, 3).$$

iv. Social Inclusiveness of students/Faculty/Non teaching staff under Transgender Category

$$= IF(N \geq 5, 3, IF(N \geq 2, 2, IF(N \geq 1, 1, IF(N \geq 0, 0))))$$

Where N is the number of transgender students.

v. Social Inclusiveness of students/Faculty/Non teaching staff under Women Category

$$W = 3 \times \left(\frac{n_w}{n_s} \times \frac{100}{65} \right)$$

n_w is the total number of women students/faculty/non teaching staff in the respective academic year.

n_s is the total number of students in the respective academic year.

Maximum marks for 65% or more percentage of women students/ faculty/ non teaching staff.

$$W_{\text{final}} = \min(W, 3)$$

vi. Social Inclusiveness of students/Faculty/Non teaching staff under Different Abled Category

$$D = 3 \times \left(\frac{n_d}{n_s} \times \frac{100}{4} \right)$$

n_d is the total number of differently abled students/faculty/non teaching staff in the respective academic year.

n_s is the total number of students in the respective academic year.

Maximum marks for 4% or more percentage of differently abled students/faculty/non teaching staff.

$$D_{\text{final}} = \min(D, 3)$$

vii. Social Inclusiveness of students/Faculty/Non teaching staff under EWS

$$E = 5 \times \left(\frac{n_{\text{ews}}}{n_s} \times \frac{100}{10} \right)$$

n_{ews} is the total number of economically weaker students/faculty/non teaching staff in the respective academic year.

n_s is the total number of students in the respective academic year.

Maximum marks for 10% or more percentage of EWS students/faculty/non teaching staff.

$$E_{\text{final}} = \min(E, 5)$$

(Economically Weaker Section, EWS: Persons who are not covered under the existing scheme of reservations for the Scheduled Castes, the Scheduled Tribes and the Socially and Educationally Backward Classes and whose family has gross annual income below Rs. Eight lakhs are to be identified as EWSs for the benefit of reservation.)

5. Scientific Temper and Secular Outlook (STSO)

5. Scientific Temper and Secular Outlook (STSO) - 100 Marks

Ranking Weight: 0.10

Overall Assessment Metric

STSO= STSO QI (40) +GTQI (20) +AR (40)

Scientific Temper and Secular Outlook: STSOQ_i

Adoption of Green Technology: GTQ_i

Accreditation and Ranking: AR

5.1 Imparting Scientific Temper and Secular Outlook (STSOQ_i)-40 Marks

(Qualitative Aspect)

The extension activities carried out to impart scientific temper and secular outlook sensitising students to social issues, for their holistic development. The description must be limited to 500 words.

5.2 Adoption of Green Technology (GTQ_i) - 20 Marks

(Qualitative Aspect)

Strategies adopted by the institution to conserve water, energy, reduce waste and effective waste disposal and other eco-friendly measures. The description must be limited to 500 words.

5.3 Accreditation and Rankings (AR) – 40 Marks

Marks are provided to institutions who have secured rankings at the national and international levels, national accreditation grades and number of NBA accredited programmes.