SREENARAYANAGURU OPEN UNIVERSITY

(The State University for Education, Training and Research in Blended Format, Kerala)

STRATEGIC PLANNING
(2020-30)

Developed by

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Vice-Chancellor
&
The Team Sreenarayanaguru Open University

Hon'ble Chancellor
Sri. Arif Muhammed Khan

STRATEGIC PLANNING (2020 - 30)

Hon'ble Chief Minister **Sri. Pinarayi Vijayan** dedicated Sreenarayanaguru Open University to the Nation on 02 October 2020

STRATEGIC PLANNING (2020 - 30)

Hon'ble Pro Chancellor
Dr. R. Bindu

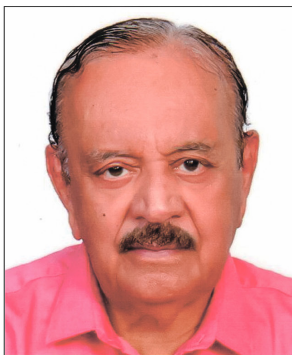Hon'ble Vice Chancellor
Dr. P.M. Mubarak Pasha

Pro Vice Chancellor
Dr. S V Sudheer

MEMBERS OF THE SYNDICATE

Adv. BIJU K MATHEW

Sri. A. NIZAMUDEEN

Dr. M. JAYAPRAKAS

Dr. K. SREEVALSAN

Dr. T.M. VIJAYAN

Dr. PREMKUMAR K.P

Dr. A. PASLITHIL

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STRATEGIC PLANNING (2020 - 30)
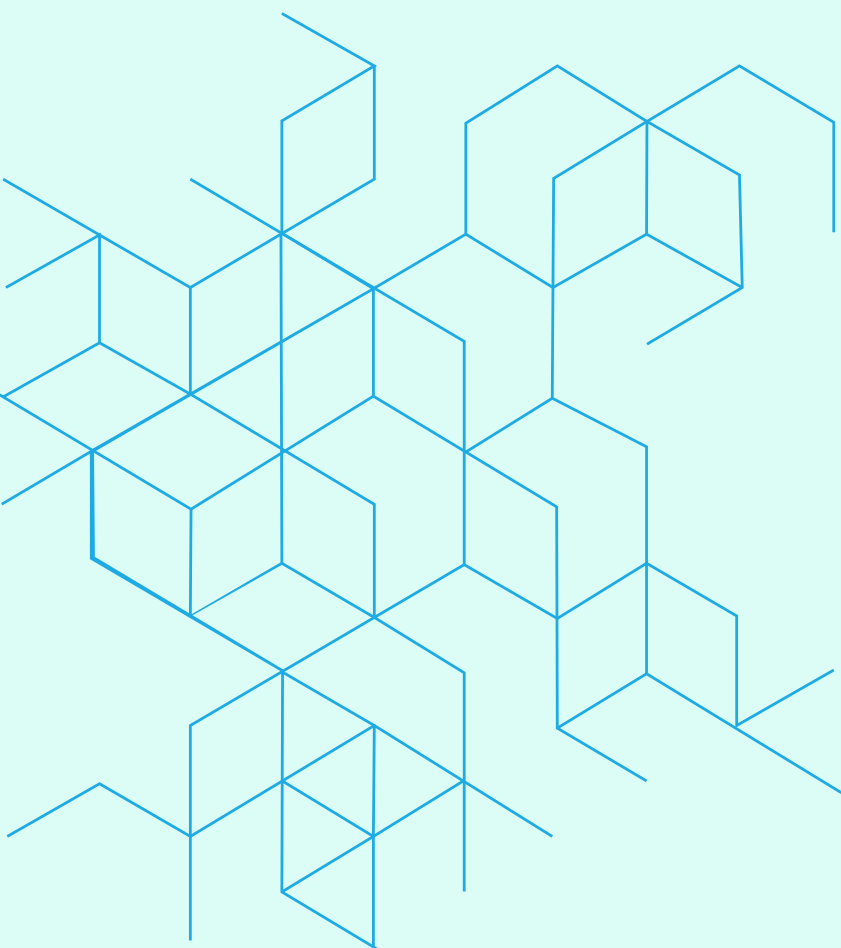
Dr. P N Dileep
Registrar
(15.10.2020 to 29.03.2022)

Sri. Ajayakumar
Finance Officer

Dr. Jayamohan. M
Cyber Controller
in Charge of Registrar

Dr. Gracious. J
Controller of Examinations

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PREFACE

Sreenarayanaguru Open University was established in September 2020 as a state initiative for fostering higher education in open and distance mode. Incidentally, it coincided with the covid pandemic protocol and its impact resulted in restatement of the pedagogic strategies across the globe; so also, it is in Kerala. It provided high potential for sequential growth of the University. The University has resolved to deploy formatted strategies to tap the voltage caused by this transformation for educational development in the state of Kerala. It explains the reason for this strategic plan.

It was the Honorable Chief Minister who suggested to work on a decennial plan contrary to the current practice of having a five-year plan model. He was very passionate about the University and he glimpsed over his perceptions about the future of the University at the very first meeting itself. It was the real starting point for us to visit and then revisit the current practices, strategies and aspirations of the academia regarding the form of an open University. Being the 15th in the basket of the State Universities in Kerala, the Sreenarayanaguru Open University is committed to ensure a holistic approach obviously distinct from the conventional methodology deployed for the development of an institutional strategic plan. We set the ball in motion in a different pace and it passed through different ways. The University does not claim that it is unique but we have all the reasons to feel contented due to its strict adherence to bottom-top approach in designing the plan.

I dedicate this document as a tribute to the aura of Sreenarayanaguru, the great philosopher saint of humanism. I submit this document to you for your prayers as this document carries a symphony of dreams, challenges and resolutions of a new born University which is zealously committed to the theory and practices of inclusive education. Regards,

P M Mubarak Pasha
31-05-2022

1. PROFILE OF THE UNIVERSITY

Sreenarayanaguru Open University was established by the Govt. of Kerala in September 2020 vide the government ordinance No . 45 of 2020 . Having been established as the 15 th University in the State of Kerala the Sreenarayanaguru Open University aims at strengthening the structural dynamics of academic operations for ensuring quality inclusive education for all regardless of age, creed, gender and religion. The jurisdiction of the University is limited to the political boundaries of the state of Kerala. The Ordinance, and the Act of 2021 too, brings the streams of distance education hitherto offered in the other universities in Kerala under the fold of Sreenarayanaguru Open University.

The University was officially dedicated by Sri. Pinarayi Vijayan, the Hon. Chief Minister of Kerala on 2nd of October, 2020. In pursuance of the legal procedures, the Sreenarayanaguru Open University was accorded recognition under the section 2(f) and 22 of the University Grant Commission Act of 1956. The State Legislature of Kerala has unanimously enacted the Sreenarayanaguru Open University Act in 2021 January.

The Ordinance and act scheme out the governance of the University with the Chancellor as its head. By virtue of the office of Hon. Governor of Kerala, Dr. Arif Mohammad Khan acts as the Chancellor of the University. Hon. Minister for Higher Education is the Pro Chancellor and Dr. K. T. Jaleel was the First Pro Chancellor. In 2020-2021 May, Dr. R. Bindu became the Pro Chancellor. Dr. P. M. Mubarak Pasha was appointed the First Vice-Chancellor. He assumed the office on 19th of October 2020. Dr S.V. Sudheer is the First Pro Vice-Chancellor and Dr. P. N. Dileep is the First Registrar and he left the service on 29th March 2022. Mr. V. Ajayakumar is the First Finance Officer. Dr. Gracious J is the First Controller of Examinations and Dr. M . Jayamohan is the First Cyber Controller.

2. TIME FRAME & METHOD

The model under the reference is a decennial plan starting from 2020 – 2030. The University firmly believes that every endeavor sourced at the political will in a democratic space must reflect the aspirations of the people. It conceptually implies an unending dialogue, not necessarily structured or fashioned, with the people around the University for finalizing the institutional dreams. It calls for the engagement on a dialogue of all occupational groups across the social system.

Consequently, we have drawn up an open-ended pathway to elicit opinions from the public. In November 2020 we made the press release inviting suggestions from civic society and it was followed by a series of personal meetings and webinar interactions with all occupational groups in the months of November and December 2020.

The following schedule summarises our interactions.

Activities	Timeline	Person/Group interacted
Development of a base document for preliminary discussion	2nd week of Nov 2020	-
Elicit ideas from Higher Education Council	16-Nov-2020	Vice-Chairman
Meetings with Chief Minister & Education Minister	3rd week of Nov 2020	-
Meetings with Academicians	3rd week of Nov 2020	Random Selection (limited to 20 numbers)
Meetings with College Teachers' Organizations	3rd week of Nov 2020	Registered Organizations
Meetings with University Teachers	Last week of Nov 2020	Registered Organizations
Meetings with Social Activists	Last week of Nov 2020	Random Selection (limited to 6 numbers)
Meetings with School Teachers' Organizations	Last week of Nov 2020	Registered Organizations
Meetings with Political Leaders	Last week of Nov 2020	Representative from 3 fronts
Meetings with Subaltern Categories	Last week of Nov 2020	Random Selection

The findings were consolidated in the last week of December 2020 and shared with statutory officers of the University for review and comments. This process continued through January 2021 and the 2nd and final version of the strategic plan for the years 2020-2030 was finalised in February 2021.

3. PATHWAY, VISION, AND MISSION

The University has drawn up its vision, mission and pathway based on the broad institutional priorities discerned through the interactions with the public.

The University has begun its journey with the statement of pathway. The pathway encompasses everything of the University by the University and for the University. The following details them. It reads as

Pathway

Access and Quality define Equity.

Vision

To increase access of potential learners of all categories to higher education,
research and training, and ensure equity through delivery of high quality processes
and out comes fostering inclusive educational empowerment for social advancement

Mission

• *To be benchmarked as a model for conservation and dissemination of knowledge and skill on blended and virtual mode in Education, Training and Research for normal, continuing, and adult learners.*

• *To democratize lifelong continuous education, skilling and upskilling and training for all.*

• *To foster inclusiveness in quality education by bringing economically and socially weaker sections regardless of gender religious and regional identities under the quality higher education framework.*

• *To provide access to quality higher education for potential learners without formal prerequisites.*

4. PEDAGOGY

Pedagogy creates the soul of the University. The strategic plan pre-supposes the following attributes in the pedagogical strategies of the University.

Credit based academic programs
The University has resolved to implement choice-based credit system for its UG and PG programs. The credit is the approved measure of teaching and learning across all programs.

Termly assessment
The University has approved strategies for evaluation and assessment. It has both internal and external assessment.

Semester System
An academic year is of two semesters and each semester has a terminal point for assessment and progression.

Flexibility for Open courses
Being an open University, it has ample provision to ensure flexibility for open courses.

Open and Distance Learning mode
The University follows the ODL mode and is committed to the fullest utilization of its potential.

Classroom experience / hands-on training
The University has clear prescription as to how it should ensure quality experience for the students. Print material, e-content, and provision for hands-on training are the possible pathways to quality learning experience.

Virtual education
Virtual education is a prime component of the blended format. It includes popular e-contents, animated stories, documentaries, audio clippings etc. The University would address it as a major strategic area.

Upward mobility through credit transfer
Credit transfer is viewed as a facilitator for a dynamic academic culture and the University will explore the possibilities for lawful implementation of credit transfer.

5. GRADUATE ATTRIBUTES

The University recognizes two categories of attributes, institutional and programme-specific. The institutional attributes are general in nature and then portray the captured competencies with graduates. Programme-specific attributes are very specific to the grammar of respective disciplines.

Institutional attributes

The following are the institutional attributes :

Understanding the grammar of the discipline	In-depth knowledge, understanding and skills in the respective discipline.
Passion for quality	Adherence to the grammar of quality endeavors in all domains of life.
Commitment to lifelong learning	Realization of the need for continuous learning to ensure update.
Critical thinking for innovation	Ability to think differently enabling to be original in thought and conceptualization.
Communication Skills	Ability to communicate effectively in a familiar and unfamiliar environment on dialogues and dissemination of ideas.
Personal Integrity	Adherence to personal, social and institutional values to ensure esteem in interpersonal management.
Celebration of heritage and civic sense	Deep sense of allegiance to the national heritage, and civic responsibilities.
Global citizenship and humanism	Ability to understand the human history in a larger and global perspective with a view to celebrate humanism and symbiotic social existence.

Programme-specific attributes

These will be developed by the respective boards along with the finalization of the syllabus.

6. ENVIRONMENTAL SCAN

Environmental scan is meant to assess the potential of adversities / opportunities against the landscape defined through the articles of the Sreenarayanaguru Open University Act 2021. The external and internal factors are integrated in order to ensure coherence.

Model deployed – Strength, Weakness, Opportunities and Challenges (SWOC).

A.Strength (S)

i. Changes in the pedagogy in the pandemic scenario:

The Covid-19 pandemic has impacted all aspects of human life. Its impact was profound in the domain of education across the globe. The classroom experiences were no longer in place as the higher education providers shut down their centers for normal classroom experiences. There was a shift to online education as an immediate response to the crisis. Meanwhile there has been serious endeavors fostering virtual educational experiences as a logical development of the online mode of delivery. It paved the way for the blended format of education and obviously it has come closer in form and content to the Open Distance Learning (ODL). The inhibitions for distance learning have almost vanished from public space and it amounts to augmenting the potential of ODL.

ii. Successful model of IGNOU:

The history and legacy of the Indira Gandhi Open University is a source of signage for the Sreenarayanaguru Open University. They have demonstrated success stories in almost all domains of operations. They maintained quality and at the same time enhanced the access to education. The spread of courses of the IGNOU is quite impressive and the mode of delivery of the programmes is highly commendable. Therefore, the Sreenarayanaguru Open University is fortunate to be guided by a successful model in ODL.

iii. Legacy of the SDEs of the existing universities. (Calicut, Kannur, Kerala and MG):

The state universities in Kerala have a track record of providing education on distance mode. The universities viz Kerala, Calicut, M.G and Kannur have large number of students on the roll for distance programmes. In brief, the universities in Kerala offer UG and PG programmes in 20 disciplines, although the number varies from university to university. The following table is a rough projection of the student intake for the first year UG & PG programmes under the distance mode during the year 2019-20.

Sl. No.	University	Enrollment
1	Kerala University	13,381
2	Calicut University	50,228
3	Kannur University	19,800

(Source: SDE of the universities shown above and the figures are approximate)
The table is self-explanatory in underlining the potential of distance education in the state of Kerala.

iv. Potential for High flexibility:

The Sreenarayanaguru Open University is a recent entity and has a history of six months only. Being a recent establishment, the chances for innovation are very high. Additionally, it provides strength to design the structure of the University, the way the University envisages in the backdrop of its strategic destinations.

v. Supportive political governance:

The Government of Kerala views this University as a new source of educational development in the higher academics in Kerala. The government wanted to see a geometric progression in the track record of the University and they are committed to provide support for its survival and growth. The government has enacted the bill in the Assembly within 3 months from the date of promulgation of the ordinance, a rare gesture in the Kerala higher education. The budgetary allocation of the government for the University was adequate in the initial phase. Therefore, the University has reasons to innovate and grow as a trendsetter in the distance education.

vi. Positive leadership:

The Government has appointed the Vice Chancellor, Pro Vice Chancellor and the Registrar in the month of October and all of them were on board immediately after the appointments under the respective capacities. The leadership consists of Dr. P.M. Mubarak Pasha, the Vice Chancellor, Dr. S.V. Sudheer, the Pro Vice Chancellor and Dr. P.N. Dileep, the Registrar. The leaders have reputable credentials as education administrators, and their vast experiences add to the strength of the University.

B. Weakness (W)

i. New born entity:

The new born status of the University has multi-faceted implications. Being a recent entity, there can be several problems out of administrative, financial and academic challenges. These can evolve as constraints.

ii. Commonsense view of open University:

There is a deeply entrenched public perception of the Open University as a shortcut to education. Public in general holds that the programmes and academic endeavors of Open University are of inferior quality and these programmes do not have backup of organized educated strategies. Therefore, a great amount of initial energy is required to establish quality profile of the University in civic society. It is true that many of the institutions across the country have provided reasons for a blemished impression about the open university. There are ample evidences to show that the materials developed by many schools are substandard with gross errors and stupidities. The Sreenarayanaguru Open University recognizes the current popular image as a critical hazard for the survival of the university as a quality education provider.

iii. Rented building:

The University is housed in a rented building. There is shortage of space and facility. Being housed in a rented building, the University lacks autonomy to reshape its premises according to the requirements and it is a limiting factor for growth.

C. Opportunities (O)

i. New born entity:
As stated earlier, the status of being a recent entity provides opportunities to grow and develop within the system. The premises is so candid and virgin; the potential for innovation and reforms is greater than the other scenarios. The University can design its destiny the way it desires, provided the external factors support the course.

ii. Presence of a Digital University:
Kerala has a dedicated university for digital and virtual education, Kerala University of Digital Sciences, Innovation and Technology. It is a state university located in an adjacent district. They have sound expertise in developing virtual education modules. The presence of this university is a strong facilitator for the ambitious plans of the Sreenarayanaguru Open University in developing virtual education strategies. Chances for collaborations are visible and the collaboration is likely to bring in fruitful resolutions. The Sreenarayanaguru Open University views it as a point of opportunity.

iii. Greater access to expertise through online:
Online platforms facilitate the access of the university to reputable expertise across the globe for eliciting their input for its future directions and activities. It provides additional impetus to the work plan of the university.

iv. GER:
There is an emphasis for greater GER and also the concept of inclusive education has gained greater attention of the policy makers in the country. It provides ample opportunity for setting the directives in tune with the institutional objectives.

v. Expanding the width of inclusiveness in education:
The governmental strategies for social empowerment supports the pathway of the Sreenarayanaguru Open University as it can address both increasing GER and enhancing inclusive education.

vi. Credit Bank:

The concept of Credit Bank is being accepted across the country although the outward transfer of credits of the Sreenarayanaguru Open University require a NAAC certification. Therefore, it is unrealistic for the University in the initial phase. The inward transfer can be allowed in the beginning. It is likely to increase student intake and this may be an opportunity.

vii. Continuing education:

Continuing education is an important domain for an open university. The current economic scenario demands constant and continuous update of expertise and skill of human capital across the categories. Therefore, space for continuing education remains as a pull factor for the University in designing need-based programmes for them. The Sreenarayanaguru Open University views it as a point of opportunity as the employed categories are greater in number in the State.

viii. Industry training:

Recently, the linkage between education and industries commands greater space for organized endeavors to upskill human resources. Industrial training can easily be institutionalized through programs on distance mode. Sreenarayanaguru Open University views it as a potential factor of opportunities.

ix. Internationalization of Educational Resources:

With the development of technology enabled pedagogic strategies, the access to up-to-date information and knowledge has drastically changed the learning format. Learners, regardless of their spatial identity, could stay connected with treasures of knowledge across the globe. The University can implement appropriate methodologies to ensure wider access and fullest utilization of information and knowledge. Likewise, the University can cause a platform for dissemination of its own endeavours to learners across the globe.

x. Facilities in the affiliated colleges on holidays:

An open university does not have affiliated colleges. But given proper strategy, the University can collaborate with affiliated colleges in the state of Kerala for the delivery of programmes that require backup of facilities other than the normal classroom and library on holidays and weekends. Therefore, laboratories and computer centre of affiliated colleges can be linked with the university's academic initiatives. For example, the laboratories in the affiliated colleges can be utilized for the science programmes of the university. Similarly, the qualified teachers of affiliated colleges can be engaged for training students of the university. This strategy is likely to provide quality experience to students. The university views this as a great opportunity.

xi. Unattended and disorganized human resources for transforming human capital:

There are a few categories of unattended and disorganized human resources in the state of Kerala. For example, the parallel college teachers. They don't have any official platforms for training programmes for capacity building. There are other categories of human resources in the state without any provision for quality enhancement. It provides sound reasons to the university to initiate programs for human capital transformation and upskilling.

D. Challenges (C)

i. Negative attitude of public towards open universities:
As discussed elsewhere, the open university carries the stigma for simplification of its academic procedures. This is a stumbling block for the quality academic brand and it poses great challenge when it adheres to quality education procedures.

ii. Procedural issues in equivalence for the academic programs:
The State of Kerala has both a set of facilitating factors as well as retarding reasons for change and innovation.Inter university conflicts are visible in the process of granting equivalence for academic programmes of other universities. It is a critical issue and also too sensitive. Unfortunately, the statutes and other regulatory provisions of the state universities in Kerala somehow failed to consider traumatic experiences of students seeking equivalence. Students often got fed-up with the eccentricities of official procedures. This is a reality and it will be stronger for an open university.

iii. Absence of permanent teaching staff:
The Sreenarayanaguru Open University does not have teaching staff of its own as on date. This is a critical factor of retardation of the university initiatives.

### iv. Leadership of IGNOU in the market:
IGNOU is an accepted model for institutional growth and at the same time it is a competitor for the university. The market is led by IGNOU and the Sreenarayanaguru Open University is a new entrant. It poses serious challenges for sustenance and sequential growth which need to be addressed in due course of time.

v. Changing regulations of the Apex bodies:
The apex bodies in India are in the phase of transformation. They revisit the regulations frequently and therefore, the universities need to revisit their practices in accordance with the revisited strategies. It is a challenge particularly for a new university.

7. STRATEGIC PLANNING   - The process in place

There are different ways of developing a strategic plan and also there is no standard prescription for a timeline of the model as it varies from 3 to 10 years. The Sreenarayanaguru Open University opted for decennial plan and the timeline stretches from 2020-30.
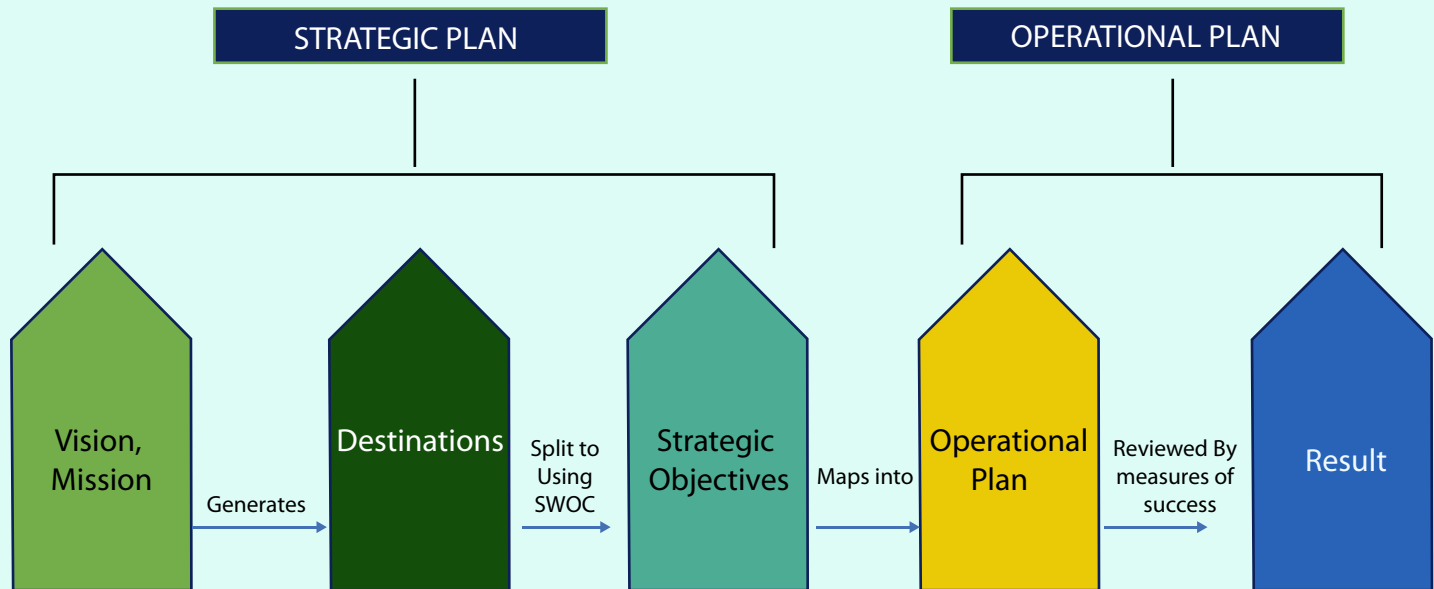
The model presupposes two phases viz. development of strategic plan, development of operational plan as a reflection of the strategic plan.

The proposed plan is conceived to be comprehensive in form. It is expected to cover all the domains of operations of the University. The strategic plan of Sreenarayanaguru Open University derives its reasons from the approved institutional vision and mission. Conceptually, the trajectory of the University is conceived to be of a journey through different phases of institutional operations. It implies that the vision and mission generate destinations of the journey. These strategic destinations are considered to be the terminal points of the process. They define the following sectors of the academic systems, their operation and maintenance.

The destinations have been drawn up against the backdrop of the institutional strength, weakness, opportunities and challenges. The destinations are again split into strategic objectives as a reflection of the SWOC. The strategic objectives are well-defined statements with clear directions. Obviously, it will form a subset of the respective destinations. Each destination will have a finite set of strategic objectives and elements of the set may remain mutually exclusive or portray strong tendencies for interception depending on its form and content. The strategic objectives can also be considered as the goals and the outcome of the process is measurable. The strategic plan of Sreenarayana Open University completes the primary cycle with the development of strategic objectives and the second phase begins with the development of operation plan.

The operation plans are annual plans and it is implemented through well-defined activities/projects. The projects are ones that complete in themselves, whereas activities are recurring and open ended. The projects and activities have their own measures of success which are called key performance indicators.

Development of Annual Operation Plan

The University has annual operation plan derived from the strategic plan. It is expected to adhere to the basics of the strategic objectives. Operation plans are drawn up as a reflection of the strategic objectives. Every project/activity stays organically connected to one of the strategic objectives and in turn to the strategic destinations. The operation plan is a micro manifestation of macro indicators. Every management unit is entitled to develop its own projects and activities against the strategic objectives. The basket of project and activities of different management units will constitute the operation plan of the University. The operation plan will have to be aligned with the resource bundle of the university.

The operation plan will be reviewed periodically using well-defined measures of success and its result will be the instructional signage for further action for either improvement or correction.

8. DESTINATIONS

Strategic Destinations are considered to be the terminal points of the planning process and define the following sectors of our academic systems, their operation and maintenance.Each destination generates its own strategic objectives. The proposed model has five strategic objectives for each destination.

The University has defined four strategic destinations.

They are:

1. ACCESS
Ensure increase in access to higher education for catalyzing transformation of human capital.

2. QUALITY
Adhere to practices and process leading to delivery of quality outcome in all academic endeavors for inclusive social advancement.

3. EQUITY
Deploy appropriate procedures to provide unique learning experience at par with the process of the conventional classroom settings for elimination of discrimination.

4. PROGRESSION
Ensure sequential institutional progress through expansion to new avenues of modern academics and traditional subaltern knowledge for sustainable growth.

DESTINATION 1. ACCESS
Ensure increase in access to higher education for catalyzing transformation of human capital.

Strategic Objectives

1. Provide academic instructions for approved titles / degrees in all permissible disciplines on blended format as per the regulations set by the National apex bodies.
2. Implement need based academic programs / vocational training in blended platform through collaboration with higher education institutions / professional colleges in the state.
3. Provide training in professional development for employed, informal, and unorganized categories in blended platform for facilitating their progression to higher positions.
4. Provide structured training in skilling and upskilling of all potential job seekers in blended platform in order to ensure their employability.
5. Provide institutional space for conservation of subaltern knowledge and heritage and offer academic programs to ensure its sustenance for greater value addition.

DESTINATION 2. QUALITY
Adhere to practices and process leading to delivery of quality outcome in all academic endeavors for inclusive social advancement.

Strategic Objectives

1. Adhere to the quality prescriptions of the National apex bodies for design, development and implementation of academic programs / trainings.
2. Deploy transparent and quality procedures for administration of academic practices for all programs.
3. Deploy appropriate practices in examinations to ensure the standard of a matured academic process, and practice the system of returning the e-copy of valued answer scripts to the candidates after publication of the results on demand subject to the rules in force.
4. Administer structured review procedures of all operations to ensure effectiveness and implement institutional devices for corrective measures based on the feedback.
5. Ensure effective procedures for grievance redressal with a view to create democratic living experience in the system.

DESTINATION 3. EQUITY

Deploy appropriate procedures to provide unique learning experience in blended format and/or distance mode and/or virtual platform at par with the mainstream educational strategies enabling equity in process and outcome.

Strategic Objectives

1. Ensure deployment of academic practices for providing unique learning experiences through technology enabled platforms.
2. Implement the latest templates of self-taught series for learning materials.
3. Provide institutional space for collaboration with educational providers / industry / other human capital training centres to ensure adequate exposure to hands-on training or practical or facilities for research.
4. Ensure equivalence across all universities for the programs taught / training imparted through delivery of quality endeavours and appropriate external validation.
5. Facilitate mobility for potential learners to access to mainstream higher education through the award of adequate credits for vocational training in crafts, artistry and other vocations.
6. Facilitate continuity in education of dropouts through flexible entry-exit regulatory framework and scholarship or fee-waivers or bursaries for the deserving.

DESTINATION 4. PROGRESSION

Ensure sequential institutional progress through expansion to new avenues of modern academics and traditional subaltern knowledge for sustainable growth.

Strategic Objectives

1. Implement appropriate organizational system to ensure a smooth delivery of academic programs and to provide support for further expansion, consolidation and growth.
2. Deploy strategies to evolve as a quality education provider at a comparatively reasonable social cost and to emerge as a hub for scientific education, traditional and subaltern knowledge and platform for popular intellectual initiatives.
3. Implement innovative and relevant strategies to expand the width of inclusiveness enabling a deeper entry into the treasure of unorganized human capital in the state.
4. Deploy collaboration with other educational providers / industry / training centers for innovation, research and community engagement.
5. Establish a band of educational initiatives nurturing high quality pathways to excellence in academics, conservation of knowledge and celebration of humanism.

9. KEY PERFORMANCE INDICATORS OF STRATEGIC OBJECTIVES

DESTINATION 1: ACCESS

Strategic Objectives	KPI
1.1	• No. of approved Programs
1.2	• No. of need-based Programs through collaboration
1.3	• No. of training sessions held • No. of Participants in training sessions
1.4	• No. of training on skilling, upskilling
1.5	• No. of programs for conservation of subaltern knowledges.

DESTINATION 2: QUALITY

Strategic Objectives	KPI
2.1	• Compliance report based on approved programs
2.2	•No. of policies for academic administration • Internal audit report on compliance of procedures. • No. of annual reviews of policies • No. of versions of academic policies
2.3	• No. of events on examination procedures • Percentage of application for revaluation • Report on adverse incidents
2.4	• Frequency of reviews of procedures and practices • Administration of feedbacks on performance and practices • Action taken report on the basis of feedback
2.5	• Visibility of grievance redressal procedures • No. of grievances and nature of redressal • Appeal and its policy and mode of implementation

DESTINATION 3: EQUITY

Strategic Objectives	KPI
3.1	• Feedback of students on delivery of programs • Report on personal counseling • Mix of blended platforms in ratio
3.2	• No. of self-taught templates developed • No. of workshops organized for content writing • Compliance report on the format and the materials
3.3	• No. of MOUs for collaboration • No. of students privileged to experience
3.4	• No. of programs eligible for equivalence • No. of grievances for award of equivalence
3.5	• Policy on credit transfer • No. of students utilized credit transfers
3.6	• No. of scholarship on merit cum need • No. of dropouts re-enrolled.

DESTINATION 4: PROGRESSION

Strategic Objectives	KPI
4.1	• Organization structure • Feedback of staff, students and faculty on efficiency
4.2	• Unit cost • No. of innovative programs • No. of intellectual initiatives • University brand in public space
4.3	• No. of students enrolled • Contribution of the University in the state percentage
4.4	• No. of MOUs for research and community engagement
4.5	• Report on best practices • Affirmative actions for celebration of Humanism (curriculum, projects, seminars. Talk show etc.) • No. of dropouts among women, transgender, marginalized populations & regions re-enrolled in academic programs.

10. EXPECTED OUTCOMES ON COMPLETION OF THE PLAN

The strategic plan for seed implementation of academic programs under the following categories:

A.   Academics
*   UG Courses including Science Programs
*   PG Courses
*   Certificate Courses
*   Diploma Courses
*   Vocational Courses
*   Post Graduate Diploma Courses
*   Industrial Training
*   ODL Courses
*   Certification to Traditional Skills / Occupations
*   Heritage conservation

B.   Institutional Matrix
*   University Main Campus (Location: Quilon):The strategic plan envisages the establishment of the University Main Campus in Kollam city with the following dedicated units:
*   Governance Block
*   Administration Block
*   Examination
*   Academic Block
*   Training Centre & Dormitory
*   Virtual Studio Production Unit
*   Cyber environment
*   Campus Library
*   Schools & Research Centers
*   Renaissance Museum, a tribute to Sreenarayanaguru
*   Publication Division
*   Recreation Facilities
*   University Botanical Garden for traditional plants
*   Auditorium cum Theatre
*   Residential complex for leadership, staff & faculty
*   Campus Cafeteria and Utility Center

After 10 years the University should evolve as:

- People's University for quality education, training, and research at an affordable budget line

- A platform for innovative strategy in teaching and learning.

- An organizational device for ensuring quality in education endeavour for marginalized potential learners.

- A cultural centre fostering Studies and Research in Humanism with special focus on the doctrines of Sreenarayanaguru.

- A platform for showcasing heritage of Kollam through research, reconstruction of social images and publication.

- A centre for dissemination of traditional knowledge, subaltern skills, artistic expression.

- An institution for inclusive quality education.

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