

SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

NIRMALA COLLEGE

**NIRMALA COLLEGE, MUVATTUPUZHA MUVATTUPUZHA P.O., ERNAKULAM
DISTRICT, KERALA PINCODE- 686661**

686661

www.nirmalacollege.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Established in 1953, Nirmala College, Muvattupuzha is a first grade college affiliated to Mahatma Gandhi University, Kottayam. It is a Minority Christian institution governed and managed by the Corporate Educational Agency, Syrian Catholic Diocese of Kothamangalam. The college had undergone three cycles of accreditation by the NAAC in the past and currently accredited with 'B' Grade at a CGPA of 2.85. The college has made spectacular achievements ever since it was last accredited in 2013.

The college was ranked on the 91st position in the country in the NIRF rankings 2017 by the MHRD, Government of India. In addition, the college was bestowed with the prestigious 'Star College' status by the DBT, government of India, in recognition of the advancements made by the college in the field of science education, with a handsome financial grant. All Science departments of the college are supported by the DST-FIST scheme.

The college is located on a hill top at the doorstep of High Ranges in the Western Ghats. The campus is spread over 53 acres with state of the art facilities for a constructive learning experience. The college offers 16 UG and 14 PG programmes in addition to 11 UG and 4 PG programmes offered by the IGNOU Study Centre on campus. Further, the college offers Ph.D. programmes in six disciplines with facilities for research under 30 guides. Till now 48 Ph.Ds have been awarded. Out of 68 permanent faculty, 34 are Ph.D. holders. The current student strength is 2701.

Vision

As a Christian minority institution, the college was founded primarily to cater to the educational needs of the Syrian Catholic Community in the region without any discrimination against other social segments.

The college seeks to serve certain important social ideals. These include the inculcation of spiritual and moral values in students and imparting training in socially productive sectors intended to mould them socially responsible citizens. The specific vision of the college is 'Academic excellence with integrity of character'. The institution endeavours to help the youth to grow up competent, responsible and mature individuals with strength of character, moral uprightness and courage of conviction, imbued with qualities of the head and the heart.

The values which guide us at Nirmala College are: Faith in God, Integrity of Character; Social Commitment and Pursuit of Excellence. The college believes that the integral development of an individual is attained through academic excellence and professional competence, personal, interpersonal and societal skills. The college continues its service to the nation with a firm determination that any student who enters the portals of the college shall never fail in practical life.

Mission

The mission of the college is "Integral development of human personality based on Christian ideals". The

motto of the college is “Fear of God is the beginning of wisdom”. The fear of God, is the source of goodness and wisdom. The College upholds the principle “knowledge without character is dangerous; head without heart is worthless. With this outlook, the institution is committed to accomplish the following objectives:

1. Enable students to pursue knowledge with an insatiable thirst, discipline them to harness their energy for creative purposes, make them physically and mentally fit and competent for a career and equip them to be self supportive in life.
2. Foster feelings of love, compassion and tolerance towards all and enable them to fight against all social evils. Encourage healthy interaction so that they place the common good of a larger community above their personal interests.
3. Induce patriotic fervour and an unflinching pride in the national heritage and inculcate qualities of enlightened leadership, so that they become responsible citizens and good leaders of tomorrow.
4. Encourage art, music, dramatics and other forms of creativity inherent in students, make them honour the dignity of labour and encourage service activities and extension programmes.
5. Promote healthy staff-student relationship and instil in them love and respect towards their parents, elders, people of authority and everyone worthy of respect.

The institution is committed to do maximum justice to its declared objectives through all its curricular and co-curricular activities.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The most remarkable strength of the institution is its reputation. The college is home to most of the enlightened citizenry of the eastern part of Ernakulam district and Idukki district. They still cherish their fond memories with the institution and are willing to contribute towards the development of the institution. Its proud sons and daughters serve in various capacities as judges, academics, journalists, civil servants, writers, activists, political leaders and social workers. Being an institution rooted in Christian values, a large number of parents in Kerala look forward to Nirmala College to educate their wards. It has four ladies hostels, two gents hostels and a guest house.

Spread over 53 acres, the campus is blessed with full of trees and vegetation. State-of-the-art infrastructural facilities like well equipped scientific laboratories, a splendid library with neraly 80000 books, six auditoriums, 18 conference/ seminar halls, excellent ICT facilities with over 400 computers are advantages of the institution.

The quality of the teaching-learning process is another area on which the institution can take proud of. The students come out with excellent results, thanks to the disciplined atmosphere of the campus and a highly motivated faculty. There are 34 teachers with Ph.D., 30 research guides and 53 Ph.D. scholars across six research centres. On an average five national seminars and 30 invited lectures are organised in an year. The strength of the institution is testified by its high ranking in the NIRF and the DBT Star College status.

Institutional Weakness

The major weakness suffered by the college is the social and economic backwardness of the region in which the

institution is located. The vast majority of people living in the region are less educated. Most of them are small farmers or plantation workers. Their children form majority of the student strength of the college. Their financial constrains compel them to engage in part-time jobs to make a living. A good number of students attend the classes in the day time after labouring hard in the nights or early morning. Therefore, the students lack concentration in their studies. It affects their quality as well.

Another major difficulty in the college is the lack of proper communication and soft skills in the students. Having mostly come from rural or tribal areas, they are not exposed to sophisticated behavioural patterns or communication skills.

Another problem is the inadequate transportation facilities. Students come from far flung areas of the high ranges. Public transport system is limited in such regions. The students have to depart from home in the early morning and reach home in the late evening.

Yet another weakness of the institution is financial constrains and lack of adequate staff to manage the institution. Though it is an aided institution, the institution is not getting sufficient grants from the government agencies. Appointments are also not sanctioned by the government in time.

Institutional Opportunity

The college has lot of potentials for development. Being the biggest and the oldest educational institution of higher learning in the region, the college stands a better chance of getting elevated to the status of an autonomous college. The college is currently ranked on 91st position in the entire country in the NIRF Rankings 2017 and awarded the 'Star College' status by DBT, Government of India. That stands testimony to the quality and standard of the institution. The college stands a better chance for the CPE (Centre with Potential for Excellence) status as well.

Another possibility for the college derives from its geographical location. Muvattupuzha is well connected by road from South, West and North. Therefore, it offers lot of scope for attracting students from all parts of the state.

The research orientation of the teachers offers yet another opportunity for the college. Out of the total 68 teachers 34 possess Ph.D. degree. They can take up major research projects, organise academic seminars and publish research papers. Two more post graduate departments can be elevated to research centres in addition to the existing six.

Banking on the reputation and standard of the institution, good quality students come from different parts of the state and the country. They can be better motivated and inspired by providing them better training and care and moulded into enlightened citizens of this country.

Institutional Challenge

The major challenge of the institution is to overcome the lethargic attitude of the state government towards the aided colleges in Kerala. Funds are not given. Sanction to fill even the retirement vacancies is not given. The institution has to manage with less paid guest lectures and non-teaching staff who are appointed and paid by the management. New courses are not sanctioned by the government. Even to the latest sanctioned aided course in M.A. English, faculty provisions are not fixed.

Another challenge of the institution is to save the young students from the ill effects of digital revolution. Students are increasingly becoming slaves to mobile phones and social media. How to liberate them from the clutches of such forces is a major challenge before the teachers of the college.

Fund mobilisation for the development of the institution is also a major hurdle for the institution. Time demands state-of-the-art facilities on the campus. Finding means for such activities poses a challenge before the institution. In spite of such challenges, the institution is committed to provide excellent services and facilities to the students.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution has an effective curriculum delivery mechanism through all its 16 UG, 14 PG, 6 Ph.D. and 17 Certificate/ Diploma programmes. On an average 14% of full time teachers in an year participate in various bodies of the University. Out of the total 712 courses offered 295 were introduced in the last five years and all courses in the institution follow CBCSS/ Elective course system. As many as 142 courses are having its thrust on burning social issues and 21 courses focus upon life skills. Nearly 20% of students undertake field projects/ internships in an year. With a view to strengthen the curricular aspects of the institution, feedback is obtained from stakeholders like students, teachers, employers, alumni and parents. The feedback is analysed at various levels and appropriate actions are taken in time.

The IGNOU Study Centre functioning in the college offers 11 UG and 4 PG programmes. A Civil Service Coaching Centre is also functioning in the college. A regular training programme for Cost and Management Accounting is also running in the college. Such programmes enable the students to acquire additional degree/ diploma/ certificate along with their regular stream of study.

Teaching-learning and Evaluation

Having ranked by NIRF on the 91st position in the country, the college attracts quality students from the length and breadth of the state. Some students come even from other states. It has a high enrolment percentage of 87.95, with adequate representation to socially and economically weaker sections. The advanced learners are given special care in the form of 'Walk with a Scholar' and 'Nirmala Stars' programme, while slow learners are given remedial coaching in the form of 'Scholar Support programme', bridge courses and peer teaching. The students are given hands on training in the form of field trips and internships. In addition, seminars/ assignments/ project works provide sufficient learning experience to students. It is also important to note that 80% of teachers use ICT tools for teaching learning process. The teachers provide academic and personal counselling to the students. The college has some innovative practices in the teaching-learning process. In the programme called, 'Zero Hour', the students educate the entire college community on a topic of contemporary relevance for five minutes on a daily basis. Out of the 68 permanent faculty, 34 are Ph.D holders. Some of the

teachers have received national level recognitions. Some teachers are recruited from other states. The college has a transparent and robust evaluation system. On an average, 67% of students pass in the examinations. Occasionally, the students win University ranks/ positions also.

Research, Innovations and Extension

The college has a comfortable track record in the field of Research and Extension. We offer Ph.D. programmes in six disciplines with 30 research guides on board. As many as 48 research scholars have so far, been awarded Ph.Ds. The Research Development Cell is functioning in the college which promotes research and extension activities. As many as 34 research projects have been completed during last five years. We have an idea lab to promote innovative ideas among the students. Nearly 150 seminars and lectures were organised during the last five years. The college has been successfully publishing a bi-annual research journal “Science and Society” for the last 15 years. The teachers publish in national and international journals and present papers in national and international seminars/ conferences.

The social responsibility of the college is fulfilled through many extension programmes. The NSS has undertaken a philanthropic programme called ‘Nirmala Hastham (Give a Hand; Give a life) through which they collect nearly 200 lunch packets every day and handed over to a nearby orphanage. They do many other programmes which are of use to the local community like cleaning water bodes, awareness programmes on cleanliness, AIDS, health issues, organic farming, gender issues etc. The college also has functional MoUs with established institutions to undertake programmes to the benefit of students and society.

Infrastructure and Learning Resources

Spread over 53 acres, the college has six auditoriums, and 18 conference/seminar halls of which eight are air conditioned. It has 44 class rooms/smart classrooms with ICT facilities. The laboratories are equipped with modern equipment. As much as 41% of the annual budget allocation is meant for infrastructure augmentation. All Science departments are DST-FIST supported. The **Star College** status accorded by the DBT and the research projects won by the teachers also helped the infrastructural development. We do have sufficient play grounds for the physical training of the students. The fully automated library offers computerised catalogue search service through the library management software called **Libsoft**. The library provides remote access to e-resources through its digital library wing called Nirmala College Digital Library. The e-resources are mainly accessed through the platform of **INFLIBNET**. The library has nearly 80,000 books. Nearly Rs.8,00,000/- is spent annually for the purchase of books and journals. The library functions from 8.00 a.m. to 6.00 p.m. The services of the library are even accessible to the general public.

The college has a favourable student computer ratio of 6.27 with 431 computers. High speed internet connectivity is another attraction of the campus. The campus facilities are maintained to the maximum possible extent with more than 50% of the annual budget allocation is earmarked for the purpose. The college has well established systems and procedures like planning board, building committee, purchase committee and others for monitoring and maintaining the physical infrastructure of the college.

Student Support and Progression

On an average 57% of the students get scholarships and freeships from the government and 14% from non-government agencies. It gives special focus on coaching for competitive examinations, career counselling, soft skill development, remedial teaching, bridge courses and personal counselling. It also has facilities like language lab and yoga practicing centre. It has a well established Nirmala Institute for Competitive Studies for giving coaching classes for competitive examinations like Bank Tests and UGC-NET. It also has “Nirmala Civil Service Academy” to the benefit of the civil service aspirants. Vocational training is also given to 29% of students. Effective grievance redressal mechanism is in place. A good number of outgoing students get placed in one job or the other. A significant number goes to higher studies as well. Some of them get qualified in prestigious competitive examinations like NET, CAT etc. The student affairs are conducted strictly in accordance with the spirit of democracy. The elected college union takes lead in organising various cultural and sports events on the campus. Some of the students win national and international recognition in arts and sports. We have organised a number of competitions in arts and sports including the all India Inter-University Football Tournament in 2013. The institution does have a vibrant alumni association which contributed liberally to the development of the institution in the form of arranging scholarships to the students, organising lectures, donation of books to the library and furnishing the Alumni hall of the college.

Governance, Leadership and Management

The important decision making bodies like Governing Body, Staff Council and IQAC take care to see that the vision and mission of the college are fulfilled. The college ensures decentralisation and participative management at every realm. The heads of departments are given full freedom in managing its own affairs. A perspective plan for the institution is prepared at the beginning of each academic year after intense discussions in relevant bodies. E-governance measures are adopted in admission, fee collection, attendance registry, internal marks processing and many others. The office is increasingly becoming paperless. The management adopts effective welfare measures for the staff in the form of timely financial assistance and loan facility from EPF and staff co-operative society. Average 16.4 % of teachers are provided with financial assistance to attend conferences and workshops. At least five programmes are arranged for the professional development of teaching and non-teaching staff. At least 7% of teachers attend faculty development programmes. The institution conducts academic and financial audits annually.

The college received grants from non-government bodies to the tune of Rs.23,00,000/- over a period of past five years. The institution has a vibrant IQAC which initiates many innovative practices and reviews the teaching –learning process at periodic intervals. On an average eight quality initiatives are made by the IQAC annually. Due to the effective functioning of the IQAC, significant contributions are made in the post-accreditation period including the NIRF ranking and DBT Star College status.

Institutional Values and Best Practices

Though the institution is committed to achieve integrated development of human personality without discrimination against any social segment, it gives due emphasis on the development of marginalised sections of the society like women, dalits, differently abled etc. Under the initiative of Centre for Women Empowerment, self defence training programmes and driving classes are given to girls.

To spread the message of environmental consciousness among students, a green audit was undertaken on the campus in 2016-2017. On the basis of its findings, bio-gas plants, vermi compost, wick irrigation, rain water harvesting units, use of solar energy and shifting over to LED bulbs were implemented. Attempts were

also made to make the campus differently abled friendly with the setting up of ramps, rails, rest rooms and special toilets.

To address locational advantages, organic farming activities, invitation of nationally reputed scholars to the campus and organisation of nationally important cultural and sports events were arranged. Locational disadvantages are overcome with the establishment of hostels and rainwater harvesting units. The institution conducts Annual academic and financial audits to ensure transparency and accountability.

The institution does follow certain best practices. Important among them are **Zero Hour, No-Own Vehicle Day, Monthly Lecture Series, Alumni Lecture Series** etc. The institutional distinctiveness is, undoubtedly, the high academic standards maintained throughout 65 years of its existence.



2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	NIRMALA COLLEGE
Address	NIRMALA COLLEGE, MUVATTUPUZHA MUVATTUPUZHA P.O., ERNAKULAM DISTRICT, KERALA PINCODE- 686661
City	Ernakulam
State	Kerala
Pin	686661
Website	www.nirmalacollege.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	T. M. JOSEPH	09447-851808	9447851808	0485-2836300	nirmalacollege@gmail.com
IQAC Coordinator	SUBY BABY	0974-4076219	9744076219	0485-2262211	iqac@nirmalacollege.ac.in

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes
If Yes, Specify minority status	
Religious	Christian
Linguistic	
Any Other	

Establishment Details	
Date of establishment of the college	17-06-1953

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	University name	Document
Kerala	Mahatma Gandhi University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	05-11-1953	View Document
12B of UGC	05-11-1953	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	27-05-2002	12	Affiliation is renewed annually

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	NIRF MHRD GOVT OF INDIA
Date of recognition	03-04-2017

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	NIRMALA COLLEGE, MUVATTUPUZHA MUVATTUPUZHA P.O., ERNAKULAM DISTRICT, KERALA PINCODE- 686661	Rural	53	31164.89

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Communicative English	36	PLUS TWO	English	114	88
UG	BA,Hindi	36	PLUS TWO	Hindi	114	90
UG	BA,Malayalam	36	PLUS TWO	Malayalam	114	99
UG	BSc,Mathematics	36	PLUS TWO	English	208	187
UG	BSc,Physics	36	PLUS TWO	English	135	123
UG	BSc,Physics	36	PLUS TWO	English	90	79

UG	BSc,Chemistry	36	PLUS TWO	English	135	121
UG	BSc,Botany	36	PLUS TWO	English	135	113
UG	BSc,Zoology	36	PLUS TWO	English	120	98
UG	BA,Economics	36	PLUS TWO	English	210	188
UG	BCom,Commerce	36	PLUS TWO	English	190	188
UG	BCom,Commerce	36	PLUS TWO	English	192	185
UG	BCom,Commerce	36	PLUS TWO	English	192	178
UG	BCom,Commerce	36	PLUS TWO	English	114	108
UG	BCA,Computer Science	36	PLUS TWO	English	210	197
UG	BTTM,Tourism Studies	36	PLUS TWO	English	130	78
PG	MA,English	24	DEGREE	English	38	36
PG	MA,Hindi	24	DEGREE	Hindi	38	23
PG	MA,Malayalam	24	DEGREE	Malayalam	38	27
PG	MSc,Mathematics	24	DEGREE	English	40	32
PG	MSc,Statistics	24	DEGREE	English	38	38
PG	MSc,Chemistry	24	DEGREE	English	27	26
PG	MSc,Zoology	24	DEGREE	English	30	29
PG	MA,Economics	24	DEGREE	English	38	33
PG	MCom,Commerce	24	DEGREE	English	39	36
PG	MCom,Com	24	DEGREE	English	52	45

	merce					
PG	MCA,Computer Science	24	DEGREE	English	120	109
PG	MCA,Computer Science	36	DEGREE	English	180	40
PG	MHM,Management Studies	24	DEGREE	English	52	42
PG	MTTM,Tourism Studies	24	DEGREE	English	32	18
Doctoral (Ph.D)	PhD or DPhil,Hindi	60	MPHIL NET	Hindi	10	6
Doctoral (Ph.D)	PhD or DPhil,Malayalam	60	MPHIL NET	Malayalam	19	17
Doctoral (Ph.D)	PhD or DPhil,Statistics	60	MPHIL NET	English	10	9
Doctoral (Ph.D)	PhD or DPhil,Chemistry	60	MPHIL NET	English	6	0
Doctoral (Ph.D)	PhD or DPhil,Zoology	60	MPHIL NET	English	8	0
Doctoral (Ph.D)	PhD or DPhil,Commerce	60	MPHIL NET	English	21	15

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				40				44			
Recruited	0	0	0	0	17	15	0	32	14	22	0	36
Yet to Recruit	0				8				8			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				74			
Recruited	0	0	0	0	0	0	0	0	15	59	0	74
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				24
Recruited	6	6	0	12
Yet to Recruit				12
Sanctioned by the Management/Society or Other Authorized Bodies				31
Recruited	15	16	0	31
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				7
Recruited	3	3	0	6
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				4
Recruited	2	2	0	4
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	11	6	0	7	7	0	31
M.Phil.	0	0	0	2	5	0	2	2	0	11
PG	0	0	0	4	4	0	5	13	0	26

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	1	0	3
M.Phil.	0	0	0	0	0	0	0	3	0	3
PG	0	0	0	0	0	0	13	54	0	67

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		5	13	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
Doctoral (Ph.D)	Male	1	0	0	0	1
	Female	3	0	0	0	3
	Others	0	0	0	0	0
Diploma	Male	14	0	0	0	14
	Female	60	0	0	0	60
	Others	0	0	0	0	0
Certificate	Male	89	0	0	0	89
	Female	243	0	0	0	243
	Others	0	0	0	0	0
UG	Male	307	3	3	0	313
	Female	444	2	1	0	447
	Others	0	0	0	0	0
PG	Male	66	2	0	0	68
	Female	213	6	0	0	219
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	37	34	48	25
	Female	57	69	50	55
	Others	0	0	0	0
ST	Male	9	19	22	6
	Female	12	5	5	16
	Others	0	0	0	0
OBC	Male	3	4	3	2
	Female	7	6	6	3
	Others	0	0	0	0
General	Male	315	531	463	323
	Female	620	409	434	582
	Others	0	0	0	0
Others	Male	1	1	2	2
	Female	1	4	3	4
	Others	0	0	0	0
Total		1062	1082	1036	1018

3. Extended Profile

3.1 Program

Number of courses offered by the institution across all programs during the last five years

Response : 712

Number of self-financed Programs offered by college

Response : 12

Number of new programmes introduced in the college during the last five years

Response : 9

3.2 Students

Number of students year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2659	2670	2555	2310	2095

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

2016-17	2015-16	2014-15	2013-14	2012-13
155	154	152	152	144

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

2016-17	2015-16	2014-15	2013-14	2012-13
902	917	790	750	661

Total number of outgoing / final year students

Response : 924

3.3 Teachers

Number of teachers year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
136	130	130	115	107

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

2016-17	2015-16	2014-15	2013-14	2012-13
126	120	121	110	104

Number of sanctioned posts year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
126	120	121	110	104

Total experience of full-time teachers**Response : 1515****Number of teachers recognized as guides during the last five years****Response : 30****Number of full time teachers worked in the institution during the last 5 years****Response : 181****3.4 Institution****Total number of classrooms and seminar halls****Response : 98****Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)**

2016-17	2015-16	2014-15	2013-14	2012-13
293.05	310.2	382.17	201.82	146.84

Number of computers

Response : 431

Unit cost of education including the salary component(INR in Lakhs)

Response : 0.65

Unit cost of education excluding the salary component(INR in Lakhs)

Response : 0.11

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The institution ensures effective curriculum delivery through a well planned and documented process

Response:

Nirmala College, Muvattupuzha is a Christian minority institution with 65 years of existence in an agrarian setting. The college seeks to inculcate much needed spiritual and moral values in students and to impart training in socially productive sectors to mould them into **socially committed citizens**. The college believes that the integral development of an individual is attained through academic excellence, professional competence, personal, interpersonal and societal skills. These ideals are blended with the delivery of curriculum in the institution.

The curriculum is implemented in tune with the institutional goals and objectives. At the beginning of each academic year, the staff council prepares an outline of the activities that are proposed to be executed in the year. The council gives guidelines to the Departments so that they could strictly follow the curriculum designed by the University. If any teaching day is lost on account of unforeseen contingencies, it is compensated by engaging special classes on Saturdays. Internal examinations are held as per the schedule announced by the University. Answer scripts are valued and distributed to the students without delay. The progress of the students in studies is communicated to the parents each semester in an open house meeting convened for the purpose. Teachers are motivated to provide remedial coaching classes for slow learners and intellectually challenged students. On similar lines, the state government sponsored Scholar Support Programme (SSP) also engages the weak students. The advanced learners are motivated further under the Walk With the Scholar (WWS) scheme of the state government and the “Nirmala Stars” programme of the college. A number of endowment prizes are also instituted to reward the meritorious students.

Teachers are encouraged to employ modern technological devices like LCD projectors/ TV screens for the effective delivery of curricular inputs. All post graduate classes and some of the degree classes are equipped with LCD projectors or TV screens and the teachers are increasingly depending on such devices making the classroom teaching effective. The smart class rooms are on high demand by the teachers especially at the undergraduate level. Computers are also increasingly used by the teachers as teaching aids. Teachers take extra classes out of the regular time frame. The Manager and the Principal find time to appreciate the teachers and students when they achieve good results.

A number of seminars, conferences and workshops are regularly organised. As many as 18 endowment/memorial lectures are conducted. ‘**Monthly Lecture Series**’ and ‘**Alumni Lecture Series**’ are also held.

The progress of the students is continuously evaluated by the teachers through monitoring attendance, assignments, student seminars and practicals. External examinations are held and results published in time. An effective mechanism is put in place to iron out the grievances of the students.

The curriculum is implemented in the college in such a way as to mould the students into socially useful citizens of this country. The methodology of curricular delivery in the college is properly documented in

the college website, hand book and prospectus.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 17

1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
6	3	3	2	3

File Description	Document
Details of the certificate/Diploma programs	View Document
Any additional information	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 72.29

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
28	30	11	10	5

File Description	Document
Details of participation of teachers in various bodies	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 41.43

1.2.1.1 How many new courses are introduced within the last five years

Response: 295

File Description	Document
Details of the new courses introduced	View Document
Any additional information	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 100

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

Response: 36

File Description	Document
Name of the programs in which CBCS is implemented	View Document
Any additional information	View Document

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years

Response: 6.31

1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
314	165	141	113	66

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

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

Response:

The institution gives top priority to integrate the University designed curriculum with the institutional goals and objectives. While the University frames its curriculum with the sole objective of providing the students with the necessary factual and theoretical knowledge on the subject, the institution has the additional goal of transforming the students into socially useful citizens with integrity of character and commitment to the society. Therefore, the college has all along been arranging a lot of value added programmes for the benefit of students. The faculty advisors (mentors) are, therefore, asked to impart lessons on core values like gender equality, sustainable development, human values, human rights and professional ethics for about 30 minutes on all Thursdays. Similarly, the students themselves address the entire college community through public address system educating them on such core values for five minutes on a daily basis.

Prior to the commencement of classes in the first year, all students are given a one day orientation on being good students. Life guidance seminars and soft skill development programmes are also arranged for students at various levels. The Centre for Women Empowerment functioning in the college takes care of the gender sensitive aspects of the college. The Centre arranges driving classes, self defence classes and yoga training exclusively for girl students. Similarly, the NSS and NCC are very active on the campus through which the students imbibe the values of discipline, patriotism and community service. The Nature Club enables protection of our nature and environment. The career guidance and placement cell of the college gives lessons to the students on professional etiquette. The three day annual retreat and life guidance seminars held every year impart necessary human values among students.

The college has a well thought out strategy of reaching out to all students of the college through the daily general awareness programme called '**zero hour**', for five minutes. This session is engaged by students of each department on a rotational basis and it provides the students with an opportunity to gain some extra knowledge beyond their prescribed syllabus.

The students are given sufficient academic inputs in the form of direct contact classes, hands on training in scientific laboratories and computer laboratories, assignments and project works. They are given practical training in the form of experiments, field trips and internships. Life skill training is imparted in the form of value education classes, personality development programmes and many other student centred activities.

Efforts are being made to impart necessary moral and ethical values to the students. The classes begin every day with a prayer, invoking the blessings of God Almighty and ends with a salute to the nation in the form of singing National Anthem. At the end of each academic programme, the outgoing students are

given a 'life guidance programme'. The purpose of all these programmes is to mould our students into better human beings.

In addition, the college offers certain courses which address gender issues (51), environment issues (48) and sustainability, human values and professional ethics(43).

File Description	Document
Any Additional Information	View Document
Link for Additional Information	View Document

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

Response: 21

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 21

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Brochure or any other document relating to value added courses.	View Document
Any additional information	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 34.34

1.3.3.1 Number of students undertaking field projects or internships

Response: 913

File Description	Document
List of students enrolled	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: E. None of the above

File Description	Document
Any additional information	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document

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

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

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: E. Feedback not collected

File Description	Document
Any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 0.21

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
8	7	5	3	3

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 93.72

2.1.2.1 Number of students admitted year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1062	1082	1036	1018	983

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1165	1182	1144	1051	998

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 80.35

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
125	137	134	107	106

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

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

The college has evolved a mechanism to assess the learning levels and capability levels of students at the commencement of each programme. Initially, the faculty advisers of each batch hold an interactive session with each student admitted into the programme. The advisers will identify whether the student is an advanced learner or a slow learner.

Advanced learners will be given incentives and special care and attention to advance further. The Kerala Government sponsored **Walk With a Scholar Scheme (WWS)** is a practice that has been proved very successful in this regard. Thirty students of each batch have been allotted to different mentors and they are given special motivation and guidance in all respects. In addition, the college has also designed a scheme called **Nirmala Stars** by which two bright students from each class are identified and given special coaching. The students under both the categories are given special lectures and motivation talks by experts. Such students are given career guidance also. They are sent to other institutions and centres for attending seminars and doing project works.

The slow learners are given remedial classes arranged by the teachers concerned. Under the Kerala Government sponsored **Scholar Support Programme**, slow learners were identified in each subject and given special classes by the teachers concerned. Through the practice of **peer teaching**, students are taught by students themselves. The teachers take special lessons under the scheme **Bridge Courses** to bridge the knowledge gaps of students with lesser exposure to advanced studies. The students with acute mental stress are directed to the counselling centre functioning in the college to iron out their psychological and personal problems.

To assess the capability levels of students, a talent hunt programme is arranged at the commencement of each programme. All first year degree students are given three minute time to present their best talents. The programme called **Three Minutes to Fame** enables the teachers to evaluate the students in respect of their talents and capabilities and encourage them to perform better.

The college has evolved a strategy to minimise the dropout rate. At least two internal test papers are held in each semester. The academic performance of each student is assessed in an **Open House** with the participation of the teacher, parent and student. It gives an opportunity for the parent to understand the level of his/her ward and to take corrective steps at home itself. This exercise has proved to be very successful in preventing the drop out of students, particularly among the disadvantaged students.

Apart from these, various departments conduct different programmes for slow learners and advanced learners. A detailed account of the programmes conducted by the departments is uploaded as additional information.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.2.2 Student - Full time teacher ratio

Response: 21.1

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

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.38

2.2.3.1 Number of differently abled students on rolls

Response: 10

File Description	Document
List of students(differently abled)	View Document
Institutional data in prescribed format	View Document

2.3 Teaching- Learning Process

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

Response:

The teaching-learning process has become **student centric** instead of the traditional teacher centric approach. The idea is that the teacher is only a facilitator and the primary responsibility of learning rests with the individual students. The students are encouraged to ask questions to the teachers and the classroom is turned to be a dialogue forum. Teachers motivate the students to spend their time in the library to gain extra knowledge. The best users of library and e-resources from each batch are identified on a monthly basis and they are rewarded with a prize.

Under the practice of **zero hour**, students make a five minutes presentation on a contemporary relevant topic through the public address system on a daily basis. **Seminars and assignments** are the other media through which participative learning is given practical shape. In the seminar, the presenter is expected to respond to the questions raised by his/her classmates. The presentation is done with the help of audio-visual equipment. To promote interactive learning, **Project assignments** are given to students in groups of 5-10 numbers. The project report is prepared as a result of the collaborative effort of all students in the group.

Developing the faculty of critical thinking and creativity among the students is the essence of true education. With this purpose, an **Idea Lab** is functioning in the college which gives ample opportunities to students to develop creative ideas in their minds through brainstorming sessions. For instance, ideas were invited on how to keep the campus green and eco friendly. A number of students came up with their ideas, discussed them under the assistance of a moderator and the most favoured idea is implemented on the campus.

The conduct of exhibitions every year is another area wherein the students get ample scope to sharpen their creative thoughts. In the heritage and folklore exhibitions held in 2016 and 2017, the students collected much valued historical antiques and cultural objects and arranged them in a beautiful manner. The college believes that such activities will definitely strengthen the capacity building process of students.

The annual **food festival** is organised to practice experiential learning and annually to promote entrepreneurship among students. The students themselves prepare a variety of food items, put up stalls and distribute it to staff and students at a reasonable price. This idea was conceived as a means of developing survival strategies in practical life.

To develop the innovative skills, students of each department prepare and publish a departmental magazine on their own. Such opportunities will definitely mould them into innovators rather than mere learners on the campus.

In addition to these, each department follows unique programmes to enhance the learning experience of students. Some of these programmes include,

- Industrial visits
- Field studies
- Internships

- Organic farming
- Theatre workshops
- Heritage exhibition
- Nature camp
- Short film making etc.

A detailed description of these programmes is given as additional information.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 90.48

2.3.2.1 Number of teachers using ICT

Response: 114

File Description	Document
List of teachers (using ICT for teaching)	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 18.86

2.3.3.1 Number of mentors

Response: 141

File Description	Document
Year wise list of number of students, full time teachers and students to mentor ratio	View Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

The most innovative method of teaching adopted in the college was the practice of reaching out to the entire college community through the public address system on topics of great contemporary relevance and value orientation. The daily five minutes exercise at 2.40 is christened **zero hour** and it is well received by the college community. The students prepare the draft for the presentation which is then vetted by the teachers. The students can learn many new things outside their regular syllabus through such programmes. Both the teachers and students very enthusiastically volunteer themselves to address the college community in such events. The net result of such programmes is that the students develop a thirst for knowledge in their minds.

The students are increasingly motivated to depend upon the library resources to improve their knowledge base. Some teachers take their students en masse to the library and familiarise them with referring the books and taking down notes. Further, the students from each class are given attractive prizes for the best usage of library facilities.

Another innovative practice followed in the college is the invitation of nationally reputed scholars to the campus to interact with the students. The college is fortunate enough to have got the opportunity to organise a number of national seminars, lectures and workshops over a period of time. The college has received financial assistance from UGC, ICSSR and Kerala State Council for Science Technology and Environment (KSCSTE) for the conduct of seminars over the last five years. On an average, five **national seminars** and 15 **memorial/ endowment lectures** are held every year. In addition, the college has **monthly lecture series** and **alumni lecture series** which are held on a regular basis. Such academic programmes definitely provide an opportunity for the teachers and students to access advanced levels of knowledge.

The IQAC has evolved an effective mechanism to monitor the quality of teaching-learning process. An evaluation is held among the students at the end of each semester on the effectiveness of teaching process in the class rooms. The evaluation is done by the students on the basis of an online feedback mechanism. The students will mark their evaluation about each teacher's performance on a 10 point scale on 10 indicators. The teacher concerned can access the results of such evaluations, in addition to the Principal. The Principal will make timely interventions with the teacher in case of need. This practice enables the teachers to correct themselves in any area of concern.

The students are also evaluated by the teachers and parents in a separate meeting held to assess their progress in studies and behavioural patterns. The preparation of **teaching plan and academic calendar** is another medium through which the teaching-learning process is made effective. Each teacher is required to record his/her daily activities in the **Teacher Performance Report** which is subjected to the verification and validation of the HoD and Principal. Such exercises have proved to be successful in improving the quality of teaching-learning process.

File Description	Document
Any additional information	View Document

2.4 Teacher Profile and Quality

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

Response: 100

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

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 29.86

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
34	36	37	33	33

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Teaching experience per full time teacher in number of years

Response: 12.02

File Description	Document
List of Teachers including their PAN, designation,dept and experience details	View Document
Any additional information	View Document

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

Response: 19.79

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
4	3	6	7	3

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 15.42

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
19	21	20	16	14

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

The parameters for the conduct of Continuous Internal Evaluation (CIE) are set forth by the parent University. The college is to merely execute the decisions of the University. It has limited scope for effecting changes in the system. However, the college has made some reforms in the conduct of internal evaluation.

The most important reform that has been done in the area of continuous internal evaluation is in the conduct of test papers. As per the regulations of the University, the conduct of test papers is supposed to be

conducted within the four walls of individual class rooms. But in order to ensure its accountability and transparency, the staff council has always taken a position to conduct it in a centralised manner, so that both the teachers and students take it seriously.

The college has evolved an effective mechanism to conduct the internal evaluations in the college. It has a full-fledged examination wing under the headship of Chief Superintendent of Examinations. He is assisted by a Senior Assistant and such other staff designated by the Principal. The Chief Superintendent of Examinations has the full authority in the conduct of examinations.

Attendance, seminars, assignments and practicals also form part of continuous internal evaluation. The college has made some reforms in the field of attendance as well. Instead of manually marking the attendance, online recording of attendance is introduced. After each class, the teacher concerned will immediately mark the attendance on the computer system. If a student is marked absent in a particular class, that information is automatically passed on to the parent concerned as an SMS alert. This practice has checked the absentee level of students. The students can also check their attendance level frequently by logging in to the institutional website.

The digitalisation of internal marks is another reform implemented by the college. When the teacher concerned enters the internal marks on his/her computer, even at home, the internal mark sheet is generated in the examination office with the help of a software. This has made the activity of internal marks entry easier and trouble free.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

The system of internal assessment has proved to have a durable impact on improving the academic ambience of the institution. The internal assessment is done on the basis of a student's attendance, writing skills (assignment), presentation skills (seminar) and knowledge levels (test paper). To ensure seriousness and transparency in the internal assessment process, it is done in a centralised manner. Instead of completing it within the four walls of the class rooms, it is done with external invigilation. Therefore, the much needed seriousness is brought into the system. During internal evaluation, due weightage is given to assess behavioural pattern, independent thinking and communicative skills of the students. This is mostly done through the assignments and seminars carried out by the students.

Though the university regulations require colleges to have only one test paper in a semester, the college makes it compulsory that at least two test papers are held in a semester. The second test paper is conducted as a model examination in the same pattern as that of the University examination.

The internal marks are processed with the help of a software. The marks are published on the departmental

Notice Boards. The students are given freedom to lodge complaints, if any, with the teacher concerned and Head of the Department. The marks are forwarded to the University, only after the redressal of grievances.

It is also important to note that the parents are also brought into the conduct of internal evaluations. After each test paper, a meeting of all students in the class is convened and the mark sheets are given to the parents. The observations regarding behavioural patterns, conduct and character of students are also shared with the parents, so that corrective measures can be initiated at home. The meeting also facilitates an occasion to allay the fears and apprehensions of parents with regard to their wards.

File Description	Document
Link for Additional Information	View Document

2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

Response:

It is expected that the evaluation of students is done in a transparent and complaint free manner. To achieve this, the results of the internal assessments are published on the college notice board with proper announcement. The students who have any grievance on the results can first lodge a complaint with the Head of the concerned department. The department level grievance redressal mechanism consists of the Head, the department co-ordinator and the teacher in charge as members. If the complaint is not redressed at that level, it can be taken to the college level redressal committee headed by the Principal. It consists of the Head of the department concerned, department level co-ordinator, and a senior teacher nominated by the College Council as members. If it is not resolved at that level too, the student can take the complaint to the University level Grievance Redressal Committee. The University level committee consists of the Vice Chancellor as Chairman, the Pro-Vice Chancellor as Convener, Syndicate sub-committee on Students' Discipline and Welfare and Chairman, Board of Examinations as members and the Controller of Examinations as Member Secretary. The decision of the University level committee shall be treated as final. As far as possible, all grievances regarding the internal examinations are settled in the college itself within a maximum period of one week.

The grievances with regard to the results of the external examinations are addressed by the University. The students can resort to multiple levels of grievance redressals like scrutiny of marks and reevaluation. The results of such attempts are made known to the students within one month.

File Description	Document
Any additional information	View Document

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

The institution strictly follows an academic calendar for the conduct of **Continuous Internal Evaluation (CIE)** of students. The academic calendar is approved by the staff council in the beginning of the academic year. The academic calendar clearly states the time line for the conduct of test papers, seminars and submission of assignments. The academic calendar also specifies the extent of syllabus to be covered before the conduct of each test paper. The timeline for the publication of results is also specified. Normally, the timelines are followed. In exceptional cases, some alterations need to be made. In such cases, the Council takes remedial measures. Procedural matters in the teaching learning process are discussed in the staff council and conveyed to the entire staff in a meeting presided over by the Manager of the college. At the end of each semester, an evaluation is done among the students on the teaching learning process going on in the college. The feedback is obtained online. Each student can login to the site with his/her admission number as user ID and rate each teacher's performance. The Principal alone can access the reports, other than the teacher concerned. The inferences from the evaluation are kept confidential by the Principal. But appropriate action is taken on the basis of the inferences derived from the process.

The IQAC is the prime agency in the college that looks into the timely conduct of continuous evaluation of students. The Cell meets regularly and evaluates how best the quality checks are answered in the continuous evaluation. It gives necessary instructions to the teachers on maintaining objectivity and transparency in continuous evaluation.

File Description	Document
Link for Additional Information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

The college has a history and tradition of 65 years. As the pioneering educational institution of higher learning in the central Kerala, the college has good social accreditation in the region. That is evident from the fact that there is heavy rush for seeking admission in the college. All vital information, about the college are communicated to the stakeholders through different media like website, prospectus, hand book and public display of notice boards.

A student can choose a programme and a college for his/her prospective studies only by properly assessing what the college and programme offer them. The students can assess the situation only when it is easily accessible to them. In the modern period, website is the most common platform which everyone can have an access to. Therefore, the college takes care to post the programme outcome, programme specific outcome and course outcome on its website. These outcomes are prepared by the departments concerned and approved by the Principal. The outcomes forecast the expected level of attainment at the completion of the programme. The website is regularly updated in this regard.

Apart from the website, the prospectus also reveal the same thing. Every aspiring student of the college will get a prospectus when he/ she takes an application form for a specific programme. The college hand

book also delineates the expected level of intellectual attainment at the time of completing a course and a programme. In this way, the college has devised a well-knit mechanism to communicate the programme outcome, programme specific outcome and the course outcome to the prospective students of the college.

File Description	Document
COs for all courses (exemplars from Glossary)	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

The college believes in making the graduates empowered to face the challenges set by the social and economic realities of the world. With this perspective in mind, the college has evolved a mechanism to assess the learning outcome of students. The rudimentary form of assessment is analysing the results. The target set by the college administration to each academic programme is 80%- 100% pass percentage. When the results are announced for each semester, the Principal collects the details of results from each department and place it before the staff council for detailed discussion. If any department is not meeting the target, explanation is sought for. The results are placed before the governing body also for an in depth analysis which will suggest corrective measures, if needed. The results are often compared with that of the University average.

Another method of measuring learning outcome is by obtaining feedback from the employers. A good number of our students are getting placed in various companies and establishments. Occasionally we get feedback from them on the capability levels of our students.

With a view to enhance the capability levels of our students, a number of programmes are being organised in the college. Personality development programmes and life guidance seminars are regularly organised by the departments. The career guidance and placement cell is functioning in the college giving awareness about the career options and helping students to get placements in various companies and banks. Coaching classes for competitive examinations are very much in place. Coaching is given to the skill enhancement of students belonging to SC/ST, OBC, Minority (non-creamy layer) categories, absolutely free of cost. The Kerala government initiated novel programme called **Additional Skill Acquisition Programme (ASAP)** is of great help to the students aspiring to develop themselves. Started in 2013-2014, the ASAP aims at imparting additional skills like communicative skills and computational skills to the students. In addition, the placement cell regularly conducts classes for bank tests and PSC tests with a fee. Students enthusiastically join such classes and take benefits out of it. Campus recruitment drives are initiated and a number of students get placed in reputed companies and banks. The learning outcome is also assessed through the performance in such tests and placements.

The college has a well knit mechanism to monitor the academic progress of each student. This is done mainly through the progress cards maintained by the tutors. The information recorded in the progress cards

are shared with other teachers, parent and the student. Required corrective measures are taken to ensure the improvement in the learning outcome of students.

The college aims at creating an environment in which each student is capable of realising his/her best. For this purpose, several extra-curricular activities are planned and implemented. This gives the teachers an opportunity to spot the talents in each student and promote them to the maximum.

2.6.3 Average pass percentage of Students

Response: 66.96

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

Response: 604

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 902

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 2.2

File Description	Document
Database of all currently enrolled students	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 6.5

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	5.5	0	0	0

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document
Any additional information	View Document

3.1.2 Percentage of teachers recognised as research guides at present

Response: 23.81

3.1.2.1 Number of teachers recognised as research guides

Response: 30

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

3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0.94

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

Response: 34	
File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Any additional information	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

Innovative Ecosystem

The college has a practice of promoting innovative ideas among students. The institution has a well furnished idea lab in which students have the freedom to brainstorm their ideas. The lab functions under the leadership of faculty co-ordinator. The lab serves the purpose of an incubation centre as well.

The centre functions in democratic and participatory manner. The faculty co-ordinator invites ideas from students on a particular theme. They sprout ideas and share it among peers. This way, a number of activities are being carried out on campus. The most important activity on this account is in organic farming. The college has a good track record of running mushroom farm, vegetable farm and paddy cultivation. The entire related activities are carried out by students. Most significantly, they make handsome money out of such activities, which is used to the benefit of the community. They distribute these farm products among staff and students at reasonable prices. On an average, 20 kg of mushroom is produced and distributed with an income of Rs. 6000/- per year. Vegetables like cabbage, brinjal, cauliflower, chilli, plantain and tapioca cultivated in one acre land fetches nearly an amount of Rs. 25000/- per year. Similarly, paddy cultivation undertaken by the students in a leased land of 60 cents also fetch nearly Rs. 12000/- per year.

The food festival is another activity put forward by the incubation centre with the intention of developing the entrepreneurial ability of students. On a particular day, students prepare a variety of food items and distribute it among staff and students at reasonable prices. Students are free to do business by putting up a stall. There are 25-30 stalls in a year. On an average, each stall makes a profit of Rs. 5000/-. This activity provides an opportunity for students to germinate their ideas.

Yet another activity of the incubation centre is the making and distribution of **soaps and detergents**. Every year, training is given to students on making soaps and detergents. And the students, in turn, will make such products and distribute it among staff and students at a reasonable price.

Flower arrangement expo is also done by the students. Training is given and the students make flower arrangements and distribute it among staff and students. **Apiculture** is yet another activity that can be counted in the innovation eco-system. Students engage themselves in this activity and collect honey and

distribute it among staff and students.

The students associated with the incubation centre occasionally meet and discuss how best they can confront a problem. To cite an example, the faculty co-ordinator invited ideas from the students on how to manage the waste generated on the campus. The students came out with the idea of making a bio-gas plant and vermicompost plant. They also decided their lunch could be brought in tiffin boxes, steel glasses could be used instead of plastic coated paper cups, and degradable and non-degradable waste should be deposited in separate bins.

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 9

3.2.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	5	1	2	0

File Description	Document
Report of the event	View Document
List of workshops/seminars during the last 5 years	View Document
Any additional information	View Document

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: No

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

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: Yes

File Description	Document
List of Awardees and Award details	View Document
e- copies of the letters of awards	View Document
Any additional information	View Document

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

Response: 1.07

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 32

File Description	Document
URL to the research page on HEI web site	View Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
Any additional information	View Document

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

Response: 1.26

3.3.4.1 Number of research papers in the Journals notified on UGC website during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
48	11	31	39	17

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document

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

Response: 0.84

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

2016-17	2015-16	2014-15	2013-14	2012-13
47	7	34	4	6

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	View Document

3.4 Extension Activities

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

Response:

The mission of the college is to mould the future generations into socially useful citizens. With this perspective, the college emphasise on the concept of campus-community partnership through many of its programmes like NSS, NCC, CSM etc. Such activities inculcate the much needed societal orientation among the students and leads to the holistic development of students.

The national service scheme (NSS) trains the students in community service. It has two units of hundred volunteers each. The volunteers go out to the society to extend community service. They undertake several campaigns for environmental protection, energy saving, waste management, organic farming, anti-drug awareness, women empowerment house construction for the poor etc. It runs an organic vegetable farm. They also have paddy cultivation in a leased land of 60 cents. The agricultural products are distributed among staff and students at a reasonable price.

In tune with its thrust on organic farming, the NSS volunteers undertook a seven day campaign on *Jaivam* in Kudavechoor village of Kottayam District in September 2017. They visited nearly 1000 households and sensitised the villagers on the need of maintaining nature friendly agricultural practices.

Another activity of the NSS was to protect the water bodies in the neighbourhood. They cleaned the *Anicadu Chira* contaminated by accumulated waste. It was carried out with an active local involvement in October 2016. This inspired the locals to desist from depositing waste materials in it.

The National Cadet Corps (NCC) also gives training to students in community service. They are trained in disaster management and are prepared to step in whenever there is a natural calamity or disaster in the neighbourhood.

The centre for Women Empowerment and Catholic Students Movement (CSM) organize visits to poor

homes and donate money and clothes to the inmates. They organise “Friday food collection” wherein the students bring an additional lunch packet and handover the same to a nearby orphanage.

The Botany department trains farmers in the field of mushroom cultivation and apiculture. The Chemistry department tests the dry rubber content (DRC) in the rubber sap which benefits the local community to a great extent.

In 2016, the Dept. of Management Studies arranged a sports event for the differently abled students in Muvattupuzha taluk. Nearly 150 students participated in it. Similarly in 2017, they organised a capacity building exercise for the elderly. Such programmes sensitise the students on catering to the need of the marginalised and the depressed.

The students regularly donate blood. Female students donate hair for preparing wig for cancer patients. The narcotic cell sensitizes the students on the need of keeping away from drugs and liquor. The anti-ragging cell takes effective measures to check ragging. The ethics committee cautions the students against the misuse of social media.

The college promotes the preservation of historical artefacts and antiques. In this perspective, a weeklong cultural exhibition titled *Paithrukam* was held in the month of November 2016. Students collected and exhibited traditional utensils, instruments etc. and the message of staying connected with ones roots was conveyed.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 14

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

2016-17	2015-16	2014-15	2013-14	2012-13
3	4	4	1	2

File Description	Document
Number of awards for extension activities in last 5 years	View Document
e-copy of the award letters	View Document

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 63

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
16	16	11	14	6

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 10.31

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
420	290	420	140	50

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	View Document

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years				
Response: 51				
3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years				
2016-17	2015-16	2014-15	2013-14	2012-13
13	28	2	7	1
File Description	Document			
Number of Collaborative activities for research, faculty etc.	View Document			
Copies of collaboration	View Document			
Any additional information	View Document			

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)				
Response: 11				
3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)				
2016-17	2015-16	2014-15	2013-14	2012-13
5	3	0	1	2

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc. during the last five years	View Document

NAAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The college has adequate infrastructural facilities for curricular and co-curricular activities. The college is spread over four academic blocks, in addition to the library and hostels. There are **80** spacious class rooms available to house all batches of students. All class rooms are equipped with green/black boards and sufficient number of fans and tube lights. All post graduate and some undergraduate class rooms are equipped with LCD projectors/ TV screens to facilitate ICT enabled teaching. A total of 44 seminar halls/classrooms are ICT enabled. All the four Science departments have spacious laboratories to provide hands on training to the students. There is a well furnished and equipped English Language Laboratory to enhance the communication skills of students. Four smart class rooms are available with all modern equipment to enable virtual teaching. A digital display board is fixed in front of the main block, giving timely information to the students and general public. CCTV cameras are installed in different parts of the campus to check the instances of ragging and indiscipline among students. Separate museums are available in Botany and Zoology departments. Advanced research facility in Nano-science is functioning as part of Physics department. All six science departments are DST/FIST supported. The departments of Physics, Chemistry, Botany and Zoology are funded under the DBT scheme of star college. These two schemes funds state of the art facilities in the laboratories. The botanical garden, spices garden and butterfly garden maintained on the campus make the teaching –learning process effective.

The college has adequate computation facilities. There are seven computer labs with a total of 431 systems. All the computers are connected to the internet and network linked. In addition, all staff rooms and offices are equipped with internet enabled computers. There is a full-fledged digital library which offers ample opportunities to the students in accessing innumerable e-resources through INFLIBNET, N-LIST, Shodhganga and others.

The college duly encourages the students to avail modern facilities like Massive Open Online Courses (MOOC), SWAYAM, e-PG Pathasala, google classroom, NPTEL, EdX etc. to enhance their learning levels. The students are enthusiastically joining such programmes.

File Description	Document
Link for Additional Information	View Document

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

Response:

The college has adequate facilities for sports, games and cultural activities. It has got a spacious play ground (100m x 68m) for athletics and football. The college has a multipurpose synthetic stadium (30m x 20m) which has the facility for playing four games, namely volleyball, hand ball, throw ball and tennis. The college also had a well equipped a basket ball court (28m x 15m) and a shuttle badminton court (10m x 5m)

The college has a fitness centre (gymnasium) (46.47sqm) which is being used by staff and students for maintaining their physical fitness. The details of the sports facilities available in the college are given in Table 4.1.2a.

The college has the Kerala Sports Council sponsored sports hostel which provides intensive residential training to the sports persons in two events viz, football and hand ball. On an average, 45 students are accommodated in the hostel for training under specialised coaches.

A Yoga Training Centre (55.65 sqm) is also functioning in the college with daily training sessions from 4pm to 5pm. On an average 20 students are getting trained every day. Special facilities are also available for meditation, recreation and in the form of canteen, rest room, bookstall, co-operative society, post office, drinking water, photo copier, DTP, generator and transformer. A sound recording and video editing room is available to the benefit of students pursuing the course in mass communication. The college also has a digital Theatre with modern facilities for screening of films. Due emphasis is given to promote cultural activities and public speaking skills of students. The college has five auditoriums whose dimensions and capacities are detailed in Table 4.1.2b.

In addition, the college has the following seminar/ conference halls to provide adequate facilities for cultural events and public speaking skills. The details of are provided in Table 4.1.2C.

All these facilities provide ample opportunities to the students for testing their artistic/ cultural talents and public speaking/ debating skills. The students are making use of these facilities and it is testified by their good performance in such events. The college has a common room and medical aid room for ladies, rest rooms for staff and adequate toilet facilities for boys and girls with special provisions for differently abled. The College also has a common recreation centre for the staff with an area of 70.54 sq m where the staff members can entertain themselves.

File Description	Document
Any additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 44.9

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 44	
File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
Link for additional information which is optional	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.				
Response: 40.94				
4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)				
2016-17	2015-16	2014-15	2013-14	2012-13
60.00	175.50	245.00	76.00	38.00
File Description	Document			
Details of budget allocation, excluding salary during the last five years	View Document			
Audited utilization statements	View Document			

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)
Response:
<p>Nirmala College Library is fully automated with facilities like electronic gate Online Public Access Catalogue (OPAC), Computerised loan services, computer aided literature searches, CD Rom /DVD lending and reprographic services. The library is also having a digital library to provide its users with coherent access to a very large organised repository of information and knowledge. The library has built up a balanced and rich collection of books on all branches of knowledge like science, social science, humanities, languages and technology. At present the collection of books comes to nearly 80000. In addition, the library has several valuable reference books, back volumes of journals and CD-Rom databases. An innovative venture titled Gift a Book: Lift a Life to enhance our library infrastructure by procuring books from alumni, former teachers, general public and the well wishers was initiated. We have more than 150 scholarly journals and magazines, both national and international. Documents are classified according to the Dewey decimal classification and indexed according to the Anglo-American cataloguing rules with local modifications. The library offers computerised catalogue search service through the OPAC interface of the library management software 'Libsoft'. The bibliographic records of documents available</p>

in the library can be searched through the web OPAC provided in the internet. The library provides remote access to e-resources by its digital library named as Nirmala College Digital Library. The last page of the accession registers of the central library and Library Annex has been uploaded as additional information in section 4.2.6.1.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

The college has different types of special collections on the basis of special utility of different groups of readers and on the basis of special occasions. The library has added books and other materials to the following special collections.

1. Kerala studies
2. Special collection on Swami Vivekananda
3. Nirmala College library special collections
4. Women studies
5. Research studies of the college community
6. Research reports of the college community
7. Career Books
8. CD Collections

The college library has acquired different types of special collections on the basis of special utility of different groups of readers and on the basis of special occasions. The library has acquired 159 titles for the Kerala studies which is a specialisation in different social science departments. As part of the 150 birth anniversary celebrations of Swami Vivekananda library has added 36 titles related to the topic. Library added 48 titles on value education on the basis of bible studies. College library has a special collection of publications which are either the intellectual products of the college community or that of the guest scholars. In this period our special collection on women studies increased. Special collection of Research studies mostly that of the college community is also included in this section.

File Description	Document
Link for Additional Information	View Document

4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: C. Any 2 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc.	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 7.8

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

2016-17	2015-16	2014-15	2013-14	2012-13
6.44	6.31	13.53	8.0	4.74

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Details of remote access to e-resources of the library	View Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 21.11

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 588

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The college has well developed IT facilities accessible to both staff and students. The college has seven well equipped computer labs with internet facility and a digital library. The college is has 431 computers. The college has leased line subscription to high speed internet connection from NME (35Mbps) and ASIANET(35Mbps). The internet is distributed through LAN cables and Wi Fi which is accessible throughout the campus. All the 431 computers have access to internet and in connected to the network with wither by wired LAN or Wi-Fi. The college network is protected by Cyberoam network security and SOPHOS XG firewall. All the staff can access the internet through individual login accounts and students can access the internet at the Library, digital library and dedicated systems placed in individual departments. The day to day activities on the college is managed with the help of A campus management software- TCS. All the faculty are provide separate account to manage classes, attendance, to manage internal assessment reports for individual students and receive feedbacks. The TCS is also accessible in mobile devices as android app.The college has a active website that provides all the necessary information needed. The IT facility is revamped at regular intervals to maintain a seamless connectivity.

File Description	Document
Link for Additional Information	View Document

4.3.2 Student - Computer ratio

Response: 6.17

File Description	Document
Student - Computer ratio	View Document
Any additional information	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)
>=50 MBPS
35-50 MBPS
20-35 MBPS
5-20 MBPS

Response: 20-35 MBPS

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

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document
Link to photographs	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 54.55

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

2016-17	2015-16	2014-15	2013-14	2012-13
203.94	128.40	123.31	117.65	104.58

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document
Any additional information	View Document

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

The college has a well functioning Planning Board and Building Committee for the purpose of developing the infrastructural landscape of the institution. These bodies give timely advices on the construction and renovation of buildings, procurement and maintenance of equipment and other facilities.

The responsibility of properly maintaining the instruments and equipment is vested with the departments or sections in which they are installed. Those who are in charge of these sections will do the upkeep of these devices. At the college level, a teacher is entrusted with the responsibility of looking after the maintenance of these devices. The services of an electrician, mechanic and plumber are available in the college. Three computer mechanics are permanently appointed in the college for taking care of the computer systems. The practice is that whenever an electronic device is out of order, the teachers will register a complaint in a book kept exclusively for the purpose. The teacher in charge of upkeep of the electronic devices will direct the mechanic to repair the device. Whenever an instrument is required to be taken out of campus for repairing, the matter has to be recorded in the movement register of instruments. The matter has also to be recorded in the register when the instrument is brought back after repair.

The college maintains an electronic equipment stock register for updating the information on available instruments. The staff appointed for the purpose of taking care of the physical infrastructure will also monitor voltage fluctuations, constant supply of water and other requirements.

The college has permanently appointed a carpenter for repairing the damages that happen to the wooden furniture of the college. It also has a gardener to upkeep the vegetation and serenity of the campus. With regard to cleanliness and keeping the campus clean and tidy, the management has appointed seven last grade staff to keep the buildings and premises waste free. Most importantly, the management has appointed a Bursar for supervising and monitoring the physical infrastructure of the campus.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Response: 57.39

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1754	1497	1322	1446	1060

File Description

Document

Upload self attested letter with the list of students sanctioned scholarships

[View Document](#)

Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 13.79

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
341	346	345	294	355

File Description

Document

Number of students benefited by scholarships and freeships besides government schemes in last 5 years

[View Document](#)

Any additional information

[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: B. Any 6 of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 37.54

5.1.4.1 Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1197	991	1178	716	596

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

Response: 34.68

5.1.5.1 Number of students attending VET year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1256	1136	639	593	690

File Description	Document
Details of the students benefited by VET	View Document
Any additional information	View Document

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

Response: Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

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

Response: 24.13

5.2.1.1 Number of outgoing students placed year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
125	196	254	185	189

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document
Any additional information	View Document

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

Response: 27.49

5.2.2.1 Number of outgoing students progressing to higher education

Response: 248

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document
Any additional information	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 47.74

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
39	20	32	22	27

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
65	41	74	51	62

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national / international level (award for a team event should be counted as one) during the last five years.

Response: 17

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
3	4	1	2	7

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document
e-copies of award letters and certificates	View Document
Any additional information	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

The College Union Executive Committee is empowered to promote and facilitate student activities of the campus. The union executive members are elected from the class representatives who are elected through the secret ballot. The union consists of a Chairperson, Vice Chairperson, General Secretary, two University

Union Councillors, Arts Club Secretary and Student Editor. College Union organises various extra-curricular activities in the campus. They organise arts fest, sports fest, food fest, Onam and Christmas Celebrations, Exhibition and many other capacity enhancement activities on the campus. All students' related activities are carried out under the leadership of the College Union, advised and facilitated by the Staff Advisor. All important decisions are taken in the combined meetings of the union executive members, class representatives and association secretaries, which are convened regularly. The student representatives express their views and raise opinions in a democratic spirit.

Apart from the students council, the activities of clubs and forums like NSS,NCC, Women's cell, Debate and Oratory club, Quiz Club , Nature club etc. are coordinated by the students along with the faculty coordinators. Student representatives are also given opportunities to associate with administrative bodies like IQAC, Canteen Committee, Anti ragging Committee, Ethics committee etc.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 62.8

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
66	64	61	63	60

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document
Any additional information	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

Nirmala College, Muvattupuzha, established six decades back, has a divine legacy left behind by the founders and the rich heritage built up by their successors and its good number of prominent aluminus has placed this institution on a high pedestal in the field of education and research. Our alumni are adding to goodwill and reputation of their mother institution. Being the common platform, alumni association of Nirmala contributes ample to strengthen the infrastructure and student support programmes. Over the last five years, a good number of alumni have contributed Rs. 25, 93,133.00 generously. Many of them instituted scholarships and endowment awards to the meritorious students every year. They are given opportunity as participants, speakers in seminars, conferences and workshops. The college has a good practice of organizing Alumni lectures at the institutional level as part of Alumni Lecture Series. The Alumni have instituted an innovative venture titled 'Gift a Book: Lift a Life' to enhance our library infrastructure by procuring books from alumni, former teachers, general public and the well wishers. The association annually publishes its newsletter highlighting important activities. Apart from common alumni gathering, departments organise their own alumni meetings every year.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: 1 Lakh - 3 Lakhs

File Description	Document
Any additional information	View Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years**Response:** 52

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
15	14	8	8	7

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	View Document
Any additional information	View Document
Report of the event	View Document

NAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

Response:

Nirmala College is a minority Christian institution founded to cater to the needs of the Catholic Community without any discrimination against other social segments. The mission of the college is the integral development of human personality based on Christian ideals. The college is committed to accomplish the following aims and objectives

- 1.Enable students to pursue knowledge with an insatiable thirst, discipline them to harness their energy for creative purposes, make them physically and mentally fit and equip them to be self supportive in life.
- 2.Foster feelings of love, compassion and tolerance towards all and encourage healthy interaction so that they place the common good of a larger community above their personal interests.
- 3.Induce patriotic fervour and an unflinching pride in the national heritage and inculcate qualities of enlightened leadership and become responsible citizens and good leaders of tomorrow.
- 4.Encourage art, music, dramatics and other forms of creativity inherent in students, make them honour the dignity of labour and encourage extension programmes.
- 5.Promote healthy staff-student relationship and instil in them love and respect towards their parents, elders, people of authority and everyone worthy of respect.

To sum up, the College looks forward to educate citizens who love God and serve humanity. The institution endeavours to help the youth to grow up competent, responsible and mature individuals, imbued with qualities of the head and the heart.

The activities carried out in the college are directed towards achieving these aims and objectives. The teachers are recruited on merit basis and they are motivated to undertake research projects and extension activities of their liking. The students are given better academic inputs and training in extra-curricular activities. Secular values are imparted to students and the ultimate aim is to transform students into socially useful citizens.

The responsibility to oversee the institution is vested with the Manager and the Principal. The Manager visits the college very often and gives directions to the Principal and faculty. The Principal imparts timely instructions to the Heads of departments through council meetings and staff meetings to take stock of situations and decide on quality parameters. The IQAC also takes decisions on improving the quality of services delivered.

The leadership of the institution gives a proper sense of direction to the activities of the institution. The governing body, the apex body with regard to the matters of policy making meets at least twice a year. There is an executive council within the general body which meets four to five times a year to discuss matters of urgency. At each level of planning, necessary consultations are done with stakeholders like alumni, parents, former teachers, industrialists and students. Through these consultations, a perspective plan that focuses upon infrastructural development, enhancement of quality in teaching-learning process,

promotion of research, healthy practices etc is prepared. The plan is presented before the staff council, staff meetings and student council meetings for deliberations and appropriate measures for its implementation are taken.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

An academic institution can be effectively managed only with the active involvement and co-operation of the teachers. The co-operation of the teachers is won by entrusting responsibilities with them. Therefore, the teachers are given necessary leadership roles.

We follow the 'principle of subsidiarity' for the effective administration of the college. This principle implies proper delegation of authority to the grass root level. It also suggests that what can be done at the lower level be allowed to be done by the functionaries at that level with little intervention from the higher level. By applying this principle, the college effectively grooms proper leadership at various levels. The Manager delegates authority to the Principal; the Principal delegates authority to the Heads of departments and the Heads delegate authority to the teachers. Similarly, functional autonomy is granted to all departments and units in the college. Thus a participative culture is evolved in the institution. At each level and sphere of activity, the teachers and students co-operate with each other for the successful implementation of the perspective plan.

The culture is being effectively practiced in the institution at all levels. Each batch of students is entrusted to the care of a teacher who is designated as Faculty Advisor. The Faculty Advisor has full freedom in conducting the activities of that batch. No head of the department or Principal will interfere with the sphere of activity meant for the faculty advisor. Similarly the Head of the Department has full freedom in designing the activities of the department without any intervention from the top. All decision on matters of common interest are taken only after intense discussions. It is believed that the process of decision making is more important than the decision itself.

The college has a good practice of organising several student centric activities like Onam and Christmas celebrations, food festival, arts fest etc. This is an area in which decentralised planning and participative management is practiced. Each department organises their programmes in their own manner making them entirely different from each other. In that way, maximum participation of teachers and students in the programmes is ensured.

In the field of administration also, decentralisation is practiced to its fullest extent. No student is given a favour or concession without the proper recommendation to that effect by the faculty advisor and head of the department. For instance, if a student is to be given condonation for the shortage of attendance, the faculty advisor is the key decision maker. Without his endorsement, no head of the department will

forward such an application and the Principal will not grant it without their recommendation.

At the students level too, participatory decision making is practiced. Before the conduct of any major student activity like celebrations or festivals, discussions are held in student's council and meetings of the class representatives. Dissenting views are given due respect and decisions are taken on the basis of consensus.

File Description	Document
Any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

The college gives top priority to the sustenance and enhancement of quality in its educational endeavours. Such parameters are developed through discussions with various stakeholders. They are implemented and reviewed through the discussions made in the concerned bodies like governing body, staff council, IQAC, planning board and staff meetings.

The college always aims at developing further. Such development plans are included as future plans in the annual report published every year. The perspective plans focus upon infrastructural development, enhancement of quality in teaching-learning process, promotion of research, healthy practices etc.

A detailed perspective plan was prepared by the IQAC in August 2016 and it was presented before the governing body. It was subjected to a thorough discussion in the governing body and was approved with slight modifications and additions. The plan included, among others, the construction of a new administrative block, provision for pedestrian friendly pathways on the campus, tightening of security arrangements, provision for digital library, smart class rooms and rails and ramps for the differently abled. Most of the activities included in the perspective plan are successfully implemented and the work on the rest is progressing.

File Description	Document
Any additional information	View Document
Strategic Plan and deployment documents on the website	View Document

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

The College has a well defined organisational structure. As the college is managed and administered by the Catholic Diocese of Kothamangalam, the Bishop is the highest authority on the organisational structure. All developmental activities in the college are carried out under the patronage of our Bishop who is designated as the patron. Under him, there is a Manager who is the President of the governing body. He is assisted by a full fledged Secretary. The governing body meets at least twice a year and takes stock of the situation in the college and suggests corrective measures wherever needed. The governing body is the ultimate authority on policy matters.

The executive head of the college is the Principal. He implements the directives of the governing body in accordance with the norms and guidelines stipulated by the government and other regulatory agencies. On day-to-day matters, he is the decision making authority. He frequently consults with the staff council, which consists of all the heads of departments, on all matters of importance.

At the department level, Head of the Department has the final say on all matters pertaining to the department concerned. He/she consults his/her colleagues in the department for making decisions. The faculty advisor or tutor is the authority in each class.

The Principal ensures that all units in the college are organically linked to the mission and vision of the college. The administration of the college is carried out through a number of committees and cells. The IQAC, Planning Board, Purchase Committee, Building Committee, Library Advisory Committee, Anti-Ragging Committee, SC/ST Monitoring Cell etc take care of the diverse needs of the staff and student communities. The appointment and promotion of staff are governed by the prevailing procedures and service rules stipulated by the University/ Government.

There is a well established grievance redressal mechanism in the college to iron out the grievances and disputes of the staff and students on the campus. There is a grievance redressal cell for the staff which is headed by the Manager of the college. Any complaint from the part of the staff or a dispute between them will be taken to the cell which addresses the case and settles it amicably. The grievance redressal cell for the students is headed by the Principal and consists of representatives of teachers and students. The complaints are tried to be resolved to the extent possible. In addition, there is a complaint/ suggestion box placed in a prime position. The students drop their complaints in the box and the creative suggestions are taken care of.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.2.3 Implementation of e-governance in areas of operation**1.Planning and Development****2.Administration**

- 3. Finance and Accounts
- 4. Student Admission and Support
- 5. Examination

- A. All 5 of the above
- B. Any 4 of the above
- C. Any 3 of the above
- D. Any 2 of the above

Response: A. All 5 of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP Document	View Document
Details of implementation of e-governance in areas of operation Planning and Development, Administration etc	View Document
Any additional information	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

The governance of the institution is carried out through various bodies, cells and committees. They take right decisions at the right time and monitor its implementation. There is provision for redressal of grievances at four levels. Complaints shall be brought to the notice of the teacher concerned in the first instance. If the student is not satisfied with the decision, he/she may appeal to the departmental **Grievance Redress Cell**, which has as members, the Head of the Department, the Class Teacher and the teacher concerned. The student will also have the freedom to make further appeal to the college level Grievance Redress Cell. We traditionally maintain and foster healthy and friendly relations among students. If any grievance arises from students especially from freshers, regarding violation of rules in this regard, the **Anti-Ragging Cell** will take necessary steps.

The Minutes of Grievance Redress Cell and Anti Ragging Committee:
<http://nirmalacollege.ac.in/assets/Upload/File/2282018110051AM.pdf>

To cater the all round development and wellbeing of lady students, a **Women's Cell** is at work. To empower and equip them with confidence and strength of character, plans and programmes are chopped out and effectively implemented. Issues if any are redressed at the earliest.

The Minutes of Women Cell: <http://nirmalacollege.ac.in/assets/Upload/File/2282018113646AM.pdf>

The **Minority Cell** in the college was established with the aim of empowering the minority communities in the region. The students who are part of such communities are facilitated with several aids.

Committee for SC/ST has been formed in college to ensure the effective implementation of the reservation policy of Ministry of Human Resource Development, Govt of India and to redress the grievances of SC/ST students.

The governing body took a decision to assess the performance of teachers at various levels. One such measure was the **Online Feedback Mechanism** by students on the performance of teachers. It was successfully implemented. Each student is required to rate the performance of all his/her teachers on a ten-point scale. Ten parameters are given for assessment. A cumulative grade point is arrived at for each parameter. This exercise is done in each semester by all students. The score sheet of the student evaluation can be viewed by the teacher concerned and the Principal. The Principal will suggest some corrective measures to the teacher concerned, if needed. This exercise has proved to be very effective in maintaining high standards in the delivery of our academic services.

Another measure was the introduction of **Teacher Performance Record (TPR)**. A booklet is given to each teacher; the teacher will record their engagements in TPR which are monitored by the Head of the Department and the Principal. The Teacher Performance Records are verified and evaluated by the Management team. The committee constituted by the Governing Body visits each department and evaluate the Teacher Performance Record in group and in person. The committee headed by the Manager suggests corrective measures collectively and in person.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

The performance of the teaching and non teaching staff is linked with the satisfactory environment in which they are designed to work. To ensure their job satisfaction, certain welfare schemes are put forward. The most availed welfare measure is the loan facility from the **Employees' Provident Fund**. The teaching and non-teaching staff deposit a fixed amount of their salary with the Employee's Provident Fund, from which they can take a loan whenever they are in financial need.

The other **loan facility** is from the **Staff Co-operative Society** existing on the campus. All regular

teaching and non-teaching staff are members of the staff co-operative society. This institution serves as a source of instant help for many of the staff who occasionally fall in financial crisis.

The extent of loan facility availed by the staff from the EPF and Staff Co-operative Society is given below.

Year	PF Loan		SCS Loan	
	No.	Amount	No.	Amount
2012-13	49	1935320	70	14980500
2013-14	24	5427310	68	12458500
2014-15	7	2247310	65	11416000
2015-16	1	62500	66	6249000
2016-17	12	5572120	40	8816000
2017-18	-	-	42	5111000

Apart from these institutional loan facilities, there is always a scope for getting financial assistance from the college management. The Bursar gives funds to the teaching and non-teaching staff whenever they are in crisis. The management arranges a **free picnic** for both teaching and non-teaching staff separately. It also arranges occasional lunch and dinner for the benefit of teaching and non-teaching staff. Rest rooms are arranged for non-teaching staff, gents and ladies separately. All staff rooms are equipped with sufficient number of chairs, tables, electric fans, tube lights and internet accessible computers. A recreation room is also available for the staff to spend their free time in leisure. A separate dining space is arranged for the staff in the canteen.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 16.4

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

2016-17	2015-16	2014-15	2013-14	2012-13
26	36	19	13	4

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years	View Document
Any additional information	View Document

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

Response: 5

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

2016-17	2015-16	2014-15	2013-14	2012-13
11	4	5	4	1

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	View Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document
Any additional information	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 6.68

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
10	3	10	13	3

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers).	View Document
IQAC report summary	View Document
Details of teachers attending professional development programs during the last five years	View Document
Any additional information	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

The college believes that the purpose of an educational institution can be best served only when the staff is enriched and empowered in the right direction. Therefore, the college gives due importance to the performance of teaching and non-teaching staff.

To ensure better quality and efficiency of the teachers, Teacher Performance Record (TPR) is given to each teacher. The teachers will record their engagements in the TPR which are monitored by the Head of the Department and the Principal. It is also evaluated by the Management team. A committee constituted by the Governing Body visits each department and evaluate the Teacher Performance Record in group and in person. The committee headed by the Manager suggests corrective measures collectively and in person.

The confidential reporting system is also practiced in the college. The Principal submits a confidential report on the performance of each teacher to the Manager on an annual basis. The Manager makes an in-depth study on such reports and intervenes wherever corrective measures are needed. The interventions made by the Principal and Manager on the feedback obtained from students and parents also help in bettering the performance of the teachers.

In the case of non-teaching staff, performance appraisal is done by frequently interacting with them. The Principal and the Vice Principal are in constant touch with them on each and every matter of day-to-day administration. Instant corrections and suggestions are made as and when a lacuna is noticed.

The Teacher Performance Record (TPR) is here at:
https://drive.google.com/open?id=1g_bf2STLNTXySouhe1XWzmTScR0E0PXQ

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The financial management of the institution is monitored by the Planning board. The Board is headed by the Principal and consisting of the representations of the Management, teaching staff and administrative staff. The Board meets at least once in six months and sets the priorities of the institution and allocates resources to each set of activity. The Board also oversees that the cultivation of financial resources are fool proof effective.

The effective utilisation of financial resources is ensured by proper auditing mechanisms. The college has entrusted a senior faculty of the college with the responsibility of auditing the accounts of the institution internally. The external auditing is done by a Chartered Accountant, specially designated for the purpose. In addition, the auditors of the Directorate of Collegiate Education also undertake the auditing of the utilisation of the public money. Normally, the Govt. audit takes place with the change of the Head of the institution. Therefore, the latest audit was held in 2013. The objections raised by the auditing team were properly resolved.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 22.82

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

2016-17	2015-16	2014-15	2013-14	2012-13
6.95	5.42	2.42	6.68	1.35

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document
Any additional information	View Document
Annual statements of accounts	View Document

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

Response:

As the college is owned and managed by a private educational agency, it has to find out its own means of income to meet the developmental needs and the maintenance cost of the institution. Therefore, the college has a well defined policy of fund mobilisation and its optimal utilisation. It does not collect any capitation fee for appointments or admissions. Instead it receives voluntary contributions from well wishers and benefactors. The Parent Teacher Association (PTA) is holding the main responsibility of finding financial resources for the developmental needs of the institution. The proposals for developmental projects will come up for discussions in the PTA Meetings, and if approved, they will decide the method of fund mobilisation also. All fund collections under the PTA are voluntary. No student will be penalised for not contributing towards the PTA fund. All collections by the PTA will be linked with designated purposes.

Another source of income for the college is the voluntary contributions from the alumni. The college has got its illustrious alumni spread over different parts of the globe. They make contributions towards the developmental projects of the college. All such contributions are acknowledged with proper receipts.

Apart from parents and alumni, the college depends on government agencies like UGC, DST, DBT, KSCSTE etc. for the development initiatives of the college. These agencies grant funds for research projects and seminars. The salary component of teaching and non-teaching staff is met by the government. The auditing of the expenses met out of Govt. funding is done as and when the utilisation of the fund under the specific scheme is complete. The maintenance cost of the institution is met out of the fund generated by the PTA. All expenses incurred under funds received from parents/ alumni/ govt. agencies are properly audited and subjected to public scrutiny.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

The enhancement and sustainability of quality in the delivery of educational services of the college is the prime motive of the college management. To ensure such quality the college has established on IQAC in the college. Since the establishment of the IQAC, substantial improvement has been observed in the quality of educational services provided by the institution. The IQAC gives necessary motivation and guidance to the teachers on what steps need to be taken in maintaining and enhancing quality. It also vets the academic priorities of the institution and monitors the implementation of the prioritised schemes. It also organises several seminars and workshops for the purpose of enriching and developing the personal resources of the faculty.

The IQAC has made several interventions in enhancing quality in the educational services of the college. One such measure is the introduction of **Online Feedback Mechanism** for students to evaluate the performance of teachers. It was introduced after intense discussions within the IQAC. The teachers are assessed on the basis of 10 given parameters. All students are required to log in on the computer system using their admission number as username and rate each of his/her teachers on a 10 point scale. While the computer generated scores are arrived at, proportionate weightage is given to the internal marks of the student in the course taught by the teacher concerned. The cumulative grade point earned by the teacher in the given batch will reveal the performance level of the teacher concerned. The teacher concerned and the Principal can access the score-sheet and necessary corrective measures can be taken if needed. This exercise is done by all the students in each semester. This practice has made a major breakthrough in maintaining quality standards in teaching.

Another intervention by the IQAC in the field of quality assurance is the practice of having a **Monthly Lecture Series**. The aim of the lecture series is the production and dissemination of knowledge on a regular basis. It is a forum for academic discussion on various disciplines and assemblage with a learned scholar for the perusal of a particular coveted topic. This is a platform for mutual sharing and finding subtle truth of pros and cons of various issues. A lecture by an outstanding scholar is arranged every month on a topic of contemporary relevance. The students and general public attend such lectures in large numbers and they definitely gain knowledge. The Nirmala Monthly Lecture Series has proved to be a success as it evinced a lot of interest among students and general public. Each lecture is notified in the local media and interested local people could also attend the lecture. The process of interacting with the guest speaker definitely enlightens the student community with fresh ideas.

All the other significant initiatives are given in 6.5.3.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

The IQAC develops an integrated approach towards reviewing teaching learning process at periodic intervals. It takes the view that the purpose of education is not just importing knowledge to the students; instead, it is to mould socially useful citizens of the country. The teachers and students are oriented in this direction.

The IQAC has devised several mechanisms to review the effectiveness of the teaching learning process in the institution. One such measure is the conduct of an academic auditing every year. The governing body constitutes an expert team to visit the college and take stock of the effectiveness of the teaching learning process. The team visits all departments and units of the college and interacts with everyone collectively and in person. The performance levels of students in the university examinations is the main agenda in the process. The team cautions the department, in case the results are not upto the expected levels. On the basis of the report of the team, the management adopts appropriate policy changes and revitalises the academic community.

Another instance of reviewing the teaching learning process is the platform of 'Open House' in which both the teachers and parents sit together and discuss the performance, level of students. Once in each semester, the parents are invited to the college for a discussion with the teachers in the presence of the student. In such meetings, the teachers share with the parents their observations about the studies and behavioural patterns of the student. The parents also will share their impressions about the teachers and corrective measures are taken. Taking inputs from the parents on the teaching learning process in the institution, necessary reforms are initiated by the IQAC.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 9

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
14	8	8	8	7

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
Any additional information	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
- 2.Academic Administrative Audit (AAA) and initiation of follow up action**
- 3.Participation in NIRF**
- 4.ISO Certification**
- 5.NBA or any other quality audit**

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

File Description	Document
e-copies of the accreditations and certifications	View Document
Details of Quality assurance initiatives of the institution	View Document
Any additional information	View Document
Annual reports of institution	View Document

6.5.5 Incremental improvements made during the preceding five years (in case of first cycle) Post accreditation quality initiatives (second and subsequent cycles)**Response:**

The college has made tremendous progress in quality improvement and sustenance during the post accreditation period with the active involvement of all stakeholders.

1. Curricular Aspects: During the post accreditation period five PG, three UG and One PhD programmes were added in addition to three certificate/diploma programmes.

2. Teaching-Learning and Evaluation: In the field of teacher quality, currently 34 out of 68 regular teachers are Ph.D. holders. Twenty teachers are having M.Phil as their highest qualification.

The expansion of ICT has improved the academic ambience in the college. Two more computer centres with internet access, a full-fledged language laboratory and a well-equipped recording studio were

instituted. The IQAC arranged a series of national seminars/conferences/lectures during the period. The online feedback system introduced enabled the students to assess the performance of their teachers.

3. Research, Innovations and Extension: A Research Development Cell was constituted which resulted in the number of research projects going up from 29 to 34. The college has also organised 126 national seminars/conferences/lectures. The publication of the bi-annual college journal *Science and Society* is continued and ‘Nirmala Monthly Lecture Series’ and ‘Alumni Lecture Series’ were introduced.

4. Infrastructure and Learning Resources: In the infrastructural front, the Diamond Jubilee Block, multi-purpose stadium, new toilet complexes, wheel chair accessible special toilet, Fitness Centre and Yoga Centre were the new additions. A guest house with five rooms and a well-furnished dining-cum-recreation room is erected along with a modern digital theatre.

The automation of library with the subscription of e-resources like INFLIBNET, N-List was a significant development. The scheme ‘Gift a Book: Lift a Life’, encouraged people to voluntarily donate books to the library and the number of books increased from 60879 in 2013 to nearly 80000 in 2018. The e-governance system oversees admission procedures, attendance registry, fee collection, internal marks entry etc.

5. Student support and progression: The publication of a manuscript magazine by the students of each department, the conduct of food festivals, the introduction of best library user award and best outgoing student award are some of them. The introduction of the mentoring schemes called ‘Walk With the Scholar’ and ‘Nirmala Stars’ and remedial coaching called Scholar Support has made a great leap forward in the field of student support. The number of placements effected has also increased tremendously.

6. Governance, Leadership and Management: A major initiative is the conduct of Annual Academic Auditing and the performance appraisal of teachers. The practice of organising staff tour and celebrating staff day strengthened the ties among staff.

7. Institutional Values and Best Practices: In tune with the institutional vision and mission, the college has introduced a number of healthy practices like ‘Zero Hour’, ‘Three Minutes to Fame’, ‘No Own Vehicle Day’, ‘Monthly Lecture Series’, ‘Alumni Lecture Series’, department level Manuscript magazines, introduction of the mid-day-meal scheme for the poor called ‘Nirmala Hastham’, and book donation scheme to the library called “Gift a Book: Lift a Life”.

File Description	Document
Any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 16

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	5	3	3	4

File Description	Document
Report of the event	View Document
List of gender equity promotion programs organized by the institution	View Document
Any additional information	View Document

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

Response:

The College has a healthy gender ratio with over 65% of the staff and over 63% of the students being female. The college gives due weightage to the empowerment of women. Therefore, a well established Centre for Empowerment is functioning in the college, considering the interests of the women in the college. Three lady teachers are given the charge of this centre.

To safeguard the girl students from likely assaults from boys, certain corridors and sections of the college buildings are earmarked for girls. It is a well established practice of the institution that these unwritten rules are strictly followed by both boys and girls. Anti-ragging rules are strictly implemented in the college. Bill boards are erected to convey the dreadful impact of involving in the activity of ragging. An awareness class is arranged at the beginning of the first year classes to all senior students on the implications of intimidating the junior students. The anti-ragging squad that consists of two or three teachers will monitor the campus during the initial weeks of first year degree classes extending added protection.

The college has undertaken a few initiatives which will definitely enhance the capability levels of girl students. The college provides a facility for practicing self defence mechanisms like 'Karate'. Similarly, Yoga training is also given to lady teachers and students which has been very enthusiastically taken up by our female community. The Centre for Women Empowerment conducts driving classes exclusively for lady teachers and girl students to help them get driving licence for two wheelers and four wheelers. The 'food festival' is another activity that strengthens the confidence level of students.

An "Ethics Committee" functions in the college to address the issues related to sexual harassment, use of mobile phones etc. The committee acts as a deterrent agency against the crime of sexual assaults and misuse of social media.

A Counselling Centre is also functioning in the college. The service of a professionally qualified counsellor is available in the centre. The counselling services enable the students to iron out their personal stresses and strains.

Three common rest rooms are available for girl students. One common rest room is provided to lady teachers for their leisure and comfort. Sufficient number of toilets are available for girl students. Incinerators are installed in toilets to burn used napkins. Sanitary napkins are kept for distribution in a separate counter in the common room for ladies. Special toilets are also available for differently abled girl students. Special timing is arranged for ladies in the physical fitness centre. All these facilities are optimally utilised by lady teachers and girl students.

7.1.3 Alternate Energy initiatives such as:

1. Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 16.71

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

Response: 3000

7.1.3.2 Total annual power requirement (in KWH)

Response: 17952

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 5.22

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 35.286

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 675.6105

File Description**Document**

Details of lighting power requirements met through LED bulbs

[View Document](#)**7.1.5 Waste Management steps including:**

- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

The college administration gives top priority to keep the campus eco-friendly. The sprawling campus spread over 53 acres of land is rich with vegetation and natural beauty. The college has undergone a green audit in 2016-2017 and evolved its own policies for waste management, energy management and water management.

The approach towards waste management is governed by the twin principles of reducing waste and processing waste. The college instructs the staff and students to reduce waste to the maximum possible extent. Also, the college instructs the students to deposit waste in separate bins kept for the purpose such as bio-degradable waste, non-degradable waste and E-waste. We have well functioning vermin compost plants and bio-gas plants. Bio-degradable and liquid waste collected everyday are taken to such plants for processing. After processing, organic fertilisers and bio-gas are produced. Fertilisers are used for growing vegetables on the campus itself. Such vegetables are largely used by the canteen and hostels on the campus. The bio-gas produced is used in the hostels and canteen. NSS volunteers use some of the non-degradable waste materials for making value added products like carry bags, pen stands etc. The rest of the non-degradable waste and E-waste are sold to external agencies for shredding and making value added products. Sufficient staff are deployed on the campus to manage the waste generated. The student clubs like NSS, NCC and Nature Club are doing a campaigning on the campus to properly manage waste.

File Description**Document**

Any additional information

[View Document](#)

Link for Additional Information

[View Document](#)

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

The landscape of the campus is such that the rain water on the roof top can be collected and recharged in a natural way. Rain water harvesting is done at various levels in the campus.

Primarily we have a 151364 litre capacity tank to which the rain water on the roof top is collected and used for washing and gardening purposes. This source is of great help in addressing the problem of water shortage on the campus.

We also have water recharging units. The water collected from the roof tops of the three buildings are routed to a natural pond where the water is stored. The water will trickle down through the earth to the nearby open well. This will raise the water table in the surrounding areas as well.

The efforts to harvest rainwater on the campus have helped solving the water shortage in the campus. Further, these efforts have spread a strong message among students and general public on the need to preserve our natural resources.

File Description	Document
Link for Additional Information	View Document

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

The college gives importance to impart environmental consciousness to the students. It has undertaken a green audit on the campus in 2016-2017 by an external resource team. The team made a critical assessment of the energy usage, water usage, waste management, carbon emission and vegetation on the campus. They suggested some measures which were implemented.

The college has vermin compost plants, bio-gas plant, rainwater harvesting unit and solar energy harvesting system. A bio-diversity register is maintained by the Botany department. The NSS volunteers motivate other students to switch off the fans and electric bulbs when not required; to avoid the use of plastics; to minimise waste and deposit waste in the designated places; to minimise the wastage of water and to use public transport instead private vehicles.

Some of the green practices followed by the staff and students on the campus are given below.

- **Promotion of Public Transport System**

As a mark of encouraging the use of public utility vehicles, every second Tuesday is observed as “No Own Vehicle Day”. On that day, all staff and students in the college desist from using private vehicles and travel by public vehicles. While some students use bicycles, others travel by bus. Student’s vehicles are not allowed on the campus. Discouraging own vehicles accomplishes the twin objectives of mitigating the menace of road accidents and environmental pollution.

- **Pedestrian Friendly Roads**

The college building is located on a hill top which is 300-400 metres away from the main road. Considering the safety of pedestrians, seven feet wide tiled platform is erected. The staff and students use these pedestrian friendly pathways.

- **Plastic free initiatives**

Efforts are made to discourage the use of plastic materials by staff and students. Flex boards and plastic cups are prohibited. Students are instructed to carry their tiffin in lunch boxes to avoid the usage of plastic coated papers. If any plastic material is found on the campus, the NSS volunteers will collect it and shred it in the plastic shredder. The shredded plastic is mixed with bitumen and is used for building campus roads.

- **Paperless office**

With the advent of information technology most of the communications with the University and Government are through e-mail. Communications within the college are also through e-mail, SMS and WhatsApp. A comprehensive software system called ‘Total Campus Solution’ is installed to take care of admission, fee collection, attendance, issue of certificates etc. In every sense, the office is becoming paperless.

- **Green landscaping with trees and plants**

Almost 40 percent of the campus area is covered by trees. Varieties of trees and plants are available. Separate areas are earmarked for specific plants, such as herbal garden, spice garden etc.

- **Effective waste management system**

Separate bins are kept for collecting degradable, non-degradable and liquid waste. The degradable and liquid waste are taken to the vermin compost plant and bio-gas plant for processing. The organic fertilisers and bio-gas thus generated are used for farming and cooking activities of the campus.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years**Response:** 0.38

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
0.75	1.15	0.75	0.72	1.09

File Description	Document
Green audit report	View Document
Details of expenditure on green initiatives and waste management during the last five years	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above**B. At least 6 of the above****C. At least 4 of the above****D. At least 2 of the above****Response:** C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document
link to photos and videos of facilities for Divyangjan	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 6

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	2	0	2

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document
Any additional information	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 6

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
4	1	1	0	0

File Description	Document
Report of the event	View Document
Details of initiatives taken to engage with local community during the last five years	View Document
Any additional information	View Document

7.1.12	
Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff	
Response: Yes	
File Description	Document
Any additional information	View Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website	
Response: Yes	
File Description	Document
Any additional information	View Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations	
Response: Yes	
File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics	
Response: Yes	

File Description	Document
Any additional information	View Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Any additional information	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 27

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

The college celebrates national festivals like Onam, Diwali, Holi and Christmas on its campus. All students enthusiastically participate in such events. The college also organises special programmes on the occasion of the birth or death anniversaries of great Indian personalities also. The college organised a UGC sponsored national seminar on the ideals of Swami Vivekananda in 2015 in which 18 research papers were presented. We have a system in which references about epoch making social thinkers of India like Gandhi, Nehru, Patel, Ambedkar etc. are made through the public address system as and when their birth on death anniversaries fall. A lecture was given by Prof. Joy Joseph on “Gandhian Methodology” on 20 January 2017. Another lecture was given by Sri. K.R. Vasudevan Namboodiri on “Vivekananda Darsanam” on 12 January 2018.

File Description	Document
Any additional information	View Document

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

The institution has always maintained utmost transparency and accountability in all its activities. All policy decisions are taken only after discussions in the college council and other appropriate bodies.

On financial matters, the relevant bodies are planning board, purchase committee and building committee. All these bodies are headed by the Principal and consist of representatives of the management, teaching staff and non-teaching staff. In the building committee, representations of the University and PWD department are also included. At the beginning of every academic year, the planning board meets after due notice. The Bursar (Finance Officer) presents a proposal for the projected receipts and expenditure under each head. After discussions, the budget is approved with or without amendments.

The purchase committee is the competent authority to decide on the purchases to be made in the college. At the beginning of each academic year, proposals are received from all departments and administrative units on the estimated purchases for the academic year. After thorough discussions, the committee gives its approval for the purchases. All purchases are made strictly in accordance with the store purchase rules of the state government.

The building committee is the highest monitoring body, with regard to the construction activities on the campus are concerned. It approves the plan of the building and makes alterations in the plan, if needed. The committee supervise the construction works and ensures that the works are progressing in accordance with the guidelines.

Stringent rules are followed with regard to the release of funds as well. For any release of money, the head of the department or the teacher co-ordinator submits a request to the Principal who, in turn, will issue the administrative sanction for the activity. Then, the necessary procedures like quotation/ tenders are done. After the quotations/ tenders are received, they are tabulated and the least quoted/tendered amount is accepted. The purchase order is issued to the least quoted/ firm. He will, then, supply the articles/equipment within the stipulated time. Once the articles/equipment are supplied successfully installed and the entries are made in the stock register, the HOD/teacher co-ordinator will submit the bills to the Principal who will then issue an order for the release of money directly to the bank account of the firm.

All financial transactions are properly documented and audited. The Annual statement of accounts and expenditures are presented before the competent bodies like planning board and college council.

Transparency is maintained in academic and administrative activities as well. Though the Principal is the Chief Executive Officer of the college he doesn't take any decision on his own. All matters of importance are presented before the college council for intense discussions. Occasionally, staff meetings are also held to get the decisions of the staff council ratified. The culture of the institution is such that dissenting voices

are encouraged in a healthy manner. We believe that the process of decision making is more important than the decision itself.

File Description	Document
Any additional information	View Document

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

1. **Title of the Practice:** Zero hour

2. **Objectives of the Practice**

This is a five minutes talk presented every day. The objective of this programme is to help students to share informative and interesting ideas in their respective disciplines to the college community. It creates interest in interdisciplinary education among the students which instils a thirst for borderless knowledge. Besides, the students get a platform for public speaking.

3. **The Context**

The context of introducing this practice is the realization that majority of students confine within the limits of their discipline. To excel in learning it is necessary to acquire knowledge beyond one's own subject. To facilitate interdisciplinary learning within the time constrains of semester system, zero hour programme that is all inclusive and short was introduced. The gaps left by the programme will encourage inquisitiveness among students.

4. **The Practice**

The programme is conducted every day towards the end of the fourth hour. All departments, clubs and forums participate in the programme. Each day is allotted to various departments. A teacher or student as instructed by the Heads of the department delivers the talk. It covers topics from specific disciplines which can be easily understood by all.

5. **Evidence of Success**

The feed back received from the teachers and students indicate that they are interested in and benefited by the programme.

6. **Problems Encountered and Resources Required**

The difficulty was to identify topics in each discipline having a universal appeal and generating curiosity. Novelty was another issue. Another issue is the interference of university exams. Special arrangements including recording facility are made to make this fruitful.

1. **Title of the Practice No own vehicle day**

2. **Objectives of the Practice**

The major intention of the programme is to create road safety awareness. It also intends to encourage the usage of public vehicles to reduce environmental pollution. This instils in the students community feeling and helps them to mingle with people from different strata of the society

3. **The Context**

The context of introducing this practice was the sad demise of two students of the college in a bike accident. To create awareness about road safety among the students, the college took this decision.

4. **The Practice**

The college community avoids the usage of own vehicle on second Tuesday of every month. When the college decided to observe no own vehicle day the major challenge was to facilitate the conveyance of students who have no access to public transport.

5. **Evidence of Success**

The programme is highly successful and is highly appreciated by the media. Malayala Manorama, the leading Malayalam News paper published a story regarding this. The teachers, students and even parents restrained from using private vehicles on this day.

6. **Problems Encountered and Resources Required**

The major problem encountered for the students is that when all students use public vehicles, the buses are overloaded. Some students don't have public vehicles from their house. A pooling system or introduction of public transport vehicles is necessary to help such students.

File Description	Document
Any additional information	View Document

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

Majority of the students hail from rural area. The college plays a pivotal role in uplifting the interests of such students who would otherwise have been left unnoticed and unsupported in the remote underdeveloped localities. Through admitting such students, the college empowers the rural public whose development contributes to the national progress.

The institution is a salad bowl of multiplicities. The student population includes people from rural urban and semi urban areas, students belonging to different caste, class, creed, religion and culture. The mixed population of Nirmala College depicts the miniscule India.

The institution is committed to mould socially useful citizens with academic excellence and integrity of character. The forefathers of the college were guided by the firm conviction that those who got educated in Nirmala College should not fail in their personal and professional life. Looking back after 65 years, the present generation of Nirmalites reaffirm that their commitment had borne fruit.

The college had always been a safe haven for meritorious students. Good students land up in Nirmala College, thanks to its reputation for quality education. Well qualified and competent teachers are recruited from the length and breadth of the state and they train their students in accordance with the mission and vision of the institution. Since good students took up admission, there were no disciplinary problem at all. A peaceful and pleasant academic ambience always prevail on the campus. As a result, 80-100 percent of the students pass in almost all University examinations. On many occasions, our students secure university ranks. As of now, **seven** students had been placed in the first three positions of University examinations.

High performance on the academic indicators is evident from the fact that many illustrious citizens of the country are on the alumni list of the college. They include High Court judges, top Civil Servants in the IAS, IPS, IFS and ISS renowned writers, artists and journalists, industrialists and social and political activists.

The college also caters to the sports interests of the students. A healthy mind lives within a healthy body. So sports become an inevitable part of college life. The institution is highly reputed for its achievements in sports. We have trained football, volleyball and basketball players. The college is proud of its large number of university, State and National players.

The college has made seminal contributions in the field of research as well. Number of research projects and high citation publications are there to the credit of our faculty. Nearly 50 research scholars have taken Ph.D. from our six research centres. These factors indicate that the college maintains high standards in higher education.

The college also caters to the sports interests of the students.. The institution is highly reputed for its achievements in sports. We have trained football, volleyball and basketball players. The college is proud of its large number of university, State and National players.

The institution is proud of its unblemished progression year after year in imparting knowledge with integrity of character.

5. CONCLUSION

Additional Information :

During the history of the last 65 years, the college has never departed from its declared vision and mission. It has tried its level best to impart good education to the students without compromising the national and Christian values. The institution had been governed by eminent scholars in the past as Principals. The recruitments to teaching faculty are done on the basis of merit and competence. This has been reflected in the high reputation of the institution maintained over the last six decades.

The college has contributed many illustrious citizens to the country. They maintain good contacts with the institution. The Alumni Association is the link that connects them together. The parent-teacher association is also equally strong. They meet occasionally and discuss how best they can serve the institution.

The eco-friendly nature of the campus is something special. There is a lot of vegetation around. It provides a very congenial ambience for effective learning.

Though the Kerala campuses are notorious for violence and unrest, Nirmala College campus is an exception. The teachers, parents and students hold the view that students of this college have an inalienable right to study and that cannot be deterred by any force. That vision holds the key to the success of the institution.

Concluding Remarks :

As the institution is getting ready for the IV cycle of accreditations, the IQAC is proud to report that the college has made remarkable achievements in the multi-dimensional aspects of the institution during the post accreditation period. It is something creditable that the institution has got ranked on the 91st position in the country in the NIRF Ranking 2017. Also the accordance of the 'Star College' status to the institution by the Department of Bio-technology, Govt. of India added credence to our achievements. These two recognitions stand testimony to the quality and standard that the institution has attained during the post-accreditation period.

The quality initiatives made during the period are vindicative of the functioning of a vibrant IQAC in the institution. The academic ambience prevailing on the campus is reflective of highly motivated faculty and inspired student community present on the campus. The high academic standards of the students are evident from their examination results. The institution is merited with a very active and vibrant student life.

Blessed with a visionary management, committed and motivated faculty, supportive alumni and parents disciplined students and excellent infrastructural facilities the institution continues its march ahead towards

greater excellence.

NAAC