SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

NIRMALA COLLEGE OF ARTS AND SCIENCE

KUNNAPPILLY P.O, MELOOR, CHALAKUDY, THRISSUR
680311
ncas.nirmalacollege.edu.in/

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Nirmala College of Arts and Science (NCAS), established in 2014, was founded to address the evolving educational needs of undergraduate students. Affiliated with the University of Calicut, NCAS offers a diverse range of programs including M Com, MTTM, BCA, BBA, B.Com (with specializations in Computer Application, Cooperation, Finance & Banking, and Insurance), BA Multimedia, B.Sc. in Computer Science, IT, Costume & Fashion Designing, BA English, BTTM (Bachelor of Travel and Tourism Management), BTHM (Bachelor of Tourism & Hotel Management), B.Sc. in Hotel Management and Culinary Arts, and B.Sc. in Food Technology. The college, located on an eco-friendly campus in Kunnappilly, Meloor, is equipped with state-of-the-art facilities designed to foster academic and personal growth.

NCAS is committed to educational excellence, focusing on providing a robust academic foundation and enriching experiences that address 21st-century challenges. The college emphasizes skill development through specialized programs such as ACCA, Logistics and Supply Chain Management, Aviation and Airport Management, IATA, Artificial Intelligence and Machine Learning, Cyber Security, Full Stack Development, and Data Science and Analytics. These programs are designed to align with emerging trends and equip students with essential skills for success in a rapidly changing business environment.

Skill development initiatives at NCAS offer flexible pathways for earning specialized credentials alongside graduate studies. Each course is evaluated for content quality, relevance, and market longevity, and reviewed annually to ensure alignment with academic and industry advancements. The training methodologies emphasize contemporary concepts and practices, delivered by instructors with extensive experience and expertise.

Additionally, NCAS has established partnerships with distinguished companies, facilitating industry-oriented skill development programs. These collaborations are vital for preparing students for internships and securing prestigious positions both within India and internationally.

The college fosters intellectual engagement through a variety of seminars, workshops, and invited lectures, alongside a range of online and offline skill-enhancing activities. These include creative competitions and entrepreneurial projects crucial for holistic development. The Placement Cell connects students with employers, overseeing placements, internships, and career grooming, resulting in successful placements with top multinational corporations like TCS, Wipro, cap Gemini, Infosys, Deloitte, and Accenture.

Vision

To become a name synonymous with excellence in higher education through consistent and all- encompassing knowledge management.

Mission

- To provide quality education through state-of-the-art infrastructure with qualified and experienced faculty

- To promote continuous and comprehensive learning inclusive of innovation in core and emerging areas beyond the curriculum limit.
- To promote industry-institute collaborative activities to exchange expertise with elite business and academic institutions.
- To imbibe ethical and human values among students by instilling them a sense of social responsibility.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The Nirmala College of Arts and Science under Nirmala Group of Institutions is a premier educational establishment with a 70-year history that stands out for its exceptional leadership and proactive, visionary management. The college has consistently achieved academic excellence under the dynamic leadership of its Principal, earning top grades in various UG &PG programmes. Through Nirmala Study Abroad, Nirmala enhances its educational leadership and articulation programs by collaborating with international colleges and universities. These partnerships demonstrate Nirmala College of Arts and Science' dedication to global education. In addition to offering over 50 certificate and add-on courses, the institution strictly adheres to university and government regulations and maintains high levels of transparency in its administration. The campus has a peaceful atmosphere that is good for learning and is good for the environment. Nirmala cultivates strong industry connections through active Memorandums of Understanding (MoUs) and a massive placement drive involving over fifty companies. The college offers a wide variety of subject combinations and programs, including 20 undergraduate and 2 post graduate options. The college's innovative teaching methods include modular syllabi and continuous internal evaluations. Nirmala's philosophy is based on providing student support, which includes things like free KMAT coaching, proactive mentoring, and a counselling centre called "Ashraya." Through NSS, the college also places an emphasis on social responsibility and uses a rigorous evaluation system that double-values answer scripts. The infrastructure at Nirmala includes cutting-edge sports, research, and teaching facilities, as well as a technology-enabled campus with Wi-Fi available round-the-clock. The college supports both advanced and remedial programs and places an emphasis on inclusive education, catering to students with special needs and from diverse backgrounds. The institution takes a strong stance against ragging and discrimination, and its democratic management style encourages collaboration. Nirmala maintains its reputation as a leader in academic excellence and student welfare by continuously improving its educational offerings and infrastructure through active alumni involvement and feedback from stakeholders.

Institutional Weakness

The unaided education sector faces challenges due to limited government scholarship schemes and insufficient financial support for infrastructure enhancement. As an affiliated institution, the college encounters restrictions in curriculum design, academic calendar adjustments, and syllabus updates. The representation of faculty members in university curriculum design bodies is minimal, limiting the institution's ability to influence academic content and processes.

The institution's research output is currently limited, with few publications in international journals and a scarcity of patented inventions. This reflects a broader issue of insufficient research facilities and opportunities, especially given the emphasis on teaching within undergraduate programs. Consequently, many faculty members have yet to achieve their doctoral degrees or gain substantial research experience, further constraining research activities and scholarly contributions.

Additionally, the college's authority to update syllabi or resolve exam-related grievances is restricted by its affiliation with the university. This lack of flexibility hinders the institution's ability to adapt to evolving educational needs and address issues promptly. Many students come from local communities where language skills gaps can significantly impact the effectiveness of instruction and the overall learning experience.

In summary, the college faces several obstacles in advancing its academic and research capabilities. Limited government financial support, restricted autonomy due to university affiliation, and a lack of robust research infrastructure and faculty qualifications are significant challenges. These factors collectively influence the institution's ability to enhance its educational offerings, improve research output, and support students effectively.

Institutional Opportunity

Nirmala College of Arts and Science is on the brink of significant expansion, with ample land available for developing new facilities and infrastructure to meet growing academic and research demands. The institution aims to broaden its global reach and enhance academic diversity through faculty and student exchange programs, leveraging its multidisciplinary approach to attract students beyond Kerala.

A major development is the college's upcoming membership in the National Academic Depository, a pivotal component of the Digital India Programme. This initiative will establish a comprehensive online repository for academic credentials, streamlining verification processes and enhancing transparency. The transition to university status will allow for greater institutional autonomy and expanded academic offerings, supported by a strategic focus on integrating advanced educational technologies to facilitate blended learning and Open and Distance Learning (ODL).

Enhanced transportation and connectivity are making the campus more accessible and appealing to prospective students. Additionally, the institution is leveraging its favorable climate and clean environment to attract international students, offering them an exceptional living and learning experience.

The college's extensive alumni network is being actively engaged to bolster the institutional community and support career development. New initiatives include faculty internships in businesses and organizations to bridge the gap between academic theory and practical application. The institution is also seeking industry professionals and experienced academics to serve as adjunct or visiting faculty, bringing real-world insights into the classroom.

In efforts to reduce dependency on government and UGC grants, the college is diversifying its funding sources, including mobilizing resources from non-governmental agencies. Finally, by organizing events and programs aimed at international scholars and researchers, the institution aspires to become a hub for academic tourism, further enhancing its global visibility.

These strategic initiatives are setting the stage for Nirmala College of Arts and Science to enter a transformative phase of growth and innovation, expanding its impact and reach both locally and globally.

Institutional Challenge

Transforming into a college with autonomous degree-granting authority presents several strategic advantages and opportunities for the institution, addressing current challenges and fostering growth.

Firstly, gaining autonomy would eliminate the constraints of a permanent affiliation system with the university, allowing for greater flexibility in curriculum design and academic scheduling. This autonomy would enable the institution to tailor its programs more effectively to meet evolving educational and industry needs.

Currently, university restrictions limit research opportunities, particularly with regard to research guide appointments in self-financing colleges. Autonomy would provide the freedom to establish robust research programs and facilitate greater faculty involvement in guiding research initiatives, thereby enhancing the institution's research capabilities and output.

Additionally, autonomy would address the issue of centralized valuation camps imposed by the university, which often result in suspended classes and reduced instructional days. By managing its own academic calendar, the institution could minimize disruptions and ensure a more consistent and effective learning experience for students.

The absence of UGC grants due to the lack of 12(B) status is another significant challenge. Achieving autonomous status could open new avenues for funding and grants, as the institution could pursue alternative sources of financial support and develop targeted research and development projects.

To retain talented faculty members and foster a stable academic environment, autonomy would allow the institution to implement competitive policies for faculty retention and development. This could include enhanced professional growth opportunities and incentives to maintain a dedicated and skilled teaching staff.

Furthermore, with autonomous status, the college could attract international employers and establish a global presence by offering programs that align with international standards and industry requirements. This would enhance placement opportunities for students and bolster the institution's reputation in the global educational and professional landscape.

In summary, transitioning to autonomous status would address key limitations imposed by university affiliation, enhance research capabilities, ensure a consistent instructional experience, and provide new opportunities for funding and international engagement. These changes would collectively contribute to the institution's growth, academic excellence, and global competitiveness.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Nirmala College of Arts and Science, Meloor,Kunnapilly Chalakudy prioritizes the regular restructuring of its curriculum to remain aligned with its core values. Committed to providing relevant, holistic, adaptable, and student-centered education, the college ensures its curriculum evolves to address the changing demands of the world. The college tailors its curriculum based on feedback from students, faculty, employees, and stakeholders to equip students with essential knowledge, skills, and competencies for today's dynamic environment.

The institution follows the affiliating university's curriculum for all programs and offers 20 undergraduate and 2 postgraduate programs under the Choice Based Credit System. It enhances curriculum planning and delivery

through strategic methods. An academic calendar aligned with the university's is prepared and available on the institution's website. Subject allocation and timetables are based on faculty preferences, and program and course handbooks are created with all relevant information.

Outcome-Based Education (OBE) is adopted with a well-defined OBE framework. Outcomes are defined according to the revised Bloom's taxonomy. The Choice Based Credit System for undergraduate (UG) programs includes elective courses, second languages, audit courses, and open courses, all of which allow students to make choices. Likewise, postgraduate (PG) programs offer elective courses, ability enhancement courses, and professional competency courses, all designed to be choice-based.

The Student Induction Program (SIP) facilitates first-year students' adaptation to the new learning environment. At the start of each semester, bridge courses are offered. Remedial classes and peer tutoring are also provided for slow learners. ICT-enabled teaching methods, such as flipped classrooms and gamification tools through the Linways, are practiced. Continuous internal assessments are also conducted to evaluate course outcomes.

To impart industry-relevant skills and internship, 50 add-on courses have been offered over the past five years. The institution incorporates professional ethics, gender studies, human values, and environmental sustainability into various courses within the university curriculum. All students participate in project work, field trips, or internships as part of their academic or extracurricular activities. The institution has a well-structured feedback system for the teaching-learning process, which is collected from various stakeholders and analyzed by the IQAC for actionable improvements.

Teaching-learning and Evaluation

Criteria 2 assesses the effectiveness of teaching and learning processes within the institution, ensuring that teaching methodologies and learning strategies align with the institution's vision and mission.

Teacher's List of Last 5 Years: Including a five-year list of teachers is essential for evaluating faculty stability, qualifications, and contributions. This list helps to assess faculty turnover and expertise, indicating the consistency and quality of education. Long-term faculty reflect stability and depth in teaching.

Enrollment Percentage measures the effectiveness of student enrollment by comparing the number of students enrolled to the total available seats. It indicates how well the institution attracts and retains students.

Percentage of Students Under Reservation Category assesses the institution's inclusivity by measuring the proportion of students from reservation categories. It reflects the adherence to reservation policies and the commitment to providing equitable educational opportunities.

Student-Centric Methods evaluates the use of student-centric teaching methods, focusing on how well institutions meet diverse student needs through innovative and personalized approaches. Effectiveness is measured by improvements in learning outcomes and student satisfaction.

Mechanism of Internal/External Assessment assesses the effectiveness of internal and external assessment mechanisms, focusing on procedures, tools, transparency, and the use of data for improvements. It emphasizes robust and equitable assessment practices and stakeholder involvement.

Programme and Course Outcomes (POs and COs)   evaluates the clarity and documentation of Programme Outcomes (POs) and Course Outcomes (COs), ensuring alignment with institutional goals and effective communication.

Attainment of POs and COs measures how well institutions track and ensure the attainment of POs and COs, focusing on assessment methods, result analysis, and continuous improvement efforts.

Pass Percentage of Final-Year Students reflects the success rate of final-year students completing their programs and guides improvements in teaching and support services.

Student Satisfaction Survey evaluates how effectively student satisfaction surveys capture and respond to students' overall satisfaction with their educational experience.

Research, Innovations and Extension

- The institution provides a supportive environment for research, innovation, and extension activities, facilitating opportunities for both Faculties and students to engage in meaningful and impactful research.
- In collaboration with numerous other organisations, the Research and Knowledge Centre has conducted a range of research projects that have greatly improved the calibre of research output and advanced knowledge in the relevant domains.
- Knowledge Centre and IPR, the Entrepreneurship Development Club (EDC), Nirmala Industry Connect, and the Institution Innovation Council/IEDC aims to advance the Indian Knowledge System, foster a creative environment, and enhance knowledge-sharing methods through a range of activities like seminars, workshops and training programs.
- The institution is a member of the Institution's Innovation Council (IIC), an initiative by the Ministry of Education (formerly MHRD).
- Five patents were filed, and 46 seminars, workshops, and conferences were conducted to enhance research capabilities, foster entrepreneurship, and promote intellectual property rights (IPR) among faculty and students.
- Over the past five years, the institution has successfully signed 105 MoUs and linkages, demonstrating its effectiveness in enhancing student opportunities and industry collaboration.
- During the last five years, our faculty members have published research papers in UGC Care list of journals and has contributed to books, chapters in edited volumes, and papers presented at national or international conferences.
- The Centre for Extension Activities aims to instil values and a commitment to societal service among students by fostering awareness of community issues, gender disparities, and social inequity. It seeks to enhance the local community's quality of life through various outreach programs.
- The institution has been recognized and awarded by various governmental and non-governmental organizations for its involvement in conducting and participating in a range of programs, including Swachh Bharat, blood donation camps, Meri Mati Mera Desh, cleanup drives, flood relief activities, and the distribution of kits for palliative care.
- In appreciation of the institution's community expansion initiatives, the college has received 34 awards and recognitions.
- 71 extension and outreach programs were conducted by the institution through organized forums

including NSS and with the involvement of community during the last five years.

Infrastructure and Learning Resources

Nirmala College of Arts and Science, established in 2014 in Meloor, exemplifies a commitment to providing robust infrastructure and comprehensive learning resources that enrich both academic and extracurricular activities. The college campus spans three blocks, equipped with modern facilities to cater to a diverse range of undergraduate and postgraduate programs.

The physical facilities include 48 classrooms, 25 ICT - enabled classrooms . Additionally, the campus features well-equipped seminar and conference halls, ensuring conducive environments for both academic and administrative gatherings.

Laboratories play a crucial role, with specialized setups such as Basic Programming Lab, Two Computer Labs, Language Lab, Food Technology Labs, costume and fashion designing labs and various labs dedicated to hotel management and culinary arts. The presence of multimedia labs, audio and studio rooms further enhances experiential learning .

The college offers extensive sports facilities across a 48600 sq.ft playground, including courts for volleyball, football, cricket, handball, and throwball. Indoor amenities include a badminton court , yoga centre etc. . Cultural activities are supported by two open stages, providing space for artistic expression .

The college's library, covering 3072 sq.ft, is fully automated with KOHA library software, facilitating easy access to its collection of 7,049 textbooks, 933 e-journals, and various digital resources. The library also benefits from high-speed internet and institutional memberships like DELNET, providing access to millions of resources.

In terms of IT infrastructure, the college maintains 305 computers across its campus with 281 systems for student usage, with high-speed internet connections of one 200Mbps and two 300Mbps, ensuring students have reliable access to online resources. The use of Linways ERP software aids in managing academic operations effectively. There are 1: 4.87 computers for every student for a strength of 1368.

The college has an average expenditure of 25.22 lakhs for infrastructure development and augmentation. Percentage expenditure incurred on maintenance of physical facilities and academic facilities during the last five years is 29.68 Lakhs.

Nirmala College of Arts and Science not only meets but exceeds the expectations for physical infrastructure and learning resources, fostering a conducive environment for holistic education and growth among its students.

Student Support and Progression

Nirmala College of Arts and Science provides ample support and developmental programmes for the overall welfare of the student community. This includes scholarships, skill development programmes, guidance and coaching to support placements and higher education, committees for student grievances, sports and cultural

events and alumni engagements.

- 139 of the Students are benefited by the government scholarship during the last five years with an amount of INR 1,221,425
- 4342 students benefited from the institutional scholarship during the last five years with INR 6142050
- The students were trained in soft skills, language and communication skills, life skills and ICT skills and students trained in yoga and fitness.
- The institution provides guidance and coaching to students for competitive examinations and placements.
- The institution has well structured students redressal system through committees like Anti Ragging committee, Grievance Redressal committee and Internal Complaints committee
- An average of 64% of students progressed to higher education and placement
- A number of final year students qualified fpr the state/national/international level examinations
- Sports club, Arts club and various departments of the college organizes different cultural and sports activities with the guidance of coordinators
- 179 cultural and sports activities were organized during the last five years
- Alumni Association of the institution organizes alumni meets and provides different contributions to the academic development of students and offers career counseling, job placement assistance, and resources for career advancement for the students.

Governance, Leadership and Management

Criterion 6 focuses on "Governance, Leadership and Management." This criterion examines the efficiency and effectiveness of the institution's governance structures and leadership practices, along with the management's role in achieving the Institution's mission and vision.

Nirmala College of Arts and Science's E-Governance system modernizes administrative processes, enhancing efficiency and accessibility through ICT. It efficiently manages student admission and various other activities, providing a user-friendly and economical solution for everyone. Recognizing the critical role of faculty in driving academic success, our institution offers financial support for attending Faculty Development Programmes (FDPs), workshops, seminars, and conferences. This support enhances professional skills, promotes continuous learning, and fosters academic growth. By investing in our faculty, we ensure they remain at the forefront of their fields, bringing the latest knowledge and best practices into the classroom.

Faculty empowerment strategies include professional development programmes to enhance skills and knowledge, encouraging faculty participation in governance and decision making, and implementing welfare measures and support systems to ensure their well-being. These initiatives create a supportive and collaborative environment, promoting faculty growth and institutional effectiveness. From 2018 to 2023, IQAC organized numerous Faculty Development Programs (FDPs) and Administrative Training Programs (ATPs) on topics such as "Dimensions of Wellness," "Data Analysis and Visualization," "Leadership Training," "Communication Skills," and "Research Methodology." Facilitated by notable resource persons, these sessions benefited faculty and administrative staff by enhancing their skills in research, data analysis, communication, leadership, psychological skills, and professional ethics. These efforts aim to foster a culture of continuous improvement and innovation within the institution.

Efficient financial management at our institution involves strategic allocation and monitoring of resources to maximize impact. Regular audits and transparent practices ensure accountability and build trust. Successful

resource mobilization through fundraising and innovative financial mechanisms has been crucial for sustaining and expanding organizational initiatives. The internal Quality Assurance Cell (IQAC) undertakes various initiatives and collaborates on numerous programmes with other institutions to enhance quality. College earned numerous prestigious certifications. Additionally, an Annual Academic and Administrative Audit is conducted to ensure continuous improvement and maintain high standards in both administrative and academic processes.

Institutional Values and Best Practices

Nirmala College of Arts and Science is keen on fulfilling Institutional Values and promoting Best Practices, catering to the needs of society. To promote gender equity, we try to implement gender sensitization through a curriculum which addresses topics like sexual assaults, dowry etc. Workshops, awareness sessions, observance of International Women's Day are conducted to make students realize its importance. Self-defense training sessions, classes on legal rights are also provided as additional input.

Nirmala College of Arts and Science ensures alternate sources of energy conservation measures, waste management, green campus initiatives, water conservation and special facilities to differently abled individuals.

Quality audits on environment and energy are regularly conducted. An array of programmes highlighted the green campus initiatives that range from observance of World Environment Day, Agriventure that promote planting saplings and distribution of seeds, Bloom and Groom to promote gardening habits, Harithavanam to make our Mother Earth smile, Paper Green initiatives and so forth. Environment care activities are extended to the idea "beyond the campus' and our students engage in several activities in the neighboring panchayath, local schools, KSRTC Depot etc.

Promoting an all-inclusive environment concept, we give great importance to communal harmony by way of cultural or communal oneness and the student community was equipped to hold a one-Indian approach and attitudes. Dhwanika, Hola Nirmalites, Shravanam, Utsav and Aaravam are moments to prove this Nirmalite attitude. Under language concentration and competency, we promote newspaper reading, opportunities for our students to meet literary legends, etc. Camps and campaigns bring in young minds the importance of social commitment.

The two best practices 'Nirmala Cares' and 'Follow your Passion' have been incessantly practiced for the past years.

Nirmala College of Arts & Science is dedicated to fostering the holistic development of its students through a comprehensive educational approach that extends beyond the traditional curriculum. Institutional distinctiveness aims at improving four distinct realms of influence, namely, intellectual, cultural, socio-moral and physical competencies of students termed as *Viveka, Sanskriti, Dharma, and Shakti.*

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	NIRMALA COLLEGE OF ARTS AND SCIENCE
Address	Kunnappilly P.O, Meloor, Chalakudy, Thrissur
City	KUNNAPPILLY P O MELOOR CHALAKUDY
State	Kerala
Pin	680311
Website	ncas.nirmalacollege.edu.in/

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Kerala	University Of Calicut	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

19-05-2025 05:06:05

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**
No contents				

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?	No

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Kunnappilly P.O, Meloor, Chalakudy, Thrissur	Rural	5.2	10279.02

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,English, English Language and Literature	36	Candidates who have passed (Eligible for Higher Studies) the HSE of the Kerala State Board of Higher Secondary Examination or any other examination recognized as equivalent thereto are eligible for ad	English	36	28
UG	BCom,Commerce,Finance	36	Candidates who have passed (Eligible for Higher Studies) the HSE of the Kerala State Board of Higher Secondary Examination or any other examination recognised as equivalent thereto with at least one c	English	60	51
UG	BCom,Commerce,Computer Application	36	Candidates who have passed (Eligible for	English	54	40

			Higher Studies) the HSE of the Kerala State Board of Higher Secondary Examination or any other examination recognised as equivalent thereto with at least one c			
UG	BCom,Commerce,Finance Additional	36	Candidates who have passed (Eligible for Higher Studies) the HSE of the Kerala State Board of Higher Secondary Examination or any other examination recognised as equivalent thereto with at least one c	English	60	59
UG	BCom,Commerce,Co operation	36	Candidates who have passed (Eligible for Higher Studies) the HSE of the Kerala State Board of Higher Secondary Examination or any other examination recognised as	English	40	0

			equivalent thereto with at least one c			
UG	BCom,Commerce,Banking and Insurance	36	Candidates who have passed (Eligible for Higher Studies) the HSE of the Kerala State Board of Higher Secondary Examination or any other examination recognised as equivalent thereto with at least one c	English	60	25
UG	BBA,Management,Bachelor of Business Administration	36	Candidates who have passed (Eligible for Higher Studies)the HSE of the Kerala State Board of Higher Secondary Examination or any other examination recognised as equivalent thereto, with not less than	English	70	67
UG	BCA,Computer Science,Bachelor of Computer Application Addl	36	Candidates who have passed (Eligible for Higher Studies)the HSE of the	English	24	24

			Kerala State Board of Higher Secondary Examination or any other examination recognised as equivalent thereto with Mathematics/ Co				
UG	BCA,Computer Science,Bachelor of Computer Application	36	Candidates who have passed (Eligible for Higher Studies)the HSE of the Kerala State Board of Higher Secondary Examination or any other examination recognised as equivalent thereto with Mathematics/ Co	English	55	53	
UG	BSc,Computer Science,Information Technology	36	Candidates who have passed (Eligible for Higher Studies) the HSE of the KeralaState Board of Higher Secondary Examination or any other examination recognized as equivalent	English	24	24	

				there to with Mathematics/ C			
UG	BCA,Computer Science,Bachelor of Computer Application Additional	36		Candidates who have passed (Eligible for Higher Studies)the HSE of the Kerala State Board of Higher Secondary Examination or any other examination recognised as equivalent thereto with Mathematics/ Co	English	55	55
UG	Bachelor of Computer Science,Computer Science,	36		Candidates who have passed (Eligible for Higher Studies) the HSE of the Kerala State Board of Higher Secondary Examination or any other examination recognized as equivalent thereto with Mathematics/ C	English	55	50
UG	BSc,Costume And Fashion Designing,Costume and Fashion	36		Candidates who have passed (Eligible for Higher	English	36	30

	Designing		Studies)the HSE of the Kerala State Board of Higher Secondary Examination or any other examination recognised as equivalent thereto s eligible for admis				
UG	BSc,Costume And Fashion Designing,C ostume and Fashion Designing Additional	36	Candidates who have passed (Eligible for Higher Studies)the HSE of the Kerala State Board of Higher Secondary Examination or any other examination recognised as equivalent thereto s eligible for admis	English	36	0
UG	BA,Multime dia,Multimed ia	36	andidates who have passed (Eligible for Higher Studies) the HSE of the Kerala State Board of Higher Secondary Examination or any other examination	English	70	52

			recognised as equivalent thereto with not less than 4			
UG	BA,Multimedia,Graphic Design and Animation	36	Candidates who have passed (Eligible for Higher Studies)the HSE of the Kerala State Board of Higher Secondary Examination or any other examination recognised as equivalent thereto s eligible for admis	English	24	0
UG	BTTM,Travel And Tourism Management,Bachelor of Travel and Tourism Management	36	Candidates who have passed (Eligible for Higher Studies)the HSE of the Kerala State Board of Higher Secondary Examination or any other examination recognized as equivalent thereto are eligible for adm	English	45	42
UG	BSc,Hotel Management,Hotel	36	Candidates who have passed	English	24	24

	Management and Culinary Arts		(Eligible for Higher Studies)the HSE of the Kerala State Board of Higher Secondary Examination or any other examination recognised as equivalent thereto, with not less than			
UG	BSc,Food Technology,Food Technology	36	Candidates who have passed (Eligible for Higher Studies)the HSE of the Kerala State Board of Higher Secondary Examination or any other examination recognised as equivalent thereto with Science and Mat	English	55	34
UG	BHM,Tourism And Hotel Management, Bachelor of Tourism and Hotel Management BTHM	36	Candidates who have passed (Eligible for Higher Studies) the HSE of the Kerala State Board of Higher Secondary Examination or any other	English	45	26

			examination recognised as equivalent thereto are eligible for ad			
PG	MCom,Commerce,Finance	24	Any candidate who has passed B.Com or BBA (earlier BBS) degree of University of Calicut or recognized B.Com, BBA, BBM or BBS degree of any other University or Institutes in any states, with minimum of	English	30	17
PG	MTTM,Travel And Tourism Management,Master of Travel and Tourism Management	24	Any UG degree (10+2+3 or more years pattern including Professional degrees), of this University or a recognized degree, with at least 50% aggregate marks or equivalent Overall CGPA	English	15	6

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				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	1	0	0	1	0	3	0	3	11	75	0	86
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				24
Recruited	3	21	0	24
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				11
Recruited	4	7	0	11
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	3	0	0	3	0	7
M.Phil.	1	0	0	0	1	0	3	5	0	10
PG	1	0	0	0	3	0	11	75	0	90
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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
UG	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**
	0	0	0	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
UG	Male	1105	0	0	0	1105
	Female	527	0	0	0	527
	Others	0	0	0	0	0
PG	Male	10	0	0	0	10
	Female	42	0	0	0	42
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	15	10	4	3
	Female	2	6	3	2
	Others	0	0	0	0
ST	Male	1	3	0	0
	Female	2	0	0	0
	Others	0	0	0	0
OBC	Male	53	49	54	42
	Female	31	37	24	19
	Others	0	0	0	0
General	Male	289	255	202	262
	Female	156	140	78	116
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		549	500	365	444

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The multidisciplinary or interdisciplinary nature of a college emphasizes the integration of various academic disciplines and fields of study within its curriculum framework. This approach encourages students and faculty to collaborate across traditional boundaries, fostering innovation, holistic learning, and a deeper understanding of complex issues. By combining insights from diverse perspectives, our institution prepares students to tackle real-world challenges that require versatile skills and knowledge from multiple domains. This diversity of thought and expertise enhances creativity, problem-solving abilities, and promotes a more comprehensive approach to education and research. Nirmala College of Arts and Science offers a diverse range of academic programs, including 20 undergraduate and 2 postgraduate programs spanning Arts, Science, Humanities, Commerce, and Management. The college's interdisciplinary approach is evident through its varied program offerings across multiple streams. As an affiliated college, it strictly follows the guidelines set by the university governing admission to graduation requirements. All programs are structured under the CBCSS (Choice Based Credit Semester System), where courses are categorized into Core, Allied, Elective, Skill-Based, and Value-Based, each with predetermined credit allocations. Experiential learning forms a significant part of the curriculum, with projects, field trips, and internships integrated into all postgraduate programs and several undergraduate programs. Additionally, all undergraduate students undertake a mandatory foundation course designed to enhance their awareness and sensitivity towards social dynamics. The college ensures holistic development through its comprehensive program scope and specific course objectives. As an affiliated institution of the University of Calicut, it strictly adheres to the university's guidelines regarding program entry requirements and duration. Due to its affiliation, the college operates within set parameters for entry and exit points in programs.
2. Academic bank of credits (ABC):	Our institution is prepared to implement Academic Bank of Credits provided it follows the guidelines of the affiliating university and Higher Education Department, Kerala State. Due to its affiliation status, the College has limited flexibility in implementing

	this system. Currently, the institution is not registered under ABC. Under this system, every student will have the opportunity to open an individual Academic Bank Account through ABC, receiving a unique ID and access to the Standard Operating Procedure (SOP). The ABC Regulations aim to facilitate blended learning by enabling students to earn credits from various Higher Education Institutions (HEIs) participating in the scheme, as well as through SWAYAM, an online repository of courses. Our institution is planning to become an official member of the National Academic Depository, the government attempts to offer an online repository for all academic awards under the Digital India Programme. It helps students with the mobility as well as academic flexibility. Students will be free to choose their own learning pathways and possess a recognized learning achievement as envisioned in NEP 2020. Faculty members are encouraged to adopt learner-cantered approaches, offering additional resources, reading materials, and e-learning opportunities. Assessment criteria, both internal and external, strictly adhere to the guidelines prescribed by the affiliating university.
3. Skill development:	The institution is offering Certificate Courses and Add-on programs that are designed to enrich learning and knowledge, fostering holistic student development and interdisciplinary skills. The college conducts various skill development courses across the different programmes like, IATA, Aviation, Tally, Logistics and Supply Chain Management. Our Computer Science and Commerce students undertake mini projects which help them to acquire practical skills. Training in Hospitality Industry turn students of Hotel management department to more competent professionals in that field. Training on Soft Skills and Personality Development, Placement training and GK classes equip final year students to get better placements. The College has entered into various MoUs with industry and training partners. The the college collaborates closely with the Information and Communication Technology Academy of Kerala (ICTAK) to provide advanced and certified skill courses to our students.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Since its inception, the institution has actively promoted India's cultural richness and historical legacy. As a higher educational institution, the

	college conducts its instruction in English. Teachers are encouraged to adopt a multilingual approach in the classroom, taking into consideration the socioeconomic, cultural, and linguistic backgrounds of the students. This approach enhances students' receptive skills. Bilingual delivery methods are emphasized across all programs, particularly beneficial for students from rural backgrounds, facilitating a deeper understanding of the subject matter. Under the banner of Nirmala's cultural competencies, the institution instils cultural values, traditions, and ethics among students through diverse forms of art. This includes 'Dhawanika', encompassing both performing arts and non-performing arts, along with proficiency in four musical instruments. The college ensures adequate provision of instruments for student practice and necessary materials for non-performing arts. To facilitate comprehensive learning, professionals are engaged to train students in each artistic discipline. The cultural club organizes regular workshops, seminars, conferences, and competitions to foster a deeper appreciation of art and culture. Clubs within the institution focus on imparting knowledge about historical significance and cultural values, contributing to the integrated holistic development of students. Additionally, undergraduate students are offered foundational courses in Malayalam, Hindi, and other languages as part of their curriculum. Observance of 'Hindi Diwas' and 'Keralapiravi' are leading examples for promoting regional and national languages. 'World Mother Tongue Day' is celebrated in the college with competitions like Malayalam essay writing, short story writing, and Versification.
5. Focus on Outcome based education (OBE):	Outcome-based education centres on the achievement of specific learning outcomes across all aspects of a course. Students enrol in courses with an explicit goal of mastering defined skills or acquiring knowledge by the course's conclusion. Based on these desired outcomes, instructors, moderators, and faculty members determine appropriate methodologies. Each program and course within the curriculum specifies Programme Specific Outcomes (PSOs) and Course Outcomes (COs) as recommended in the syllabi. The affiliating university collaborates through Board of Studies and Academic Council meetings to design

	and develop curricula that prioritize course outcomes. There is a concerted effort to introduce additional courses focused on experiential learning into the curriculum. Our educational approach integrates skill-based courses, professional training, and project work to ensure an outcome-based education. This shift marks a departure from traditional teaching methods towards a more student-centric learning process. Continuous internal assessments, including quizzes, group discussions, peer teaching, seminars, and assignments, are utilized to evaluate students effectively. Since 2022, the institution has embraced Outcome Based Education (OBE) as its educational delivery model. This approach focuses on mapping, measuring, and achieving predetermined educational objectives to foster student learning, skill development, and personal growth in both professional and personal spheres. Under the OBE framework, the institution identifies Graduate Attributes, Programme Educational Objectives, and Program Outcomes (POs) that are applicable across all degree programs. Starting from the academic year 2022-23, the institution aligns with outcomes mandated by the affiliating university while also defining additional outcomes as necessary. Programme Specific Outcomes (PSOs) are specified for each degree program offered, and Course Outcomes (COs) are outlined for all courses within each program. To ensure rigorous evaluation of POs, PSOs, and COs, the institution employs a well-defined assessment framework.
6. Distance education/online education:	The college has implemented a combination of synchronous and asynchronous learning approaches. Synchronous learning involves real-time interaction through online or face-to-face sessions using virtual platforms. Asynchronous learning, on the other hand, allows students to engage in self-paced learning offline, utilizing videos, materials, and educational resources at their convenience. This blended learning model was adopted because it represents the future of remote education and addresses various concerns such as internet availability, device accessibility, physical issues like eye strain and headaches, as well as cognitive challenges such as maintaining attention. For synchronous learning, Google Meet is preferred as the virtual platform due to its ease of setup, capability to accommodate larger groups, and cost-

effectiveness. Subject teachers create Google Meet links and share them with students for scheduled sessions. To facilitate asynchronous learning, Google Classroom is utilized to monitor and manage student progress. Various techniques are employed for asynchronous learning, including breakout rooms, assignments, and voice thread assignments, rank sheets, written tests for important questions, flipped classroom activities, classroom activities, activity-based learning, and workbook/worksheets/puzzles. As an affiliated institution, the college focuses exclusively on offering regular programs. University of Calicut has provided the opportunity to conduct skill-based courses online by leveraging professional expertise, an initiative that the college has effectively implemented. Over the years, the college has evolved through various phases of the teaching and learning process. Historically, the predominant method of instruction was the traditional "chalk and talk" approach. However, with advancements in science and technology, the education sector has undergone a significant digital transformation. Our college actively promotes the integration of Information and Communication Technology (ICT) in teaching and learning. To meet current demands, the management continuously enhances the college's infrastructure and ICT facilities. The post-Covid era has accelerated the use of virtual platforms for teaching and learning. Both teachers and students have adapted to a variety of online tools, facilitating blended learning approaches. In response to the pandemic, the institution has successfully implemented a combination of online exams, quizzes, webinars, online assignments, and regular physical classes, embracing the concept of blended learning. Additionally, the college serves as a local chapter for SWAYAM, encouraging students to pursue online courses to supplement their education.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The college operates an Electoral Literacy Club (ELC) with enthusiastic student involvement. It organizes activities aimed at raising awareness among students about the importance of voter

	registration and the significance of voting. Through these electoral procedures, participation of the young and prospective voters in electoral procedure is ensured as envisioned by the ELC
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The student's coordinator and the coordinating faculty members are appointed by the principal. They collaborate on planning and organising all electoral club activities, ensuring that the students are aware of their constitutional rights and duties. The faculty coordinators conduct a survey of students, who are supposed to be enrolled in the voters list.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The ELC of the college undertakes various programmes as part of election campaign. The ELC members of our college meet the local people and raise about the necessity of casting their votes, following the conduct of ethical voting, meeting differential abled and the under privileged including senior citizens, currently ELC welcomes candidates of various parties during the election to interact with students and faculties. The ELC also plan to moves to the next level to conducting activities like Quiz to raise constitutional spirit among students.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The ELC has made a specific action plan to tackle electoral related issues and to promote democratic values and participation in electoral process, awareness about the importance of voting is promoted through social media pages. The electoral literacy club collaborates with District electoral office to emphasis the civic duty of voting among citizens.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	A survey was carried out by college ELC to identify those requiring voter registrations. Steps were taken to enrol eligible youth in the voter registration process.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1368	1276	1198	1147	977

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

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 92

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

2.2

Number of teaching staff / full time teachers year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
70	64	57	56	46

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
255.52	113.59	207.39	204.30	134.99

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

Introduction

Our academic process is meticulously planned to ensure a comprehensive and effective learning experience for students. This includes structured curriculum planning, internal examination and assessment, course delivery, monitoring and measurement, and a robust mentoring program.

Curriculum Planning

Before each semester, a subject preference matrix is created, and the Head of Department (HoD) assigns subjects based on faculty preferences and expertise. The academic process begins with class scheduling, followed by entering curriculum details into the ERP system, including course duration, number of sessions, and anticipated finish dates. Program handbooks, created by HoDs, contain program structure, Program Outcomes (POs), Program Specific Outcomes (PSOs), and guidelines for assessment and evaluation. Teachers prepare course handbooks with syllabi, course design, curriculum delivery, assignments, after-class activities, question banks, and course objectives and outcomes.

Internal Examination and Assessment

Our internal examination and assessment framework ensures a thorough evaluation of students' understanding and application of Quality Learning Management principles. According to the academic calendar, model tests and ongoing internal assessments gauge student performance. Teachers offer remedial classes for slow learners, while peer tutoring provides topic-specific mentoring by advanced students. Active participation in class discussions and workshops is also emphasized.

Delivery of Course

Our course delivery method is designed to equip students with essential knowledge and skills through a balanced mix of theoretical understanding and practical application. The course structure includes lectures, interactive sessions, and hands-on workshops. Lectures cover foundational theories of quality management, such as quality planning, assurance, control, and continuous improvement. These are enhanced by interactive discussions, allowing students to engage with the material, ask questions, and explore real-world applications.

Monitoring and Measurement

Monitoring and measurement processes are crucial for course success. By tracking attendance and participation, evaluating performance through quizzes and assignments, gathering continuous feedback, and using technology and quality management tools, we provide an effective learning experience. Instructors regularly evaluate their teaching methods and course materials through student performance data, feedback, and peer reviews. They also participate in professional development sessions to enhance their teaching practices.

Mentoring Program The mentoring program plays a key role in enhancing student learning, academic performance, and professional development. By offering personalized guidance, fostering a supportive learning community, and providing targeted career support, the program meets its objectives. Increasing the frequency of one-on-one mentoring sessions based on student feedback could offer more personalized support and timely intervention for academic challenges. Each student is assigned a faculty mentor who conducts regular one-on-one sessions, fostering a sense of community and engagement among students. Mentors also help students set realistic academic and career goals, providing the resources and encouragement needed to achieve them. The program aims to create a lasting impact on students' academic journeys and future careers.

Feedback

Students provide feedback on the effectiveness of curriculum planning and delivery at the end of each semester. The Heads of Departments (HoDs) analyze this feedback and implement the necessary corrective actions.

File Description	Document
Upload Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 38

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Evidence of course completion, like course completion certificate etc. Apart from the above:	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 41.6

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
648	685	135	637	377

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

The institution covers the numerous facets of professional ethics, gender, human values, environment and sustainability through university curriculam

Professional Ethics

Details of courses addressing issues relevant to Professional Ethics

SI NO.	COURSE CODE	COURSE NAME
1	NCAS/01/ CGBE	Corporate Governance and Business Ethics
2	NCAS/02/EC	E-Commerce
3	NCAS/03/ BMBE	Business Management and Business Ethics
4	NCAS/04/HRM	Human Resource Management
5	NCAS/05/TPPE	Tourism Principles, Practices and Ethics
6	NCAS/06/TH	Tourism and Hospitality
7	NCAS/O7/MTOB	Management Theory and Organization Behaviour
8	NCAS/08/ME	Media Ethics
9	NCAS/09/IPR	Intellectual Property Rights

Gender Issues

Details of courses addressing issues relevant to Gender

SI NO.	COURSE CODE	COURSE NAME
1	NCAS/11/GT	Gender Studies
2	NCAS/12/GM	Gender and Media
3	NCAS/13/RFF	Readings from the fringes
4	NCAS/14/VM	Voices of Women

Human Values

Details of courses addressing issues relevant to Human Values

SI NO.	COURSE CODE	COURSE NAME
1	NCAS/15/HR	Human Rights
2	NCAS/16/MWT	Medical and Wellness Tourism
3	NCAS/17/IR	Industrial Relations

Environment and sustainability

Details of courses addressing issues relevant to Environment and Sustainability

SI NO.	COURSE CODE	COURSE NAME
1	NCAS/18/ES	Environmental Studies

| 2 | NCAS/19/ECT | Environment, Ecology and Tourism |
| 3 | NCAS/20/DM | Disaster Management |

The young students of our college should lead the society in future. So, we are providing 19 courses that will give an idea for students to uplift their social awareness and their commitment towards society. Mainly focusing on the moral development of the student. Through the group of society around them the courses can be changed , mainly focusing on environment studies, human rights, gender studies, ethics and principles, women issues etc. Our courses focused more on sharing a common goal of promoting social justice, equality, and sustainability. By incorporating gender perspectives into environmental studies. Similarly, human rights frameworks can be applied to address environmental injustices and ensure that environmental policies respect and protect the rights of individuals and communities. Gender Studies, Human Rights, and Environmental Studies contribute to a holistic understanding of complex societal challenges, empowering individuals, and societies to work towards a more just, equitable, and environmentally sustainable future. Gender Studies, Human Rights, and Environmental Studies are three crucial fields of study that intersect and contribute to creating a more equitable and sustainable world. The future and destiny of a great nation is entirely dependent on our student Community. Accordingly, we are providing courses that will give motivation to them for the enrichment and dedication to the community of their accused commitment to the people and society. Mainly focusing on environmental issues, human rights and gender equality. courses ethics are focused mainly on promoting social justice, equality, and environmental protection. We also emphasize the need for the protection of the rights of the individuals and communities in environmental Policies. And try our best to instill in our students to follow the teachings of Mahatma Gandhi and to respect our Constitution.

File Description	Document
Upload Additional information	[View Document](#)

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 76.1

1.3.2.1 **Number of students undertaking project work/field work / internships**

Response: 1041

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: C. Feedback collected and analysed

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 80.68

2.1.1.1 **Number of seats filled year wise during last five years (Only first year admissions to be considered)**

2022-23	2021-22	2020-21	2019-20	2018-19
549	500	364	444	415

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
700	609	507	531	469

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 70.28

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

2022-23	2021-22	2020-21	2019-20	2018-19
207	193	135	132	125

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

2022-23	2021-22	2020-21	2019-20	2018-19
280	244	203	212	188

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.2 Student Teacher Ratio

2.2.1

Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 19.54

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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

In today's dynamic educational landscape, Nirmala College of Arts and Science has shifted its focus significantly towards student-centric methodologies, aiming to provide engaging and effective learning experiences. Our institution focuses on empowering various techniques such as experiential learning, participative learning, and problem-solving methodologies, coupled with the integration of Information and Communication Technology (ICT) tools and has become imperative for fostering holistic development and knowledge retention among students.

Experiential Learning: Industrial Visits and Internships

Experiential learning integrates concrete experiences with reflection to enhance learning outcomes, build practical skills, and prepare students for real world challenges.

- Industrial visits provide opportunities to interact with industry professionals which can be beneficial for future careers.
- Internships offer students the opportunity to apply classroom knowledge in professional settings, fostering skill development and industry-relevant competencies.
- Practical courses included in the curriculum in the several programs leads to a more comprehensive understanding of the subject matter.
- Guest Lectures help students to bridge the gap between academic learning and industry practices.
- Integrating ICT tools such as virtual reality (VR) simulations enrich classroom experiences by providing immersive learning environments, enabling students to explore diverse scenarios and challenges encountered in respective fields.
- Media production, to nurture creativity and inventiveness.

Participative Learning: Competitions and Seminars

Participative learning methodologies encourage active engagement and collaboration among students, fostering a conducive learning environment.

- Competitions such as debates, hackathons, and case study competitions not only promote critical thinking and problem-solving skills but also instil a sense of healthy competition, motivating students to excel.
- Seminars and workshops facilitate knowledge exchange and participative learning, as students interact with experts and peers, gaining valuable insights and perspectives.
- Certificate courses enhance the autodidactism and help to broaden the knowledge in the respective fields.
- Leveraging ICT tools such as webinars and virtual collaboration platforms enhances accessibility and scalability, enabling students to participate in diverse learning opportunities irrespective of geographical constraints.

Problem-Solving Methodologies: Student Projects and Paper Presentations

Problem-solving methodologies emphasise the application of analytical skills and creativity of learners.

- Projects serve as a practical assessment tool providing a more comprehensive evaluation of students abilities than traditional exams.

- Paper presentations enable students to boost their confidence and self esteem encouraging them to actively participate in academic activities.
- Integration of ICT tools such as project management software and multimedia presentations facilitates collaboration and documentation, empowering students to efficiently manage project timelines and deliverables.

ICT Tools: Gamification and Learning Management Systems (LMS)

Information and Communication Technology (ICT) tools serve as catalysts in augmenting student-centric learning experiences.

- Gamification tools such as KAHOOT incorporate gamified quizzes, simulations, and interactive exercises, thus providing a dynamic and engaging way to enhance an inclusive learning environment.
- Access to E-Resources provided in softwares like Koha
- Classrooms are enabled with ICT enabled facilities like LCD projector and wifi access.
- Audio Lab and TV Room are used for effective learning.

File Description	Document
Upload Additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 97.02

2.4.1.1 **Number of sanctioned posts year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
76	64	57	59	46

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 31.74

2.4.2.1 **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
26	20	18	17	12

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institution data in the prescribed format	[View Document](#)
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

Internal Assessment Mechanism:

The institution's internal assessment system plays a crucial role in assessing students' academic performance. The examination cell consistently works to implement new reforms and improve transparency and accountability.

The Examination cell prepares the schedule for these assessments, which is then shared with students well in advance through the academic calendar, notice boards, and website. Any changes in schedules, patterns, or methods are promptly communicated to students via notice boards, classroom briefing by teachers, and online notifications. Student performance is conveyed through the Linways system and discussed with parents during the Parent Teachers Welfare Association(PTWA) meeting. Personal guidance and remedial classes are provided for students who may need extra support. The internal assessment consolidated marks are calculated, taking into account assignment, seminar, and attendance components.

External Assessment Mechanism:

The semester examinations are conducted by the affiliated University for all the UG and PG programmes. The College is affiliated to the University of Calicut. A centralised exam cell system is followed keeping the guidelines and rules laid by the affiliating university. At the college level, an examination committee,comprising a senior teacher as coordinator and other teaching and non-teaching staff as members, is constituted to handle the issues regarding University exams.

Grievance Redressal System

Internal Examination

The college's grievance procedure is diligently designed to uphold principles of fairness and transparency throughout the assessment process. To ensure students have a platform to address their concerns, a user-friendly system on the college website allows for the registration of grievances, encompassing various issues such as grading errors, unfair practices, and procedural irregularities. Upon submission, the grievances swiftly undergo review by the college level grievance redressal cell members who promptly acknowledge the student's submission. Subsequently, the committee dutifully escalates the grievances to the department grievances cell,meticulously investigating each complaint. Rigorous discussions with relevant parties are conducted to garner comprehensive insights, and subsequent decisions are communicated with clarity and transparency to the student(s) involved. Confidentiality is rigorously maintained at every step of the grievance process to safeguard students' privacy and to foster trust in the institution's adherence to procedural guidelines. In the event that a student remains dissatisfied with the initial outcome, they are afforded the opportunity to lodge an appeal within a specified timeframe, outlining the grounds for the appeal directly to the Principal who is the head of the college level grievance redressal cell.A meticulous record-keeping system is deployed to document grievances and their resolutions, ensuring transparency and accountability are upheld at all times.

External Examination:

The University conducts end semester exams for undergraduate and postgraduate students. Students can request revaluation or re-totalling through the University website. The examination cell also addresses student concerns like profile data errors, duplicate hall tickets, and issues with mark sheets, provisional, and degree certificates.

File Description	Document
Upload Additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

Outcome-based education (OBE) is an educational approach that sets specific goals for students at the end of their academic journey. It focuses on developing various skills including life, fundamental, professional, vocational, intellectual, and interpersonal abilities. NCAS emphasises practical demonstrations of learning over rote knowledge recall and aims to cultivate academic excellence, professional competencies, and ethical, social, and environmental responsibility in its students. The college has integrated OBE into its academic framework, with a dedicated committee overseeing its implementation and assessment parameters.

College curriculum is rooted in the clear identification and articulation of Course Outcomes (COs),Programme Specific Outcomes (PSOs) and Program Outcomes (POs). These outcomes serve as guiding principles, shaping the design of each course and providing measurable benchmarks for student achievement. The syllabus is meticulously crafted to align with these outcomes, ensuring that what students learn directly correlates with the intended educational goals.

The institution updates its curriculum through inclusive reviews involving stakeholders from various industries and disciplines, ensuring alignment with current needs. Transparency and accessibility are prioritised through easily accessible program and educational objective information on the College website. This approach encourages collaboration and engagement from stakeholders, contributing to continuous improvement in educational processes. NCAS offers 13 undergraduate programs and 2 postgraduate programs.

Mechanism for communicating POs, PSOs and COs to the stakeholders:

In the initial stages of their academic journey, students and parents are provided with comprehensive information about the program's objectives by the admission committee. This early communication ensures that everyone's expectations and goals are aligned, establishing a strong foundation for a productive educational experience. Open communication fosters a supportive environment that nurtures student success and holistic development.At the start of each academic year, students are furnished with essential resources such as the course handbook and academic calendar. These documents serve as vital guides, offering detailed information on program outcomes, course requirements, and academic policies.

The Student Induction Program (SIP) is pivotal in familiarising stakeholders with the principles of outcome-based education (OBE). Through interactive sessions and comprehensive explanations, participants gain a deeper understanding of OBE's significance for student learning and development.

The Internal Quality Assurance Cell (IQAC) is vital for promoting Outcome-Based Education (OBE) and supporting faculty development. Through organising orientation and development sessions focused on OBE, the IQAC ensures that faculty members are well-prepared to effectively implement outcome-based approaches. These initiatives offer educators a clear roadmap for designing and delivering instruction aligned with desired learning outcomes. Additionally, the IQAC facilitates continuous professional development for faculty through workshops, seminars, and collaborative projects, enhancing instructional practices and encouraging innovative teaching strategies.

College commitment to outcome-based education has profound implications for student learning, faculty development, and institutional effectiveness. By aligning educational objectives with specific outcomes, the institution ensures graduates possess the requisite knowledge, skills, and competencies for success in

their chosen fields.

File Description	Document
Upload Additional information	[View Document](#)

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The university seeks to deliver education with a focus on achieving specific results and preparing students to become socially responsible and skilled graduates. The evaluation of the Program Outcomes and Program Specific Outcomes involves the assessment of course outcomes using both direct and indirect methods.

Direct Assessment tools for Theory courses, Lab courses, Project work and Internship include:

- Internal Assessment I & II
- Assignment II
- Seminar
- Record
- Project Review I, II
- University Examination

Indirect Assessment Method:

 i) Feedback on attainment of COs from students

For Theory Courses:

          The purpose of internal tests is to ensure that students have reached the expected level of competencies within each unit and to assess the attainment of corresponding course outcomes. The question paper is designed according to Revised Bloom's taxonomy, with the aim of evaluating students' knowledge, application, analysis, and evaluative skills. Each student's performance in answering questions is mapped to the respective course outcomes to assess the level of attainment. In addition to assessments, students are required to complete three assignments and a seminar, which are directly evaluated. At the conclusion of each semester, the University administers end semester examinations, and the course outcomes are measured based on the University's published results.

Attainment of Course Outcomes:

Benchmarks are set for the achievement of COs to determine whether they have been achieved or not. If

the benchmark is >=50%, >=60%, >=70% of the class strength, the attainment level is 1, 2, 3 respectively.

Indirect Assessment:

At the end of the semester, the student feedback on attainment of Course Outcomes is received for each course for indirect assessment. The feedback responses are consolidated and attainment level of COs are calculated.

The COs of each course are mapped to Programme Outcomes (POs) & Programme Specific Outcomes (PSOs) with the correlation of 3 (High), 2 (Medium), 1 (Low) and 0 (No). By using this correlation mapping, PO and PSO attainments are calculated for each PO ad PSO for all Course Outcomes. Further the average of PO and PSO attainments are calculated and scaled to 3.

Weightage for the attainment of Course Outcomes:

Course Attainment = 80% of Direct Attainment + 20% of Indirect Attainment.

Attainment of Programme Outcomes and Programme Specific Outcomes:

The achievement of course outcomes (CO) for each semester and the aggregation of CO-program outcomes (PO) and CO-program-specific outcomes (PSO) achievement is computed. Students provide feedback on the POs and PSOs at the conclusion of the semester, and an overall achievement assessment is conducted. The overall assessment results for the POs are compared with the expected attainment. Each CO's achievement level for every course is compared with the predetermined targets, and if the targets are not met, the Heads of Departments (HoDs) take corrective measures for improvement. If the benchmark level is not achieved, faculty members propose improvement strategies to achieve it.

File Description	Document
Upload Additional information	[View Document](#)

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 90.72

2.6.3.1 **Number of final year students who passed the university examination year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
285	400	377	284	227

2.6.3.2 **Number of final year students who appeared for the university examination year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
351	425	407	306	245

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	[View Document](#)
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.87

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

Response: 17.3

3.1.1.1 **Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
9.70	7.60	0	0	0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness   about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

Through a range of activities undertaken by the following cells and clubs, Nirmala College of Arts and Science has developed an ecosystem conducive for innovation and advancement of Knowledge System. We try to foster a creative environment, and enhance knowledge-sharing methods through Knowledge Centre and IPR, Entrepreneurship Development Club (EDC), Nirmala Industry Connect and Institution Innovation Council and IEDC.

The objective of our Knowledge Centre and IPR unit is to advance research projects that benefit society as a whole as well as the academic community. This centre is essential to maintaining the integrity and caliber of research activities, building a strong research culture within the institution, and improving the overall research capacity of the college. The ensuing initiatives have been put into place to promote efficient information exchange: 1) Conducted Research and IPR related workshops and seminars to provide insights into the most recent advancements in research and intellectual property rights. 2)Five

patents have been filed under Copyright and Patent.

Entrepreneurship is highly valued in our college as it shapes the future of students and society. The Entrepreneurship Development Club's (EDC) main goal is to encourage students to have an entrepreneurial mindset. The EDC, which officially opened on September 24, 2019, is a noteworthy achievement in the college's mission to advance excellence in entrepreneurship culture. The club has played a key role in setting up seminars and workshops to develop students' entrepreneurial abilities and equip them with the information and resources needed to be successful in their business endeavours.

The purpose of the Nirmala Industry Connect program is to find promising industries and make it easier to sign several Memorandums of Understanding (MoUs) for projects, internships, industrial visits, and job placements. By broadening their practical knowledge and exposing them to real-world industry methods, this program seeks to help students. The program has effectively linked 105 Memorandums of Understanding and Linkages over the last five years, proving its efficacy in boosting student opportunities and corporate partnerships.

The objective of the Institution Innovation Council (IIC) is to develop an environment within the college that fosters innovation, entrepreneurship, and creativity. The Innovation and Entrepreneurship Development Cell's (IEDC) vision is to create a strong institutional framework that encourages an entrepreneurial culture among Faculties, students, and the general public. The IEDC seeks to promote and aid in the broad development of entrepreneurial abilities. Since the establishment of the cell in 2021, it has played a significant role in encouraging creative thinking and entrepreneurial endeavors among our students.

Nirmala College of Arts and Science is dedicated to promote innovation, expanding knowledge, and equipping students for prosperous professions in a constantly changing global environment through these programs.

File Description	Document
Upload Additional information	[View Document](#)

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 46

3.2.2.1 **Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
21	9	4	9	3

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 0.04

3.3.1.1 **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	2	2	0

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Link to re-directing to journal source-cite website in case of digital journals	[View Document](#)
Links to the papers published in journals listed in UGC CARE list or	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.3.2

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

Response: 0.11

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	0	0	0

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

The institution is dedicated to achieve its vision of providing sustainable livelihoods and enhancing the well-being of people through knowledge, innovation, and transformative actions. A key component of this vision involves organising and participating in various extension activities that raise students' awareness of social issues, contribute to the community, and strengthen community participation. These activities are spearheaded by various student-led initiatives, including the NSS (National Service Scheme), Nature Club, Electoral Literacy Club, Yuva Club, Women's Cell, and Social Club, significantly enriching the students' campus experience.

The college places a particular emphasis on addressing the needs of marginalised groups from underprivileged sections of society. The Centre for Extension Activities aims to instill values and a commitment to societal service among students by fostering awareness of community issues, gender disparities, and social inequity. It seeks to enhance the local community's quality of life through various outreach programs.

Objectives of the Centre for Extension Activities

The Centre's primary objectives are to:

- Instil values and a commitment to societal service among students.
- Foster awareness of community issues, gender disparities, and social inequity.
- Enhance the local community's quality of life.
- Provide opportunities for students to engage in social service and community activities.
- Foster a socially conscious mindset among students.
- Deliver value-based holistic education aligned with the college's vision.

To achieve these objectives, the Centre organises activities related to environmental protection and community engagement, such as village adoption, blood donation drives, and awareness campaigns. These activities promote service learning, social awareness, concern for disadvantaged sections of society, environmental consciousness, and humanitarianism.

Impact of Extension Activities

The Centre for Extension Activities plays a pivotal role in sensitising students to social issues and promoting holistic development. By offering opportunities for community engagement and service learning, the Centre fosters empathy, critical thinking, and a commitment to social justice. Through practical experiences and active participation, students develop into socially responsible and well-rounded individuals, prepared to address future challenges and contribute meaningfully to society.

By integrating these extension activities into the student experience, the institution not only enhances academic learning but also builds a foundation for lifelong community involvement and ethical leadership. The initiatives undertaken by the Centre help bridge the gap between theoretical knowledge and real-world application, ensuring that students gain a deeper understanding of societal challenges and the importance of civic responsibility.

The following are the extension activities carried out by various units and its impact:

Organising Unit	Activities	Impact
Nature club	Environment protection activities	1. Improving standard of living. 2. Promoting environmental protection.
NSS activities	• Villages Adopted -Meloor, Koratty, Chalakudy, Pariyaram Panchayat • Blood Donation camp • Books Donation to village public library • Visit to Old age homes, Orphanages. • Malaria Awareness	1. Village development. 2. Promoting voluntary service. 3. Enhancing knowledge and reading habits. 4. Improving health and well-being. 5. Raising awareness about health issues. 6. Fostering social

	• Donation of needs	

File Description	Document
Upload Additional information	[View Document](#)

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

The students regularly participated in extension activities organised by the institution through NSS, clubs in collaboration with Government agencies and NGOs. School cleaning, awareness programmes, palliative kit distribution and onam kit distribution, blood donation camps, door-to-door awareness and sapling plantation are conducted periodically.

1. Blood Donation Camp – Certificate of Appreciation

In 2023, students and faculty from the college participated enthusiastically in Hempol-23, a blood donation drive organised by NSS in partnership with the Kerala State Blood Transfusion Council. The previous year, in 2022, the college had collaborated with the Kerala State AIDS Control Society for blood donations. In 2019, donations were made at the IMA Blood Bank Complex and Research Centre in Thrissur, earning commendation from the respective organisations.

2. A Swachh Bharat Initiatives - Certificate of Appreciation

The NSS unit of Nirmala College played a proactive role in the Swachh Bharat Initiatives by the Ministry of Housing and Urban Affairs, Government of India. The program focused on promoting cleanliness in various public areas like bus stands, railway stations, and river fronts to curb seasonal diseases. Their contributions were acknowledged under the Swachhata Hi Seva campaign.

3. Meri Maati Mera Desh Programme - Certificate of Appreciation

The "Meri Maati Mera Desh Programme" typically refers to an initiative or program that focuses on environmental conservation, land preservation, or cultural heritage in India. The activity is undertaken by Ministry of Youth Affairs and Sports and received certificate of appreciation for the NSS unit

4. Passing Out Parade - Certificate of Appreciation

The Certificate of Appreciation had been received from the Kerala State Youth Welfare Board for flood relief activity at Pariyaram and participating passing out parade in the Republic day at Thiruvananthapuram and Thrissur.

5. Azadi Ka Amrit Mahotsav - Certificate of Appreciation

The members of the NSS unit had participated in the Azadi Ka Amrit Mahotsav and received certificates of appreciation. The programme had given awareness on intellectual property and its rights to the students.

6. Kit Distribution - Certificate of Appreciation

The college NSS unit had a meaningful opportunity to serve the community by distributing Onam and palliative kits to those in need. Getting appreciation from the local governing body is a great recognition of the meritorious service provided by the NSS unit.

7. World Environmental Day and World Population Day - Certificate of Appreciation

The NSS unit of the college distributed saplings at S.N.U.P School in observance of World Environment Day. This initiative was well-received, and the school was commended for its environmentally-friendly efforts. Additionally, our unit participated in a quiz on World Population Day and achieved third place in the competition.

8. Food Packet Distribution and One day Visit to Anugraha Sadan .

The NSS unit members generously distributed food to those in need through the Padheyam initiative in Koratty. Additionally, they visited Anugraha Sadan with the aim of fostering kindness, love, and affection among students.

File Description	Document
Upload Additional information	View Document

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 46

3.4.3.1 **Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
27	14	2	1	2

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	**View Document**
Institutional data in the prescribed format	**View Document**
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

3.5 Collaboration

3.5.1

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

Response: 21

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	**View Document**
List of year wise activities and exchange should be provided	**View Document**
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	**View Document**
Institutional data in the prescribed format	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- **ICT – enabled facilities such as smart class, LMS etc.**

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

Nirmala College of Arts and Science strives to ingest the academic process with a unique method of meticulous, exquisite and ethical engagement. The college has excellent infrastructural facilities and also always try to blend academics with co-curricular and extra-curricular activities

Classrooms

No of Class Rooms : 48

No of ICT Enabled class room with LCD facility : 25

Seminar / Conference Halls

1 ICT Enabled Seminar Hall

1 Auditorium

1 Conference Room

Other Academic Facilities

Library

CCTV

University Exam Cell/Internal Exam Cell

IQAC room, Counselling centre

E-Waste & Scrap Room

Placement cell, Grievance cell/Anti Ragging Cell/ICC

IEDC, Yoga/Fitness Center

Research and Extension Center

Women Cell, Minority Welfare/SC/ST/OBC

Reprography Room

Audio Suite

Laboratories

Basic Programming Lab, Computer Lab I, Computer Lab II, Language Lab, Food Technology Lab,Chemistry Lab, Physics Lab, Front Office Reception, Bakery & Confectionery Lab, Basic Training Kitchen Lab, Food & Beverages Service Lab, Quantity Training Kitchen, Textile Processing Lab, Fabric Analysis Lab,Pattern Making & Draping Lab, Garment Construction Lab, Cad Lab,Housekeeping Demo Room, Audio Suite, Studio Room, Multimedia Lab, Electronics Lab

Sports Facilities

2 PlayGrounds for Volleyball, Football, Cricket, Handball, Throwball

Indoor Games

Gymnasium

Cultural Facilities

2 Open Stages for cultural activities

Nirmala College of Arts and Science, established in 2014 in Meloor, is a comprehensive institution offering a diverse range of undergraduate and postgraduate programs. The college has modern infrastructure and technology-assisted educational tools, including classrooms, seminar halls, two open auditoriums, computer laboratories, a digital library with uninterrupted Wi-Fi, cafeteria, media laboratories, electronic labs, food technology labs, laboratories for hotel management and culinary arts, an audio suite, studio, TV room, costume and fashion designing laboratories, and staff cabins.

The college has nine departments spread across three blocks, including administrative offices, seminar halls, and academic departments. Classrooms are spacious, ventilated, and well-equipped. The seminar hall is air-conditioned, equipped with projectors and sound systems, and the conference hall has facilities with 40-50 strength.

The college also has six computer laboratories with 281 systems, as well as other laboratories such as Food Technology Lab, Chemistry Lab, Physics Lab, Electronics Lab, Front Office Reception, Bakery & Confectionery Lab, Basic Training Kitchen Lab, Food & Beverages Service Lab, Quantity Training Kitchen, Textile Processing Lab, Fabric Analysis Lab, Pattern Making & Draping Lab, Garment Construction Lab, Housekeeping Demo Room, Audio Suite, and Studio Room.

The college offers playgrounds of area 48,600 and 16,200 Sq.ft for games like Volleyball, Football, Cricket, Handball and Throwball. It also has a digital library with modern facilities, a computerised system for book lending, and a copier facility.

The college provides amenities such as NSS rooms, canteen, power generators, medical facilities, transportation, counselling / mentoring cell, an IEDC and various cells including a yoga room. Each floor is equipped with coolers and power generators coupled with KSEB for uninterrupted power generation.

Nirmala College of Arts and Science utilizes advanced infrastructure, technology, and various activities to nurture the potential of its students, promoting skills training, practical sessions, seminars, workshops, industrial visits, and social events.

File Description	Document
Upload Additional information	[View Document](#)

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 24.9

4.1.2.1 **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
29.53	34.30	17.65	74.31	72.28

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

By collecting and organising information using advanced technologies, the library strengthens the processes of teaching, knowledge acquisition and research. The college has a library with an area of 3072 sq.ft with all modern facilities. The entire library is fully automated by software called KOHA library software. The college library is well stacked with 7049 textbooks, 933 E- Journals, 10 newspapers and 6 magazines. Reports based on several requirements like overdue list, items currently checked out, circulation report by date,Check in list by date, Accession Register category wise etc. can be generated from the KOHA report module.By using OPAC users could come to know that a particular book is available or not in the library. The library also has its digital set up with 300Mbps speed to access e-journals, ebooks and other online resources like DELNET, E-Shodhganga & ShodhSindhu. Delnet gives access to resources including E-journals, E-books, Articles, Institutional Repos. Entry and exit of each user is marked in the IN - OUT Management system of the Library using a barcode scanner. Each user should scan their ID Card at the time of entry and exit .

Facilities

Automated Library Management System(KOHA)

There is a well-equipped Digital Library available in the College. The entire library is fully automated by software called KOHA LIBRARY SOFTWARE. Reports based on several requirements like overdue list, items currently checked out, circulation report by date,Check in list by date, Accession Register category wise etc can be generated from the KOHA report module

OPAC (Online Public Access Catalogue)

OPAC facilitates dynamic searching of books which are not available in the library. Books can be accessed at different access points such as author, title, call number, accession number, keyword etc.

DELNET

DELNET provides access to one crore and fifty lakhs full-text e-books, e-journals and e-articles through knowledge gainer Portal. It also provides access to more than 3.8 crore catalogue records of books, journals, articles through Discovery Portal.

Institutional Membership

NDLI is a comprehensive platform that supports 10 widely used Indian languages, caters to all academic levels, disciplines, popular access devices, and differently-abled learners, ensuring seamless content storage and interface support.

Internet Facility

The Internet and Wi-Fi facility is available inside the library with high speed bandwidth connection.

Infrastructure & Technology

Library is fully equipped with sophisticated library furniture, good ambience and is fully automated.

Timing

9.00 A.M – 5.00 P.M

Data Repository

Previous year question papers, faculty publications and other publications of the college are available in the institutional repository.

User Awareness Programme

College provided an orientation to NDL club members about National Digital Library of India and NDLI club .

NDLI Club

The College Library's NDLI Club features a reader's Club.

Library Management System

Entry and exit of each user is marked in the IN - OUT Management system of the Library using a barcode scanner. Each user should scan their ID Card at the time of entry and exit. User statistics could be generated from the report module.

File Description	Document
Upload Additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

The college offers the newest hardware and software, along with a high-speed internet connection, to help students thrive academically and prepare for the workforce. Out of the 305 computers on campus, through its 6 Computer laboratories, which are equipped with 281 PCs for student usage, the College provides high bandwidth internet connectivity to its students. The lab-provided Intel(R) Core (TM) i5-4590 CPU @ 3.30 GHz 8 GB RAM 240GB SSD are regularly updated to meet the most recent specs. Across 6 computer laboratories, there are 281 computers with the newest hardware and software, projectors, and other amenities. Fabric analysis, textile processing, pattern-making and draping, garment construction, housekeeping demonstration room, audio suite, studio room, bakery and confectionery, basic training kitchen, food and beverage service, electronics, chemistry, physics, and food technology are some of the other laboratories. The 2 internet connections powered by BSNL Broadband connections each of 300Mbps and one powered by Kerala Vision of 200 Mbps are available.

College is equipped with well-versed media labs for the department of Multimedia including Multimedia Lab, Audio Suite and studio room. Language LAb is equipped with ETNL software. The audio suite which is a designated space for entertainment, conferences, meetings, training sessions, and multimedia presentations helps to create an environment that is conducive to the effective delivery and reception of audio and video content. The studio has the best editing and recording equipment and software for all your audio-visual production needs like Create and edit audio, Create and edit cartoons, animations, and graphics, Produce and edit movies, Create podcasts, Record your own presentation on video and Plan virtual meetings. With the help of these tools, students can take advantage of possibilities for experiential learning that are essential to the media industry.

Common data archiving is managed AWS cloud services.

The college library has automated the check-in and check-out process of staff and students. CCTV cameras are installed throughout the campus to ensure safety of students at all times. Learning Management System through Linways ERP software is used to deliver study materials and assignments to students. Google Meet and Zoom platforms are used for online classes, conferences, seminars and workshops and firewall services are used to monitor data security. The IT department provides various licensed and open-source software in all the labs with necessary hardware up-gradations needed for the new software support. The IQAC room is facilitated by computer systems, colour printer, photocopier, scanner and LCD projectors are provided in classrooms providing students with the latest technological resources they need to achieve their academic goals.

File Description	Document
Upload Additional information	[View Document](#)

4.3.2

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

Response: 5.65

4.3.2.1 **Number of computers available for students usage during the latest completed academic year:**

Response: 242

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 20.89

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

2022-23	2021-22	2020-21	2019-20	2018-19
56.22	25.76	76.15	27.17	6.04

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 73.89

5.1.1.1 **Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
967	883	1072	808	678

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

    1. Soft skills
    2. Language and communication skills
    3. Life skills (Yoga, physical fitness, health and hygiene)
    4. ICT/computing skills

Response: D. 1 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 66.36

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

2022-23	2021-22	2020-21	2019-20	2018-19
709	695	702	969	884

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

1. **Implementation of guidelines of statutory/regulatory bodies**
2. **Organisation wide awareness and undertakings on policies with zero tolerance**
3. **Mechanisms for submission of online/offline students' grievances**
4. **Timely redressal of the grievances through appropriate committees**

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 64.91

5.2.1.1 **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
261	286	205	142	127

5.2.1.2 **Number of outgoing students year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
285	400	377	284	227

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	**View Document**
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	**View Document**
Institutional data in the prescribed format	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

5.2.2

Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 7.79

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	17	8	1	3

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	**View Document**
Institutional data in the prescribed format	**View Document**

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/ cultural activities at University /

state/ national / international level (award for a team event should be counted as one) during the last five years

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

5.3.2

Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 16

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
20	18	6	19	17

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

ALUMNI ASSOCIATION OF NIRMALA COLLEGE OF ARTS AND SCIENCE, THIRIKE

Nirmala College of Arts and Science have a huge number of pass-out students ever since its inception in 2014. Alumni Association is administered by an Alumni Committee and it is very active in promoting interactions and mutual support among the alumni, staff and the management. Our alumni lends its support to the college, to achieve its cherished goals, vision and mission.

Roles and Responsibilities

1. Fostering Networking: Facilitating connections and networking opportunities among alumni for personal and professional growth.

2. Supporting Current Students: Providing mentorship, internships, job opportunities, and scholarships to the current students.

3. Promoting the Institution: Serving as ambassadors for the college, promoting its reputation, and supporting its initiatives and extended activities.

4. Continued Learning: Organizing events, workshops, and seminars to facilitate lifelong learning and skill development among alumni.

5. Social Engagement: Hosting reunions, social events, and gatherings to maintain relationships and a sense of community among alumni.

6. Fundraising: Supporting the college through fundraising initiatives, donations, and sponsorships for various programs and projects.

7. Career Development: Offering career counselling, job placement assistance, and resources for career advancement for the students.

8. Community Service: Engaging in philanthropic activities and community service projects to give back to society and uphold the values of the college.

9. Alumni Communication: Maintaining communication channels such as newsletters, social media platforms, and alumni directories to keep alumni informed and connected.

10. Lifelong Engagement: Cultivating a sense of pride, loyalty, and commitment to the alma mater among alumni, encouraging lifelong engagement with the college community.

Supports by Alumni Association

? Alumni members have instituted merit scholarships for the students.

? Alumni contribute to the extension activities of the college.

? The alumni rendered its services to several social activities like flood relief activities during Kerala Floods 2018, 2019.

? Alumni members serve as the members of Boards of Studies of various academic programmes and helps to revamp the teaching-learning process.

? Alumni members support our college during seminars, intra & intercollegiate fests.

? Regular interactive sessions with alumni are arranged in all the departments in the form of induction programmes, technical inputs, career orientations, talk-shows etc.

? Alumni are a very active forum for discussions, and lateral placement support.

? Pre-placement training programmes are arranged for the students by our practicing professional Alumni.

File Description	Document
Upload Additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

Vision:

- To become a name synonymous with excellence in higher education through consistent and all-encompassing knowledge management

Mission:

- To Provide quality education through state of the art infrastructure with qualified and experienced faculty
- To promote continuous and comprehensive learning inclusive of innovation in core and emerging areas beyond curriculum limit.
- To promote industry-institute collaborative activities to exchange expertise with elite business and academic institutions.
- To imbibe ethical and human values among students by instilling them a sense of social responsibility

Nature of Governance:

The College Council is the supreme governing body which is responsible for the overall academic and administrative functioning of the institution. The role of the Academic Council is to promote the quality of academic process and procedures of the institution. It includes the Chairman, Chairperson, Principal, all the heads of the departments, administrative representatives and external members.

Decentralisation and Participation in Institutional Governance:

The decentralisation and participative management of the institution gives ample freedom and flexibility to the staff. Institutional governance, decentralisation and participative management play a crucial role in fostering a collaborative and dynamic work environment. These approaches not only empower staff by granting them greater autonomy but also enhance organisational effectiveness.

Participative Leadership in Academics

- **Academic Coordinator:** Academic coordinator is responsible for aligning academic standards, curriculums and teaching methodologies and ensures educational excellence.
- **The Head of Department (HOD):** HODs oversee the academic programs and operations within

their department, ensuring alignment with the college's mission and goals.

Participatory Leadership in Student Affairs

- **Director of Students Experience:** Oversees student support services, ensuring students receive guidance and assistance throughout their academic journey.

- **General Coordinator:** Plans and organises extracurricular events and activities to enrich the student experience.
- **Anti-Ragging Committee**: Monitors and prevent any form of ragging in the campus
- **Placement Cell**: Bridge between the students and potential employers to provide career guidance, training, and placement services to the students
- **Grievance Redressal cell**: Aims to look into the complaints lodged by any student and redress it as per requirement
- **Internal Complaints Committee**: ICC meets on a need basis to address any complaints from students, teaching and nonteaching members and takes necessary action.

Participatory Leadership in Administration

- **Internal Quality Assurance Cell (IQAC):** IQAC plays a pivotal role in college by ensuring and enhancing the overall quality of education, research, and administrative practices
- **Exam Cell:** The prime responsibility of the Examination Cell is to conduct all the examinations (both internal and external examinations) in a fair manner.

Clubs and Cells: The ultimate aim of clubs is to help students build confidence, develop communication skills, and explore new interests. The main aim of Cells is to address the genuine problems and complaints of the students. The cell is open for all students for voicing their grievances regarding academic matters, financial matters, library and other services. It includes Women Development Cell, Anti Drug Cell, Anti-Narcotic Cell, OBC cell, Caste Based Discrimination Prevention Cell, Gender Equality Cell, Minority Cell, Mentoring Cell and Exam Cell

File Description	Document
Upload Additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

The institution works with the aim to foster societal transformation and advancement through a robust

educational framework and enriching student experience. Academic excellence is a pursuit that lies at the core of education, reflecting the highest standards of achievement and performance in academics. Excellence is a fundamental value at the college, with both faculty and students consistently striving to excel in curricular, co-curricular, and extracurricular activities year after year.

1. Perspective Planning- Vision for Excellence

The ultimate vision of our institution is to become a name synonymous with excellence in higher education through consistent and all - encompassing knowledge management.

- Academic excellence with the integration of ICT and innovative teaching learning methodologies by fostering a research oriented approach.
- Promote effective governance and leadership by ensuring participative management.
- Implement and maintain an effective Internal Quality Assurance System.
- Promote effective and transparent governance.
- Promote holistic development and active participation of students in curricular as well as extracurricular activities.
- Promote Faculty Development Programmes and Welfare Measures.
- Strengthen interactions and partnership with industries through MoUs, incorporating industry needs into curriculum, career guidance, setting up innovation centres, Industry Interaction Cell, internship, training and industry projects.
- Promote entrepreneurship among students and faculty.
- Strengthen alumni engagement and contributions.
- Engage in community services and outreach activities
- Enhance and modernise physical infrastructure
- Gain membership in professional bodies and establish local chapters
- Promote student support and development centres
- Foster research and academic ambience

2. Administrative setup, Policies and Procedures

- Governing Council: The council is responsible for all policy decisions related to course offerings, staff recruitment, performance appraisals, service conditions for both teaching and non-teaching staff, and the conduct of academic and non-academic activities for staff and students. It consisits of Management members, Principal, External Members.
- The Academic Council: It is the highest academic body of the College and is responsible for the maintenance of standards of instruction, education and examination within the College.It includes the Chairman, Chairperson, Principal,all the heads of the departments, administrative representatives and external members.
- The Internal Committees:The committees address complaints such as discriminatory behaviour and sexual harassment lodged by any member of the college. The committee also advises the authority to take necessary remedial actions including punishment against the offender.

3. Appointment and service rules

- **Recruitment Procedure**: Based on the vacancy reports from each Departments, HR initiates the recruitment procedure. Details of the vacancies will be given in the college website and the leading newspapers. After the initial screening of the candidates profile, they will be called up for

a direct interview followed by the interview of the management.

- **Service Rules**: An employee handbook helps employees get acquainted with everything they need to be successful and safe in the workplace. It also includes service rules and conditions, code of conduct, roles and responsibilities.

File Description	Document
Institutional perspective Plan and deployment documents on the website	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

Response: B. 3 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

The college values the contribution of its employees for the development and progress of the institution.

1. **Monetary Welfare Measures**

The institution has a budgetary allocation for the welfare of employees. The monetary welfare measures are enlisted below:

- Maternity leave
- Advance salary facilities
- Fee Concession is provided for the children of faculty pursuing higher education in the institution
- The institution provides financial support to faculty for attending conferences, workshops, FDPs, refresher and orientation courses
- Hostel facilities are provided for the students and faculties of the institution
- Subsidised transportation for all Faculty members
- Employees State Insurance for the Faculty members
- On successful completion of PhD or M.Phil degree institution provides increment to staff
- Annual increment for faculty and staff based on career advancement scheme.
- Incentive for academic excellence for getting 100% pass percentage

1. **General welfare measures**

The college offers several welfare measures for Teaching and Non-Teaching staff.

- HR Connect: It empowers employees to voice their opinions, concerns, and suggestions by creating platforms for open dialogue, feedback, and recognition.
- The college provides a variety of leave benefits to all employees:

i. Casual Leave (CL)

ii. Religious Holiday (RH)

iii. Maternity Leave (ML)

iv. On Duty Leave (OD)

- To enhance the research skill and domain knowledge, the institution organises National / International Level Faculty Development Programmes, Seminars and workshops for the teaching and non teaching faculty.
- Administrative training programmes are organised periodically.
- The institution organises special programmes for the teaching and non-teaching staff on occasions like Birthday celebration, Teachers Day, Onam celebrations, Christmas celebrations, Fun Saturdays.

1. **Performance Appraisal System**

- The performance appraisal system is applicable to academic and administrative staff of the college.
- The HR defines the goals and targets for the staff with their roles and responsibilities. At the end

of the year the staff performance is evaluated based on the desired targets.

- HR initiates the appraisal process by circulating the appraisal form and the same will be reviewed and rated by the respective reporting authority.
- The self-appraisal form is evaluated by the Head of the Department and forwarded to the Principal. Further it is evaluated by the Principal and forwarded to HR.
- Based on the overall rating the staff's performance will be appraised and increment given accordingly.

File Description	Document
Upload Additional information	[View Document](#)

6.3.2

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

Response: 62.8

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**

2022-23	2021-22	2020-21	2019-20	2018-19
57	35	40	30	22

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[View Document](#)
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 64.32

6.3.3.1 **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
75	61	50	59	56

6.3.3.2 **Number of non-teaching staff year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
35	35	35	35	35

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the certificates of the program attended by teachers.	[View Document](#)
Annual reports highlighting the programmes undertaken by the teachers	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from

various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

1. Mobilisation of Funds:

The Management of the institution monitors the process of mobilisation of funds. The main source of revenue is primarily through the Semester Fees of the students. The generated funds are utilised for the conduct of various College Activities, for the development of infrastructure facilities, for the welfare of staff and students on request and approval from the Management and Principal. A transparent planning of budget lends a helping hand to the mobilisation and optimal utilisation of funds.

- The College has been a Self-Financed Higher Educational Institution since its inception. Any kind of financial assistance is not received from the Union or State Governments.
- The College premises and facilities are granted for the conduct of Competitive Examinations at a nominal charge.

2. Internal and External Audit

Internal and External Audit strive to deliver accurate and reliable information regarding the financial management of the institution. It is carried out by the Council and Authorised Signatories, who are responsible for overseeing the allocation of funds.

The Internal Financial Audit of the institution was conducted and they ensured that all the procedures and guidelines set by the College Council and Authorised signatories are strictly adhered to while carrying out the transactions. The External Financial Audit was conducted by SGS & Company Chartered Accountants. The final report will be given by the auditors along with the balance sheet .

3. Optimal Utilisation of Resources

The utilisation of funds is under the strict control and monitoring of the Finance Committee.

- The budget allocation has been optimally utilised for remuneration for employees
- The fund allocation for the upgradation of academic facilities.
- The funds allocated for the creation and maintenance of infrastructural facilities are utilised optimally.
- Budgetary allocation is made for staff welfare measures
- Prepare annual estimates of income and expenditure
- All departments propose their annual financial plans based on academic planning to the finance committee to achieve educational purposes and objectives
- Budgetary provisions are made to conduct various academic activities such as seminars, conferences, workshops, FDPs, trainings, ATPs, guest lectures and other curricular activities
- Extension activities are effectively carried out utilising the funds provided by the institution.
- Optimal utilisation of laboratories, library facilities and infrastructural facilities
- Adequate fund allocation is made for sports, games and cultural activities.

- Fund allocation for the subscription of journals and periodicals
- Fund allocation for institutional scholarship.
- Fund allocation for advertisement and cleaning.
- Fund utilisation for waste management
- Fund allocation for Software updates.
- Fund Support for the physically handicapped.

File Description	Document
Upload 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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

The following are the significant contributions made by the IQAC for institutionalising the quality assurance strategies and processes.

- **Student Induction Programme**: Attending the induction programme helps the students to familiarise with the college campus, academic, co-curricular and extra-curricular activities in the college. All students, regardless of their admission stage or timing, are required to attend the induction program
- **Bridge Course**: This is a short term programme designed to impart the basic knowledge required for the courses which the students are going to learn in a particular semester. It is conducted two days before the commencement of regular classes in the first and third semester from the academic year 2022- 2023. The Department Heads prepared the schedule for the course in which the entire session was handled by respective course instructors to ensure the effectiveness of the course. Syllabus, content, study materials and assessment were given to the students.Students were monitored and evaluated on their academic level in the specified area both before and after the Bridge Course. Feedback of the course was collected and suitable action was taken.
- **Outcome Based Education** (OBE): OBE ensures design of the curriculum, instruction and assessment to achieve the stated learning experiences. The learning outcomes of OBE are curriculum, the global standard of education, industrial experiance, skill development and holistic development. Course Outcomes are attained through Continuous Internal Assessment and feedback from students. Programme Specific Outcomes (PSOs) and Programme Outcomes (POs) are achieved and demonstrated through the integration of course components and Course Outcomes (CO). The mapping is done between CO and PO in order to achieve the programme level attainment.
- **Teaching Pedagogy**: The institution strives to offer academic excellence through adopting

student centric methods like learning-by- doing and problem solving techniques. Learning-by-doing helps the students to connect theories and knowledge learned in the classroom to real-world situations. Problem solving techniques help to improve students ability to make decisions, communicate effectively, be more creative, and boost confidence. Moreover the institution provides ICT enabled classrooms which gives students opportunities for effective learning. **Feedback Analysis and Evaluation:** It provides the opportunity for ongoing performance improvement. It prevents performance from going off track or becoming misaligned, wasting valuable time, energy or resources. Appreciative feedback and evaluation builds someone's sense of being valued. It ensures quality of teaching and learning in the institution.

- **Academic and Administrative Audit (AAA):** It is conducted once in every year hereby the institution gets an opportunity to understand the shortcomings and improve the quality of academic and administrative process as per the standard operating procedures.
- **Linways- Learning Management System:** It is an advanced method which supports collaborative learning, creating and delivering learning materials, generating reports, student notifications etc..

File Description	Document
Upload Additional information	[View Document](#)

6.5.2

Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: B. Any 3 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[View Document](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)	

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

Addressing gender equity involves taking proactive steps to ensure fairness and equal opportunities for people of all genders. Nirmala College of Arts and Science aims at the well-being and betterment of the students. We, being a college of more than 1500 students, both boys and girls, ensure to provide gender equity for all. The college's core values, policies and activities aim at ensuring gender equity and empowering girl students.

Institutionalization of Gender Equity

- Nirmala College of Arts and Science aims to provide gender equity, opportunities and rewards to all of its students disregarding gender and promises women empowerment. The activities organized in the institution constantly motivates all the students irrespective of their gender to come forward in the front line of the society.
- Our college union has representations from both the genders. And every student is warmly welcomed to work with the college union.
- Adequate facilities are provided for all the students for their health related concerns and sanitary related measures are taken to ensure the safety of girl students.
- Women's Cell is initiated to create a space where women can come together to support, empower, and advocate for each other's rights and interests.

1. **Gender Sensitization**

- University of Calicut offers CSS (Compulsory Social Service) activities as a part of university curriculum (University of Calicut) to all our students. This promotes our students to be socially committed and it also enables all our students, both boys and girls to work in the front row of the society.
- Nirmala College of Arts and Science has a women cell to ensure the empowerment of our students.
- Self- defense programs are organized in association with nearby police stations for the students to be more self-reliant and confident.
- Representation of both genders at leadership in all levels is committed to promoting gender equity and incorporates it into organizational values and culture.
- Nirmala College of Arts and Science includes various cultural and traditional art forms and competitions to generate an awareness on gender equity and by ensuring the active participation of all students.

- Women's day is celebrated in all the years and the women with appreciable achievements are honored and remembered.

1. **Facilities for Women Students**

- Women Cell ensures a safe environment.
- CCTV surveillance and full-time security team is employed.
- Record Entry of Visitors is employed at the Main Gate.
- Prevention of Sexual Harassment and Anti-ragging measures opted by the institution.
- Sanitary Napkin Dispenser and an incinerator are installed in the girls washroom.
- Both male and female students have access to common spots in the campus, where they can hang out during downtime.
- Women empowerment programmes are organized.
- Sick Room and First Aid Kit is available.
- Counselling and mentoring assist the students in addressing the student stress, career advice and family concerns, so the college has set up a student counselling room.
- Fitness and Health training programmes conducted.
- For emergency situations, medical care of Public Health Centre is utilized.

File Description	Document
Upload Additional information	[View Document](#)

7.1.2

The Institution has facilities and initiatives for

1. **Alternate sources of energy and energy conservation measures**
2. **Management of the various types of degradable and nondegradable waste**
3. **Water conservation**
4. **Green campus initiatives**
5. **Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

1. **Green audit / Environment audit**
2. **Energy audit**
3. **Clean and green campus initiatives**
4. **Beyond the campus environmental promotion activities**

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency	[View Document](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)
Certificates of the awards received from recognized agency (if any).	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of

students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Nirmala College of Arts and Science makes a conscious effort to foster a culture that all staff members and students, regardless of their unique demographics, appreciate seeking equal opportunity to participate, supported with equitable access to resources. Tolerance towards cultural, regional, linguistic, communal, socio-economic approaches are entertained by academic and administrative efforts. Through catchy initiatives and events, students and faculties collaborate to cultivate an atmosphere of mutual understanding, empathy, and respect.

Harmonious Approach to Communal/Cultural Arena:

Communal, cultural arenas involve a blend of respect and understanding.

- **Hola Nirmalites:** An Opening Day Ceremony which was conducted in such a fashion to make the newcomers aware of this approach.
- **Communal Celebrations**: Vishu, Onam, Eid which are our communal celebrations were held in the campus with grand pageantry emphasizing this attitude.
- **Dhwanika:** Art Day forms are given due importance through which are conducted not only to entertain but also educate and preserve Kerala's cultural legacy, captivating audiences with their beauty and storytelling prowess.
- **Communal Festivities**:We have associated with local communal festivities like Chalakudy Church Feast to create awareness of its importance, by way of religious harmony, to our students.
- **Aaravam:** To entertain our students by a breath-taking performance by the band "Thaikkudam Bridge"
- **Utsav**:Nirmala College of Arts and Science celebrated Kerala Piravi Day titled "Utsav" on 1st November, 2022 with marked pomp, color and festivity.

Promoting Linguistic, Socio-Economic Development:

- Seminars, webinars, workshops, social activities by various departments, talk shows /tea chats including celebrities were few among many with the intention of promoting socio-economic development.
- Shri. Tushar Arun Gandhi, author and great-grandson of Mahatma Gandhi and Kasturba Gandhi was at our campus as the spokesperson of 'Conversations at Nirmala' on 7 March 2022.
- **Varghese Vattoly Memorial Scholarship (VVM)** Programme helps to alleviate socio-economic barriers especially financial constraints and promote access to quality education.
- **Digital Learning Platforms** are set to utilize online resources and apps to make language learning accessible and engaging.
- Linguistic Training sessions were conducted by the Department of English to meet the needs of students in language improvement. Addressing linguistic diversity through literary competitions in English, Malayalam, Hindi, to encourage proficiency and cultural appreciation.
- Blood donation camps were conducted by our NSS unit and the volunteers attended this with much enthusiasm, including hospital visits.

Sensitization of Constitutional Values and Rights:

- Sensitization of constitutional values and rights involves educating, raising awareness among citizens about principles and rights enshrined in the constitution of a country.
- Students participated in college elections held on November 1, 2023. *The Electoral Club* ensured smooth conduct of the same.
- Human Rights Day, Ambedkar Day, Independence Day and Republic Day were observed.

In essence, our college campus stands as a beacon of harmony, inclusiveness and civic engagement. Through our collective efforts, we strive to cultivate an environment where diversity is celebrated, differences are respected. Personalities are made here to thrive and contribute positively to the society.

File Description	Document
Upload Additional information	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

Best Practice 1: Nirmala Cares

Introduction:

"Nirmala Cares" is an initiative by Nirmala College of Arts and Science which supports students in their educational journey by providing necessary assistance. Nirmala Students Support System (NSSS), is an initiative of Nirmala Care to promote the well being of students and engage them in social service activities to foster social responsibility. It provides students with books, stationery, medicines, medical aids, uniforms, and other essential items, ensuring their well-being. A notable project under this initiative is "Sahapadikkoru Veedu," which helps co-students build decent houses. All assistance is provided with utmost confidentiality, and the management, teachers, and students collaboratively ensure effective service delivery.

Objectives:

Catalyze sustainable change in the lives of all societal sections.

Equip students with values of social responsibility through community-level social awareness.

Mold responsible citizens.

Instill a readiness to respond to humanitarian causes.

Develop leadership qualities.

Foster compassion, love, cooperation, charity, and empathy.

Context:

The modern world's focus on individualism and professionalism has reduced the space for empathy and support for others. Nirmala Cares aims to revive these values through its various social service programs, emphasizing charity, compassion, and a sense of belonging to society and the nation. The initiative aligns with the college's mission to contribute to the community through continuous social service activities.

Practice:

Nirmala Cares is integral to the college's teaching/learning exercise, with time allocated in advance for activities. Different departments identify needs, plan required help, and execute charitable actions in liaison with the management. Programs are led by designated teachers with student cooperation assured. Information about these activities is disseminated through brochures, notice boards, and circulars.

Key Initiatives:

Nirmala Student Support System: Supports students facing financial difficulties by providing books, stationery, medicines, and uniforms.

Spreading Smile: Distributes cakes during celebrations like Christmas to the needy.

Providing Kits: Distributes kits containing food and household items during festivals and natural calamities.

Medical Expenses: Offers financial assistance for medical expenses to those in need.

Financial Support: Provides housing support to staff and needy community members.

Health Awareness Campaign: Organizes health awareness classes and training sessions at the panchayat level.

Evidence of Success:

The initiative has seen enthusiastic participation from students, leading to notable achievements and positive feedback from beneficiaries. Commendations from institutional leaders, public figures, and government officials further validate the program's success. Improved living conditions and satisfaction among beneficiaries highlight the initiative's impact, instilling virtues like compassion, love, cooperation, charity, and empathy in students.

Challenges and Resources Required:

Challenges include raising awareness about community socio-economic conditions, maintaining student motivation, and managing time and resources. Essential resources include committed staff, coordination with local authorities, and infrastructure support.

Best Practice 2 : Follow Your Passion

Introduction:

"Follow Your Passion" is an outreach program by Nirmala College of Arts and Science, showcasing departmental training activities, workshops, live demonstrations, and career guidance. It aims to customize education to individual interests, promoting comprehensive development. The program includes practical skill-building sessions in areas like flower making, craft making, and food preparation, benefiting various communities and schools.

Objectives:

Enable students to participate in activities that bring happiness and meaning.

Ignite passion in students to overcome challenges.

Encourage young minds to pursue their passions.

Assist students in setting and achieving clear goals.

Align careers with genuine interests and passions.

Context:

Implementing "Follow Your Passion" involves addressing challenges such as balancing academic and extracurricular activities. The program nurtures students' inner passions, helping them achieve life goals that benefit society. It aligns with global educational trends and respects India's socio-cultural context, which often prioritizes academic pursuits.

Practice:

The college supports students' journey of self-discovery and passion pursuit through a wide array of academic courses, extracurricular activities, and mentorship programs. Various tools, such as interactive sessions, motivational talks, and reference books, help students identify and nurture their passions. Grouping students with similar interests and highlighting successful case studies further enhance the program's effectiveness.

Key Initiatives:

Tech Triage Event: Familiarize basic computer hardware components by Department of Computer Science

Tech Tune-Up: Troubleshooting and hardware familiarization by the Department of Computer Science

Designs cape: Igniting creative minds by the Department of Costume and Fashion Designing

Tour Whiz: Unlocking secrets of travel and tourism by the Department of Travel and Tourism Management

Pure Plate: Educating for safe and adulteration-free food by the Department of Food Technology

Explore Your Options: Integrated training for higher education by Department of Commerce

MR. SANDWICH: Crafting Flavors by the Department of Hotel Management

MENTOR MINGLE: Knowledge and inspiration by the Department of English

Evidence of Success:

The initiative has led to increased student engagement, improved academic performance, and reduced dropout rates. Participation in extracurricular activities has risen, indicating acceptance and enthusiasm. The establishment of specialized facilities supports diverse talents, reflecting the institution's commitment to holistic development.

Challenges and Resources Required:

Challenges include faculty development, balancing academic rigor with passion pursuits, and strategic communication. Resources needed include infrastructure, faculty development programs, awareness initiatives, networking opportunities, and community engagement resources.

Conclusion:

Both initiatives—Nirmala Cares and Follow Your Passion—aim to create a supportive and enriching educational environment, promoting social responsibility and individual passion. While they pose challenges, the positive impact on students and the community underscores their importance and success.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Institutional Distinctiveness

Moulding the Future Life Through Holistic Approach

Nirmala College of Arts and Science is dedicated to fostering the holistic development of its students through a comprehensive educational approach that extends beyond the traditional curriculum. The institution prioritizes student-centric and student-directed activities to uncover and nurture the hidden talents within each student. By prioritizing intellectual, cultural, social, moral, and physical competencies, the college ensures that students are well-rounded individuals prepared to contribute meaningfully to society. Nirmala stands out among others through the resources it offers, such as internship, career opportunities, study abroad programs and collaboration with industry stakeholders or community partners.This singular focus has guided the college to channel all its efforts purposefully, aiming towards four distinct realms of influence: **Viveka, Sanskriti, Dharma, and Shakti.**

VIVEKA

Rooted in the wisdom of viveka, the college fosters intellectual growth through a range of curriculum-integrated activities meticulously crafted to enhance students' expertise and insight.

Vision: "To empower students with critical thinking and innovative skills, cultivating an environment of intellectual curiosity and fostering academic excellence."

Mission: "To create a dynamic learning environment that integrates rigorous academics, interdisciplinary approaches, and diverse global perspectives, ensuring students are well-prepared to thrive in an ever-changing global landscape."

- **Signature Show**: This exclusive Fashion Show organized by the Department of Costume and Fashion Designing, provides a platform for students to showcase their creative design skills in different fashion styles and trends, allowing them to apply their theoretical knowledge into practical settings.
- **Emerge 2022**: International webinar series featured with speakers from prestigious institutions and universities, mainly from UK, USA, Italy, Netherlands, France, Switzerland, Malaysia, UAE, and Greece, held on 16th to 28th September, offer students a great deal of exposure to global perspectives and narratives.
- **Food Label Designing and New Product Development**: organized by the Department of Food Technology, where students develop innovative product **SAFE PLUS**, an organic pesticide remover.
- **Anweshan and Untangle**: organized by the Department of Computer Science, designed to enhance technical skills through problem-solving to identify syntax errors and logical errors.
- **Dramatic Personae**: conducted by the Department of English showcasing face art, presenting popular literary figures to explore different aspects of literature and art.
- **Sarg**: Department of Multimedia hosted an open air film festival to provide a platform for emerging student filmmakers to exhibit their creations to a wider audience.

In addition to these events, our institution hosts **Expo'22, Binario'22,** and **Invoke'23,** spearheaded by the departments of Costume and Fashion Designing, Computer Science and Commerce. **Skill development**

courses, internships, exhibitions, placements, and **workshops** were designed to immerse students in real-world scenarios, fostering practical skills and industry insight.

SANSKRITI

The college emphasizes the importance of sanskriti by facilitating students to effectively interact and collaborate with diverse backgrounds. These activities foster an appreciation for cultural diversity and promote inclusiveness.

Vision: "To promote cultural understanding, appreciation, and inclusivity among students, celebrating diversity and nurturing a global citizenship mindset."

Mission: "To provide enriching opportunities for students to actively engage with diverse cultural traditions, languages, and perspectives, fostering empathy, respect, and collaborative spirit in a multicultural society."

- **Dhwanika**: Arts Day celebration of talent, culture, and creativity. This event provides a platform for students to enjoy and showcase their artistic talents and cultural heritage, fostering a sense of pride and identity.
- **Kerala Piravi**: An event honoring the rich cultural heritage of Kerala. This celebration includes various cultural programs that highlight the traditions and values of Kerala, promoting cultural awareness and appreciation.
- **Mega Thiruvathira**: A vibrant cultural event involving both students and teachers. This event promotes cultural unity and teamwork, as participants come together to celebrate a traditional dance form.

DHARMA

Nirmala College instills dharma in students through various community service activities. These activities encourage students to engage with and contribute to their communities, fostering a sense of responsibility and empathy.

Vision: "To cultivate compassionate and socially responsible individuals who actively contribute to community welfare and global harmony."

Mission: "To inculcate ethical values, empathy, and a sense of civic duty in students through community service initiatives, nurturing leadership qualities and fostering positive societal contributions."

- **Visits to Orphanages and Old Age Homes**: These visits provide students with an opportunity to give back to society and learn about the challenges faced by different segments of the population.
- **Chai Project**: A new venture started by Nirmala College of Arts and Science promoting aesthetic and social values, and community engagement.
- **Conversations at Nirmala**: This is an open interaction with eminent personalities having broader worldviews. These conversations offer students insights into various fields and inspire them to think critically about their own goals and aspirations.
- **Pre-monsoon Cleaning and Plastic Removal Programs**: As part of our social responsibility, collaborative efforts with Meloor Panchayath were undertaken to enhance the local environment.
- **Blood Donation Camps**: It is organized under the guidance of NSS to promote health

community service.

SHAKTI

College physical competencies encompass the skills and abilities students develop through physical education, wellness initiatives, sports teams, and recreational activities. The goal is to enhance overall well-being, infusing a sense of Shakti (strength and empowerment) in students to prepare them for future challenges.

Vision: "To promote holistic well-being and physical fitness among students, emphasizing the importance of a healthy lifestyle."

Mission: "To provide opportunities for students to engage in physical activities, sports, and wellness programs that foster physical fitness, teamwork, and personal development."

- **FIFA World Cup Celebration**: FIFA World Cup Celebration to foster team spirit and unity among students, celebrating the diversity of teams in the tournament.
- **International Yoga Day**:International Yoga Day was celebrated in the integrated campus,with the academic application of the principle of "**esprit de corps**" while learning the fundamentals of yoga.
- **Sports Day**: The student body is grouped into 4 houses such as Valinor, Kaizen, Titans and Vincere, where opportunity is given to students to compete in various sports competitions on Sports Day.
- **Fitness Zumba Training**: It promotes a healthy lifestyle among the students. Zumba class has relatively fast-paced music that can help to build the endurance of students.

File Description	Document
Appropriate web in the Institutional website	[View Document]()

5. CONCLUSION

Additional Information :

Nestled in the scenic plains of Chalakudy, Nirmala College of Arts and Science (NCAS) emerges as a distinguished center for academic and personal development. Affiliated with the University of Calicut and recognized by the Government of Kerala, NCAS offers a diverse array of undergraduate and postgraduate programs aimed at fostering academic excellence, personal growth, and professional readiness.

Established in 2014, NCAS proudly continues the legacy of the renowned Nirmala College Chalakudy, which has been a cornerstone of higher education since 1954. This extension of the original institution upholds a tradition of educational excellence, dedicated to equipping students with the skills needed to thrive in a dynamic global environment. The college offers over a dozen undergraduate programs and two postgraduate programs, demonstrating its commitment to providing comprehensive educational opportunities.

The campus features modern infrastructure and cutting-edge technology, enhancing its holistic approach to education. At NCAS, students benefit from a dedicated faculty comprising experienced educators and enthusiastic young professionals, all focused on fostering both academic and personal growth. The college integrates rigorous academic training with a broad range of extracurricular and co-curricular activities, promoting a well-rounded educational experience.

Beyond traditional classroom learning, NCAS provides a wealth of additional opportunities for students. These include practical sessions, seminars, workshops, industrial visits, and internships, all designed to enrich students' educational journeys. The development of soft skills is also a priority, with students engaging in group discussions, presentations, and active participation in various clubs and cultural events. This multifaceted approach ensures that graduates are not only academically proficient but also socially responsible and ethically grounded.

NCAS is also committed to robust placement support and effective communication with parents; ensuring students receive the guidance needed to successfully transition into their careers. This extensive support system is crafted to help students navigate their educational paths and achieve professional success.

Emphasizing the creation of a vibrant, ethically sound, and professionally skilled student community, NCAS warmly invites prospective students and their families to join its tradition of excellence and growth.

Concluding Remarks :

In conclusion, Nirmala College of Arts and Science (NCAS) emerge as a distinguished institution dedicated to shaping the future of higher education. Established in 2014 and affiliated with the University of Calicut, NCAS has swiftly positioned itself as a leader in providing a comprehensive and forward-thinking educational experience. Situated on an eco-friendly campus in Kunnappilly, Meloor, the college boasts an array of modern facilities that foster both academic excellence and personal development.

NCAS is unwavering in its commitment to delivering a robust educational foundation while addressing the evolving needs of the 21st-century learner. Its diverse range of programs, including M Com, MTTM, BCA, BBA, and specialized B.Com degrees, alongside BA and B.Sc. programs in fields like Multimedia, Computer

Science, IT, and Costume & Fashion Designing, reflects its dedication to providing students with a well-rounded education. The college's emphasis on skill development through programs such as ACCA, Logistics and Supply Chain Management, Aviation and Airport Management, IATA, Artificial Intelligence, Machine Learning, Cyber Security, Full Stack Development, and Data Science and Analytics, ensures that students are equipped with the skills needed to excel in a competitive and ever-changing global landscape.

The flexibility of NCAS's skill development initiatives allows students to earn specialized credentials while pursuing their graduate studies, with each course evaluated for its relevance and market longevity. This commitment to continuous improvement and alignment with industry standards is further strengthened by the expertise of the college's experienced instructors.

NCAS's strategic collaborations with leading companies provide students with valuable internship opportunities and facilitate prestigious placements both within India and internationally. The college's vibrant intellectual environment, enriched by a variety of seminars, workshops, and lectures, complements its hands-on approach to skill enhancement through creative and entrepreneurial activities.

Ultimately, Nirmala College of Arts and Science epitomizes a holistic approach to education, blending academic rigor with practical skill development. By preparing students to navigate and thrive in a dynamic global environment, NCAS truly embodies the essence of modern higher education excellence, guiding its graduates toward successful and fulfilling careers.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : 50 Answer After DVV Verification :38
1.2.2	*Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years* 1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>917</td><td>701</td><td>440</td><td>787</td><td>453</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>648</td><td>685</td><td>135</td><td>637</td><td>377</td></tr></table>
1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)** 1.3.2.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 1050 Answer after DVV Verification: 1041
1.4.1	*Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website* Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: C. Feedback collected and analysed Remark : HEI has not provided the filled-in google feedback form; The communication with the University are not related to feedback
2.1.2	*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years*

2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
104	105	85	66	63

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
207	193	135	132	125

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
122	110	88	93	82

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
280	244	203	212	188

Remark : values remain same of metric no. 2.1.2.1 ;And Values has been revised in 2.1.2.2 considering the 40% reservation as per the sanction letter.

2.4.2 — *Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)*

2.4.2.1. **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
26	20	18	17	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
26	20	18	17	12

3.3.1 — **Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**

3.3.1.1. **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	3	2	2	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	2	2	0

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	1	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	0	0	0

3.4.3	*Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.*

   3.4.3.1. **Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
41	18	2	6	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
27	14	2	1	2

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

   Answer before DVV Verification :

	Answer After DVV Verification :21
4.1.2	*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years* 4.1.2.1. **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>30.50</td><td>34.30</td><td>17.65</td><td>74.31</td><td>74.16</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>29.53</td><td>34.30</td><td>17.65</td><td>74.31</td><td>72.28</td></tr></table>
4.3.2	**Student – Computer ratio (Data for the latest completed academic year)** 4.3.2.1. **Number of computers available for students usage during the latest completed academic year:** Answer before DVV Verification : 281 Answer after DVV Verification: 242
4.4.1	*Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)* 4.4.1.1. **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>86.43</td><td>39.48</td><td>92.74</td><td>41.16</td><td>20.19</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>56.22</td><td>25.76</td><td>76.15</td><td>27.17</td><td>6.04</td></tr></table> Remark : Values have been updated as per the supporting document provided by the HEI.
5.1.2	*Following capacity development and skills enhancement activities are organised for improving students' capability* *1. Soft skills* *2. Language and communication skills* *3. Life skills (Yoga, physical fitness, health and hygiene)*

	*4. **ICT/computing skills*** Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. 1 of the above Remark : Input has been updated as per the supporting document provided by the HEI.
5.1.4	*The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases* 1. **Implementation of guidelines of statutory/regulatory bodies** 2. **Organisation wide awareness and undertakings on policies with zero tolerance** 3. **Mechanisms for submission of online/offline students' grievances** 4. **Timely redressal of the grievances through appropriate committees** Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above
5.2.2	*Percentage of students qualifying in state/national/ international level examinations during the last five years* 5.2.2.1. **Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
18	18	9	2	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	17	8	1	3

5.3.2	**Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)** 5.3.2.1. **Number of sports and cultural programs in which students of the Institution participated year wise during last five years** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
42	40	7	44	46

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
20	18	6	19	17

	Remark : Values have been updated as per the supporting document provided by the HEI.
6.2.2	*Institution implements e-governance in its operations* 1. **Administration** 2. **Finance and Accounts** 3. **Student Admission and Support** 4. **Examination** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above
6.3.3	*Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years* 6.3.3.1. **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years** Answer before DVV Verification: | 2022-23	2021-22	2020-21	2019-20	2018-19 | |---|---|---|---|---| 6.3.3.2. **Number of non-teaching staff year wise during the last five years** Answer before DVV Verification: | 2022-23	2021-22	2020-21	2019-20	2018-19 | |---|---|---|---|---| | 12 | 10 | 10 | 10 | 9 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19 | |---|---|---|---|---| | 35 | 35 | 35 | 35 | 35 |
6.5.2	**Quality assurance initiatives of the institution include:** 1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented** 2. **Academic and Administrative Audit (AAA) and follow-up action taken** 3. **Collaborative quality initiatives with other institution(s)** 4. **Participation in NIRF and other recognized rankings** 5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : Input has been updated as per the supporting document provided by the HEI.
7.1.2	**The Institution has facilities and initiatives for**

	1. **Alternate sources of energy and energy conservation measures** 2. **Management of the various types of degradable and nondegradable waste** 3. **Water conservation** 4. **Green campus initiatives** 5. **Disabled-friendly, barrier free environment** Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: A. 4 or All of the above
7.1.3	**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following** 1. **Green audit / Environment audit** 2. **Energy audit** 3. **Clean and green campus initiatives** 4. **Beyond the campus environmental promotion activities** Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 98 Answer after DVV Verification : 92
1.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19	 |---|---|---|---|---| 	76	64	57	59	46	 Answer After DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19	 |---|---|---|---|---| 	70	64	57	56	46	